Foreign Language

Foreword

We are excited to announce that the State Board of Education took another key step in reforming Ohio's education system December 9, 2003, when it unanimously adopted academic content standards in foreign language, fine arts and technology. Clear standards delineate what students should know and be able to do in foreign language, fine arts and technology. These standards will be an integral component of an aligned system that will ensure that no child is left behind.

This enormous undertaking could not have occurred without the hard work and dedication of Ohio's educators and community members. The work on the foreign language, fine arts and technology standards began with the seating of advisory committees who made preliminary decisions that guided the work of the writing teams. Classroom teachers, parents, higher education faculty, and business and community leaders from across the state worked for several years on writing teams to develop the academic content standards. We especially want to extend our gratitude to all of the men and women on the standards development teams who gave their time, energy and expertise to create these standards.

The people of Ohio played a key role in the development of the academic content standards. The Office of Curriculum and Instruction at the Ohio Department of Education facilitated the standards writing process and aggressively engaged the public in reviewing drafts of the standards throughout the development process. Ohioans gave suggestions that were evaluated and incorporated, as appropriate, by the writing teams into the final adopted standards. We want to thank all of the people who took the time to comment on the standards and to participate in the development process.

Ohio's standards were reviewed by national experts who examined the content, developmental appropriateness and curricular considerations of the standards. Overall, the reviewers found Ohio's standards to be clear and comprehensive, setting high expectations for student learning.

The standards adoption fulfills one of the requirements of Amended Substitute Senate Bill 1 that calls for the State Board of Education to develop and adopt clear academic content standards in the areas of foreign language, fine arts and technology after December 2002. The bill also specifies that the Department of Education design and produce model curricula aligned to the standards for kindergarten through 12th grade. The curriculum models will be resources that provide specific tools that teachers may use in their classroom planning and instruction as they implement a standards-based education.

The aligned system of standards, curricula and district-level assessments will form the foundation for an accountability system that assists schools, school districts and the state in focusing resources on improving student achievement.

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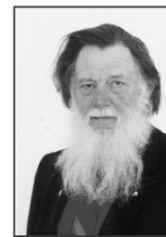
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Foreign Language

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ACADEMIC CONTENT STANDARDS

K-12 Foreign Language

Overview

Foreign Language

The foreign language academic content standards provide a set of clear, rigorous expectations for all students as they progress through a kindergarten through grade 12 program. This document represents a research-based approach to language development and prepares students to use their knowledge of language and culture to communicate effectively in a pluralistic society. A standards-based foreign language program prepares all students for success in the workplace and/or for post-secondary education.

The five standards that follow represent foreign language content that all students should know and be able to do as they progress through a kindergarten through grade 12 program. The standards should be quite familiar to foreign language educators as they align with the national *Standards for Foreign Language Learning* (1996; 1999) and all other states' standards.

Content Standards:
Communication: Communicate in languages other than English
Cultures: Gain knowledge and understanding of other cultures
Connections: Connect with other disciplines and acquire information
Comparisons: Develop insight into the nature of language and culture
Communities: Participate in multilingual communities and cultures at home and around the world

Except for some of the indictors and benchmarks in the Comparisons standard, the assumption is that students will use the target language to demonstrate their learning. The five standards define a balanced program of knowledge and skills that allows students to reach an Intermediate-High or Pre-Advanced level of language proficiency and intercultural competence as defined by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (1998). In addition, students are encouraged to communicate in a wide range of situations, solve problems creatively, think critically, work cooperatively in teams, use technology effectively and value lifelong learning.

While the standards appear in linear fashion, they represent a connected body of understandings and competencies rather than a list of discrete topics from which to choose. A concerted effort was made to align the communicative task of each indicator and benchmark in the Communication standard with the functional demands of tasks in the other four standards. The result is an intraconnectedness among the foreign language standards.

Similarly, interconnectedness exists between the foreign language standards and those of other disciplines. Combining foreign language instruction with

the study of other disciplines, such as art, history or literature, helps to reinforce the learning within each discipline. It also enables students to develop rich, conceptual frameworks that lead to broader understandings of issues affecting people locally and around the world. Integration of content from other disciplines supports state-assessed areas of the curriculum and gives foreign language students something meaningful and age appropriate to talk about.

Research also shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Therefore, whenever possible, students should have opportunities to learn a foreign language in real-world contexts that prepare them for school, daily life and workplace situations found in the target language community. Students should be able to interact appropriately, interpret authentic materials, and present information and opinions to others both within and beyond the classroom. Technology creates myriad opportunities for students to connect with people around the world and to access information directly in the target language.

Students acquire vocabulary and are able to discern the underlying structure of the target language through exposure to language-rich situations, such as reading, viewing or listening to a variety of multimedia texts or conversing with peers and adults. The standards reflect the belief that reading and listening are problem-solving activities that require the application of strategies to make sense of oral, signed and written language. The standards encourage students to interpret texts through the lens of the target culture.

As students present information, ideas and opinions, they learn to use the grammatical and mechanical aspects of the language with increasing accuracy. Opportunities to practice using the language in controlled situations should give way to occasions for creative construction with the language to develop both accuracy and fluency.

The following terms and definitions are used in this document:

Standard: An overarching theme or goal in foreign language. The standard statement describes, in broad terms, what students should know and be able to do as a result of a kindergarten through 12th-grade program.

Benchmark: A specific statement of what students should know and be able to do at a specific time in their schooling. Benchmarks measure students' progress toward meeting the standard. Benchmarks fall at the end of grades four, eight and 12 for the foreign language standards.

Grade-Level Indicator: A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks. The suggestions provided in the parentheses of the indicators are meant to serve as examples, not required content/skills. A variety of languages appear in the examples to stimulate thinking about possible content. Foreign terms are not defined in the glossary.

It is necessary to read the benchmarks and grade-level indicators at each grade band, regardless of where a program begins, in order to understand fully what students are expected to learn throughout a kindergarten through grade 12 program. Guidance on how to adapt the standards to programs that begin at multiple entry points appears in the back matter of this document. Similarly, adjustments in expectations for the classical languages and performance expectations for non-Western languages are explained in the back matter of this document.

The Development of Academic Content Standards

**Joint Council of the
State Board of Education and
the Ohio Board of Regents
Academic Content Standards**

The process for developing Ohio's academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created a Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. The boards began to build a common, long-term agenda for pre-kindergarten through 16 education.

The Joint Council started its work by establishing a set of common expectations describing what all students should know and be able to do upon completion of high school. The initial work established common expectations in six content areas: (1) fine arts; (2) English language arts; (3) foreign languages; (4) mathematics; (5) science; and (6) social studies. These drafts informed Ohio's academic content standards.

The Joint Council assembled advisory groups to assist in completing preliminary planning for the process of drafting Ohio's new academic content standards. This preliminary planning included review of exemplary, world-class standards from the United States and from other countries and the formulation of strategic policy recommendations. The recommendations ensured that the drafting and refining of academic content standards would respect Ohio's history for sharing responsibility for curriculum decisions with Ohio's diverse learning communities.

Writing teams were made up of representatives from all 12 regions served by the Ohio Department of Education's Regional Professional Development Centers and included educators from each grade level, kindergarten through 12, as well as career-technical educators and educators of exceptional children. Ohio's diverse ethnicity, geography, types of school districts and colleges and universities were represented on the writing teams. The writing teams also included parent and business/community representatives. All original members of the common expectations writing team were invited back to join the academic content standards writing teams.

As the writing teams completed major drafts of the academic content standards, these documents were subjected to periods of extensive public engagement and rigorous review. Focus group meetings and electronic feedback via the ODE Web site allowed all stakeholders to express their opinions. The writing team reviewed the feedback and made revisions in response to the issues raised, where applicable. The draft academic content standards presented to the State Board of Education for adoption reflect the

final recommendations of this writing process and include grade-level indicators of progress (kindergarten through 12), benchmarks that will serve as checkpoints at key grade bands, philosophies and guiding assumptions.

Development and Implementation Timeline

Based on Amended Substitute Senate Bill 1

	English Language Arts	Mathematics	Science	Social Studies	Fine Arts Foreign Language Technology
Development					
(1) Assemble Advisory Committee	↓	↓	↓	↓	↓
(2) Identify Writing Team					
(3) Develop Draft Standards and Benchmarks					
(4) Convene Writing Team					
(5) Seek Focused Input					
(6) Engage the Public					
(7) Revise Draft Standards and Benchmarks					
(8) Adoption of Academic Content Standards by the State Board of Education	December 2001	December 2001	December 2002	December 2002	December 2003
Implementation					
(9) Develop Products and Services	↓	↓	↓	↓	↓
(10) Design Curriculum Models					
(11) Present for Public Review					
(12) State Board Review					
(13) Adoption of Curriculum Models by State Board of Education	June 2003	June 2003	June 2004	June 2004	June 2005
(14) Deliver Curriculum Models	September 2003	September 2003	September 2004	September 2004	September 2005

Foreign Language Writing Teams

The Ohio Department of Education wishes to express appreciation and gratitude to the writing teams that contributed expertise and time to the development of Ohio's foreign language academic content standards. Many hours were devoted to thoughtful consideration of issues to ensure that the standards reflect research-based thinking about foreign language teaching and learning. Writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality foreign language education for all Ohio students.

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Ohio's Foreign Language Standards

Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Comparing Ohio's K-12 Foreign Language Academic Content Standards with the National Standards

The Foreign Language Advisory Committee and the Foreign Language Writing Team began their work on Ohio's foreign language academic content standards by examining the national standards and standards from other states. In addition, writers looked at work coming out of the European Council. Ohio's academic content standards drew from all of these documents, the experience of Ohio teachers and other education professionals, and parent and community members.

The national *Standards for Foreign Language Learning* were completed in 1996. The standards include overarching goal statements followed by descriptions of each goal. The 1996 standards also contain progress indicators at grades four, eight and 12. Through the standards collaborative project, language-specific standards and progress indicators were completed for many of the languages offered in the nation's schools in 1999.

Standards development in individual states began in 1995 and continues today. There is such broad consensus around the national standards that most states, including Ohio, rely heavily on the work of the national standards writing committees in drafting their own academic content standards. Writing teams in each state, however, have made the national standards their own through subtle and not so subtle changes. Ohio writers were provided with copies of the national standards and all of the other states' standards that had been adopted to inform their work. Benchmarks or progress indicators from Massachusetts, Nebraska, New Jersey, Texas and Wisconsin were put in a table so that writers could compare content, length, specificity and rigor as they arrived at Ohio's language for the academic content standards.

Ohio Amended Substitute Senate Bill 1 put in motion the mechanism to include kindergarten through grade 12 indicators in the standards document. Neither the national standards nor other states' standards have fleshed out expectations below the benchmark or progress indicator level. The indicators give foreign language specialists concrete, grade-level appropriate ideas of how to work toward the benchmarks at grades four, eight and 12. Examples are embedded in many of the indicators to stimulate thinking about specific content or activities. The contribution of indicators to Ohioans and to the nation at large is a significant one.

In terms of content, Ohio's academic content standards put more emphasis on the writing process and on career exploration and employability skills than the national standards and most other states' standards. In addition, Ohio's document contains specific indicators and benchmarks for negotiation of meaning (communication strategies) and for interpreting texts (listening, viewing and reading strategies). These skills reinforce state-assessed areas of the curriculum and allow students to produce and comprehend a wide range of texts in the foreign language classroom.

The following pages show the close alignment between Ohio's standards for foreign language and the national standards.

Ohio Standards	National Standards
Communication: Communicate in languages other than English Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.	**Communication: Communicate in languages other than English** **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics. **Standard 1.3:** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
Cultures: Gain knowledge and understanding of other cultures Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).	**Cultures: Gain knowledge and understanding of other cultures** **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections: Connect with other disciplines and acquire information Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.	**Connections: Connect with other disciplines and acquire information** **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language. **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

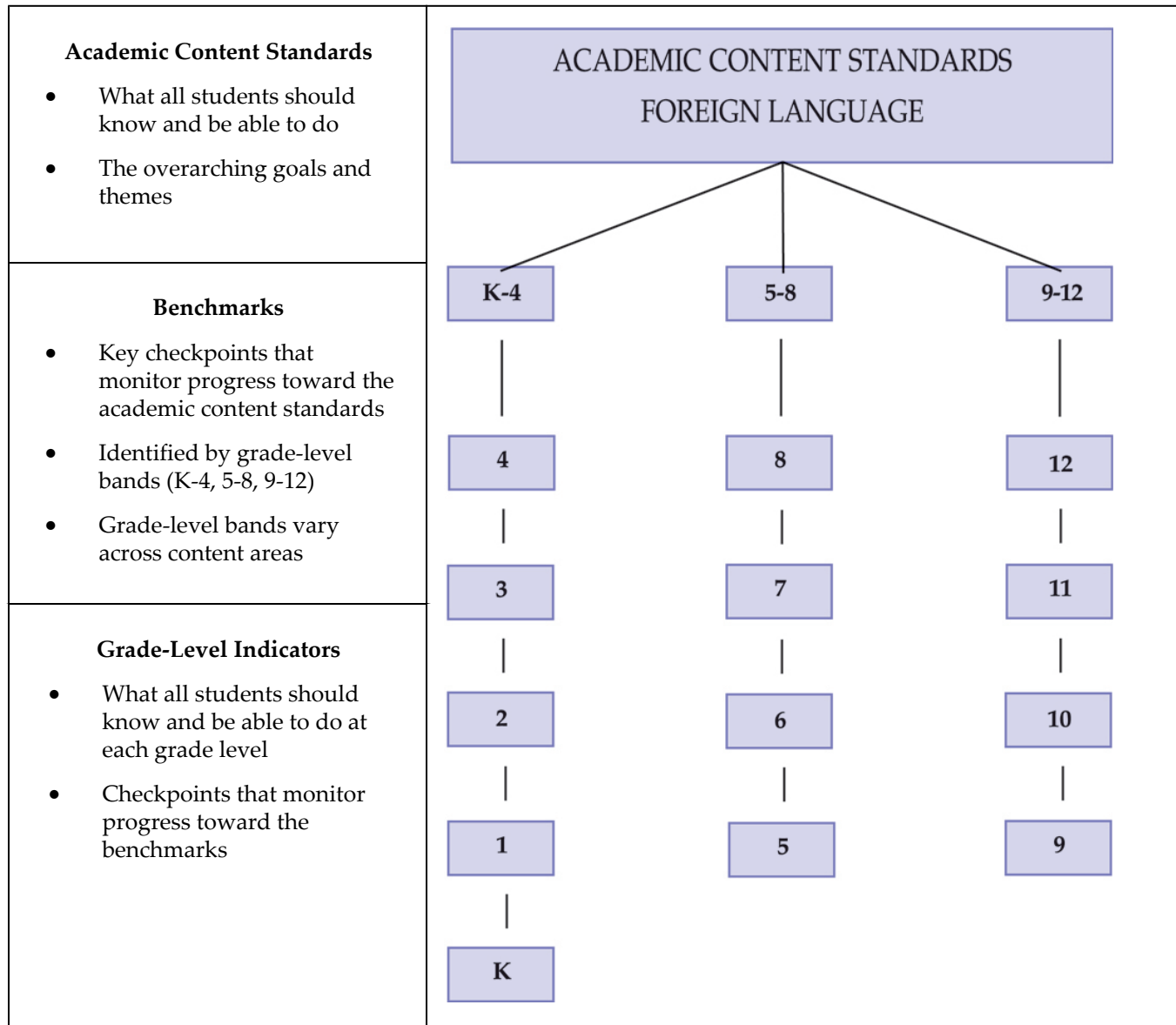| Ohio Standards	National Standards
Comparisons: Develop insight into the nature of language and culture Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).	**Comparisons: Develop insight into the nature of language and culture** **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities: Participate in multilingual communities and cultures at home and around the world Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.	**Communities: Participate in multilingual communities at home and around the world** **Standard 5.1:** Students use the language both within and beyond the school setting. **Standard 5.2:** Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

K-12 Foreign Language

Structure and Format

ACADEMIC CONTENT STANDARDS

Academic Content Standards Framework
Foreign Language K-12

Standards are made up of several component parts. Each part is outlined below:

Academic Content Standards

- What all students should know and be able to do
- The overarching goals and themes

Benchmarks

- Key checkpoints that monitor progress toward the academic content standards
- Identified by grade-level bands (K-4, 5-8, 9-12)
- Grade-level bands vary across content areas

Grade-Level Indicators

- What all students should know and be able to do at each grade level
- Checkpoints that monitor progress toward the benchmarks

ACADEMIC CONTENT STANDARDS
FOREIGN LANGUAGE

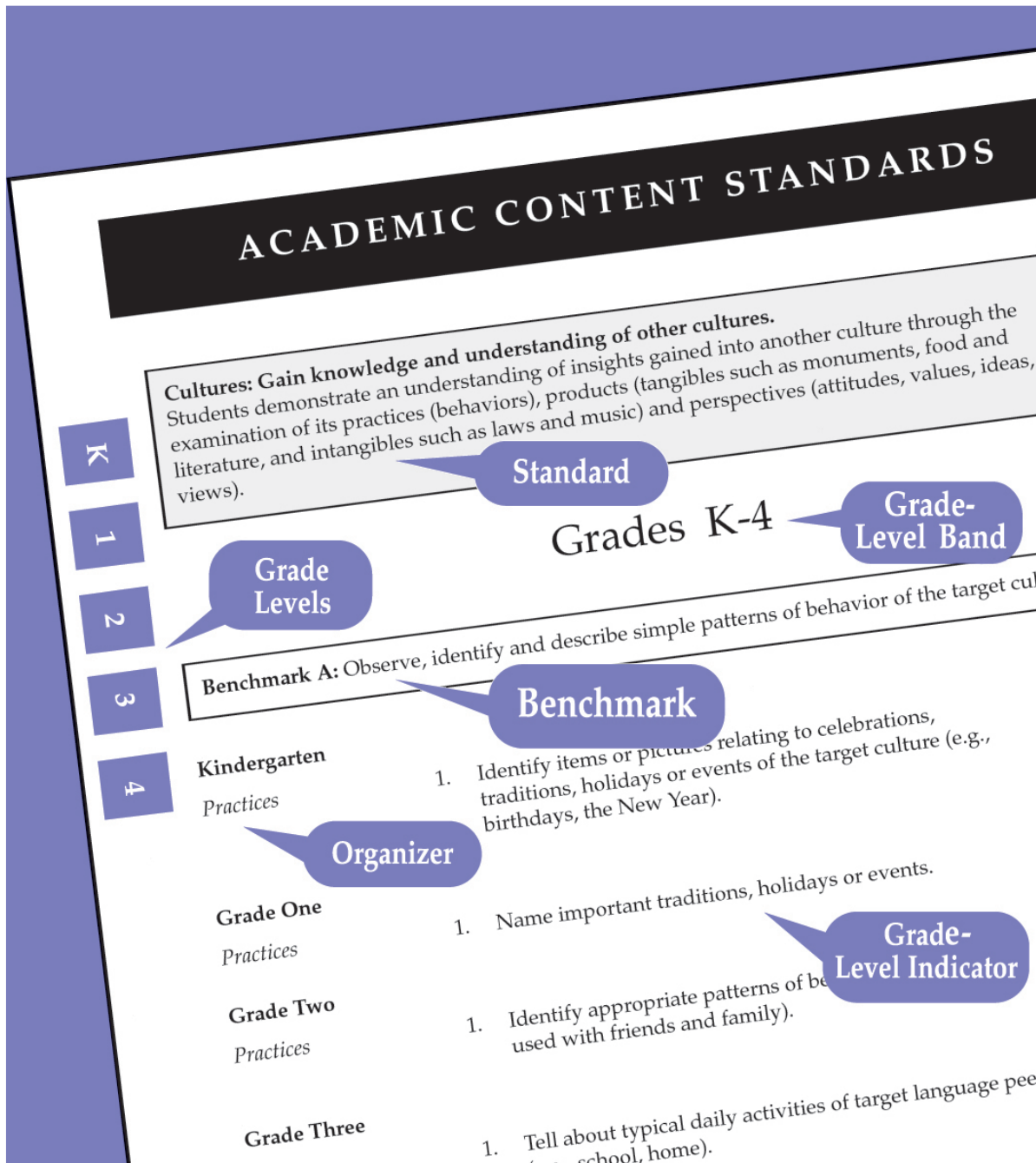| K-4 | 5-8 | 9-12 |
4	8	12
3	7	11
2	6	10
1	5	9
K		

How to Read the Alignment

This section of the document is organized by grade-level bands. Each standard is followed by benchmarks that monitor student progress. Below each benchmark are the supporting indicators for each grade level in the grade band.

How to Read the Benchmarks

The benchmarks are key checkpoints that monitor student progress toward meeting the foreign language standards. Benchmarks are organized in grade-level bands.

Benchmarks

Standard Description

Communities: Participate in multilingual communities and cultures at home and around t
world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students the language, knowledge of cultural influences and skills acquired in the classroom to interpret eve the modern world from multiple perspectives and to increase career options.

Grade-Level Band

d of the 5-8 program:

By the end of the K-4 program:

A. Present information about the target language and culture to others.

B. Perform for a school or community event.

C. Exchange information with people locally or around the world.

D. Use various products and media from the target culture and language for personal enjoyment.

E. Attend, participate in or view target culture events and share with others.

F. Organize and present basic information about various careers, including those that require understanding of another language and culture.

G. Work cooperatively in groups to accomplish a task.

Benchmark

A. ... ation or services to individuals, the school or the communit using knowledge of the target language culture.

B. Perform for a school or community eve

C. Engage in communication with people locally and around the world.

D. Exchange information about, and pers reactions to, various products and me the target culture.

E. Attend, participate in or view target events and describe to others.

F. Identify and present information ab various careers that require underst another language and culture.

G. Prepare and implement tools to fac up projects.

How to Read the Overview

The grade-level indicators represent specific statements of what all students should know and be able to do at each grade level, monitoring progress toward the benchmarks and standards. The indicators in each grade band build toward the benchmarks at the end of the grade band. Each table of the foreign language academic content standards is organized around a keyword that helps define specific indicators and benchmarks related to an important aspect of the standard.

K-12 Foreign Language

Philosophy and Guiding Assumptions

Philosophy and Guiding Assumptions

Ohio's foreign language academic content standards serve as the basis for what all students should know and be able to do in foreign language by the time they graduate from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio's educators with a set of common expectations upon which to base foreign language curricula.

Philosophy of Ohio's Foreign Language Academic Content Standards

The broad learning goals delineated in Ohio's foreign language academic content standards ensure that all students develop linguistic and cultural proficiency to function in a multilingual, multicultural world. A sequential, kindergarten through grade 12 foreign language program that integrates elements of language systems, communicative functions and cultural knowledge:

- Prepares students to use a language in addition to English to communicate appropriately in a pluralistic American society and with the global community;

- Helps students understand and appreciate other cultures' world views, unique ways of living and behavior patterns, as well as their contributions to humankind;

- Equips students to interpret a variety of authentic live, print and technology-based resources to access knowledge related to all content areas;

- Helps students understand the nature of language systems, including their own, and how language and thought are inextricably linked;

- Prepares students to pursue language learning on their own for personal enjoyment and enrichment and to advance career opportunities.

Assumptions for Foreign Language Academic Content Standards

Ohio's foreign language academic standards:

- Align with national and other states' foreign language standards;

- Set high expectations for foreign language proficiency for all students;

- Identify foreign language knowledge and skills needed to succeed in post-secondary programs and to function effectively in multilingual workplaces and communities;

- Incorporate results from research on how students' proficiency develops as they continue through an uninterrupted sequence of language instruction kindergarten through grade 12;

- Encourage active and experiential learning by balancing among structural, meaningful and culturally appropriate aspects of language that enable students to perform real-life tasks;

- Focus on foreign language content knowledge (what students need to know) and skills (what students need to do) in relation to communicating appropriately in a variety of situations about a variety of topics and understanding cultures at home and abroad;

- Focus on important concepts across grade levels through well-articulated benchmarks and grade-level indicators, resulting in a rigorous, increasingly more sophisticated program;

- Incorporate the appropriate use of multimedia technology to facilitate learning for all students;

- Guide the development of fully articulated, district-wide foreign language curricula and instructional programs for kindergarten through grade 12;

- Serve as the basis for all formative (tracking growth and development) and summative (end-of-course) assessments.

Foreign Language for All

The Ohio Department of Education believes that Ohio's academic content standards are for all students. Clearly defined standards delineate what all children, college- and career-bound, should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor students' development. Students, as stakeholders in their own learning, will be capable of tracking their own progress.

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness, shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio's academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities shall have Individualized Education Programs (IEPs) aligned with the standards. Students with disabilities are first and foremost students of the general curriculum, yet they may require specific supports and/or services to progress in the curriculum. These supports and services are not intended to compromise the content standards. Rather, they provide students with disabilities the opportunity to maximize their strengths and to participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities in order to fully develop their intellectual, creative, artistic and academic capabilities or to excel in a specific content area. Again, the point of departure is the standards-based curriculum.

Students with limited English proficiency (LEP) also may need specific supports and adaptive instructional delivery in order to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP needs to take into account the student's level of English language proficiency as well as his or her cultural experiences.

All children deserve adjustments in order to address their individual needs, whether or not they have been designated as learning disabled or gifted. Identifying and nurturing the talents of all students, and strategizing with students to overcome their weaknesses, will enable all children to reach the standards. The Department encourages school districts to align their foreign language programs with the standards to ensure that all of Ohio's students reach their full potential.

K-12 Foreign Language

Alignment of Benchmarks and Indicators by Standard

Communication: Communicate in languages other than English.
Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Grades K-4

Benchmark A: Ask and answer questions and share preferences on familiar topics.

Kindergarten

Interpersonal

1. Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather).

2. Tell about emotions and states (e.g., I'm sad. I'm fine.).

Grade One

Interpersonal

1. Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies).

2. Ask and tell how they are (e.g., How are you? I'm okay.).

Grade Two

Interpersonal

1. Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cuál es tu color favorito? What fruit don't you like?/ Welche Frucht hast du nicht gern?).

Grade Three

Interpersonal

1. Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays).

2. Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).

Grade Four

Interpersonal

1. Ask and answer questions about personal needs and wants (e.g., school supplies, food, health).

Benchmark B: Exchange personal information.

Kindergarten

Interpersonal   3. Exchange greetings.

Grade One

Interpersonal   3. Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes).

Grade Two

Interpersonal   2. Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.

Grade Three

Interpersonal   3. Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail).

Grade Four

Interpersonal   2. Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).

Benchmark C: Request clarification.

Kindergarten

Interpersonal   4. Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is this?).

Grade One

Interpersonal   4. Use memorized expressions to seek clarification (e.g., I don't understand./No entiendo. Again, please/Noch einmal, bitte.).

Grade Two

Interpersonal   3. Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch? Who's the line leader?).

Grade Three

Interpersonal   4. Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?).

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Grade Four

Interpersonal   3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).

Benchmark D: Give and follow a short sequence of instructions.

Kindergarten

Interpersonal   5. Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.).

Grade One

Interpersonal   5. Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Touch your nose and jump three times.).

Grade Two

Interpersonal   4. Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./tīng.).

Grade Three

Interpersonal   5. Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing).

Grade Four

Interpersonal   4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).

Benchmark E: Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.

Kindergarten

Interpretive   6. Respond to simple requests (e.g., Stand up./Levántate. Raise your hand./ Lève la main. Walk./Zou.).

Grade One

Interpretive   6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).

Grade Two

Interpretive

5. Respond to a sequence of requests (e.g., Go to the door and knock three times./Camina a la puerta y toca tres veces.).

6. Read and follow simple directions (e.g., Write your name./Namae o kaite kudasai. Color the flower red./Colorea la flor roja.).

Grade Three

Interpretive

6. Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).

Grade Four

Interpretive

5. Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).

Benchmark F: Identify people and objects based on descriptions.

Kindergarten

Interpretive

7. Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a man. Find an apple.).

8. Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./Me gusta el color rojo. I hate spinach./Horenso wa kirai desu.).

Grade One

Interpretive

7. Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grand homme. Find the red apple./Finde den roten Apfel.).

8. Sort words and phrases into categories (e.g., animals that live on the farm, in the jungle).

Grade Two

Interpretive

7. Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).

Grade Three

Interpretive

7. Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn Diagrams).

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Grade Four

Interpretive　　　　　　　　6. Create and use graphic organizers (e.g., Venn Diagrams, webs).

Benchmark G: Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

Kindergarten

Interpretive　　　　　　　　9. Understand new words from the use of pictures within a text.

Grade One

Interpretive　　　　　　　　9. Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).

Grade Two

Interpretive　　　　　　　　8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).

Grade Three

Interpretive　　　　　　　　8. Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).

Grade Four

Interpretive　　　　　　　　7. Decode the meaning of phrases and sentences from contextual cues.

Benchmark H: Identify the main idea and describe characters and setting in oral, signed or written narratives.

Kindergarten

Interpretive　　　　　　　　10. Sequence illustrations of events in a familiar children's story (e.g., pictures, props).

Grade One

Interpretive　　　　　　　　10. Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw pictures, answer simple questions).

　　　　　　　　　　　　　　11. Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.

Grade Two

Interpretive

9. Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?).

10. Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics).

11. State the main point of a familiar narrative.

Grade Three

Interpretive

9. Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).

Grade Four

Interpretive

8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.

Benchmark I: Dramatize songs, short stories, poetry or activities.

Kindergarten

Presentational

11. Recite short poems/rhymes or sing/sign songs with appropriate body movements.

Grade One

Presentational

12. Role play simple messages (e.g., It's hot./Hace calor. The baby cries./Das Baby weint.).

Grade Two

Presentational

12. Recite a poem or rhyme with body movements.

Grade Three

Presentational

10. Dramatize songs, poetry, short personal stories or dialogues.

Grade Four

Presentational

9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).

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Benchmark J: Tell or retell stories.

Kindergarten

Presentational   12. Draw a picture based on a story.

Grade One

Presentational   13. Retell a story (e.g., sequence pictures, draw favorite scenes).

Grade Two

Presentational   13. Retell or dramatize a poem, rhyme or familiar children's story.

14. Present readings of short, familiar texts containing memorized or highly practiced phrases.

Grade Three

Presentational   11. Share familiar stories with others orally, visually or in writing.

Grade Four

Presentational   10. Write and tell a simple, original story.

Benchmark K: Present information orally, signed or in writing.

Kindergarten

Presentational   13. Name or place labels on common objects/places.

Grade One

Presentational   14. Describe characteristics of pictures to others (e.g., a big yellow bus/un camión grande y amarillo; a red triangle/Hóng sān jiao).

Grade Two

Presentational   15. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

Grade Three

Presentational   12. Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi osito. I don't like spinach./ Horenso wa kirai desu.).

Grade Four

Presentational   11. Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).

Benchmark L: Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

Kindergarten

Presentational   No indicator at this grade level.

Grade One

Presentational   15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.

Grade Two

Presentational   16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.

Grade Three

Presentational   13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.

Grade Four

Presentational   12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).

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Grades 5-8

Benchmark A: Engage in oral, written or signed conversation on familiar topics.

Grade Five

Interpersonal

1. Carry on simple conversations about familiar topics (e.g., family, food, school).

2. Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, letters).

Grade Six

Interpersonal

1. Carry on conversations or interviews about familiar topics (e.g., school rules, sport teams, movies, music).

Grade Seven

Interpersonal

1. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.

Grade Eight

Interpersonal

1. Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).

Benchmark B: Express personal preferences and feelings, and support opinions.

Grade Five

Interpersonal

3. Express feelings, emotions or opinions.

Grade Six

Interpersonal

2. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).

