Glossary

K-12 World Languages - Office of Teaching and Learning

Purpose

The Glossary for the 2024 North Carolina Standard Course of Study (SCOS) for World Languages seeks to address important acronyms, definitions, and terms that are essential in building content knowledge and understanding, but also in promoting consistency across languages and proficiency levels, increasing student outcomes, and improving parent communication about the implementation of the NC SCOS for World Languages. These standards will be implemented in all North Carolina schools beginning in the 2025 - 2026 school year.

Contents

This glossary includes terms and acronyms related to the NC SCOS for World Languages as well as world languages-related programs, course options, organizations, and initiatives. The document is organized alphabetically in two columns. The column on the left contains the glossary terms and the column on the right contains the definitions with citation references.

Glossary Terms	Definition
American Council on the Teaching of Foreign Languages (ACTFL)	**ACTFL** is the former acronym of the **American Council on the Teaching of Foreign Languages**, a membership community of language education professionals, K-20, that was founded in 1967 and is now called ACTFL. This organization provides a variety of educator resources and publications, including, but not limited to, the *ACTFL Performance Descriptors*, the *ACTFL Proficiency Guidelines 2024*, the *ACTFL Proficiency Scale*, the *NCSSFL-ACTFL Can-Do Statements*, and the *World-Readiness Standards for Learning Languages*. To learn more, visit the ACTFL website and/or the National Standards page in the NCDPI World Languages Resources Hub. [2]
Advanced Placement (AP)	**Advanced Placement (AP)** is a program from the College Board available for high school students who want to pursue college level studies and prepare for the examinations that accompany them. Currently, there are eight AP World Language courses/exams, including: ● AP Chinese Language and Culture ● AP French Language and Culture ● AP German Language and Culture ● AP Italian Language and Culture ● AP Japanese Language and Culture ● AP Latin ● AP Spanish Language and Culture ● AP Spanish Literature and Culture To learn more, visit the College Board AP Courses and Exams page and/or the Advanced Programs page in the NCDPI World Languages Resources Hub. [12]
American Sign Language (ASL) ● ASLTA	**American Sign Language (ASL)** is a visual-gestural or signed language and is the predominant language most commonly used by the Deaf community in the United States and Canada. ASL is expressed and received in a physical modality that requires the use of hands for signs and fingerspelling, along with the use of non-manual markers incorporating the eyes, face, and body, in order to communicate spatially, add grammatical details, and express ideas. [10] **ASLTA** is the acronym of the **American Sign Language Teachers Association**, a membership community established in 1976 with a mission to promote excellence in teaching ASL as a first or heritage language or as a second language. This organization provides a variety of educator resources and publications, including the *Standards for*

	Learning American Sign Language. To learn more, visit the ASLTA website and/or the National Standards page in the NCDPI World Languages Resources Hub. [50] In 2007, the General Assembly of North Carolina passed legislation (§ 115C-81.85) recognizing ASL as a modern language that fulfills the UNC System requirements for foreign language at our state's colleges and universities. Manually Coded English (MCE) systems, such as Signing Exact English and Seeing Essential English (SEE), do not meet the requirement. [36] ASL courses in the *2024 North Carolina Standard Course of Study (SCoS) for World Languages* and its supporting documents can be offered in Heritage Language and/or Modern Language programs. [45]
Analyze	**Analyze** means to study or determine the nature and relationship of the parts of something, like an authentic text or practices and products of cultures. [25]
Authentic Texts • Informational • Fictional • Historical • Modern	**Authentic Texts** are materials written or created by members of a language and culture group for members of the same language and culture group that have not been abridged, adapted, excerpted, or modified. [8] Texts are modes or forms of communication that can be read, heard, and/or viewed in order to share meaning, and many texts are multi-modal, integrating audio and visual components that include images, video, and writing systems with characters, letters, or signs. [44] Authentic Texts are categorized into types, or particular genres and subgenres, including **informational** (non-fiction) and **fictional** in the objectives in the Interdisciplinary & Literacy Connections strand, as well as **historical** and/or **modern** in the objectives in the Intercultural & Communities Connections strand to be inclusive of all languages (classical, heritage, and modern). Authentic Texts and Complex Texts, as described in the Literacy Instruction Standards (LIS), are synonymous. [44]
Bilingual • Bilingualism • Biliteracy	**Bilingualism**, or being **bilingual**, refers to the ability to use and understand two languages, and **biliteracy**, or being biliterate, is the ability to read and write in two languages. [14]

