

## **Established Goals for World Languages: Standards**

### **New Jersey Core Curriculum Content Standards (NJCCCS) 7.1. World Languages**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The targeted proficiency level is in accordance with the NJCCCS cumulative progress indicators as based on the American Council on the Teaching of Foreign Languages (ACTFL) learner-range descriptions . Student proficiency is assessed on performance across the 3 modes of communication- Interpretive (reading, listening); Interpersonal (spontaneous speaking, writing); Presentational (prepared speaking, writing).

### **National Standards for World Languages**

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the classroom. The goal is to prepare learners to apply the skills and understandings measured by the standards in order to bring a global competence to their future careers and experiences.

### **Common Core State Standards (CCSS)**

The department of World Languages integrates the CCSS (ELA and Math Practice). These standards describe the expectations to ensure all students are college-, career-, and world-ready.

**ELA.** The CCSS for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the other goal areas for learning languages –Cultures, Connections, Comparisons, and Communities – are also aligned with the Common Core.

**Math Practice.** The study of World Language uniquely supports CCSS for Math Practice. Students build on competence in skills such as looking for and making use of structure, making sense of problems and persevering in solving them, and using appropriate tools strategically.

### **21<sup>st</sup> Century Standards**

To prepare students for success in today’s challenging environment, our courses integrate standards-based skills and knowledge with 21<sup>st</sup> Century skills (as identified in the [\*Standards for Foreign Language Learning in the 21<sup>st</sup> Century\*](#) and [\*Partnership for 21<sup>st</sup> Century Skills\*](#)). Students are expected to explore challenging, authentic problems, accept the responsibility of supporting a group while improving their own skill sets, identify cross-content connections, and utilize technology to solve problems. In this way, they improve their ability to communicate; appreciate different ways of thinking about the world; achieve greater understanding of their own language and culture; develop strategies for continued development of their own multi-lingualism; increase the ability to connect with local communities and use technology to connect with speakers of the target language elsewhere.