

Guidance & Resources in the Implementation of the Revised World Language Standards



NADCO
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Long Island Regional Bilingual Education Resource Network (L.I.RBERN)/ Eastern Suffolk BOCES

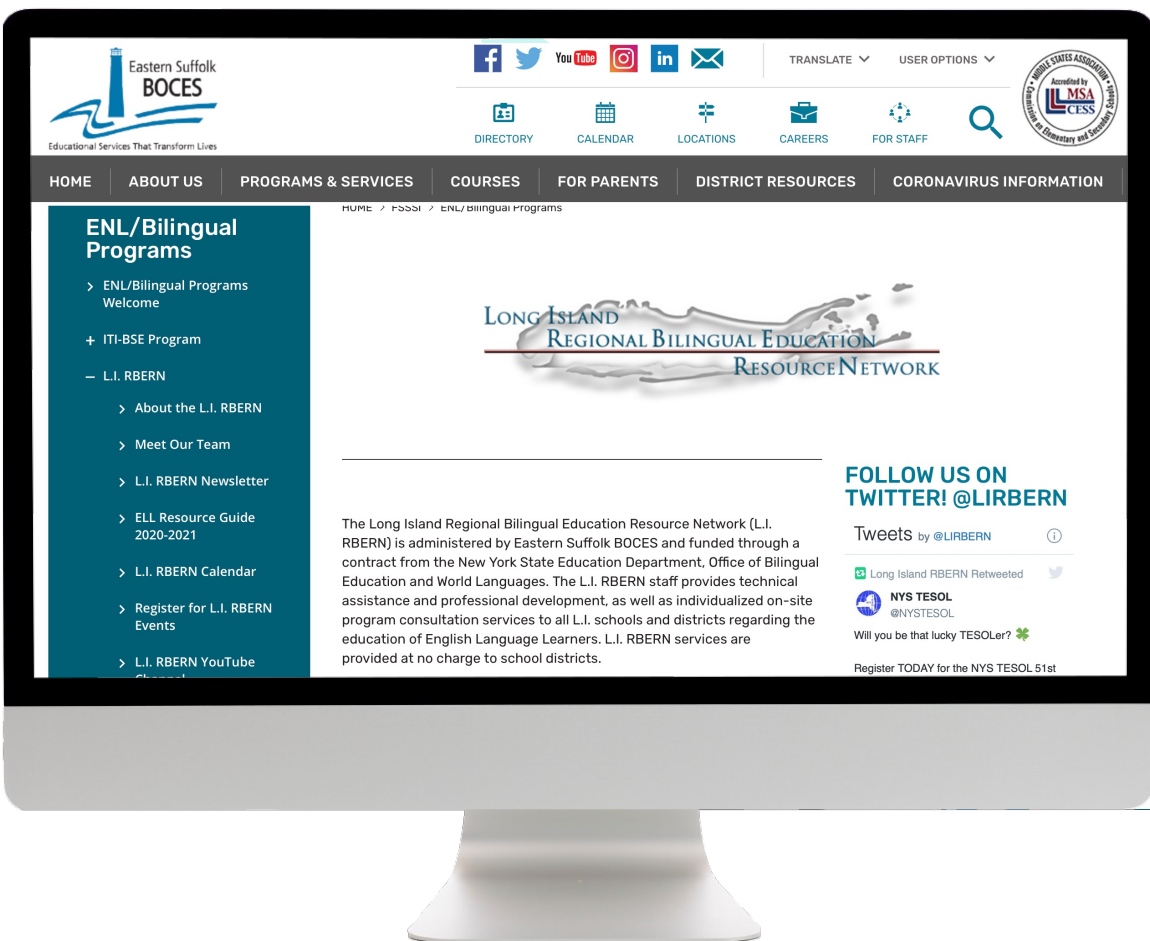
St. John's University, TESOL & Bilingual Education

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Long Island RBERN Resources

Resources available on our website:
[Esboces.org/lirbern](https://esboces.org/lirbern)

- L.I. RBERN Newsletter
- L.I. RBERN YouTube Channel
- Past and Upcoming Workshops/Events
- Materials by Topic
- L.I. RBERN's Greatest Hits
- L.I. RBERN Parent Academy
- L.I. RBERN PD or Consultation
- Support for ELL programs, World Language, and the NYS Seal of Biliteracy



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Website

World Languages

Our goal is to promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.

All materials contained in this presentation can be found on the OBEWL website:

- “Professional Learning”
- “Standards and Guidelines”

World Language Links



[Assessments](#)

[Graduation Requirements](#)

[Professional Learning](#)

[Standards and Guidelines](#)

[Teacher Resources](#)

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Key Shifts of the Revised NYS Learning Standards for World Languages

