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# SEAL OF BILITERACY HANDBOOK

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# Introduction

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Chapter 271 of the Laws of 2012 added a new Education Law §815, effective September 2012, to establish the New York State Seal of Biliteracy (NYSSB) to recognize New York State high school graduates who demonstrate academic excellence in attaining proficiency in one or more languages other than English with a state seal of biliteracy. This new law made New York the second state to implement a Seal of Biliteracy program, following California.

In January of 2014, some districts and pilot schools in New York State were asked to pilot the implementation, criteria, and process to be used by all state schools in awarding the Bilingual/Biliteracy Seal to our students. The Seal of Biliteracy pilot program afforded districts and individual schools an opportunity to develop innovative ways of measuring and creating an approved path to attaining the Seal of Biliteracy, inform statewide policy development, and share best practices.

The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society.

The NYS Seal of Biliteracy will be awarded by the Commissioner to students who meet criteria established by the Board of Regents and attend schools in districts that voluntarily agree to participate in the program. The participating students must achieve a proficiency level of Intermediate High, based on the American Council on the Teaching of Foreign Languages (ACTFL) scale. The seal will be attached to diplomas and transcripts of graduates who have attained Seal criteria at no cost.

In January of 2018, the Warwick Valley Central School District's (WVCSD) New York State Seal of Biliteracy application was approved by the New York State Education Department (NYSED) with the anticipation of a full implementation during the 2017-2018 school year. The district's application was completed by the WVCSD Seal of Biliteracy Committee, a group of district administrators and teachers from the World Language Department:

James Yap, Assistant Superintendent for Curriculum and Instructional Services  
Marguerite Fusco, High School Principal  
Mary Fox, Director of Counseling and Guidance Services  
Carlos Barquero, World Language Department Chairperson  
Department of World Language Teachers

# Earning the New York State Seal of Biliteracy

1. **NYS Regents Diploma:** Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all the requirements for graduation with a NYS Regents diploma\*;
2. **English and World Language Proficiency:** In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three (3) points in each of the two (2) areas (**English and World Language**) listed below:

Criteria for Demonstrating Proficiency		
English (3 Points Needed)		Point Value
NYS Comprehensive English Regents Examination <b>OR</b>	Score 75 or higher	1
NYS Regents Examination in English Language Arts (Common Core)* <b>OR</b>	Score 80 or higher	
English Language Learners (ELLs)	Score 75 or above on two Regents exams other than English, without translation	
New York State English as a Second Language Achievement Test (NYSESLAT)	ELLs score at the Commanding level on two modalities	1
11 <sup>th</sup> and 12 <sup>th</sup> grade ELA courses Complete all with an average of 85 or higher a comparable score using another scoring system set by the district and approved by the Commissioner.		1
Advanced Placement (AP) English Language or English Literature examination <b>OR</b>	3 or higher	1
Test of English as a Foreign Language (TOEFL)	80 or higher	

Criteria for Demonstrating Proficiency		
World Language (3 Points Needed)		Point Value
Checkpoint C level World Language Course  Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework and final examination consistent with Checkpoint C standards.		1
Provide transcripts from a school in a country outside of the U.S. showing at least <b>three years of instruction in the student's home/native language in Grade 8 or beyond</b> , with an equivalent grade average of <b>B or higher</b> .		1
For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the Commissioner.		1
Accredited Checkpoint C World Language assessment	Score at a proficient level	1

<p><b>Multi-Genre Project:</b> Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.</p>	<p><b>2</b></p>
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<p><b>Multi-Genre Project:</b> Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.</p>	<p><b>2</b></p>
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Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

**\* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.**

## WVCSD NYSSB Approved Assessments and Minimum Scores

Checkpoint C World Language Assessments & Minimum Score			
Advance Placement Examination (AP)	University of Albany (ASP 200, ASP 201, FRE 221)	The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) Exam	Multi-Genre Project
Score of 4	Score of 85 or Higher	Score of 1-5	Score of 85 or Higher

## Multi-Genre Project

You will research, explore, and choose a selected and approved topic through multiple genres in the target language. You will then be required to select 2 genres (**one from listening and speaking and one from reading and writing**) from the genre list below that will guide you throughout the development of the project. A multi-genre project is personal, creative, and cannot be copied from another source. You will be making conscious decisions about what information or ideas are important and how this information or these ideas should be presented. The purpose of this project is to highlight your research, writing, and speaking skills in the target language. As you research and create, you need to consider your topic and think about what genres will be effective to communicate your ideas and impressions. Your choices must be intentional and have a purpose. All project assignments are due the date of the Showcase.