Grade Seven

Interpersonal

2. Express, discuss and support feelings, emotions or opinions about familiar topics.

Grade Eight

Interpersonal

2. Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations).

Communication: Communicate in languages other than English.

Benchmark C: Request and provide clarification.

Grade Five

Interpersonal

4. Ask and answer questions to clarify information (e.g., videos, conversations).

Grade Six

Interpersonal

3. Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.).

Grade Seven

Interpersonal

3. Clarify meaning (e.g., restatement, asking questions).

Grade Eight

Interpersonal

3. Clarify ambiguities (e.g., I meant Paul, not John.).

Benchmark D: Give and follow multistep directions.

Grade Five

Interpersonal

5. Give and follow oral, signed and/or written requests.

Grade Six

Interpersonal

4. Give and follow a short sequence of oral, signed and/or written requests.

Grade Seven

Interpersonal

4. Give and follow a short series of oral, signed and/or written requests.

Grade Eight

Interpersonal

4. Give and follow a series of oral, signed and/or written requests.

Benchmark E: Use culturally appropriate language and gestures in a variety of social settings.

Grade Five

Interpersonal

6. Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).

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Grade Six

Interpersonal 5. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).

Grade Seven

Interpersonal 5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.

Grade Eight

Interpersonal 5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.

Benchmark F: Follow multistep directions.

Grade Five

Interpretive 7. Follow directions for activities (e.g., games, arts and crafts).

Grade Six

Interpretive 6. Respond appropriately to complex directions (e.g., getting to school, completing a craft project).

Grade Seven

Interpretive 6. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).

Grade Eight

Interpretive 6. Respond appropriately to complex directions (e.g., accessing Internet Web sites, solving multistep mathematical problems).

Benchmark G: Derive meaning using aural, visual and contextual clues.

Grade Five

Interpretive 8. Recognize and explain common idiomatic expressions (e.g., Hace frío./ It makes cold. - It's cold.; J'ai faim./I have hunger. - I'm hungry.; Quid agis?/What are you doing? - How are you?).

9. Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).

Grade Six

Interpretive   7. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).

Grade Seven

Interpretive   7. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).

Grade Eight

Interpretive   7. Derive meaning through the use of various clues (e.g., word order, tone, purpose).

Benchmark H: Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media.

Grade Five

Interpretive   10.Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).

Grade Six

Interpretive   8. Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g., print, audio, visual).

Grade Seven

Interpretive   8. Outline information gathered from a nonfiction source (e.g., newspapers, magazines, Web sites, historical texts).

                              9. Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).

Grade Eight

Interpretive   8. Provide a different ending to a story.

                              9. Use information from authentic sources (e.g., primary, secondary) to summarize, make generalizations and draw conclusions.

Benchmark I: Narrate an event, a personal experience or an original story.

Grade Five

Presentational   11.Write or tell about an event or personal experience (e.g., class trip, getting a new pet).

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Grade Six

Presentational   9. Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).

Grade Seven

Presentational   10. Write, tell or dramatize an original story using description, narration and detail.

Grade Eight

Presentational   10. Report on a past or present event (e.g., Caesar's assassination, major school activity).

Benchmark J: Present original work and cultural material.

Grade Five

Presentational   12. Create a simple presentation (e.g., historical skit, song, rap, diorama, report) for a variety of audiences.

                         13. Explain a process to peers (e.g., a game, craft, technique).

Grade Six

Presentational   10. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).

Grade Seven

Presentational   11. Produce and share informal and formal communication (e.g., fliers, posters, videos).

Grade Eight

Presentational   11. Present a simulation of a cultural event (e.g., celebration, holiday).

                         12. Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.

Benchmark K: Apply age-appropriate writing process strategies to publish a document for a range of audiences.

Grade Five

Presentational   14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Grade Six

Presentational 11. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Grade Seven

Presentational 12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Grade Eight

Presentational 13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

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Grades 9-12

Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.

Grade Nine

Interpersonal
1. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).

Grade Ten

Interpersonal
1. Discuss current events and issues (e.g., immigration, environmental concerns).

2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).

Grade Eleven

Interpersonal
1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.

Grade Twelve

Interpersonal
1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.

Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.

Grade Nine

Interpersonal
2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.

Grade Ten

Interpersonal
3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).

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Grade Eleven

Interpersonal

2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).

3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.

Grade Twelve

Interpersonal

2. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.

3. Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.

Benchmark C: Use a wide range of strategies to negotiate meaning.

Grade Nine

Interpersonal

3. Clarify meaning (e.g., paraphrasing, questioning).

Grade Ten

Interpersonal

4. Clarify meaning (e.g., elaboration, questioning).

Grade Eleven

Interpersonal

4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

Grade Twelve

Interpersonal

4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).

Benchmark D: Give and follow a series of complex directions.

Grade Nine

Interpersonal

4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).

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Grade Ten

Interpersonal   5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).

Grade Eleven

Interpersonal   5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).

Grade Twelve

Interpersonal   5. Give and follow complex directions, instructions and requests (filling out job applications, renting an apartment).

Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.

Grade Nine

Interpersonal   5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).

Grade Ten

Interpersonal   6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).

Grade Eleven

Interpersonal   6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).

Grade Twelve

Interpersonal   6. Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation).

Benchmark F: Follow complex oral, signed or written directions and requests.

Grade Nine

Interpretive   6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).

Grade Ten

Interpretive   7. Follow directions, instructions and requests (e.g., using voice mail, travel options).

Grade Eleven

Interpretive   7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).

Grade Twelve

Interpretive   7. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).

Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.

Grade Nine

Interpretive   7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.

Grade Ten

Interpretive   8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.

Grade Eleven

Interpretive   8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.

Grade Twelve

Interpretive   8. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.

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> **Benchmark H:** Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.

Grade Nine

Presentational

8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions.

9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).

Grade Ten

Presentational

9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).

10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).

Grade Eleven

Presentational

9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).

10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).

Grade Twelve

Presentational

9. Present and support an opinion using information from articles, documentaries or historical narratives.

10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).

> **Benchmark I:** Create presentations on a range of original or authentic expressive products.

Grade Nine

Presentational

10. Create and present a narrative (e.g., current events, personal experiences, school happenings).

Grade Ten

Presentational

11. Present an age-appropriate song, story or poem from the target language culture.

Grade Eleven

Presentational

11. Create texts (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the target culture.

12. Perform scenes from literature studied.

Grade Twelve

Presentational

11. Create and present a wide range of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-ROMs).

Benchmark J: Present information and ideas on a range of topics.

Grade Nine

Presentational

11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture.

12. Prepare and deliver a summary of characters and plot in selected pieces of literature.

Grade Ten

Presentational

12. Write and present a speech on a cultural or historic topic, or on a personal experience.

13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).

Grade Eleven

Presentational

13. Debate a current or historical issue (e.g., right to vote, slavery).

Grade Twelve

Presentational

12. Present analyses and personal reactions to authentic written texts.

13. Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.

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ACADEMIC CONTENT STANDARDS

Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.

Grade Nine

Presentational

13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Grade Ten

Presentational

14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Grade Eleven

Presentational

14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Grade Twelve

Presentational

14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).

Communication: Communicate in languages other than English.

Cultures: Gain knowledge and understanding of other cultures.
Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

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Grades K-4

Benchmark A: Observe, identify and describe simple patterns of behavior of the target culture.

Kindergarten

Practices

1. Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays, the New Year).

Grade One

Practices

1. Name important traditions, holidays or events.

Grade Two

Practices

1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).

Grade Three

Practices

1. Tell about typical daily activities of target language peers (e.g., school, home).

Grade Four

Practices

1. Describe daily routines of target language peers learned through media or technology.

2. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).

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Benchmark B: Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

Kindergarten

Practices

2. Sing/sign songs, play games and celebrate events from the target culture.

3. Imitate classroom gestures and courtesy expressions commonly used in the target culture (e.g., greet teacher, wave goodbye, say thank you).

Grade One

Practices

2. Sing/sign songs, play games and celebrate events from the target culture.

3. Observe and imitate appropriate patterns of behavior (e.g., gestures used with friends and family) of the target culture.

Grade Two

Practices

2. Use appropriate gestures with target language expressions (e.g., asking permission, passing out materials, etiquette, greetings and leave taking).

3. Sing/sign songs, play games and celebrate events from the target culture.

Grade Three

Practices

2. Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends and family) of the target culture.

3. Sing/sign songs, play games and celebrate events from the target culture.

4. Demonstrate formal and informal manners of communication.

Grade Four

Practices

3. Participate in cultural activities (e.g., games, songs, holiday celebrations).

Benchmark C: Observe, identify, describe and reproduce objects, images and symbols of the target culture.

Kindergarten

Products

4. Identify items from the target culture (e.g., clothing, foods, toys, origami, God's eye).

5. Make or imitate simple culture items (e.g., flag, song).

Grade One

Products

4. List examples of cultural items (e.g., food, clothing, toys).

5. Imitate musical patterns and identify musical instruments from the target culture (e.g., salsa rhythms, zither).

Grade Two

Products

4. Make a tangible cultural product (e.g., a craft, toy, food, flag).

5. Identify characteristics of cultural items (e.g., toys, clothing, foods).

6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).

Grade Three

Products

5. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).

6. Discuss and reproduce a product from the target culture (e.g., flags, foods, monuments).

Grade Four

Products

4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings).

5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children's literature, types of artwork, dances).

Benchmark D: Identify distinctive contributions made by people in the target culture.

Kindergarten

Products

6. Identify some major contributions from the target culture (e.g., food, sports, music).

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Grade One

Products   6. Identify some major contributions from the target culture (e.g., food, sports, music).

Grade Two

Products   7. Identify some major contributions from the target culture (e.g., food, sports, music).

Grade Three

Products   7. Identify some major contributions from the target culture (e.g., in science, medicine, fashion).

Grade Four

Products   6. Identify contributions of people from the target culture (e.g., explorers, musicians, scientists).

Grades 5-8

Benchmark A: Investigate, discuss and report on practices and perspectives of the target culture.

Grade Five

Practices
1. Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, holiday celebrations).

Grade Six

Practices
1. Discuss social conventions of the target culture (e.g., shopping, after-school activities, family, friendships).
2. Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek kissing, personal space).

Grade Seven

Practices
1. Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles).

Grade Eight

Practices
1. Observe, identify and discuss behavior patterns of the target culture peer group.
2. Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of the ancient Roman Empire).

Benchmark B: Participate in and discuss age-appropriate cultural practices.

Grade Five

Practices
2. Perform age-appropriate songs, games, dances and plays.
3. Role play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a deaf person, removing shoes in a house).

Grade Six

Practices
3. Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia).

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Grade Seven

Practices   2. Interact verbally and nonverbally in a variety of situations using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).

Grade Eight

Practices   3. Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).

Benchmark C: Investigate, discuss and report on products and perspectives of the target culture.

Grade Five

Products   4. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).

Grade Six

Products   4. Investigate and report on products of the target culture (e.g., music, traditional clothing, food, art).

5. Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).

Grade Seven

Products   3. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance.

4. Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).

Grade Eight

Products   4. Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, piñatas).

5. Discuss expressive products of the target culture (e.g., art, literature, music, dance).

Benchmark D: Identify significant contributions and historical figures from the target culture.

Grade Five

Products   5. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).

Grade Six

Products 6. Identify and describe well-known contributions of the target culture (e.g., literature, types of governments, religions).

Grade Seven

Products 5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).

Grade Eight

Products 6. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).

Grades 9-12

Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.

Grade Nine

Practices   1. Investigate and report on cultural events (e.g., rites of passage).

Grade Ten

Practices   1. Analyze and discuss behavior patterns of peers in the target culture.

Grade Eleven

Practices   1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).

2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.

Grade Twelve

Practices   1. Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, social classes).

2. Analyze how people in the target culture view the role of the United States in the world.

3. Recognize and interpret elements of humor and satire in the target language and culture.

4. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).

Benchmark B: Participate in and discuss a wide variety of cultural practices.

Grade Nine

Practices   2. Participate in age-appropriate cultural practices (e.g., music, dance, drama).

3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).

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Cultures: Gain knowledge and understanding of other cultures.

Grade Ten

Practices

2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact).

3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).

Grade Eleven

Practices

3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).

Grade Twelve

Practices

5. Identify and simulate regionalisms of the target culture (e.g., dress/costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).

Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.

Grade Nine

Products

4. Identify and explain cultural and literary elements of a variety of texts.

5. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guyabera—Mexican short sleeved man's shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).

Grade Ten

Products

4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).

Grade Eleven

Products

4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).

5. Examine media from the target culture to determine social, political and economic trends.

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Grade Twelve

Products

6. Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time.

7. Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro, limited versus universal suffrage).

8. Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.

Benchmark D: Analyze, discuss and report on significant contributions from the target culture.

Grade Nine

Products

6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture.

7. Discuss the contributions of famous people from the target culture.

Grade Ten

Products

5. Explain the contributions of the target culture in literature and the fine arts.

6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).

Grade Eleven

Products

6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.

Grade Twelve

Products

9. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).

Cultures: Gain knowledge and understanding of other cultures.

ACADEMIC CONTENT STANDARDS

Connections: Connect with other disciplines and acquire information.
Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Grades K-4

Benchmark A: Describe concepts and use skills from across disciplines.

Kindergarten

Integrated Studies

1. Use numbers to count (1-31), add (1-9) and tell the date.

2. Describe the weather and seasons.

3. Sort objects according to attributes (e.g., color, shape, length, size).

4. Identify units of time (e.g., days of the week, months).

5. Name and demonstrate the relative position of objects (e.g., over, under, inside, outside).

Grade One

Integrated Studies

1. Identify simple land forms.

2. Identify common animals in students' own and the target culture.

3. Categorize foods into groups (e.g., fruits, vegetables, grains, meat).

4. Count forward to 100.

5. Identify elements (e.g., shape, color) in their own and others' artwork.

Grade Two

Integrated Studies

1. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time).

2. Locate target language country/countries on the globe or world map, using a visual or oral cue.

3. Retell a story by charting or graphing important elements, with teacher assistance.

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Grade Three

Integrated Studies

1. Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets).

2. Name and locate on a map the country/countries where the target language is used.

3. Play an instrument or produce an art/craft of the target culture.

Grade Four

Integrated Studies

1. Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the target language.

2. Use skills (e.g., classifying, labeling, organizing data) in the target language.

3. Use target language resources (e.g., community speakers, technology) to reinforce topics.

4. Read and interpret pictographs, bar graphs, line graphs, tables or timelines.

5. Compare different responses (e.g., parent's, peer's, teacher's, artist's) to the same work of art.

Benchmark B: Identify viewpoints of the target culture through authentic sources and expressive products.

Kindergarten

New Viewpoints

6. Repeat names of characters and artifacts in a simple folktale or story using pictures and objects.

7. Name objects from the target culture (e.g., simple musical instruments, toys, games, food items) cued by visuals or the objects themselves.

Grade One

New Viewpoints

6. Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals.

7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).

Grade Two

New Viewpoints

4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts.

5. Listen to music from the target culture and name the instruments used.

6. Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.

Grade Three

New Viewpoints

4. Explore and discuss topics contained in popular media to gain perspectives about the target culture (e.g., songs, fashion, food, history).

5. Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops).

6. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).

Grade Four

New Viewpoints

6. Use information from target language sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures.

7. Read, listen to and identify elements in works of children's literature (e.g., characters, setting, plot).

Grades 5-8

Benchmark A: Investigate and report on concepts from across disciplines.

Grade Five

Integrated Studies

1. Gather, organize and present information (e.g., historical, geographical) on selected target language countries or communities.

2. Create, label and describe a map (e.g., physical, political, economic) of selected target language countries or communities.

3. Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural).

Grade Six

Integrated Studies

1. Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre).

2. Identify locations using map skills (e.g., longitude, latitude).

3. Compare time zones across various communities or countries.

4. Identify similarities and differences in the styles of artists from various world cultures.

Grade Seven

Integrated Studies

1. Identify and/or demonstrate styles of authentic music or dance.

2. Convert U.S. units of measurement to the measurement system of the target culture.

3. Research and discuss health issues of adolescents in the target culture.

4. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music).

5. Investigate and share findings on how geography and climate influence the lives of people in the target culture.

Grade Eight

Integrated Studies

1. Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment).

2. Investigate and report on artwork and artists of the target culture.

3. Use knowledge of the target language to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).

> **Benchmark B:** Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.

Grade Five

New Viewpoints

4. Communicate with an e-pal, phone pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere).

5. Use predetermined questions to interview a target language speaker for information and viewpoints to complete a project.

Grade Six

New Viewpoints

5. Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the target culture.

6. Gather, organize and present information and viewpoints related to selected target language countries and communities using age-appropriate sources.

Grade Seven

New Viewpoints

6. Summarize coverage of a current event from a target language news source.

7. Interview a target language speaker to obtain information for a project in another discipline.

Grade Eight

New Viewpoints

4. Use target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).

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ACADEMIC CONTENT STANDARDS

Grades 9-12

Benchmark A: Investigate, analyze and present concepts from across disciplines.

Grade Nine

Integrated Studies

1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena).

2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms).

Grade Ten

Integrated Studies

1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems).

2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).

Grade Eleven

Integrated Studies

1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).

2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).

3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).

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Connections: Connect with other disciplines and acquire information.

Grade Twelve

Integrated Studies

1. Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the students' own culture and the target culture (e.g., the Great Depression, World War II, political revolution).

2. Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns).

3. Acquire and analyze information from a variety of authentic target language resources to complete projects in other disciplines (e.g., reference "Le Monde" for information on French political election, reference Livy for report on the history of Rome).

4. Combine information from other disciplines with information from authentic target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, ecosystems).

Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

Grade Nine

New Viewpoints

3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies).

4. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.

Grade Ten

New Viewpoints

3. Examine how cultural institutions have changed over time (e.g., family, education, government).

4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.

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Grade Eleven

New Viewpoints

4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.

5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.

6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

Grade Twelve

New Viewpoints

5. Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from the perspective of diverse groups.

6. Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.

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Comparisons: Develop insight into the nature of language and culture.
Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

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Grades K-4

Benchmark A: Identify and describe linguistic structures and writing systems of the target language and English.

Kindergarten

Linguistic Comparisons

1. Distinguish between sounds of the target language and English.

2. Imitate sounds of the target language.

Grade One

Linguistic Comparisons

1. Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system - right to left/left to right).

Grade Two

Linguistic Comparisons

1. Identify and describe the sound-symbol associations of English and the target language (e.g., Spanish versus English "rosa;" Latin hard "c" and "g" sounds).

Grade Three

Linguistic Comparisons

1. Compare sound-symbol combinations of English and the target language (e.g., French "eau;" Latin "qu;" Japanese "i" sounds like English "ee").

Grade Four

Linguistic Comparisons

1. Identify and describe writing systems of the target language and English (e.g., characters, directionality).

Benchmark B: Recognize that linguistic structures carry meaning and vary across languages.

Kindergarten

Linguistic Comparisons

3. Imitate formal and informal language (e.g., vous/tu, Sie/du).

Grade One

Linguistic Comparisons   2. Identify formal and informal language (e.g., usted/tú nin/ni).

Grade Two

Linguistic Comparisons   2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles).

Grade Three

Linguistic Comparisons   2. Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J'aime danser; hanbaagaa; tofu; aus-, be-, vers-, wider - + sprechen; -ion suffix for feminine words).

3. Identify placement of elements in the target language and English (e.g., adjective follows noun in Latin: villa Romana; verb precedes subject in Spanish quesitons: ¿Adónde van los niños?; object comes before verb in Japanese sentences; ma to form questions in Chinese; declensions).

4. Identify levels of formal and informal language (e.g., pronouns, verb endings, courtesy expressions).

Grade Four

Linguistic Comparisons   2. Identify idiomatic expressions (e.g., tener hambre, il fait froid) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems).

3. Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object: Mater filiae dabat, victor hostem vincit; Il y a un restaurant dans la rue Charlemagne; Watashi wa ringo o tabemasu) from oral, signed or written texts to drive meaning.

4. Differentiate formal and informal language in a variety of situations.

Benchmark C: Identify and describe patterns of behavior in various cultural settings.

Kindergarten

Cultural Comparisons   4. Identify common names and naming practices between the target culture and students' own culture (e.g., how to address the teacher, patronymics).

Grade One

Cultural Comparisons   3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).

Grade Two

Cultural Comparisons   3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).

Grade Three

Cultural Comparisons   5. Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).

Grade Four

Cultural Comparisons   5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).

Benchmark D: Identify and describe products of the target culture and students' own culture.

Kindergarten

Cultural Comparisons   5. Sort items into categories related to the target culture and students' own culture (e.g., clothing, flags).

Grade One

Cultural Comparisons   4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).

Grade Two

Cultural Comparisons   4. Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies, toys).

5. Compare means of measurement, currency and time in the target culture and students' own culture (e.g., inches versus centimeters, pesos, yen, Euro versus dollars, 24-hour time, U.S. versus Chinese calendar).

Grade Three

Cultural Comparisons   6. Identify similarities and differences between basic products of students' own culture and the target culture (e.g., food, shelter, transportation).

7. Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of the target culture and students' own culture.

Grade Four

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Cultural Comparisons

6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.

Grades 5-8

Benchmark A: Identify and discuss linguistic structures of the target language and English.

Grade Five

Linguistic Comparisons

1. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).

Grade Six

Linguistic Comparisons

1. Identify word roots to determine word meanings.

Grade Seven

Linguistic Comparisons

1. Identify prefixes and suffixes to determine word meanings.

Grade Eight

Linguistic Comparisons

1. Identify and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions: magna cum laude=with great praise) to improve language skills.

Benchmark B: Compare and contrast how linguistic structures carry meaning and vary across languages.

Grade Five

Linguistic Comparisons

2. Compare and contrast writing conventions of the target language and English (e.g., possession, capitalization, directionality, punctuation).

Grade Six

Linguistic Comparisons

2. Compare and contrast corresponding idiomatic expressions in English and the target language (e.g., English - pulling your leg/Spanish - tomar el pelo; English - from head to toe/Chinese - cóng tóu dao jiao; English - How are you?/ Latin - quid agis?).

Grade Seven

Linguistic Comparisons

2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.

Grade Eight

Linguistic Comparisons
2. Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., darse cuenta/to realize - to give yourself an account; hito no ashi o hipparu/you're interrupting - people are pulling on my leg; ab ovo usque ad mala - from beginning to end;Tout est bien qui finit bien./All's well that ends well).

3. Compare and contrast target language writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).

Benchmark C: Compare and contrast practices and perspectives of the target culture and students' own culture.

Grade Five

Cultural Comparisons
3. Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).

Grade Six

Cultural Comparisons
3. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports).

4. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veilings, bulla dedications, quinceañera, weddings, Bastille Day, Cerealia).

Grade Seven

Cultural Comparisons
3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).

Grade Eight

Cultural Comparisons
4. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).

Benchmark D: Compare and contrast products and perspectives of the target culture and students' own culture.

Grade Five

Cultural Comparisons

4. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture.

Grade Six

Cultural Comparisons

5. Compare and contrast products related to cultural practices (e.g., veils, fireworks, announcements in the newspaper, toga virilis/toga of manhood) in the target culture and students' own culture.

Grade Seven

Cultural Comparisons

4. Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).

Grade Eight

Cultural Comparisons

5. Compare and contrast themes and characters in age-appropriate literature from the target culture and students' own culture.

6. Compare and contrast similarities and differences between the political system of the target culture, other cultures and the students' own culture.

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Grades 9-12

> **Benchmark A:** Analyze and discuss linguistic structures and conventions of the target language and English.

Grade Nine

Linguistic Comparisons

1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).

Grade Ten

Linguistic Comparisons

1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).

Grade Eleven

Linguistic Comparisons

1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).

Grade Twelve

Linguistic Comparisons

1. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).

> **Benchmark B:** Analyze and explain how the target language and English express meaning through variations in style.

Grade Nine

Linguistic Comparisons

2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).

Grade Ten

Lilnguistic Comparisons

2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep. =Let's get back to work).

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Grade Eleven

Linguistic Comparisons

2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).

Grade Twelve

Linguistic Comparisons

2. Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day, waiting for Godot, Murasaki Shikibu, Don Juan).

Benchmark C: Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.

Grade Nine

Cultural Comparisons

3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities).

4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter).

5. Analyze how the same current issue is covered in the media of the target culture and students' own culture.

6. Compare and contrast age-appropriate literary works (e.g., popular literature) from the target culture and students' own culture.

Grade Ten

Cultural Comparisons

3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture.

4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.

Grade Eleven

Cultural Comparisons

3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).

4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).

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Comparisons: Develop insight into the nature of language and culture.   73

Grade Twelve

Cultural Comparisons

3. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the target culture with similar information about the U.S.

4. Analyze how the media presents political or historical events in the target culture and in the students' own culture.

Benchmark D: Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

Grade Nine

Concept of Culture

7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).

Grade Ten

Concept of Culture

5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.

Grade Eleven

Concept of Culture

5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).

Grade Twelve

Concept of Culture

5. Analyze unique differences between the target culture and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils).

6. Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

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Communities: Participate in multilingual communities and cultures at home and around the world. Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

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Grades K-4

Benchmark A: Present information about the target language and culture to others.

Kindergarten

Outreach   1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

Grade One

Outreach   1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).

Grade Two

Outreach   1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).

Grade Three

Outreach   1. Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).

Grade Four

Outreach   1. Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays).

                                        2. Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with target culture) and present to others (e.g., student-made brochures, videos, slide show presentations).

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> **Benchmark B:** Perform for a school or community event.

Kindergarten

Outreach 2. Perform simple songs for classroom, school or community events.

Grade One

Outreach 2. Perform songs and rhymes for classroom, school or community events.

Grade Two

Outreach 2. Perform songs, poetry and stories for classroom, school or community events.

Grade Three

Outreach 2. Perform songs, poetry, stories, skits or plays for classroom, school or community events.

Grade Four

Outreach 3. Perform songs, poetry, stories, skits or plays for classroom, school or community events.

> **Benchmark C:** Exchange information with people locally or around the world.

Kindergarten

Outreach 3. Interact with target language speakers (e.g., greetings, games, songs).

Grade One

Outreach 3. Share personal information with target language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).

Grade Two

Outreach 3. Write a teacher-guided group letter to an e-pal or pen pal.

Grade Three

Outreach 3. Exchange letters or class videos with others.

Grade Four

Outreach 4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).

Benchmark D: Use various products and media from the target culture and language for personal enjoyment.

Kindergarten

Enjoyment and Enrichment

4. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture from a variety of sources (e.g., audio tapes, videos, guest speakers, older students).

5. Play age-appropriate games from the target culture (e.g., Jon Ken Pon—Rock-Paper-Scissors; Víbora de la Mar—London Bridge; Am stram gram).

Grade One

Enjoyment and Enrichment

4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture.

5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports).

6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.

Grade Two

Enjoyment and Enrichment

4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).

5. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.

Grade Three

Enjoyment and Enrichment

4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).

Grade Four

Enjoyment and Enrichment

5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.

Communities: Participate in multilingual communities and cultures at home and around the world.

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ACADEMIC CONTENT STANDARDS

Benchmark E: Attend, participate in or view target culture events and share with others.

Kindergarten

Enjoyment and Enrichment

6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.

Grade One

Enjoyment and Enrichment

7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.

Grade Two

Enjoyment and Enrichment

6. Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.

Grade Three

Enjoyment and Enrichment

5. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.

Grade Four

Enjoyment and Enrichment

6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) and share with others.

Benchmark F: Organize and present basic information about various careers, including those that require understanding of another language and culture.

Kindergarten

Career Exploration and Skills

7. Sort community professions and associated items (e.g., tools, colors, symbols, dress) into career categories.

Grade One

Career Exploration and Skills

8. Name community professions (e.g., fire safety officers, police officers, teachers, doctors), and identify items (e.g., tools, colors, symbols, dress) associated with those professions.

Communities: Participate in multilingual communities and cultures at home and around the world.

Grade Two

Career Exploration and Skills

7. Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors).

8. Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TVs, fax machines).

Grade Three

Career Exploration and Skills

6. Identify careers of interest to students using media from the target culture and students' own culture.

Grade Four

Career Exploration and Skills

7. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).

Benchmark G: Work cooperatively in groups to accomplish a task.

Kindergarten

Career Exploration and Skills

8. Practice taking turns and effective use of materials (e.g., listening during show-and-tell, then speaking; sharing a basket of crayons).

Grade One

Career Exploration and Skills

9. Share materials and collaborate to complete a short task (e.g., distributing markers so that each group member may add an item to a poster).

Grade Two

Career Exploration and Skills

9. Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).

Grade Three

Career Exploration and Skills

7. Work in small groups to make a cultural product.

8. Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).

Grade Four

Career Exploration and Skills

8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).

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Communities: Participate in multilingual communities and cultures at home and around the world.

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Grades 5-8

Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

Grade Five

Outreach
1. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).

Grade Six

Outreach
1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).

Grade Seven

Outreach
1. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts).

2. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).

Grade Eight

Outreach
1. Gather information and opinions from target culture sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others.

2. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology).

Benchmark B: Perform for a school or community event.

Grade Five

Outreach
2. Perform for, or participate in, school and community celebrations of the target culture.

Grade Six

Outreach
2. Perform for, or participate in, school and community celebrations of the target culture.

Communities: Participate in multilingual communities and cultures at home and around the world.

Grade Seven

Outreach   3. Perform for, or participate in, school and community celebrations of the target culture.

Grade Eight

Outreach   3. Perform for, or participate in, school and community celebrations of the target culture.

Benchmark C: Engage in communication with people locally and around the world.

Grade Five

Outreach   3. Interact with guest speakers from, or familiar with, the target culture.

                                     4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video, speeches).

Grade Six

Outreach   3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).

Grade Seven

Outreach   4. Communicate with e-pals or pen pals about topics of personal and/or community interest.

Grade Eight

Outreach   4. Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the target culture to discuss perspectives on familiar topics.

Benchmark D: Exchange information about, and personal reactions to, various products and media of the target culture.

Grade Five

Enjoyment and Enrichment   5. Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.

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Grade Six

Enjoyment and Enrichment

4. Play sports or games from the target culture.

5. Listen to and discuss music, sing songs or play musical instruments from the target culture.

6. Read short narratives or poems and share with others.

Grade Seven

Enjoyment and Enrichment

5. Play sports or games from the target culture.

6. Listen to and discuss music, sing songs or play musical instruments from the target culture.

7. Read short narratives or poems and share with others.

Grade Eight

Enjoyment and Enrichment

5. Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest with others.

6. Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.

Benchmark E: Attend, participate in or view target culture events and describe to others.

Grade Five

Enjoyment and Enrichment

6. Attend, or view via media, target culture events (e.g., celebrations, fairs, festivals, exhibitions) and describe to others.

Grade Six

Enjoyment and Enrichment

7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.

Grade Seven

Enjoyment and Enrichment

8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

Grade Eight

Enrichment and Enjoyment

7. Participate in target culture activities (e.g., weddings, family events) and describe to others.

ACADEMIC CONTENT STANDARDS

Benchmark F: Identify and present information about various careers that require understanding of another language and culture.

Grade Five

Career Exploration and Skills

7. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field).

8. Identify skills needed for success in the workplace in addition to proficiency in a second language.

Grade Six

Career Exploration and Skills

8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful.

9. Explain how understanding other languages and cultures promotes successful business and work relationships.

10. Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).

Grade Seven

Career Exploration and Skills

9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers.

10. Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of cultures.

11. Identify career interests and abilities and evaluate career choices.

Grade Eight

Career Exploration and Skills

8. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology).

9. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production).

10. Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/import; Sister Cities International).

Benchmark G: Prepare and implement tools to facilitate group projects.

Grade Five

Career Exploration and Skills

9. Create and implement a schedule/task list for a project.

Communities: Participate in multilingual communities and cultures at home and around the world.

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Grade Six

Career Exploration and Skills

11. Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a given topic (e.g., geography and its influence on a given culture).

Grade Seven

Career Exploration and Skills

12. Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., purchase a wardrobe for a planned trip based on climate, activities, budget, culture).

Grade Eight

Career Exploration and Skills

11. Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally authentic, nutritious meal based on food guides and budget).

Communities: Participate in multilingual communities and cultures at home and around the world.

Grades 9-12

Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.

Grade Nine

Outreach

1. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts).

2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).

Grade Ten

Outreach

1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest).

2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).

Grade Eleven

Outreach

1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).

Grade Twelve

Outreach

1. Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages, hosting an international dinner).

Benchmark B: Perform original or authentic works for a school or community event.

Grade Nine

Outreach

3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

Grade Ten

Outreach

3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

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Communities: Participate in multilingual communities and cultures at home and around the world.

Grade Eleven

Outreach

2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

Grade Twelve

Outreach

2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).

3. Present original written and illustrated stories to others.

Benchmark C: Sustain communication with people locally and around the world.

Grade Nine

Outreach

4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.

Grade Ten

Outreach

4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.

Grade Eleven

Outreach

3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.

Grade Twelve

Outreach

4. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues and problems of mutual concern.

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Communities: Participate in multilingual communities and cultures at home and around the world.

Benchmark D: Report information about and personal reactions to various products, media and services of the target culture.

Grade Nine

Enjoyment and Enrichment

5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate).

6. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary).

7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others.

Grade Ten

Enjoyment and Enrichment

5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay).

6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others.

7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.

Grade Eleven

Enjoyment and Enrichment

4. Explore the opportunity to host individuals from a target language country and report findings to others.

5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.

6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.

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Communities: Participate in multilingual communities and cultures at home and around the world.

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Grade Twelve

Enjoyment and Enrichment

5. Explore opportunities to live, travel or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, government agencies).

6. Report on interactions (e.g., teleconferencing, face-to-face meeting, instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations).

7. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet).

8. Contact target culture organizations (e.g., business alliances, universities, service organizations) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to others.

Benchmark E: Attend, participate in or view target culture events and describe to others.

Grade Nine

Enjoyment and Enrichment

8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

Grade Ten

Enjoyment and Enrichment

8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

Grade Eleven

Enjoyment and Enrichment

7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.

Grade Twelve

Enjoyment and Enrichment

9. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.

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Communities: Participate in multilingual communities and cultures at home and around the world.

Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.

Grade Nine

Career Exploration and Skills

9. Explore and obtain information about careers that require linguistic and cultural proficiency.

10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.

Grade Ten

Career Exploration and Skills

9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture.

10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).

Grade Eleven

Career Exploration and Skills

8. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.

9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.

Grade Twelve

Career Exploration and Skills

10. Participate in a mock job interview for a position in which proficiency in the target language is an asset.

11. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.

Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.

Grade Nine

Career Exploration and Skills

11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).

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Communities: Participate in multilingual communities and cultures at home and around the world.

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Grade Ten

Career Exploration and Skills

11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).

Grade Eleven

Career Exploration and Skills

10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).

Grade Twelve

Career Exploration and Skills

12. Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.

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Communities: Participate in multilingual communities and cultures at home and around the world.

K-12 Foreign Language

Grade Band Overview by Standard and Organizer

Foreign Language

<u>Content Standard</u>: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

<u>Grade Band</u>: K-4 <u>Organizer</u>: Interpersonal

Students will: *Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Answer simple questions about personal information and other familiar topics (e.g., name, age, favorite color, birthday month, day of the week, weather). 2. Tell about emotions and states (e.g., I'm sad. I'm fine.).	1. Ask and answer simple questions about personal information and other familiar topics (e.g., family members, weather, today's date, pets, school supplies). 2. Ask and tell how they are (e.g., How are you? I'm okay.).	1. Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/ ¿Cuál es tu color favorito? What fruit don't you like?/ Welche Frucht hast du nicht gern?).	1. Exchange information by asking and answering questions (e.g., weather, common occupations, family members, ages, birthdays). 2. Share likes/dislikes and simple preferences in everyday situations (e.g., favorites, hobbies, school).	1. Ask and answer questions about personal needs and wants (e.g., school supplies, food, health).	A. Ask and answer questions and share preferences on familiar topics.
3. Exchange greetings.	3. Copy and exchange simple messages (e.g., holiday greetings, thank-you notes, birthday wishes).	2. Exchange simple messages (e.g., telephone conversations, thank-you notes) following a model.	3. Exchange brief, guided messages with friends (e.g., introductions, postcards, e-mail).	2. Exchange information about personal interests (e.g., likes, dislikes, what they are doing, what they are planning to do).	B. Exchange personal information.
4. Respond to questions seeking clarification (e.g., Do you want red or blue? Do you understand? What is this?).	4. Use memorized expressions to seek clarification (e.g., I don't understand./No entiendo. Again, please/ Noch einmal, bitte.).	3. Ask questions for clarification about daily activities and classroom routines (e.g., What's for lunch? Who's the line leader?).	4. Ask questions to clarify instructions (e.g., What do I do first? May I use a pen?).	3. Ask questions to clarify information (e.g., ask questions about a story, video, demonstration).	C. Request clarification.
5. Follow simple classroom instructions (e.g., Sit down. Be quiet. Go to the board.).	5. Repeat and follow a simple sequence of instructions (e.g., Take out a sheet of paper and write your name. Touch your nose and jump three times.).	4. Make simple requests for peers to follow (e.g., Stand up./Tatte kudasai. Steh auf. Turn around./Da la vuelta. Listen./tīng.).	5. Give and follow simple instructions in order to participate in age-appropriate classroom and/or cultural activities (e.g., simple cooking, crafts, folk dancing).	4. Give and follow a sequence of instructions (e.g., how to play a game, how to get to a certain place).	D. Give and follow a short sequence of instructions.

Foreign Language

Content Standard: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Grade Band: K-4   Organizer: Interpretive

Students will: *Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
6. Respond to simple requests (e.g., Stand up./Levántate. Raise your hand./Lève la main. Walk./Zou.).	6. Follow simple oral or signed directions (e.g., Bring me the book./Bring mir das Buch. Qing gei wo na ben shu.).	5. Respond to a sequence of requests (e.g., Go to the door and knock three times./ Camina a la puerta y toca tres veces.). 6. Read and follow simple directions (e.g., Write your name./Namae o kaite kudasai. Color the flower red./Colorea la flor roja.).	6. Follow a short series of requests or instructions (e.g., draw a picture, organize materials for a craft, TPR storytelling).	5. Follow a series of requests or instructions (e.g., make a sandwich, follow a treasure hunt map).	E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions.
7. Identify and/or match pictures relating to oral or signed descriptions (e.g., Point to a man. Find an apple.). 8. Arrange objects in a floor or table graph according to likes or dislikes (e.g., I like the color red./Me gusta el color rojo. I hate spinach./Horenso wa kirai desu.).	7. Identify people and objects based on detailed oral or signed descriptions (e.g., Point to a tall man./Montre-moi un grand homme. Find the red apple./Finde den roten Apfel.). 8. Sort words and phrases into categories (e.g., animals that live on the farm, in the jungle).	7. Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).	7. Create and use graphic organizers based on oral and written texts with teacher assistance (e.g., KWL charts, Venn Diagrams).	6. Create and use graphic organizers (e.g., Venn Diagrams, webs).	F. Identify people and objects based on descriptions.
9. Understand new words from the use of pictures within a text.	9. Identify and say alphabet and sound-symbol correspondence (e.g., "b" as in "bateau," "n" as in HET).	8. Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).	8. Identify the meaning of unfamiliar words using decoding skills (e.g., prefixes and suffixes, compounds, knowledge of word families).	7. Decode the meaning of phrases and sentences from contextual cues.	G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.

Foreign Language

<u>Content Standard</u>: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

<u>Grade Band</u>: K-4　　　　　　　　　　　　　　　　　　　　　　<u>Organizer</u>: Interpretive

Students will:　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
10. Sequence illustrations of events in a familiar children's story (e.g., pictures, props).	10. Identify main ideas from oral, visual or written sources (e.g., listen and supply the missing word, draw pictures, answer simple questions). 11. Respond (e.g., raise hand, clap hands) to specific information (e.g., key words, phrases, ideas) in live, signed or recorded stories.	9. Answer simple questions concerning essential elements of a story (e.g., who? what? when? where? how?). 10. Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics). 11. State the main point of a familiar narrative.	9. Identify main ideas, characters or setting of age-appropriate authentic materials (e.g., fairy tales, poems, nonfiction, advertisements).	8. Identify and state the main idea, and describe characters and settings of narratives and media presentations.	H. Identify the main idea and describe characters and setting in oral, signed or written narratives.

Foreign Language

<u>Content Standard</u>: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

<u>Grade Band</u>: K-4   <u>Organizer</u>: Presentational

Students will: ***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
11. Recite short poems/rhymes or sing/sign songs with appropriate body movements.	12. Role play simple messages (e.g., It's hot./Hace calor. The baby cries./Das Baby weint.).	12. Recite a poem or rhyme with body movements.	10. Dramatize songs, poetry, short personal stories or dialogues.	9. Explain an everyday activity to peers through actions and words (e.g., making a sandwich, washing your face).	I. Dramatize songs, short stories, poetry or activities.
12. Draw a picture based on a story.	13. Retell a story (e.g., sequence pictures, draw favorite scenes).	13. Retell or dramatize a poem, rhyme or familiar children's story. 14. Present readings of short, familiar texts containing memorized or highly practiced phrases.	11. Share familiar stories with others orally, visually or in writing.	10. Write and tell a simple, original story.	J. Tell or retell stories.
13. Name or place labels on common objects/places.	14. Describe characteristics of pictures to others (e.g., a big yellow bus/un camión grande y amarillo; a red triangle/Hóng sān jiao).	15. Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.	12. Show and tell likes and dislikes (e.g., I like my teddy bear./Me gusta mi osito. I don't like spinach./ Horenso wa kirai desu.).	11. Write and share lists, phrases and sentences about pictures or everyday topics (e.g., animals, family members, numbers, primary/secondary colors).	K. Present information orally, signed or in writing.
No indicator at this grade level.	15. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to words, phrases and simple sentences.	16. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to a series of simple sentences.	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to short, guided paragraphs on various topics (e.g., family, preferences, favorite colors).	L. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

Foreign Language

Content Standard: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Grade Band: 5-8   Organizer: Interpersonal

Students will: *Benchmarks*

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1. Carry on simple conversations about familiar topics (e.g., family, food, school). 2. Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, letters).	1. Carry on conversations or interviews about familiar topics (e.g., school rules, sport teams, movies, music).	1. Engage in oral, visual or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.	1. Interview others to obtain information about cultural and content-related concepts (e.g., school, traditions, the arts).	A. Engage in oral, written or signed conversation on familiar topics.
3. Express feelings, emotions or opinions.	2. Exchange opinions about familiar topics in written, oral or signed form (e.g., favorite pet, homework).	2. Express, discuss and support feelings, emotions or opinions about familiar topics.	2. Exchange information and support opinions about a given problem (e.g., directions, relationships, school situations).	B. Express personal preferences and feelings, and support opinions.
4. Ask and answer questions to clarify information (e.g., videos, conversations).	3. Clarify meaning through logical sequencing (e.g., First, he opened the door. Then, he came in. Finally, he spoke.).	3. Clarify meaning (e.g., restatement, asking questions).	3. Clarify ambiguities (e.g., I meant Paul, not John.).	C. Request and provide clarification.
5. Give and follow oral, signed and/or written requests.	4. Give and follow a short sequence of oral, signed and/or written requests.	4. Give and follow a short series of oral, signed and/or written requests.	4. Give and follow a series of oral, signed and/or written requests.	D. Give and follow multistep directions.
6. Demonstrate understanding of cultural topics through role play (e.g., family dynamics, historical events, shopping).	5. Use culturally appropriate gestures in everyday social situations (e.g., greetings, farewells, introductions).	5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	5. Use appropriate language and gestures when interacting with peers and adults in a variety of social settings.	E. Use culturally appropriate language and gestures in a variety of social settings.

Foreign Language

<u>Content Standard</u>: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

<u>Grade Band</u>: 5-8   <u>Organizer</u>: Interpretive

Students will: ***Benchmarks***

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
7. Follow directions for activities (e.g., games, arts and crafts).	6. Respond appropriately to complex directions (e.g., getting to school, completing a craft project).	6. Respond appropriately to complex directions (e.g., making accent marks on the computer, completing a report).	6. Respond appropriately to complex directions (e.g., accessing Internet Web sites, solving multistep mathematical problems).	F. Follow multistep directions.
8. Recognize and explain common idiomatic expressions (e.g., Hace frío./It makes cold. - It's cold.; J'ai faim./I have hunger. - I'm hungry.; Quid agis?/What are you doing? - How are you?). 9. Interpret and imitate culturally appropriate nonverbal communication (e.g., gestures, proximity).	7. Interpret culturally appropriate verbal and nonverbal communication (e.g., interjections, gestures, proximity).	7. Derive meaning through the use of various clues (e.g., prefixes, suffixes, root words, cognates, intonation, word order).	7. Derive meaning through the use of various clues (e.g., word order, tone, purpose).	G. Derive meaning using aural, visual and contextual clues.
10. Identify the purpose, main idea, characters, setting and important events in age-appropriate media (e.g., print, visual, audio).	8. Identify the purpose and main idea, and describe characters, setting and important events in age-appropriate media (e.g., print, audio, visual).	8. Outline information gathered from a nonfiction source (e.g., newspapers, magazines, Web sites, historical texts). 9. Predict the outcome of a story from age-appropriate media (e.g., print, audio, visual).	8. Provide a different ending to a story. 9. Use information from authentic sources (e.g., primary, secondary) to summarize, make generalizations and draw conclusions.	H. Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media.

<u>Content Standard</u>: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

<u>Grade Band</u>: 5-8   <u>Organizer</u>: Presentational

Students will: *Benchmarks*

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
11. Write or tell about an event or personal experience (e.g., class trip, getting a new pet).	9. Narrate orally, visually or in writing, with relevant details, an event or personal experience (e.g., special celebrations, family trip).	10. Write, tell or dramatize an original story using description, narration and detail.	10. Report on a past or present event (e.g., Caesar's assassination, major school activity).	I. Narrate an event, a personal experience or an original story.
12. Create a simple presentation (e.g., historical skit, song, rap, diorama, report) for a variety of audiences. 13. Explain a process to peers (e.g., a game, craft, technique).	10. Create and present student-generated works (e.g., skits, songs, poems, stories, reports).	11. Produce and share informal and formal communication (e.g., fliers, posters, videos).	11. Present a simulation of a cultural event (e.g., celebration, holiday). 12. Produce informal and formal written materials (e.g., newsletters, student publications of prose or poetry, Web sites) for specific audiences.	J. Present original work and cultural material.
14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	11. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	12. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.

Foreign Language

Content Standard: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Grade Band: 9-12   Organizer: Interpersonal

Students will: ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1. Exchange information via letters, e-mail/video mail, notes, conversations or interviews on familiar topics (e.g., school events, weekend activities, memorable experiences, family life).	1. Discuss current events and issues (e.g., immigration, environmental concerns). 2. Create, explain and participate in a group activity that requires multiple steps (e.g., game, scavenger hunt, making a craft).	1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.	1. Initiate, sustain and conclude conversations on a wide variety of personal, general knowledge and academic topics.	A. Interact using extended spoken, signed or written communication by providing and obtaining information.
2. Express and compare opinions and preferences about information gathered regarding events, experiences and other school subjects.	3. Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).	2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues). 3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.	2. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues. 3. Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.	B. Express a wide range of feelings and emotions, and discuss and support opinions.
3. Clarify meaning (e.g., paraphrasing, questioning).	4. Clarify meaning (e.g., elaboration, questioning).	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	C. Use a wide range of strategies to negotiate meaning.
4. Give and follow directions, instructions and requests (e.g., installing software, dance steps).	5. Give and follow directions, instructions and requests (e.g., changing a tire, treating an injury).	5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	5. Give and follow complex directions, instructions and requests (filling out job applications, renting an apartment).	D. Give and follow a series of complex directions.

Foreign Language

<u>Content Standard</u>: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

<u>Grade Band</u>: 9-12 <u>Organizer</u>: Interpersonal

Students will: *Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
5. Demonstrate the ability to acquire goods, services or information (e.g., using public transportation, making a hotel reservation, buying food).	6. Use appropriate language and gestures in culturally authentic social contexts (e.g., ordering in a restaurant, seeking medical attention, making and responding to an invitation).	6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	6. Role play in a wide range of culturally authentic social and/or professional contexts using appropriate language and gestures (e.g., family gathering, job interview, recitation).	E. Interact in a wide range of situations using culturally authentic language and gestures.

Foreign Language

Content Standard: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Grade Band: 9-12   Organizer: Interpretive

Students will: *Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
6. Follow directions, instructions and requests (e.g., recipes, travel directions, prompts on ATMs).	7. Follow directions, instructions and requests (e.g., using voice mail, travel options).	7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	7. Follow complex oral, written or signed directions, instructions and requests (e.g., automated telephone prompts, product assembly).	F. Follow complex oral, signed or written directions and requests.
7. Use listening and reading strategies (e.g., skimming and scanning techniques) to determine main idea and purpose.	8. Use listening and reading strategies (e.g., identifying key words and phrases) to determine tone and intended audience.	8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	8. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions.	G. Use a variety of reading and listening strategies to derive meaning from texts.

Foreign Language

Content Standard: Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

Grade Band: 9-12   Organizer: Presentational

Students will: *Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
8. Summarize information from authentic language materials and artifacts (e.g., TV programs, articles from youth magazines, Internet, videos, currency) and give personal reactions. 9. Use information acquired from target language sources to solve everyday problems and situations (e.g., using a newspaper to make plans to see a movie, perusing a catalog to shop for a birthday gift, watching a weather forecast to help plan an activity).	9. Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events). 10. Relate the main theme/idea of one literary selection to another (e.g., short narratives, illustrated stories).	9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution). 10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	9. Present and support an opinion using information from articles, documentaries or historical narratives. 10. Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).	H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.
10. Create and present a narrative (e.g., current events, personal experiences, school happenings).	11. Present an age-appropriate song, story or poem from the target language culture.	11. Create texts (e.g., short stories, poems, skits) based on themes/ perspectives (e.g., family, dating, careers, music) from the target culture. 12. Perform scenes from literature studied.	11. Create and present a wide range of personal, historical and cultural texts (e.g., skits, monologues, plays, reports, slide shows, digital videos, CD-ROMs).	I. Create presentations on a range of original or authentic expressive products.
11. Present differences in products and practices (e.g., sports, celebrations, school life) found in the target culture. 12. Prepare and deliver a summary of characters and plot in selected pieces of literature.	12. Write and present a speech on a cultural or historic topic, or on a personal experience. 13. Write and send informal/formal letters for a variety of purposes (e.g., introducing oneself, acquiring information, applying for a job).	13. Debate a current or historical issue (e.g., right to vote, slavery).	12. Present analyses and personal reactions to authentic written texts. 13. Prepare and present a research-based analysis of a current event from the perspective of both the United States and the target culture.	J. Present information and ideas on a range of topics.
13. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).	K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.

Foreign Language

Content Standard: Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Grade Band: K-4   Organizer: Practices

Students will: **Benchmarks**

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Identify items or pictures relating to celebrations, traditions, holidays or events of the target culture (e.g., birthdays, the New Year).	1. Name important traditions, holidays or events.	1. Identify appropriate patterns of behavior (e.g., gestures used with friends and family).	1. Tell about typical daily activities of target language peers (e.g., school, home).	1. Describe daily routines of target language peers learned through media or technology. 2. Identify some common beliefs and attitudes within the target culture (e.g., social etiquette, roles of individual family members).	A. Observe, identify and describe simple patterns of behavior of the target culture.
2. Sing/sign songs, play games and celebrate events from the target culture. 3. Imitate classroom gestures and courtesy expressions commonly used in the target culture (e.g., greet teacher, wave goodbye, say thank you).	2. Sing/sign songs, play games and celebrate events from the target culture. 3. Observe and imitate appropriate patterns of behavior (e.g., gestures used with friends and family) of the target culture.	2. Use appropriate gestures with target language expressions (e.g., asking permission, passing out materials, etiquette, greetings and leave taking). 3. Sing/sign songs, play games and celebrate events from the target culture.	2. Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends and family) of the target culture. 3. Sing/sign songs, play games and celebrate events from the target culture. 4. Demonstrate formal and informal manners of communication.	3. Participate in cultural activities (e.g., games, songs, holiday celebrations).	B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

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Foreign Language

Content Standard: Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Grade Band: K-4   Organizer: Products

Students will: *Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
4. Identify items from the target culture (e.g., clothing, foods, toys, origami, God's eye). 5. Make or imitate simple culture items (e.g., flag, song).	4. List examples of cultural items (e.g., food, clothing, toys). 5. Imitate musical patterns and identify musical instruments from the target culture (e.g., salsa rhythms, zither).	4. Make a tangible cultural product (e.g., a craft, toy, food, flag). 5. Identify characteristics of cultural items (e.g., toys, clothing, foods). 6. Identify well-known, contemporary or historical people from the target culture (e.g., athletes, artists).	5. Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags). 6. Discuss and reproduce a product from the target culture (e.g., flags, foods, monuments).	4. Identify and describe objects, images and symbols of the target culture (e.g., monuments, flags, dwellings). 5. Identify, read about or participate in expressive products of target culture peers (e.g., selections from children's literature, types of artwork, dances).	C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.
6. Identify some major contributions from the target culture (e.g., food, sports, music).	6. Identify some major contributions from the target culture (e.g., food, sports, music).	7. Identify some major contributions from the target culture (e.g., food, sports, music).	7. Identify some major contributions from the target culture (e.g., in science, medicine, fashion).	6. Identify contributions of people from the target culture (e.g., explorers, musicians, scientists).	D. Identify distinctive contributions made by people in the target culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Grade Band: 5-8   Organizer: Practices

Students will: **Benchmarks**

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1. Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, holiday celebrations).	1. Discuss social conventions of the target culture (e.g., shopping, after-school activities, family, friendships). 2. Discuss appropriate ways to interact with individuals from the target language culture (e.g., cheek kissing, personal space).	1. Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition/health, gender roles).	1. Observe, identify and discuss behavior patterns of the target culture peer group. 2. Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of the ancient Roman Empire).	A. Investigate, discuss and report on practices and perspectives of the target culture.
2. Perform age-appropriate songs, games, dances and plays. 3. Role play appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a deaf person, removing shoes in a house).	3. Investigate and simulate holidays observed by the target culture (e.g., Day of the Dead, Chinese New Year, Lupercalia).	2. Interact verbally and nonverbally in a variety of situations using culturally appropriate etiquette (e.g., at a celebration, in a restaurant, as a guest in someone's home, at a sporting event).	3. Participate in age-appropriate cultural practices (e.g., games, sports, entertainment).	B. Participate in and discuss age-appropriate cultural practices.

Foreign Language

Content Standard: Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

Grade Band: 5-8   Organizer: Products

Students will: ***Benchmarks***

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
4. Discuss the use of products of the target culture (e.g., music, clothing, food, transportation).	4. Investigate and report on products of the target culture (e.g., music, traditional clothing, food, art). 5. Investigate and demonstrate how products are used in daily life (e.g., clothing, food, transportation).	3. Identify important symbols associated with the target culture (e.g., Roman eagle, French fleur-de-lis) and explain their significance. 4. Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live).	4. Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, piñatas). 5. Discuss expressive products of the target culture (e.g., art, literature, music, dance).	C. Investigate, discuss and report on products and perspectives of the target culture.
5. Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, legends).	6. Identify and describe well-known contributions of the target culture (e.g., literature, types of governments, religions).	5. Investigate and discuss how ancient cultures influence modern cultures (e.g., legal practices, holiday celebrations, architecture).	6. Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, inventors).	D. Identify significant contributions and historical figures from the target culture.

Foreign Language

Grade Band Overview by Standard and Organizer

<u>Content Standard</u>: Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

<u>Grade Band</u>: 9-12   <u>Organizer</u>: Practices

Students will: ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1. Investigate and report on cultural events (e.g., rites of passage).	1. Analyze and discuss behavior patterns of peers in the target culture.	1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations). 2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.	1. Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, social classes). 2. Analyze how people in the target culture view the role of the United States in the world. 3. Recognize and interpret elements of humor and satire in the target language and culture. 4. Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, terrain).	A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.
2. Participate in age-appropriate cultural practices (e.g., music, dance, drama). 3. Interact appropriately in social and cultural situations (e.g., restaurant, bus stop, weddings).	2. Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, eye contact). 3. Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, conversing on the phone).	3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).	5. Identify and simulate regionalisms of the target culture (e.g., dress/costumes, foods, homes) and language (e.g., vocabulary, expressions, pronunciation/dialect).	B. Participate in and discuss a wide variety of cultural practices.

Foreign Language

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Grade Band Overview by Standard and Organizer

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<u>Content Standard</u>: Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

<u>Grade Band</u>: 9-12   <u>Organizer</u>: Products

Students will: ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
4. Identify and explain cultural and literary elements of a variety of texts. 5. Explain objects, images and symbols of the target culture (e.g., maneki neko—Japanese cat of happiness and good fortune; Chinese dragon; guyabera—Mexican short sleeved man's shirt; hijab—Arab female headcovering; kafeeyah—Arab male headcovering).	4. Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, lederhosen).	4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music). 5. Examine media from the target culture to determine social, political and economic trends.	6. Research and report on themes, ideas and perspectives related to the products of the cultures studied and how these products have changed over time. 7. Identify, discuss and analyze social, economic and political intangible products of the target language culture (e.g., conversion to the Euro, limited versus universal suffrage). 8. Experience, discuss and analyze selections from various literary genres and the fine arts of the target culture.	C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.
6. Describe the impact of tangible products from the target culture (e.g., handicrafts, commercial goods) on the global community and/or target culture. 7. Discuss the contributions of famous people from the target culture.	5. Explain the contributions of the target culture in literature and the fine arts. 6. Identify and explain influences of the target culture on U.S. culture (e.g., borrowed words/expressions, food, organization of government).	6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	9. Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, abacus).	D. Analyze, discuss and report on significant contributions from the target culture.

Foreign Language

Grade Band Overview by Standard and Organizer

<u>Content Standard</u>: Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

<u>Grade Band</u>: K-4   <u>Organizer</u>: Integrated Studies

Students will: ***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Use numbers to count (1-31), add (1-9) and tell the date. 2. Describe the weather and seasons. 3. Sort objects according to attributes (e.g., color, shape, length, size). 4. Identify units of time (e.g., days of the week, months). 5. Name and demonstrate the relative position of objects (e.g., over, under, inside, outside).	1. Identify simple land forms. 2. Identify common animals in students' own and the target culture. 3. Categorize foods into groups (e.g., fruits, vegetables, grains, meat). 4. Count forward to 100. 5. Identify elements (e.g., shape, color) in their own and others' artwork.	1. Identify and use appropriate terms of measurement, currency and time (e.g., measure clothing in centimeters, count target culture money, tell time). 2. Locate target language country/countries on the globe or world map, using a visual or oral cue. 3. Retell a story by charting or graphing important elements, with teacher assistance.	1. Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets). 2. Name and locate on a map the country/countries where the target language is used. 3. Play an instrument or produce an art/craft of the target culture.	1. Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the target language. 2. Use skills (e.g., classifying, labeling, organizing data) in the target language. 3. Use target language resources (e.g., community speakers, technology) to reinforce topics. 4. Read and interpret pictographs, bar graphs, line graphs, tables or timelines. 5. Compare different responses (e.g., parent's, peer's, teacher's, artist's) to the same work of art.	A. Describe concepts and use skills from across disciplines.

Foreign Language

Content Standard: Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Grade Band: K-4   Organizer: New Viewpoints

Students will: **Benchmarks**

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
6. Repeat names of characters and artifacts in a simple folktale or story using pictures and objects. 7. Name objects from the target culture (e.g., simple musical instruments, toys, games, food items) cued by visuals or the objects themselves.	6. Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals. 7. Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).	4. Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts. 5. Listen to music from the target culture and name the instruments used. 6. Watch a video segment or demonstration of a target culture practice (e.g., celebration, food preparation) and name the key steps or elements involved using visual cues and verbal prompts.	4. Explore and discuss topics contained in popular media to gain perspectives about the target culture (e.g., songs, fashion, food, history). 5. Use illustrations, graphics and other visuals to explain how people and places differ (e.g., habitats, transportation, shops). 6. Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).	6. Use information from target language sources (e.g., articles, Web sites, brochures, ads) to gain insights into other cultures. 7. Read, listen to and identify elements in works of children's literature (e.g., characters, setting, plot).	B. Identify viewpoints of the target culture through authentic sources and expressive products.

Foreign Language

Content Standard: Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Grade Band: 5-8   Organizer: Integrated Studies

Students will: *Benchmarks*

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1. Gather, organize and present information (e.g., historical, geographical) on selected target language countries or communities. 2. Create, label and describe a map (e.g., physical, political, economic) of selected target language countries or communities. 3. Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural).	1. Discuss literary works in terms of plot, character, setting or other literary elements (e.g., imagery, alliteration, symbols, genre). 2. Identify locations using map skills (e.g., longitude, latitude). 3. Compare time zones across various communities or countries. 4. Identify similarities and differences in the styles of artists from various world cultures.	1. Identify and/or demonstrate styles of authentic music or dance. 2. Convert U.S. units of measurement to the measurement system of the target culture. 3. Research and discuss health issues of adolescents in the target culture. 4. Create and present a project about a target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, points of interest, authentic music). 5. Investigate and share findings on how geography and climate influence the lives of people in the target culture.	1. Present reports orally, visually and/or in writing on interdisciplinary topics (e.g., types of government, nutrition, the environment). 2. Investigate and report on artwork and artists of the target culture. 3. Use knowledge of the target language to clarify and expand English vocabulary (e.g., cognates, derivatives, prefixes and suffixes).	A. Investigate and report on concepts from across disciplines.

Foreign Language

<u>Content Standard</u>: Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

<u>Grade Band</u>: 5-8
<u>Organizer</u>: New Viewpoints

Students will:
Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
4. Communicate with an e-pal, phone pal or pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness, school atmosphere). 5. Use predetermined questions to interview a target language speaker for information and viewpoints to complete a project.	5. Research and report on global issues (e.g., population growth, food availability, use of natural and consumer resources) from the viewpoint of the target culture. 6. Gather, organize and present information and viewpoints related to selected target language countries and communities using age-appropriate sources.	6. Summarize coverage of a current event from a target language news source. 7. Interview a target language speaker to obtain information for a project in another discipline.	4. Use target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, use of pesticides).	B. Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

Grade Band: 9-12   Organizer: Integrated Studies

Students will: *Benchmarks*

Grade Nine	**Grade Ten**	**Grade Eleven**	**Grade Twelve**	**By the end of the 9-12 program, students will:**
1. Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, weather and other scientific phenomena). 2. Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms).	1. Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports/exports, welfare systems). 2. Explain interdisciplinary topics (e.g., literary genres, ecosystems, financial markets, immigrant population).	1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical). 2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition). 3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).	1. Prepare and deliver a presentation using various media about a specific time in history focusing on events that affected both the students' own culture and the target culture (e.g., the Great Depression, World War II, political revolution). 2. Discuss, propose and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, health issues, environmental concerns). 3. Acquire and analyze information from a variety of authentic target language resources to complete projects in other disciplines (e.g., reference "Le Monde" for information on French political election, reference Livy for report on the history of Rome). 4. Combine information from other disciplines with information from authentic target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, ecosystems).	A. Investigate, analyze and present concepts from across disciplines.

