

COLLEGE AND CAREER READY STANDARDS

Indiana Academic Standards

World Languages

Heritage Language Learners

2019



Indiana Academic Standards for *Heritage Language Learners*

The standards are not curriculum.

The college and career ready Indiana Academic Standards for World Languages: Heritage Language Learner (HLL) standards are benchmark measures that define what students should know and be able to do at specified grade levels. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. Identifying the sequence of instruction in each grade — what will be taught and how long — requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

The standards do not define how teachers should teach. The standards must be complemented by well-developed, aligned, and appropriate curricular materials, as well as robust and effective instructional best practices. Additionally, the standards do not provide differentiation or intervention methods necessary to support the needs of students who are far below or far above grade level or proficiency levels. It is up to the district, schools, and educators to determine the best and most-effective mechanisms of standards delivery for such students.

World Languages Introduction

With increased globalization in the 21st century, Indiana students will need to have a greater awareness of cultures different from their own. Through the study of world languages, our students have the opportunity to expand their knowledge and to appreciate more fully the richness of cultural differences, while finding links common to people from many cultures. By building linguistic proficiency in world languages and providing them greater cultural exposure, Indiana students will be better prepared for future educational pursuits and careers beyond the classroom.

Indiana's World-Class Standards

In order to maintain the highest quality academic standards for Indiana schools, Indiana reviews and revises the World Language standards once every six years. Indiana strives to produce standards that will be “world-class, clear, concise, jargon-free, and by grade level” (Indiana Public Law 146-1999). The Indiana Department of Education (IDOE) formed a committee of teachers, content experts, and professors from higher education from around the State who collaborated extensively to produce the *2019 Indiana Academic Standards for World Languages*.

Purpose and General Description of World Language Standards in Indiana

The Indiana Academic Standards for World Languages were modeled from the standards developed by the American Council on the Teaching of Foreign Language (ACTFL). ACTFL categorizes the standards into the five C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals: **Communication**, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist.

Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways (Standards for Foreign Language Learning in the 21st Century, 2006, p. 31).

Five Sets of Academic Standards

The 2019 revision of *Indiana's Academic Standards for World Languages* replaces the document published in 2013. The document includes four sets of academic standards: Classical Modern, East Asian, American Sign Language (ASL)-Secondary, American Sign Language K-12 Sequence, and the latest revision of *the Indiana Academic Standards for Heritage Language Learners*.

While they are based on ACTFL's five C's of language learning, the Indiana Academic Standards include a greater instructional emphasis on the overarching standards of communication as well as the importance of teaching within a cultural context. The following is a link to ACTFL's five C's of language learning:

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

At the state level, academic standards allow schools and local communities to effectively and efficiently plan curricula. While this document is not meant to serve as the curriculum or describe how the content should be taught, it assists teachers in designing curricula as well as ensure appropriate articulation, matriculation, consistency, and learning outcomes statewide. *Many examples have been included to provide additional context and clarity, but they are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.*

World Languages and English as a Second Language

Indiana's Academic Standards for World Languages are designed to guide instruction in world languages including commonly and less-commonly taught languages, heritage languages, and classical languages. A separate set of WIDA English language development (ELD) standards for English learners exist to guide English language development for English learners, and these differ from the standards for world languages.

Multilingual Certificate

The *Indiana Certificate of Multilingual Proficiency* is an award made by a participating school corporation, charter school, or accredited nonpublic high school designating on a student's transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and a career, in one or more languages in addition to English.

Heritage Language Introduction

Indiana’s Academic Standards for Heritage Language are designed to allow heritage speakers to continue to develop their linguistic and cultural skills in order to become bilingual and biliterate. There is a focus on academic language while building literacy skills in reading and writing as well as drawing upon and enhancing cultural knowledge. The Heritage Language course sequence counts towards the Core 40 with Academic Honors Diploma.