Cambridge International Education (CIE)	**Cambridge International Education (CIE)** is a program from Cambridge University Press & Assessment available for high school students who want to pursue college level studies and prepare for the examinations that accompany them. Currently, there are four CIE World Language courses/exams offered in North Carolina, including: ● CIE French AS Level ● CIE French A Level ● CIE Spanish AS Level ● CIE Spanish A Level To learn more, visit the Cambridge International Education page and/or the Advanced Programs page in the NCDPI World Languages Resources Hub. [11]
Can-Do Statements	The NCSSFL-ACTFL **Can-Do Statements** are a national resource for language learners and teachers that describe what students are able to do with their communication skills as they grow along the continuum of proficiency levels in each mode. This resource helps learners understand their progress and set language learning goals, assists educators when writing learning targets for curriculum (scope and sequence, thematic units, and lesson plans), and clarifies for stakeholders how well learners can use the language(s) to communicate at various stages. The NCSSFL-ACTFL Can-Do Statements are updated periodically thanks to a collaboration between NCSSFL and ACTFL, and the Can-Do Statements are also used with LinguaFolio®. [9]
Category I & II Languages	The United States Department of State Foreign Service Institute (FSI) classifies languages based on the time needed for a learner to reach different levels of proficiency. North Carolina, like Ohio and several other states, uses this classification system, along with research on K-12 World Language learners and feedback from educators about different types of language programs, to organize proficiency outcome charts in their state standards for heritage and modern languages. FSI **Category I and Category II Languages** are languages close to English: Danish, French, German, Haitian Creole, Italian, Malay, Norwegian, Portuguese, Spanish, Swahili, Swedish, etc. Note: This list is not exhaustive. [52]
Category III & IV Languages	The United States Department of State Foreign Service Institute (FSI) classifies languages based on the time needed for a learner to reach different levels of proficiency. North Carolina, like Ohio and several other states, uses this classification system, along with research on

	K-12 World Language learners and feedback from educators about different types of language programs, to organize proficiency outcome charts in their state standards for heritage and modern languages. FSI **Category III and Category IV Languages** are languages with significant linguistic and/or cultural differences from English: American Sign Language (ASL), Arabic, Bulgarian, Cherokee, Chinese [Cantonese, Mandarin, etc.], Czech, Finnish, Greek, Hebrew, Hindi, Japanese, Korean, Persian, Pohnpeian, Russian, Tagalog, Tamil, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, etc. Notes: This list is not exhaustive, and, at times, ASL has proficiency outcome charts in the North Carolina standards that categorize this language as Visual rather than Category III & IV. [52]
Classical Languages ● ACL	**Classical languages**, such as Latin and Ancient Greek, are languages that are no longer a native or first language of any population in the world. Their study includes literature and ancient civilizations and builds skills in reading, writing, and translating. [49] **ACL** is the acronym of the American Classical League, a membership community established in 1919 with a mission to support and advance the learning and teaching of the Greek and Latin languages, literatures, and cultures. This organization provides a variety of educator resources and publications, including the *Standards for Classical Languages*. To learn more, visit the ACL website and/or the National Standards page in the NCDPI World Languages Resources Hub. [51]
Communication Modes ● Interpretive ● Interpersonal ● Presentational	Communication is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and it is organized into three **communication modes**. The modes describe the nature of communication in terms of interaction to confirm understanding, clarify meaning, and achieve the communication's purpose: ● **Interpretive**: One-way communication in which a listener, reader, or viewer has no way to interact with the signer, speaker, or writer (e.g. listen to a podcast, read a news article, watch a video). ● **Interpersonal**: Two-way or multi-way communication in which participants can interact (e.g. in-person, through text messaging, during a video call). ● **Presentational**: One-way communication in which a signer, speaker, or writer has no way to check for comprehension on the part of listener(s), reader(s), or viewer(s) (e.g. recording an audio or video presentation, producing a written report). [3]

Communities ● Of Language Learners ● Deaf ● Heritage	**Communities** is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world." This goal is described with two standards: School and Global Communities, that emphasizes learners' use of the target language to collaborate in-person and virtually, and Lifelong Learning that focuses on learners' goal setting and reflection to use the language for advancement, enjoyment, and enrichment. [38]
Comparisons	**Comparisons** is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "develop insight into the nature of language and culture in order to interact with cultural competence." This goal is described with two standards, Language Comparisons, that focuses on comparisons of the language being studied and the students' own language, and Cultural Comparisons, that focuses on comparisons of the cultures being studied and the students' own culture. In both cases, learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture. [38]
Connections	**Connections** is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations." This goal is described with two standards, Making Connections, that focuses on learners building, reinforcing, and expanding their knowledge of other disciplines while developing critical thinking and creative problem-solving skills; and Acquiring Information and Diverse Perspectives, where learners are responsible for accessing and evaluating information from different perspectives. [38]
Control of the Language	**Control of the language** refers to the learner's ability to produce language in the Interpersonal and Presentational communication modes using language structures (e.g. chronology, sequencing, time frame, writing system) effectively. [3]
Create	**Create** means to produce something through the application of a skill, such as writing, speaking, or signing. [26]

