TO: P-12 Education Committee

FROM: Kimberly Young Wilkins

SUBJECT: Revision of New York State Learning Standards in Languages Other Than English (LOTE)

DATE: December 3, 2020

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

Should the Board of Regents revise the New York State Learning Standards in Languages Other Than English (LOTE) and rename them the New York State Learning Standards in World Languages?

This item is for the Board of Regents' initial consideration and review and contains information on the process undertaken to develop the revisions on how stakeholder feedback has been addressed and about proposed next steps.

Reason(s) for Consideration

Review of Policy.

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the December 2020 meeting.

Procedural History

In 1986, the New York State Education Department adopted Modern Languages for Communication (http://www.nysed.gov/common/nysed/files/programs/world-languages/modernl.pdf). This document was redefined as the Learning Standards for LOTE (http://www.nysed.gov/common/nysed/files/programs/world-languages/lotelea.pdf) as part of the NYS Compact for Learning initiative in 1996. NYSED provided an overview of the LOTE Standards review process to the P-12 Education Committee during the April 2019 meeting of the New York State Board of Regents.

Background Information

The New York State Learning Standards in LOTE have not been revised in 24 years. As with any set of standards, it is best practice for the Department to conduct a periodic standards review to ensure that the learning standards are rigorous, appropriate, and represent what a student should know and be able to do in a specific subject area.

In 2017, the Office of Bilingual Education and World Languages (OBEWL) created the World Language Leadership Team that partners and collaborates with the Department on a bi-monthly basis to provide professional learning, create instructional and pedagogical resources, and inform the standards review process. A list of members of this team, now called the World Language Content Advisory Panel (WLCAP), is provided in Appendix B.

The current Learning Standards for LOTE are organized around two top-level standards: Communication (students will be able to use a language other than English for communication) and Culture (students will develop cross-cultural skills and understandings). The standards define three achievement benchmarks (Checkpoints A, B, and C) and 15 spiraled curricular topics. The goal in revising the NYS Learning Standards for LOTE is to update them, informed by the national World-Readiness Standards for Learning Languages (https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandards forLearningLanguages.pdf), in order to advance world language education in New York State and better prepare students who are college, career, civic, and world ready.

Draft New York State Learning Standards in World Languages and Field Engagement Strategy

In 2013, NYSED partnered with CUNY Queens College to improve professional development and resources available to world language teachers, which resulted in the NYSED World Language Standards and Professional Learning Initiative. The primary purpose of this initiative was to review and investigate potential updates to the New York State Learning Standards in LOTE. This work began with a research study on how the New York State Learning Standards for LOTE were being used by teachers and those teachers' suggestions about how those standards could better support their students' learning. An analysis of the findings of this survey demonstrated that the majority of those surveyed no longer saw a direct connection between the *Modern Languages for Communication* (on which the standards were based) and their curricula.

Instead, they recommended that the New York State Learning Standards be aligned with high level practices, including national initiatives on proficiency-based curriculum, performance assessments and the NCSSFL-ACTFL Can-Do Statements (https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) (benchmark performance indicators developed by the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL)). The World Language Leadership Team, consisting of 20 leaders and experts in the fields of language acquisition and world language teacher preparation, was established in 2018 to assist the Department in the standards revision process. This team's work has resulted in a set of

recommendations for revision to the New York State Learning Standards for LOTE, which is proposed to be renamed as the New York State Learning Standards in World Languages, and a plan for implementation of said standards if adopted by the Board of Regents.

To ensure that these revised learning standards reflect the views of educators and stakeholders from throughout New York State, the Department, in collaboration with the World Language Leadership Team, convened ten Standards Review Committees, including seven regional committees and three Language-Specific Committees (American Sign Language, Classical Languages, and Indigenous Languages). The rosters of these committees are included in Appendix C. Members of these committees totaled over 200 people, including world language teachers (elementary, middle school, high school, and college/university faculty), building and district administrators, BOCES and Regional Bilingual Education Resource Network (RBERN) representatives, and a high school student representative. From May 2019 to February 2020, the committees met six times to draft recommended revisions to the NYS Learning Standards for World Languages. The proposed revisions were then released to the public, along with a survey that gathered feedback from stakeholders across New York State.

The Department received 1,120 individual responses to this stakeholder survey. The vast majority of respondent feedback expressed strong support for all proposed revisions to the standards (see Appendix I for a summary of survey responses). Survey responses also included suggestions related to the need for professional learning, resources, and guidance documents to prepare for the implementation of the proposed standards. Additional feedback included requests for the reinstatement of the Second Language Proficiency Examinations and Regents Examinations in world languages. This feedback was incorporated into the revised standards that are presented for consideration by the NYS Board of Regents.

Implementation Plan

The draft Implementation Plan for the NYS Learning Standards in World Languages is being developed to guide planning and implementation if the Board of Regents adopts the proposed revisions. The plan will include four critical components: Standards, Professional Learning to Enhance Instruction (Curriculum, Assessment, and Instruction), Materials and Resource Support, and Administrative and Community Support.

