



INDIANA
DEPARTMENT *of*
EDUCATION

2026 Indiana Academic Standards
WORLD LANGUAGES
CLASSICAL MODERN

Indiana Department of Education

100 N. Senate Ave.
Indianapolis, IN 46204



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for World Language: Classical-Modern are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3, the Indiana Department of Education (IDOE) facilitated the review of the Indiana Academic Standards, integrating educator committee feedback, a public comment period and contributions from representatives of the Indiana Foreign Language Teachers Association (IFLTA) and the American Council on the Teaching of Foreign Language (ACTFL), culminating in formal adoption by the Indiana State Board of Education.

What are the Indiana Academic Standards, and how should they be used?

The Indiana Academic Standards for World Languages are designed to inform instruction of essential skills and concepts for high school students enrolled in a world language course or middle schools offering a level 1 high school world language course for credit. They should form the basis for strong core instruction for all students enrolled in the designated course of study. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for postsecondary success, but they are not all-inclusive.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Alignment with National Standards

The Indiana Academic Standards for World Languages: Classical-Modern are based on standards defined by ACTFL. The standards are organized by the five C's of world language education: Communication, Cultures, Connections, Comparisons, and Communities.

Proficiency Guidelines and Instructional Hours

The U.S. Department of State and ACTFL categorize languages based on the length of time the average learner needs to acquire each language, as well as the linguistic and cultural characteristics of the language as compared to English.

Category 1	Category 2	Category 3	Category 4
French	German	Greek	ASL
Italian		Hebrew	Chinese (Mandarin)
Latin		Russian	Japanese
Spanish			Korean

The anticipated level of student language proficiency depends on the category of the language and the hours of instruction in that language. Tables 1 and 2 reflect hours of instruction since the number of instructional hours per level varies widely across Indiana schools. Educators may reference the tables to determine which Communications standards and indicators are appropriate for a given mode of communication (e.g., interpretive listening, interpretive reading) and proficiency level in a language course. The ACTFL proficiency levels are featured here:

Figure 1: Language Proficiency Levels

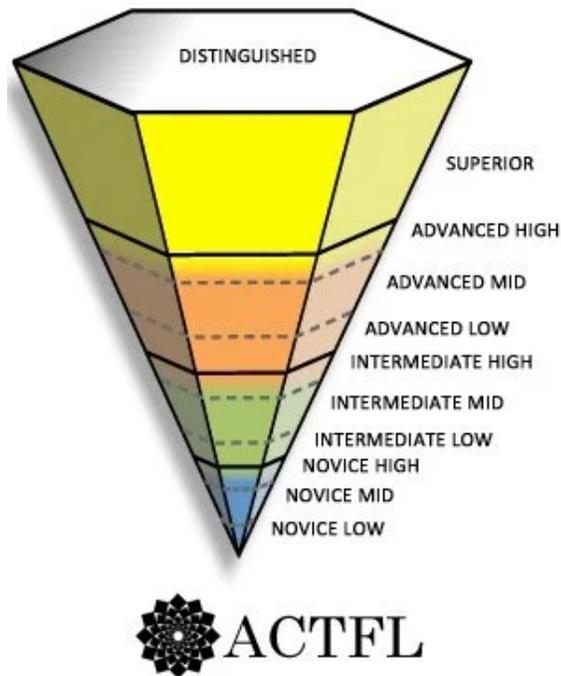


Table 1: Category 1 and 2 Languages: Instructional Hours (Communication Standards)

Mode	Instructional Hours					
	135-150	270-300	405-450	540-600	675-750	825-900
Interpretive Listening	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low
Interpretive Reading	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
Presentational Speaking	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
	Novice Mid		Intermediate Low	Intermediate Mid		
Presentational Writing	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate Mid	Intermediate High
					Intermediate High	
Interpersonal Speaking	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Intermediate High
						Advanced Low

Adapted from Language Testing International and the U.S. Department of State

Table 2: Category 3 and 4 Languages: Instructional Hours (Communication Standards)