Your project must include:

- 1) Statement of Intent - a paragraph highlighting proposed topic and intent of study (which must be approved by a sponsor in writing)
- 2) A rough Draft to progress check
- 3) 2 genres from the following list:

Listening and Speaking	Reading and Writing
<b>Select <u>one</u> genre from four choices</b>	<b>Select <u>one</u> genre from five choices</b>
All choices below require spontaneous speech (NO READING) and you must be in view of the camera (NO VOICE OVERS!)	1. <b>Online Article</b> Write a <b>300-word</b> article related to your topic.
1. <b>Interview</b> Conduct a 10-question interview with a native speaker, <b>lasting 2-4 minutes</b> . Interview must be voice recorded and transcribed.	2. <b>Informational</b> Create a <b>300-word</b> informational flyer with a minimum of 5 bulleted facts supported by visual representations.
2. <b>Video Blog</b> Create a <b>2-4-minute</b> video blog about your selected topic.	3. <b>Fictional Story</b> Write a <b>300-word</b> fictional story related to your selected topic. Your story should include a title page and the elements of the plot must be evident.
3. <b>Commercial</b> Create a <b>2-4-minute</b> commercial advertising, promoting or sponsoring your topic.	4. <b>Non-fictional Memoir or Autobiography</b> Write a <b>300-word</b> memoir or autobiography related to your selected topic. You will take on the point of view of an individual who has had an impact on something related to your topic; therefore, this must be written in the first person.

- 4) Tri-board and presentation displaying your research and growth of the topic due at Showcase. The Tri-board will contain the following topics:
  - a) Goal
  - b) Process
  - c) Findings
  - d) Cultural Connections
  - e) Visual Aids

# Rubric for Interpersonal Speaking

	5 Exceeds Expectations	4 Meets Expectations	3 Minimally Meets Expectations	2 Barely Meets Expectations	1 Does Not Meet Expectations
	"Wow!"	"Yes, you've got it!"	"Yes, but . . ."	"No, but . . ."	"No . . ."
<b>Task Completion</b> -Maintenance of role -Active listening -Constructive participation -Auto revelation: what one knows, thinks, feels, believes	<b>Leads/maintains the exchange</b> with appropriate, detailed/elaborate responses	<b>Leads/maintains the exchange</b> with appropriate responses and some elaboration	<b>Leads/maintains the exchange</b> with appropriate responses but limited elaboration	<b>Attempts to lead/maintain the exchange</b> with very minimal response	<b>Does not effectively lead/maintain the exchange</b> ; inappropriate or insufficient response
<b>Cultural Awareness</b> ● idiomatic expressions ● cultural products, practices, perspectives	Uses cultural knowledge to enhance communication	Uses some cultural knowledge in communication	Uses minimal cultural knowledge, or misses cultural cues that may lead to miscommunication	Relies primarily on cultural stereotypes or misses cultural cues that lead to miscommunication	No awareness of cultural differences
<b>Listening Comprehension Skills</b>	Fully understands partner(s)/prompt(s); rarely needs to ask for clarification	Generally understands partner(s)/prompt(s); asks for clarification as needed	Mostly understands partner(s)/prompt(s); may not understand at times even after repeated clarification	Frequently misunderstands partner(s)/prompt(s); makes few attempts to understand	Does not understand or try to understand partner(s)/prompt(s)
<b>Fluency and Delivery</b> (ease of expression)	Speech is continuous with no significant pauses or stumbling; tone (and body language) enhances communication	Speech is continuous with few pauses or little stumbling; tone (and body language) supports communication	Some hesitation/choppiness but manages to continue and complete thoughts; tone (and body language) somewhat supports communication	Speech very choppy and/or slow with frequent pauses; some incomplete thoughts; tone (and body language) minimally supports communication	Speech is halting and uneven with long pauses and/or incomplete thoughts; tone (and body language) does not support communication
<b>Comprehensibility</b>	Fully comprehensible, with only occasional errors that do not impede comprehensibility	Fully comprehensible, with some errors that do not impede comprehensibility	Generally comprehensible, with errors that may impede comprehensibility	Partially comprehensible, with errors that force interpretation and cause confusion	Barely comprehensible, with frequent or significant errors that impede comprehensibility
<b>Communication Strategies</b> (self-correction, circumlocution, use of cognates, clarification)	Effectively uses wide range of strategies to enhance exchange	Uses a range of strategies that help maintain exchange	Uses limited strategies with varying degree of effectiveness	Attempts some use of strategies but with very limited effectiveness	Does not use, or ineffectively uses, strategies
<b>Level of Discourse</b> ● register ● cohesiveness ● complexity	Consistent register appropriate for the situation; great variety of transitional elements and cohesive devices; variety of simple, compound, and complex sentences	Appropriate register, except for occasional shifts; Good variety of transitional elements and cohesive devices; simple, compound, and some complex sentences	Register may generally be appropriate, but several shifts occur; some transitional elements and cohesive devices; simple sentences, with some compound sentences	Register is generally inappropriate; very limited use of transitional elements or cohesive devices; only simple sentences/phrases	Little or no control of register; no transitional elements or cohesive devices; mostly sentence fragments
<b>Vocabulary</b> (new/targeted and recycled)	Rich/varied and topic specific	Appropriate and topic specific	Sufficient/basic	Limited	Insufficient or inappropriate
<b>Grammar</b> Infinitives      participles present            imperative past                conditional future              subjunctive  gender              contractions agreement        placement prepositions     pronouns	Excellent use/control of time frames; accuracy and variety in grammar and syntax with few errors	Good use/control of time frames; general control of grammar and syntax	Inconsistent (emerging) use of time frames; some control of grammar and syntax	Inadequate and/or inaccurate use of time frames; limited control of grammar and syntax	Little or no use of time frames; little or no control of grammar and syntax
<b>Pronunciation</b>	Enhances comprehensibility	Does not interfere with comprehensibility	Sometimes interferes with comprehensibility	Makes response generally difficult to understand	Makes response almost incomprehensible