**LOTE →
World
Languages**

1

**Revised
Standards
for Modern
& Classical
Languages**

2

**Updated
curricular
topics
organized
under four
over-
arching
themes**

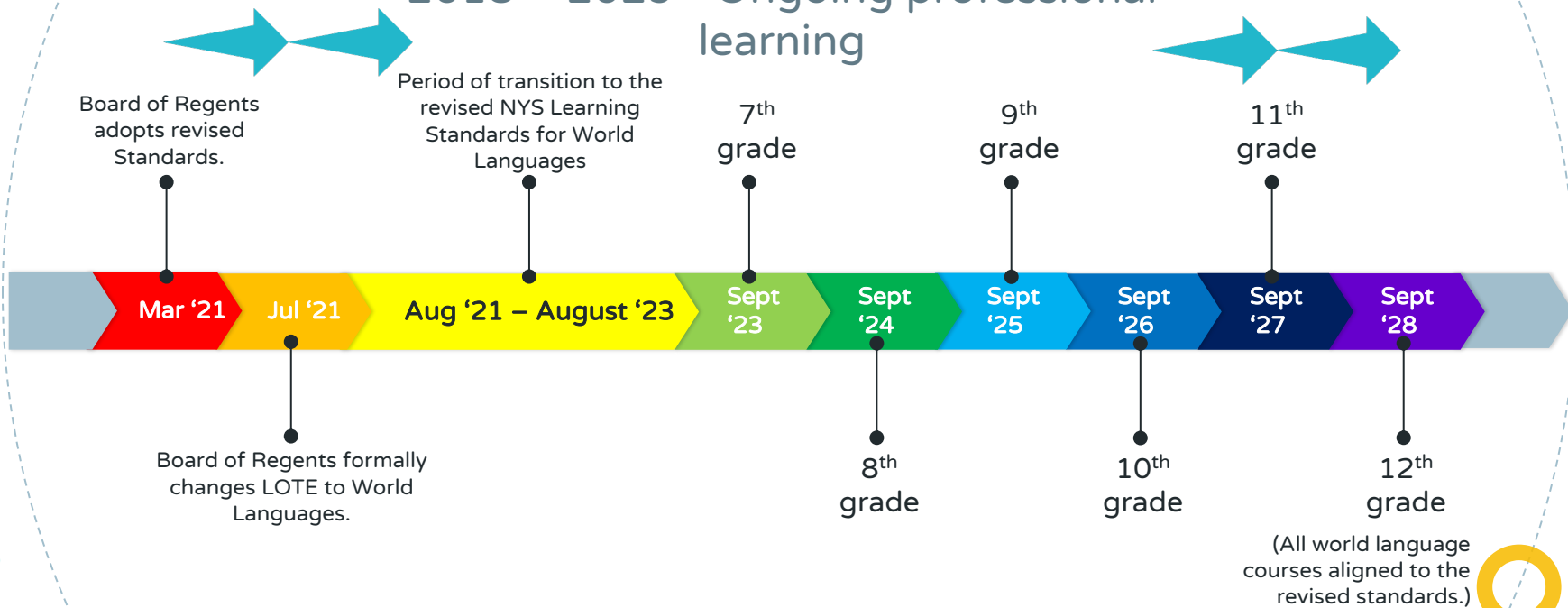
3

**Benchmarked
performance
indicators
with target
ranges for
each
Checkpoint**

4

Implementation Timeline

2018 – 2029 - Ongoing professional learning



Implementation Timeline by Grade

6-Year Gradual Implementation Plan

Year	Secondary Program
2023-24	7 th grade
2024-25	8 th grade
2025-26	9 th grade
2026-27	10 th grade
2027-28	11 th grade
2028-29	12 th grade

The Revised Standards

NYS Learning Standards for World Languages (2021)

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*

At-a-glance Documents & Posters:

Interpretive, Interpersonal, Presentational Modes

STANDARD 1: INTERPRETIVE COMMUNICATION



AT-A-GLANCE DOCUMENT FOR CLASSICAL LANGUAGES

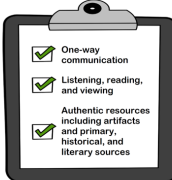


Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.

NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE READING



DEFINING CHARACTERISTICS



NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE LISTENING



SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT

A	B	C
Match image to text Identify, list, or sequence in order Categorize with graphic organizer Ask questions, listen, read, and watch	Answer comprehension questions Find a problem or a solution Pose a question for discussion Summarize or synthesize	Compare/contrast Identify cause/effect Identify missing information Assign a role or purpose

Many interpretive strategies can be used across all checkpoints.



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New York State Education Department
Website: <http://www.nysed.gov/world-languages>
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Interpretive icon created by G. A. Suárez, Calk County Public Schools World Languages Department and authorized for use under CC 4.0.

The Latin Library

Manuscripts and Music—Library of Classroom Practices
K-12

STANDARD 2: INTERPERSONAL COMMUNICATION



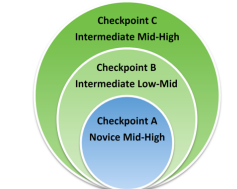
AT-A-GLANCE DOCUMENT FOR CATEGORY 1-2 MODERN LANGUAGES



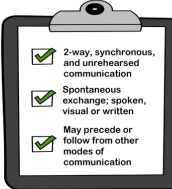
Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.

*Denotes a term specific to American Sign Language

NYS CHECKPOINT PROFICIENCY RANGES



DEFINING CHARACTERISTICS



SAMPLE INTERPERSONAL STRATEGIES BY NYS CHECKPOINT:

A	B	C
Exchange reactions to pictures or situations Compare rank-ordered lists with a partner Respond to short-answer questions	Interview a partner on familiar topics Have short conversations about common activities Ask and answer questions	Exchange opinions and give reasons Compare past and present events and activities Discuss in a small group the main idea and author's purpose of an authentic text

Many interpersonal strategies can be used across all checkpoints.



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Person to Person Video from the
Annenberg Video Workshops for K-12 Teachers

STANDARD 3: PRESENTATIONAL COMMUNICATION

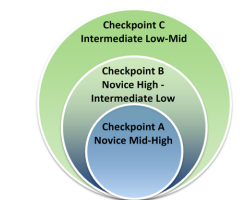


AT-A-GLANCE DOCUMENT FOR CATEGORY 3-4 MODERN LANGUAGES

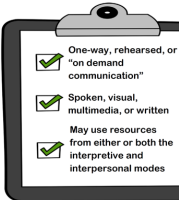


Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

NYS CHECKPOINT PROFICIENCY RANGES



DEFINING CHARACTERISTICS



SAMPLE PRESENTATIONAL STRATEGIES BY NYS CHECKPOINT:

A	B	C
Create a poster or comic Make a short video Write a list or label images	Create a multimedia presentation Make an advertisement or infographic Record an audio or video demonstration	Relate a personal narrative Present the results of a survey Create a short podcast

Many presentational strategies can be used across all checkpoints.



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Proficiency Ranges & Performance Indicators

PERFORMANCE INDICATORS FOR MODERN LANGUAGES (CATEGORY 1-2)						
	Checkpoint A		Checkpoint B		Checkpoint C	
Target Ranges	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE MID	NOVICE HIGH
 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.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts and conversations that are spoken, written or signed.	I can identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken, written or signed.	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations that are spoken, written or signed.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations that are spoken, written or signed.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations that are spoken, written or signed.	I can follow the main idea, topic, and flow of events in short paragraphs and simple frames in forward paragraph-length conversations, and discussions that are spoken, written or signed.
 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.	I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.	I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations, most of the time.	I can request and provide information; express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions on a variety of familiar and some researched topics, by creating sentences and series of sentences and asking follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions on a variety of familiar and some researched topics, by creating sentences and series of sentences and asking follow-up questions in conversations.	I can exchange information, preferences, feelings, or opinions, on a variety of familiar, concrete, and researched topics, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions in conversations and discussions, often across various time frames.
 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.	I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through spoken, written or signed language.	I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken, written or signed language.	I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences, through spoken, written or signed language.	I can narrate personal experiences, present information, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using sentences and series of connected sentences, through spoken, written or signed language.	I can narrate personal experiences, present information, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using sentences and series of connected sentences, through spoken, written or signed language.	I can narrate experiences, present information including details, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using short paragraphs, often across various time frames through spoken, written or signed language.
 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.	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	I can 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.	I can identify comparisons of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support.	I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support.	I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.	I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.	I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.	I can explain comparisons of practices and products of the target cultures with my own culture, using connected sentences that may combine to form paragraphs.