Mode	Instructional Hours					
	135-150	270-300	405-450	540-600	675-750	825-900
Interpretive Listening	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	
Interpretive Reading	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Speaking	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Presentational Writing	Novice Low	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low
			Novice High			
Interpersonal Speaking	Novice Mid	Novice Mid	Novice High	Intermediate Low	Intermediate Low	Intermediate Mid
		Novice High			Intermediate Mid	

Adapted from Language Testing International and the U.S. Department of State

Standard Coding

The table illustrates how the standards are coded within this document. Indiana uses ACTFL’s alphanumeric system for coding individual standards. Coding provides a consistent means of communication among educators.

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

1C	The first (“1”) Overarching Standard is Communication (“C”).
1I	The first (“1”) Specialized Standard with the Communication standard is Interpersonal (“I”) Communication.
NL	The Proficiency Benchmark is Novice (“N”) and the Performance Indicator is Low (“L”).
a	A lowercase letter signals the specific Standard Indicator .

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's secondary educators, higher education faculty, and other representatives who contributed to the development of these standards. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students enrolled in high school world languages for postsecondary enrollment, enlistment, and employment.

Communication (1C)

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

Standard 1: Interpersonal Communication (1I)

Students interact and negotiate meaning in spoken, gestured, or written (including symbols) conversations, as appropriate to the target language, to share information, reactions, feelings, and opinions.

Proficiency Benchmark	Novice	Intermediate	Advanced
	I can communicate in guided spoken, written, or gestured conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.	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 can maintain spontaneous spoken, written, or gestured conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
Low	1C.1I.NL.a: I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.1I.IL.a: I can request and provide information in conversations on familiar topics by creating simple sentences and asking basic, relevant follow-up questions, attempting to incorporate various time frames in limited scenarios.	1C.1I.AL.a: I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs or discourse across major time frames and moods.
Mid	1C.1I.NM.a: I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a combination of practiced or memorized words, phrases, and simple sentences.	1C.1I.IM.a: I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences, and asking a variety of relevant follow-up questions, sometimes across various time frames.	1C.1I.AM.a: I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social, or professional topics, by using probing questions and providing detailed responses across time frames and moods.
High	1C.1I.NH.a: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	1C.1I.IH.a: I can exchange information in conversations and some discussions on a variety of familiar and concrete topics that I have researched, using connected sentences that may combine to form	1C.1I.AH.a: I can discuss and sometimes debate a variety of complex, concrete, and some abstract academic, social, and professional topics and often deal with related issues hypothetically, using precise

		paragraphs and asking a variety of questions, sometimes sustained across various time frames.	questions and explanations across various time frames and moods.
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Standard 2: Interpretive Communication (2I)

Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	Novice	Intermediate	Advanced
Proficiency Benchmark	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, written, or gestured contexts.	I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken, written, or gestured contexts.	I can understand the message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized spoken or written texts.
Low	1C.2I.NL.a: In written texts, I can identify memorized or familiar words when they are supported by visuals in informational and/or fictional texts.	1C.1I.IL.a: In written texts, I can identify the topic and related information from simple sentences in short informational and/or fictional texts.	1C.2I.AL.a: In both informational and fictional written texts, I can identify the underlying message and supporting details across major time frames and moods.
	1C.2I.NL.b: In conversations and discussions, I can understand memorized or familiar words when they are supported by gestures or visuals in conversation.	1C.1I.IL.b: In conversations and discussions, I can identify the main idea in short conversations.	1C.2I.AL.b: In conversations and discussions, I can understand the main message and supporting details across time frames and moods.
Mid	1C.2I.NM.a: In written texts, I can identify some basic facts from memorized words and phrases when they are supported by visuals in informational and/or fictional texts.	1C.2I.IM.a: In written texts, I can understand the main idea and key information sometimes across various time frames in short, straightforward informational and/or fictional texts.	1C.2I.AM.a: In both informational and fictional written texts, I can understand the underlying message and most supporting details across major time frames and moods.
	1C.2I.NM.b: In conversations and discussions, I can identify some basic facts from memorized words and phrases when they are supported by	1C.2I.IM.b: In conversations and discussions, I can identify the main idea and key information sometimes across various time frames in short,	1C.2I.AM.b: I can understand the main message and most supporting details across time frames and moods in conversations and discussions.

