The NYS World Language Standards consist of four elements (defined below) that vary in order (as seen at right):

**Contexts for Communication**
the circumstances in which communication takes place

**Language Functions**
the purposes for communication

**Language Skills**
The modalities through which communication occurs

**Cultural Knowledge**
information about the target culture, implicit or explicit

Standard elements inform and provide structure for Can-Do Statements (as seen at right).

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**NYS World Language Standards and Elements**

**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: 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.

**Standard 3: Interpersonal Communication**
- Learners interact and negotiate meaning in spoken or written conversations to exchange information, express feelings, preferences, and opinions. Note: Cultural knowledge depends on the interlocutors.

**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.

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**From Standard Elements to Can-Do Statements**

**Can-Do Statement Structure**

I can + language function + context for communication + language skill* / cultural knowledge*.

**Sample Can-Do Statements**

I can identify characteristics of friendship in Cicero’s essay *De amicitia* by listing relevant quotes.

I can compare educational practices of Ancient Greece and the U.S. by completing a graphic organizer.