Performance indicators for each Checkpoint by standard using “I can” + function + context statement.

Proficiency-informed descriptions of performances for each dimension with clear distinctions between sublevels

Revised Themes & Topics

Themes & Topics for Modern Languages by Checkpoint

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

Crosswalk – LOTE ('96) & World Languages ('21)



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)
STANDARD 1 – COMMUNICATION SKILLS Students will be able to use a language other than English for communication.	ANCHOR STANDARD 1 – COMMUNICATION Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
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.	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.
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.	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.
American Sign Language Key Idea 1: Visual-gestural skills provide a means of communication with Deaf people in the context of the Deaf culture.	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.
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.	*Denotes a term specific to American Sign Language (ASL).
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.	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.
STANDARD 2 – CULTURAL UNDERSTANDING Students will develop cross-cultural skills and understandings.	ANCHOR STANDARD 2 – CULTURES Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
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.	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.
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.	Standard 5: Cultural Comparisons - Learners use the target language to compare the products and practices of the cultures studied and their own.
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.	

Crosswalk – LOTE ('96) & World Languages ('21)



ALIGNMENT OF

NYS LEARNING STANDARDS FOR WORLD LANGUAGES - MODERN LANGUAGES (2021)

WITH

NYS NEXT GENERATION LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS (2017)



WORLD LANGUAGE 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.

NEXT GENERATION ANCHOR STANDARDS R1 – R9: READING

KEY IDEAS AND DETAILS / INTERPRETIVE READING
R1: Read closely to determine what the text says explicitly [understand] /implicitly to make logical inferences from it [interpret] ; cite specific textual evidence when writing or speaking to support conclusions drawn from the text [analyze] .
R2: Determine central ideas or themes of a text [interpret] and analyze their development [analyze] ; summarize the key supporting details and ideas [interpret] .
R3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text [analyze] .
CRAFT AND STRUCTURE / INTERPRETIVE READING
R4: Interpret words and phrases as they are used in a text, including determining technical [understand] , connotative, and figurative meanings [interpret] , and analyze how specific word choices shape meaning or tone [analyze] .
R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole [analyze] .
R6: Assess how point of view or purpose shapes the content and style of a text [analyze] , drawing on a wide range of global and diverse texts.
INTEGRATION OF KNOWLEDGE AND IDEAS / INTERPRETIVE READING
R7: Integrate and evaluate content presented in diverse media and formats [analyze] .
R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence [analyze] .
R9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of perspectives [analyze] .

* A term specific to American Sign Language

Administrator Reference Guide – Pt. 1



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
NEW YORK STATE EDUCATION DEPARTMENT
<http://www.nysed.gov/world-languages>



Administrator Reference Guide

Revised New York State Learning Standards for World Languages

Part 1 of 3: Planning for Implementation

Brief Overview of the Revised NYS Learning Standards for World Languages

In 2021, the NYS Board of Regents adopted revised learning standards for Languages Other than English (LOTE) and subsequently approved a name change from LOTE to World Languages. The revised [NYS Learning Standards for World Languages](#) consist of two anchor standards—Communication and Cultures—and five learning standards for each of two language groups: Modern Languages and Classical Languages. The revised standards, which are aligned to the national World-Readiness Standards for Learning Languages, reflect 21st Century priorities as they prepare students to engage in real-world communication while developing biliteracy and interculturality. In other words, the revised standards promote College, Career, Civic, and World Readiness.

Revised NYS Learning Standards for World Languages (2021)	
Modern Languages	Classical Languages
Anchor Standard 1: Communication	Anchor Standard 1: Communication
1. Interpretive Communication	1. Interpretive Communication
2. Interpersonal Communication	2. Presentational Communication
3. Presentational Communication	3. Interpersonal Communication
Anchor Standard 2: Cultures	Anchor Standard 2: Cultures
4. Relating Cultural Practices and Products to Perspectives	4. Relating Cultural Practices and Products to Perspectives
5. Cultural Comparisons	5. Cultural Comparisons

The revised NYS Learning Standards for World Languages are not grade-level specific. Instead, they are applied across all grade levels in ways appropriate to students' language proficiency development. World language courses are clustered into three proficiency checkpoints (A, B, and C) each intended to be a two-year course of study in a traditional 7-12 program. For programs that start world language education prior to grade 7, Checkpoint A will begin with the first course in the sequence. * Descriptors of targeted performances for each standard at each checkpoint and course are detailed in the NYS World Language Performance Indicators. Performance indicators are differentiated for [Category 1-2 Modern Languages](#) (Roman alphabet-based languages), [Category 3-4 Modern Languages](#) (non-Roman alphabet-based languages and Indigenous languages), and [Classical Languages](#).

Implementation Timeline

Implementation of the revised NYS Learning Standards for World Languages is a gradual process that begins in Fall 2023 with the first course in Checkpoint A and adds one course each academic year.

2021-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-Implementation Professional Learning	*Checkpoint A 7 th Grade	Checkpoint A 8 th Grade	Checkpoint B 9 th Grade	Checkpoint B 10 th Grade	Checkpoint C 11 th Grade	Checkpoint C 12 th Grade
➔ Ongoing Professional Learning						

Supporting World Language Educators' Professional Learning

Administrators' support of world language educators' professional learning is critical to their success in transitioning their instruction to the revised standards. This support falls primarily into the three categories of *awareness, time, and funding*. Concrete steps to take for each are described below.

- ✓ **Awareness** – Assure that you, *every* administrator, and *all* world language educators are aware of:
 - The revised learning standards, resources, and implementation timeline posted to the [NYS Office of Bilingual Education and World Languages \(OBEWL\) Standards and Guidelines webpage](#);
 - Free, live and on-demand, professional learning events announced and archived on the [NYS OBEWL Professional Learning webpage](#);
 - Information and updates provided in the [NYS OBEWL monthly newsletter](#). To be added to the mailing list, email obewl@nysed.gov.
- ✓ **Time** – Assure that world language educators have sufficient time to:
 - Dialogue departmentally, within and across buildings and grade levels, about the revised learning standards and their implications for professional learning;
 - Engage in professional learning communities (PLCs) to build deeper understandings of the revised learning standards and concepts that inform them, such as the High-Leverage Teaching Practices;
 - Attend in-person and virtual professional learning events individually and collaboratively.
- ✓ **Funding** – Assure that world language educators have the funding to be able to:
 - Purchase or renew memberships to professional organizations that support educators in implementing world language standards such as [ACTFL](#), [NASFLT](#), and [NASAWLA](#).
 - Attend professional world language educator conferences and events that have associated costs;
 - Purchase up-to-date resources to support departmental, PLC, and individual professional learning.