# Rubric for Presentational Speaking

	5 Exceeds Expectations	4 Meets Expectations	3 Minimally Meets Expectations	2 Barely Meets Expectations	1 Does Not Meet Expectations
	“Wow!”	“Yes, you’ve got it!”	“Yes, but . . . “	“No, but . . . “	“No . . . ”
Task Completion	<b>Thorough and effective treatment of topic</b> with many supporting details (and creative use of multimedia)	<b>Effective treatment of topic</b> with some supporting details (and effective use of multimedia)	<b>Competent treatment of topic</b> with a few supporting details (and some use of multimedia)	<b>Minimal or partial treatment of topic;</b> supporting details may not be relevant (use of multimedia may not be effective)	<b>Ineffective or no treatment of topic;</b> may not include any examples (or use multimedia)
Cultural Awareness <ul style="list-style-type: none"> <li>idiomatic expressions</li> <li>cultural products, practices, perspectives</li> <li>Writing conventions</li> </ul>	Uses cultural knowledge to enhance communication	Uses some cultural knowledge in communication	Uses minimal cultural knowledge, or misses cultural cues that may lead to miscommunication	Relies primarily on cultural stereotypes or misses cultural cues that lead to miscommunication	No awareness of cultural differences
Comprehensibility	Fully comprehensible, with only occasional errors that do not impede comprehensibility	Fully comprehensible, with some errors that do not impede comprehensibility	Generally comprehensible, with errors that may impede comprehensibility	Partially comprehensible, with errors that force interpretation and cause confusion	Barely comprehensible, with frequent or significant errors that impede comprehensibility
Fluency and Delivery (ease of expression)	Speech is continuous with no significant pauses or stumbling; tone (and body language) enhances communication; <b>all or mostly spontaneous speech</b>	Speech is continuous with few pauses or stumbling; tone (and body language) supports communication; <b>effectively balances reading and spontaneous speech</b>	Speech is somewhat halting but manages to continue and complete thoughts; tone (and body language) somewhat supports communication; <b>mostly reads, with minimal spontaneous speech</b>	Speech is choppy and/or slow with frequent pauses; some incomplete thoughts; tone (and body language) minimally supports communication; <b>almost no spontaneous speech</b>	Speech is halting and uneven with long pauses and/or incomplete thoughts; tone (and body language) does not support communication; <b>no spontaneous speech</b>
Communication Strategies (self-correction, circumlocution, use of cognates, clarification)	Effectively uses wide range of strategies to enhance communication	Uses a range of strategies that help communication	Uses limited strategies with varying degree of effectiveness	Attempts some use of strategies but with very limited effectiveness	Does not use, or ineffectively uses, strategies
Vocabulary (new/targeted and recycled)	Rich/varied and topic-specific	Appropriate and topic-specific	Sufficient/basic	Limited	Insufficient or inappropriate
Grammar Infinitives participles present imperative past conditional future subjunctive  gender contractions agreement word order prepositions pronouns	Excellent use of time frames/modes  Accuracy and variety in grammar and syntax  Variety of simple, compound, and complex sentences	Good use of time frames/modes  General control of grammar and syntax  Simple, compound, and some complex sentences	Inconsistent (emerging) use of time frames/modes  Some control of grammar and syntax  Simple and a few compound sentences	Inadequate and/or inaccurate use of time frames/modes  Limited control of grammar and syntax  Only simple sentences and phrases	Little or no use of time frames/modes  Little or no control of grammar and syntax  Mostly sentences fragments
Pronunciation	Enhances comprehensibility	Does not interfere with comprehensibility	Sometimes interferes with comprehensibility	Makes response generally difficult to understand	Makes response almost incomprehensible

