

**World Language Essential Standards Crosswalk**  
A Document to Assist with the Transition from the  
2004 *Standard Course of Study* to the 2010 *Essential Standards*  
**K-12 Dual & Heritage Languages**  
Heritage Language Programs

2004 <i>Standard Course of Study</i>	2010 <i>Essential Standards</i> (Implementation starting in 2012-2013)	Notes
<b>Competency Goal 1</b> <b>Interpersonal Communication</b> The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.	<b>Essential Standard #1</b> Use the language to engage in interpersonal communication.	Heritage Language Programs serve students who have home backgrounds in a language other than English or who come from other immersion experiences, formal or informal. In the 2004 <i>Standard Course of Study</i> , this programming was referred to as Spanish for Native Speakers (SNS). The SNS standards were adapted to other languages, resulting in Chinese for Native Speakers (CNS) and French for Native Speaker (FNS) courses, as well as dual language/immersion literacy courses at the secondary level, such as Spanish Language Arts, Japanese Language Arts, etc.  The North Carolina heritage language programs were designed as a two-course sequence that bridges into advanced modern language courses. These courses focus on literacy skills (Interpretive Reading and Presentational Writing) and the blending of cultures.  Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 5-7 were difficult to implement, especially for new teachers, so the decision was made to organize Connections, Comparisons, and Communities as the strands. This approach links them to daily instruction throughout the four Essential Standards, and creates Clarifying Objectives for each strand within each standard, and resulting Assessment Prototypes, addressing the issue comprehensively.
<b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will understand and interpret written and spoken language on a variety of topics in Spanish.	<b>Essential Standard #2</b> Understand words and concepts presented in the language.	
<b>Competency Goal 3</b> <b>Presentational Communication</b> The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.	<b>Essential Standard #3</b> Use the language to present information to an audience.	
<b>Competency Goal 4</b> <b>Cultures</b> The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).	<b>Essential Standard #4</b> Compare the students' culture and the target culture.	
<b>Competency Goal 5</b> <b>Comparisons</b> The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.	<b>Connections to Language &amp; Literacy (CLL) Strand</b> The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.	
<b>Competency Goal 6</b> <b>Connections</b> The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.	<b>Connections to Other Disciplines (COD) Strand</b> Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized.	
<b>Competency Goal 7</b> <b>Communities</b> The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.	<b>Communities (CMT) Strand</b> Students preparing for success in the 21 <sup>st</sup> Century need to access knowledge and information from other communities and use that information to function well with people from diverse backgrounds.	