Foreign Language

<u>Content Standard</u>: Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

<u>Grade Band</u>: 9-12   <u>Organizer</u>: New Viewpoints

Students will: ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
3. Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in U.S., access to technologies). 4. Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.	3. Examine how cultural institutions have changed over time (e.g., family, education, government). 4. Report on topics of personal interest or on topics with which students have limited experience (e.g., artists, musicians, authors, politicians) using a variety of authentic texts.	4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources. 5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country. 6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.	5. Develop, propose and justify solutions to global issues and problems (e.g., drunk driving, treatment of the elderly) from the perspective of diverse groups. 6. Read, view, listen to and discuss topics in popular media to analyze viewpoints of the target culture.	B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

Foreign Language

Content Standard: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Grade Band: K-4   Organizer: Linguistic Comparisons
Students will: *Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Distinguish between sounds of the target language and English. 2. Imitate sounds of the target language.	1. Identify and describe writing systems of the target language and English (e.g., alphabet symbols, reading system - right to left/left to right).	1. Identify and describe the sound-symbol associations of English and the target language (e.g., Spanish versus English "rosa;" Latin hard "c" and "g" sounds).	1. Compare sound-symbol combinations of English and the target language (e.g., French "eau;" Latin "qu;" Japanese "i" sounds like English "ee").	1. Identify and describe writing systems of the target language and English (e.g., characters, directionality).	A. Identify and describe linguistic structures and writing systems of the target language and English.
3. Imitate formal and informal language (e.g., vous/tu, Sie/du).	2. Identify formal and informal language (e.g., usted/tú nin/ni).	2. Identify levels of politeness, and formal and informal language (e.g., greetings, titles).	2. Identify cognates, word elements (e.g., prefixes, suffixes, word roots, radicals) and/or borrowed words (e.g., Me gusta el chocolate; J'aime danser; hanbaagaa; tofu; aus-, be-, vers-, wider - + sprechen; -ion suffix for feminine words). 3. Identify placement of elements in the target language and English (e.g., adjective follows noun in Latin: villa Romana; verb precedes subject in Spanish quesitons: ¿Adónde van los niños?; object comes before verb in Japanese sentences; ma to form questions in Chinese; declensions). 4. Identify levels of formal and informal language (e.g., pronouns, verb endings, courtesy expressions).	2. Identify idiomatic expressions (e.g., tener hambre, il fait froid) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, drama, poems). 3. Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object: Mater filiae dabat, victor hostem vincit; Il y a un restaurant dans la rue Charlemagne; Watashi wa ringo o tabemasu) from oral, signed or written texts to drive meaning. 4. Differentiate formal and informal language in a variety of situations.	B. Recognize that linguistic structures carry meaning and vary across languages.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Grade Band: K-4　　　　　　　　　　　　　　　　　　Organizer: Cultural Comparisons

Students will:　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　*Benchmarks*

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
4. Identify common names and naming practices between the target culture and students' own culture (e.g., how to address the teacher, patronymics).	3. Identify and describe cultural patterns, behaviors and activities (e.g., holidays, mealtimes).	3. Identify and describe cultural patterns, behaviors and activities (e.g., families, schools).	5. Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, school routines, family rituals).	5. Identify and describe the meaning and importance of perspectives and practices in different cultures (e.g., mealtimes, holidays and holiday customs, greetings).	C. Identify and describe patterns of behavior in various cultural settings.
5. Sort items into categories related to the target culture and students' own culture (e.g., clothing, flags).	4. Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments or famous buildings, bathroom signs).	4. Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies, toys). 5. Compare means of measurement, currency and time in the target culture and students' own culture (e.g., inches versus centimeters, pesos, yen, Euro versus dollars, 24-hour time, U.S. versus Chinese calendar).	6. Identify similarities and differences between basic products of students' own culture and the target culture (e.g., food, shelter, transportation). 7. Identify the similarities and differences between intangible products (e.g., rhymes, songs, folktales) of the target culture and students' own culture.	6. Identify and describe similarities and differences between products (e.g., toys, games, clothing) of the target culture and students' own culture.	D. Identify and describe products of the target culture and students' own culture.

Foreign Language

<u>Content Standard</u>: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

<u>Grade Band</u>: 5-8   <u>Organizer</u>: Linguistic Comparisons
Students will: ***Benchmarks***

Grade Five	**Grade Six**	**Grade Seven**	**Grade Eight**	**By the end of the 5-8 program, students will:**
1. Identify connections between English and the target language (e.g., borrowed words and cognates such as le weekend, patio, veto).	1. Identify word roots to determine word meanings.	1. Identify prefixes and suffixes to determine word meanings.	1. Identify and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions: magna cum laude=with great praise) to improve language skills.	A. Identify and discuss linguistic structures of the target language and English.
2. Compare and contrast writing conventions of the target language and English (e.g., possession, capitalization, directionality, punctuation).	2. Compare and contrast corresponding idiomatic expressions in English and the target language (e.g., English - pulling your leg/Spanish - tomar el pelo; English - from head to toe/Chinese - cóng tóu dao jiao; English - How are you?/ Latin - quid agis?).	2. Compare and contrast grammatical categories such as tense, gender and agreement in the target language and English.	2. Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., darse cuenta/to realize - to give yourself an account; hito no ashi o hipparu/you're interrupting - people are pulling on my leg; ab ovo usque ad mala - from beginning to end;Tout est bien qui finit bien./All's well that ends well). 3. Compare and contrast target language writing conventions with those in English (e.g., paragraph structure, rhetorical devices, placement of topic sentence).	B. Compare and contrast how linguistic structures carry meaning and vary across languages.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Grade Band: 5-8

Organizer: Cultural Comparisons

Students will:

Benchmarks

Grade Five	**Grade Six**	**Grade Seven**	**Grade Eight**	**By the end of the 5-8 program, students will:**
3. Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection/volume, facial expressions, gestures, use of personal space, kisses on cheeks).	3. Compare and contrast cultural practices and perspectives related to daily activities (e.g., family, schools, sports). 4. Compare and contrast perspectives related to observances, rites of passage, traditions and celebrations (e.g., veilings, bulla dedications, quinceañera, weddings, Bastille Day, Cerealia).	3. Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, education).	4. Compare and contrast differences in cultural traditions and celebrations (e.g., independence day, Saturnalia, Holy Week).	C. Compare and contrast practices and perspectives of the target culture and students' own culture.
4. Compare and contrast products (e.g., sports equipment, food, songs, rhymes) and perspectives of the target culture and students' own culture.	5. Compare and contrast products related to cultural practices (e.g., veils, fireworks, announcements in the newspaper, toga virilis/toga of manhood) in the target culture and students' own culture.	4. Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, cosmetics).	5. Compare and contrast themes and characters in age-appropriate literature from the target culture and students' own culture. 6. Compare and contrast similarities and differences between the political system of the target culture, other cultures and the students' own culture.	D. Compare and contrast products and perspectives of the target culture and students' own culture.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Grade Band: 9-12   Organizer: Linguistic Comparisons

Students will: **Benchmarks**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., past tense, cognates, gender).	1. Analyze and discuss how various linguistic elements are represented in the target language and English (e.g., subjunctive, idiomatic expressions, word order, use or omission of subject pronouns).	1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).	1. Analyze and discuss etymological roots of English words from the target culture (e.g., Latin porto [carry] leads to transport, portable, porter, port).	A. Analyze and discuss linguistic structures and conventions of the target language and English.
2. Explain and use conventions of language (e.g., capitalization, punctuation, levels of formality/register).	2. Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and students' own language (e.g., Hay moros en la costa./There are Moors on the coast. =The walls have ears.; Shouji ni mimi ari./Be careful, you never know who is listening. = The walls have ears.; Revenons aux moutons./Let's get back to the sheep. =Let's get back to work).	2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).	2. Analyze literary allusions that represent a cultural awareness of the target language and English (e.g., quixotic, seize the day, waiting for Godot, Murasaki Shikibu, Don Juan).	B. Analyze and explain how the target language and English express meaning through variations in style.

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Content Standard: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

Grade Band: 9-12   Organizer: Cultural Comparisons

Students will: *Benchmarks*

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
3. Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family and leisure activities). 4. Investigate and compare how people meet basic needs (e.g., food, clothing, shelter). 5. Analyze how the same current issue is covered in the media of the target culture and students' own culture. 6. Compare and contrast age-appropriate literary works (e.g., popular literature) from the target culture and students' own culture.	3. Compare elements such as plot, theme and/or character from literary works (e.g., poems, short excerpts, short plays) from the target culture and the students' own culture. 4. Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, cable TV) in the target culture and students' own culture.	3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy). 4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).	3. Compare and contrast graphs and statistical information on various topics (e.g., population, income) about the target culture with similar information about the U.S. 4. Analyze how the media presents political or historical events in the target culture and in the students' own culture.	C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.

Foreign Language

Grade Band Overview by Standard and Organizer

<u>Content Standard</u>: Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

<u>Grade Band</u>: 9-12   <u>Organizer</u>: Concept of Culture

Students will: ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
7. Explain how products, practices and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, school).	5. Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.	5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).	5. Analyze unique differences between the target culture and students' own culture and explain the reasons for such differences (e.g., driving habits, use of eating utensils). 6. Explain how actions in the target culture and students' own culture are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).	D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

Foreign Language

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: K-4   Organizer: Outreach

Students will: **Benchmarks**

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	1. Participate in activities for the school or community (e.g., make simple bulletin board displays, display artwork in community locations).	1. Participate in activities for the school or community (e.g., participate in international festivals, read aloud to others).	1. Participate in activities for the school or community (e.g., make school announcements, visit community/retirement centers, tutor peers).	1. Participate in activities for the school or community (e.g., tutor peers, read aloud to someone, make school announcements, make bulletin board displays). 2. Plan real or imaginary travel (e.g., locations, lodging, schedule, interaction with target culture) and present to others (e.g., student-made brochures, videos, slide show presentations).	A. Present information about the target language and culture to others.
2. Perform simple songs for classroom, school or community events.	2. Perform songs and rhymes for classroom, school or community events.	2. Perform songs, poetry and stories for classroom, school or community events.	2. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	3. Perform songs, poetry, stories, skits or plays for classroom, school or community events.	B. Perform for a school or community event.
3. Interact with target language speakers (e.g., greetings, games, songs).	3. Share personal information with target language speakers through age-appropriate activities (e.g., exchanging labeled photographs, class videos, audio tapes).	3. Write a teacher-guided group letter to an e-pal or pen pal.	3. Exchange letters or class videos with others.	4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video).	C. Exchange information with people locally or around the world.

Foreign Language

<u>Content Standard</u>: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

<u>Grade Band</u>: K-4   <u>Organizer</u>: Enrichment and Enjoyment

Students will: ***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
4. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture from a variety of sources (e.g., audio tapes, videos, guest speakers, older students). 5. Play age-appropriate games from the target culture (e.g., Jon Ken Pon—Rock-Paper-Scissors; Víbora de la Mar—London Bridge; Am stram gram).	4. Apply rules of etiquette while participating in a celebration or practice (e.g., using chopsticks, birthday party) of the target culture. 5. Participate in age-appropriate activities of the target culture (e.g., wearing traditional costumes, playing musical instruments, traditional games, crafts, sports). 6. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.	4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art). 5. Listen and respond (e.g., sing, draw a picture, indicate favorites, identify keywords) to songs, stories and instrumental music of the target culture.	4. Use various media in the target language for study or pleasure (e.g., stories, children's magazines, music, songs, art).	5. Use various media in the target language for personal enjoyment (e.g., age-appropriate videos, DVDs, CDs, karaoke, comics) and share with others.	D. Use various products and media from the target culture and language for personal enjoyment.
6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and share with others.	6. Participate in multicultural school or community events or visit ethnic shops/restaurants in the community and share with others.	5. Explore target cultures through various avenues (e.g., cuisine, sports, theater, dance, art) and describe to others.	6. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, theatre, family celebrations) and share with others.	E. Attend, participate in or view target culture events and share with others.

Foreign Language

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: K-4   Organizer: Career Exploration and Skills

Students will: ***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
7. Sort community professions and associated items (e.g., tools, colors, symbols, dress) into career categories.	8. Name community professions (e.g., fire safety officers, police officers, teachers, doctors), and identify items (e.g., tools, colors, symbols, dress) associated with those professions.	7. Identify and role play community professions (e.g., fire safety officers, police officers, teachers, doctors). 8. Identify basic technologies in the classroom, school and workplace (e.g., computers, telephones, TVs, fax machines).	6. Identify careers of interest to students using media from the target culture and students' own culture.	7. Investigate local and state careers through a variety of sources (e.g., texts, speakers' bureau, brochures).	F. Organize and present basic information about various careers, including those that require understanding of another language and culture.
8. Practice taking turns and effective use of materials (e.g., listening during show-and-tell, then speaking; sharing a basket of crayons).	9. Share materials and collaborate to complete a short task (e.g., distributing markers so that each group member may add an item to a poster).	9. Identify and use effective group strategies to complete a short project (e.g., assigning drawings and short descriptions of characters to each group member based on a story).	7. Work in small groups to make a cultural product. 8. Design a product that requires consideration of specific needs (e.g., habitat based on animal heights, clothing based on geographical location).	8. Work in groups to complete a project using a variety of tools (e.g., checklists, rubrics).	G. Work cooperatively in groups to accomplish a task.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: 5-8   Organizer: Outreach

Students will: **Benchmarks**

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
1. Participate in activities for the school or community (e.g., reading aloud to others, making school announcements, making bulletin board displays).	1. Participate in activities for the school or community (e.g., teaching a song or poem to younger students, peer tutoring).	1. Present information about the target language and culture to younger students (e.g., celebrations, holidays, the arts). 2. Participate in activities for the school or community (e.g., service projects, assisting speakers of other languages).	1. Gather information and opinions from target culture sources through a variety of means (e.g., video, Web sites, questionnaires) and present to others. 2. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology).	A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.
2. Perform for, or participate in, school and community celebrations of the target culture.	2. Perform for, or participate in, school and community celebrations of the target culture.	3. Perform for, or participate in, school and community celebrations of the target culture.	3. Perform for, or participate in, school and community celebrations of the target culture.	B. Perform for a school or community event.
3. Interact with guest speakers from, or familiar with, the target culture. 4. Exchange information with people locally and around the world (e.g., pen pals, e-mail, video, speeches).	3. Communicate with e-pals or pen pals about topics of personal and/or community interest (e.g., school-related activities, popular fashions).	4. Communicate with e-pals or pen pals about topics of personal and/or community interest.	4. Establish personal communication links (e.g., pen pals, e-mails, exchange programs) with peers in the target culture to discuss perspectives on familiar topics.	C. Engage in communication with people locally and around the world.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: 5-8   Organizer: Enrichment and Enjoyment

Students will: **Benchmarks**

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
5. Share out-of-classroom experiences involving the target language and culture (e.g., discovering a book or video, making friends, eating at a new restaurant) with others.	4. Play sports or games from the target culture. 5. Listen to and discuss music, sing songs or play musical instruments from the target culture. 6. Read short narratives or poems and share with others.	5. Play sports or games from the target culture. 6. Listen to and discuss music, sing songs or play musical instruments from the target culture. 7. Read short narratives or poems and share with others.	5. Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest with others. 6. Read selections of prose or poetry (e.g., short stories, articles, poems) and share with others.	D. Exchange information about, and personal reactions to, various products and media of the target culture.
6. Attend, or view via media, target culture events (e.g., celebrations, fairs, festivals, exhibitions) and describe to others.	7. Visit, or view via media, community sites that feature art, dance and/or music of the target culture and describe to others.	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	7. Participate in target culture activities (e.g., weddings, family events) and describe to others.	E. Attend, participate in or view target culture events and describe to others.

Foreign Language

Grade Band Overview by Standard and Organizer

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: 5-8   Organizer: Career Exploration and Skills

Students will: **Benchmarks**

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
7. Identify ways in which a second language is useful in various careers (e.g., law enforcement, food industry, medical field). 8. Identify skills needed for success in the workplace in addition to proficiency in a second language.	8. Acquire information from professionals in careers in which a second language and cultural knowledge are useful. 9. Explain how understanding other languages and cultures promotes successful business and work relationships. 10. Recognize generalizations related to careers about gender, culture and age, and provide counterexamples (e.g., astronaut=man/Sally Ride).	9. Investigate and present how second language skills are used and what level of proficiency is needed in various local and worldwide careers. 10. Investigate and present work norms (e.g., schedules, salary, vacation, women in the work force, retirement age) in a variety of cultures. 11. Identify career interests and abilities and evaluate career choices.	8. Investigate careers within the target community through the use of authentic sources (e.g., newspapers, media, technology). 9. Research how people conduct business in target communities (e.g., socializing, job application, individual versus team production). 10. Investigate and report on businesses and organizations with ties to the target community (e.g., agriculture, manufacturing, technology, export/import; Sister Cities International).	F. Identify and present information about various careers that require understanding of another language and culture.
9. Create and implement a schedule/task list for a project.	11. Work cooperatively (e.g., interpret texts and graphics, document-based questions, learning centers) to investigate a given topic (e.g., geography and its influence on a given culture).	12. Work cooperatively (e.g., set goals, prioritize tasks, select resources, evaluate results) to complete tasks on a given theme (e.g., purchase a wardrobe for a planned trip based on climate, activities, budget, culture).	11. Work cooperatively to find solutions (e.g., generate ideas, evaluate alternatives, build consensus) to a given problem (e.g., creating a culturally authentic, nutritious meal based on food guides and budget).	G. Prepare and implement tools to facilitate group projects.

Foreign Language

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: 9-12   Organizer: Outreach

Students will: **Benchmarks**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
1. Present information about the target language and culture to others (e.g., celebrations, holidays, the arts). 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters).	1. Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, topics of cultural interest). 2. Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, develop Web-based projects).	1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).	1. Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages, hosting an international dinner).	A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture.
3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	3. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).	2. Perform original or authentic works for a school or community event (e.g., sing, dance, act). 3. Present original written and illustrated stories to others.	B. Perform original or authentic works for a school or community event.
4. Establish personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest.	4. Establish and maintain personal communication links (e.g., pen pals, e-mail/video mail, TTY, hosting) with speakers of the target language to obtain perspectives on world events.	3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.	4. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues and problems of mutual concern.	C. Sustain communication with people locally and around the world.

Foreign Language

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: 9-12   Organizer: Enrichment and Enjoyment

Students will: **Benchmarks**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
5. Explore opportunities to travel or study in the target culture and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, climate). 6. Use media in the target language for personal enjoyment (e.g., print media, movies, TV, Internet) and report on the activity to others (e.g., activity log, oral or written summary). 7. Contact target culture organizations (e.g., music ensembles, museums, athletic associations) to obtain information of personal interest through a variety of means (e.g., letters, Web inquiry) and report findings to others.	5. Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, photo essay). 6. Use media (e.g., print media, movies, TV, Internet) in the target language for enjoyment and give a review to others. 7. Contact target culture organizations (e.g., Sister Cities International, visitors' bureau, sports leagues) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letters) and report findings to others.	4. Explore the opportunity to host individuals from a target language country and report findings to others. 5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others. 6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.	5. Explore opportunities to live, travel or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, government agencies). 6. Report on interactions (e.g., teleconferencing, face-to-face meeting, instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or songs, sharing recipes, comparing strategies for electronic games or simulations). 7. Discuss with others oral, print and visual texts from a variety of media (e.g., print media, movies, TV, Internet). 8. Contact target culture organizations (e.g., business alliances, universities, service organizations) to obtain information of personal interest through a variety of means (e.g., Web inquiry, letter, videoconference) and report findings to others.	D. Report information about and personal reactions to various products, media and services of the target culture.
8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	8. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.	7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.	9. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.	E. Attend, participate in or view target culture events and describe to others.

Foreign Language

Content Standard: Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

Grade Band: 9-12   Organizer: Career Exploration and Skills

Students will: **Benchmarks**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
9. Explore and obtain information about careers that require linguistic and cultural proficiency. 10. Investigate how the knowledge, skills and interests learned in foreign language class apply to potential career choices.	9. Participate in career exploration or school-workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture. 10. Explain how a second language may enhance one's career choice (e.g., mobility, salary, career advancement).	8. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country. 9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.	10. Participate in a mock job interview for a position in which proficiency in the target language is an asset. 11. Contact corporations, government agencies and volunteer organizations and report on the specific job benefits of being proficient in a second language.	F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options.
11. Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship).	11. Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a play, vacation).	10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).	12. Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems.	G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.

K-12 Foreign Language

Benchmarks by Standard
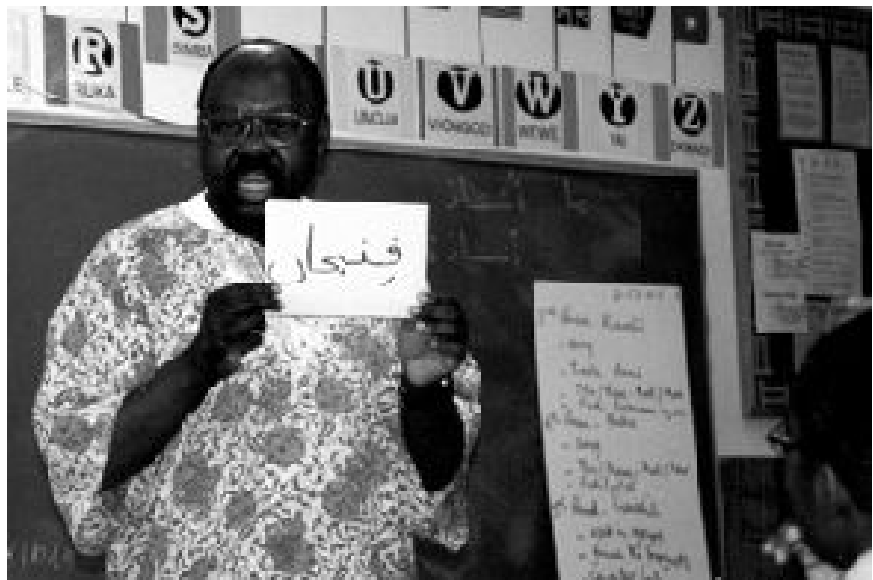
ACADEMIC CONTENT STANDARDS

Benchmarks

Communication: Communicate in languages other than English.

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
A. Ask and answer questions and share preferences on familiar topics. B. Exchange personal information. C. Request clarification. D. Give and follow a short sequence of instructions. E. Respond appropriately to requests accompanied by gestures and other visual or auditory cues, and follow directions. F. Identify people and objects based on descriptions. G. Decode words, phrases and sentences using knowledge of letter/symbol-sound correspondences and contextual cues.	A. Engage in oral, written or signed conversation on familiar topics. B. Express personal preferences and feelings, and support opinions. C. Request and provide clarification. D. Give and follow multistep directions. E. Use culturally appropriate language and gestures in a variety of social settings. F. Follow multistep directions. G. Derive meaning using aural, visual and contextual clues.	A. Interact using extended spoken, signed or written communication by providing and obtaining information. B. Express a wide range of feelings and emotions, and discuss and support opinions. C. Use a wide range of strategies to negotiate meaning. D. Give and follow a series of complex directions. E. Interact in a wide range of situations using culturally authentic language and gestures. F. Follow complex oral, signed or written directions and requests. G. Use a variety of reading and listening strategies to derive meaning from texts.

Notes:

ACADEMIC CONTENT STANDARDS

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
H. Identify the main idea and describe characters and setting in oral, signed or written narratives. I. Dramatize songs, short stories, poetry or activities. J. Tell or retell stories. K. Present information orally, signed or in writing. L. Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.	H. Identify a speaker's or author's purpose and discuss the main idea, characters and supporting details in a variety of media. I. Narrate an event, a personal experience or an original story. J. Present original work and cultural material. K. Apply age-appropriate writing process strategies to publish a document for a range of audiences.	H. Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts. I. Create presentations on a range of original or authentic expressive products. J. Present information and ideas on a range of topics. K. Apply age-appropriate writing process strategies to produce a variety of documents for publication.

Notes:

Benchmarks

Cultures: Gain knowledge and understanding of other cultures.

Students demonstrate an understanding of insights gained into another culture through the examination of its practices (behaviors), products (tangibles such as monuments, food and literature, and intangibles such as laws and music) and perspectives (attitudes, values, ideas, world views).

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
A. Observe, identify and describe simple patterns of behavior of the target culture.	A. Investigate, discuss and report on practices and perspectives of the target culture.	A. Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.
B. Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.	B. Participate in and discuss age-appropriate cultural practices.	B. Participate in and discuss a wide variety of cultural practices.
C. Observe, identify, describe and reproduce objects, images and symbols of the target culture.	C. Investigate, discuss and report on products and perspectives of the target culture.	C. Analyze, discuss and report on a wide variety of products and perspectives of the target culture.
D. Identify distinctive contributions made by people in the target culture.	D. Identify significant contributions and historical figures from the target culture.	D. Analyze, discuss and report on significant contributions from the target culture.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Connections: Connect with other disciplines and acquire information.

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
A. Describe concepts and use skills from across disciplines. B. Identify viewpoints of the target culture through authentic sources and expressive products.	A. Investigate and report on concepts from across disciplines. B. Obtain information and discuss viewpoints from the target culture using authentic sources, and apply understandings to concepts from across disciplines.	A. Investigate, analyze and present concepts from across disciplines. B. Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.

Notes:

Benchmarks

Comparisons: Develop insight into the nature of language and culture.

Students enhance their understanding of the nature of language by comparing the target language and English (linguistic comparisons). Students enhance their understanding of the concept of culture by comparing their own culture with another culture, including the relationship between accepted practices, products and perspectives (cultural comparisons).

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
A. Identify and describe linguistic structures and writing systems of the target language and English. B. Recognize that linguistic structures carry meaning and vary across languages. C. Identify and describe patterns of behavior in various cultural settings. D. Identify and describe products of the target culture and students' own culture.	A. Identify and discuss linguistic structures of the target language and English. B. Compare and contrast how linguistic structures carry meaning and vary across languages. C. Compare and contrast practices and perspectives of the target culture and students' own culture. D. Compare and contrast products and perspectives of the target culture and students' own culture.	A. Analyze and discuss linguistic structures and conventions of the target language and English. B. Analyze and explain how the target language and English express meaning through variations in style. C. Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ. D. Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.

Notes:

ACADEMIC CONTENT STANDARDS

Benchmarks

Communities: Participate in multilingual communities and cultures at home and around the world.

Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. Students use the language, knowledge of cultural influences and skills acquired in the classroom to interpret events of the modern world from multiple perspectives and to increase career options.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
A. Present information about the target language and culture to others. B. Perform for a school or community event. C. Exchange information with people locally or around the world. D. Use various products and media from the target culture and language for personal enjoyment. E. Attend, participate in or view target culture events and share with others. F. Organize and present basic information about various careers, including those that require understanding of another language and culture. G. Work cooperatively in groups to accomplish a task.	A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. B. Perform for a school or community event. C. Engage in communication with people locally and around the world. D. Exchange information about, and personal reactions to, various products and media of the target culture. E. Attend, participate in or view target culture events and describe to others. F. Identify and present information about various careers that require understanding of another language and culture. G. Prepare and implement tools to facilitate group projects.	A. Provide information or services to individuals, the school or the community using knowledge of the target language and culture. B. Perform original or authentic works for a school or community event. C. Sustain communication with people locally and around the world. D. Report information about and personal reactions to various products, media and services of the target culture. E. Attend, participate in or view target culture events and describe to others. F. Evaluate and discuss how understanding of another language and culture enhances job skills and career options. G. Develop evaluative tools and implement group strategies to complete tasks and solve problems.

Notes:

K-12 Foreign Language

Instructional Commentary

Foundations

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds also should have opportunities to develop further proficiencies in their first language. **National Standards in Foreign Language Education Project, p. 7.**

"Most education systems around the globe prepare their students to function in their national language and at least one additional language. A survey of 19 countries found that 16 provide widespread or compulsory foreign language instruction to students by the upper elementary grades." **Pufahl, Rhodes and Christian, in Met, p. 36.**

The call for proficiency in a language other than English is not new. Commissioned reports and legislated mandates have included foreign language as part of the core curriculum for some time (e.g., the National Commission on Excellence in Education's "A Nation at Risk," 1983; America 2000 Education Initiative, Bush Administration; Goals 2000, Clinton Administration; *No Child Left Behind* (NCLB) Act 2002, Bush Administration).

Foreign language organizations also have included in their vision and mission statements the call for a multilingual citizenry with foreign language programs beginning in elementary school (e.g., American Council on the Teaching of Foreign Languages (ACTFL), 1996; National Network for Early Language Learning (NNELL), 1993; Ohio Foreign Language Association (OFLA), 2003.) Yet, we are far from reaching this goal in practice. The Education Trust (2003) reports that in 1998, only 29 percent of high school graduates had completed the recommended two years of foreign language study. Research also shows that it takes more than two years to develop functional proficiency in a second language.

"All Americans should be proficient in at least one language and culture in addition to English. For this reason, foreign language education must be part of the core curriculum and be treated as central to the education of all children." **American Council on the Teaching of Foreign Languages, 1996.**

Ohio's foreign language academic content standards lay the foundation for realizing the vision of a multilingual, culturally competent citizenry. The standards reflect the notion that, as with any other discipline, the more years a child can devote to learning a foreign language, the more competent he or she will become (Marcos, N.D.; Modern Language Association, 2003). In fact, it is only through a long, uninterrupted sequence of instruction that students can reach a level of proficiency beyond basic survival (ACTFL, 1999).

What Does It Mean to Know Another Language?

At the heart of foreign language education is 'knowing how, when and why to say what to whom.' All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. **National Standards in Foreign Language Education Project, p. 11.**

In the past, classroom foreign language learning focused on grammar (the how) and vocabulary (the what), two critical components in the equation. Students learned to manipulate elements of the language system (pronunciation, gestures, syntax, morphology, mechanics) and memorized lists of words. Today, communication is the organizing principle for foreign language programs and requires that we also consider the reasons we use language (why) with a variety of people (the whom) at appropriate times (the when). Cultural knowledge and knowledge from across disciplines give students something meaningful and age appropriate to talk about. Students also are taught to use communication strategies (e.g., negotiation of meaning, circumlocution) and learning strategies (e.g., organizing vocabulary semantically) and to apply critical thinking skills in their quest to communicate effectively.

> Foreign languages . . . are not 'acquired' when students learn an ordered set of facts about the language (e.g., grammar facts, vocabulary). Ideally, students need to be able to use the target language for real communication, that is, to carry out a complex interactive process that involves speaking and understanding what others say in the target language, as well as reading and interpreting written material. Acquiring communicative competence also involves the acquisition of increasingly complex concepts centering around the relationship between culture and communication (National Standards in Foreign Language Education Project, 1996, pp. 25-26).

What Conditions Are Necessary for Classroom Second Language Learning?