	gestures or visuals in conversations.	straightforward conversations.	
High	1C.2I.NH.a: In written texts, I can identify the topic and some isolated facts from simple sentences in informational and/or short fictional texts.	1C.2I.IH.a: In both informational and fictional written texts, I can usually follow the main message in various time frames in straightforward and sometimes descriptive, paragraph-length texts.	1C.2I.AH.a: In both informational and fictional written texts, I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics, and follow the flow of ideas and some nuances with different viewpoints in most fictional texts.
	1C.2I.NH.b: In conversations and discussions, I can understand familiar questions and statements from simple sentences in conversations as appropriate for the language.	1C.2I.IH.b: In conversations and discussions, I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.	1C.2I.AH.b: I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

Standard 3: Presentational Communication (P)

Students 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.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language supported by visuals and gestures.	I can communicate information, make presentations, and express my thoughts about familiar topics using sentences and series of connected sentences through spoken, written, or gestured language.	I can deliver detailed and organized presentations on familiar, as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or gestured language.
Low	1C.P.NL.a: I can introduce myself and express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	1C.P.IL.a: I can present personal information about my life, activities, and events, using original, simple sentences.	1C.P.AL.a: I can tell stories and present information about personal experiences framed by my school, my community, and world events, using paragraphs or dialogue across time frames and moods.
Mid	1C.P.NM.a: I can present information about myself, my	1C.P.IM.a: I can tell a story and/or present information	1C.P.AM.a: I can tell stories and present information based

	interests, and my activities, which includes likes and dislikes, using a combination of practiced or memorized words, phrases, and simple sentences.	about my life, activities, events, and other social experiences, using sentences and series of connected sentences, sometimes across various time frames.	on concrete experiences on academic, social, and professional topics of interest, using organized paragraphs and dialogue across time frames and moods.
High	1C.P.NH.a: I can present personal information about my life and activities, using memorized simple sentences most of the time.	1C.P.IH.a: I can tell stories and/or present information about school and community events and personal experiences, using a few short paragraphs of writing or using dialogue, often across various time frames.	1C.P.AH.a: I can give complex, detailed narrations and information beyond the concrete, often addressing abstract experiences or hypothetical issues across various time frames and moods.

Cultures (2C)

Students interact effectively with cultural practices within the language.

Standard 1: Interacting with Other Cultures (IC)

Students use language to interact with others in and from other cultures.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in familiar contexts.	I can interact at a competent level in familiar and some unfamiliar contexts.
Language	2C.IC.NL.a: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic awareness of cultural practices within the language.	2C.IC.IL.a: I can converse with peers from the target culture in familiar situations at school, work, online, or play, and show interest in basic similarities and differences in cultural practices within the language.	2C.IC.AL.a: I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of similarities and differences in cultural practices within the language.
	2C.IC.NL.b: I can explain that different thinking patterns cause differences in communication.		2C.IC.AL.b: I can explain the major differences in thinking patterns between the target and the native languages.
Behavior	2C.IC.NB.a: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	2C.IC.IB.a: I can recognize similarities and differences in customs and practices, use appropriate learned behaviors, and avoid major social blunders.	2C.IC.AB.a: I can demonstrate awareness of subtle differences among customs and practices and adjust my behavior accordingly in familiar and some unfamiliar situations.

Standard 2: Relating to Cultural Practice and Products to Perspectives (Investigate) (CI)

Students use language to investigate, explain, and reflect on the relationship between the practices and products and the perspectives of the target culture of study.