Next Steps

Department staff will further revise the Learning Standards for LOTE based on feedback from the Board of Regents following the December meeting. Department staff will give a second presentation to the Board of Regents in February 2021 asking the Board to consider adoption of the revised standards and to consider the regulatory change from Languages Other Than English (LOTE) to World Languages. In the winter of 2021, after Board of Regents approval, a public comment period will be held on the regulatory change from Languages Other Than English (LOTE) to World Languages. Following this public

comment period, Department staff will make a recommendation to the Board of Regents in the spring of 2021 to adopt the proposed regulatory change.

Related Regents Items

Not applicable.

Recommendation

Not applicable.

Appendix A: World Languages Organizations in New York State

Acronym	Organization Name
ALOUD	Association of Teachers of Orange, Ulster, Dutchess and Surrounding Counties
COLT	Capital Organization of Language Teachers
NYS TESOL	New York State Teachers of English to Speakers of Other Languages
NYSABE	New York State Association for Bilingual Education
NYSAFLT	New York State Association of Foreign Language Teachers
NYSAFLT Rochester Regional	Rochester Chapter of NYSAFLT
NYSAWLA	New York State Association of World Language Administrators
NYSUT	New York State United Teachers
PWRFL	Putnam Westchester Regions Foreign Language Educators
WNYFLEC	Western New York Foreign Language Educators Council

Appendix B: World Languages Leadership Team (Content Advisory Panel)

Name	Affiliation/Organization	Region
Joan Anderson *Chairperson, World Languages Dept.*	East Williston UFSD (retired)	Long Island
John Carlino *Executive Director*	NYSAFLT; NECTFL (North East Conference on the Teaching of Foreign Languages)	Statewide
Jill Crooker *Consultant*	College Board (Advanced Placement) Pittsford Central Schools (retired)	Mid-West
Jenny Delfini *1st Vice President / Past President* *Teacher of French and Spanish*	NYSAFLT / ALOUD New Paltz CSD	Hudson Valley
Dr. Jennifer Eddy (term ended 6/20) *Assoc. Professor of World Language Education, Principal Investigator: NYSED World Language Initiative*	Queens College, CUNY	New York City
Maria Fenton *Resource Specialist, National Board Network Regional Coordinator*	Mid-State RBERN at Onondaga Cortland Madison BOCES (OCM BOCES), Planning Committee member of both NYSABE and NYS TESOL	Mid-State
Francesco Fratto *Director of World Languages, Language Immersion & ENL* *President*	Herricks CSD NYSAWLA (New York State Association of World Language Administrators)	Long Island
Willard Heller *Adjunct Lecturer of Spanish and Student Teacher Supervisor*	SUNY Geneseo NECTFL Board Member	Western NY
Susan Lafond *Assistant in Educational Services*	New York State United Teachers (NYSUT), Federal Advocacy Coordinator for NYS TESOL, Member of NYSABE	Statewide
Amanda Landers *American Sign Language Teacher*	Syosset UFSD	Long Island
Lori Langer de Ramirez *Director of World and Classical Languages*	The Dalton School	New York City
Dr. Patricia Lennon (term ended 6/20) *Instructor*	Queens College, CUNY	New York City
Dr. Elaine Margarita *Instructor*	Queens College, CUNY	New York City

Name	Affiliation/Organization	Region
Michael Mitchell *Spanish Teacher*	Bethlehem CSD	Capital
Dr. Joanne O'Toole *Assoc. Professor, Curriculum & Instruction; Student Teaching Coordinator*	SUNY Oswego	Mid-State
Tanya Rosado-Barringer *Executive Director*	Mid-State RBERN at OCM BOCES, Member of NYSABE, NYS TESOL	Mid-State
Jill Schimmel *Senior Director, World Languages*	Division of Multilingual Learners, New York City Department of Education	New York City
Elizabeth Slocum, *Instructor of French & Spanish*	Genesee Valley BOCES Genesee Community College Past President, NYSAFLT	Mid-West
Ron Woo *Executive Director*	NYS Language Statewide RBERN at New York University Member of NYSABE, NYS TESOL	New York City

NYSED staff that are included in the World Language Leadership Team:

- Elisa Alvarez, Associate Commissioner, Office of Bilingual Education and World Languages (OBEWL)

- Laura Arpey, Associate in Education Improvement Services, OBEWL

- Candace Black, World Language Associate, OBEWL

- Ross Garmil, Supervisor of Education Programs, OBEWL

- Kathleen Gremmler, Associate in Instructional Services, NYSED Office of State Assessment

- Clarissa Jacobs-Roraback, Coordinator, NYSED Native American Education Center

- Melissa Montague, Associate for English Language Arts, NYSED Office of Curriculum and Instruction

