A	*Novice Mid—Novice High*
B	*Novice High —Intermediate Low*
C	*Intermediate Low—Intermediate Mid*

Modern languages include any human language that has living, native speakers. Modern languages are contrasted with classical languages, such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history. NYS delineates two (2) categories of modern languages based on the time needed for English speakers to develop proficiency, as informed by the Foreign Service Institute's language learning timelines. The following is a list of modern languages that are classified as "Category 1-2 languages": Afrikaans, Danish, Dutch, French, German, Haitian Creole, Indonesian, Italian, Malaysian, Norwegian, Portuguese, Romanian, Spanish, Swahili, and Swedish. Students pursuing the NYSSB in a Category 1-2 language must demonstrate Intermediate High proficiency. All other modern languages, including American Sign Language, are classified as Category 3-4 languages. Students pursuing the NYSSB in a Category 3-4 language must demonstrate Intermediate Mid proficiency. As part of the standards-revision process, care was taken to develop separate and reasonable proficiency ranges and performance indicators for Category 1-2 languages and Category 3-

These performance indicators are written as instructional targets in order to accommodate the range of abilities represented in classes of learners at each checkpoint. They target the upper level of the range of proficiency that point to success at the end of each checkpoint. In planning instruction, teachers can differentiate both instructional tasks and evaluation criteria to accommodate the range of abilities and achievement in any given group of learners. **Successful growth is represented within a range of proficiency levels for each checkpoint.** The goal is that all learnen5h4 (wn48 Tw 0.(i)-1 (ffE u

ANCHOR STANDARD - Communication

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Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

ANCHOR STANDARD – Cultures
Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.