

**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 Modern Languages - Alphabetic & Logographic**

[See Modern Language list on page 3](#)

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 the target language.	<b>Essential Standard #1</b> Use the language to engage in interpersonal communication.	Modern Language Programs are the study of languages that are a first or native language in use today somewhere in the world, and are commonly referenced as traditional foreign language instruction.
<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 the target language.	<b>Essential Standard #2</b> Understand words and concepts presented in the language.	These programs build communicative proficiency in the language and include the study of culture(s) that use that language. Instruction can begin at any level, which results in multiple entry points for students.
<b>Competency Goal 3</b> <b>Presentational Communication</b> The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.	<b>Essential Standard #3</b> Use the language to present information to an audience.	Foreign Language in the Elementary School or FLES programs can be either language-focused and/or content-enriched, which is similar to a partial immersion program. FLES programs are also called Early Start Programs, and are defined by students receiving a minimum of 90 minutes of instruction per week. Elementary programs that meet less than 90 minutes per week are foreign language exploratory or FLEX programs, which do not build proficiency, but are designed to introduce basic vocabulary for one or more languages and teach students about different cultures. FLEX programs may also lay the foundation for future proficiency-based language programs.
<b>Competency Goal 4</b> <b>Cultures</b> The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.	<b>Essential Standard #4</b> Compare the students' culture and the target culture.	At the secondary level, beginning and continuing programs exist in grades 6-8, along with FLEX options. In North Carolina, middle school students can also take courses for high school credit. High school students can begin study in a Level I course or be placed in a Level II course or higher, depending on their proficiency level in the language.