# Rubric for Presentational Writing

	5 Exceeds Expectations	4 Meets Expectations	3 Minimally Meets Expectations	2 Barely Meets Expectations	1 Does Not Meet Expectations
	“Wow!”	“Yes, you’ve got it!”	“Yes, but . . . “	“No, but . . . “	“No . . . ”
<b>Task Completion</b>	<b>Thorough and effective treatment of topic</b> with many supporting details (and creative use of multimedia)	<b>Effective treatment of topic</b> with some supporting details (and effective use of multimedia)	<b>Competent treatment of topic</b> with a few supporting details (and some use of multimedia)	<b>Minimal or partial treatment of topic;</b> supporting details may not be relevant (use of multimedia may not be effective)	<b>Ineffective or no treatment of topic;</b> may not include any examples (or use multimedia)
<b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>idiomatic expressions</li> <li>cultural products, practices, perspectives</li> <li>writing conventions</li> </ul>	Uses cultural knowledge to enhance communication	Uses some cultural knowledge in communication	Uses minimal cultural knowledge, or misses cultural cues that may lead to miscommunication	Relies primarily on cultural stereotypes or misses cultural cues that lead to miscommunication	No awareness of cultural differences
<b>Comprehensibility written</b>	Fully comprehensible, with only occasional errors that do not impede comprehensibility	Fully comprehensible, with some errors that do not impede comprehensibility	Generally comprehensible, with errors that may impede comprehensibility	Partially comprehensible, with errors that force interpretation and cause confusion	Barely comprehensible, with frequent or significant errors that impede comprehensibility
<b>Vocabulary</b> (new/targeted and recycled)	Rich/varied and topic-specific	Appropriate and topic-specific	Sufficient/basic	Limited	Insufficient or inappropriate
<b>Grammar</b> Infinitives participles present imperative past conditional future subjunctive  gender contractions agreement placement prepositions pronouns	Excellent use of time frames/modes	Good use of time frames/modes	Inconsistent (emerging) use of time frames/modes	Inadequate and/or inaccurate use of time frames/modes	Little or no use of time frames/modes
	Accuracy and variety in grammar and syntax	General control of grammar and syntax	Some control of grammar and syntax	Limited control of grammar and syntax	Little or no control of grammar and syntax
<b>Written Mechanics</b> (format, punctuation, spelling, accents)	Few or no errors	Mostly accurate	Somewhat inaccurate	Mostly inaccurate	Little or no attention to mechanics