Several conditions facilitate the development of second language learning. First, there must be sufficient **comprehensible input** in the target language, in oral, signed and/or written form. Language that is just beyond the students' current abilities provides raw data upon which they can hypothesize about how language works. They build, albeit implicitly, a system of language that evolves as competence grows, becoming more standard in form to the language of target language users. Second, there must be adequate occasions for students to produce language. **Output** allows learners to "try out" their hypotheses about how language works on their way to becoming competent users of the language. Output, in the form of oral, written or signed texts, also allows educators a glimpse into the rich,

"Learning a language is not just learning grammar and vocabulary. It is learning new sounds, expressions and ways of seeing things; it is learning how to function in another culture, how to know a new community from the inside out." **Modern Language Association, 2003.**

Comprehensible input

Output

Negotiation of meaning

Conducive affective environment

"Languages should be part of the core curriculum in elementary, middle and high school." **Met, p. 37.**

"While English competency should always be the priority, and should be a language of instruction for all students from the beginning of school, foreign languages can and should be integrated into the curriculum from the earliest grades possible, for as many students as possible from all backgrounds." **Paige, p. 140.**

idiosyncratic system of language each learner is developing so that educators can structure lessons to push learners to become more accurate users of the language. **Negotiation of meaning**, the third crucial element for second language learning, is related to output. Learners need feedback from those with whom they interact or for whom they produce language. If miscommunication occurs, those listening, viewing or reading a learner's output need to alert the learner to communication breakdown, using phrases such as, "I don't understand," "Repeat, please," or "What?" The learner, on his or her part, needs to try again, using such strategies as paraphrasing, circumlocution or gesturing to clarify meaning. It is through negotiation of meaning that language students can "check" whether the form of the message matches the meaning intended. It is only within the security of a **conducive affective environment** that learners are willing to take risks and "expose" the strengths and weaknesses of their developing language systems. Learners need to feel that it is safe to make errors, try again and refine their output. Consequently, there should be times during instruction when the focus is on form as well as times when the meaning of the message takes precedence.

When Should a Language Program Begin?

The Elementary Years

Children all over the world acquire their first language by age five, unless they have some sort of neurological disorder. They seem to gain control effortlessly over sophisticated patterns, structures and sounds long before the cognitive skills necessary for schooled learning kick in. "Much of this same sort of natural learning can occur when children acquire a second language" (National Standards in Foreign Language Education Project, 1999, p. 25).

In an attempt to explain children's facility with language learning, results from the field of neuroscience have made their way into such popular outlets as *Newsweek, Time* and *The Wall Street Journal* (Begley, 1996; Nash, 1997; Winslow, 1997). These studies suggest that there is a "window of opportunity" for second language learning. Introducing a second language in the elementary grades capitalizes on children's brain plasticity, allowing them to acquire the syntax of a second language, for example, using many of the same processes involved in the acquisition of their first language. Furthermore, with a proficient teacher role model, children can mimic the sounds of a second language with apparent ease. A strong foundation for foreign language education, therefore, begins for all children in the early elementary grades.

No single goal for early language learning is more frequently cited than that of cultural understanding or global awareness (Curtain and Pesola, 1989 in Robinson, 1998). The age of 10 is said to be a crucial time in the development of attitudes toward nations and groups perceived as "other." Children are in the process of moving from egocentricity to reciprocity, and information

introduced before age 10 is well-received. Yet, children's perceptions of differences are heavily influenced by differences in languages (Carpenter and Torney 1974, in Robinson, 1998). Introducing a second language in the elementary grades, then, capitalizes on a period in time when instruction in a language other than English can mitigate against negative perceptions of speakers of foreign languages.

Matching this critical period of openness to instruction implies that the curriculum must provide a multitude of situations in which children practice a range of functions and styles. Formal aspects of language learning give way to teaching grammar as unanalyzed vocabulary chunks. Songs, skits, stories, dialogues and children's literature are a sample of appropriate avenues for language acquisition. Children learn about themselves and about people from other places and times by building on knowledge they have about the world around them. The use of a variety of authentic oral, print and visual texts, coupled with communication technologies from the start of instruction, brings the community of humankind into the classroom and beyond. Children who begin language in the elementary years, and continue with language study in middle and high school, develop the highest levels of language proficiency and intercultural competence.

The Middle Years

Middle school students begin to compare themselves to others in order to more clearly define themselves and their various roles. The foreign language classroom provides a context for such comparisons, allowing students to look systematically at humankind so that negative stereotypes may be avoided. Authentic oral, print and visual texts, coupled with technology-enhanced mechanisms for connecting with others, afford middle school students the opportunity to arrive at informed conclusions about humankind and themselves. Role plays, conversations and interdisciplinary investigations represent some of the possible avenues for language acquisition. Because middle school students bring literacy skills to bear on the learning of a second language, they can interpret much more than they can produce. Similarly, because they have acquired the metalanguage to talk about grammar in English, they are also ready for more formal instruction on aspects of the target language system.

> As students work toward the Comparisons goal in a second language, they develop insights into how languages operate. ... A broadening of opportunities with middle and high school programs capitalizes on the general linguistic advantage that comes from extended study and early opportunities (National Standards in Foreign Language Education Project, 1999, p. 21).

In other words, students who have studied one language for many years in elementary school may choose to layer on yet another language in middle or high school and are prime candidates to do so as language learning strategies transfer across languages.

High School

High school students continue to compare themselves to others in order to more clearly define themselves, their various roles and their place in the global community. The foreign language classroom provides a context for such comparisons, allowing students to look systematically at humankind and to bracket their egocentric views of the world, so that understanding of "things different" continues to develop. Authentic oral, print and visual texts, coupled with technology-enhanced mechanisms for connecting with others, afford high school students the opportunity to arrive at informed conclusions about humankind and themselves. They begin to see themselves as representative of a culture in relation to many cultures, all of which view the world in a variety of ways. Upper-level high school students engage in in-depth study of contemporary and historical issues and seek solutions to problems that impact all of humankind as they become knowledgeable about the global community and how they might function in it.

What Are the Overall Benefits of Learning a Language?

Academic Benefits

The evidence from more than 30 years of research provides convincing support that children who study a foreign language have improved overall school performance and superior problem-solving skills. Some evidence also suggests that children who receive second language instruction are more creative and better at solving complex problems (Marcos, N.D.; Robinson, 1998).

For those who study a foreign language in high school, benefits also accrue. Students of foreign languages score statistically higher on standardized tests conducted in English. The Modern Language Association and The College Board report that studying a second language can improve students' skills and grades in math and English as well as entrance exam scores -SATs, ACTs, GREs, MCATs, and LSATs. Research has shown that math and verbal SAT scores climb higher with each additional year of foreign language study. Students who average four or more years of foreign language study score higher on the verbal section of the SAT than those who study four or more years in any other subject area. In addition, the average mathematics score for individuals who take four or more years of a foreign language is identical to the average score of those who study four years of mathematics. Studying a foreign language, therefore, can improve both students' analytic and interpretive capacities.

Attitudinal Benefits

One of the major benefits or purposes of studying a language other than English is that it opens up a significant part of the rest of the world to Ohio's children. Whether students undertake the study of a classical or modern language, they connect with other cultures. Students develop an insider's

"Research shows that learning a second (or a third and a fourth) language develops a person's analytical abilities more effectively than learning a single language. We also know that learning a second language increases one's understanding of one's native language. To the extent that foreign language learning improves a student's cognitive and academic performance, it goes hand in glove with the *No Child Left Behind* goal of ensuring high student outcomes for all children." **Paige, p. 140.**

"The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures." **National Standards in Foreign Language Education Project, 1999, p. 31.**

view of another culture and are able to view their own with a critical eye, thus engendering a deeper understanding of their own and other cultures. Learning about other peoples' ways of knowing, living and thinking enhances students' development and contributes to the political and economic security of our society. In this manner, students develop a lifelong ability to communicate with more people, talking with others and gathering information beyond the world of English (Modern Language Association, 2003; Marcos, N.D.).

Workplace Benefits

Employers in all sectors of the economy clamor for individuals who are functionally proficient in languages other than English and who understand other cultures. Students who meet these demands will land meaningful and productive jobs both at home and around the world.

Right here in Ohio, 6.1 percent of people speak languages other then English in the home (U.S. Census Bureau, 2000). Our students will multiply their chances for success in the workplace if they speak more than one language. Knowing other languages enhances opportunities in all sectors of the economy, including government, business, manufacturing, medicine and health care, law enforcement, teaching, technology, the military, communications, industry, agriculture, social service, hospitality and marketing.

The Ohio Department of Development maintains statistics on foreign investment in Ohio at the following Web site: www.odod.state.oh.us/research/files/B300000002.pdf. These data are of interest to Ohio foreign language teachers as they show what regions of the world, and more specifically what countries, have firms in Ohio. What sectors of the economy and what counties are most affected by foreign investment also are included. Beyond increasing awareness of the need for foreign language proficiency and intercultural competence in Ohio students and the public at large, teachers also may wish to establish partnerships with these firms to provide real-world reasons to communicate in a language other than English.

Internationally, professionals in a broad range of careers who know other languages are called upon to travel and exchange information with people in other countries. More and more businesses with global ties need different kinds of workers who can communicate in different languages and understand other cultures. Employees with such qualifications are seen as bridges to new clients or customers. "A technician who knows Russian or German, the head of a company who knows Japanese or Spanish, or a salesperson who knows French or Chinese can work successfully with many more people and in many more places than someone who knows only one language (Modern Language Association, 2003).

Consequently, knowing a second language ultimately provides a competitive edge in the work force by opening up additional job

"Language learning pays off in a variety of ways. But beyond opening doors to friendship and cultural exchange, language skills today make possible new employment opportunities, bold enterprises in business, improved cooperation in humanitarian endeavors, and better understanding on crucial security and political issues." **Albright, in Met, p. xi.**

"The ability to speak more than one language also contributes significantly to mutual understanding among nations, global competitiveness, and national security, as well as academic development and personal fulfillment." **Paige, p. 140.**

opportunities. No matter what careers students choose, if they have learned a second language, they will have a real advantage in Ohio and elsewhere.

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Program Planning

Ohio's foreign language academic content standards provide clear expectations for all students. They form the foundation of what every student should know and be able to do in foreign language programs throughout the state. While local programs and curricula may build beyond these expectations, the benchmarks and grade-level indicators provide a clear, rigorous common program for instruction. Consequently, identified content and skills should be the focus of teaching and learning at each grade band and level. Teachers and curriculum leaders must determine how best to implement a standards-based foreign language program. Decisions about how instructional programs are organized, implemented and maintained are local decisions.

Program planning and implementation are shared responsibilities. Teachers, department chairs, curriculum leaders, school boards, and parent and community members play important roles in making decisions about the local foreign language program. Results of deliberations should provide students with the opportunity to study a foreign language in an uninterrupted sequence of instruction regardless of when the program begins (e.g., grades kindergarten through 12, four through 12, seven through 12). Once the decision of when to begin a program is made, the components of curriculum, instruction and assessment should be fleshed out to provide students with a coherent program that fits together well and prepares them to be linguistically and culturally competent in a language other then English.

The first step in implementing such a standards-based program is to become thoroughly familiar with the foreign language academic content standards.

Multiple Entry Points

The greatest challenge in using the kindergarten through grade 12 foreign language academic content standards is adapting the content for shorter sequences of instruction. All Ohio districts offer foreign language at the high school level, about half have middle school programs and approximately 30 schools have some type of kindergarten through grade five/six foreign language program. In order to use the standards when kindergarten through grade 12 sequences are not in place, district personnel must consider language development, learner development, pedagogy and the nature of the standards themselves.
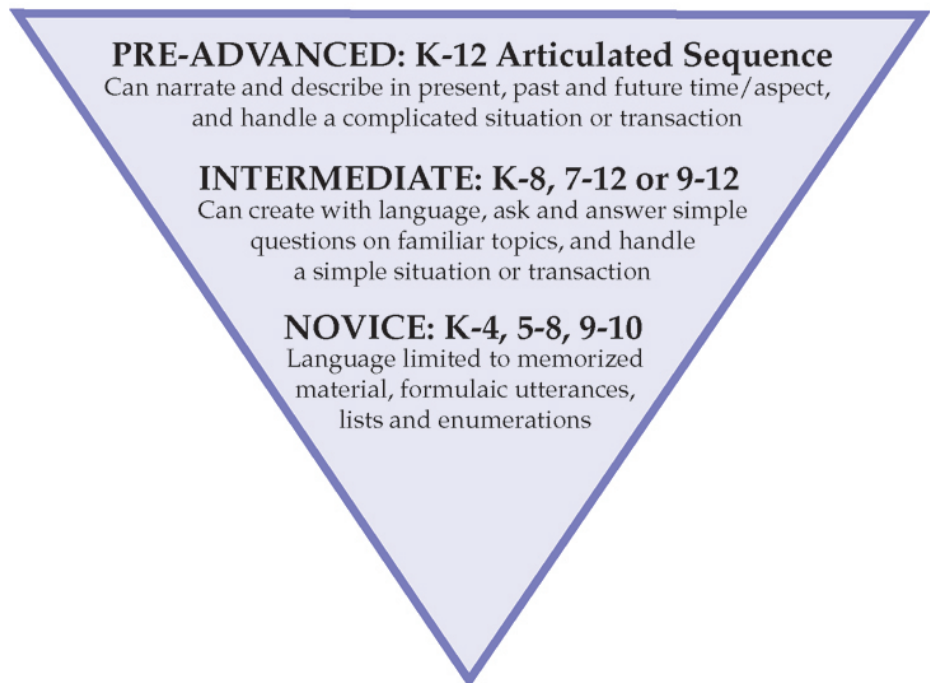
Language Development

Ohio's foreign language academic content standards, as well as the national *Standards for Foreign Language Learning* are the content standards that define the "what" of foreign language learning in classrooms. The *ACTFL*

Performance Guidelines for K-12 Learners (1998) are the performance standards that define the "how well." Like the standards, the performance guidelines are designed to reflect second language learning that begins in kindergarten and continues in an uninterrupted sequence through grade 12, reflecting a vision for language learning and use by students. As with any other academic discipline, it takes many years to develop a functional level of proficiency. The standards provide a framework for the development of such an extended program.

The guidelines account for various entry points that reflect most major language sequences found in Ohio: grades kindergarten through four, kindergarten through eight, kindergarten through 12; grades six through eight, seven through 12; and grades nine through 10 or grades nine through 12. The guidelines, therefore, help teachers understand how well students should demonstrate language ability at various points along the language learning continuum.

Description of Language and Time Required to Reach
ACTFL Performance Guidelines for K-12 Learners

PRE-ADVANCED: K-12 Articulated Sequence
Can narrate and describe in present, past and future time/aspect, and handle a complicated situation or transaction

INTERMEDIATE: K-8, 7-12 or 9-12
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE: K-4, 5-8, 9-10
Language limited to memorized material, formulaic utterances, lists and enumerations

Students are considered novice language users whether they begin their language program in kindergarten, fifth grade or ninth grade. There will be differences in sophistication based on learner development, but the language produced will still be limited mostly to memorized material, formulaic utterances, lists and enumerations. Intermediate language users need a sequence of at least four to nine years to be able to create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction. To reach the pre-advanced level of

language proficiency, students must have the opportunity to study a foreign language in an uninterrupted kindergarten through grade 12 program. Such an extended sequence of instruction allows students to reach a level of language competence where they can narrate and describe in present, past and future time/aspect and handle a complicated situation or transaction.

Using the guidelines will alleviate the pressure experienced by many foreign language educators to achieve unrealistic goals in short periods of instructional time. Feedback from the field on the guidelines verifies that the descriptions represent the reality of what students should be able to do *on their own* in the foreign language after set amounts of time, provided that their instruction is both standards- and performance-based.

Ohio's academic content standards and the guidelines assume elementary programs that meet from three to five days per week for no less than 30 to 40 minutes per class; middle school programs that meet daily for 40 to 50 minutes; and high school programs that equal four units of credit. There is a direct correlation between time and language performance ability.

Anticipated Performance Outcomes as Described in the ACTFL Performance Guidelines for K-12 Learners
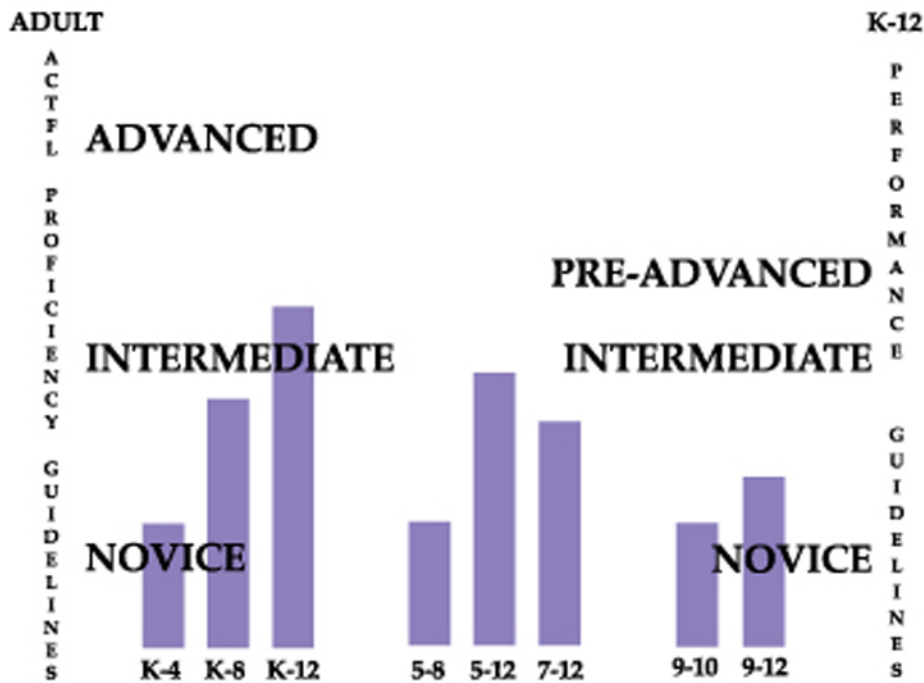
Less Commonly Taught Languages

The guidelines describe performance expected from students who study Western languages most commonly taught in American schools. The

Less commonly taught languages will require more time to reach various proficiency levels.

similarities in both oral and written form between these languages and English aid students in their acquisition of the new language. When students study languages such as Arabic, Chinese, Japanese and Russian, they encounter unfamiliar sounds, different writing systems and new grammars which oftentimes cannot be linked as easily to what students know in English. Consequently, students learning these languages will need more time to reach the same level of performance as those who are studying Western languages (Swender and Duncan, 1998).

Classical Languages

The guidelines also address students' ability to comprehend texts. Reading and understanding written messages of the ancient world are key goals for students of Latin and Greek. The oral use of the language, however, also can be employed to build student interest and heighten understanding of and appreciation for the languages and their cultures.

The importance of the three modes of communication for classical language is evidenced in the following standards found in the "Standards for Classical Languages" of the *National Standards* (1999):

- Students read, understand and interpret Latin or Greek.

- Students use orally, listen to and write Latin or Greek as part of the language learning process.

Learner Development

Ideally, all students would have the opportunity to study a foreign language throughout their school years. Elementary learners would develop both concepts and vocabulary at the same time in two languages. They would learn to read and write in both English and the target language. When programs do not begin until middle school or high school, however, learners bring literacy skills, intact concepts from many disciplines and increased memory capacity to the learning of a second language. Older learners also bring reading and listening strategies to bear on second language texts. They can be reminded or taught to keep the meaning of the text in mind, to use context to guess meaning and to keep going if they encounter a word that they do not understand. Consequently, they can interpret much more than they can produce, especially in languages that use the Roman alphabet.

Beyond literacy skills and strategies for interpretation, older learners also are more cognitively developed. Depending on the grade of language instruction, they are either in concrete operations or moving into formal/ abstract reasoning. Many of the concepts incorporated into the elementary grade band indicators (e.g., numbers, colors, dates, map skills) are already known to older learners. The foreign language teacher helps students map new vocabulary and structures onto these intact concepts and ensures that tasks associated with the concepts are at a level of cognitive sophistication that matches that of the students. Hence, in the early grades, the teacher

might ask questions focused on the here-and-now, even when the answer is evident (e.g., Where is the blue circle?). With more cognitively mature students, such a question would prove both cognitively insulting and boring. Instead, the teacher might use a famous piece of art from the target culture and ask students to describe colors and shapes. Students might then surmise what the artist was trying to symbolize with such colors and forms (e.g., happiness, friendship, war) based on a list provided by the teacher.

Learner development also has a bearing on how much material may be presented at any one time. Brain research on memory and attention indicates that older learners can retain seven to nine new items and can focus attention for around 15 minutes. Younger learners, on the other hand, can retain only four to five new items and can focus for only seven to nine minutes (Tileston, 2000). Teachers can take advantage of older students' increased memory and attention span by presenting more information for longer periods of time the higher the grade level.

Pedagogy

Language and learner development have direct implications for pedagogy. Teachers must make content accessible to learners at different stages of language proficiency and at different stages of cognitive development. Young learners at the novice stage of language development will need different strategies and techniques to access content than high school freshmen who are just beginning the study of a second language. For example, whereas younger novice learners may need concrete manipulatives to facilitate comprehension, older novice learners may rely on a quick visual reference, interpretation strategies and knowledge of the world to glean meaning when situations are familiar. If concepts are new, older learners also will need concrete, visual support to facilitate understanding.

Whether novice or pre-advanced, classroom language learners benefit from pedagogy that moves from guided instruction to open-ended activities using oral, written or signed texts as the point of departure. Teachers focus students' attention on meaning by asking them to identify the main idea or theme. In addition, teachers highlight vocabulary and structures used in the text to convey meaning. They engage students in manipulating these elements in practice activities. Subsequent to meaning making and practice, students synthesize their learnings by working through novel texts, participating in role plays or original conversations or by producing a written product. (See pp. 33-37 of Shrum and Glisan, 2000 for additional information on guided instruction.)

In terms of cognitive complexity, younger learners thrive on recognition, recall or identification activities during initial practice with new concepts. Older learners need sufficient cognitive challenges to engage them with content with which they may already be familiar. Identifying, evaluating and analyzing are more appropriate for older learners mapping new vocabulary and structures onto previously developed concepts. For

example, rather than asking what color a student's sweater is (appropriate for young learners) the teacher may ask older students to prepare a graph with the number and colors of sweaters they own and to compare results with other students. In both cases, identifying colors and clothing is the focus of instruction, but the level of cognitive engagement with the content is age appropriate.

Finally, pedagogy must be relevant, meaningful and engage students in real-world tasks. When instruction ties to the interests and concerns of students, it is intrinsically motivating to them. Real-world tasks likely to be performed in the home, school or workplace of the target culture lend credibility and value to learning a foreign language. Many of the tasks that are commonplace in foreign language classrooms already meet the criteria of relevance, meaningfulness and authenticity. For example, elementary students describe a photo of their parents during show-and-tell. Middle school students plan, prepare and describe a healthy meal from the target culture. High school students access Web sites and a variety of print and video resources to produce a travel brochure with a planned itinerary for tourists with budget and time constraints.

The Nature of Standards

The foreign language academic content standards take into account both language development and learner development. Expectations of what students should know and be able to do follow the *ACTFL Performance Guidelines*. There is also a conscious effort to delay, by at least one grade level, concepts taught in other disciplines. The one exception is conversions between monetary systems, introduced in grade seven for foreign language and in grade eight for mathematics. As such, the indicators and benchmarks build both in terms of language and task complexity.

Putting It All Together

When programs begin in kindergarten and continue through grade 12, no modifications for program planning are necessary. When programs begin at grades four, six or nine, however, there are several steps that planners will need to take in order to use this document more successfully.

The following task leads educators to incorporate expectations from lower grade levels into programs that begin at a later grade. These steps are best used in a hands-on workshop with time for discussion and questions.

- First, look at the overview where indicators and benchmarks are aligned to the organizer of each standard (e.g., Communication, Interpersonal; Cultures, Practices).

- Next, take the indicators from the elementary and/or the middle school grade band(s) and discuss how they become increasingly more rigorous in terms of both the communicative task and the cognitive demands on students.

- Given the nature of language development, learner development, pedagogy and standards discussed above, brainstorm implications for curriculum, instruction and assessment if programs do not begin until grades four, six or nine.

Consider the following questions during discussions:

- Would it be possible to "roll up" the indicators from lower grade levels into the expectations of the grade at which the program starts?

- Would students be familiar with the concepts of the lower grades? In other words, would they have background knowledge from life experience or from other disciplines to bring to bear on the concepts?

- What thematic units might prove engaging for learners in terms of relevance, meaningfulness and authenticity?

- How can teachers weave the indicators and benchmarks into such units?

- If teachers can "roll up" the expectations from earlier grade levels into the units, what will language production look like from learners? (Refer to inverted pyramid, above.)

- How can teachers ensure that tasks are cognitively challenging, but that their expectations of language proficiency are realistic given novice level students?

- How might language proficiency vary across the modes of communication (interpersonal, interpretive and presentational)? (See Planning for Instruction in Instructional Commentary for a complete description of the modes.)

Program Alignment with the Foreign Language Academic Content Standards

After becoming thoroughly familiar with the foreign language academic content standards and how to use them based on the multiple entry points discussion above, the next step in planning involves analysis of the current foreign language program. All components of the program, from the written curriculum or course of study to instructional practices, materials and assessments, should be considered. Curriculum mapping is one technique that allows teachers and curriculum leaders to examine the existing program as it is currently taught within and across grade levels. In constructing a curriculum map, teachers outline the content that students are learning each month. By examining the maps, it is possible to see the foreign language program as it is experienced by the students progressing from level to level. Maps show areas where the existing lessons and assessments are aligned to the standards. Comparing maps to the standards also helps identify areas where gaps may exist, where content is being

Multimedia and technology-based resources facilitate the development of linguistic and cultural competence.

repeated unnecessarily or where content needs to be shifted to a different level.

In standards-based education, planning for assessment is critical. Classroom and district assessments should include multiple measures of progress towards achievement of the indicators and benchmarks. Data from assessments should be used when planning for future instruction. (See Assessment section of Instructional Commentary for a more complete treatment of the role of assessment.)

In the past, the textbook became the de facto curriculum for foreign language programs. Yearly planning involved choosing the number of chapters teachers thought they could "cover" in a given time frame. In a standards-based program, the textbook becomes one of many tools and resources to bring the standards to life. A variety of authentic texts, realia, multimedia and technology-based resources facilitate the development of linguistic and cultural competence.

In conclusion, the foreign language academic content standards become the basis for all other aspects of program planning. District personnel align their current program to the standards, choose appropriate materials and resources to progress toward the expectations of the standards, and develop instructional strategies and assessments based on the standards. Building awareness around the standards and garnering a commitment to align programs with the standards are the first steps in ensuring a standards-based program. The recurring processes of planning and implementing improvement strategies and monitoring progress toward meeting the standards ensure that program planning remains standards based.

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Planning for Instruction

General Considerations

How Do I Use the Standards?

The foreign language academic content standards are presented in linear fashion but are not meant to be used in planning as a checklist of what students should know and be able to do. Rather, teachers should look for natural connections across the five standards and should plan instruction so that students are able to meet several expectations at the same time. Thematic units (e.g., travel and tourism, the workplace, staying healthy) that foreign language educators have come to rely upon provide a context for such integration across standards. For example, if students are supposed to present information (Communication standard), products or practices of the target cultures (Cultures standard) as well as age-appropriate content from other disciplines (Connections standard) give students something meaningful and age appropriate to write or speak about. (See Making Connections section of Instructional Commentary for a more complete discussion.)

Careful planning provides meaningful experiences for students and allows for natural connections across standards.

Where Are the Four Skills? What Are the Modes of Communication?

The four skills refer traditionally to listening, speaking, reading and writing. In the past, educators spoke of these skills in relative isolation. Planning books, over the course of a chapter or unit, contained a certain number of each type of skills-based task. Teachers did listening exercises to ensure that students were hearing the language correctly. Teachers had students read selections and answer comprehension questions to assess reading skills. Students wrote original stories or spoke off-the-cuff on topics so that educators could see if students could manipulate forms and produce texts.

In today's standards-based classrooms, instruction should enable students to function in real-world situations. It is quite common for human beings to read, view or listen to some sort of text and then to discuss it with another person (face-to-face, on the phone or through e-mail). People may then take the information and incorporate it into novel texts (letters to the editor, brochures, speeches) for a variety of purposes (to complain, to sell, to convince). The skills of listening, speaking, reading and writing, therefore, flow naturally from one to another to enable students to meet a variety of linguistic functions across the three modes of communication.

Interpersonal communication is characterized by the ability to negotiate meaning. Students seek clarification ("What did you say?") and amend

responses so that meaning is understood ("I mean my brother, not my sister."). They provide and obtain information, express feelings and emotions and exchange opinions in culturally appropriate ways in the target language. The four skills are needed to do so, depending on the avenue of expression (live, face-to-face or through technologies such as instant messaging).

Interpretive communication begins with live, written or recorded texts. The primary skills targeted in interpretive communication are listening, reading and viewing. Today's planning must enable students to do more than simply listen to, read or view texts. To arrive at a culturally appropriate interpretation, students must be explicitly taught meaning-making strategies. Strategies such as listening/reading/viewing for the gist, scanning a text for specific information, guessing from context or using knowledge of the topic enable students to work through texts and to understand the texts from the viewpoint of the culture that produced them. From graffiti and poetry of the ancient world to children's literature and contemporary pieces, from news or artistic sources to Web-based oral, written and visual texts, interpretive communication provides a critical lens into the world view of those who produced the texts.

Interpretive communication includes the incorporation of meaning-making strategies.

Presentational communication is characterized by one-way, formal communication. Students present information and ideas to audiences of listeners, readers or viewers for a variety of purposes. No negotiation of meaning is possible during the communication so texts must be as polished as possible in order to convey meaning in culturally appropriate ways. The primary skills involved in presentational communication are speaking/signing and writing.

It is quite natural for teachers to model the modes as they guide students through instructional sequences. There are many strategies that educators use, from pre-teaching vocabulary with elaborate family trees containing visuals and printed words to presenting multimedia slide shows of trips abroad. The academic content standards, however, focus on what **students** should know and be able to do across the modes of communication, as well as across standards and disciplines, as a result of instructional sequences.

Where Is Grammar? Where Are Vocabulary Lists? Where Are the Mechanics?

In the past, textbooks and local curricula provided lists of vocabulary words and grammatical structures to "cover" before moving to the next chapter or unit. Students learned to manipulate the present tense before moving to the past tenses. It was expected that students master each form during initial contact with and practice of the material.

In today's classrooms, grammar and vocabulary flow naturally from the standards, benchmarks and indicators. If, for example, students are expected to discuss the contributions of famous people from the target

culture (Cultures Standard, Grand Nine, Benchmark D, Indicator 7), the natural fit of structures and vocabulary might be as follows:

*   Professions;

*   Past tense of verbs such as to live, to invent, to draw, to develop;

*   Nouns related to scientific processes and inventions (pasteurization, fireworks, aqueducts) and/or cultural artifacts (paintings, monuments, historical documents);

*   Expressions that enable students to state their opinions about contributions such as "I think, " "It's important because," "I disagree."

If students are expected to discuss the contributions in writing, certain conventions and mechanics also will relate naturally to the task. For example, students might set up a written report to include an introductory paragraph with a topic sentence, as well as several sentences that detail the contributor's life and the nature of the contribution. The second paragraph might emphasize the positive effects of the contribution. The third might lay out potential negative consequences of the contribution. A concluding paragraph might state the author's personal point of view with supporting evidence.