Appendix C: Regional Standards & Language-Specific Committees

Capital-East Committee

First Name	Last Name	School/District/Organization
Sarah	Cioffi	Shenendehowa CSD
Christine	Connor	North Colonie CSD
Emily	Cooper	Lake George Jr.-Sr. HS
Amy	DeAngelo	Shaker HS
Jennifer	Edson	Albany City SD
Rebecca	Farrell	Ballston Spa HS
Susan	Frost	Lake George CSD
Alana	Gaddor	Crown Point CS
Maureen	Geagan	Mohonasen CSD
Anastasia	Gouvitsas	Ballston Spa MS
Lisa	Hancock	Wynantskill UFSD
Kathryn	Inhelder	AuSable Valley CSD
Nicole	Kerber	Bethlehem Central MS
Leslie	Kudlack	Greenville CSD
Amy	Lamb	Oneonta HS
Margaret	Leone	SUNY Plattsburgh
Shannon	Lundgren	Bethlehem CSD
Lorraine	Miner	Cairo-Durham CSD
Mike	Mitchell	Bethlehem CSD
Tiffany	Phelps	Burnt Hills-Ballston Lake CSD
Colin	Quinn	Saratoga Springs CSD
Colleen	Sheehan	Cobleskill-Richmondville CSD
Brianna	Steele	Hudson Falls CSD
Jaimie	Weiss	Shaker Junior HS

Hudson Valley Committee

First Name	Last Name	School/District/Organization
Christine	Aliventi	Chester Academy
Maria	Ault	Pierre Van Cortlandt MS
Sally	Barnes	Pierre Van Cortlandt MS
Katrina	Bauerlein	Mahopac CSD
Amy	Chiapperino	Nanuet UFSD
Eleanor	Dana	Pine Bush CSD
Kate	Del Vecchio	Carmel CSD
Jenny-Lynn	Delfini	New Paltz CSD
Alycia	DeVito	Minisink Valley CSD
Sonia	Flannory	Thornton HS (NYS TESOL)
Michael	Lauria	Carmel HS
Maria	Neto	Nellie Thornton HS
Eric	Odynocki	Byram Hills HS
Alexandra	Piedmonte	Orange-Ulster BOCES (NYS TESOL)

First Name	Last Name	School/District/Organization
Erin	Plati	Pawling HS
Amanda	Rosenhagen	Arlington CSD
Kaleigh	Thomas	Carmel HS
Chris	Thoren	Edgemont Jr./Sr. HS
Alexis	Thornton	Putnam Valley HS
Victoria	Viskovich	Felix Festa MS
Jamie	Weiss	Hudson City SD

Long Island Committee

First Name	Last Name	School/District/Organization
Jacqueline	Ammirato	Longwood CSD (NYSABE, NYS TESOL)
William	Anderson	Massapequa SD (NYS TESOL)
Leonor Penélope	Boerum	Riverhead HS
Silvia	Bonanno	South Side HS
Laura Anne	Centauro	Commack Schools
Lionel	Chan	Jericho UFSD
Sallie	Culloton	Smithtown West HS/Great Hollow MS
TinaMarie	DeFalco	Miller Place Schools
Arlys	Digena	Long Beach HS
Anna	Domingo	Commack HS
Janet	Escher	Woodmere MS
Annalisa	Fasano	Miller Place Schools
Jessica	Fu	Herricks UFSD
Kerri	Golini	Three Village CSD
Stacey	Humphreys	Levittown PS
Amy	Kaufman	Lawrence PS
Margaret	Krone	Commack UFSD
Karen	Maisano	Islip UFSD
Laurie	Marshall-Lauria	Manhasset PS
Richard	Martino	Middle Country CSD
Mustapha	Masrour	Hofstra University (NYS TESOL)
Elvira	Morse	Hofstra University
Kelly	Paciaroni	Baldwin CSD
Jamie	Pajan	Tuckahoe Common SD
David	Riley	Southampton PS
Keith	Scharf	Bayport-Blue Point HS
Theresa	Scudiero	Long Beach PS
Joel	Sidwell	Hauppauge HS
Tara	Tassani	Cold Spring Harbor CSD
Catherine	Visconti	Turtle Hook MS
Lingling	Xie	Queens College