## Rubric Scale Grade conversation

Presentational Speaking Score \_\_\_\_\_

Presentational Writing Score \_\_\_\_\_

Interpersonal Speaking Score \_\_\_\_\_

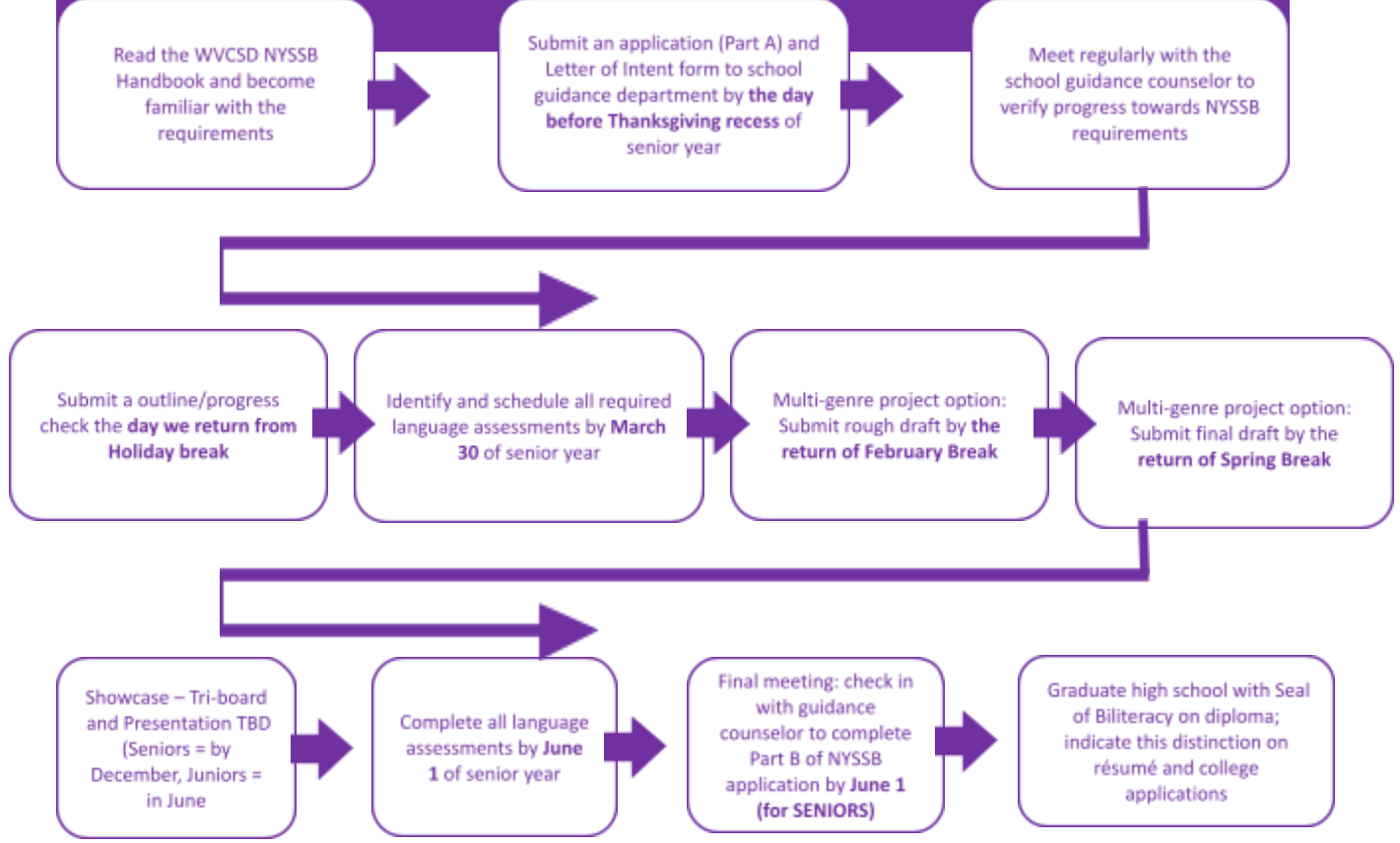
Total Score \_\_\_\_\_

Final Grade

# Steps to the New York State Seal of Biliteracy



## Steps to the New York State Seal of Biliteracy (NYSSB)



# Seal of Biliteracy Application

**LANGUAGE:** \_\_\_\_\_

**Part A: Application**

DUE NOVEMBER 1 OF SENIOR YEAR TO GUIDANCE OFFICE

<b>Student Name (last, first)</b>	<b>Date</b>	<b>Sponsor Signature (two of the following)</b>	
		<b>ELA Teacher</b>	<b>Date</b>
<b>School</b>	<b>Student ID#</b>	<b>ENL Teacher</b>	<b>Date</b>
<b>Parent/Guardian Name (please print)</b>		<b>WL Teacher</b>	<b>Date</b>
<b>Parent/Guardian Signature</b>	<b>Date</b>	<b>School Counselor Name</b>	