Credit by Demonstrated Mastery (CDM)	**Credit by Demonstrated Mastery (CDM)** is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. Students demonstrate mastery through a multiphase assessment, consisting of: 1) A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and 2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. To learn more about CDM, visit the DPI CDM webpage. [39]
Crosswalk	A **crosswalk** is a comparison of two documents, resources, or systems to show how they are similar and different or how they correspond to one another. For example, there is a World Languages Crosswalk that compares the 2010 Standard Course of Study (SCoS) for World Languages to the 2024 SCoS for World Languages. [45] There are also additional crosswalks for World Languages, including: ● Alignment of World Language High School Courses with Community College Courses ● List of Proficiency-Based Exams for the World Language requirement of the GLE, North Carolina's Seal of Biliteracy, showing how the results on students' score reports correspond to the proficiency scale used in the SCoS for World Languages ● List of High School World Language Courses and their corresponding proficiency outcomes for use with the CDM process To learn more, visit the Crosswalks page in the NCDPI World Languages Resources Hub.
Culture(s) ● Products ● Practices ● Perspectives	**Culture(s)** is one of the five goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, and states that learners need to be able to "interact with cultural competence and understanding." This goal is described with two standards: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives - both of which call on learners to use the language they're studying to investigate, explain, and reflect on the relationships between the three Ps of the Cultures Framework: ● **Products** - books, foods, games, laws, music, tools, etc. ● **Practices** - patterns of social interactions ● **Perspectives** - attitudes, ideas, meanings, and values

	The Cultures Framework or 3 Ps is visualized as a triangle because of the interplay amongst them and the dynamic way various communities or cultural groups around the globe use these components within their one target language to create multiple target cultures. [38]
Dual Language/Immersion (DL/I) Programs	**Dual Language/Immersion (DL/I) Programs** use two languages for literacy and content instruction for all students, English and another language. DL/I programs provide the same academic content and address the state standards as traditional educational programs where instruction is in one language. Additionally, DL/I instruction is provided in two languages over an extended period of time, starting in kindergarten or 1st grade through 5th grade, followed by DL/I continuation programs in middle and high school. [40] To learn more about DL/I programs, visit the DPI DL/I webpage. Note: DL/I uses the "/" as part of its branding on the NCDPI DL/I page and other statewide resources so that it can be distinguished from North Carolina's Digital Learning Initiative, which uses DLI.
Exploratory Courses ● FLEX	**Exploratory Courses** provide a brief introduction to a language or languages, as well as cultures, in order to lay the foundation for future interest in proficiency-based language study. These courses, or **Foreign Language EXploratory (FLEX)** programs, do not meet often enough to build proficiency in a language, and are sometimes referred to as part of the "wheel" for students to sample course options that may be available to them in middle school or high school. [13]
Express(ive) ● ASL	**Express** means to make known the opinions or feelings of (oneself). [27] **Expressive** is the term used to describe the Presentational communication mode in **American Sign Language** (ASL) programs. [50]
Fingerspelling	**Fingerspelling** is the representation of individual letters and numbers in American Sign Language (ASL) using standardized finger positions. [28]
Foreign Language in the Elementary School (FLES) Courses	**Foreign Language in the Elementary School (FLES) Courses** have a minimum of 90 minutes per week of instruction in a target language so that students can begin to build proficiency. Scheduling can vary depending on the program, with a variety of weekly schedules such as three 30-minute sessions, five 20-minute sessions, or two 45-minute

	sessions. Variations that do not meet the 90 minutes per week minimum are Exploratory courses or Foreign Language EXploratory (FLEX) programs, which are not designed to build proficiency. [28]
Generate	**Generate** means to create or to produce by means of a defined process. [29]
Global Education • Global Educator Digital Badge (GEDB) • Global Ready Designations	**Global Education** is the means to ensuring that North Carolina public school graduates are globally engaged and productive citizens. In 2011, the North Carolina State Board of Education (SBE) formed the Global Education Task Force who presented their final report, "Preparing Students for the World" (January 2013). For five years, the action items from the commitments in the final report were implemented. A number of Global Education initiatives were created and established so that they could be maintained and continue to grow. [41] The **Global Educator Digital Badge (GEDB)** process increases educators' awareness and implementation of global competence. It also allows educators to receive credit for what is already being done in schools and classrooms and for professional learning experiences. To earn the GEDB, educators complete micro-credentials, which address six Professional Teaching Standards related to Global Education, collect artifacts/evidence for each Global Education Competency, and submit a final portfolio. [41] The **Global Ready Designations** were created to recognize schools and districts for their efforts in supporting global awareness, increasing global competence, and highlighting global education initiatives. Districts and schools can be recognized with the Global-Ready District (GRD) or Global Ready School (GRS) designation by demonstrating that they meet the criteria on the GRD or GRS rubric at the "Prepared" or "Model" level through the application process. [42]
Glossing	**Glossing** is the act of transcribing American Sign Language (ASL) using a simplified notational system into another language, and is most often used in situations where video is not available. [10]
Grammar in Context	**Grammar** is taught as a concept **in** the **context** of what learners need to be able to communicate so that they build proficiency. Rather than grammar rules or memorized conjugations, learners focus on the forms needed in the context while teachers guide students on how grammar functions. [7]