Mid-State Committee

First Name	Last Name	School/District/Organization
Nicole	Alberico-Farr	CW Baker HS
Angela	Alessandro	Syracuse City SD (NYSABE, NYS TESOL)
Lou	Baskinger	OHM BOCES
Jolene	Bennett	Chittenango HS
Jennifer	Berie	Sackets Harbor CS
Evelyn	Bibbins	South Jefferson CSD
Tracy	Brady	Afton MS/HS
Anna	Burns	Liverpool CSD
Kathryn	Clinton	Syracuse University
Eric	Gamboa-Caneo	Westmoreland CSD
Lillivette	Garcia	Syracuse City SD
Benjamin	Gerardi	Baldwinsville CSD
Jeri	Gosier	Case MS
Kimberley	Harter	Mexico HS
Charlene	Holmes-Sullivan	Auburn Enlarged City SD
Natasha	Homa	New Hartford CS
Xiuyan	Huo	Oneida BOCES
Brianna	Jaspersohn	LaFargeville CS
Jessica	Killian	Jordan-Elbridge CSD
Marisol	Marcin	Binghamton University
Lucille	Matt	Oneida-Madison-Herkimer BOCES
Julie	Mugavero	Vestal CSD
Amy	O'Riley	General Brown HS
Barbara	Patterson	Liverpool MS
Diana	Perez	Syracuse City SD
Rosanne	Perla	East Syracuse Minoa CSD
Colleen	Pierce	West Genesee MS
Françoise	Piron	South Jefferson CSD
Heather	Puchta	North Syracuse CSD
Carmen	Rehrl-Ruggio	G. Ray Bodley HS
Kimberly	Rice	Mexico HS
Kitty	Robinson	Jamesville-DeWitt CSD
Jennifer	Roethel	West Genesee CSD
Pamela	Russell	North Syracuse CSD
Amanda	Silva	Cincinnatus CS
Stewart	Smith	Liverpool CSD, SUNY Oswego
Christopher	Solan	Onondaga CSD
Kate	Stewart	Fayetteville-Manlius HS
Rebecca	Tice	Dryden CSD
Sabine	Wintermute	Ithaca HS
Sarah	Woodward-Jones	Fayetteville-Manlius Schools
Kelly (Xiaodan)	Zhang	Watkins Glen HS

Mid-West Committee

First Name	Last Name	School/District/Organization
Marium	Abugasea Heidt	SUNY Brockport
Alisa	Belanger	Our Lady of Mercy School for Young Women
Tiffany	Bratz	Horseheads HS
Christine	Brucker	Webster CSD
Marie	Campanaro	Spencerport CSD (retired)
Shari	Ebert	Pittsford CS
Julie	Gangai	Gates Chili HS
Leslie	Hall	Webster CS
Catherine	Honness	Corning-Painted Post SD
Laura	Johnson	Batavia HS
Kathleen	Lehman	Webster CSD
Lisa	Lilley	Webster CSD
Francia	Marrot	Rush-Henrietta Senior HS
Sara	Moyer	Spencerport HS
Amber	Nolan	Odessa-Montour CSD
Stephanie	O'Connor	Webster Schroeder HS
Linda	Palmer	Brighton HS
Sarah	Pennica	Canandaigua MS
Kimberly	Rayton	Webster Schroeder HS
Katherine	Resch	Spencerport HS
Frank	Rossi	SUNY College at Brockport
Renee	Sheelar	Churchville-Chili CSD
Shawnna	Sweet	Monroe 2-Orleans BOCES (NYSABE, NYS TESOL)
Melanie	Thomas	Spencerport CSD
Ida	Wilder	Greece Athena HS

New York City Committee

First Name	Last Name	School/District/Organization
Dr. G. Anthony	Benners	New York City Dept. of Education
Hyunjoo	Kwon	New York University (NYSABE)
Shenzhan	Liao	China Institute in America
Jiazi	Lin	Brooklyn HS of the Arts
Zhongyi	Lin	Francis Lewis HS
Jian	Liu	NYSED - OBEWL
Francesca	McAuliffe	Stuyvesant HS
Maria	Mejia	New Visions Charter HS
Wanda	Nunez	Parent
Pierrelyne	Pierre	Brooklyn HS of the Arts
Jounghye	Rhi	East-West School of Intl. Studies (NYSABE)

First Name	Last Name	School/District/Organization
Roser	Salavert	NYC RBE-RN - Fordham University, NYSABE, NYS TESOL
Ana	Sanabria	Port Richmond HS
Cristina	Santiago-Campbell	Brooklyn Technical HS (NYSABE)
Jill	Schimmel	New York City Dept. of Education
Michele	Sennon-Britton	James Madison HS
Nisha	Silochan	HS for Arts and Business
Erica	Thomas	New York City Department of Education
Nataliya	Ushakova	Staten Island Technical HS

Western NY Committee

First Name	Last Name	School/District/Organization
Meredith	Anthony	Hutch Tech HS
David	Baez	Retired Administrator (NYSABE)
Alicia	Barinas	Buffalo PS
Anna	Cartwright	Orchard Park HS
Lori	Chilcott	Williamsville South HS
Sarah	Crowe	Holland CS
Kristen	D'Alessandro	Buffalo Academy of Science
Eileen	Finn	Allegany-Limestone Central MS HS
Jenna	Gaske	Iroquois CSD
Mary Ellen	Gianturco	Depew UFSD
Juan	Hernandez	Emerson School of Hospitality
Walter	Hopkins	Houghton College
Martha	Horohoe	Buffalo Academy of the Sacred Heart
Kellie	Maranto	Amherst Central HS
Julie	McIntyre	Niagara Falls City SD
Petra	Mencia	Buffalo PS (NYSABE)
Pietro	Mendola	Buffalo PS (NYSABE)
Kyle	Mittlefehldt	Tonawanda MS
Holly	O'Connor	Lancaster HS
Karen	Richie	Buffalo PS
Kristina	Strauss	Hamburg MS
Jill	Wagner	Niagara Falls HS
Monika	Zanni	Buffalo PS