**Part B: Application**

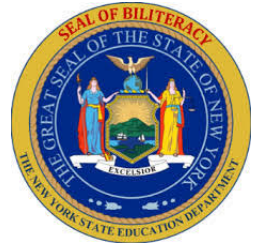
ORIGINAL COPY RETAINED IN GUIDANCE OFFICE, TO BE COMPLETED BY SCHOOL GUIDANCE COUNSELOR

DISTRICT AND SCHOOL SITE OFFICE USE ONLY				
<b>On track to complete all requirements for graduating with a NYS Regents diploma</b>			<input type="checkbox"/>	
CRITERIA REQUIRED TO DEMONSTRATE ENGLISH PROFICIENCY:		COMPLETE	APPROVED BY (INITIALS)	DATE
<ul style="list-style-type: none"> <li>● Scored 75 or higher on NYS ELA Comprehensive or</li> <li>● Scored 80 or higher on the NYS ELA Regents</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Scored Commanding on two NYSESLAT modalities</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Completed grades 11 and 12 ELA courses with 85 average or higher</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Scored 3 or higher on AP or English Lit. Exam</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Scored 80 or higher on the TOEFL</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Passed Multi-Genre Project</li> </ul>	2 pts.	<input type="checkbox"/>		
<b>TOTAL POINTS (3 PTS. REQUIRED)</b>			<b>YES <input type="checkbox"/></b>	<b>NO <input type="checkbox"/></b>
CRITERIA REQUIRED TO DEMONSTRATE WORLD LANGUAGE PROFICIENCY:		COMPLETE	APPROVED BY (INITIALS)	DATE
<ul style="list-style-type: none"> <li>● Scored 85 score or higher on Checkpoint C WL course</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Provided transcripts from country outside US</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Scored proficient on Checkpoint C WL assessment (AAPPL)</li> </ul>	1 pt.	<input type="checkbox"/>		
<ul style="list-style-type: none"> <li>● Passed Showcase Project</li> </ul>	2 pts.	<input type="checkbox"/>		
<b>TOTAL POINTS (3 PTS. REQUIRED)</b>			<b>YES <input type="checkbox"/></b>	<b>NO <input type="checkbox"/></b>
<b>Student Awarded Seal of Biliteracy</b>			<b>YES <input type="checkbox"/></b> <b>NO <input type="checkbox"/></b>	
<b>Year of Graduation</b>				
<b>Verified by School Counselor</b>				
Name:			Signature	

# Statement of Intent



## Warwick Valley Central School District New York State Seal of Biliteracy (NYSSB) Statement of Intent



I, \_\_\_\_\_ (name of student), do hereby state that I intend to participate in the NYSSB Program and pursue the New York State Seal of Biliteracy (NYSSB). I have carefully read all the materials available, and understand that I must submit the application and Letter of Intent form to my school guidance department.

I also understand that I am required to follow the advice and guidance of my sponsors and the NYSSB will only be granted if I fulfill all of the requirements as stated in the task requirements.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

# Explanation of Intent

Please use the space provided to explain the reason for choosing your topic for the Biliteracy project; add sufficient details to showcase the breadth of your idea. Please use the **Themes** page provided in this packet to guide you in your choice.

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# THEMES

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## Theme: Global Challenges / Los desafíos mundiales

### Recommended Contexts:

- Environmental Issues / Los temas del medio ambiente
- Social Welfare / El bienestar social
- Social Conscience / La conciencia social

### Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?
- What are the origins of those issues? / ¿Cuáles son los orígenes de esos desafíos?
- What are possible solutions to those challenges? / ¿Cuáles son algunas posibles soluciones a esos desafíos?

## Theme: Science and Technology / La ciencia y la tecnología

### Recommended Contexts:

- Access to Technology / El acceso a la tecnología
- Effects of Technology on Self and Society / Los efectos de la tecnología en el individuo y en la sociedad
- Health Care and Medicine / El cuidado de la salud y la medicina
- Innovations / Las innovaciones tecnológicas
- Natural Phenomena / Los fenómenos naturales
- Science and Ethics / La ciencia y la ética Return to the Table of Contents

### Overarching Essential Questions:

- How do developments in science and technology affect our lives? / ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- What factors have driven innovation and discovery in the fields of science and technology? / ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
- What role does ethics play in scientific advancement? / ¿Qué papel cumple la ética en los avances científicos?

