CCC

The 2019 California
World Languages Standards

What is essential for educators to know?

Students in the twenty-first century, with all its technological developments, live in a global society. People all over the world can communicate in real time, organizations and businesses are multinational, and new professions are continually emerging. Students that are successful in the twenty-first century will be those who are proficient in more than just the core subjects. These students will be global citizens with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully with understanding and awareness across cultures. These skills—understanding, speaking, reading, writing, and signing in world languages, as well as in English—are essential for students to effectively contribute to state and national efforts and succeed in business, research, and international relations in the twenty-first century.

California is ready to expand opportunities for its unique and diverse student population to acquire world languages, develop intercultural competence, and become global citizens. California educators will find that the 2019 *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*WL Standards*) are aligned with and support recent legislation and initiatives that champion these outcomes. Naturally, the *WL Stan-*

dards establish a path for students to become multilingual and prepare to attain California's Seal of Biliteracy. The *WL Standards* also provide guidance in light of two significant pieces of legislation. In 2016, the passage of Proposition 58, the California Education for a Global Economy (EdGE), initiated a statewide effort to promote linguistic, global, and intercultural competency among California students. The charge of this legislation and a subsequent initiative—Global California 2030—is for K–12 schools to support multilingualism for California's unique and diverse student population through access to world languages programs.

Taken together, these initiatives prompt schools to introduce and support language learning early in elementary school, offer a wider range of world languages, and streamline the progression of language acquisition from elementary through high school and beyond. The *WL Standards* can help schools bolster opportunities for students to develop essential, lifelong aptitudes by offering multiple entry points to instruction in world languages from kindergarten through grade twelve. The standards also support local education agencies as they promote multilingualism for all students through access to high-quality, well-articulated world languages programs.

Note: This document provides an overview of the essential information California educators need to know about the *WL Standards*. The standards document itself includes additional information not included here. Two notable examples are appendices that provide guidance regarding ways the *WL Standards* support biliteracy and multilingual education and ways students with disabilities may access the *WL Standards*.

Communities and Comparisons Curricular Areas are Integrated Throughout the World Languages Standards

The *WL Standards* incorporate the five goal areas, also known as the five Cs, of the American Council on the Teaching of Foreign Languages (ACTFL), into three curricular strands—Communication, Cultures, and Connections. Educators familiar with the ACTFL standards will recognize what this redistribution accomplishes: The integral components of proficiency in the Communities and Comparisons goal areas can be found in all three goals areas of Communication, Cultures, and Connections. For example, Comparisons are found under the *Language Comparisons, Cultural Comparisons,* and *Connections to Other Disciplines* standards. The integration of the Comparisons goal area addresses how students make connections between the home and target language and culture and to their studies in other disci-

plines. The Communities goal area can be found under the *Settings for Communication, Cultural Products, Practices, and Perspectives,* and *Diverse Perspectives and Distinctive Viewpoints* standards. This integration of the Communities goal area addresses the language skills that learners need to interact in target-language communities at home and around the world. While the approach to teaching and learning world languages remains aligned with the ACTFL standards, the Communities and Comparisons goal areas have been strategically distributed throughout the *WL Standards* to emphasize communicative proficiency in the world languages classroom.

COMMUNICATION

Communication takes place in a variety of authentic *settings* that represent what students will experience in the target cultures.

- *Interpretive*: language users listen, view, and read using knowledge of cultural products, practices, and perspectives.
- *Interpersonal*: culturally appropriate listening and speaking, reading and writing, and viewing and signing (American Sign Language [ASL]) take place as a shared activity among language users.
- *Presentational*: speaking, signing, and writing take place for an audience of listeners, readers, and viewers in culturally appropriate ways.

The Communication Standard uses the term *structures* to capture the multiple components of grammar that students must learn to communicate with accuracy.

CULTURES

Students need to acquire the ability to interact appropriately with *culture bearers* to communicate successfully. Culturally appropriate language use requires an understanding of the relationships between the *products* and *practices* of cultures and their underlying *perspectives*. While acquiring knowledge of products, practices, and perspectives of the target cultures, learners engage in *comparisons* of similarities and differences among their cultures and the target cultures, and also explore *intercultural influences* when they come into contact with multilingual and multicultural communities.