Supporting the Standards Implementation Process

Administrators' support of world language educators as they follow state guidelines and prepare to implement the revised learning standards will increase the likelihood of a successful implementation. This support falls primarily into the three categories of *advocacy, time, and funding*. Concrete steps to take for each are described below.

- ✓ **Advocacy** – Advocate for world language educators to assure that they:
 - Have online access to retrieve and curate authentic resources, target language materials created by native speakers for real-world purposes. Information about authentic resources and access to authentic resources collections is posted to the [NYS OBEWL Authentic Resources webpage](#);
 - Feel encouraged and supported as they transition their instruction and implement new approaches with which they may feel less confident or polished.
- ✓ **Time** – Assure that world language educators have sufficient time to:
 - Collaborate departmentally and by level or language on the implementation process (e.g., survey strengths and assets; set goals; map curriculum; plan for vertical articulation; communicate with students and families);
 - Audit, revise, and/or create unit plans, major learning tasks, lesson plans, and performance assessments individually or collaboratively;
 - Collect and curate authentic resources for each unit of instruction;
 - Observe colleagues as they try out new approaches.
- ✓ **Funding** – Assure that world language educators have the funding to:
 - Be compensated for curriculum development;
 - Purchase up-to-date resources that support curriculum development.

Administrator Reference Guide – Pt. 2

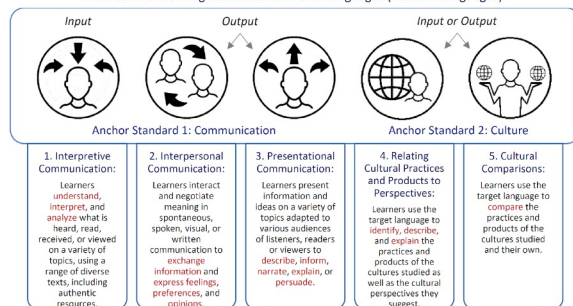


Administrator Reference Guide Revised New York State Learning Standards for World Languages Part 2 of 3: The Standards in Action (Modern Languages)

The Learning Standards Defined and Illustrated

To know what the revised [NYS Learning Standards for World Languages](#) look like in action, it's important to understand them individually and collectively. As defined and illustrated below, Interpretive Communication is an *input*-based standard, while Interpersonal and Presentational Communication are *output*-based standards. It is through input that learners make meaning of the target language and through output that they can interpret input and express their own meaning.

Revised NYS Learning Standards for World Languages (Modern Languages)



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Identifying Learning Targets with Can-Do Statements

With contextualized communicative proficiency development at the heart of the Revised NYS Learning Standards for World Languages, unit- and lesson-level learning targets are designed to reflect these priorities. Written as "Can-Do Statements," learning targets begin with "I can" followed by a *language function* (purpose for communication) and *meaningful context* (that may be cultural or content-based). *Language functions* (in red above) are associated with specific standards. Meaningful contexts derive from the [NYS World Language Themes and Topics](#). The role of vocabulary and grammar is to support learners' ability to carry out the *language function(s)* in the *meaningful context* and may be noted in Can-Do Statements at the lesson level. The examples below align to Standard 3, Presentational Communication:

- Unit-level:** I can *persuade* others to make environmentally-conscious choices.
- Lesson-level:** I can *persuade* members of the school community to make environmentally-conscious choices using informal commands by creating a public service announcement poster.

World Language Can-Do Statements and Content-Area Learning Objectives Compared

The chart below compares world language Can-Do Statements to content-area learning objectives.

World Language Can-Do Statements with Acceptable Evidence	Content-Area Learning Objectives (ABCDE Model)
I Can + • <i>Student-facing, student-friendly</i>	A – Audience • <i>Teacher facing: Students will be able to (SWBAT)</i>
Language Function + • <i>Purpose for communication, as per learning standard</i>	B – Behavior • <i>Observable action; may reflect Bloom's Taxonomy</i>
Meaningful Context + • <i>As per NYS WL Themes and Topics; may be cultural or content-based</i>	C – Condition • <i>Supports, tools, or other learning conditions</i>
Supporting Language Form(s) (optional) + • <i>Language structure and/or vocabulary</i>	D – Degree • <i>Accuracy, mastery</i>
Acceptable Evidence • <i>Communicative task appropriate to proficiency level</i>	E – Evaluation • <i>Assessment</i>

Identifying How Well Learners Can Perform at Three Proficiency Checkpoints

How well a learner carries out a language function and associated tasks depends on their proficiency level. Language proficiency—**what students can do with language**—develops with time and repeated use of the target language in varied contexts. The chart below summarizes expectations in terms of *input* and *output* at Checkpoints A, B, and C, each a two-year course of study in a grade 7-12 program. In programs that start world language study prior to grade 7, Checkpoint A begins with the first course in the sequence. More precise performance descriptors by Checkpoint and Standard are found in the NYS World Language Performance Indicators for [Category 1-2 Modern Languages](#) (Roman alphabet-based languages and ASL) and [Category 3-4 Modern Languages](#) (non-Roman alphabet-based languages and Indigenous languages).

Summary of Input- and Output-Based Performances by Language Category and Proficiency Range						
Proficiency Level	Novice-Level Proficiency			Intermediate-Level Proficiency		
Proficiency Sub-Level	Low (NL)	Mid (NM)	High (NH)	Low (IL)	Mid (IM)	High (IH)
Category 1-2 Modern Languages	Checkpoint A			Checkpoint B		
				Checkpoint C		
Category 3-4 Modern Languages	Checkpoint A			Checkpoint B		
				Checkpoint C		
	Input: Can understand words and phrases and the main idea from a simple, highly-predictable text with strong visual support.			Input: Can understand main ideas and some supporting details on familiar topics from a variety of texts. At the IH level, begins to understand main ideas and details of complex texts on a range of topics including those of community, national, and international interest.		
	Output: Can express short, simple messages in highly familiar contexts using isolated words and phrases; may be difficult to understand.			Output: Can create with language and ask and answer questions on familiar topics in straightforward survival situations using sentences and strings of sentences. At the IH level, begins to narrate and describe in major time frames in paragraph level production on a range of topics including those of personal, community, national, and international interest.		

