

**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 Classical Languages**

2004 <i>Standard Course of Study</i>	2010 <i>Essential Standards</i> (Implementation starting in 2012-2013)	Notes
<b>Competency Goal 1 Communication</b> The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.	<b>Essential Standard #2</b> Understand words and concepts presented in the language.	Classical Language Programs involve the study of Latin and Ancient Greek, languages that are no longer a native or first language for any population. The communication focus is on the development of Interpretive Reading skills, while Interpretive Listening and Presentational Speaking and Writing are ancillary skills that support language learning. The Essential Standard for Interpersonal Communication (Essential Standard #1) is not part of Classical Language programs, because these languages are not being used for conversation by any society.
	<b>Essential Standard #3</b> Use the language to present information to an audience.	
<b>Competency Goal 2 Cultures</b> The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.	<b>Essential Standard #4</b> Compare the students' culture and the target culture.	
<b>Competency Goal 3 Connections</b> The student will relate Latin and the Greco- Roman world to other disciplines.	<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.	Feedback and input from the field, the writing groups, the draft responses, and national experts showed that Competency Goals 3-5 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 4 Comparisons</b> The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.	<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 5 Communities</b> The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.	<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.	