

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

I. World Language Essential Standards Overview

- The *North Carolina World Language Essential Standards* provide an articulated K-12 proficiency-based framework for each of the world language programs in the public schools: Classical Language Programs, Dual & Heritage Language Programs, and Modern Language Programs.
- Organizing the *North Carolina World Language Essential Standards* by proficiency level embeds multiple entry points, facilitating the placement of students with previous language study and/or established levels of proficiency in a language. This also resulted in the extension of high school credit courses, so there are now eight courses or levels, instead of just six.
- Proficiency exit expectations that are challenging, yet reasonable, have been established using the latest research on proficiency outcomes, combined with input and feedback from experienced educators. Proficiency exit expectations are 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. Students have the possibility of building proficiency in different communication skill areas through the Advanced Mid level, using the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency and Performance Guideline descriptions.
- The *North Carolina World Language Essential Standards* focus on learning outcomes, rather than activities. There are four Essential Standards (ES), with 2-5 Clarifying Objectives (CO) for each ES within a proficiency level, which are arranged by Strands. Sample Assessment Prototypes (AP) are linked to the COs to provide additional clarification, illustrate ways that objectives *might* be assessed in the classroom, and provide information about the components of a comprehensive balanced assessment system. The APs are example student activities and prototypical performance assessments that are either applicable to world language programs in general or detailed for a specific program or language.
- Each ES and CO reflects a single learning outcome. Only one Revised Bloom's Taxonomy verb was used per ES and CO, and every verb is carefully defined so that its meaning remains constant, regardless of the content area in which it is being used.
- The *North Carolina World Language Essential Standards* are aligned to national and international standards, based on current second language acquisition research, and have 21st Century skills embedded throughout.
- Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

This information is also presented in a side-by-side comparison chart below.