

**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 – Visual (ASL)**

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 1:1 and group conversation and exchange information and opinions on a variety of topics.	<b>Essential Standard #1</b> Use the language to engage in interpersonal communication.	For visual languages, the communication modes involve different skills, which are noted on the exit proficiency expectation charts and other sections of the <i>World Language Essential Standards</i> and <i>Essential Standards Instructional Toolkit</i> . <ul style="list-style-type: none"> <li>Interpersonal Communication is called Interactive.</li> <li>Interpretive Listening is labeled Interpretive Receptive.</li> <li>Interpretive Reading is understanding fingerspelling and signs/handshapes.</li> <li>Presentational Speaking is Presentational Expressive, or producing fingerspelling and signs/handshapes.</li> <li>Presentational Writing is Presentational Glossing.</li> </ul>
<b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will comprehend signed information on a variety of topics in ASL.	<b>Essential Standard #2</b> Understand words and concepts presented in the language.	
<b>Competency Goal 3</b> <b>Presentational Communication</b> (Expressive Skills) The learner will present information, concepts, and ideas to an audience on a variety of topics.	<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 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.	
<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.	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 6</b> <b>Connections</b> The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign 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 ASL 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.	