	Novice	Intermediate	Advanced
Proficiency Benchmark	I can identify and investigate products and practices to help me understand perspectives in the target cultures of study and in my own.	I can make comparisons between products and practices to help me understand perspectives in the target cultures of study and in my own.	I can reflect on a variety of products and practices and how they relate to perspectives in the target cultures of study and in my own.
Standards	2C.CI.N.a: In my own and other cultures, I can identify some typical products related to familiar everyday life.	2C.CI.I.a: In my own and other cultures, I can compare products related to everyday life and personal interests or studies.	2C.CI.A.a: In my own and other cultures, I can explain how a variety of products of public and personal interest are related to perspectives.
	2C.CI.N.b: In my own and other cultures, I can identify some typical practices related to familiar everyday life.	2C.CI.I.b: In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.	2C.CI.A.b: In my own and other cultures, I can explain how a variety of practices within familiar and social situations are related to perspectives.

Connections (3C)

Students connect with other disciplines and acquire a variety of information and perspectives in order to use the language to think creatively and critically.

Standard 1: Acquiring a Variety of Information and Perspectives (IP)

Students access and evaluate information and perspectives that are available through the target language and its cultures.

	Novice	Intermediate	Advanced
Proficiency Benchmark / Standard	3C.IP.N: With guidance and support from the teacher, I can access and evaluate basic information and perspectives that are available through the target language and its cultures.	3C.IP.I: With limited guidance and support from the teacher, I can access and evaluate complex information and perspectives that are available through the target language and its cultures.	3C.IP.A: I can independently access and evaluate in-depth information and perspectives that are available through the target language and its cultures.

Standard 2: Making Connections (MC)

Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

	Novice	Intermediate	Advanced
Proficiency Benchmark / Standard	3C.MC.N: I can connect content from other disciplines to the target language.	3C.MC.I: I can analyze connections to other disciplines while using the target language.	3C.MC.A: I can demonstrate critical thinking to solve problems creatively across disciplines using the target language.

Comparisons (4C)

Students develop insight into the nature of language and culture in order to interact effectively in the target culture of study.

Standard 1: Cultural Comparisons (CC)

Through the target language(s), students investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.

	Novice	Intermediate	Advanced
Proficiency Benchmark / Standard	4C.CC.N: I can identify differences and similarities between my community and the target culture(s) of study.	4C.CC.I: I can explain and provide generic details about differences and similarities between my community and the target culture(s) of study.	4C.CC.A: I can explain, provide details about, and give specific examples of differences and similarities between my community and target culture(s) of study.

Standard 2: Language Comparisons (LC)

Students investigate, explain, and reflect on the concept of language through comparisons of the cultures studied with their own.

	Novice	Intermediate	Advanced
Proficiency Benchmark / Standard	4C.LC.N: I can recognize the differences and similarities between my native language and through my learning of the target language.	4C.LC.I: I can explain the differences and similarities between the target and native languages.	4C.LC.A: I can explain, provide details, and give specific examples of differences and similarities between my own language and the target language.

Communities (5C)

Students communicate and interact effectively in the target culture of study in order to participate in multilingual communities at home and around the world.

Standard 1: School and Global (SG)

Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

	Novice	Intermediate	Advanced
Proficiency Benchmark / Standard	5C.SG.N: I can use the target language both within and beyond the classroom to interact and learn in my community and in the globalized world.	5C.SG.I: I can use the target language both within and beyond the classroom to interact and collaborate in my community and in the globalized world.	5C.SG.A: I can use the target language both within and beyond the classroom to interact, collaborate, and proactively contribute in my community and the globalized world.

Standard 2: Lifelong Learning (LL)

Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

	Novice	Intermediate	Advanced
Proficiency Benchmark / Standard	5C.LL.N: I can set goals for the progress I intend to achieve during the term.	5C.LL.I: I can reflect on the progress I have made and what I have learned in my language class.	5C.LL.A: I can reflect on how I participate with the language and culture outside of my language class.