Heritage Languages	**Heritage Languages** are languages other than English that students use at home, with their family, as their first or native language, and/or as part of their heritage or background. Heritage language programs, whether community-based or school-based, help learners maintain strengths in their heritage language, while developing new ones, particularly in academic vocabulary and literacy skills. [38] Heritage Language courses in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages and its supporting documents consist of two levels that bridge into advanced courses in a local sequence. In the past, the Heritage Language courses have been referred to as Spanish for Native Speakers or Native Speakers courses, but they can be offered in any modern language, including American Sign Language (ASL). [38]
Indigenous Languages ● Cherokee ● Eastern Band of Cherokee Indians **(**EBCI)	**Indigenous Languages** are languages used by Native and Aboriginal communities. [13] In North Carolina, **Cherokee** is an indigenous language that is being revitalized by the **Eastern Band of Cherokee Indians (EBCI)** as part of the Kituwah Preservation and Education Program, which includes a Cherokee DL/I program. [15] Cherokee courses in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages and its supporting documents can be offered in Heritage Language and/or Modern Language programs. [47]
Input	Language **Input** is the language that learners hear, read, or view so that they can produce language output. Input, or the Interpretive communication mode, is the foundation of second language acquisition or learning. [48] The 2024 North Carolina Standard Course of Study (SCoS) for World Languages has the Interpretive Mode as the first standard to emphasize the importance of target language input. [47]
Interactive ● ASL	**Interactive** is the term used to describe the Interpersonal communication mode in **American Sign Language** (ASL) programs. [50]
Intercultural & Communities Connections (ICC) Strand	The **Intercultural & Communities Connections (ICC) Strand** in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages combines the Cultures and Communities goal areas of the

	World-Readiness Standards for Learning Languages or 5 C's, into a single strand that weaves through all three Standards (Interpretive, Interpersonal, and Presentational). [47]
Interdisciplinary & Literacy Connections (ILC) Strand	The **Interdisciplinary & Literacy Connections (ILC) Strand** in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages combines the Connections and Comparisons goal areas of the *World-Readiness Standards for Learning Languages* or 5 C's, into a single strand that weaves through all three Standards (Interpretive, Interpersonal, and Presentational). [47]
International Baccalaureate • DP • MYP • PYP	**International Baccalaureate (IB)** is a series of programmes from the International Baccalaureate Organization available to K-12 schools for their students. The **IB Diploma Programme (DP)** is for high school students who want to pursue college level studies and prepare for the examinations that accompany them. For World Languages, Language B courses/exams (*ab initio*, Standard Level or SL, Higher Level or HL) for a student's second language are offered in a variety of languages in North Carolina's schools with IB programs, including: • French • German • Hebrew • Italian • Japanese • Latin • Mandarin • Russian • Spanish Also, Language A courses/exams (Standard Level or SL, Higher Level or HL) for a student's first, heritage, home, or immersion language are also available. The **IB Middle Years Programme (MYP)** is for middle school students, and the **IB Primary Years Programme (PYP)** is for elementary school students. Both the PYP and the MYP include World Language study. To learn more, visit the International Baccalaureate Organization Programmes page and/or the Advanced Programs page in the NCDPI World Languages Resources Hub. [18]

Interpersonal Standard	The **Interpersonal Standard** is the second one in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages and it is one part of the Communication goal area of the *World-Readiness Standards for Learning Languages* or 5 C's. [47]
Interpret(ive) ● Standard	**Interpret** means to explain or tell the meaning of something or to present it in understandable terms, like the purpose of an authentic text. [30] The **Interpretive Standard** is the first one in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages and it is one part of the Communication goal area of the *World-Readiness Standards for Learning Languages* or 5 C's. [47]
Listening	**Listening** is the act of understanding spoken language. [19]
Literacy	**Literacy** encompasses a variety of skills, including reading, writing, listening, signing/speaking, and using media; as well as the ability to process and evaluate information from different sources, create and share communication and/or texts with a range of audiences, build connections across cultures, and utilize technology tools in communication. [6]
Literacy Instruction Standards (LIS)	The **Literacy Instruction Standards** (LIS) serve as a framework for the development and alignment of curriculum and instruction for all public schools. These standards are defined as a level of quality and equity to be used consistently within core literacy instruction statewide. While the NC Standard Course of Study (NCSCOS) sets student expectations, the LIS and their associated instructional practices set expectations for teaching literacy. [38]
Modern Languages	**Modern Languages** are languages other than English that are currently used as a first language and/or by a specific population for communication. [38] Modern Language courses in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages and its supporting documents are where language is taught as a separate subject. [47]