Proper capitalization, placement of topic sentences and correct punctuation will vary depending on the language under study. In all cases, however, the task dictates the focus of explicit instruction where conventions and mechanics are concerned, as well as where vocabulary and structures are concerned.

Unlike past instructional practices, it is not possible to "check off" material that has been covered and to move on in a standards-based program. Research on how languages are learned supports a different approach to planning. Just as children need many occasions to use their first language accurately to convey and to make meaning, students learning a second language must be exposed repeatedly to rich input and must have multiple occasions to practice using the language. Also, just as children are exposed to the total array of linguistic features of their first language as they are used in meaningful ways in their daily lives, students learning a second language also must be introduced to forms and vocabulary on an "as-needed" basis. For example, young children are read stories that contain past, present and future time references long before they have mastered all present tense forms. In the same way, students learning a second language can be exposed to the rich tenses/aspects that are natural features of the language under study. Rather than mastery of the complete range of a given form, however, the structures are treated as vocabulary items. For example, in recounting how the wolf acted in *Little Red Riding Hood*, students would only be accountable for the third person singular of verbs such as "he said," "he ate," "he ran." In order to "cover" the past tenses, therefore, students would

have to participate in numerous interpretive, interpersonal and presentational tasks on a wide range of topics, over many years to "master" all forms.

An understanding of universal grammar and the concepts of marked and unmarked structures helps foreign language educators make sense of why spiraling vocabulary and structures is so crucial. All languages share rules (core grammar) but also have their own, idiosyncratic mechanisms for mapping form to meaning. A structure is unmarked if it functions in a regular pattern and has a fairly similar pattern in the first and second language. Unmarked features are usually learned relatively easily. Marked features, however, differ in significant ways both within and among languages. Consequently, they are harder to master and may cause problems of overgeneralization, using the unmarked or "regular" form in lieu of the marked or "irregular" form. For example, English-medium children often use the unmarked form "goed" to refer to the past action of going. The marked form, "went," is difficult because it strays from the normal pattern of simply adding -ed to the present tense. Similarly, students learning Spanish, for example, might have trouble with the present tense of "saber" as the normal pattern would call for the formation to be something like "sabo," not "sé." (See Ellis, 1986; 1994 and Shrum and Glisan, 2000 for a more complete discussion of universal grammar, linguistic universals and linguistic typologies.)

It takes a conscious effort to spiral vocabulary, structures, conventions and mechanics many times in order for students to incorporate them accurately into their linguistic repertoires. In this manner, students become increasingly able to function in a wide range of situations for a wide range of purposes.

Meeting the Needs of All Learners

"Try to find the giftedness in each learner." **Shrum and Glisan, p. 271.**

Today's foreign language students reflect the diversity found in the general student population. Students with physical impairments and/or learning disabilities, students at risk, heritage and English language learners, gifted students and students who manifest the full range of ability levels are all present in foreign language classrooms. The following information will assist foreign language teachers provide access to, and engagement with, the foreign language curriculum for all learners.

Students with Disabilities

The 1997 Reauthorization of the *Individuals with Disabilities Education Act* ensures the least restrictive environment for children with disabilities. Students participate in age-appropriate regular classrooms, follow the standards-based curriculum and participate in state- and district-wide testing, where applicable. Educators make accommodations based on individualized education programs (IEPs) that specify accommodations and support needed so that children with disabilities can be successful in the general curriculum.

Learners with disabilities fall into two main categories: students with special physical needs and students with special learning needs. In the first category, foreign language teachers will need to make accommodations for students with limited physical movement, hearing impairments and/or visual impairments.

In lieu of hands-on activities or Total Physical Response (TPR), students with limited physical movement may need to demonstrate their learning through speaking or writing. Children with hearing impairments will need visual supports such as scripts of texts to participate in listening activities. Reading may prove frustrating for students with hearing impairments as many have difficulty phonologically encoding the sounds that lead to appropriate letter/symbol-sound correspondences. Students with visual impairments will profit from oral input and from demonstrating their abilities through oral rather than written means. It also may take students reading in Braille or using a text-recognition technology extra time to process texts.

In the second category, foreign language teachers will need to make accommodations for students with learning disabilities. "A learning disorder interferes with a student's ability to store, process or produce information and creates a gap between his/her true capacity and daily productivity and performance" (Shrum and Glisan, 2000, p. 265). Disabilities are manifested in a number of ways including:

• Difficulty in focusing attention, tuning in and out, inconsistent performance, impulsive behavior, negative self-image;

• Oral, aural, or written language difficulties and spatial orientation problems where words look different (e.g., reversals in letters and words);

• Poor memory;

• Poor fine motor control problems that affect handwriting;

• Sequencing, putting items in correct order, following directions.

Interestingly, it has been found that immersion, content- and story-based approaches provide effective means for students with learning disabilities to learn a foreign language. These approaches incorporate meaningful interaction and hands-on experiences that are known to support instruction. Other techniques that support students with learning disabilities include:

• Developing a communicative rather than a grammar-oriented classroom;

• Establishing predictable daily routines;

• Giving simple instructions;

"Research suggest that the instructional methods that are effective with students with disabilities tend to be the same as those that are effective with other students, except that students with disabilities may need closer supervision." **Larrivee, in Shrum and Glisan, p. 268.**

- Presenting small amounts of material at any one time, with frequent review and repetition;

- Using prelistening and prereading activities to activate background knowledge and providing comprehension questions prior to and after activities;

- Using multisensory (e.g., tactile, kinesthetic) approaches to teaching;

- Providing opportunities for all students to interact with each other to promote understanding, respect and a helpful environment;

- Giving students extra time to complete tasks;

- Maintaining realistic expectations and measuring progress in terms of students' own abilities;

- Providing individualized work with frequent feedback;

- Making special provisions for assessment. (See Shrum and Glisan, 2000, pp. 267-268 for other specific suggestions for working with students with auditory or visual processing deficits.)

"Using universally designed materials, teachers only need to teach one flexible curriculum in order to reach all their students." **Orkwis and McLane, p. 9.**

The concept of universal design, borrowed from the field of architecture, provides an excellent metaphor for foreign language professionals trying to meet the needs of students with physical or learning disabilities. A building that is universally accessible will have a ramp in a convenient place and automatic doors so that all individuals, wheelchair-bound or those pushing strollers or shopping carts, may enter and exit the facility easily. In the same way, foreign language teachers should seek textbooks and materials with built-in flexibility so that all students may access and be engaged in the curriculum. Such instructional resources provide alternative mechanisms to reduce perceptual barriers so that text, audio and visual means of representation are all included. A student with limited vision, for example, might enlarge digital text to make it accessible. Audio with captions enables students with hearing impairments to access the curriculum. Cognitive barriers also are reduced in that students may access tools that help build background knowledge and extract the big ideas from materials. For example, if a student is asked to read a short text on crime in ancient Rome, it would be helpful to provide a pictorially sequenced version of the text for students with learning disabilities.

"A curriculum that incorporates universal design features should do more than accommodate physical, sensory or cognitive disabilities; it should include students with differing abilities, cultural and linguistic backgrounds and approaches to learning." **Orkwis and McLane, p. 10.**

Universal design also provides flexible means of expression by reducing motor and cognitive barriers. Using clip art and an enlarged keyboard to draw and write, for example, might help a student who suffers from problems with small motor coordination to complete an assignment where paper and pencil would prove frustrating. Providing pop-up dictionaries or conjugation charts scaffolds students' attempts at expression, lessening cognitive barriers.

Finally, universal design provides flexible means of engagement with the curriculum. Students need adequate support to persevere, yet sufficient

challenge to stay motivated. Familiarity (e.g., repetition, review) builds support where novelty (e.g., randomness, surprise) challenges students.

Students of different ages and cultural backgrounds respond to different content and formats, many of which can be designed into materials. Similarly, students participate more readily when asked to contribute their own images, sounds, words and texts into flexible curricular materials.

Students at Risk

Students at risk are likely to fail in school due to circumstances outside of school that influence their academic performance. Poverty, a dysfunctional family life, neglect, abuse and cultural/ethnical/racial background contribute to such failure. The majority of students at risk are minority students from low socioeconomic backgrounds. Such students often experience loss of identity or ethnic roots, difficulty in integrating themselves into the majority culture and other students' incorrect perceptions of them.

Students participate more readily when asked to contribute their own images, sounds, words and texts into flexible curricular materials.

Students at risk often display psychological or emotional symptoms such as depression, anxiety, difficulty in concentrating and excessive anger. They also manifest physical symptoms such as respiratory problems, headaches and muscle tension.

Foreign language teachers can provide effective learning environments for such students. The very nature of the content encourages the study and appreciation of peoples from many backgrounds in the world community. Specific strategies to meet the needs of students at risk include:

- Provide activities that require social interaction and higher-order thinking skills;

- Relate learning to students' own life experiences;

- Give descriptive feedback along with grades;

- Display all students' work;

- Maintain direct, sincere eye contact when communicating;

- Provide equal participation opportunities to girls and boys of different backgrounds;

- Use heterogeneous and cooperative groupings for interactive tasks;

- Make use of minority cultures' contributions (e.g., guest speakers, contributions to history, music, etc.);

- Ask native speakers in the class to help;

- Include all age groups, geographical regions, males/females, ethnic and racial backgrounds when using photos;

- Encourage students to discuss their own values, morals and religious views as shaped by their own cultures;

- Treat students equally in what is expected from them, unless they have physical or intellectual disabilities;

- Have students help each other through cross-age peer tutoring during which students learn about others different from themselves, gain self-esteem, exercise autonomy and achieve at higher levels;

- Maintain positive teacher-parent communication (e.g., invite parents to class, update them on student progress, include them in disciplinary matters).

Students Who Are Gifted

Students who are gifted evidence high performance capability in areas such as intellectual, creative / artistic, leadership capacity or specific academic fields (*Omnibus Education Reconciliation Act*, 1981, in Shrum and Glisan, 2000, p. 271). They, too, need services and activities to help them fully develop their capabilities. While some evidence exists that linguistically gifted individuals are able to process language more quickly and efficiently, no data show the actual percentage of learners who are linguistically gifted. "Given that almost all humans are capable of acquiring language, it is recommended that foreign language teachers identify and nurture the giftedness in each learner" (Shrum and Glisan, 2000, p. 271).

There are specific accommodations that enable gifted students to develop their capacities more fully. These include accelerating both the pace and level for language students, enriching the experiences of learners through in-depth study on broad topics that require the use of higher-order thinking skills and differentiating instruction based on learners' needs and abilities.

Within a mixed-ability classroom, the following strategies have proven effective with gifted students:

- Students research cultural topics in depth;

- Use challenging taped segments and readings;

- Students debate societal issues and interpretations of literary works;

- Students choose topics based on areas of interest;

- Students work together on assignments or projects, with the teacher as facilitator;

- Students assume leadership roles such as group leaders / facilitators or peer teachers;

- Involve students in interaction through cooperative learning tasks that reduce competition and enhance self-esteem;

- Students explain tasks and solutions to peers, allowing them to learn through teaching.

Student-centered learning capitalizes on the capacities that students bring to the classroom.

Heritage Language Learners

The U.S. 2000 census data for Ohio show an increase in the number of families whose first language is not English (6.1 percent, 18.7 percent higher than in 1990). Children from these families enter foreign language classrooms where the medium of instruction is often that of the home language (e.g., Spanish, Chinese, Japanese) or of a language of schooling/ religion in their home country (e.g., French for many African nations, Arabic for many Somali children). Consequently, students bring a great range of background knowledge about and ability to use the language of instruction.

When the target language in the classroom matches that of heritage language learners, instructional goals build upon the knowledge and skills they bring to the classroom. Language maintenance enables learners to keep up their understanding and use of their home language. Acquisition of the prestige variety of the home language helps speakers of nonprestige varieties to function in professional and formal contexts. The transfer of literacy skills enables learners to use reading and writing skills in the home language and English. Finally, instruction expands the range of linguistic abilities and communicative strategies in the home language and English.

It is common, for example, for students of Hispanic/Latino backgrounds to have fairly developed auracy skill. Their understanding of spoken texts and their ability to communicate orally may far exceed their literacy skills, especially if they began schooling in an English-medium environment. The variety of Spanish used in the home also may be a low-prestige variety. To meet such students' needs, teachers would focus on spelling and grammar through myriad opportunities to work through reading texts and to produce their own written texts.

When the target language in the classroom is not the heritage language, the foreign language classroom provides these students, who are often English language learners as well, with a level playing field relative to other target language learners. In the foreign language program, everyone is starting with a novice level of proficiency. Whereas in other disciplines heritage/ English language learners may feel deficient in terms of their linguistic capabilities, they tend to equal or surpass their English-medium peers in the foreign language classroom.

Differentiated Instruction for All Learners

Research over the past twenty years has shed light on students' different ways of knowing, on the importance of tapping into students' interests to make learning meaningful and relevant, and on the concept of readiness. These three elements help teachers adjust content, process and product so that all children may access the curriculum. For example, imagine that students at the middle school level are asked to produce a persuasive advertising text. If the teacher wishes to differentiate based on different ways of knowing, s/he might allow students to produce a commercial

(musical/rhythmic types), a brochure (linguistic/visual/spatial types) or a game (logical/mathematical types). Based on interest, the teacher might allow students to choose what product to sell (e.g., a soft drink, a car, a tourist location). Differentiating on readiness, the instructor might help weaker learners brainstorm words associated with their chosen product and base their presentation on the resultant semantic web. Average learners might be asked to do a think-pair-share exercise to arrive at needed vocabulary and structures. Stronger learners might be asked to study examples of persuasive techniques in authentic audio, video or written advertisements and to incorporate their findings into their own presentations. In each case, students are engaged in a meaningful task based on the same content and expectation—to produce a persuasive advertising text. (For an extensive discussion on differentiating instruction, see Tomlinson, 1999; Shrum and Glisan, 2000).

Foreign language educators who incorporate the principles of universal design and differentiated instruction into their planning quite naturally meet the needs of all learners. The suggestions for working with students with disabilities, students at risk, students who are gifted and heritage language learners simply highlight specific universal design and differentiated instruction strategies that have proven to be the most effective with each subgroup of learners.

Unit and Daily Planning

The following suggestions and Internet links include possible steps to take when designing unit and daily lesson plans based on Ohio's foreign language academic content standards:

Developing a Standards-Based Unit

1. Select a unit for learning based upon the standards.

2. Decide upon the specific outcomes students will achieve as a result of instruction.

3. Decide how those ideas will be assessed at the end of instruction.

4. Begin the unit with a pre-assessment and then focus instruction appropriately.

5. Develop and sequence the specific lessons and activities that will make up the unit.

6. Analyze the results, reflect and reteach as necessary to help all students meet the outcomes.

    http://ims.ode.state.oh.us/ODE/IMS/Lessons/FAQ/ is_there_a_planning_template.asp.

Developing a Standards-Based Lesson

1. Decide which standards, benchmarks and indicators will be emphasized.

2. Determine how you will assess and know if students meet the standards or are missing any necessary prerequisites for the standards.

3. Determine what students will know and be able to do as a result of this lesson. What effective instructional techniques will help students meet the standards?

4. Plan strategies and activities to meet the needs of all students.

5. Think about practical issues and materials needed for instructional planning.

6. Consider ways to integrate the lesson with students' other courses, home lives or with technology.

   http://ims.ode.state.oh.us/ODE/IMS/Backpack/LessonPlans/ LessonPlan_Template_RTF.rtf.

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Making Connections
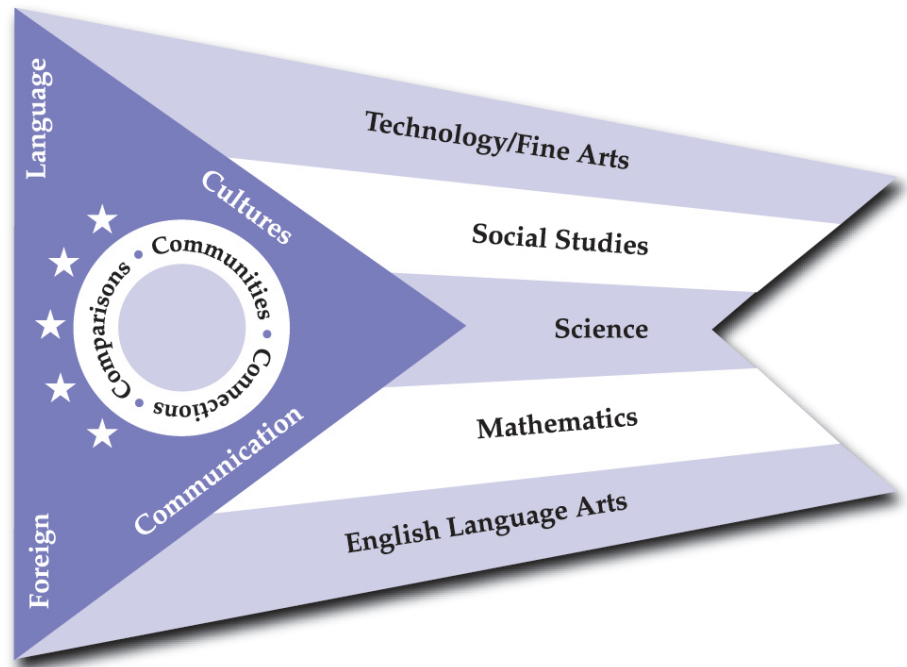
Connections Across Foreign Language Standards

While Ohio's foreign language academic content standards contain five individual standards, educators understand that they are not addressed in isolation. Just as language and culture cannot be separated, extracting connections, comparisons and communities from communication and cultures creates a similar challenge. As a result, this document is designed with the expectation that multiple indicators under several standards will be concurrently addressed during any particular unit or daily lesson. When planning, all five standards should be considered as a weave instead of five separate elements.

Connections Across Disciplines and to the Real World

Effective foreign language education requires an integrated approach. Inquiry into any real-world matter related to language and culture is holistic and interdisciplinary in nature. It requires the use of a variety of sources (books, periodicals, videos and other forms of media; art, music and technology; the community and students' own life experiences). This creates two types of connections: integrated studies and interdisciplinary studies. Integrated studies bring content and skills from other disciplines into the language class. Interdisciplinary studies bring educators from two

"These five goals interconnect to suggest the richness of human language; no one goal can be separated from the other, nor is any one goal more important than another."
Shrum and Glisan, p. 29.

or more disciplines together to plan and concurrently deliver related content in their respective areas.

For example, an integrated unit in the foreign language class might have students use content from English language arts and technology to create a presentation on learning related to the target language and culture. Students studying advertising in the language class might look at how similar products are advertised locally and in the target language and culture, which capitalizes on the Communications, Cultures and Comparisons standards. To integrate other content areas into the lesson, teachers may bring in concepts from English language arts to create an effective ad or commercial for a local industry looking to expand to international markets. Technology also may play a significant role in this lesson, as students could design their ad or record their commercials using various media. Concepts from fine arts also could be integrated by having students review design principles, select appropriate music or incorporate voiceovers to create ads.

Inquiry into any real-world matter related to language and culture is holistic and interdisciplinary in nature.

In an interdisciplinary unit, the English language arts, technology and fine arts educators simultaneously develop skills and knowledge related to each content area, and the development of the ad or commercial might be the culminating project that illustrates the new learning from all three content areas. Therefore, a prominent goal of foreign language education is the development of a well-rounded synthesis of content and skills that students need for quality decision making and active social participation, both locally and globally. *Standards for Foreign Language Learning in the 21st Century* states:

> The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum (p. 53).

Making connections across foreign language standards and across disciplines ties well to the principles of constructivism. Constructivist teaching is based on the belief that students learn best when they gain knowledge through exploration and active learning. Hands-on materials are used in conjunction with textbooks. Students are encouraged to think and to explain their reasoning instead of simply memorizing and reciting facts. Education is centered on themes and concepts, and the connections between them, rather than on isolated information. In addition, making connections ties into multiple intelligences and recent brain research. Researchers theorize that the human brain is constantly searching for meaning by seeking patterns and connections. Authentic learning situations increase the brain's ability to make connections and to retain new information.

Students learn best when they gain knowledge through exploration and active learning.

Using manipulatives capitalizes on students' varied learning styles and multiple ways of knowing.

"In standards-driven instruction, major projects or units that determine day-to-day instruction will allow for the integration of all five goals (communication, cultures, connections, comparisons and communities) as well as for the development of a range of language skills." **Met, p. 53.**

Teaching strategies that enhance brain-based learning include using manipulatives, engaging in active learning, taking field trips, inviting guest speakers and working on real-life projects that allow students to use many learning styles and multiple intelligences. The brain can make better connections when material is presented in an integrated way, rather than as isolated bits of information.

The connections component is a bidirectional process. Students bring knowledge and skills from other content areas and their own experiences to the language class. Linking to that knowledge and to those experiences provides students something meaningful to communicate about in the foreign language classroom. It also provides the foundation for the Comparisons and Communities standards. Students use their own language and culture to compare to another in the Comparisons standard. In the Communities standard, students use their own interests and goals to direct their outreach, enjoyment and enrichment, and career exploration and employability skills. The Connections, Comparisons and Communities standards provide real-world applications that capitalize on linguistic and cultural knowledge and skills acquired in the foreign language class. As a result, students have something meaningful to communicate about that relates both to the foreign language curriculum and to concepts of other content areas.

For example, students participating in a unit on travel to a place where the target language is spoken may have to prepare a final product based on their research and choices. While the product would be a component of presentational communication, the connections that this product makes to other foreign language standards and to other content areas provide meaningful information that enhances the quality of the communication. In addition, students may have to make choices about their travel based on a certain context. They will need sound cultural knowledge to make appropriate choices, such as making accommodations for meal times for a trip to Argentina. They may have to deal with currency conversions, a concept that ties to both mathematics and the Connections standards. To further enrich the task, students may either create or use an electronic expense report form to justify choices within the constraints of a budget. This type of presentation is not limited to reciting facts from research; instead, students are using the language to tie into skills required in many content areas and in the world of work.

Another example of making connections is the creation of a news presentation. Tenth-grade students are assigned a project to create a 15- to 20-minute news broadcast that they will present to other students in the school. Within their presentation, students need to provide both local news and news of the target culture, graphics to support the presentation, commercials and a "person on the street" live interview. Students will work in small groups to plan, research and produce the broadcast. The broadcast itself can be presented in a variety of ways (e.g., live, video recording, audio presentation, Web-based multimedia delivery).

Within the foreign language academic content standards, students are making connections across all standards. Under Communication, students are using interpersonal communication to do their planning, interpretive communication to do their research and presentational communication for their broadcasts. Under Cultures, students will be studying authentic news broadcasts and commercials to see how these products are developed in the target culture and how practices may need to be adjusted. Under Connections, students are integrating their learning from other content areas into the planning and production of the broadcasts, and they are developing new viewpoints about that learning as they use authentic sources in their preparation. Under Comparisons, students will compare both the products and practices related to the project from their own viewpoints and from those of the target culture. Under Communities, students are taking their learning beyond the classroom by presenting their broadcasts to other students in the school. They are using their own interests to research and create content for the broadcasts, as well as planning who within the group will work on each component.

Incorporating multiple standards enriches students' learning experiences.

Across disciplines, there are many natural connections in this unit. The research component ties particularly well to English language arts, social studies and technology. The creation of the script also ties to English language arts. The development and use of graphics to support content presented ties to the fine arts, mathematics and English language arts standards. Dealing with the formal presentation of the broadcast incorporates content from the fine arts, technology and English language arts. Specifically, the unit provides connections to the following standards of other content areas:

- Drama/Theater: Historical, Cultural and Social Contexts;
- Drama/Theater: Creative Expression and Communication;
- English Language Arts: Reading Applications;
- English Language Arts: Communication: Oral and Visual;
- English Language Arts: Research;
- Mathematics: Data Analysis and Probability;
- Music: Historical, Cultural and Social Contexts;
- Social Studies: Skills and Methods;
- Technology: Technology and Information Literacy;
- Technology: Computer and Multimedia Literacy;
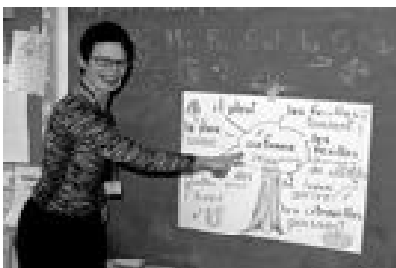- Visual Art: Historical, Cultural and Social Contexts.

Making connections supports the goals of local improvement plans.

Connections to Improvement Initiatives

For foreign language educators, making connections across their own standards and making connections across disciplines strengthens the importance of the content area. The National Association of State Boards of Education (NASBE) recently released *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools* (2003). Among the recommendations made by the study group is that foreign languages be incorporated into the improvement strategies promoted by the *No Child Left Behind Act*. Since foreign languages are now considered a core academic subject, there is recognition that learning another language and culture not only aligns with national priorities, but also with state and local priorities. Thirty years of research indicate that students who study a foreign language have many advantages. Improved achievement levels in English language arts, better performance on standardized tests, increased creativity and critical thinking and enhanced problem-solving skills are just a few of the advantages that have been reported.

The foreign language academic content standards have been designed to integrate aspects of all content areas. As a result, learning in the foreign language class will tie into learning from other content areas on a frequent basis. Learning from the language class will be applied to other content areas as well. Making connections across foreign language standards and across disciplines, with real-world applications, provides an explicit support structure to meet the goals of the state's accountability plan as well as district- and building-level improvement plans. The writing process, reading and listening strategies, as well as incorporation of higher-order thinking skills allow foreign language educators to directly address many of the components important at the local level to improve student performance.

Improved student performance is an overarching goal across the state and across the nation. Ohio's Comprehensive Assessment System outlines the assessment tools that will determine how well local districts and the state are meeting established goals. While there are currently no foreign language assessments mandated at the state level, language educators can review the Ohio outline to see where specific content and subject areas will be assessed, either formally or through diagnostic means, at any particular grade level. This information can serve as a means of finding natural connections to high-priority knowledge and skills that students will need in order to be successful on those assessments. In addition, it will encourage open dialogue with educators of other content areas to ensure that such connections are appropriate for the assessment and grade level. A complete implementation schedule of statewide tests is available on the Assessment Office home page of www.ode.state.oh.us.

Ohio's Comprehensive Assessment System

Assessment Types	Basis for Content	Purpose
Classroom Assessments	Local Courses of Study and Standards	• Measure process as well as product of student understanding and knowledge. • Inform teachers and students about progress. • Provide information for instructional planning.
Diagnostic Assessments	Ohio's Academic Content Standards	• Monitor student progress. • Make instructional decisions (e.g., intervention, enrichment). • Provide information to students, parents and teachers.
Achievement Tests	Ohio's Academic Content Standards	• Measure student achievement. • Demonstrate evidence of continuous improvement at the state and local level. • Provide data for Ohio's accountability system.
National and International Assessments	National and International Standards	• Compare Ohio achievement against that of other states and nations.

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The Role of Technology

Technology improvements over the years have provided foreign language educators with a wide variety of options to enhance their teaching. The move from relying primarily on text materials to the incorporation of electronic and multimedia products has created many more opportunities to address different learning styles and student interests. Furthermore, students now can have additional interaction with the language that they are studying beyond the classroom setting. Many means of delivering input, practice opportunities and enrichment are now available to give students a more interactive experience within and beyond the foreign language classroom. Online textbooks not only reproduce a hard copy textbook in electronic form, but some also provide audio and video files that allow students to see and hear structured and authentic language more frequently. Moreover, online assessments, both linked to a particular textbook and more holistic assessments, are being developed to provide more interactive means to assess students' performance.

To begin a discussion on technology, it is important for language educators to remember that there are many forms of technology. While computers and electronic resources are the most commonly discussed technologies in education, it should be remembered that there are many types of technology used in the foreign language classroom. Textbooks, dry erase boards, manipulatives, recording and presentation devices, realia of all types and supplies to create visuals and projects are all current technologies. The cave paintings in Lascaux, the ruins at Machu Picchu, the remnants of architecture from the Roman Empire and porcelain from the Chinese dynasties exemplify technologies from the past. As a result, there are many technologies at the disposal of foreign language educators to make teaching and learning come alive.

There are many technologies available to make teaching and learning come alive.

While there is considerable interest in implementing technology into teaching and learning, it must be implemented to best meet the needs of both the teacher and the students. For example, students enjoy using online technologies for practice in dealing with grammar, vocabulary, culture and communicative functions. However, if such isolated practice does not link to the overall goals of the lesson or unit, or if assessment expects students to understand and create authentic communication, these discrete point technologies are of limited use. While they may be suitable to reinforce or review key components, students will not progress toward the ultimate expectations without the opportunity to synthesize the components into more cohesive and coherent communication.

In addition, different technology applications will be of varying use for students. As with differentiated instruction, a differentiated approach to technology use needs to be considered, based on student needs. Students who are gifted will respond more positively to activities that are more open-ended and that require more flexibility; students with learning disabilities may require technology that is more structured and supportive. Students with physical disabilities may require a more consistent use of technology to meet their particular needs (e.g., Ohio Relay Service).

For teachers, electronic technologies have a significant advantage: students have more access to authentic sources and virtual experiences. The ability to access current target language and culture texts quickly, to provide students with increased opportunity to view authentic situations and to hear authentic language, to have students communicate with speakers of the target language regularly and to frequently incorporate students' particular interests all serve as agents for consistent real-world applications and higher levels of motivation. In addition, students now have the ability to practice pronunciation beyond the classroom setting, as software programs provide both input and the ability to record student language production. Virtual experiences allow students to visit historical and cultural sites without leaving home. The recent development of electronic project learning has provided an additional layer of interaction beyond simply making contact with other speakers of the language for the sake of gleaning information. Students can now work collaboratively with students all over the world on projects of mutual interest. Clearly, technology can put Ohio students in immediate contact with the languages, cultures and communities that they are studying.

The challenge of incorporating technologies into the classroom involves careful planning. Availability and access, time allocations, student and teacher experience, as well as best use all must be considered. For example, if technology access is limited, educators might consider using learning centers or whole-class presentation as a viable alternative to individual students sitting in front of their own computers. If teacher or student experience with technology is limited, technology coordinators or consultants will need to be involved in the planning. If simple practice is required, careful thought must be made to determine the best delivery of that practice. Given the various constraints, are dry erase boards just as effective and less disruptive than using online technologies? Another important consideration is that allowing students to use technologies creates a more student-centered environment. This transition from the teacher as the means of delivery to the teacher as a facilitator requires new paradigms in planning and management. For example, students completing a travel planning unit might enrich their learning by using online resources to explore travel options and costs followed by creation or use of a spreadsheet designed to track their expenses. With the teacher in the role of facilitator, students are more responsible for their own learning

"These questions should be the very foundation of our choice to use technology to achieve better instruction. In other words, is the decision to use technology a principled one?

1. What are my objectives for the lesson?

2. What do I expect the students to be able to accomplish or do at the end of the lesson?

3. Will any of these communications technologies facilitate the students' success in achieving the lesson objectives?

4. Which, if any, communications technologies are best suited to the particular tasks I have chosen for my students to perform?

5. Will the use of technology hinder or help the students; i.e., are they adequately and appropriately trained in the use of the technologies?

6. Do I feel competent in using the communications technologies I am asking my students to use?

7. Am I just using these bells and whistles because it's Friday and/or I didn't plan adequately for my lesson?"

LeLoup, in Guntermann, p. 111.

and for the progress of their work. Both skills are deemed highly desirable in the workplace.

Finally, in districts looking to expand the sequence of language study to early grades, distance learning is becoming an alternative when a qualified teacher is not available. While it is certainly not the ideal situation, technology will allow younger students a means to begin language study early in their education careers.

