

NORTH CAROLINA ESSENTIAL STANDARDS

WORLD LANGUAGES

Introduction to the Standards

The intent of the *North Carolina World Language Essential Standards* is that a comprehensive set of language skills will be developed and used by the learner for effective communication. These skills, identified in the *Standards for Classical Language Learning* from the American Classical League (ACL) and the American Philological Association (APA), along with the American Council for the Teaching of Foreign Language (ACTFL)'s *Standards for Foreign Language Learning in the 21st Century*, are known nationally as the 5 C's, or, **C**ommunication, **C**ulture, **C**onnections, **C**omparisons, and **C**ommunities. Within the *North Carolina World Language Essential Standards*, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, and Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands:

- Connections to Language & Literacy (CLL)
- Connections to Other Disciplines (COD)
- Communities (CMT)

The *North Carolina World Language Essential Standards* are organized by proficiency level, rather than grade level or grade span, to embed the multiple entry points for language learning across the K-12 spectrum. North Carolina based this organization on The American Council on the Teaching of Foreign Languages (ACTFL) national proficiency scale, which is aligned to a number of other proficiency scales used nationally, such as the Interagency Language Roundtable (ILR) scale used by government and military organizations, and internationally, like the Common European Framework of Reference (CEFR) utilized by countries across Europe and in some parts of Asia. Exit proficiency expectations have been determined and differentiated by program and, sometimes, language type, that show what a student is expected to be able to do with the language at the end of a specific grade span or particular class. The proficiency expectations charts are included with the three program descriptions in the preamble:

- Classical Language Programs
- Dual & Heritage Language Programs
- Modern Language Programs