Who are Heritage Language Learners (HLL)? According to the American Councils for Teaching Foreign Languages (ACTFL), heritage language is the primary language used by the student’s family. For instructional purposes, ACTFL makes a distinction about Heritage Language Learners. ACTFL refers to a Heritage Language Learner as a speaker (HL speaker) and as a learner (HL learner). ACTFL states, “A speaker is an individual who is ‘raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and English’ (Valdes, 2001). The term learner, on the other hand, refers to a student who has a familial, and thus personal and cultural, connection to the target language, but does not necessarily speak or understand it.”

The Use of Proficiencies: Indiana educators will recognize and be able to use proficiencies to assess the acquisition of a student’s heritage language. The proficiency expectations given for heritage learners reflect that most students have higher levels of interpersonal and interpretive listening skills. Teachers will utilize the proficiency levels to evaluate how a student may perform in an authentic situation outside of the classroom. Performance indicators assess achievement *within* the classroom setting. These proficiencies may also be used with placement of heritage language students into the correct level of coursework. Heritage language students in Level I courses may have varied entry levels of proficiency at the onset of the course; however, because of their increased background knowledge, heritage language students will make larger gains during the first level. The proficiency benchmarks and performance indicators appear in student voice as “I can” statements.

Level →	Heritage Language I	Heritage Language II	Heritage Language III
Mode & Skill ↓			
Interpersonal	Intermediate Low	Intermediate Mid	Intermediate High
Interpretive Reading	Novice High	Intermediate Low	Intermediate Mid
Interpretive Listening	Intermediate Low	Intermediate Mid	Intermediate High
Presentational	Novice High	Intermediate Low	Intermediate Mid

Highlights of the Revision Process

I Can Statements: Proficiency benchmarks and performance indicators are written in student voice as I Can statements.

Greater Emphasis on Overarching Standards of Communication and Culture (5 Cs):

Educators will notice that more instructional emphasis is dedicated to the instruction of Communication. Additionally, a focus on culture is highly-visible throughout the World Languages Standards and Heritage Language Learner Standards.

Key for Coding Standards: Please use the following key to understand how the standards are coded. Coding provides a consistent means of communication among educators. This is quickly evident in the formatting of the Heritage Language Learner standards on the following pages.

Example: Communication Standard - 1C.1I.NL.a

- *Communication is the **Overarching Standard**. The numeral “1” indicates that this is Communication or the first of ACTFL’s 5 Cs.*
- *“1I” signifies the **Specialized Standard**. “1I” refers to Interpersonal Communication. Within the Communication Standard, there is also the Interpersonal Specialized Standard, thus the need for the “1I.”*
- *“N” is the **Proficiency Benchmark**. In this case it’s Novice. The “L” refers to the **Performance Indicator**. “NL” is Novice Low.*
- The “a” is the specific indicator.

References

American Council on the Teaching of Foreign Languages (ACTFL) <http://www.actfl.org>

Valdes, G. (2001). Heritage language students: Profiles and possibilities. In J.K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 37-77). McHenry, IL: Center for Applied Linguistics.