Foreign language specialists with limited knowledge of technology will find guidance on technology implementation in the companion standards for technology. The Ohio technology academic content standards provide a set of clear, rigorous expectations for what all students should know and be able to do. The technology standards address a broad range of technology experiences with application in computer and multimedia literacy, information literacy and technological literacy in order to provide the best possible foundation for technology achievement.

- Computer and multimedia literacy includes the ability to appropriately use hardware, software applications, multimedia tools and other electronic technology. It harnesses the use of educational technology tools for productivity, communication, research and problem-solving.

- Information literacy is the acquisition, interpretation and dissemination of information. Information literacy focuses on effective methods for locating, evaluating, using and generating information. Technology-based information literacy skills encompass the utilization of the Internet and other electronic information resources for research and knowledge building.

- Technological literacy addresses the abilities needed to participate in a technological world. It is the intersection of mathematics, science and technology. It specifies unique knowledge, devices and capabilities used to solve problems. It identifies career connections between technology and the world of work. Technological literacy includes technology education and pre-engineering concepts. (*Academic Content Standards K-12 Technology*, p. 2).

The first two literacies embody much of the technology integration currently taking place in the foreign language classroom. Computer and multimedia literacy asks students to use computers, recording devices, software and online resources to complete tasks, communicate with others and locate information. Here, students are developing more mechanical skills.

Technology brings the world into the classroom.

Information literacy asks students to develop skills in order to find and evaluate sources of information and to determine the best use of technologies. For example, students could study the advantages and disadvantages of using Web-based translation sites. While advantages

include speedy translation and lower cost, among the disadvantages are the inability of such sites to adequately deal with figurative language, cultural and dialectical variation, as well as the inability to consider a particular audience or context. Another possibility would be how to best create a video presentation for an audience in the target language and culture. Of course, the first concern is the creation of a culturally appropriate video presentation for the target audience. An additional concern is that video formats vary among countries, so traditional formats such as video cassettes and DVDs may not be viable options. Web-based delivery might provide a more suitable solution. Other components of information literacy include strategies for getting information, ethics related to technology use, judging the quality of information and communicating effectively via technology.

Technology allows students to create and deliver their own work to a variety of audiences.

Technological literacy expects students to use technology to solve problems and make connections to the workplace. Primarily, technological literacy involves redesign of products and processes to make a system work better. Within this literacy, students might be asked to set criteria and test the best ways to pack for a trip abroad. Given the parameters that luggage must fit in overhead storage (to avoid the extra time of security for checked bags and to make transferring locations more manageable) and must include culturally appropriate selections of clothing, students must determine the best way to pack their bags for a seven-day trip.

Given the size limits for carry-on bags, individuals or groups could generate possible solutions for the best way to pack the necessities to fit in one bag. Students may test their plans to see if any of the generated ideas work well. If they are successful, they may need to determine which way works best. If they are unsuccessful, additional solutions and tests will be attempted, including changing the types of clothing to be packed or the manner in which they are packed. Once a plausible solution has been determined, individuals or groups might design a brief manual in the target language with diagrams of their particular solution. The best solutions could then be reproduced for the entire group. This form of literacy can easily be transferred to work situations, particularly for students interested in design for effective use of available space, manufacturing and shipping, clothing design and the many careers that now involve travel. Beyond this example, other components of technological literacy create natural connections to the foreign language class. Global trade, technology transfer, making informed decisions about technology, the history and development of technology (particularly when related to the target cultures) and the impact of technology on culture can provide rich dialogue and meaningful exploration for students at higher levels of proficiency.

Each of the three literacies provides a different focus and level of thinking. By incorporating all three literacies into teaching and learning, students are better prepared to effectively use technology in daily life and to make the transition to the world of work.

Beyond the implementation of technology for improved teaching and learning, foreign language educators should be mindful of the ease new technologies creates for communication purposes. Electronic delivery of information allows teachers to communicate with an audience beyond students. Parents and the greater community can be informed of the progress of foreign language programs through the reporting of data and information. Programs can highlight specific accomplishments and future goals via e-mail, Web delivery and postings to bulletin boards and listservs. These technologies also can be a valuable source for collaborating with other education professionals (e.g., FLTEACH) and for locating local resources available to enrich the curriculum (e.g., sister cities, local service organizations such as Rotary International, cultural organizations such as local museums and arts groups).

In summary, through the integration of various technologies into the foreign language classroom, teachers and students are provided with a wider variety of interactive opportunities than ever before. This variety allows educators to address different learning styles as well as students' different needs. It also provides educators with the ability to capitalize on students' particular interests in a more efficient way, and to individualize and differentiate instruction more easily. The potential for technology integration is evident and in demand. Janice Paulsen illustrates the benefits of technology integration in the foreign language class:

> Today's electronic information and communication technologies have made authentic intercultural contact and communication a reality. If we harness them effectively, these new technologies not only support the teaching and learning of other languages and cultures, but also provide tools, strategies and practices that increase student interest and performance. Today's students know the technology, and teachers know the language. Together, they become a dynamic teacher-learner combination. Integrating these new technologies into foreign language instruction enables teachers to tap and build upon the natural motivation of students (Paulsen, p. 1).

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The Role of Assessment

Introduction

Ohioans are currently engaged in the important process of aligning critical parts of the state's educational system to enhance the effectiveness of that system in promoting learning. These critical parts include academic content standards, instruction and assessment.

The Three Parts of an Aligned Educational System
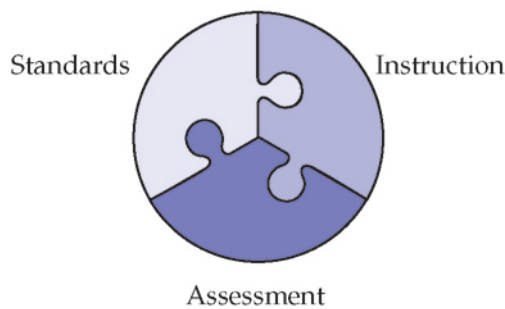
Ohio has developed and adopted clear, rigorous foreign language academic content standards. As part of the ongoing process of aligning the educational system, educators and members of the public need to know whether students are meeting these standards. Assessment provides the mechanism for students to demonstrate their understandings and skills related to the content standards. A comprehensive and thoughtful assessment system provides teachers with needed information about student performance that can be used for reporting progress to students and the public. Results provide students with a way to determine what they are learning and what they need to do in order to improve performance. Assessment results also enable teachers to reflect on teaching practices and to plan instruction.

"Useful education assessments must make clear what they measure and they must measure what we value most."
Gandal and McGiffert, p. 40.

Guiding Principles of Standards-Based Assessment for Foreign Languages

In synthesizing the research on educational assessment in general, and on foreign language assessment in particular, several principles emerge to guide the alignment of assessments with standards and instruction:

- Assessments must be based on agreed-upon standards;

- An assessment system must include a wide variety of assessment types/strategies;

- Assessments must be based on clearly stated expectations, criteria and standards for rating;

- Teachers and students must be actively involved in the assessment process (National Forum on Assessment, in McTighe, 2001; Robinson, N.D.).

"To assess student understanding of important ideas, we need to ask students to apply their learning to a new situation and explain their responses rather than just make selections from a list of given alternatives. These performance-based and constructed-response assessments can work in combination with multiple-choice items to provide robust evidence of student understanding." **McTighe and Thomas, p. 53.**
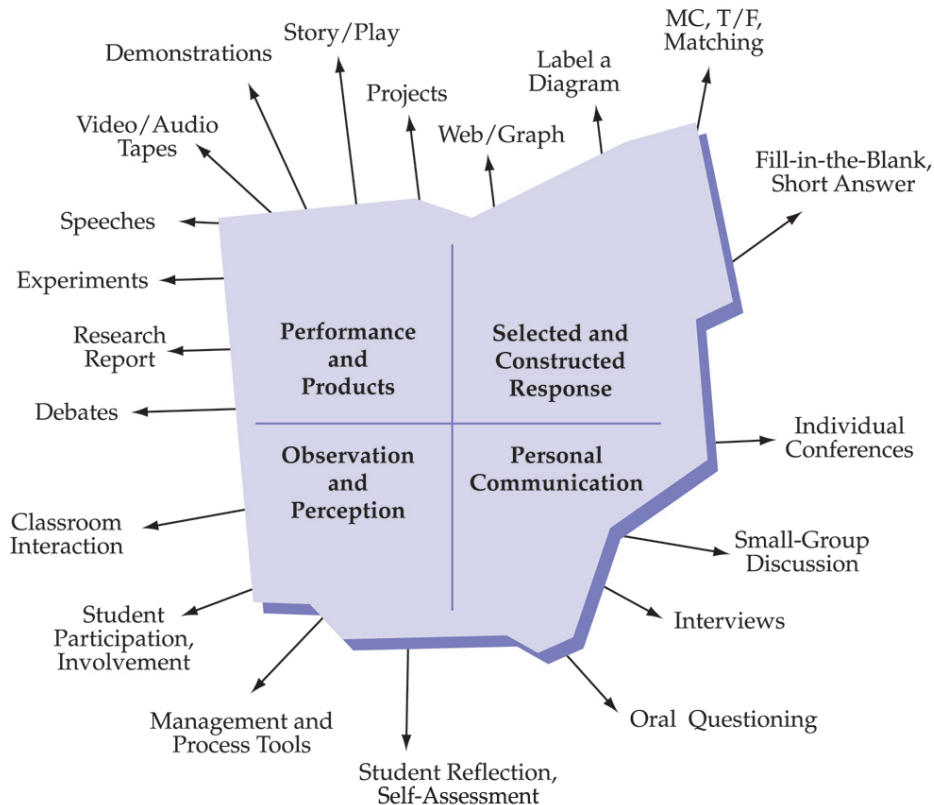
Assessment procedures and exercises should be based on agreed-upon educational standards specifying what students should know and be able to do. The assessment exercises or tasks should be valid and appropriate representations of the standards students are expected to achieve. In assessing <u>what</u> is taught in the <u>way</u> it is taught, educators ensure that the written, taught and tested curricula are aligned.

Traditionally, the field of foreign language has relied heavily on multiple-choice, fill-in-the-blank and true-false tests. Yet, these are inadequate means to measure many of the most important educational outcomes delineated in the foreign language academic content standards and do not allow for diversity in learning styles or cultural differences. "A sound assessment system provides information about a full range of knowledge and abilities considered valuable and important for students to learn, and therefore requires a variety of assessment methods" (National Forum on Assessment, in McTighe, 2001). Such multiple means of assessment might include paper-and pencil tests, portfolios, open-ended questions, performance-based assessments, individual and group projects, extended reading and writing experiences that include rough drafts and revisions, teacher observation, self- and peer-assessment and conferencing.

Assessment Options

Demonstrations

Story/Play

Projects

Label a
Diagram

MC, T/F,
Matching

Video/Audio
Tapes

Web/Graph

Fill-in-the-Blank,
Short Answer

Speeches

Experiments

Research
Report

Performance and Products	Selected and Constructed Response
Observation and Perception	Personal Communication

Debates

Individual
Conferences

Classroom
Interaction

Small-Group
Discussion

Student
Participation,
Involvement

Interviews

Oral Questioning

Management and
Process Tools

Student Reflection,
Self-Assessment

*Adapted from New Jersey World Languages Curriculum Framework, 1999, p. 234
and from Framework of Assessment Approaches and Methods, Jay McTighe, 2003.*

In daily life, it is common to listen to or read some sort of text. People then discuss the ideas with others (e.g., reactions to a radio broadcast, an article in the newspaper). Sometimes, they incorporate the information into written or oral presentations (e.g, a sales pitch at work, a letter to the editor). The performance assessment units developed by the ACTFL Taskforce of Standards Assessment Design Project provide examples of just such integrated tasks and how to assess each part. The four skills of listening, speaking, reading and writing tied to the modes of communication (i.e., interpersonal, interpretive, presentational) should all be assessed in modern language classes. For obvious reasons, benchmarks and indicators focused on writing are not as applicable for American Sign Language. Assessments in the classical languages focus most heavily on the interpretive domain. To a lesser degree, items that tap into the presentational and interpersonal domains also will be in evidence.

Foreign language educators must hold themselves and their students accountable for meeting the standards. To facilitate this process, it is incumbent upon them to include not only clearly stated student expectations and criteria for each assessment, but also standards for rating

"Educators . . . get the best information about their students when they compile data from a number of sources, including classroom assignments, quizzes, diagnostic tests and large-scale assessments. Together, these tools paint a fuller picture of student performance than a single assessment can."
Gandal and McGiffert, p. 41.

assessments. Whatever system of assessment is used should be designed to provide not just numbers or ratings, but also useful information on the particular abilities students have or have not yet developed. Assessment procedures and results should be understandable and reported in terms of how well the standards have been met, keeping in mind the age of the learners and the level of proficiency that can be expected, given the length and intensity of the instructional sequence. The *ACTFL Performance Guidelines for K-12 Learners* (Swender and Duncan, 1998) provide a necessary starting point for developing reasonable expectations about how well students can meet the standards. (See Program Planning section on how well students should meet the standards at various proficiency levels.)

Assessment systems should be designed to assist both educators and students in improving instruction and in advancing student learning. For an assessment system to do so, teachers must understand its purposes and procedures and must base assessments on the standards. Teachers should be involved in the design, administration, scoring and use of assessment tasks and exercises. Results should guide instruction and encourage students to monitor their own progress. Thus, assessment is an ongoing process shared between the teacher and students.

Ohio's Assessment System for Foreign Language

In general, there are three broad purposes of assessments. Diagnostic assessment occurs prior to instruction and is used to determine students' strengths and weaknesses in a particular area in order to place them into appropriate levels of instruction and/or to differentiate instruction accordingly. Formative assessment occurs during the learning process. It is used to monitor students' progress toward meeting instructional objectives and goals. Results shape current understandings so that repairs and improvements can be designed. Summative assessment occurs after an instructional sequence. It determines the extent to which students have met their instructional goals or objectives and enables educators to communicate results to students, parents and other member of the school community. Results also are used to evaluate and improve the effectiveness of instructional activities and assessment measures, and more generally, the curriculum (Hall, 2001).

For foreign language, Ohio's assessment system relies heavily on district-level assessments aligned to the academic content standards and to local curricula. Each type of assessment provides invaluable information to Ohio's educators, parents, students and communities. While each approach to assessment supports the others, each also serves its own unique purpose.

Formative Assessment

Foreign Language Assessments	
Assessment Types	**Purpose**
Placement	• To assign students to the appropriate level of instruction within a particular program.
Diagnostic	• To provide information about students' relative mastery of or difficulty with portions of the curriculum. • To diagnose student's strengths/needs.
Classroom Assessments	• To assess students' accomplishments relative to a particular curriculum. • To provide feedback on student learning. • To provide a basis for student evaluation (e.g., grading). • To identify students' particular strengths and weaknesses in order to help teachers tailor instruction to fit students' needs. • To assess periodically the general language capabilities of students independent of a particular curriculum. • To gauge program effectiveness.
National Assessments	• To provide comparison date for accountability. • To gauge program effectiveness.

Placement Tests

Students enter Ohio's foreign language programs with diverse experiences in relation to language learning. Some students articulate from immersion or partial immersion programs into traditional high school sequences. Others come from countries where the language of instruction is the home language. While no state-level placement tests exist, district foreign language professionals should work together to develop valid and reliable mechanisms for placing students, based on agreed-upon outcomes for each level of instruction offered in the district.

Diagnostic Assessments

No formal diagnostic assessments have been developed for foreign language at the state level. Rather, teachers may wish to design diagnostic assessments drawn from the expectations found in Ohio's academic content standards for use at the district level. Diagnostic assessments provide common, district-wide instruments that yield objective perspectives on the strengths and weaknesses of individual students. They also provide teachers with important information for instructional planning. These

assessments help identify students who need additional help in meeting the content standards and in preparing for district-level achievement tests.

Classroom Assessments

The cornerstone of accountability for foreign language programs in the state is ongoing classroom assessment. Good teaching practice embraces assessing student performance and providing constructive feedback to students. An important benefit of classroom assessment is that the feedback is frequent and immediate. A rich blend of assessment measures, collected over time, should be used to paint a complete picture of students' second language abilities.

Achievement tests measure attainment of specific course objectives tied to a specific curriculum. They should be designed to reflect proficiency goals, presenting language in context and requiring students to use the language beyond the sentence level to carry out realistic tasks. The focus is on performance rather than on the ability to manipulate discrete items taken out of context. Authentic assessment complements achievement testing by eliciting appropriate demonstrations of knowledge and skills through real-world application of facts, concepts and skills in new situations. Often, authentic assessments specify the content knowledge, context, target audience, purpose and product or performance expected. This allows for direct measurement of students' linguistic and cultural abilities.

Classroom assessment can be used not only to evaluate student performance and progress, but also to inform instructional planning so that it better meets the needs of students. The information gleaned from assessments can then be used to determine if further instruction is needed and to shape the form instruction will take, such as remediation activities, conceptual reinforcement with the use of different techniques or extension projects for enrichment.

Classroom assessments also can be used to determine student readiness for new content and skills, to monitor student progress in achieving new expectations and to summarize student accomplishments. Teachers then can plan where to begin instructional activities, decide how to pace instruction and determine the degree of success brought about by the instructional strategies used with students.

At key points in the instructional sequence, proficiency tests also should be used to gather information about students' general language abilities. These assessments are not tied to a specific curriculum. Rather, they assess global linguistic proficiency. Teachers may choose to use instruments such as the Simulated Oral Proficiency Interview (SOPI) or the Modified Oral Proficiency Interview (MOPI) to assess speaking abilities. For students of French, Spanish and German, valid and reliable measures of listening, speaking, reading and writing may be obtained through voluntary participation in The Ohio State University's Collaborative Articulation and

Classroom assessment provides feedback that is frequent and immediate.

"Effective assessment helps teachers and students determine students' progress in meeting their educational goals and, more specifically, their instructional objectives. It also helps teachers to evaluate the effectiveness of their instructional activities, and more generally, their courses and programs." **Hall, p. 113.**

Proficiency assessments gather information about students' general language abilities.

Assessment Project (CAAP). All of these instruments require professional development to build educators' capacity to use rubrics appropriately.

National Assessments

Ohio's assessment system is complemented through the state's participation in the National Assessment of Educational Progress (NAEP). Participation enables Ohio to compare the proficiency of its students with that of students in other states. In this way, Ohio can ensure that its standards are sufficiently rigorous and that instruction prepares students for such assessments. Currently, only Spanish students participate in the NAEP. Plans are underway for students of Japanese to be included in the near future.

Regardless of the language being studied, the NAEP framework offers excellent guidance for classroom and district-level assessments. Listening, speaking, reading and writing skills are assessed within three modes of communication: the interpersonal mode (two-way, interactive communication), the interpretive mode (understanding of spoken or written language) and the presentational mode (creating spoken or written communication). Tasks reflect authentic communication called for in daily life, school and work. Assessment tasks focus on four interrelated goals that provide the basis for communication:

- gaining knowledge of other cultures;

- connecting with other academic subject areas to acquire knowledge;

- developing insights into the nature of language and culture through comparisons;

- participating in multilingual communities at home and around the world.

Performance is evaluated on how well the student understands (comprehension) and can be understood (comprehensibility). The criterion of comprehension/comprehensibility subsumes language knowledge, the appropriate use of communication strategies and the application of cultural knowledge.

This brief description of the NAEP should resonate with Ohio teachers familiar with the national *Standards for Foreign Language Learning* and with Ohio's standards. The overarching goals and the modes of communication align with both.

Voluntary participation in other national language contests also provides Ohioans with an objective lens through which to judge the state's programs. Through national language associations, students can take part in Russian, Latin, French, Spanish and German assessments. One caveat is in order, however: a narrow focus on discrete grammar and vocabulary items does not equate with true language performance and does not provide a

complete picture of student performance in relation to a standards-based curriculum.

Rubrics

Rubrics have become critical to describe performance relative to foreign language standards. There are two types of rubrics—holistic and analytic. Holistic rubrics use multiple criteria to produce an overall score. Analytic rubrics isolate specific elements, give criteria for evaluating each element and assess and score each separately. Analytic rubrics are more time-consuming to create, but provide more detailed feedback. For example, a composition might be rated on content, organization and cohesion in either a holistic or analytic fashion. (See sample rubric at the end of this section.)

Rubrics are evaluation tools consisting of evaluation criteria, a fixed scale (e.g., four points, rarely-always) and a description of the characteristics for each position on the scale. Good rubrics not only provide criteria, but also descriptors or examples for each level of performance. The benefits of using rubrics include: (1) providing teachers with specific criteria for evaluating student products and performances; (2) increasing consistency of judgments among teachers and (3) providing clear targets for instruction.

"If you expect students to do excellent work, they have to know what excellent work looks like." **Wiggins, in McTighe, p. 9.**

Rubrics are often developed jointly between teachers and students. In this manner, students are involved in setting goals and criteria for assessment and are empowered to articulate standards for good performance. Anchors or examples at each point value on the rubric also provide students with transparent criteria against which to judge their own work. Effective feedback based on rubrics should be specific, descriptive, understandable and timely.

Conclusion

Multifaceted assessment allows educators to determine students' growth and development over time. Without assessment, it is impossible to gauge student's attainment of the standards. Ohio's aligned system of standards, instruction and assessment helps to ensure that all students are prepared to meet the rigorous linguistic and intercultural demands of the new century.

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Holistic Writing Rubric

9-8 DEMONSTRATES HIGH PROFICIENCY

Excellent command of the language:
Well organized; ideas presented clearly and logically
Few grammatical or spelling errors
Wide variety of grammar, vocabulary and sentence structures
Few word-order errors
Writing is appropriate to current level
Thorough response to the question

7-6 CLEARLY DEMONSTRATES PROFICIENCY

Good command of the language:
Loosely organized, but main ideas present
Some grammatical or spelling errors
Some variety of grammar, vocabulary and sentence structures
Some word-order errors
Most of the writing is appropriate to current level
Generally thorough response to the question

5-4 DEMONSTRATES PROGRESS TOWARD PROFICIENCY

Comprehensible expression:
Some attempts at organization, but with confused sequencing
Many grammatical or spelling errors
Limited variety of grammar, vocabulary and sentence structures
Many word-order errors
Writing is below current level
Partial response to the question

3-2 DEMONSTRATES STRONG NEED FOR INTERVENTION

Limited command of the language:
Lack of organization
Significant and serious grammatical and spelling errors
Lack of variety of grammar, vocabulary and sentence structures
Excessive word-order errors
Writing is well below current level
Insufficient response to the question

1 UNACCEPTABLE

Response falls below the above descriptions or is inappropriate

Sample Vignette: Rites of Passage

The vignette presented in this section is just one example of how to implement Ohio's foreign language academic content standards in the classroom. The vignette illustrates how instruction can be designed for a single lesson that is embedded in a larger unit of study.

This example may be used to foster dialogue among teachers about designing complete units and planning daily lessons. Although the benchmarks and indicators are presented as separate statements of knowledge and skills, the intent is to promote integrated instruction. Creating lessons and units that address several indicators and benchmarks brings focus to and makes connections for students in foreign language classrooms.

The foreign language department at Robcon High School has decided to use the theme "Rites of Passage" as the basis for instruction for foreign language week with their classes of predominantly 10th graders. The theme was chosen to reflect the interests of high school students who wish to know what their peers in target cultures experience(d) at various stages of their lives. The theme also allows integration across the foreign language standards and across disciplines. In addition, the theme enables students to practice a range of linguistic functions (e.g., describing, narrating, asking questions), using typical vocabulary and structures (e.g., names of family and community members, types of dress, age, food, actions), with cognitive tasks appropriate for their ages. Expectations are linked to students' current level of language proficiency.

Teachers know that some of their students took foreign language in middle school, while most began foreign language study in high school. Consequently, most learners are still in the novice level of proficiency. Students' ages range between 15 and 19. Several of the classes (Spanish, Japanese, Arabic) have heritage language learners. There are also a few graduates from a neighboring district's kindergarten through grade eight partial immersion program in some of the classes. Interpretive and productive skills for these two groups will vary based on an individual student's experiences with literacy development and/or use of a prestige variety of language.

Planners have based the unit on the following 10th-grade indicators (except for one ninth-grade indicator in Connections) from the foreign language academic content standards that build to the aligned benchmarks following grade 12:

Standard
Communication: Communicate in languages other than English

Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.	**Indicator 1:** Discuss current events and issues (e.g., immigration, environmental concerns).
Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.	**Indicator 3:** Express and support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, sports).
Benchmark C: Use a wide range of strategies to negotiate meaning.	**Indicator 4:** Clarify meaning (e.g., elaboration, questioning).
Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	**Indicator 9:** Paraphrase conversations and written information on a variety of topics (e.g., social issues, current events).

Standard
Cultures: Gain knowledge and understanding of other cultures

Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.	**Indicator 1:** Analyze and discuss behavior patterns of peers in the target culture.

Standard
Connections: Connect with other disciplines and acquire information

Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.	**Indicator 4:** Research and explain new points of view on social issues (e.g., censorship, humane treatment of animals, living with parents after high school, marriage) using authentic target language resources.

Standard
Communities: Participate in multilingual communities and cultures at home and around the world

Benchmark E: Attend, participate in or view target culture events and describe to others.	**Indicator 8:** Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others.

During the pre-assessment phase of planning, students are asked to generate a list of rites of passage individually for homework, based on their current understanding of the term. They use background knowledge, ask parents or search the Web to complete the task. The next day, they share their lists in pairs then report to the whole class. As a class, they generate a working definition for "rites of passage." This serves as the pre-assessment. The teacher will use this information to plan future instruction. As a final, pre-instruction activity, the teacher distributes a list of chronologically arranged rites of passage from the target culture. Students prioritize the rites about which they would like to learn more. After department faculty

members review student preferences, each class is assigned several culturally appropriate rites to research.

During the first day of instruction, students brainstorm a list of questions they wish to answer in relation to the rites assigned to them. For example, the American Sign Language (ASL) class wishes to explore if individuals with hearing impairments are subject to the same laws of conscription into the armed forces as the general population. Students want to know:

- Are people with hearing impairments drafted?

- If so, are they given interpreters?

- What if they voluntarily enlist?

- Is there an obligation to provide an interpreter?

- Are there limitations on the nature of military assignments for individuals with hearing impairments?

- If not, and the person is assigned to a combat zone, does the interpreter also have to go?

- How does the hearing-impaired community feel about their opportunities/lack of opportunities to serve the country?

Meanwhile, the Latin class is tackling the right to own property. Their questions focus on the following:

- Is there a certain age at which people could own property?

- Could both men and women own property?

- Could anyone from any class own property or was ownership limited to certain classes?

- Were there differences in responsibilities for those who owned property and for those who did not (e.g., paying taxes, keeping property clean)?

Given the controversy over wearing the head covering of Muslim students in France, the French class generated the following list of questions:

- At what age does a Muslim girl start to wear the hijab?

- What does it symbolize? Is there a corresponding symbol for young Muslim men?

- Is there a ceremony associated with the first wearing of the hijab?

- If so, who is invited, where is the ceremony held and is there special food served?

- Are there freedoms/losses of freedoms associated with wearing the hijab?

- Are there responsibilities associated with wearing the hijab?

- How do young Muslim women feel about wearing the hijab?

- How do other young French people feel about young Muslim women wearing the hijab in school?

To begin the students' search for answers to their questions, each foreign language teacher has students work through a general text on one of the rites. Audio and video texts are captioned so that hearing-impaired students may use them. Written and signed texts are accompanied by audio versions for visually impaired students. Using charts, semantic webs or other appropriate graphic organizers, teachers help all students identify the main idea and supporting details associated with each rite. Students build their knowledge of vocabulary and structures related to each rite by filling in information during multiple sweeps of the text. Teachers also provide comprehension questions prior to and following instruction so that all students can extract essential from nonessential information.

Students are put into heterogeneous groups of three to four to review the comprehension questions and to further wrestle with the ideas presented in the text. The teacher ensures that students who are gifted, students with learning disabilities, students at risk, former immersion students and heritage language learners are paired with remaining students. Students work to arrive at the best, most linguistically accurate responses to the comprehension questions. Each student is responsible for writing the answers as the teacher will pick only one paper to represent the group's work for a grade. This activity serves as one of many formative assessments during the unit. The teacher will base explicit instruction of grammatical features on these responses and also will clarify misunderstandings of content.

Once representative papers are collected, each group is given a prompt for discussion to extend the ideas from the text students just used. The Spanish teacher asks students to compare what they learned about the quinceañera with their knowledge of "sweet 16" celebrations. The German teacher asks students to discuss the pros and cons of having or not having a drinking age. In Japanese class, students discuss the similarities and differences between getting one's first job in Japan and in the United States. Knowing that interpersonal communication relies on negotiation of meaning and special gambits for taking the floor, or disagreeing with a fellow group member, the teacher reminds students to take out their lists of "interpersonal communication helpers" prior to beginning this activity. Students take turns stating facts and offering opinions during the remainder of the class period.

For homework, the teacher asks students to talk at home about what they learned in school. Parents or guardians are asked for their reactions to or opinions about the ideas their children share. Students then portray their own and their families' thoughts through written summaries, recorded oral

summaries/videos or diagrams with labels. This assignment serves as another means to assess individual student achievement toward the indicators and benchmarks.

The next day, the teacher asks several students to share their families' thoughts on the rite. Based on common errors from the homework and from the previous day's comprehension questions, the teacher guides the class in explicit grammar activities and helps students clarify misunderstandings of content through leading questions.

Over the course of the unit on rites of passage, students work through a variety of multimedia instructional resources in their search for answers to their initial questions. The teacher groups students according to ability for some of the tasks embedded in the unit so that students who are gifted work through more challenging authentic resources and/or can pursue issues in greater depth. Ability grouping also enables teachers to work more closely with learners who need more concrete, step-by-step approaches to tasks. Other activities will be done individually, in pairs or in cooperative learning groups.

The connections that students have made with key pals and teachers' contacts with professionals in many walks of life afford students the opportunity to tap into information, feelings and opinions of the target community in relation to many of the rites. For example, the ASL teacher arranges a video conference with an Army spokesperson conversant in ASL. The Latin students compose written questions as a group via a computer and display screen to e-mail to a renowned Latin scholar. The French class develops a survey about the Muslim head covering to send to their key pals.

The performance assessment on the unit will entail preparing a product (e.g., electronic slide show presentation, written report, poster presentation, original conversation or play) in small groups reflecting students' knowledge about the assigned rite. Each product also must have an accompanying comprehension task (e.g., grid to fill out, true/false or multiple choice questions, selecting an appropriate visual) for other students to complete as they listen to or view the presentation.

The rubric against which students' work will be judged is jointly constructed by the students and the teacher based on the following questions:

- Does the product clearly define what a rite of passage is?
- Does the product contain accurate information about the rite of passage in question?
- Is the information presented in a comprehensible way?
- Do graphics and use of multimedia enhance the product?
- Does the product use vocabulary and structures appropriately?

- Does the comprehension task allow the audience to glean important main ideas and significant details about the rite?

The teacher refers to anchor presentations to show students exactly what is expected on the resultant analytic rubric. The rubric has both a score (e.g., four, three) and a description (e.g., "complete definition," "some elements missing") related to the criteria of definition of the rite, accuracy (content and linguistic), comprehensibility and effective use of graphics and multimedia.