Memorandum of Understanding (MOU) ● International Agreements	A **Memorandum of Understanding (MOU)** is an agreement between two or more parties/institutions. MOUs are not legally binding, but serve to document each collaborator's expectations or intentions. [16] The North Carolina State Board of Education (SBE) currently has MOUs, or **international agreements**, with public education systems in China, France, and Spain. The educators involved with these MOUs, and the professional groups that work in collaboration with them, support Global Education through exchanges for students and educators, joint projects between classrooms, and awards for schools and students. To learn more about the MOUs, visit the DPI Global Education International Agreements webpage. [43]
Multilingual ● Multilingualism ● Multiliteracy	**Multilingualism**, or being **multilingual**, refers to the ability to use and understand more than one language, and **multiliteracy**, or being multiliterate, is the ability to read and write in multiple languages. [14]
National Council of State Supervisors for Languages (NCSSFL)	**NCSSFL** is the acronym of the **National Council of State Supervisors for Languages**, a professional network of education agency personnel from across the country who have the responsibility of world language education at the state level. NCSSFL advances policies and practices in support of language learning, produces and maintains resources like LinguaFolio® and LinguaGrow™ and collaborates with other groups like ACTFL to periodically revise and update materials such as the *NCSSFL-ACTFL Can-Do Statements*. [37]
Negotiating Meaning	**Negotiating meaning** is a feature of two-way or multi-way communication (Interpersonal Communication) when participants interact (e.g. in-person, through text messaging, during a video call) to ask for or provide clarification, repetition, or restatement of the message they are communicating in order to improve comprehension. [3]
Output	Language **Output** is the language that learners produce by speaking, signing, or writing. [48] The 2024 North Carolina Standard Course of Study (SCoS) for World Languages has Interpersonal and Presentational communication modes as the second and third standards, respectively, to emphasize that target language output follows input. [47]

Paragraph	A **paragraph** is a subdivision of a written, spoken, or signed composition that consists of one or more sentences, deals with one point, or gives the words of one writer, speaker, or signer. [31]
Present(ational) ● Standard	**Present** means to bring something, such as a report, before an audience of listeners, readers, or viewers. [32] The **Presentational Standard** is the third one in the 2024 North Carolina Standard Course of Study (SCoS) for World Languages and it is one part of the Communication goal area of the *World-Readiness Standards for Learning Languages* or 5 C's. [47]
Proficiency Levels ● Novice ● Intermediate ● Advanced ● Superior ● Distinguished	The ACTFL Proficiency Guidelines describe the development of target language proficiency as a continuum across five major **Proficiency Levels** (**Novice, Intermediate, Advanced, Superior, and Distinguished**), where each level represents a range of ability, or what an individual can do with language at that level, that includes all of the prior levels. For Novice, Intermediate, and Advanced, there are also three sublevels (Low, Mid, and High) to indicate the progress an individual is making towards the next major level. [3] The proficiency-based 2024 North Carolina Standard Course of Study (SCoS) for World Languages has objectives for nine proficiency levels, or three major levels and their sublevels: Novice Low, Novice Mid, Novice High, Intermediate Low, Intermediate Mid, Intermediate High, Advanced Low, Advanced Mid, and Advanced High. The support tools, including the World Languages Proficiency Outcomes Document, has summaries of the nine proficiency levels and student outcome charts, or exit proficiency expectations, for the courses that are taught by level or grade-span in K-12 World Language programs. [47]
Proficiency vs. Performance	**Proficiency** levels indicate what students can do with the target language outside of the classroom or learning environment. **Performance** levels indicate what students can do with the target language with support, scaffolding, practice, and feedback inside the classroom or learning environment. Proficiency-based teaching and instruction focuses on performance at a higher level than the expected proficiency level that students are working toward in order to help them build proficiency to use the target language independently when they leave the learning environment. [48]