Heritage Language Learner Standards

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpersonal**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Communication - Interpersonal (1I)
<i>Proficiency Benchmark: Intermediate - I can participate in spontaneous spoken, written, or gestured conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</i>
Intermediate Low (IL)
<ul style="list-style-type: none"> ● 1C.1I.IL.a - I can participate in spontaneous spoken, written, or gestured conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions using my heritage language. ● 1C.1I.IL.b - I can employ idiomatic, colloquial, and proverbial expressions as well as register with guidance to enhance comprehension.
Intermediate Mid (IM)
<ul style="list-style-type: none"> ● 1C.1I.IM.a - I can identify and exchange information in spoken and written conversations on a variety of familiar and researched topics including heritage topics, while using words, phrases and connected sentences through my heritage language. ● 1C.1I.IM.b - I can employ idiomatic, colloquial, and proverbial expressions as well as register with some guidance to enhance comprehension.
Intermediate High (IH)
<ul style="list-style-type: none"> ● 1C.1I.IH.a - I can discuss and exchange opinions in spoken, written, and gestured conversations in my heritage language on enduring contemporary topics I have researched using connected sentences that may combine to form paragraphs and ask a variety of questions, often across various time frames. ● 1C.1I.IH.b - I can employ idiomatic, colloquial, and proverbial expressions as well as register independently to enhance comprehension.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Interpretive**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Communication - Interpretive Reading (2I)
Proficiency Benchmark: Novice - <i>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in spoken and/or written contexts in my heritage language.</i>
Novice High (NH)
<ul style="list-style-type: none">• 1C.2I.NH.a - I can identify and recognize some words and phrases in both very familiar and everyday contexts read in my heritage language.• 1C.2I.NH.b - I can identify and recognize some learned or memorized words and phrases when I read in my heritage language.• 1C.2I.NH.c - I can identify main ideas in fiction and non-fiction as well as identify the structural elements of text and its purpose when I engage with my heritage language.• 1C.2I.NH.d - I can identify some supporting topics related to the main topic when I read in my heritage language.• 1C.2I.NH.e - I can recognize similes, metaphors, imagery, and other literary devices.• 1C.2I.NH.f - I can identify some practices, products, and perspectives of my heritage culture when I read in my heritage language.
Proficiency Benchmark: Intermediate - <i>I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken and/or written contexts in my heritage language.</i>
Intermediate Low (IL)
<ul style="list-style-type: none">• 1C.2I.IL.a - I can demonstrate the main idea of short and simple texts when the topic is familiar and in my heritage language.• 1C.2I.IL.b - I can understand some additional topics related to the main idea of short and simple texts when the topic is familiar in my heritage language.• 1C.2I.IL.c - I can understand messages from friends and some information from news media when the topic is familiar in my heritage language.• 1C.2I.IL.d - I can interpret literal and figurative language in fiction and determine figurative connotation of words in context.• 1C.2I.IL.e - I can understand some practices, products, and perspectives of the heritage cultures (ex. geography, history, religion, fine arts, etc.).

Intermediate Mid (IM)
<ul style="list-style-type: none"> ● 1C.2I.IM.a - I can interpret specialized vocabulary, appropriate register, and genre specific conventions in texts related to enduring contemporary topics in the heritage language. ● 1C.2I.IM.b - I can analyze and examine the main idea and supporting points of a text related to enduring contemporary topics in the heritage language. ● 1C.2I.IM.c - I can evaluate arguments, point of view, or purpose for both fiction and nonfiction texts in the heritage language. ● 1C.2I.IM.d - I can examine and analyze similes, metaphors, imagery, and other literary devices. ● 1C.2I.IM.e - I can analyze and examine some practices, products, and perspectives of the heritage cultures (ex. geography, history, religion, fine arts, etc.).

Communication - Interpretive Listening (3I)
<i>Proficiency Benchmark: Intermediate - I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken or gestured contexts in my heritage language.</i>
Intermediate Low (IL)
<ul style="list-style-type: none"> ● 1C.3I.IL.a - In conversations and discussions, I can recognize the use of idiomatic, colloquial, and proverbial expressions as well as register. ● 1C.3I.IL.b - In conversations and discussions, I can recognize word families, cognates, and borrowed and shared words to expand vocabulary and derive meaning. ● 1C.3I.IL.c - In conversations and discussions, I can interpret oral communication with guidance. ● 1C.3I.IL.d - In conversations and discussions, I can recognize non-verbal cues that enhance understanding of oral communication.
Intermediate Mid (IM)
<ul style="list-style-type: none"> ● 1C.3I.IM.a - In conversations and discussions, I can usually understand and examine the use of idiomatic, colloquial and proverbial expressions as well as register. ● 1C.3I.IM.b - In conversations and discussions, I can group word families, cognates, borrowed and shared words to expand vocabulary and derive meaning. ● 1C.3I.IM.c - In conversations and discussions, I can understand and sometimes analyze oral communication with little guidance. ● 1C.3I.IM.d - In conversations and discussions, I can examine non-verbal cues that enhance understanding of oral communication.

