

## Crosswalk Directions:

### 1997 MLR to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to question 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 1997 MLR standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is be found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 should be considered to be at a different grade span if it is found at 6-8 in the 2007 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

<b>Modern and Classical Languages CROSSWALK: 1997 MLR to 2007 MLR</b>	CONTINUITY			<b>WHERE is it found? (Standard, PI, Descriptor)</b>	<b>Is it at the same grade span or grade level?</b>	<b>At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?</b>	<b>At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?</b>		
	<b>Is it in the 2007 standards?</b>	<b>Is the CONCEPT /IDEA the same?</b>	<b>Is the WORDING the same?</b>						
<b>A. PERSON-TO-PERSON COMMUNICATION</b>									
<b>Students will develop communication skills for direct conversation and written correspondence. In conversation or brief written exchanges with family members, friends, or classmates, students will have the skill and confidence to converse and write about familiar topics and events, to ask and answer questions, and to compare and contrast people, things, or events using strings of short sentences.</b>	Y	Y	N	A, A1	all	2, 3	2, 3		
<b>ELEMENTARY GRADES Pre-K-2</b>									
1. Ask and answer simple questions about self and family by using learned phrases and recalled vocabulary.	Y	Y	P - limits topics to "self" and family"	A1 d.	Y	2	2		
2. Express needs, likes, and dislikes relating to the immediate environment.	Y	Y	P - limited to immediate environment, adds "needs"	A1 b.	Y	2	3		
3. Greet others and respond to greetings in social situations.	Y	Y	N	A1 a., A1 c.	Y	2, 3	2, 3		
<b>ELEMENTARY GRADES 3-4</b>									
1. Express personal information by using learned patterns in short sentences.	Y	Y	N	A1, A1 d., A1 e.	N	2	2		

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		P - description instead of conversation, specific content, no sentence-level discourse							
2. Describe people and things using short phrases.	Y		N	A1	N		2, 3		
3. Express feelings about familiar situations.	Y	Y	N	A1, A1 d., A1 e.	N	2, 3	2, 3		
4. Make and respond to simple requests.	Y	Y	N	A1 a., A1 c.	N	2, 3	2, 3		
5. Ask and respond to questions in social situations.	Y	Y	N	A1 a., A1 b.	N	2, 3	2, 3		
<b>MIDDLE GRADES 5-8</b>									
1. Exchange information about personal events or familiar situations by using strings of short sentences.	Y	Y	N	A1, A1 b., A1 d.	N	2, 3	2, 3		
2. Ask for and give directions and simple instructions.	Y	P - response to directions and instructions not included	P	A1 c.	N	2, 3	2, 3		
3. Compare and contrast people, objects, and events by using short sentences.	N						2		
<b>SECONDARY GRADES</b>									
1. Compare and contrast people, things, and events by using strings of sentences.	N						2		
2. Clarify and ask for clarification in conversation or brief written exchanges.	N						2		
3. Present and exchange information about current, past, and future events regarding issues of personal interest.	Y	P - specifies current, past and future events without defining discourse level	N	A1, A1 b., A1 e.	Y	3	3		
<b>B. READING, LISTENING, AND VIEWING FOR UNDERSTANDING</b>									

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<b>Students will develop reading, listening, and viewing skills so they can obtain and interpret information. Students will be able to use a second language to obtain information from "authentic" resources such as newspapers, letters, literature, newscasts, videos, or musical recordings and to acquire new knowledge about people, events, and cultures.</b>	Y	Y	N	A2 (all gr. Spans), C2 b. (9-dip span only)	all	2	2		
<b>ELEMENTARY GRADES Pre-K-2</b>									
1. Follow simple classroom commands and directions.	Y	Y	P - doesn't include routine requests	A2, A2 a.	Y	1	1		
2. Respond to simple, one-word written directions.	Y	P-limited to one-word	P - limited to one-word	A2 b.	N (3-5 gr. Span)	2	2		
3. Respond, in the second language, to simple texts, in that language, by utilizing a variety of activities, e.g., picture clues, letter-sound associations, or simple sentences.	N					2			
4. Demonstrate understanding of simple oral narratives and short conversations on familiar topics.*	Y	Y	N	A2, A2 b.	Y	2	2		
5. Identify familiar people and objects through clues and illustrations.	Y	Y	N	A2 b.	Y	1	2		
6. Demonstrate comprehension of the main ideas of a video or song on a familiar topic.*	N					2			
<b>ELEMENTARY GRADES 3-4</b>									
1. Demonstrate understanding of brief messages, commands, and directions.*	Y	Y	P - includes messages, omits routine requests, doesn't require a response	A2 c.	N	2	2		
2. Paraphrase brief written passages and personal notes on a familiar topic.	Y	P - doesn't include oral passages, broader context in 2007	N	A2	N	2	2		
3. Select the main ideas and identify principal characters in illustrated stories.*	N					1			
4. Respond to one- and two-step written directions.	Y	Y	N	A2 b.	N	2	2		
5. Demonstrate understanding of the main ideas of simple sentences in narratives and conversations.*	Y	P - more specific and restrictive than 2007	N	A2 a., A2 d., A2 f.	N	2	2		
6. Use and react to gestures, intonation, and other visual or auditory cues.	N					3			