## Theme: Contemporary Life / La vida contemporánea

### Recommended Contexts:

- Education and Careers / La educación y las carreras profesionales
- Entertainment / El entretenimiento y la diversión
- Travel and Leisure / Los viajes y el ocio
- Lifestyles / Los estilos de vida
- Relationships / Las relaciones personales
- Social Customs and Values / Las tradiciones y los valores sociales
- Volunteerism / El trabajo voluntario

### Overarching Essential Questions:

- How do societies and individuals define quality of life? / ¿Cómo definen los individuos y las sociedades su propia calidad de vida?
- How is contemporary life influenced by cultural products, practices, and perspectives? / ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?
- What are the challenges of contemporary life? / ¿Cuáles son los desafíos de la vida contemporánea?

**Theme: Personal and Public Identities / Las identidades personales y públicas**

**Recommended Contexts:**

- Heroes and Historical Figures / Los héroes y los personajes históricos
- Personal Beliefs / Las creencias personales
- Personal Interests / Los intereses personales
- Self-Image / La autoestima

**Overarching Essential Questions:**

- How are aspects of identity expressed in various situations? / ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?
- How do language and culture influence identity? / ¿Cómo influyen la lengua y la cultura en la identidad de una persona?
- How does one's identity develop over time? / ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?

**Theme: Families and Communities / Las familias y las comunidades**

**Recommended Contexts:**

- Customs and Values / Las tradiciones y los valores
- Education Communities / Las comunidades educativas
- Family Structure / La estructura de la familia
- Social Networking / Las redes sociales

**Overarching Essential Questions:**

- What constitutes a family in different societies? / ¿Cómo se define la familia en distintas sociedades?
- How do individuals contribute to the well-being of communities? / ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- How do the roles that families and communities assume differ in societies around the world? / ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?

**Theme: Beauty and Aesthetics / La belleza y la estética**

**Recommended Contexts:**

- Defining Beauty / Definiciones de la belleza
- Defining Creativity / Definiciones de la creatividad
- Fashion and Design / La moda y el diseño
- Visual and Performing Arts / Las artes visuales y escénicas

**Overarching Essential Questions:**

- How are perceptions of beauty and creativity established? / ¿Cómo se establecen las percepciones de la belleza y la creatividad?
- How do ideals of beauty and aesthetics influence daily life? / ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?
- How do the arts both challenge and reflect cultural perspectives / ¿Cómo las artes desafían y reflejan las perspectivas culturales?



# Resources

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**New York State Seal of Biliteracy Handbook**

<http://www.nysed.gov/common/nysed/files/programs/world-languages/handbook-for-the-seal-of-biliteracy-10-1-16.pdf>

**New York State Graduation Requirements**

[www.p12.nysed.gov/part100/pages/1005.html](http://www.p12.nysed.gov/part100/pages/1005.html)

**New York State P-12 Common Core Standards for English Language Arts and Literacy**

[www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/p12\\_common\\_core\\_learning\\_standards\\_ela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf)

**New York State Languages other than English (LOTE) Learning Standards**

[www.p12.nysed.gov/ciai/lotte/lotels.html](http://www.p12.nysed.gov/ciai/lotte/lotels.html)

**National Guidelines for Implementing the Seal of Biliteracy**

[www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines\\_0.pdf](http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf)

**Seal of Biliteracy – Californians Together and Velázquez Press**

[www.sealofbiliteracy.org](http://www.sealofbiliteracy.org)

**American Council on the Teaching of Foreign Languages (ACTFL)**

[www.actfl.org/about-the-american-council-the-teaching-foreign-languages](http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages)

**ACTFL Proficiency Guidelines 2012**

[www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012)

**ACTFL Can-Do Statements**

[www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements](http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements)

**ACTFL Performance Descriptors for Language Learners**

[www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-languagelearners](http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-languagelearners)

**National Council of State Supervisors for Languages (NCSSFL)**

[www.ncssfl.org](http://www.ncssfl.org)

**The New York State Bilingual Common Core Progressions**

[www.engageny.org/resource/new-york-state-bilingual-common-core-initiative](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative)

**NCSSFL LinguaFolio®**

[www.ncssfl.org/LinguaFolio/index.php?linguafolio\\_index](http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index)

**AP Spanish Language and Culture**

<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course>

**AP French Language and Culture**

<https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/course?course=ap-french-language-and-culture>