Administrator Reference Guide – Pt. 3

Part 3 of the Administrator Reference Guide may be used for the following purposes:

- ✓ To become familiar with the unique features of standards-based world language teaching;
- ✓ To provide informed support and professional learning opportunities for world language departments and teachers as they implement the revised learning standards; and
- ✓ To carry out pre-conferences, observations, and post-conferences with world language teachers.

World Language Lesson Plan Observation Guide

Item #*	Observed? Yes, Partially, No	Observable Lesson Plan Elements (Note: Not all elements listed below will be observed in all lesson plans.)
1.	Y P N	Lesson plan is part of a meaning-based unit that reflects the NYS WL Themes and Topics .
2.	Y P N	Lesson plan includes Can-Do Statements aligned with the NYS WL Learning Standards for Communication in the Interpretive, Interpersonal, and/or Presentational Modes.
3.	Y P N	Lesson plan includes Can-Do Statements aligned with NYS WL Learning Standards for Culture , including Relating Cultural Practices and Products to Perspectives and Cultural Comparisons.
4.	Y P N	Each Can-Do Statement specifies a language function and a meaningful context .
5.	Y P N	Acceptable evidence for demonstrating each of the Can-Do Statements is stated in terms of performance tasks .
6.	Y P N	Learning tasks are appropriate to students' proficiency level as defined in the NYS WL Proficiency Ranges and Performance Indicators for Category 1-2 languages or Category 3-4 languages .
7.	Y P N	Authentic resources are used for Interpretive mode (input-based) learning tasks.
8.	Y P N	Interpersonal and Presentational mode (output-based) learning tasks follow from Interpretive mode learning tasks (which may have taken place in a previous lesson).
9.	Y P N	Inquiry of cultural practices, products, and perspectives and cultural comparisons requires use of the target language .
10.	Y P N	Vocabulary and/or grammatical structures are selected to support contextualized use of language functions in communicative tasks.

*Items are numbered for ease of reference. Numbers serve no other purpose.

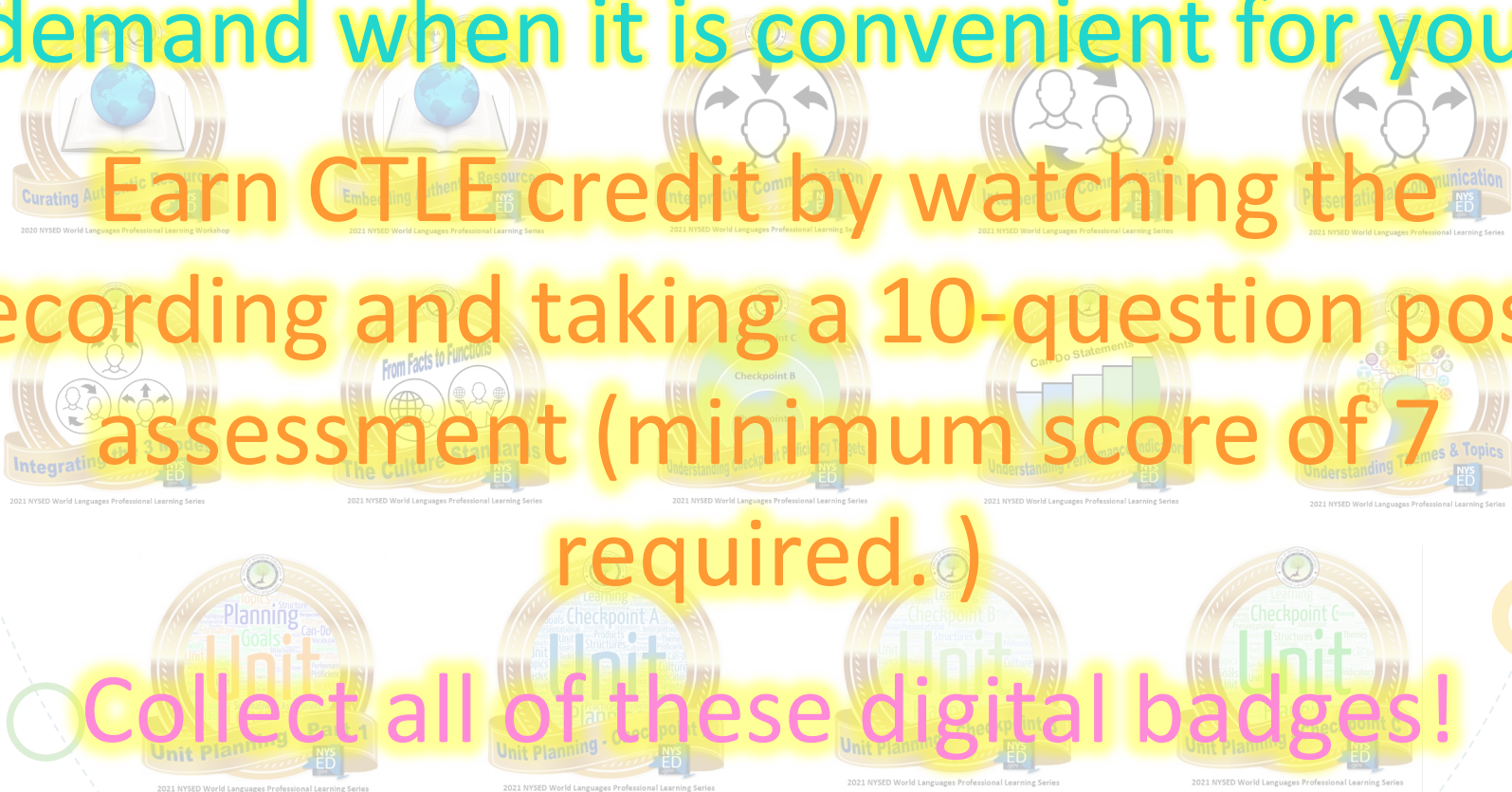
Observation Notes:

World Language Professional Learning Series

Available as recordings to watch on-demand when it is convenient for you!

Earn CTLE credit by watching the recording and taking a 10-question post-assessment (minimum score of 7 required.)

Collect all of these digital badges!



2022 World Language Professional

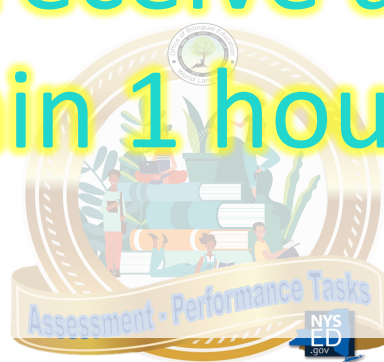
As of September 2022, OBEWL has implemented an automated certificate system, allowing those who take our post assessments to receive a certificate via email within 1 hour of taking it.