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7. Recognize sounds and speech patterns of the language studied.	N						1		
MIDDLE GRADES 5-8									
1. Answer questions on the content of announcements and messages on familiar topics.*	Y	P - more specific content	N	A2	N		2	1, 2	
2. Follow a set of directions to develop a product (e.g., origami bird, greeting card).	N						3		
3. Read and evaluate simple written sentences by editing, revising, and creating a final draft.	N						3		
4. Identify the primary messages in short written informational texts on familiar topics.*	Y	P - doesn't include oral texts	N	A2 b., A2 c.	N	1,2		1, 2	
5. Read and interpret multiple-step written directions.*	N						2		
6. Read and interpret simple printed information such as advertisements and posters.*	Y	P - limits recommendations to ads and posters	N	A2 b., A2 c.	N	1, 2		1, 2	
7. Demonstrate understanding of the main ideas and supporting details of short narratives on familiar topics.*	Y	Y	N	A2, A2 b., A2 c.	N		2	1, 2	
8. Recognize common oral phrases and structures.	Y	Y	N	A2	N		1	1, 2	
9. Collect data or identify main ideas and themes from authentic television, radio, or live programs from another culture.*	Y	P - specifies authentic sources	N	A2, A2 b.	N		2	1, 2	
SECONDARY GRADES									
1. Demonstrate comprehension of selected short samples of spoken language.	Y	P - short samples (not necessarily authentic) instead of longer and/or more complex materials	N	A2, A2 c.	Y		2		2
2. Demonstrate understanding of the main ideas of non-fiction oral presentations such as newscasts and documentaries.	Y	P- more specific content than 2007	N	A2, A2 c.	Y		2		2

3. Demonstrate comprehension of short written texts that contain some unfamiliar content.	Y	P - texts not necessarily authentic, short instead of longer and/or more complex in 2007	N	A2 , A2 a., A2 b., A2 d.	Y	2	2		
4. Identify the main ideas and supporting details of an informational text such as a letter, story, poem, or newspaper.	Y	P - specifics informational texts only	N	A2 , A2 a., A2 d.	Y	2	2		
5. Demonstrate understanding of the main ideas and supporting details of brief discussions and presentations about familiar topics.	Y	Y	N	A2, A2 c.	Y	2	2		
6. In the study of Latin or ancient Greek, recognize the grammatical structures essential to understanding a short narrative or reading passage.	Y	P - texts not necessarily authentic, short instead of longer and/or more complex in 2007	N	A2 d.	Y	1	2		
7. In the study of Latin or ancient Greek, translate a narrative into English.	N						3		
<b>C. ORAL AND WRITTEN PRESENTATIONS</b>									
<b>Students will develop skills in oral and written presentation for one-way communication with an individual or a group. Students will use writing and oral presentation skills to address a broader range of topics in a wider variety of situations than found in person-to-person communication. Writing and speaking for presentation allows more time for careful planning and editing, so students can pay closer attention to such aspects of the structure and appropriate use of the language as pronunciation, vocabulary, spelling, grammar, and style in their finished work.</b>	Y	Y	N	A3	all	3	2, 3		
ELEMENTARY GRADES Pre-K-2									
1. Recognize and produce letters and numbers.	N					1			
ELEMENTARY GRADES 3-4									

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1. Produce simple stories about everyday events or activities by using single words and phrases (pictures may be used to supplement the stories).	Y	P - more specificity about content, discourse level doesn't include sentences, option of oral or written		A3	N	3	3		
2. Describe daily life or personal likes and dislikes in short narratives.	Y	P - more specificity about content, discourse level doesn't include sentences, option of oral or written	N	A3	N	3	3		
3. Present information on a specific topic in short written or spoken sentences.	Y	P - option of oral or written	N	A3, A3 a., A3 b., A3 c.	N	3	3		
4. Produce appropriate sounds and speech patterns.	Y	P - 2007 reference to reading aloud in classical languages	N	A3 d.	N	3			
<b>MIDDLE GRADES 5-8</b>									
1. Write notes or short letters, on topics of personal interest, by using a series of connected sentences.	Y	P - includes letters and discourse level	N	A3 a., A3 d.	N	3	3, 5		
2. Use strings of short sentences to make informative oral presentations on topics of personal interest.	Y	P- oral only, specific discourse level	N	A3 b., A3 c.	N	3	2, 3		
3. Prepare stories or brief written reports on daily life or on a topic studied in another subject area.	Y	P - option of oral or written	N	A3 b., A3 d., C1 c.	N	3	3		
4. Write summaries of the main ideas, events, people, places, and things in various materials which are written in the second language.	N					3			

