



**FROM THE NYS LEARNING STANDARDS FOR LOTE (1996) TO
THE NYS LEARNING STANDARDS FOR WORLD LANGUAGES (2021)
MODERN LANGUAGES SIDE-BY-SIDE VIEW**



NYS LEARNING STANDARDS FOR LOTE (1996)	NYS LEARNING STANDARDS FOR WORLD LANGUAGES (2021)
<p align="center">STANDARD 1 – COMMUNICATION SKILLS</p> <p>Students will be able to use a language other than English for communication.</p>	<p align="center">ANCHOR STANDARD 1 – COMMUNICATION</p> <p>Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.</p>
<p>Modern Languages Key Idea 1: Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>	<p>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.</p>
<p>Modern Languages Key Idea 2: Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>	<p>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.</p>
<p>American Sign Language Key Idea 1: Visual-gestural skills provide a means of communication with Deaf people in the context of the Deaf culture.</p>	<p>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.</p>
<p>Native American Languages Key Idea 1: Communication in Native languages takes place primarily to share expression of ideas, thoughts, and feelings to preserve Native cultural ideology.</p>	<p>*Denotes a term specific to American Sign Language (ASL).</p> <p>The consensus decision for all Modern Languages to share one set of standards was made in consultation with Indigenous Languages and ASL language-specific workgroups in the development of the NYS WL Standards.</p>
<p>Native American Languages Key Idea 2: Writing systems, and therefore reading, are recent introductions to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.</p>	
<p align="center">STANDARD 2 – CULTURAL UNDERSTANDING</p> <p>Students will develop cross-cultural skills and understandings.</p>	<p align="center">ANCHOR STANDARD 2 – CULTURES</p> <p>Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</p>
<p>Modern Languages Key Idea 1: Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>	<p>Standard 4: Relating Cultural Practice 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.</p>
<p>American Sign Language Key Idea 1: Key cultural traits exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language.</p>	<p>Standard 5: Cultural Comparisons - Learners use the target language to compare the products and practices of the cultures studied and their own.</p>
<p>Native American Languages Key Idea 1: Culture is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.</p>	

**A COMPARISON OF THE NYS LEARNING STANDARDS FOR LOTE (1996) AND FOR WORLD LANGUAGES (2021)
WHAT HAS STAYED THE SAME FOR MODERN LANGUAGES?**

NYS LEARNING STANDARDS FOR LOTE (1996) AND FOR WORLD LANGUAGES (2021)

STANDARDS

- There are two standards: Communication and Culture.
- There is a single set of standards for all grade levels.

COMMUNICATION STANDARDS

- Communication standards (or their Key Ideas) embed *language functions*, the purposes of language use, such as *exchanging information* and *persuading*.
- Communication standards (or their Key Ideas) identify associated *language skills*, the modalities of language use, such as *speaking* and *reading*.

CULTURE STANDARDS

- Culture standards acknowledge the integrated nature of language and culture.
- Culture standards include cultural comparisons.

PERFORMANCE INDICATORS

- Performance indicators describe how the standards are implemented at three proficiency benchmarks: Checkpoints A, B, and C.

TOPICS

- Topics that serve as contexts of language use are identified and assigned to one or more checkpoints.



WHAT HAS CHANGED FOR MODERN LANGUAGES?

NYS LEARNING STANDARDS FOR LOTE (1996)	NYS LEARNING STANDARDS FOR WORLD LANGUAGES (2021)
<p>STANDARDS</p> <ul style="list-style-type: none"> Standards are <i>Communication Skills and Cross-Cultural Understandings</i>. Standards include Key Ideas. Key Ideas are specific to Modern Languages, American Sign Language, and Native American Languages. <p>COMMUNICATION STANDARDS</p> <ul style="list-style-type: none"> There is one Communication Standard with one Key Idea for American Sign Language and two each for Modern Languages and Native American Languages. Key Ideas point out language skills and language functions to be carried out with those skills. <p>CULTURE STANDARDS</p> <ul style="list-style-type: none"> There is one Culture Standard with one Key Idea each for Modern Languages, American Sign Language, and Native American Languages. The Culture Standard does not include language functions. <p>PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> Performance indicators are based on New York State proficiency descriptors from <i>Modern Languages for Communication</i> (1986). Performance indicators are categorized by language skill and cultural knowledge at three proficiency benchmarks: Checkpoints A, B, and C. <p>TOPICS</p> <ul style="list-style-type: none"> Fifteen topics, each with multiple subtopics and elements, published in <i>Modern Languages for Communication</i> (1986), serve as contexts of language use and are designated for instruction at one or more checkpoints. 	<p>STANDARDS</p> <ul style="list-style-type: none"> Anchor Standards are <i>Communication and Cultures</i>. Standards do not include Key Ideas. Standards for Modern Languages apply to all modern languages, including ASL and Indigenous languages. <p>COMMUNICATION STANDARDS</p> <ul style="list-style-type: none"> There are three Communication Standards: 1- <i>Interpretive Communication</i>; 2 - <i>Interpersonal Communication</i>; and 3 - <i>Presentational Communication</i>. Each Communication Standard reflects a mode of communication or way in which language is used naturally. Each Communication Standard includes multiple language functions. Language functions vary and are specific to the communicative mode. <p>CULTURE STANDARDS</p> <ul style="list-style-type: none"> There are two Culture Standards: 4 - <i>Relating Cultural Practices and Products to Perspectives</i>; and 5 - <i>Cultural Comparisons</i>. The focus is on developing Interculturality, whereby learners use the target language to explore cultural content (practices, products, and perspectives). Standard 4 includes three language functions while Standard 5 includes one. Language functions for Standards 4 and 5 differ and can be carried out via any mode of communication. <p>PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> Performance indicators are based on performance benchmarks from the <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), which are informed by the <i>ACTFL Proficiency Guidelines 2012</i>. Performance indicators are categorized by standard at three proficiency benchmarks, Checkpoints A, B, and C, each of which targets specific proficiency ranges. Proficiency ranges are differentiated for Category 1 and 2 languages (languages that use the Roman alphabet, such as French, German, Italian, and Spanish); and Category 3 and 4 languages (languages that may be character-based, such as Chinese; languages that use a non-Roman alphabet, such as Russian; or Indigenous Languages). <p>TOPICS</p> <ul style="list-style-type: none"> Seventeen topics are organized within four overarching themes reflective of Advanced Placement (AP) and International Baccalaureate (IB) themes. Topics are intended to be integrated to serve as real-world contexts of language use. Each is designated for instruction at one or more checkpoints.