American Sign Language Committee

First Name	Last Name	School/District/Organization	Region
Lauren	Beygelman	East Meadow SD	Long Island
Brenda	Buckley	PSLA at Fowler HS	Mid-State
Rachel	Cerra-Devlin	Sachem CSD	Long Island
Jennifer	Karpoich	Valley Stream CHS	Long Island
Amanda	Landers	Syosset HS	Long Island
Tara	Wisniewski-Roll	Lindenhurst CSD	Long Island

Classical Languages Committee

First Name	Last Name	School/District/Organization	Region
Jill	Crooker	College Board	Mid-West
Maria Teresa	Ellams	Southampton HS	Long Island
Kristen	Griswold	Shenendehowa Middle Schools	Capital-East
Thomas	Hoetzl	Pearl River SD	Hudson Valley
James	Hunt	Fayetteville Manlius SD	Mid-West
Aileen	Levy	Liverpool HS	Mid-State
David	Pellegrino	Pittsford CS	Mid-West
Lynn	Smith	Pittsford CS	Mid-West
Andres	Soltren	Rye Middle School	Hudson Valley
Marie-Therese	Witte	Saratoga Springs HS	Capital-East

Indigenous Languages Committee

First Name	Last Name	School/District/Organization	Region
Betsy	Bissell	Tuscarora School (Niagara Wheatfield CSD)	Western NY
Ja:no's	Bowen	Seneca Language Department, Seneca Nation	Mid-State
Andrea	Cooke	Salamanca City CSD	Western NY
Maria	Fenton	OCM BOCES	Mid-State
Sherri	Hopper	Onondaga Nation School	Mid-State
Clarissa	Jacobs-Roraback	NYSED - Native American Education	Capital-East
Randy	Phillips	Oneida Indian Nation	Mid-State
TinaMarie	Pineda	Tuscarora School (Niagara Wheatfield CSD)	Western NY
Tanya	Rosado-Barringer	OCM BOCES	Mid-State
Anne	Tahamont	Silver Creek CSD	Western NY
Rachael	Wolfe	Salamanca HS	Western NY

Appendix D: Proposed Revisions to the NYS Learning Standards in LOTE (Modern Languages)

Modern languages include any language that has living, native speakers. Modern languages are contrasted with Classical languages, which include Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Standard	Modern Languages
Anchor Standard: Communication	Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
Standard 1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
Standard 2: Interpersonal Communication	Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.
Standard 3: Presentational Communication	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.
Anchor Standard: Cultures	Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
Standard 4: Relating Cultural Practices and Products to Perspectives	Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
Standard 5: Cultural Comparisons	Learners use the target language to compare the products and practices of the cultures studied and their own.

Denotes a term specific to American Sign Language

Appendix E: Proposed Revisions to the NYS Learning Standards in LOTE (Classical Languages)

Classical languages include Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Standards	Classical Languages
Anchor Standard: Communication	Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.
Standard 1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
Standard 2: Presentational Communication	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, and persuade.
Standard 3: Interpersonal Communication	Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.
Anchor Standard: Cultures	Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.
Standard 4: Relating Cultural Practices and Products to Perspectives	Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
Standard 5: Cultural Comparisons	Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own.

Appendix F: Proposed Themes & Topics for Modern Languages

<u>**Understanding Topics and Themes**</u>

This World Languages Curriculum Guide presents four overarching themes and 17 associated topics for use by teachers and curriculum designers in instructional planning. The themes serve as unifying ideas, while topics identify specific foci for teaching and learning within the themes. Themes are addressed at all Checkpoints (A, B, C), while the topics are aligned to specific Checkpoints. Together, themes and topics serve as the meaningful contexts of communication and promote the development of proficiency as learning spirals through the [ACTFL Proficiency Pyramid](https://www.actfl.org/sites/default/files/guidelines/ACTFL) (https://www.actfl.org/sites/default/files/guidelines/ACTFL ProficiencyLevels8.5x11.pdf).
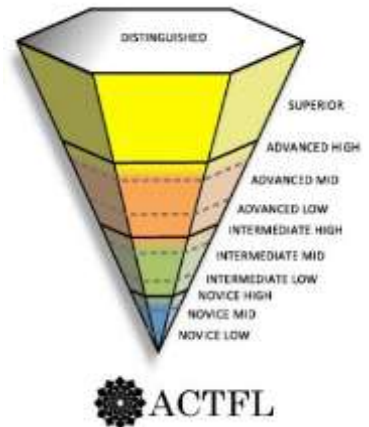
Topics appropriate for Novice learners at Checkpoint A specifically relate to communicating about their everyday experiences. As learners advance through Checkpoints B and C, they communicate about topics beyond their own immediate experiences. This guide serves as an instrument to ensure that the themes and topics are addressed for each Checkpoint.