Intermediate High (IH)
<ul style="list-style-type: none"> ● 1C.3I.IH.a - In conversations and discussions, I can analyze the use of idiomatic, colloquial, and proverbial expressions as well as register. ● 1C.3I.IH.b - In conversations and discussions, I can examine and analyze word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning. ● 1C.3I.IH.c - In conversations and discussions, I can synthesize oral communications on various enduring contemporary topics. ● 1C.3I.IH.d - In conversations and discussions, I can evaluate non-verbal cues that enhance understanding of oral communication.

Communication (1C)

Overarching Standard: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Specialized Standard - **Presentational**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.

Communication - Presentational (P)
<p><i>Proficiency Benchmark: Novice - I can communicate and present information on familiar, personal, and everyday topics using simple sentences as well as idiomatic, colloquial, and proverbial expressions through spoken or written heritage language supported by visuals and gestures.</i></p>
Novice High (NH)
<ul style="list-style-type: none"> ● 1C.P.NH.a - I can present information about myself and familiar topics using original simple sentences in my heritage language. ● 1C.P.NH.b - I can use appropriate grammatical agreement and register as well as idiomatic, colloquial, and proverbial expressions in the heritage language with guidance. ● 1C.P.NH.c - I can identify citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance.
<p><i>Proficiency Benchmark: Intermediate - I can communicate information, make presentations, and express my thoughts about enduring contemporary topics using paragraphs and a series of connected paragraphs through spoken and written heritage language supported by visuals and gestures.</i></p>
Intermediate Low (IL)
<ul style="list-style-type: none"> ● 1C.P.IL.a - I can present information about my life, activities, and enduring contemporary topics using original, simple sentences in my heritage language. ● 1C.P.IL.b - I can use appropriate grammatical agreement and register as well as idiomatic, colloquial, and proverbial expressions independently in the heritage language.

<ul style="list-style-type: none"> • 1C.P.IL.c - I can use/integrate citations, anecdotes, quotes, and details to support the message and purpose of written communications with some guidance.
Intermediate Mid (IM)
<ul style="list-style-type: none"> • 1C.P.IM.a - I can present information about enduring contemporary topics related to the heritage language. • 1C.P.IM.b - I can use specialized vocabulary and consistent verb tenses to evaluate enduring contemporary topics in the heritage language with facilitation using connected paragraphs. • 1C.P.IM.c - I can use and integrate citations, anecdotes, quotes, and details and explain how they support the message and purpose of written communications with facilitation.

Culture (2C)

Overarching Standard: Interact with cultural competence and understanding.

Specialized Standard - **Relating to Other Cultures by Interacting** - Learners use language to **interact** with others in and from another culture.

Culture - Intercultural (IC)
<i>Proficiency Benchmark: I can understand my heritage culture through comparisons made between practices, products, and perspectives of my heritage culture and those of the predominant culture.</i>
Novice (N)
<ul style="list-style-type: none"> • 2C.IC.N.a - I can identify the interrelationships among the practices, products, and perspectives of my heritage culture and those of the predominant culture. • 2C.IC.N.b - I can recognize how these interrelations shape my cultural identity. • 2C.IC.N.c - I can recognize in writing the influences of heritage language usage manifested in communications in my community.
Intermediate (I)
<ul style="list-style-type: none"> • 2C.IC.I.a - I can identify the interrelationships among the practices, products, and perspectives of my heritage culture in relation to the predominant culture. • 2C.IC.I.b - I can analyze how these interrelations shape my cultural identity. • 2C.IC.I.c - I can examine in writing the influence of heritage language usage manifested in communications in my community.
Advanced (A)
<ul style="list-style-type: none"> • 2C.IC.A.a - I can evaluate the interrelationships among the practices, products, and perspectives of my heritage culture and those of the predominant culture. • 2C.IC.A.b - I can examine how these interrelations shape my cultural identity.

- 2C.IC.A.c - I can analyze and explain in writing the influences of heritage language usage manifested in communications in my community.

