



WORLD LANGUAGE CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS

KINDERGARTEN THROUGH GRADE TWELVE

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CA WL CONTENT STANDARDS

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CA WL CONTENT STANDARDS

■ Students need the ability to:

1. be successful in a **technologically-driven** global economy
2. increase **intercultural understanding** and the benefits derived from cooperative efforts
3. communicate in **culturally-appropriate** ways in a variety of settings
4. participate in communicative interactions that **prepare for real-world language use** and global citizenship

CA WL CONTENT STANDARDS

- Students today live in a California with a diverse student population
 1. heritage language
 2. recent immigrants
 3. language acquisition through contact in communities and abroad
 4. learn additional languages and cultures

Languages Commonly Learned in California

CATEGORY I	American Sign Language, French, Italian, Portuguese, and Spanish <i>575-600 hours to reach Superior</i>
CATEGORY II	Armenian, Farsi, Filipino, Hebrew, Hmong, Khmer, Latin, Punjabi, Russian, Vietnamese, Greek, Hindi <i>1,110 hours to reach Superior</i>
CATEGORY III	Arabic, Cantonese, Mandarin, Japanese, Korean, and Mongolian <i>2,220 hours to reach Superior</i>

CA WL CONTENT STANDARDS

- Language Learning Continuum
- Used to capture growth in linguistic and cultural proficiency
- Provides benchmarks for progress in a series of qualitatively different stages of performance:

Stage I	(Formulaic)	WORDS
Stage II	(Created)	SENTENCES
Stage III	(Planned)	PARAGRAPHS
Stage IV	(Extended)	ESSAYS

CA WL CONTENT STANDARDS

- The Stages of the Language Learning Continuum do not equal years of study.
- Student's course level is not synonymous with stage of language proficiency.

Year 1 \neq Stage 1

Year 2 \neq Stage 2

CA Language Programs

Elementary:

- A. Immersion (dual, one-way)
- B. Foreign Language in the Elementary School (FLES)
- C. Foreign Language Exploratory (FLEX)

Middle:

- A. Immersion (dual, one-way, 2+ core classes)
- B. Foreign Language (1-2 year sequence)
- C. Foreign Language Exploratory (FLEX, wheel)

High:

- A. Immersion (2+ academic courses)
- B. Foreign Language courses (4-5 year sequence)
- C. Advanced Placement
- D. International Baccalaureate

CA WL CONTENT STANDARDS

California Standards provide the organizing principles to ensure:

- continuous development of student proficiency
- multiple points of entry and exit from California language programs

CA WL CONTENT STANDARDS

Standards are generic because:

- Wide number of languages taught
- Various levels of student proficiency
- Multiple points of entry and exit

CA WL CONTENT STANDARDS

Five categories:

- Content
- Communication
- Cultures
- Structures
- Settings

CA WL CONTENT STANDARDS

1. Content

- The topics that students address that are age and stage appropriate.

CA WL CONTENT STANDARDS

1. Excerpt from **Content**

Stage I	Stage II	Stage III	Stage IV
Greetings and introductions	Social relationships	Social norms	Societal expectations
Home and neighborhood	Care of the home	Community issues, current events	World events, social and political issues

Comparison with NATIONAL STANDARDS

Content - Unique to CA Standards

The topics that students address that are *age and stage appropriate*.

National Standards - Connections

Acquire distinctive viewpoints and further knowledge of other disciplines

CA WL CONTENT STANDARDS

2. Communication

- The communication modes that students address in the unit.
- The text-types that students use to communicate.
- The receptive / productive functions students use within the three modes.

CA WL CONTENT STANDARDS

2. Excerpt from **Communication**

Stage I	Stage II	Stage III	Stage IV
Formulaic language	Created language	Planned language	Extended language
List, name, identify, enumerate	Initiate, participate in, close a conversation	Describe, narrate, explain, state an opinion	Discuss, compare, contrast, persuade

Comparison with NATIONAL STANDARDS

Communication - Unique to CA Standards

Communication is *shared (interpersonal)* and occurs in *real world* situations. Text types and functions are defined.

National Standards - Communication

Three modes – Interpersonal, Interpretive, and Presentational

CA WL CONTENT STANDARDS

3. Cultures

- Students understand and use culturally appropriate behaviors to effectively communicate with target culture speakers.

CA WL CONTENT STANDARDS

3. Excerpt from **Cultures**

Stage I	Stage II	Stage III	Stage IV
1.3 Identify cultural borrowings	2.3 State reasons for cultural borrowings	3.3 Describe how products and practices change when cultures come in contact	4.3 Explain change in perspectives when cultures come in contact

Comparison with NATIONAL STANDARDS

Cultures - Unique to CA Standards

Includes the comparisons of cultures,
culturally appropriate behavior and
cultural borrowings

National Standards - Cultures

Three P's – Products, Practices, and
Perspectives

CA WL CONTENT STANDARDS

4. Structures

- Students comprehend the structures language uses to convey meaning.

CA WL CONTENT STANDARDS

4. Excerpt from **Structures**

Stage I	Stage II	Stage III	Stage IV
Use orthography, phonology to understand words and phrases in context	Use sentences, morphology/syntax, to understand concrete topics	Use knowledge of text structure to understand topics related to external environment	Use knowledge of extended discourse to understand abstract and academic topics

Comparison with NATIONAL STANDARDS

Structures - Unique to CA Standards

Grammar and structures *emerge from the real world language functions* (i.e., lessons do not begin with the grammatical points).
Includes nonverbal communication

National Standards – Comparison 4.1

Comparison of the linguistic structures

CA WL CONTENT STANDARDS

5. Settings

- The types of settings or contexts that students encounter inside and outside the classroom.

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5. Excerpt from **Settings**

Stage I	Stage II	Stage III	Stage IV
Use language in highly predictable common daily settings	Use language in interpersonal settings	Use language in informal and some formal settings	Use language in informal and formal settings.

Comparison with NATIONAL STANDARDS

Settings - Unique to CA Standards

Context for students to go out in the *real world* and interact in the target language in *culturally authentic* settings

National Standards – Communities

Use of language outside the classroom

CA Standards are online

www.clta.net

Questions and Answers

