**Course-Level Curriculum Audit for Transitioning to the Revised NYS World Language Standards (Modern Languages)**

Proficiency Target: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proficiency Ranges and Performance Indicators (2021) – [Category 1-2 Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2_0.pdf) / [Category 3-4 Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-3-4_0.pdf)

**Topics Integration Audit:** In thematic unit design, multiple topics are meaningfully integrated in a single unit. In a thematic curriculum, topics are revisited across units. The chart below lists the 4 themes and 17 topics of the [NYS World Language Themes and Topics (2021)](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf). To audit your units in a given course curriculum, place a checkmark (√) beside each topic that is addressed as either an anchor or integrated topic in each thematic unit of instruction.

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| Note 1: Local curriculum determines the number of units per course.  Note 2: \*Checkpoints B & C; \*\*Checkpoint C | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Topics** | **Theme: Identity and Social Relationships** | | | | | |
| Identity |  |  |  |  |  |  |
| Family & Social Relationships |  |  |  |  |  |  |
| Celebrations, Customs, & Traditions |  |  |  |  |  |  |
| **Topics** | **Theme: Contemporary Life** | | | | | |
| Food & Meal Taking |  |  |  |  |  |  |
| House & Home |  |  |  |  |  |  |
| School & Education |  |  |  |  |  |  |
| Travel |  |  |  |  |  |  |
| Leisure |  |  |  |  |  |  |
| Communities & Neighborhood |  |  |  |  |  |  |
| Shopping |  |  |  |  |  |  |
| Earning a Living\* |  |  |  |  |  |  |
| **Topics** | **Theme: Science, Technology, and the Arts** | | | | | |
| Health & Wellness |  |  |  |  |  |  |
| Physical Environment, Climate, Weather, & Geography |  |  |  |  |  |  |
| Technology, Media, & Social Media |  |  |  |  |  |  |
| The Arts\* |  |  |  |  |  |  |
| **Topics** | **Theme:** **Global Awareness & Community Engagement** | | | | | |
| Environmental Issues & Sustainability\* |  |  |  |  |  |  |
| Social Justice & Human Rights\*\* |  |  |  |  |  |  |

**Next Steps:** Make observations about the inclusion and distribution of topics across your course curriculum. (Keep in mind that recycling and expanding topics over time promotes deep learning.) Use your observations to revise or refine unit plans, if indicated.

**Key Language Functions Audit:** Place a checkmark (√) beside each key language function that is addressed in each unit of instruction planned for your course curriculum.

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| Note 1: Local curriculum determines the number of units per course. | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **Key Language Functions** | **Standard 1: Interpretive Communication** | | | | | |
| Understand |  |  |  |  |  |  |
| Interpret |  |  |  |  |  |  |
| Analyze |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 2: Interpersonal Communication** | | | | | |
| Exchange Information |  |  |  |  |  |  |
| Express Feelings |  |  |  |  |  |  |
| Express Preferences |  |  |  |  |  |  |
| Express Opinions |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 3: Presentational Communication** | | | | | |
| Describe |  |  |  |  |  |  |
| Inform |  |  |  |  |  |  |
| Narrate |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| Persuade |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 4: Relating Cultural Practices & Products to Perspectives** | | | | | |
| Identify |  |  |  |  |  |  |
| Describe |  |  |  |  |  |  |
| Explain |  |  |  |  |  |  |
| **Key Language Functions** | **Standard 5: Cultural Comparisons** | | | | | |
| Compare |  |  |  |  |  |  |

**Next Steps:** Make observations about the distribution of key language functions across your course curriculum. (Keep in mind that recycling and expanding language functions over time promotes language proficiency development.) Use this information to revise or refine unit plans, if indicated.