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 businesses are multinational, new professions are continually emerging. Students that are successful in the twenty-first century, with all its technologies, 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 economies and prepare to attain the 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.

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 area addresses how students make connections between the home and target language and culture and to their studies in other disciplines. The Communities goal area can be found under the Settings for Communication, Cultural Products, Practices, and 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 culture 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.

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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-language bearers understand and address discipline-specific and cross-disciplinary concepts.

The 2019 California World Languages Standards

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.
Communication Standard 7: Language Comparisons in Service of Communication Goals

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.

<table>
<thead>
<tr>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Superior</th>
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<tbody>
<tr>
<td>WLCM7A Identify similarities and differences in basic sentence-level elements (morphology and syntax) of the languages known.</td>
<td>WLCM7T Identify similarities and differences in the orthography, phonology, ASL grammar, and vocabulary of other basic sentence-level elements (morphology and syntax) of the languages known.</td>
<td>WLCM7T Identify similarities and differences in sentence- level elements (morphology and syntax of common and uncommon structures) and extended discourse (text standards) of the languages known.</td>
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Each standard is presented first with its name—in this case, “Communication Standard 7: Language Comparisons in Service of Communication Goals.” The goal(s) of that particular standard are then listed, followed by a chart describing student outcomes in each range of proficiency for that standard.

Communication Goals

Interpretative Communication

WLCM1: To access the 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

WLCM2: Interpersonal communication, 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

WLCM3: 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

WLCM4: Students use language in highly predictable, daily settings (Novice) for some transactions and some informal settings (Intermediate); most informal and formal settings (Advanced); informal, formal, and professional settings, and unfamiliar and problem situations (Superior) in their work, study, personal, and social lives in the globalized world.

WLCM5: Students recognize (Novice), participate in (Intermediate), initiate (Advanced), or sustain (Superior) language-use opportunities suitable for their goals, reflect on progress, and use language for enjoyment, enrichment, and advancement.

Language Structures in Service of Communication

WLCM6: Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; test structures for paragraph-level discourse (Advanced); all structures (Superior); and test structures for extended discourse (Superior).

WLCM7: Students use language test 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

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

WLC1: Students interact with cultural competence and understandings.

Cultural Products, Practices, and Perspectives

WLC2: Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; test structures for paragraph-level discourse (Advanced); all structures (Superior); and test structures for extended discourse (Superior).

WLC3: Students use language test 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).

Cultural Comparisons

WLC4: Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; test structures for paragraph-level discourse (Advanced); all structures (Superior); and test structures for extended discourse (Superior).

WLC5: Students use language test 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).

Intercultural Influences

WLC6: Students use structures to communicate: sounds, parameters (ASL); writing systems (Novice); basic word and sentence formation (Intermediate); structures for major time frames; test structures for paragraph-level discourse (Advanced); all structures (Superior); and test structures for extended discourse (Superior).

WLC7: Students use language test 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).

Connections Goals

Connections to Other Disciplines

WLC1: To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge and skills across disciplines using the target language to develop critical thinking and solve problems.

Diverse Perspectives and Distinctive Viewpoints

WLC2: 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.