5. Write about their feelings regarding a special person or event.	N					3		
<b>SECONDARY GRADES</b>								
1. Use short paragraphs to summarize the content of simple articles, documents, or oral texts written in the second language.	Y	Y	N	A3, A3 c., A3 f.	Y	2, 3	2, 3	
2. Write effective letters for various purposes.	Y	P - specifies letters, narrower context than 2007	N	A3, A3 d.	Y		3, 2, 3	
3. Write an explanation supporting an opinion on a topic of personal importance.	N					3, 6		
4. Describe past, present, or future events in areas of public interest.	Y	P - more specificity regarding events, option of oral or written	N	A3, A3 d.	Y	2, 3	2, 3	
5. Give directions for carrying out a multi-step task.	N					3		
6. Plan and deliver a report on a self-selected topic.	Y	P - specifies report instead of presentations, option of oral or written	N	A3	Y		3, 2, 3	
7. Use paraphrasing, predictions of what comes next, or other techniques to demonstrate their understanding of selected examples of authentic spoken language.	Y	P - use of oral passages only, specifies authentic language	N	A3 c.	Y	2, 3	2, 3	
<b>D. WORKINGS OF LANGUAGE</b>								
<b>Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems. They will be able to compare and contrast elements of the structure and use of English and the second language, and to increase their awareness of the nature of language, the influences of other languages on English, and the strategies used to communicate meaning.</b>	Y	Y	N	A4	all except PK-2	2, 4	2, 4	



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ELEMENTARY GRADES Pre-K-2									
1. Distinguish between the sound systems of the first and second languages.*	N							2	
2. Recognize that languages are interrelated and belong to language families.*	N							1	
ELEMENTARY GRADES 3-4									
1. Recognize that languages are related to each other by identifying words and symbols (e.g., alphabets) derived from other languages.*	Y	Y	N	A4 a. & A4 b.	N			1	1
2. Identify idiomatic expressions in their own language and the second language.*	Y	Y	P - requires only target language expressions in 2007	A4 c.	N			1	1
3. Recognize and use formal and informal forms of language in the second language and their own language.*	N							1, 3	
MIDDLE GRADES 5-8									
1. Recognize that words have grammatical gender (e.g., in French: "le gouvernement" and "la nation"), as well as natural gender (e.g., "lion" and "lioness").*	N							1	
2. Demonstrate ways of expressing respect and communicating status differences in the second language and English.*	N							2	
3. Demonstrate awareness that languages have critical sound distinctions that affect meaning, (e.g., "read" [present tense] and "read" [past tense]).*	N							2	
SECONDARY GRADES									
1. Demonstrate awareness that there are phrases, idioms, and words that do not translate directly from one language to another.*	Y	Y	P - "phrases, idioms and words" changed to "vocabulary" in 2007	A4 b.	Y			2	2
2. Recognize noun and verb forms and how they function in the second language in relation to comparable elements in English.*	Y	P - recognition rather than comparison, discrete items only	N	A4 a.	Y			1	2, 4
3. Compare variations of meanings of words, gestures, and intonation in the second language and English.*	Y	P - identification of vocabulary only in 2007	N	A4 d.	Y			2, 4	2

4. Demonstrate knowledge of the relationship between grammatical structure (e.g., word order, verb tenses, noun cases, and number) and meaning.*	N						2		
5. Demonstrate understanding of the processes of derivation and word borrowing from one language to another (e.g., soufflé from French, caucus from Algonquian, labor from Latin).*	N						2		
<b>E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES</b>									
<b>Students will gain insight into another culture through an understanding of its social practices, products, and perspectives. Social practices describe the way people behave toward one another. Products include tangible things like food, tools, or a piece of art, and intangible things like laws, music, or rituals. Perspectives include ideas, attitudes, and values. Students will develop an awareness of other people's world views, their unique way of life, and the patterns of behavior which order their world. Students will be able to communicate more effectively through speech and behavior.</b>	Y	Y		P - 3 "P's" in standard used in 2007 performance indicators instead	B, B1, B2, B3	all	2	2	
<b>ELEMENTARY GRADES Pre-K-2</b>									
1. Associate a language with the dress, holidays, and music of a country or region with a different language.*	Y	Y	N		B1 b.	Y	2	1	
2. Identify the unique products of another culture such as toys, food, songs, currency, and crafts.*	Y	Y		P - specific products given as examples	B2	N (gr 3-5)	1	1	
<b>ELEMENTARY GRADES 3-4</b>									
1. Identify how tangible products of the culture such as toys, dress, housing, food, currency, and crafts reflect life in that culture.*	Y			P - connection between products and daily life not required in 2007	N	B2	N	2	2
2. Participate in cultural activities of another culture, such as games, songs, celebrations, storytelling, and dramatizations.*	Y			P - participation in activities instead of demonstrating basic practices (2007)	N	B1	N	3	2, 3

