

World Language Essential Standards Crosswalk

A Document to Assist with the Transition from the
2004 *Standard Course of Study* to the 2010 *Essential Standards*

2004 <i>Standard Course of Study</i>	2010 <i>Essential Standards</i> (Implementation starting in 2012-2013)
<p>4 programs in different sections</p> <ul style="list-style-type: none"> • K-12 Modern Languages • Grades 7-12 Latin • 2 levels of Spanish for Native Speakers (SNS) • 2 levels of American Sign Language (ASL) 	<p>3 types of programs articulated K-12 in a more inclusive way:</p> <ul style="list-style-type: none"> ▪ K-12 Classical Languages ▪ K-12 Dual & Heritage Languages <p>Combines:</p> <ol style="list-style-type: none"> 1) K-5 Dual Language/Immersion curriculum developed thanks to a 2005-2008 FLAP grant and slated for incorporation in the next SCS revision, and 2) SNS and other heritage languages to create a comprehensive K-12 approach to this type of language learning <ul style="list-style-type: none"> ▪ K-12 Modern Languages (now includes ASL and any language used as a native or first language for any population in the world)
Organized grade-by-grade (K-8) and course-by-course (9-12); multiple entry points addressed in transition sections.	Articulated K-12 by proficiency levels with multiple entry points embedded.
Progression of courses at the high school level limited to levels I-VI.	Progression of courses at the high school level linked to proficiency expectations for each program and extended through Level VIII.
Proficiency levels defined in introductory materials.	<p>Proficiency exit expectations explained and outlined within each type of program and differentiated based on unique features of the languages and formal instructional time associated with specific programs:</p> <ul style="list-style-type: none"> ▪ Alphabetic Languages (those using an alphabet writing system) <ul style="list-style-type: none"> ○ Classical: Latin (applicable to others like Ancient Greek that may be initiated) ○ Dual & Heritage: Cherokee, French, German, Greek, Spanish (applicable to others that may be initiated) ○ Modern: Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Russian, Spanish (applicable to others that may be initiated) ▪ Logographic Languages (those using a character writing system) <ul style="list-style-type: none"> ○ Dual & Heritage: Chinese (Mandarin) and Japanese (applicable to others that may be initiated) ○ Modern: Chinese (Mandarin) and Japanese (applicable to others that may be initiated) ▪ Visual Languages (those using a manual signing system) <ul style="list-style-type: none"> ○ Modern: American Sign Language (ASL)
Does not include clear proficiency outcomes.	Proficiency outcomes delineated for each program, including assessment prototypes linked to different proficiency levels and program models, along with information about formative, benchmark and summative assessment.
Lack of differentiation for some objectives across K-12 spectrum.	Differentiates across K-12 continuum based on increasing proficiency through the Advanced Mid level, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency and Performance Guidelines.
Lack of specificity in learning outcomes.	High level of learning outcomes organized by proficiency level within 4 Essential Standards (ES), specified in 2-5 Clarifying Objectives (CO) per ES with a variety of Assessment Prototypes (AP), and arranged by 3 Strands.
Objectives reflect activities vs. learning outcomes.	Focuses on learning outcomes vs. activities. Activities reflected in APs, which are example student activities and/or prototypical performance assessments.
Multiple learning outcomes within one objective.	Each objective has a single learning outcome using one Revised Bloom's Taxonomy verb per ES and CO.
Aligned to national standards with references to research and some 21 st Century skills implicit.	Aligned to national and international standards and based on current second language acquisition research. 21 st Century skills embedded in COs and APs.
Support documents available online as PDFs and through professional development workshops.	Support materials, tools for implementation, and other resources will be provided in the Essential Standards Instructional Toolkit and through professional development in a variety of formats, including online.