Throughout this vignette, the foreign language teachers incorporate standards, benchmarks and indicators in ways that address various learning styles, multiple ways of knowing and student readiness. They use whole class, individual, pair and group activities and a variety of instructional methods and resources so that all students can experience success in meeting the expectations of the 10th-grade foreign language academic content standards. The circular process for planning and delivering standards-based instruction (assess, revise, teach, assess) is clearly in evidence in this department.

Educators discuss how to use the state standards at the local level.

K-12 Foreign Language

Glossary

ACADEMIC CONTENT STANDARDS

A

advance organizer
A prompt which helps students organize their thoughts and ideas on a particular topic or content as preparation for learning or studying something new related to that topic or content. Examples of advance organizers include a discussion that takes place before students listen to a lecture and is intended to help them follow the lecture more easily or a preview of the main ideas covered in a reading passage before reading it.

alliteration
The repetition of an initial sound, usually a consonant, in two or more words that occur close together. For example, <u>D</u>own the <u>d</u>rive <u>d</u>ashed <u>d</u>ashing <u>D</u>an.

authentic (materials, sources, assessments, texts)
The degree to which language teaching materials have the qualities of natural speech or writing. Texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programs, etc., are called authentic materials. Authentic assessments ask students to complete tasks that they might naturally encounter in a target language setting.

B

borrowed words/ expressions
A word or phrase which has been taken from one language and used in another language. For example, English has taken *coup d'état* (the sudden seizure of government power) from French, *al fresco* (in the open air) from Italian, and *moccasin* (a type of shoe) from an American Indian language. Sometimes, speakers try to pronounce borrowings as they are pronounced in the original language. However, if a borrowed word or phrase is widely used, most speakers will pronounce it according to the sound system of their own language.

brain plasticity
Plasticity refers to how circuits in the brain change—organize and reorganize—in response to experience or sensory stimulation. It was once believed that, as humans aged, the brain's networks became fixed. In the past two decades, however, an enormous amount of research has revealed that the brain never stops changing and adjusting.

brainstorming
A group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity. Activities sometimes included under brainstorming are clustering, where students write a topic or concept in the middle of a page and gather ideas into clusters around the topic; word banks, where students list words that come to mind about a topic and then arrange them into categories; and mapping, where students prepare a graphic representation of key words to be used in a composition.

C

circumlocution
Use of alternate or roundabout words and phrases to convey meaning or express an idea that is beyond a student's current ability. For example, *"The thing that stops a car"* for *"brakes."*

cognate   A word in one language which is similar in form and meaning to a word in another language because both languages are related. For example, English *brother* and German *Bruder*. Sometimes words in two languages are similar in form and meaning but are borrowed words and not cognate forms. For example, *kampuni* in the African language Swahili, is a borrowing from English *company.*

communicative competence   The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences and to whom. Communicative competence includes: a) knowledge of the grammar and vocabulary of the language; b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; c) knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations; d) knowing how to use language appropriately. When students wish to communicate with others, they must recognize the social setting, their relationship to the other person(s) and the types of language that can be used for a particular occasion. They also must be able to interpret written or spoken sentences within the total context in which they are used. For example, the English statement *It's rather cold in here* could be a request to close a window or door or to turn on the heating.

compounds   A combination of two or more words which functions as a single word. For example, *self-made* (a compound adjective) as in *He was a self-made man* and *flower shop* (a compound noun) as in *They went to the flower shop.* Compound words are written either as a single word (e.g., headache), as hyphenated words (e.g., self-government) or as two words (e.g., police station).

comprehensible input   Language that can be understood by listeners or readers even though some structures and vocabulary are just above their current level of competence. According to many theories of language acquisition, comprehensible input is a necessary condition for second language acquisition.

comprehensibility   The ability to produce written, signed or spoken communication in a manner that is identifiable to the recipient(s).

comprehension   The ability to identify the intended meaning of written, signed or spoken communication.

concrete operations   A stage of cognitive development as described by Piaget at which children are able to understand concrete problems and take multiple perspectives into account.

conducive affective environment   A physical and emotional environment that provides good conditions for student learning. Much research states that learning can only happen if certain affective conditions (e.g., positive attitudes, self-confidence, low anxiety) exist and that, when these conditions are present, input can pass through the "affective filter" and be used by the learner.

conventions   The accepted rules of spoken and written language.

cultural competence   Cultural competence is the ability to understand behavior from the standpoint of the members of a culture and to behave in a way that would be understood in the

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intended way by the members of the culture. Cultural competence, therefore, involves understanding all aspects of a culture, but particularly the social structure, the values and beliefs of the people, and the ways things are assumed to be done. It is impossible, for example, to speak Korean or Japanese correctly without understanding the social structure of the respective societies because that structure is reflected in the endings of words and the terms of address and reference that must be used when speaking to or about other people.

cultural elements	Individual parts that make up the concept of culture. For example, social structure is one component that makes up the culture of a particular group.
culture	The total set of beliefs, attitudes, customs, behaviors, social habits, etc. of the members of a particular society, as expressed through their products and practices.

D

declensions A list of the case forms of a noun phrase in a particular language. The form of the noun or noun phrase changes to show the different functions or cases. For example, in German:

Nominative case *der Mann* "the man"
Accusative case *den Mann* "the man"
Dative case *dem Mann* "to the man"
Genitive case *des Mannes* "of the man"

decoding skills The process of trying to understand the meaning of a word, phrase or sentence. When decoding a speech utterance, the listener must: a) hold the utterance in short-term memory; b) analyze the utterance into segments and identify clauses, phrases and other linguistic units; c) identify the underlying propositions and illocutionary meaning.

derivative A word formed by adding affixes (prefixes, infixes or suffixes) to other words or morphemes. For example, the noun *insanity* is derived from the adjective *sane* with the addition of the negative prefix *in-* and the noun-forming suffix *-ity*.

diacritical marks A mark placed over, under or through a letter to show that it has a sound value different from that of the same letter without the mark. For example, in Spanish the sign ~ over the letter "n" as in *mañana* "tomorrow" shows that the first "n" represents [nj] whereas the second "n" represents [n].

diorama A three-dimensional miniature or life-sized scene in which figures, wildlife or other objects are arranged in a naturalistic setting against a painted background.

E

egocentricity A style of thinking in younger learners where information is perceived from one's own point of view and experience.

employability skills Skills that are deemed important for success in the world of work.

e-pals   Similar to a pen pal except that communication takes place using electronic media (e-mail, instant messaging, videoconferencing).

etiquette   The practices and forms prescribed by social convention or by authority.

etymological   Related to the study of the origin of words and of their history and changes to their meaning. For example, the etymology of the modern English noun *fish* can be traced back to the Old English *fisc.* In some cases, there is a change in meaning. For example, the word *meat,* which now normally means *animal flesh used as food,* is from the Old English word *mete* which meant *food in general.*

expressive products   Formal representations of a culture as communicated through literature, music, drama, dance, speech and/or rituals.

F

formal/abstract reasoning   A stage of cognitive development, described by Piaget, at which children are capable of logical, theoretical and abstract operations.

functions   The purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behavior (e.g., requests, apologies, complaints, offers, compliments). The functional uses of language cannot be determined simply by studying the grammatical structures of sentences. For example, sentences in the imperative form may perform a variety of different functions:

Give me that book. (Order)
Pass the jam. (Request)
Turn right at the corner. (Instruction)
Try the smoked salmon. (Suggestion)
Come by on Sunday. (Invitation)

G

genre   A category of artistic composition, as in music or literature, marked by a distinctive style, form or content.

graphic organizer   A method of organizing information that incorporates diagrams or other pictorial devices. For example, KWL charts, Venn Diagrams, webs and timelines are all types of graphic organizers.

I

idioms/idiomatic expressions   An expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For example, "*She washed her hands of the matter*" means *"She refused to have anything more to do with the matter."*

imagery   The use of vivid or figurative language to represent objects, actions or ideas; the use of expressive or evocative images in art, literature or music.

ACADEMIC CONTENT STANDARDS

infer/infererence   Arriving at a hypothesis, idea or judgment on the basis of other knowledge, ideas or judgments.

intangible products   Abstract cultural elements (e.g., system of laws, education system, religions, music) of a society.

intercultural competence   Similar to cultural competence, intercultural competence is the ability that enables individuals to operate effectively and appropriately in more than one language/culture.

interdisciplinary project   A project that incorporates skills and concepts from more than one discipline. Generally, interdisciplinary projects involve collaborative planning and instruction in two or more content areas.

interpersonal communication   Active negotiation of meaning among individuals that often involves observation of nonverbal language. Examples of interpersonal communication include face-to-face conversation, phone conversation, videoconferencing and instant messaging.

interpretive communication   One-way communication where the recipient cannot negotiate meaning. Examples of interpretive communication include reading a text, watching movies, listening to a radio broadcast, a speech or some other formal presentation.

intonation   When speaking, people generally raise and lower the pitch of their voice, forming pitch patterns. They also give some syllables in their utterances a greater degree of stress and change their speech rhythm. These phenomena are called intonation. Intonation does not happen at random, but has definite patterns which can be analyzed according to their structure and functions. Intonation is used to carry information over and above that which is expressed by the words in the sentence.

K

KWL chart   A type of graphic organizer frequently used as a reading or listening strategy, the KWL chart uses three columns: a) what I know (prior knowledge); b) what I want to know (identification of gaps in knowledge); and c) what I learned (comprehension).

L

linguistic structures   Components that make up a language system. Linguistic structures can be the distinctive sounds of a language; words, phrases or sentences; or they can be larger units such as the utterances in a conversation.

listening strategies   Activities and organizers that assist students in listening comprehension. Listening strategies can take place before, during and/or following a listening activity.

literary element   A component of a piece of literature such as plot or setting in a story.

M

marked structures   Marked structures are those which are complex, peripheral or exceptional. Markedness has sometimes been invoked as a predictor of acquisition order or direction of difficulty in language learning. If the target language contains structures that are marked, they will be more difficult to learn. For example, irregular verb forms are considered to be marked and often require more time for students to use appropriately.

mechanics   Those aspects of writing such as spelling, use of apostrophes, hyphens, capitals, abbreviations and numbers which are often dealt with in the revision or editing stages of writing. These may be contrasted with more global or higher level dimensions of writing, such as organization, coherence or rhetorical structure.

metalanguage   The language used to analyze or describe a language. For example, the sentence, *In English, the phoneme /b/ is a voiced bilabial stop,* is in metalanguage. It explains that the b-sound in English is made with vibration of the vocal cords and with the two lips stopping the airstream from the lungs.

modes of communication   The manner in which language is used between two or more people in a particular situation, such as interpersonal (face-to-face conversation, phone conversation, instant messaging), interpretive (reading, viewing and listening to texts) and presentational (delivering information to an audience).

multilingual   Able to communicate in more than one language.

morphology   The study of morphemes and their different forms (allomorphs) and the way they combine in word formation. For example, the English word *unfriendly* is formed from *friend,* the adjective-forming suffix *-ly* and the negative prefix *un-*.

multiple entry points   The various points at which students begin language study. Even within districts and buildings, entry points can vary due to course and program offerings. For example, students in some buildings within a district may have access to language study for particular languages during the elementary years. Other students may not have access until the middle or high school years.

N

negotiation of meaning   What speakers do in order to achieve successful communication. For conversation to progress naturally and for speakers to be able to understand each other, it may be necessary for them to: a) indicate that they understand or do not understand or that they want the conversation to continue; b) help each other to express ideas; c) make corrections when necessary to what is said or how it is said.

nonprestige variety   A variety of a language which is viewed as less acceptable or less useful in particular situations.

P

paraphrase   An expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand. For example, *to make*

someone or something appear or feel younger is a paraphrase of the verb rejuvenate. Dictionary definitions often take the form of paraphrases of the words they are trying to define.

patronymics Related to or derived from the name of one's father or paternal ancestor.

pedagogy Theories of teaching, curriculum and instruction as well as the ways in which formal teaching and learning is planned and delivered. In educational theory, pedagogy is usually divided into curriculum, instruction and assessment.

perspectives Attitudes or world views associated with a particular culture or cultures.

pictograph A picture representing a word or idea; a hieroglyph; a pictorial representation of numerical data or relationships, especially a graph.

practices Behaviors associated with a particular culture or cultures.

presentational communication One-way creation of messages in order to facilitate interpretation by others who cannot negotiate meaning. Examples of presentational communication include writing a report, making a speech, designing a slide show presentation or recording an audio or video presentation.

prestige variety A variety of a language which is viewed as standard or more acceptable in particular situations.

proficiency A person's skill in using a language for a specific purpose. Whereas language achievement describes language ability as a result of learning, proficiency refers to the degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand language.

publish (writing process) Prepare material for some type of presentation (e.g., create a final draft, design a poster, record a video).

R

radical Also called a root, the element that carries the main component of meaning in a word and provides the basis from which the word is derived by adding affixes or inflectional endings, or by phonetic change. For example, in the word *regionalism*, *region* is the radical.

reading strategies Activities and organizers that assist students in reading comprehension. Reading strategies take place before, during and/or following a reading activity.

realia Actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Realia may include such things as photographs, articles of clothing or kitchen objects.

reciprocity A style of thinking in learners where information can be perceived with multiple viewpoints; the ability to look at information or a situation from various perspectives.

regionalism Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary or syntax.

register   Variation in a person's speech or writing style. Register usually varies from casual to formal according to the type of situation, the person or persons addressed, the location, the topic discussed, etc.

rubric   Specific descriptions of performance of a given task resulting in several different ratings of quality. There are two types or rubrics: holistic and analytic. Holistic rubrics use multiple criteria to come up with an overall score. Analytic rubrics isolate specific elements, provide guidelines for the evaluation of each element and score each element separately. Teachers use rubrics to evaluate student performance on a variety of tasks. Students are often given the rubric, or may even help develop it, so they know in advance what they are expected to do. For example, the content of an oral presentation might be evaluated holistically using the following rubric:

Four- The main idea is well developed, using important details and anecdotes. The information is accurate and impressive. The topic is thoroughly developed within time constraints.
Three- The main idea is reasonably clear and supporting details are adequate and relevant. The information is accurate. The topic is adequately developed within time constraints but is not complete.
Two- The main idea is not clearly indicated. Some information is inaccurate. The topic is supported with few details and is sketchy and incomplete.
One- A main idea is not evident. The information has many inaccuracies. The topic is not supported with details.

S

semantic map or web   A classroom technique in which a visual representation of ideas in a text or conceptual relations within a text is used to assist with the reading or writing of a text. The semantic map or web may be teacher- or student-generated.

sight word   A word that is immediately recognized as a whole and does not require word analysis for identification.

social convention   A practice or procedure widely observed in a group, especially to facilitate social interaction; a custom.

syntax   The ways in which words combine to form sentences and the rules which govern the formation of sentences, making some sentences possible and others not possible within a particular language.

T

tangible product   Concrete cultural elements (e.g., literature, foods, tools, dwellings, clothing) of a society.

target culture   The culture(s) of the people who speak the language being learned, including their perspectives, practices and products.

target language	The language which a person is learning, in contrast to a first language or mother tongue.
think-pair-share	A cooperative learning technique in which students are first provided time to think about a concept, question or issue; then, they discuss their ideas in small groups of two to further develop their respective thoughts; finally, groups share their conclusions with the entire class. This activity can be used at many points in the teaching and learning process: as an advance organizer, an assessment of prior knowledge or an opportunity to use higher-order thinking skills.
tone marks	Marks indicating the height of pitch and change of pitch which are associated with the pronunciation of a syllable or word and which affect the meaning of the word. A tone language is a language in which the meaning of a word depends on the tone used when pronouncing it. For example, Mandarin Chinese, a tone language, makes a distinction between four different tones:

Mā (high level tone) "mother"
Má (high rising tone) "hemp"
Mǎ (fall-rise) "horse"
Mà (high falling tone) "scold"

	Other tone languages are spoken in Vietnam, Thailand, West Africa and Central America.
Total Physical Response (TPR)	A methodology in which students respond with physical activity to increasingly complex teacher commands.
Total Physical Response Storytelling (TPRS)	A methodology related to Total Physical Response, TPRS uses brief narratives accompanied by images to model language for students. Gestures accompany the acquisition of vocabulary. Students derive meaning through the use of visuals and gestures; subsequently, they combine elements to eventually reproduce the original story in the target language.
TTY or Text Telephone	A TTY is a special device that lets people who are deaf, hard of hearing or speech impaired use the telephone to communicate by allowing them to type messages back and forth to one another instead of talking and listening. A TTY is required at both ends of the conversation in order to communicate.

U

unmarked structures	Unmarked structures are those which are simple, core or prototypical. If the target language contains unmarked structures, they will be easier to learn. For example, verb forms that follow a regular pattern are generally easier for students to use appropriately.

V

Venn Diagram	A mapping technique using overlapping circles showing features either unique or common to two or more concepts.

W

webbing A graphic organizing technique that relates thoughts to a particular topic or concept. Webbing is often used as a prewriting strategy.

word family A group of words with a clear relationship (e.g., specify, specific, specification).

writing process The planning of writing for different purposes and audiences. The writing process includes the phases of prewriting, drafting, revising and editing, and publishing.

- Prewriting: The initial creative stage of writing, prior to drafting, in which a writer formulates ideas, gathers information and considers ways to organize thoughts and information (e.g., graphic organizers, brainstorming, outlining);

- Drafting: creation of a preliminary text;

- Revising: changing text to improve quality of writing with focus on meaning and underlying structure (e.g., transitions, language register, organization);

- Editing: changing mechanics to meet writing norms for clarity and correctness (e.g., grammar, word use, punctuation, spelling);

- Publishing: creation of a final product for an audience (e.g., selecting appropriate delivery of text, designing publication, creating style appropriate for intended audience).

For information on specific grade-level appropriate writing process strategies, please see the English language arts academic content standards.

writing system A system of written symbols which represents the sounds, syllables or words of a language. The three main types of writing systems are alphabetic, based on sounds; syllabic, based on syllables; and ideographic, based on words.

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K-12 Foreign Language

Resources

The sample resources provided in this section can be used to aid in understanding of the academic content standards. In addition, they can facilitate the process of implementing standards-based instruction and assessment. Additional sections on advocacy and policy as well as funding and professional development provide educators with information on developments in the foreign language field and on opportunities for improvement in teaching and learning. One of the Ohio Department of Education Center for the Teaching Profession's seven guiding principles of quality professional development in Ohio is: "Quality professional development is relevant to and embedded in each educator's principle work." The resources provided here serve as a starting point in developing quality professional development at the local level. The model curriculum will provide a greater opportunity to explore best practices, research-based instruction and effective lessons and strategies for all children.

Instruction and Assessment

Resources listed in this section provide information for educators seeking practical and creative ways to implement standards-based instruction and assessment. Research on teaching and learning also is included.

Electronic Sources:

- **Association for Supervision and Curriculum Development (ASCD)** In addition to many publications for purchase dealing with current issues in education, the ASCD Web site provides basic information on issues in the Education Topics section, including constructivism, integrated curriculum, differentiated instruction and multiple intelligences.

  www.ascd.org

- **Center for Advanced Research on Language Acquisition's (CARLA) Virtual Assessment Center** CARLA is part of the National Foreign Language Resource Centers. (See below.) The Virtual Assessment Center is a Web-based learning module that provides teachers with background information on planning/instruction/assessment, step-by-step guidance and many practical resources on developing second language assessments. The module is ideal to accompany initial discussions on standards-based education and assessment.

  www.carla.umn.edu/assessment/vac/

- **Center for Applied Linguistics (CAL)** CAL brings together scholars and educators who use the findings of linguistics and related science in identifying and addressing language-related issues. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation and policy analysis. The Topic Areas section of the Web site provides information on many issues of particular interest to foreign language educators.

  www.cal.org

ACADEMIC CONTENT STANDARDS

- **Collaborative Articulation and Assessment Project (CAAP)** CAAP is a voluntary, action-oriented articulation project designed to address the problems typically associated with the language learner's transition from high school to post-secondary foreign language instruction. High school and college instructors have collaborated to create a core curriculum and a common set of instructional objectives for students at each stage of a four-level language program. Articulation ensures that students move smoothly through a course of study from one level to the next. Assessment measures for French, German and Spanish give students an indication of their potential university course placement and can inform local assessments for any language. Listening, speaking, reading and writing tests provide feedback to high school students and to their teachers about general performance levels across the state and each individual's progress toward common curricular goals.

  caap.osu.edu

- **Fairfax County, Va., Public Schools Foreign Language Program** Recognized nationally as a model program, the Fairfax County Public Schools Foreign Language Program Web site provides educators with an array of practical resources, including rubrics, online student tutorials and information on an extended sequence of language instruction.

  www.fcps.k12.va.us/DIS/OHSICS/forlang/

- **FLTEACH** The FLTEACH Listserv provides foreign language educators a vehicle to share and to seek out information on a variety of topics related to foreign language education. The main focus of the Listserv is foreign language teaching methods including school/college articulation, training of student teachers, classroom activities and curriculum and syllabus design. Students in teacher training programs, teachers both new and experienced, administrators and other professionals interested in any aspect of foreign language teaching are invited to participate in discussions. The Archives section allows foreign language educators to search all postings for information on a particular topic of interest.

  www.cortland.edu/flteach

- **Foreign Language Ohio Resource Center (FLORC)** What will standards-based lesson plans and assessments look like? What are the best practices in foreign languages? What is the latest research in the field that will help educators in the classroom? What should educators tell a parent who questions the value of a foreign language? How do educators persuade an administrator to begin an elementary school language program? FLORC, supported by funding from the Ohio Board of Regents, is a virtual resource center designed to answer these and other questions of interest to Ohio foreign language teachers. FLORC is currently in the planning stage, and a pilot site will be launched during the summer of 2004.

  www.flc.ohio-state.edu/FLORC/default.html

- **Friendship through Education** Friendship through Education is a consortium of organizations committed to creating opportunities that facilitate interactions among youth worldwide. The site provides numerous links to organizations and projects designed to address standards. Among the resources available are collaborative projects, e-mail exchanges, workplace skills in a global society and cultural exchanges.

  www.friendshiptrougheducation.org

- **Instructional Management System (IMS)** Ohio's Instructional Management System (IMS) is the vehicle for communicating State Board-adopted model curricula. Information on standards-based education, Ohio's academic content standards, model lessons and units, support materials for improving teaching and learning, and creating quality assessments address the overarching issues of designing an aligned system of education in the state. In addition, searchable lessons/units and assessments will become available as the model curriculum for foreign language is approved. Approved materials for other content areas are already in place for review. These materials can provide ideas for integrating content from other areas into the foreign language class and for reinforcing state-assessed areas of the curriculum.

  www.ims.ode.state.oh.us/ims/

- **National Assessment of Educational Progress (NAEP)** The National Assessment of Educational Progress, or the Nation's Report Card, provides periodic assessments in Spanish, with assessments for other languages in development. The framework can be used as a model for standards-based assessment at the local level.

  www.nagb.org/pubs/FinalFrameworkPrePubEdition1.pdf

- **National Foreign Language Resource Centers (NFLRCs)** The United States Department of Education has awarded grants to a small number of institutions for the purpose of establishing, strengthening and operating national foreign language resource and training centers to improve the teaching and learning of foreign languages. Presently, there are 14 Title VI Language Resource Centers nationwide. Each center provides a different area of focus for its collection of resources. This Web site will provide a listing of all 14 NFLRCs and links to their particular collections.

  www.nflrc.msu.edu/index.html

- **Ohio Department of Education/Ohio Foreign Language Association Model Assessment Project**
  The ODE/OFLA Model Assessment Project provides sample assessments designed to serve as useful tools for classroom assessment and curricular planning. These models provide concrete examples of ongoing assessments and tips for devising proficiency-based tests. The model assessments contain practical applications of the teaching guidelines and philosophies set forth in state and national standards. The model assessments have been developed for four languages: French, German, Latin and Spanish. Teachers of other languages, however, can base their own assessments on the exemplars in this project. The models address the abilities of students at three different age levels: Elementary (K-5), middle (6-8), and high school (9-12). In addition, they focus on three different levels of proficiency: novice (K-5, 6-8, 9-12), intermediate (6-8, 9-12) and pre-advanced (9-12). The assessments were written by K-12 Ohio educators who represent a variety of program models, languages and levels.

  www.ode.state.oh.us/curriculum-assessment/ci/model_assessments/welcome.asp

- **Teaching Foreign Languages K-12: A Library of Classroom Practices** Teaching Foreign Languages K-12 is a video library illustrating effective instruction and assessment strategies for teaching foreign languages. The language classrooms shown in this library include Spanish, French, German, Japanese, Italian, Latin, Russian and Chinese. All classroom videos are subtitled in English and are appropriate for K-12 teachers of any foreign language. Two of the video components feature educators from Ohio. Created in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL), the library includes a 30-minute introduction and 60-minute overviews of ACTFL's Standards for Foreign Language Learning and new assessment practices, as well as 27 classroom programs. In the 30-minute classroom programs, teachers from schools across the country model interpersonal, interpretive and presentational modes of communication throughout a range of grade and competency levels. Concepts of culture, comparisons, connections to students' lives, and the importance of community also are integrated into the lessons. A Web site and print guide accompany the video programs, providing a complete professional development experience.
  www.learner.org/resources/series185.html

Print Sources

- Curtin, Helena, and Carol Ann Dahlberg. *Language and Children Making the Match: New Languages for Young Learners, Grades K-8.* New York, N.Y.: Pearson Allyn and Bacon, 2004.

- Gilzow, Douglas, and Lucinda Branaman. *Lessons Learned: Model Early Foreign Language Programs.* McHenry, Ill.: Delta Systems and Center for Applied Linguistics, 2000.

- Guntermann, Gail (Ed.). *AATSP Professional Development Series Handbook for Teachers K-16, Volume 2. Teaching Spanish with the Five C's: A Blueprint for Success.* Orlando, Fla.: Harcourt, 2000.

- Met, Myriam (Ed.). *Critical Issues in Early Second Language Learning.* Glenview, Ill.: Prentice Hall, 1998.

- Omaggio Hadley, Alice. *Teaching Language in Context.* Boston, Mass.: Heinle and Heinle, 2000.

- Phillips, June (Ed.). *Foreign Language Standards: Linking Research, Theories, and Practices.* Lincolnwood, Ill.: National Textbook Company, 1999.

- Shrum, Judith, and Eileen Glisan. *The Teachers Handbook.* Boston, Mass.: Heinle and Heinle, 2000.

- Vacca, Richard, and Jo Anne Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum.* New York, N.Y.: Pearson Allyn and Bacon, 2000.

- Webb, John B., and Barbara L. Miller (Eds.).*Teaching Heritage Language Learners: Voices from the Classroom.* Yonkers, N.Y.: American Council for the Teaching of Foreign Languages, 2000.

- Wiggins, Grant, and Jay McTighe. *Understanding by Design.* New York, N.Y.: Prentice Hall, 2000.

Professional Associations

Resources listed in this section provide access to professional organizations and public institutions to afford foreign language educators opportunities to stay informed with developments in their field.

Electronic Sources

- **American Council on the Teaching of Foreign Languages (ACTFL)** ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. The ACTFL Web site includes information on publications, special projects, its annual conference and links to regional and state organizations as well as to language-specific organizations. ACTFL also publishes a quarterly refereed journal, *Foreign Language Annals.*

  www.actfl.org

- **Central States Conference on the Teaching of Foreign Languages** The Central States Conference brings together foreign language educators from 17 states at its annual conference. In addition, Central States provides awards to recognize the leaders of the region, grant and scholarship opportunities and an annual publication dealing with research on current issues of the profession.

  www.centralstates.cc

- **National Network on Early Language Learning (NNELL)** NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children. NNELL publishes a refereed journal three times per year, *Learning Languages.*

  www.nnell.org

- **Ohio Foreign Language Association (OFLA)** OFLA has served the needs of Ohio foreign language educators since 1962. The OFLA Web site includes information on the association, its annual conference, local affiliate organizations and opportunities for awards, grants and scholarships. Archives of past issues of its quarterly newsletter, *The Cardinal,* also are available. In addition, OFLA provides a listserv for its membership to communicate with other members across the state.

  www.ofla-online.org

Advocacy and Funding Sources

This section provides information on policy and advocacy resources as well as on funding programs and professional development.

Electronic Sources

- **Federal Program Grants (FLAP/FLIP)** This Web site, maintained by the U.S. Department of Education, provides a listing of various national funding opportunities, including the Foreign Language Assistance Program and the Foreign Language Incentive Program.

  web99.ed.gov/GTEP/Program2.nsf/vwNetHeadings?OpenView

- **Fulbright Exchange** The Fulbright Teacher and Administrator Exchange Program provides opportunities for qualified educators to participate in direct exchanges of positions with colleagues from other countries for six weeks, a semester or for a full academic year. The purpose of the program is to promote mutual understanding between the people of the United States and the peoples of other countries through educational exchange. In exchanging positions with foreign teachers or administrators, program participants have the opportunity to live and work in the cultures of their host countries, an experience which has benefits for the teachers, their schools and their communities.

  exchanges.state.gov/education/fulbright/

- **Joint National Committee on Languages (JNCL)/National Council for Languages and International Studies (NCLIS)** JNCL/NCLIS provides advocacy and influences policy on the national level. The JNCL/NCLIS Web site provides information on national advocacy efforts as well as information on policy developments and funding opportunities.

  www.languagepolicy.org

- **National Endowment for the Humanities (NEH)** NEH is an independent grant-making agency of the United States government dedicated to supporting research, education, preservation and public programs in the humanities.

  www.neh.gov/grants/grants.html

- **Ohio Department of Development** The Ohio Department of Development Web site provides access to economic development in Ohio including export information and international investment in the state. County-level information can inform local districts about exports and international involvement in local communities. Links to U.S. Census reports also are available. This site provides links to good information for the Communities standard and to local data for advocacy purposes that align to state and local development initiatives.

  www.odod.state.oh.us

- **The Longview Foundation** The Longview Foundation for Education in World Affairs and International Education provides grants for education programs and projects that foster a global perspective and promote learning about world regions, cultures, international affairs and global issues in K-12 and teacher education programs in the United States.

  www.fdncenter.org/grantmaker/longview/

Print Sources
- NASBE Study Group. *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools.* Alexandria, Va.: National Association of State Boards of Education, 2003.

Departments of Education

- **Ohio Department of Education**

  www.ode.state.oh.us

- **Office of Curriculum and Instruction** This site provides information on academic content standards and model curricula. State assessment information also is available here.

  www.ode.state.oh.us/curriculum-assessment/ci/

- **Office of Assessment** This site provides information on state assessments. In addition, current guidelines and samples of the new diagnostic and achievement tests, as well as the Ohio Graduation Tests (OGT), are available. The information provides foreign language educators with the opportunity to link their curricula to required assessments.

  www.ode.state.oh.us/curriculum-assessment/Assessment

- **Instructional Management System (IMS)** The Instructional Management System provides electronic delivery of curriculum models, including lessons, assessments, support materials and general information about standards-based education. The IMS is searchable based on disciplines, standards, benchmarks and general topics.

  www.ims.ode.state.oh.us/ode/ims

- **Office of Career-Technical and Adult Education** The Career Development link at this site provides valuable information to foreign language educators seeking to link to career and employability skills. Information on Ohio's Career Development Program and to the Ohio Career Information System (OCIS) can provide opportunities to integrate career-oriented concepts into the foreign language curriculum.

  www.ode.state.oh.us/ctae/

- **Links to Other Professional Organizations and Departments of Education in Other States**

  www.ode.state.oh.us/links.asp

- **U.S. Department of Education**

  www.ed.gov