2022 NYSED World Language Professional Learning Series



2022 NYSED World Language Professional Learning Series



Facilitation Guides for Workshops

Guides designed for use by facilitator and departments engaged in professional learning

Includes:

- Goals
- Discussion questions
- Before, during and after viewing tasks

Found on each workshop's webpage

More being added each month



OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
NEW YORK STATE EDUCATION DEPARTMENT
<http://www.nysed.gov/world-languagesobewl@nysed.gov>



Professional Learning Series

Webinar Facilitation Guide

From Skills to Modes: Standard 1 - Interpretive Communication

Access video-recorded webinar and accompanying resources at:

<http://www.nysed.gov/world-languages/skills-modes-part-1-interpretive-communication>

Introduction to the Facilitation Guide

Facilitation Guide Use. This facilitation guide is designed for use by a facilitator and/or participants engaged in professional learning designed around this webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guide in whole or in part, all at once or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks.

Facilitation Guide Design. The facilitation guide begins with an overview of the webinar goals and its organization. It follows with suggestions of structured discussion questions and tasks that are organized for use before, during, and after webinar viewing and aligned to the stated webinar goals.

Webinar Goals

1. I can define and differentiate language skills and communicative modes.
2. I can identify reasons for the standards' shift from language skills to communicative modes.
3. I can interpret what is meant by the wording of Standard 1, Interpretive Communication.
4. I can identify ways to meaningfully apply Standard 1.

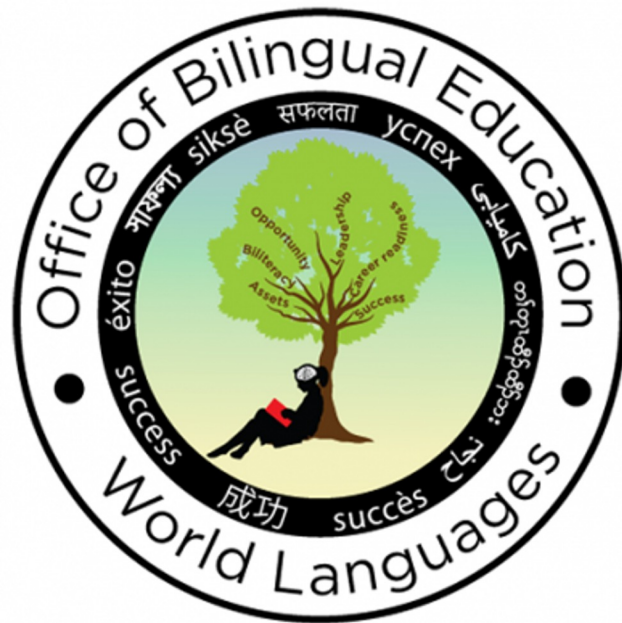
Webinar Organization

1. Welcome, introduction, and overview
2. Explanations of language skills, modes of communication, and the rationale for the revised standards
3. Deep dive into Standard 1, including authentic resources
4. Examples of Standard 1, applied at three proficiency checkpoints

Authentic Resources

wakelet

Curated authentic
resource sites,
categorized by
language



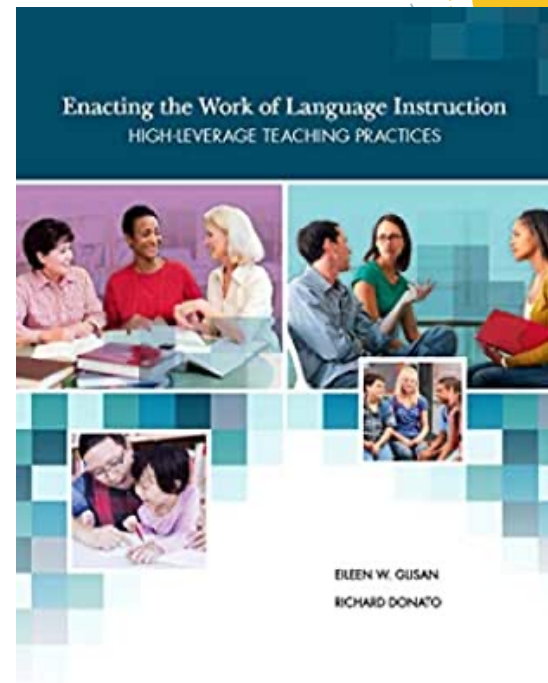
Book Studies

- 2022-23

- Facilitator Book Study with High-Leverage Teaching Practices (HLTP), vol. 1 (50 people across 7 regions)
- Free book
- Monthly Zoom meetings of 1.5 hours each
- 27 CTLE hours offered

- 2023-24

- Statewide book study (140+) on HLTP#1 offered in each of 7 regions by facilitators from this year
- Facilitator book study with HLTP#2 (50 people across 7 regions of NY)



Lesson & Unit Planning Templates

LESSON PLAN CONTEXT	
Meaningful Unit Title:	Inquiry Question:
Proficiency Checkpoint and Proficiency Target: Choose an item.	Language / Course:
Lesson Focus:	Date:

NYS LEARNING STANDARDS FOR WORLD LANGUAGES ADDRESSED IN THIS LESSON (Identify the standards to be assessed in this lesson plan by checking the box associated with each.)	
☐	1. Interpretive Communication. Learners <i>understand, interpret, and analyze</i> what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
☐	2. Interpersonal Communication. Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to <i>exchange information</i> and <i>express feelings, preferences, and opinions</i> .
☐	3. Presentational Communication. Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to <i>describe, inform, narrate, explain, or persuade</i> .
☐	4. Relating Cultural Practices and Products to Perspectives. Learners use the target language to <i>identify, describe, and explain</i> the practices and products of the cultures studied as well as the cultural perspectives they suggest.
☐	5. Cultural Comparisons. Learners use the target language to <i>compare</i> the products and practices of the cultures studied and their own.

LESSON CAN-DO STATEMENTS AND ACCEPTABLE EVIDENCE (Add or delete rows as needed.)		
Standard #	I can + language function + context (using...)	by...