Reading	**Reading** is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. [20]
Receptive • Language • ASL	**Receptive language** is the aspect of spoken language that includes listening, the aspect of written language that includes reading, and the aspect of signed language that includes viewing; viewing also encompasses visuals and multi-modal texts to enhance target language input and support comprehension in Interpretive communication. [1] Receptive is the term used to describe the Interpretive communication mode in **American Sign Language** (ASL) programs. [50]
Seal of Biliteracy	The Global Language Endorsement (GLE), NC's **Seal of Biliteracy**, is one of seven High School Diploma Endorsements available to graduates. The purpose of this endorsement is to provide a way for students to show their multiliteracy in English and at least one World Language. Students may add as many World Languages for which they qualify to a GLE on their diploma. To learn more about the GLE, visit the DPI Global Education Recognitions webpage. [42]
Second Language Acquisition (SLA)	**Second Language Acquisition (SLA)** is the process by which people learn a second or other language after their first language. SLA is also the scientific discipline devoted to studying that process. [21]
Sentence • Simple • Complex • Connected	A **sentence** is a set of words that follows the rules of syntactic formation, is an independent clause with a subject and a predicate, and conveys a statement, question, exclamation, or command in writing, speaking, or signing. [22] • A simple sentence consists of a single independent clause and is associated most closely with the Novice proficiency level. • A complex sentence consists of an independent clause and one or more dependent clauses. It is most often associated with the Intermediate proficiency level. • Connected sentences refer to a series of sentences that are becoming paragraphs and overlap several sublevels across the Intermediate and Advanced proficiency levels. [3]
Sequence • Articulated • Local	A **sequence** of language study is a series of courses or program offerings available over an extended period of time, which is necessary for learners to reach the highest levels of proficiency. It needs to be

• Multiple Entry Points	well-**articulated** so that students use proficiency outcomes or exit expectations to continue to build proficiency as they progress, rather than repeat the same curriculum. The **local** sequence is determined by the district, school, department, etc, including **multiple entry points**, or when and where language study is initiated and how it continues across grade spans. The local sequence may also incorporate advanced coursework (e.g. AP, dual credit, IB options) and/or recognitions like the Seal of Biliteracy. [4]
Social Conventions	**Social conventions** are the cultural norms used in formal and informal communication, especially in the Interpersonal and Presentational modes, to convey an understanding of the target cultures of a language. [3]
Speaking	**Speaking** is the act of communicating through producing oral–aural language. [23]
Standard Course of Study (SCOS) • Standards vs Curriculum	The North Carolina **Standard Course of Study (SCOS)** defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course so that they are prepared for postsecondary opportunities, be it college, career, or military. Different from the NCSCOS, curriculum refers to the texts, lesson plans, activities, tasks, and classroom assessments used to deliver standards-aligned instruction. North Carolina is a local-control state and curricular decisions are left to public school units (PSUs), districts and charter schools, to decide. [45]
Target Language	A **target language** is the language other than English that a learner is building proficiency in across the skill areas (listening, reading, signing/speaking, viewing, writing) and communication modes. [5]
Time frames	**Time frames** are the temporal markers or components of language that indicate chronology or sequencing, such as the past, the present, and the future or the order of events. Depending on the language and the context, time frames may be verb tenses; words or phrases that indicate time and/or the passage of time; or other markers that show a sequence or a chronology. [3]

Topic(s) and/or Situation(s) ● Abstract ● Academic ● Concrete ● Familiar ● Professional ● Social ● Unfamiliar	The **topics** or content that learners can communicate about, as well as the **situations** or contexts where they can use the target language, are described in a variety of ways, including: ● familiar vs. unfamiliar; ● concrete vs. abstract; and ● academic, professional, and/or social. Here is a brief outline of these terms, along with the proficiency levels where they are first found: **Familiar** topics and situations begin in the Novice proficiency level with basic biographical information, daily activities and events, immediate needs, and personal preferences and interests. **Concrete** topics and situations are an extension of familiar ones and start to appear in the Intermediate proficiency level with a focus on activities related to home, leisure, school, and work. They also encompass information about current and public events, survival and social needs, and practical topics linked to community, national, and international contexts. **Unfamiliar** topics and situations delve more deeply into concrete ones and are introduced in the Intermediate proficiency level as researched topics. They also include social, academic, and work-related topics and situations at the Advanced proficiency level that have an unexpected complication or problem that needs to be solved. **Abstract** topics and situations continue on from those listed above and into hypothetical discussions, debates, and discourse. **Academic, professional, and social** topics and situations appear at the Advanced proficiency level and extend the previous work-related and personal interest references so that they include the use of specialized vocabulary relevant to avocations, career fields, vocational interests, and/or particular areas of competence or technical expertise.[3]
Types of Immersion and DL/I Programs ● One-way ● Two-way ● Continuing ● Developmental Bilingual	There are **two types of immersion programs**: One-Way and Two-Way. These terms refer to the population of students being served in a dual language/immersion (DL/I) program. ● **One-Way** Immersion - Students enrolled in the DL/I program are mostly monolingual speakers, either of English or of the DL/I program language.