Cultures (2C)

Overarching Standard: Interact with cultural competence and understanding

Specialized Standard - **Relating Cultural Practices and Products to Perspectives (Investigate)**- Learners use language to **investigate**, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.

Cultural - Relating Cultural Practice and Products to Perspectives (Investigate) (CI)
<i>Proficiency Benchmark: Novice - I can investigate products and practices to help me understand perspectives in the target cultures and in my own.</i>
Novice (N)
<ul style="list-style-type: none"> • 2C.CI.N.a - I can investigate products and practices to help me understand perspectives in the target cultures and in my own. • 2C.CI.N.b - I can identify and describe the perspectives of different traditions within families, communities, and schools. • 2C.CI.N.c - I can identify and describe the different traditions in comparison with my own heritage experiences. • 2C.CI.N.d - I can identify and describe significant contemporary experiences that are unique to my heritage culture. • 2C.CI.N.e - I can research, identify and describe significant historical phenomena that are unique to my heritage culture. • 2C.CI.N.f - I can identify and compare the different historical and contemporary heritage backgrounds among my heritage classmates. • 2C.CI.N.g - I can connect and discuss historical and contemporary phenomena of my heritage language and culture with my peers, school community, heritage community and family.
<i>Proficiency Benchmark: Intermediate - I can explain through comparisons between products and practices to help me understand perspectives in the target cultures and in my own.</i>
Intermediate (I)
<ul style="list-style-type: none"> • 2C.CI.I.a - I can explain through comparisons between products and practices to help me understand perspectives in the target cultures and in my own. • 2C.CI.I.b - I can describe and discuss the perspectives of different traditions within families, communities, and schools. • 2C.CI.I.c - I can describe and discuss the different traditions in comparison with my own heritage experiences.

<ul style="list-style-type: none"> • 2C.Cl.I.d - I can research and examine contemporary experiences that are unique to my heritage culture. • 2C.Cl.I.e - I can research and examine significant historical phenomena that are unique to my heritage culture. • 2C.Cl.I.f - I can discuss the different historical and contemporary heritage backgrounds among my heritage classmates. • 2C.Cl.I.g - I can discuss and examine historical and contemporary phenomena of my heritage language and culture with my peers, school community, heritage community, and family.
<p>Proficiency Benchmark: Advanced - I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own.</p>
<p>Advanced (A)</p>
<ul style="list-style-type: none"> • 2C.Cl.A.a - I can reflect on the diversity among products and practices and how they relate to perspectives in the target cultures and in my own. • 2C.Cl.A.b - I can discuss and analyze the perspectives of different traditions within families, communities, and schools. • 2C.Cl.A.c - I can discuss and analyze the different traditions in comparison with my own heritage experiences. • 2C.Cl.A.d - I can research, discuss, and analyze contemporary experiences that are unique to my heritage culture. • 2C.Cl.A.e - I can research, discuss, and analyze significant historical phenomena that are unique to my heritage culture. • 2C.Cl.A.f - I can analyze the different historical and contemporary heritage backgrounds among my heritage classmates. • 2C.Cl.A.g - I can analyze historical and contemporary phenomena of my heritage language and culture with my peers, school community, heritage community, and family to advocate for positive language and cultural identity development.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function academic and career-related situations.

Specialized Standard - **Acquiring Information and Diverse Perspectives** - Learners access and evaluate information and diverse perspectives that are available through language and its cultures.

<p>Connections - Acquiring Information and Diverse Perspectives (IP)</p>
<p>Proficiency Benchmarks</p>
<ul style="list-style-type: none"> • 3C.IP.N - Novice: I can gather primary resources of the heritage language and culture and

connect to my heritage language and culture.

- 3C.IP.I - **Intermediate**: I can gather primary resources of the heritage language and culture and identify the perspective of the resource.
- 3C.IP.A.a - **Advanced**: I can critique primary resources of the heritage language and culture and discern its inclusion of diverse perspectives.
- 3C.IP.A.b - **Advanced**: I can solicit diverse perspectives of the heritage language and culture to ensure its inclusion of multiple perspectives.