Checkpoint	Target Performance Range
A	Novice Mid-High
B	Intermediate Low-Mid
C	Intermediate Mid-High

This guide supports teachers to think broadly as they create engaging thematic units that show relationships among topics in meaningful ways. High frequency topics are addressed in multiple contexts to promote retention. Teachers and curriculum designers have the flexibility to integrate topics from several theme groups to develop a larger overarching theme.

This guide facilitates the exploration of the Connections goal area of the [World-Readiness Standards for Learning Languages](https://www.actfl.org/sites/default/files/) (https://www.actfl.org/sites/default/files/ publications/standards/World-ReadinessStandardsforLearningLanguages.pdf) (2015). The wide breadth and range of the themes and topics enable teachers of different types of programs to include interdisciplinary content viewed through many lenses. This encourages the design of learning experiences which allow learners to "build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively" (3.1); and to "access and evaluate information and diverse perspectives that are available through the language and its cultures." (3.2)

Teachers familiar with Modern Languages for Communication (1986) and Learning Standards for Languages Other Than English (1996) will note that those topics are still represented in this guide. New topics are included, and former subtopics are expanded. It is important that those designing benchmark assessments for each Checkpoint keep these

topics in mind, as they provide teachers and learners with a guideline to prepare students for proficiency-based assessments.

Themes & Topics for Modern Languages by Checkpoint

A. Identity & Social Relationships	A	B	C
Identity	X	X	X
Family & Social Relationships	X	X	X
Celebrations, Customs, & Traditions	X	X	X
B. Contemporary Life	**A**	**B**	**C**
Food & Meal Taking	X	X	X
House & Home	X	X	X
School Life & Education	X	X	X
Travel	X	X	X
Leisure	X	X	X
Communities & Neighborhood	X	X	X
Shopping	X	X	X
Earning a Living		X	X
C. Science, Technology, & the Arts	**A**	**B**	**C**
Health & Wellness	X	X	X
Physical Environment, Climate, Weather, & Geography	X	X	X
Technology, Media, & Social Media	X	X	X
The Arts		X	X
D. Global Awareness & Community Engagement	**A**	**B**	**C**
Environmental Issues & Sustainability		X	X
Social Justice & Human Rights			X

Appendix G: Proposed Themes & Topics for Classical Languages

Themes & Topics for Classical Languages by Checkpoint

Theme	A	B	C
A. Identity & Family Life	X	X	X
B. Physical Environment, Geography, & Travel	X	X	X
C. Daily Life & Societal Institutions	X	X	X
D. History, Government, & Economics	X	X	X
E. Religion, Myths, & Legends	X	X	X
F. Literature, Architecture, & Art	X	X	X

Theme/Checkpoint	A	B	C
Identity & Family Life	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, house, apartment, country home, rooms, furnishings, garden	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, **birth, coming of age, marriage, death & funerals,** house, apartment, country home, rooms, furnishings, garden	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, birth, coming of age, marriage, death & funerals, house, apartment, country home, rooms, furnishings, garden
Physical Environment, Geography, & Travel	City and town, weather, animals, calendar Relevant geography (e.g.,	City and town, weather, animals, calendar, **natural disasters, time**	City and town, weather, animals, calendar, natural disasters, time

Theme/Checkpoint	A	B	C
	Italy, Greece, and the Mediterranean) Roads	Relevant geography (e.g., **provinces)** Roads, **modes of travel, mail and letter writing**	Relevant geography (e.g., **Asia Minor)** Roads, modes of travel, mail and letter writing
Daily Life & Societal Institutions	Pastimes, athletics, circus, arena Everyday family fare Number system, school life Social class structure	Pastimes, athletics, circus, arena, **baths** Everyday family fare, **banquets** Number system, school life, **preparation and training for occupations, structure and curriculum** Social class structure	Pastimes, athletics, circus, arena, baths, **theatre** Everyday family fare, banquets Number system, school life, preparation and training for occupations, structure and curriculum Social class structure
History, Government, & Economics	Historical periods and forms of government	Historical periods, **biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, economic class structure, shops, commerce and trade, coinage**	Historical periods, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, **law,** economic class structure, shops, commerce and trade, coinage
Religion, Myths, & Legends	Deities: functions and attributes Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values	Deities: functions and attributes, **traditions and customs, festivals and holidays** Gods, goddesses, heroes, traditional stories and folklore,	Deities: functions and attributes, traditions and customs, festivals and holidays, **augury, sacrifice** Gods, goddesses, heroes, traditional