• Full • Indigenous • Partial	• **Two-Way** Immersion - Students enrolled in the DL/I program are a combination of native speakers of English and native speakers of the DL/I program language. [13] There are several types of DL/I programs: • **Continuing** Immersion - Designed to continue a DL/I program at the secondary level (middle school/junior high, high school) where courses are delivered in English or the DL/I program language, depending on scheduling and other factors. • **Developmental Bilingual** - Designed for Multilingual Learners (MLs) to develop English proficiency, as well as to maintain and improve their native or heritage language skills where content is delivered in the DL/I program language and in English. • **Full** Immersion - Structured for environments where the DL/I program language is used exclusively or for the majority of the day. Content is delivered in the DL/I program language, and English language arts is typically introduced around grade 2. • **Indigenous** Immersion - Designed for language and culture revitalization in indigenous communities where content is delivered in English and the DL/I program language (ex. Cherokee). • **Partial** Immersion - Structured for environments where the DL/I program language is used for some portion of instructional time that is less than half, and content is delivered in English and in the DL/I program language. [13] To learn more about DL/I programs, visit the DPI DL/I webpage.
Understand	**Understand** means to grasp the meaning of or to be able to interpret something in one of a number of possible ways. [33]
Viewing	**Viewing** is an aspect of Interpretive communication that includes signing and the use of visual media, such as graphics, films, and videos. [3]
Viewpoint	A **viewpoint** is a position or perspective from which something is considered or evaluated. [34]
World Languages	**World Languages** is an umbrella term used in North Carolina and across the United States to describe the study of a language other than English.

	The North Carolina Standard Course of Study (SCoS) for World Languages includes a wide variety of K-12 educational programs designed to build proficiency in a target language, and this term was adopted starting with the 2010 SCoS for World Languages. Prior to that, North Carolina had a SCoS for Second Languages, which was often confused with the SCoS for English Language Development. Also, referring to this content area as Second Languages is not accurate when considering heritage or home languages, and Foreign Languages does not account for languages that originate in North Carolina, the United States, and/or on the North American continent, such as Cherokee and ASL; thus, World Languages is the most encompassing term. [46] The General Assembly of North Carolina passed legislation (§ 115C-81.45) requiring that classes be conducted in English except foreign language classes where the purpose is for students to learn another language. [35]
Writing	**Writing** is the process of recording language graphically by hand or other means, as by letters, logograms, and other symbols. [24]

References

1. AdLit. (2022). Receptive Language. *Adolescent Literacy Glossary*. Retrieved February 15, 2025, from https://www.adlit.org/glossary.

2. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *About ACTFL*. Retrieved December 1, 2024, from https://www.actfl.org/about-actfl.

3. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *ACTFL proficiency guidelines 2024*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/actfl-proficiency-guidelines.

4. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *Guiding principles for language learning: Articulated sequences in language learning*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/articulated-sequences-in-language-learning.

5. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *Guiding principles for language learning: Facilitate target language use*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/facilitate-target-language-use.

6. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *Guiding principles for language learning: Literacy in language learning*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/teach-grammar-as-a-concept-in-context.

7. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *Guiding principles for language learning: Teach grammar as a concept in context*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/teach-grammar-as-a-concept-in-context.

8. American Council on the Teaching of Foreign Languages (ACTFL). (n.d.). *Guiding principles for language learning: Use authentic texts*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/use-authentic-texts.

9. American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of State Supervisors for Languages (NCSSFL). (2017). *NCSSFL-ACTFL can-do statements*. Retrieved December 1, 2024, from https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements.

10. American Sign Language Teachers Association (ASLTA). (n.d.). *ASL definitions*. Retrieved December 1, 2024, from https://aslta.org/definitions/.

11. Cambridge University Press & Assessment. (2025). *Cambridge international education*. Retrieved February 1, 2025, from https://www.cambridgeinternational.org/.

12. College Board. (n.d.). *AP courses and exams*. Retrieved February 1, 2025, from https://apstudents.collegeboard.org/courses.

13. Curtain, H.A., & Dahlberg, C.A. (2016). *Languages and learners: making the match: world language instruction in K-8 classrooms and beyond* (5th ed.). Boston, MA: Pearson Education, Inc.

14. Davin, K.J., & Heineke, A.J. (2022). *Promoting multilingualism in schools: A framework for implementing the Seal of Biliteracy*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

15. Eastern Band of Cherokee Indians (EBCI). (n.d.). *Kituwah preservation and education program*. Retrieved February 15, 2025, from https://ebcikpep.com/.

16. Harvard T.H. Chan School of Public Health Research Administration. (n.d.). *Memorandum of understanding (MOU)*. Retrieved November 1, 2024, from https://hcsra.sph.harvard.edu/memorandum-understanding-mou.

17. Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Washington, DC: Center for Applied Linguistics.

18. International Baccalaureate Organization (IBO). (2025). *Programmes*. Retrieved February 1, 2025, https://www.ibo.org/programmes/.

19. International Literacy Association. (2025). Listening. *Literacy Glossary*. Retrieved February 15, 2025, from https://www.literacyworldwide.org/get-resources/literacy-glossary.

20. International Literacy Association. (2025). Reading. *Literacy Glossary*. Retrieved February 15, 2025, from https://www.literacyworldwide.org/get-resources/literacy-glossary.