LESSON RESOURCES AND MATERIALS	
Authentic Resources	Other Materials

ATTENTION TO DIVERSE LEARNING NEEDS	
Instructional Supports and Differentiation Strategies	Modifications and Adaptations for Identified Learners

INSTRUCTIONAL SEQUENCE (Add or delete rows as needed.)	
Teacher Actions	Student Actions
Beginning of Lesson	
Middle of Lesson	
End of Lesson	

UNIT PLAN CONTEXT	
Language / Course:	Length of Unit:
Proficiency Checkpoint and Proficiency Target: Choose an item.	
Meaningful Unit Title:	
NYS World Language Anchor Theme: Choose an item.	NYS World Language Anchor Topic: Choose an item.
Integrated NYS World Language Topics: Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	
Brief Unit Overview:	
Inquiry Question(s):	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication <i>[understand, interpret, analyze]</i>		
2. Interpersonal Communication <i>[exchange information, express feelings, express preferences, express opinions]</i>		
3. Presentational Communication <i>[describe, inform, narrate, explain, persuade]</i>		
4. Cultural Practices & Products <i>[identify, describe, explain]</i>		
5. Cultural Comparisons <i>[compare]</i>		

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

SUMMATIVE PERFORMANCE TASKS		
Interpretive Task	Interpersonal Task	Presentational Task

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary

RESOURCES AND MATERIALS	
Authentic Resources	Other Materials

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)

Unit Plan Exemplars



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NEW YORK STATE EDUCATION DEPARTMENT
<http://www.nysed.gov/world-languages>



UNIT PLAN CONTEXT	
Language / Course: Any Language / Grade 8	Length of Unit: 6 weeks
Proficiency Checkpoint and Proficiency Target: From Checkpoint A - Novice High to Checkpoint B - Intermediate Low	
Meaningful Unit Title: Places of Importance	
NYS World Language Anchor Theme: B. Contemporary Life	NYS World Language Anchor Topic: B. Communities & Neighborhood
Integrated NYS World Language Topics: C. Physical Environment, Climate, Weather, & Geography C. The Arts B. Travel	
Brief Unit Overview: This unit begins with students identifying and locating places in their community they believe are important, describing characteristics of the locations, and listing simple reasons for why they believe they are important. Students introduce important places in their community to visitors by describing them and presenting simple reasons for their importance in a presentational task.	
The unit continues with students identifying and locating important places in the U.S., describing their characteristics, and listing simple reasons for their importance. Students then interpret authentic resources to identify , locate , and describe characteristics of cultural heritage sites in target cultures, and list simple reasons for their importance. Students compare target culture cultural heritage sites with places of importance in their own culture.	
Students express preferences with simple reasons for which cultural heritage site(s) to travel to and identify elements of a travel itinerary (e.g., time of year, dates, days, times, transportation, lodging).	
Inquiry Question(s): What makes a place important?	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication <i>[understand, interpret, analyze]</i>	I can identify basic information about and characteristics of cultural heritage sites	By answering questions and completing a graphic organizer using information found in authentic resources
	I can identify information necessary for planning a trip to a cultural heritage site	By completing a graphic organizer using information found in authentic resources
2. Interpersonal Communication <i>[exchange information, express feelings, express preferences, express opinions]</i>	I can express opinions with simple reasons about why places in my community are important	By having short conversations with classmates
	I can express preferences with simple reasons for which cultural heritage site(s) to travel to	- By conversing with classmates in a gallery walk - By having a conversation with a partner

Identify and locate places of importance in my community and the U.S.

Describe characteristics of importance in my community and in the U.S. and culture cultural heritage

List reasons for the importance of a place

Plan a trip to a cultural heritage site

Identify the importance of cultural heritage sites

Compare target culture cultural heritage sites with authentic places in the U.S.

Modern Languages, Categories 1-2

UNIT PERFORMANCE TASKS

Interpersonal Task	Presentational Task
Exchange information or travel itinerary with a partner's selected cultural site destination. Express reasons for which cultural site to visit with simple	Task 2: Use information gathered from the authentic resources and documented on your graphic organizer, create a travel itinerary that (a) names the cultural heritage site destination; (b) identifies its location; (c) includes photos; (d) identifies means of travel, dates of travel, and day-by-day activities at the site.

- By creating a map of important places in my community
- By listing places of importance in the U.S. with their locations in a graphic organizer

- By creating a visitor brochure for the local tourism association
- By classifying places of importance and cultural heritage sites into categories (e.g., natural, human-made, artistic)

- By listing criteria of what makes a place important in a graphic organizer

- By creating a travel itinerary

- By answering questions and completing a graphic organizer using information found in authentic resources

- By completing a Venn Diagram

LANGUAGE TOOLBOX	
Supporting Language Structures	Supporting Vocabulary
What is it / are they called? It is / They are called ____	- community, neighborhood, patrimony, site - places in a community - natural features* - architectural sites* *associated with cultural heritage sites to be studied
Where is it / are they? It is / They are located in ____ (near, next to)	- city, state, country - target culture countries - prepositions of place
What is it / are they like? It is / They are It is / They are made of It is / They are ____ years old It has / They have	- cultural, natural, historical, religious, mysterious, traditional, endangered, ancient - adjectives of size and appearance
Why is it / are they important? It is / They are important because ____ (+ characteristics)	- preservation, conservation - culture, age, history, tradition
Why do you think it is / they are important? I think that it is / they are important because ____	
Why do you prefer to travel to ____? I prefer to travel to ____ because ____	
Where are you going? How are you going? When are you going? What are you going to do? I am going to ____	- to go, to travel, to visit, to see - means of travel - Seasons, days of the week, dates, time of day
It is (not) / They are (not) It has / They have It doesn't have / They don't have but	

AND MATERIALS

ic Resources

<http://www.china-mike.com/china-travel-tips/tourist->

[om/freepng/dunhuang-mogao-grottoes-brown-](http://m/freepng/dunhuang-mogao-grottoes-brown-)

bp.blogspot.com/_YDmoChm1wxU/UZyp7Pr-0298.JPG

on: <https://www.1jour1actu.com/culture/cest-quoi->

<http://whc.unesco.org/fr/carte-interactive/site-du-patrimoine-mondial-de-l'unesco>

photos/1245115792353875

ts.àl'unesco

avec-le-plus-de-sites-inscrits-au-patrimoine-mondial-

le-patrimoine-culturel-mondial-classé-à-l'unesco

asse-sur-les-sites-unesco/

dans-le-monde

photos/1245115792353875

ancophonie <https://www.ensemble->

tendue-d'eau-unique-en-son-genre (Senegal):

ec

<https://map-of-paris.com/monuments->

d=1&pid=1

Québec (Canada):

ia88

5407114240/photo/1

rmany:

rte-mit-allen-46-unesco-welterbestaetten/

landkarten/welterbe-in-deutschland-2/

n (Germany):

rbe-die-reichen-erfahrenen-laender-sind-im-100.html

stria:

table_Sch%C3%B6nbrunn_Panoramabahn.jpg

antica---Virtual-Tour-

unesco-in-italia-ecce-la-mappa

amakura, Japan" (Japan):