CONNECTIONS

Language users address a variety of topics that are appropriate to their age and range of proficiency, increase their knowledge of numerous areas of the curriculum, and make connections across K–12 areas of study. As students develop their ability to communicate in the target language and cultures, they are able to more fully address topics that increase in complexity and learn how target-culture bearers understand and address discipline-specific and cross-disciplinary concepts.

cultural comparisons – Students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.

culture bearers – Individuals in a group who share common behaviors and views of the world.

intercultural influences – How diverse cultural groups affect one another's products, practices, and perspectives through interaction.

interpersonal communication – Language users listen and speak, read and write, and view and sign as they negotiate meaning with others.

interpretive communication – Language users listen to, read, and view authentic materials using knowledge of cultural products, practices, and perspectives without the opportunity for interpersonal communication.

perspectives (cultural) – Beliefs of members of a particular group.

practices (cultural) – Behaviors of members of a particular group.

presentational communication – Language users speak, sign, and write in culturally appropriate ways for audiences of listeners and readers without the opportunity to negotiate meaning.

products – (1) [cultural] Tangible and intangible items created and used by members of a particular group; (2) The "how" of differentiation; a teacher may provide a variety of ways for students to demonstrate their learning.

settings – Situations where the language is used (highly predictable, transactional, informal, formal); may be face-to-face or mediated by technology.

structures – Elements of the linguistic system (phonology/parameters in ASL, morphology, syntax).

Goal Areas for Communication, Cultures, and Connections Standards

The goal areas for the standards highlight the kinds of knowledge and skills students will be acquiring. These goals are aligned with the most current documents that inform language and culture teaching communities, including guidance from ACTFL.

The goals compiled below highlight how California's *WL Standards* support the Global California 2030 initiative by identifying what students should know and be able to do in languages other than English. The standards also establish a path for students to become multilingual and prepare to attain California's Seal of Biliteracy.

Communication Goals

Interpretive Communication
WL.CM7.1 To access information, students demonstrate understanding and interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

Interpersonal Communication
WL.CM7.2 To collaborate and share information, reactions, feelings, and opinions, students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, signed (ASL), or written conversations, using technology as appropriate.

Presentational Communication
WL.CM7.3 To present and publish, students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

Settings for Communication
WL.CM7.4 Students use language in highly predictable, daily settings (Novice); transactional and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior) in their communities and in the globalized world.
WL.CM7.N5 Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language-use opportunities outside the classroom and set goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

Language Structures in Service of Communication
WL.CM7.6 Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; text structures for paragraph-level discourse (Advanced); all structures (Superior); and text structures for extended discourse (Superior).
Students use language text types to communicate: learned words, signs, and fingerspelling (ASL); phrases (Novice); sentences and strings of sentences (Intermediate); paragraphs and strings of paragraphs (Advanced); or coherent, cohesive multi-paragraph texts (Superior).

Language Comparisons
WL.CM7.7 To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Cultures Goals

Culturally Appropriate Behavior
WL.CL7.1 Students interact with cultural competence and understanding.

Cultural Products, Practices, and Perspectives
WL.CL7.2 To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

Cultural Comparisons
WL.CL7.3 To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target culture and the culture(s) they know.

Intercultural Influences
WL.CL7.4 To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence each other over time.

Connections Goals

Connections to Other Disciplines
WL.CN7.1 To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

Diverse Perspectives and Distinctive Viewpoints
WL.CN7.2 To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Communication Standard 7: Language Comparisons in Service of Communication
Goal
• To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences in the target language and the language(s) they know.

Novice	Intermediate	Advanced	Superior
WL.CM7.N Identify similarities and differences in the orthography, phonology, ASL parameters, and very basic sentence-level elements (morphology and/or syntax) of the languages known.	WL.CM7.I Identify similarities and differences in the basic sentence-level elements (morphology and syntax) of the languages known.	WL.CM7.A Identify similarities and differences in sentence-level elements (morphology and syntax in major time frames) and in paragraph-level discourse (text structure) of the languages known.	WL.CM7.S Identify similarities and differences in sentence-level elements (morphology and syntax of common and uncommon structures) and in extended discourse (text structure) of the languages known.

Each standard is presented first with its name—in this case, "Communication Standard 7: Language Comparisons in Service of Communication." The goal(s) of that particular standard are placed under the title, followed by a chart describing student outcomes in the different ranges of proficiency for that standard.

Shifts in Instructional Approaches in the World Languages Standards

The *WL Standards* illustrate necessary shifts in instructional approaches intended to bring about optimal performance among students in world languages classrooms. The standards, and more specifically the **Then and Now** chart highlighted in the appendix called "Ways Students May Access the World Languages Standards," respond to a call to action to create a more inclusive learning environment in the world languages classroom.

The **Then and Now** chart calls attention to necessary shifts in instructional approaches by contrasting the ineffective practices of the past (**Then**) with the research-based practices that yield evidence of positive **impact** on world languages acquisition (**Now**). Additional guidance for program delivery is provided in the appendices of the *WL Standards* and will be fully developed in the California *World Languages Framework*.