21. International Literacy Association. (2025). Second-language acquisition. *Literacy Glossary*. Retrieved February 15, 2025, from https://www.literacyworldwide.org/get-resources/literacy-glossary.

22. International Literacy Association. (2025). Sentence. *Literacy Glossary*. Retrieved February 15, 2025, from https://www.literacyworldwide.org/get-resources/literacy-glossary.

23. International Literacy Association. (2025). Speaking. *Literacy Glossary*. Retrieved February 15, 2025, from https://www.literacyworldwide.org/get-resources/literacy-glossary.

24. International Literacy Association. (2025). Writing. *Literacy Glossary*. Retrieved February 15, 2025, from https://www.literacyworldwide.org/get-resources/literacy-glossary.

25. Merriam-Webster. (n.d.). *Analyze*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/analyze.

26. Merriam-Webster. (n.d.). *Create*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/create.

27. Merriam-Webster. (n.d.). *Express*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/express.

28. Merriam-Webster. (n.d.). *Fingerspelling*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/fingerspelling.

29. Merriam-Webster. (n.d.). *Generate*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/generate.

30. Merriam-Webster. (n.d.). *Interpret*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/interpret.

31. Merriam-Webster. (n.d.). *Paragraph*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/paragraph.

32. Merriam-Webster. (n.d.). *Present*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/present.

33. Merriam-Webster. (n.d.). *Understand*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/understand.

34. Merriam-Webster. (n.d.). *Viewpoint*. In Merriam-Webster.com dictionary. Retrieved February 15, 2025, from https://www.merriam-webster.com/dictionary/viewpoint.

35. N.C. Gen. Stat. § 115C-81.45 (2017). Classes conducted in English except foreign language classes.

36. N.C. Gen. Stat. § 115C-81.85 (2007). Instruction in American Sign Language.

37. National Council of State Supervisors for Languages (NCSSFL). (n.d.). *About NCSSFL*. Retrieved December 1, 2024, from https://www.ncssfl.org/about-ncssfl/.

38. National Standards Collaborative Board. National Standards in Foreign Language Education Project (NSFLEP). (2015). *World-readiness standards for learning languages*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

39. North Carolina Department of Public Instruction. (n.d.). *Credit by demonstrated mastery. NC DPI*. Retrieved November 1, 2024, from https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/credit-demonstrated-mastery.

40. North Carolina Department of Public Instruction. (n.d.). *Dual language immersion. NC DPI*. Retrieved

November 1, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/office-teaching-and-learning/programs-and-initiatives/dual-language-immersion.

41. North Carolina Department of Public Instruction. (n.d.). *Global education*. NC DPI. Retrieved November 1, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/global-education.

42. North Carolina Department of Public Instruction. (n.d.). *Global education recognitions*. NC DPI. Retrieved November 6, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/global-education/global-education-recognitions.

43. North Carolina Department of Public Instruction. (n.d.). *International agreements*. NC DPI. Retrieved November 1, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/global-education/international-agreements.

44. North Carolina Department of Public Instruction. (2021). *Literacy instruction standards*. NC DPI. Retrieved November 1, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/literacy-instruction-standards.

45. North Carolina Department of Public Instruction. (2023). *North Carolina Standard Course of Study (NCSCOS) manual: April 2023*. NC DPI. Retrieved November 6, 2024, from https://www.dpi.nc.gov/ncscos-manual-april-2023pdf/open.

46. North Carolina Department of Public Instruction. (n.d.). *Standard course of study*. NC DPI. Retrieved November 6, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study.

47. North Carolina Department of Public Instruction. (n.d.). *Standard course of study & supporting resources*. NC DPI. Retrieved November 1, 2024, from https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/world-languages/standard-course-study-supporting-resources.

48. Ritz, C., & Toro, C. (2022). *Proficiency-based instruction: Input & interaction in world language education*. Alexandria, VA:, Alexandria, VA : American Council on the Teaching of Foreign Languages (ACTFL).

49. Task Force on Standards for Classical Language Learning. (2017). *Standards for classical language learning*. Retrieved December 1, 2024, from https://www.aclclassics.org/Publications/Standards-and-Reports.

50. Task Force on Standards for Learning American Sign Language. (2022). *Standards for learning American Sign Language: A project of the American Sign Language Teachers Association* (ASLTA). Retrieved December 1, 2024, from https://aslta.org/asl-standards/.

51. The American Classical League (ACL). (n.d.) *About ACL - benefits of membership*. Retrieved December 1, 2024, from https://www.aclclassics.org/About-ACL/Benefits-of-Membership.

52. United States Department of State. (n.d.). *Foreign language training: Foreign Service Institute*. Retrieved February 1, 2025, from https://www.state.gov/foreign-service-institute/foreign-language-training.