Theme/Checkpoint	A	B	C
		ethics, mores and values	stories and folklore, ethics, mores and values
Literature, Architecture, & Art	Buildings, structures, and works of art (e.g., mosaics, frescos)	Buildings, structures, and works of art (e.g., mosaics, frescos), **sites and city planning, painting, sculpture, literature, oratory and rhetoric**	Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric, **philosophy**

Appendix H: Proposed Performance Indicators for Modern Languages

Introduction to the Performance Indicators

Checkpoint	Performance Target Range
A	Novice Mid-High
B	Intermediate Low-Mid
C	Intermediate Mid-High

Performance Indicators for Modern Languages are identified for each Standard at each checkpoint and aligned with the target proficiency level of that checkpoint. These performance indicators are adapted from the 2017 NCSSFL-ACTFL **Can-Do Statements**, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL), and aligned to ACTFL proficiency sublevels: Novice Mid-High (Checkpoint A); Intermediate Low-Mid (Checkpoint B); and Intermediate Mid-High (Checkpoint C) as illustrated in the chart on the right. More specifically, the Performance Indicators **are aligned with the target range identified for each checkpoint,** so all learners are appropriately challenged. However, it should also be noted that the developmental and spiraled nature of the Can-Do Statements, consistent with **ACTFL's Proficiency Pyramid (see page 20)**, makes differentiation manageable. This can be achieved through the use of proficiency-oriented analytic rubrics that contain qualitative and constructive feedback to accommodate a **range of performance levels**.

These performance indicators are written as instructional targets in order to accommodate the range of abilities represented in classes of learners at each checkpoint. They target the upper level of the range of proficiency that point to success at the end of each checkpoint. In planning instruction, teachers can differentiate both instructional tasks and evaluation criteria to accommodate the range of abilities and achievement in any given group of learners. **Successful growth is represented within a range of proficiency levels for each checkpoint.** The goal is that all learners make continuous progress through each checkpoint and experience success that is only made possible in an extended sequence of learning opportunities.

Teachers can create unit and lesson learning targets aligned with these performance indicators using the same language functions to describe student performance. Unit and lesson learning targets can then be written in language that is **easily understood by learners**. While the learning targets written for students may sometimes look similar among checkpoints, the proficiency level expectation becomes progressively more challenging in terms of expected level of control of discourse type, function, context and accuracy. These expectations are best explained using well-crafted analytic rubrics to provide feedback on performance and proficiency assessment tasks.

The World Language Content Advisory Panel is currently working on developing Performance Target Ranges for both Classical Languages and Category 3 and 4 Languages (those that use a non-Roman alphabet).

ANCHOR STANDARD - Communication
Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	**PERFORMANCE INDICATORS**		
Essential Questions	*Checkpoint A – NOVICE MID-HIGH*	*Checkpoint B – INTERMEDIATE LOW-MID*	*Checkpoint C – INTERMEDIATE MID-HIGH*
Interpretive Communication: What can I understand, interpret, or analyze in a range of diverse texts that I hear, read, receive* or view?	Identify the topic and some isolated facts from simple sentences in short informational and literary texts.	Understand the main idea and key information in short straightforward informational and literary texts.	Follow the main message most of the time in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and literary texts.
Interpretive Communication: What can I understand, interpret, or analyze in conversations or discussions that I hear, read, receive*, or view, in which I am not a participant?	Understand familiar questions and statements from simple sentences in short conversations.	Identify the main idea and key information in short straightforward conversations.	Understand the main idea and flow of events expressed in various time frames in conversations and discussions most of the time.

*Denotes a term specific to American Sign Language.

Standard 2 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.	PERFORMANCE INDICATORS		
Essential Questions	*Checkpoint A – NOVICE MID-HIGH*	*Checkpoint B – INTERMEDIATE LOW-MID*	*Checkpoint C – INTERMEDIATE MID-HIGH*
Interpersonal Communication: How can I exchange information in conversations?	Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	Exchange information in conversations and discussions on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Interpersonal Communication: How can I meet personal needs or address situations in conversations?	Interact with others to meet basic personal needs related to routine everyday activities, using simple sentences and questions most of the time.	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	Interact with others to meet personal needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.
Interpersonal Communication: How can I express feelings, react to and support preferences and opinions in conversations?	Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, using sentences and series of sentences and asking a variety of follow-up questions.	Explain preferences, opinions, and feelings and provide advice on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Denotes a term specific to American Sign Language.

