

informal exposure to the language through travel abroad; accessing online resources for individual practice; etc.

In order to account for these variations, as well as to embed multiple entry points, it was decided that the *World Language Essential Standards* would be organized by proficiency level, rather than grade level. For each program, exit proficiency outcomes have been determined that will show what a student should know and be able to do when they hear, speak, read, or write the language.

### **Language Skills & the Essential Standards Framework**

The intent of the *World Language Essential Standards*, along with the American Council for the Teaching of Foreign Language (ACTFL)'s *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C's or Communication, Culture, Connections, Comparisons, and Communities.

Within the *World Language Essential Standards*, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, 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)

Here is a brief summary of each skill or Essential Standard:

#### **1. Use the language to engage in interpersonal communication.**

##### **(Interpersonal Communication : Person-to-Person Communication)**

Interpersonal skills are used in informal, one-on-one or small group conversations. Students can ask for clarification when needed and negotiate with each other during the conversation. Most interpersonal communication involves everyday topics, like greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, and so on.

#### **2. Understand words and concepts presented in the language.**

##### **(Interpretive Communication: Listening and Reading)**

Interpretive skills involve receiving information in a situation where meaning cannot be negotiated. Students hear or see the message and respond based on their interpretation. These messages could be about any topic and come from a wide variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentations-live and recorded, etc.

#### **3. Use the language to present information to an audience.**

##### **(Presentational Communication: Speaking and Writing)**

Presentational skills involve preparing information to be shared with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language. These presentations vary from somewhat informal, such as a quick report to the class on an article, to quite formal, which might be a culminating project involving a multimedia display with a speech.