1. **Then** – Students learn about the language (grammar)
   Now – Students learn to use the target language
   • Teachers use the target language almost exclusively.
   • Teachers use the target language to make language, culture, and content comprehensible using multiple modalities for learning.
   • Grammar is taught as a tool for communication.

2. **Then** – Teacher-centered class
   Now – Student-centered with teacher as facilitator or collaborator
   • Teachers design activities that lead to autonomy and flexibility in unrehearsed situations and create a student-driven class.
   • Students engage in individual, pair, and small- and whole-group activities.
   • Students are able to choose activities based on learning profiles, readiness, and interests.
   • Students are able to assess, plan, and direct their own learning.

3. **Then** – Focus on four skills
   Now – Focus on interpersonal, interpretive, and presentational communication in the target language
   • Students interpret authentic (informative, cultural, literary) audio, video, and written texts.
   • Students communicate spontaneously in culturally authentic, real-world settings.
   • Students make a variety of presentations for target-culture audiences in appropriate ways.

4. **Then** – Coverage of the textbook
   Now – Use of backward design focusing on the end goal
   • Teachers design culturally authentic integrated performance tasks for units and courses in the target language.
   • Performance tasks develop skills measured in benchmarks and final examinations.
   • Assessment (form checks, measures, integrated performance tasks) informs instruction.

5. **Then** – Use of the textbook as the curriculum
   Now – Use of thematic units and authentic resources
   • Essential questions guide the selection of themes and sub-themes.
   • Materials from the textbook are used only when those materials develop appropriate knowledge and skills.
   • Teachers use authentic materials rich in language, culture, and content.

6. **Then** – Emphasis on teacher as presenter
   Now – Emphasis on student as "doer" and "creator"
   • Students use the target language for real-world purposes in culturally appropriate ways.
   • Students use the target language beyond the classroom.
   • Students use the target language to learn content, think critically, and solve problems.

7. **Then** – Focus on isolated cultural "factoids"
   Now – Focus on relationships among products, practices, and perspectives
   • Students learn the target cultures through the target language.
   • Students learn to function in culturally appropriate ways.
   • Students learn target-culture perspectives that underlie cultural products and practices.
   • Students learn about the effects of intercultural influences.

8. **Then** – Use of technology as a "cool tool"
   Now – Integrating technology into instruction to enhance learning
   • Teachers use technology to teach authentic texts rich in language, culture, and content.
   • Students use technology to research, collaborate, cite evidence, revise, edit, and publish in the target language.
   • Students use technology to communicate in the target language, supported with digital media and visual displays.

9. **Then** – Teaching only the language
   Now – Use of language as the vehicle to teach academic content
   • Students further their knowledge of content through target-language sources.
   • Students learn target-culture perspectives on content.
   • Students develop information, media, technology, and emotional literacies.

10. **Then** – Same instruction for all students
    Now – Differentiating instruction to meet individual needs
    • Teachers differentiate based on student learning profiles, readiness, and interests.
    • Teachers differentiate content, process, and products.
    • Teachers differentiate for students who are disengaged or accelerated, who have disabilities or other special needs, and who are heritage and native speakers.

11. **Then** – Use of situations from textbook
    Now – Use of personalized real-world tasks
    • Students use the target language in real-world settings.
    • Students use the target language spontaneously.
    • Students exchange information and opinions and express thoughts and feelings through the target language.

12. **Then** – Classroom language learning
    Now – Opportunities to use the target language beyond the classroom
    • Students participate in language-use opportunities with target-language users in the school.
    • Students participate in target-language-use opportunities in local and global communities.
    • Students show evidence of becoming lifelong learners.

13. **Then** – Test to find out what students do not know
    Now – Assess to find out what students can do
    • Teachers use measures to generate a profile of student strengths and weaknesses.
    • Teachers design tasks that require proficiency in language, culture, and content.
    • Teachers differentiate content, process, and products to optimize opportunities for success.

14. **Then** – Teacher knows criteria for grading
    Now – Students understand criteria for assessment and use rubrics
    • Teachers use criteria that focus on language, culture, and content.
    • Students participate in self-assessment using criteria and rubrics.
    • Students self-direct when demonstrating knowledge and proficiency.

15. **Then** – Students "turn in" work for the teacher
    Now – Students create to "share and publish" for target-culture audiences
    • Students interpret a wide variety of authentic materials.
    • Students communicate interpersonally in real-world situations.
    • Students present to target-culture audiences for a variety of purposes and in appropriate ways.