Connections (3C)

Overarching Standard: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Specialized Standard - **Making Connections** - Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.

Connections - Making Connections (MC)

Proficiency Benchmarks

- 3C.MC.N - **Novice**: I can use my heritage language, culture, and experiences across some social and academic contexts.
- 3C.MC.I - **Intermediate**: I can appropriate my heritage language, culture, and experiences across a variety of social and academic contexts.
- 3C.MC.A - **Advanced**: I can appropriate my heritage language, culture, and experiences across multiple social and academic contexts.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Cultural Comparisons** - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.

Comparisons - Cultural (CC)

Proficiency Benchmarks

- 4C.CC.N - **Novice**: I can identify differences and similarities between my community and cultures of the target language.
- 4C.CC.I - **Intermediate**: I can explain and provide generic details about differences and

similarities between my community and cultures of the target language.

- 4C.CC.A - **Advanced**: I can explain, provide details about, and give specific examples of differences and similarities between my community and cultures of the language that I use.

Comparisons (4C)

Overarching Standard: Develop insight into the nature of language and culture in order to interact with cultural competence.

Specialized Standard - **Language Comparisons** - Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Comparisons - Language (LC)

Proficiency Benchmarks

- 4C.LC.N.a - **Novice**: I can use my heritage language to identify, describe, and discuss the nature of language, with guidance.
- 4C.LC.N.b - **Novice**: I can recognize national and regional language variation within the heritage language.
- 4C.LC.I.a - **Intermediate**: I can use my heritage language to investigate, explain, and reflect on the nature of language with minimal guidance.
- 4C.LC.I.b - **Intermediate**: I can describe national and regional language variation within the heritage language.
- 4C.LC.A.a - **Advanced**: I can use my heritage language to investigate, explain, and reflect on the nature of language on my own.
- 4C.LC.A.b - **Advanced**: I can examine and analyze national and regional language variation within the heritage language.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **School and Global** - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Communities - School and Global (SG)

Proficiency Benchmark

- 5C.SG.N - **Novice**: I can connect my experiences, including my heritage identity and language, while interacting within my school and home.
- 5C.SG.I - **Intermediate**: I can connect my experiences, including my heritage identity and

language, while interacting within my school, home and community.

- **5C.SG.A - Advanced:** I can embody my heritage experiences, including my linguistic, cultural, and racial identities, while deeply engaging and advocating across multiple social contexts including schools, home, and community.

Communities (5C)

Overarching Standard: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Specialized Standard - **Lifelong Learning** - Learners reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Communities - Lifelong Learning (LL)

Proficiency Benchmarks

- **5C.LL.N - Novice:** I can connect with my heritage to identify relationships between my heritage family and school.
- **5C.LL.I - Intermediate:** I can connect with my family's experiences and my heritage community to identify ways to be engaged within the greater school and community.
- **5C.LL.A - Advanced:** I can engage within my heritage and major communities to identify specific strategies and goals that consider the multiple contributions of my school, home, and community.

Acknowledgements: Heritage Language Learner Standards

The college and career ready Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 educators, higher education professors, and content experts. Additionally, the members of the public who took time to provide public comments played a key role in contributing to the Indiana Academic Standards. Again, we thank you.

Richard Torres
*Metropolitan School District of
Lawrence Township*

Migdalia Lopez
*South Bend Community School
Corporation*

Dr. Trish Morita-Mullaney
Purdue University

Melissa Badger
New Albany High School

Stephanie Camargo
*Wawasee Community School
Corporation*

Dr. Mary Ilu Altman Corgan
*Lafayette Central Catholic High
School*

Julia Jones
*Wayne Community School
District*

Erika Tran
*Metropolitan School District of
Lawrence Township*

Nicole Leach
*Indiana Department of
Education*

J. Matthew Walsh
*Indiana Department of
Education*

Thank you to the following organizations for hosting world languages work groups:

- Brownsburg Community School Corporation
- Indiana Association for School Principals
- Whiteland Community High School
- Center Grove Community School Corporation
- Metropolitan School District of Lawrence Township