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p-the-genius-of-the-colonia-

l/

rge-ideas/3816446734

atch?v=zRnJatllw7M

ador:

los-ecosistemas-de-las-islas-

humanidad" (Mexico):

[/gallery/18237597/Park-](http://gallery/18237597/Park-)

vel Itinerary Planning

Unit Audit for Transitioning to the Revised NYS WL Standards

Proficiency Target: _____ Course: _____ Unit Number: _____

Unit Title: _____

Standard	Language Functions	Instructional Tasks	Assessments	Gaps and Goals
Standard 1: Interpretive Communication	☐ Understand ☐ Interpret ☐ Analyze			
Standard 2: Interpersonal Communication	☐ Exchange Information ☐ Express Feelings ☐ Express Preferences ☐ Express Opinions			
Standard 3: Presentational Communication	☐ Describe ☐ Inform ☐ Narrate ☐ Explain ☐ Persuade			
Standard 4: Cultural Perspectives	☐ Identify ☐ Describe ☐ Explain			
Standard 5: Cultural Comparisons	☐ Identify comparisons ☐ Describe comparisons ☐ Explain comparisons			
Additional Considerations			Gaps and Goals	
☐ Does the unit use rich and up-to-date authentic resources? ☐ Do the images and resources show diverse cultural representation? ☐ Do assessments align with objectives driven by language functions? ☐ Does the unit theme engage students by integrating multiple topics?				

Course-Level Curriculum Audit for Transitioning to the Revised NYS WL Standards

Proficiency Target: _____ Course: _____

Proficiency Ranges and Performance Indicators (2021) – [Category 1-2 Languages](#) / [Category 3-4 Languages](#)

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 \(2021\)](#). 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.

Note 1: Local curriculum determines the number of units per course. Note 2: *Checkpoint 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*						

World Language Rubric & Templates

Master Rubrics (Modern Languages & Classical Languages)

Standard 3: Presentational Communication						
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.						
Proficiency Ranges for Modern Languages (Category 1-2)			Proficiency Ranges for Modern Languages (Category 3-4)			
Checkpoint Checkpoint Checkpoint	Standard 2: Interpersonal Communication					
	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.					
Proficiency Ranges for Modern Languages (Category 1-2)			Proficiency Ranges for Modern Languages (Category 3-4)			
Checkpoint A: Novice Mid - Novice High	Checkpoint A: Novice Mid - Novice High					
Checkpoint Checkpoint	Standard 1: Interpretive Communication					
Checkpoint Checkpoint	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.					
Common achieve th commun ic	Proficiency Ranges for Modern Languages (Category 1-2)		Proficiency Ranges for Modern Languages (Category 3-4)			
Discourse do I use?	Checkpoint A: Novice Mid - Novice High Checkpoint B: Intermediate Low - Intermediate Mid Checkpoint C: Intermediate Mid - Intermediate High		Checkpoint A: Novice Mid - Novice High Checkpoint B: Novice High - Intermediate Low Checkpoint C: Intermediate Low - Intermediate Mid			
Vocabular y to cor	Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
		I can...	I can...	I can...	I can...	I can...
Compre am I under	Understanding - What can I understand?	Identify some isolated facts from a short print text, sound clip, video or image about a very familiar topic using visual support when present.	Identify the topic and some isolated facts from a short print text, sound clip, video, or image on a familiar topic.	Identify the topic and related details from a short print text, sound clip, video, or image on a familiar topic.	Identify the main idea and some supporting details from a short, straightforward print text, sound clip, video, or image on a mostly familiar topic.	Identify the main idea and many supporting details from a print text, sound clip, video or image on a mostly familiar topic written in various time frames.
Vocabula ry to co	Vocabulary - What words can I recognize and make meaning from?	Identify words I've learned and some cognates using visual supports when present.	Identify words and phrases I've learned and some cognates.	Identify words and phrases I've learned, determine the meaning of most cognates, and infer the meaning of some unfamiliar words in context.	Identify words and phrases I've learned, determine the meaning of cognates, and infer the meaning of several unfamiliar words in context.	Identify words and phrases I've learned, determine the meaning of cognates, and infer the meaning of most unfamiliar words in context.
Express myself?						
Control - I message c						
	Communicator's Purpose - How well can I infer the communicator's intent?				make some inferences about the intent of the communicator's choices (e.g., word, content).	make inferences about the intent of the communicator's choices (e.g., word, content).
	Text Organization - How well can I infer the organization and presentation of the text?				make some inferences about the organization and presentation of a print text, sound clip, video, or image.	make inferences about the organization and presentation of a print text, sound clip, video, or image.

Rubric Templates

Dimensions	Emerging (1) <i>[]</i> <i>I can...</i>	Developing (2) <i>[]</i> <i>I can...</i>	Meets Expectation (3) <i>[]</i> <i>I can...</i>	Exceeds Expectation (4) <i>[]</i> <i>I can...</i>
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
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Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
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Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
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Communications	Developing (1) <i>[]</i> <i>I can...</i>	Meets Expectation (2) <i>[]</i> <i>I can...</i>	Exceeds Expectation (3) <i>[]</i> <i>I can...</i>	
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Upcoming Professional Development Opportunities Webinars

- [Centering Voices: Representation within and through World Language Classrooms](#)—1/24/23
- [Real Connections: Leveraging Literacy Strategies for the World Language Classroom](#)—2/28/23
- [Connecting Technology to the Modes](#)—3/14/23
- [World Languages in the Elementary School and the Revised Standards](#)—4/18/23
- [Getting to Know Your Heritage Language Learners: Basic Sociolinguistic Concepts](#)—4/24/23
- [Getting Ready for Implementation of the World Language Standards: Administrators' Perspectives](#)—5/9/23
- [Getting Ready for Implementation for World Language Teachers](#)—5/30/23

Summer 2023 World Language Unit Design Workshops In-Person

Long Island: Tuesday, July 11th - Wednesday, July 12th – Western Suffolk BOCES

- The events will run from 9:00 a.m. to 2:00 p.m. (with a one-hour lunch on your own)
- Registrations will be accepted on a first-come
- These sessions are offered free of charge, are in-person only
- Eight (8) hours of CTLE credit

Q&A





THANK YOU!