

COMPARISON OF
 NEW YORK STATE LEARNING STANDARDS FOR WORLD LANGUAGES (MODERN LANGUAGES) (2021)
<http://www.nysed.gov/world-languages/standards-and-guidelines>
 WITH
 (NATIONAL) WORLD-READINESS S

	-READINESS STANDARDS FOR LEARNING LANGUAGES (2015)
<p>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>GOAL AREA – COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes –</p>
<p>Learners interact and negotiate meaning in spontaneous, spoken, visual,* or written communication to exchange information and express feelings, preferences, and opinions.</p>	<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</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>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>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>GOAL AREA – CULTURES</p> <p>Interact with cultural competence and understanding</p>
<p>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.</p>	<p>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>

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