Standard 3 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.	**PERFORMANCE INDICATORS**		
Essential Questions	*Checkpoint A – NOVICE MID-HIGH*	*Checkpoint B – INTERMEDIATE LOW-MID*	*Checkpoint C – INTERMEDIATE MID-HIGH*
Presentational Communication: How can I present information to narrate about my life, experiences, and events?	Present personal information about my life and activities, using simple sentences most of the time.	Tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
Presentational Communication: How can I present information to give a preference, opinion or persuasive argument?	Express preferences on familiar and everyday topics of interest, using simple sentences most of the time.	State preferences and opinions about familiar topics and give some reasons to support them, using sentences and series of connected sentences.	State preferences and opinions on familiar or researched topics and provide reasons to support them, using a few short paragraphs, often across various time frames.
Presentational Communication: How can I present information to inform, describe, or explain?	Present on familiar and everyday topics, using simple sentences most of the time.	Give straightforward presentations on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.	Give detailed presentations on a variety of familiar topics and some concrete and researched topics, using a few short paragraphs, often across various time frames.

*Denotes a term specific to American Sign Language.

ANCHOR STANDARD – Cultures
Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use the target language to identify, describe, and explain the practices and products of the cultures studied, as well as the cultural perspectives they suggest.	PERFORMANCE INDICATORS		
Essential Question	*Checkpoint A – NOVICE MID-HIGH*	*Checkpoint B – INTERMEDIATE LOW-MID*	*Checkpoint C – INTERMEDIATE MID-HIGH*
Uncovering Cultural Perspectives: How can I understand cultural perspectives by examining cultural products and practices?	Identify cultural products and practices in my own and other cultures to help me understand perspectives using words, phrases, or simple sentences with graphic or visual support.	Describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences and strings of sentences.	Explain cultural products and practices in my own and other cultures to help me understand perspectives using connected sentences that may combine to form paragraphs.

Standard 5 - Cultural Comparisons: Learners use the target language to compare the products and practices of the cultures studied and their own.	PERFORMANCE INDICATORS		
Essential Question	*Checkpoint A – NOVICE MID-HIGH*	*Checkpoint B – INTERMEDIATE LOW-MID*	*Checkpoint C – INTERMEDIATE MID-HIGH*
Making Cultural Comparisons: How can I make cultural comparisons by examining the products and practices of other cultures and my own?	Identify comparisons of practices and products of the target cultures with my own using words, phrases, or simple sentences with graphic or visual support.	Describe comparisons of practices and products of the target cultures with my own using sentences and strings of sentences.	Explain comparisons of practices and products of the target cultures with my own using connected sentences that may combine to form paragraphs.

*Percentages of Levels of Support for Proposed Revisions to the **Modern** Languages Standards*

Standard / Level of Support Reported	Strongly	Moderately	Minimally	Not at all	Strongly + Moderately (combined)
Renaming of Languages Other Than English to World Languages	75%	18%	4%	3%	93%
Anchor Standard – Communication*	83%	13%	2%	1%	96%
Standard 1 - Interpretive Communication*	80%	16%	2%	1%	96%
Standard 2 - Interpersonal Communication*	82%	14%	2%	1%	96%
Standard 3 - Presentational Communication*	73%	21%	4%	2%	94%
Anchor Standard – Cultures*	70%	21%	6%	2%	91%
Standard 4 - Relating Cultural Practices and Products to Perspectives*	63%	25%	7%	3%	88%
Standard 5 - Cultural Comparisons*	65%	25%	7%	2%	90%

A small number of respondents chose "Not applicable" for these questions and therefore total percentages are slightly less than 100%.

*Percentages of Levels of Support for Proposed Revisions to the **Classical** Languages Standards*

Standard / Level of Support Reported	Strongly	Moderately	Minimally	Not at all	Strongly + Moderately (combined)
Anchor Standard – Communication	65%	21%	10%	4%	86%
Standard 1 - Interpretive Communication	76%	17%	5%	2%	93%
Standard 2 - Presentational Communication	71%	21%	6%	2%	92%
Standard 3 – Interpersonal Communication	73%	19%	5%	3%	92%
Anchor Standard – Cultures	66%	23%	7%	4%	89%
Standard 4 - Relating Cultural Practices and Products to Perspectives	64%	21%	10%	6%	84%
Standard 5 - Cultural Comparisons	62%	22%	10%	5%	85%

*Percentages of Levels of Support for Proposed Revisions to the **Performance Target Ranges, Performance Indicators, and Overarching Themes with Updated Topics***

Standard / Level of Support Reported	Strongly	Moderately	Minimally	Not at all	Strongly + Moderately (combined)
Performance Target Ranges at each Checkpoint*	68%	26%	4%	2%	94%
Performance Indicators are what students should know and be able to do in Modern Languages	66%	29%	3%	2%	95%
Adoption of the overarching themes with updated topics	54%	34%	9%	3%	88%

*The Performance Targets for Modern Languages are defined as follows:

Checkpoint A = Novice Mid-High

Checkpoint B = Intermediate Low-Mid

Checkpoint C = Intermediate Mid-High

The World Language Content Advisory Panel is currently working on developing Performance Target Ranges for both Classical Languages and Category 3 and 4 Languages (those that use a non-Roman alphabet).