

**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**  
Dual Language/Immersion 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 the target language.	<b>Essential Standard #1</b> Use the language to engage in interpersonal communication.	Dual Language/Immersion Programs lead to students becoming proficient in a target language, in addition to English, as they master content from other disciplines and become bilingual, biliterate, and bicultural. State infrastructure for K-5 dual language/immersion programs was created thanks to a federal grant (2005-2008). The standards, curriculum, and other resources developed through the grant have been incorporated into the new Essential Standards. These materials have also been extended to incorporate the needs of these students as they continue on to high school graduation. The Instructional Toolkit and professional development will contain information and examples for all four types of dual language/immersion programs across the K-12 spectrum.
<b>Competency Goal 2</b> <b>Interpretive Communication</b> The learner will decode, 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.	
<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.	
<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 and expand content knowledge, concepts and skills in the target language and interconnect them with key terms and concepts in English.	<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 language and/or 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.	