

## Proposed Revisions to the New York State LOTE (World Languages) Standards

**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**

<b>Standard</b>	<b>Modern Languages</b>
Anchor Standard 1: Communication	Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
Benchmark Standard 1.1: 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.
Benchmark Standard 1.2: Interpersonal Communication	Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.
Benchmark Standard 1.3: 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 2: Cultures	Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
Benchmark Standard 2.1: 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.
Benchmark Standard 2.2: 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*

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## Modern Languages – Proposed Themes & Topics by Checkpoint

<b><i>A. Identity &amp; Social Relationships</i></b>	<b>A</b>	<b>B</b>	<b>C</b>
Identity	X	X	X
Family & Social Relationships	X	X	X
Celebrations, Customs, & Traditions	X	X	X
<b><i>B. Contemporary Life</i></b>	<b>A</b>	<b>B</b>	<b>C</b>
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
<b><i>C. Science, Technology and the Arts</i></b>	<b>A</b>	<b>B</b>	<b>C</b>
Health & Wellness	X	X	X
Physical Environment, Climate, Weather, & Geography	X	X	X
Technology, Media, & Social Media	X	X	X
The Arts		X	X
<b><i>D. Global Awareness &amp; Community Engagement</i></b>	<b>A</b>	<b>B</b>	<b>C</b>
Environmental Issues & Sustainability		X	X
Social Justice & Human Rights			X

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

Standards	Classical Languages
Anchor Standard 1: Communication	Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.
Benchmark Standard 1.1: 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.
Benchmark Standard 1.2: 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.
Benchmark Standard 1.3: Interpersonal Communication	Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.
Anchor Standard 2: Cultures	Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.
Benchmark Standard 2.1: 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 reveal.
Benchmark Standard 2.2: Cultural Comparisons	Learners use knowledge of classical languages to reveal and compare the products and practices of the cultures studied and their own.

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### Classical Languages – Proposed Themes & Topics by Checkpoint

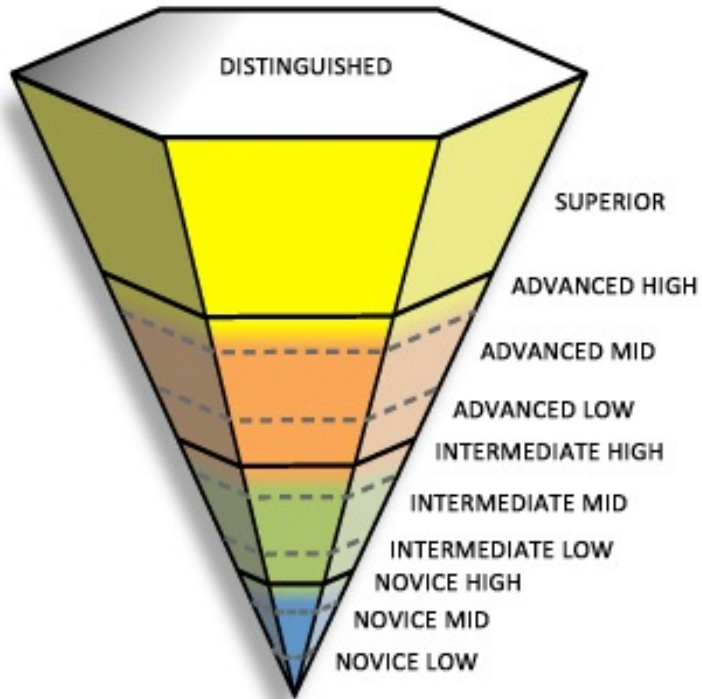
	<b>A</b>	<b>B</b>	<b>C</b>
Identity and Family Life	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing  Family members, childhood, family life, house, apartment, country home, rooms, furnishings, garden	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing  Family members, childhood, family life, <b>birth, coming of age, marriage, death &amp; funerals</b> , 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, and Travel	City and town, weather, animals, calendar  Relevant geography (e.g., Italy, Greece, and the Mediterranean)  Roads	City and town, weather, animals, calendar, <b>natural disasters, time</b>  Relevant geography (e.g., <b>provinces</b> )  Roads, <b>modes of travel, mail and letter writing</b>	City and town, weather, animals, calendar, natural disasters, time  Relevant geography (e.g., <b>Asia Minor</b> )  Roads, modes of travel, mail and letter writing
Daily Life and Societal Institutions	Pastimes, athletics, circus, arena  Everyday family fare  Number system, school life  Social class structure	Pastimes, athletics, circus, arena, <b>baths</b>  Everyday family fare, <b>banquets</b>  Number system, school life, <b>preparation and training for occupations, structure and curriculum</b>  Social class structure	Pastimes, athletics, circus, arena, <b>baths, theatre</b>  Everyday family fare, banquets  Number system, school life, preparation and training for occupations, structure and curriculum  Social class structure

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	<b>A</b>	<b>B</b>	<b>C</b>
History, Government & Economics	Historical periods and forms of government	Historical periods, <b>biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, economic class structure, shops, commerce and trade, coinage</b>	Historical periods, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, <b>law</b> , 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, <b>traditions and customs, festivals and holidays</b>  Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values	Deities: functions and attributes, traditions and customs, festivals and holidays, <b>augury, sacrifice</b>  Gods, goddesses, heroes, traditional 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), <b>sites and city planning, painting, sculpture, literature, oratory and rhetoric</b>	Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric, <b>philosophy</b>

*(Topics in bold are new for the Checkpoint.)*

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<b>Checkpoint</b>	<b>Target Performance Range</b>
<b>A</b>	Novice Mid-High
<b>B</b>	Intermediate Low-Mid
<b>C</b>	Intermediate Mid-High

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