3. Identify and produce types of artworks, crafts, or graphic representations enjoyed or made by their peer group within the culture studied.*	N					2, 3			
<b>MIDDLE GRADES 5-8</b>									
1. Discuss patterns of behavior typical of their peer group in another culture.*	Y	P - discussion rather than recognition, identification and demonstration in 2007	N	B1 and B1 b. (3-5 span)	N		2	1, 2	
2. Participate in cultural practices such as games (role of leader, taking turns, etc.), sports, and entertainment (e.g., music, dance, drama).*	Y	Y	N	B1 (3-5 pan)	N		3	2, 3	
3. Search for, identify, and investigate the function of utilitarian products (e.g., sports equipment, household and holiday items, foods, tools, clothing) of another culture as found within their own homes and communities.*		P - broader definition of products in 2007	P - product identification only in 2007	N	B2 (6-8)	N	2, 3	2, 4	
<b>SECONDARY GRADES</b>									
1. Experience (read, listen to, view, perform) the arts of another culture (e.g., stories, poetry, music, film, sculpture, dance, drama, myth, legend) and discuss their meaning to that cultural community.*	Y		P - products limited to arts in 1997	N	B2	Y	2, 3	2, 4	
2. Engage in everyday activities of another culture (e.g., eating, shopping, entertaining, telephoning), using appropriate nonverbal cues and verbal cues in the second language.*	Y		P - less specificity in 2007	N	A1 a.	Y		3	3
3. Identify and discuss connections between cultural values and socially approved behaviors of another culture.*	Y	Y	N	B1 & B1 a.	Y		2	2, 3	
4. Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied (e.g., legal rights, political organizing, employment opportunities).*	N							2	
<b>F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS</b>									
<b>Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography. Students will become aware of the contributions of another culture to their own and further their knowledge of other disciplines through the second language.</b>	Y	Y	N	B3, C1	all		1	2, 3	

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ELEMENTARY GRADES Pre-K-2									
1. Identify similarities and differences between the dress, holidays, food, and music of another culture and those of their own culture.*	Y	Y	N	B3, B3 b. (3-5)	N		2	2	
ELEMENTARY GRADES 3-4									
1. Demonstrate an understanding, in the second language, of terms and concepts learned in other subject areas, such as weather, math facts, measurements, plants and animals, and geography.	Y	P - Except for geography, the suggested content does not match 2007	N	C1 a. - d.	N		2	2	
2. Compare literature, art or music of another culture with examples from their own culture.*	Y	P - broader, less specific concept of connections in 2007	N	C1, C1 b.	N		2	2	
MIDDLE GRADES 5-8									
1. Compare and contrast gestures and other forms of nonverbal behavior across languages and cultures.*	Y	P - 2007 includes verbal communication	N	B3 a.	N		2	2	
2. Identify cultural practices and values relating to family, school, work, and play of people both in their own and another culture.*	Y	strictly identification instead of comparison in 2007	N	B3 a. (3-5 span), B3 (6-8 span)	N		2, 4		
3. Understand short articles or videos in the second language on topics being studied in other classes.*	Y	P - specifies short articles or videos , broader context in 2007	N	C1 & C1b. (9-dip)	N		2	3	
4. Demonstrate knowledge of the influence of the products and practices of another culture on their own culture.*	Y	Y	N	B3 b.	N		2	1	
SECONDARY GRADES									

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1. Acquire information from a variety of sources written in the second language about topics being studied in other school subjects, such as political and historical issues, worldwide health problems, and environmental concerns.	Y	P - acquisition of information instead of use and application	N	C1, C1 b.	Y	1	3		
2. Present written or oral reports on topics being studied in other classes.	N					3			
3. Compare information on a specific topic, gathered from a variety of sources in the second language, to information, written in English, on the same topic.*	N					2			
4. Demonstrate an awareness of the relationship between cultural practices (e.g., rituals, work habits, sports, leisure activities) and values by comparing selected practices from another culture with their own.*	Y	Y	N	B3 b.	Y	2	2		
5. Demonstrate an understanding of the way tangible products (e.g., food, tools, artwork) and intangible products (e.g., laws, educational systems) define a culture and how they influence other cultures.*	Y	P - broader application, including practices (2007), yet no requirement for influence on other cultures	N	B3	Y	2	3		
<b>Standards,PIs, Descriptors NOT found in 2007 document: highlighted above</b>									
<b>% increase or decrease # of Standards</b>	33% decrease in 2007								
<b>% increase or decrease # of Performance Indicators</b>	63% decrease in 2007								