

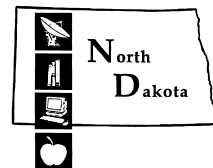
# **North Dakota Standards and Benchmarks**

## **Content Standards**

### ***Foreign Language***

**May 2001**

**North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
600 E Boulevard Avenue, Dept. 201  
Bismarck, North Dakota 58505-0440  
[www.dpi.state.nd.us](http://www.dpi.state.nd.us)**



© Copyright 2001 by the North Dakota Department of Public Instruction, 600 East Boulevard Avenue, Bismarck, North Dakota 58505-0440.

Permission to reproduce these materials is granted for home, classroom, and workshop use. For all other purposes, please request permission in writing from the North Dakota Department of Public Instruction.

The work in this publication is funded wholly or in part by a grant from the U.S. Department of Education. Its contents do not necessarily reflect the views or policies of the Department, or any other agency of the U.S. Government.

No person shall, on the basis of race, sex, color, national origin, religion, age or handicapping condition, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

## North Dakota Foreign Language Content Standards Writing Team

**Jill Bergren**

Discovery Junior High School  
Fargo

**Linda Brandt**

Century High School  
Bismarck

**Catherine Howard**

Native Languages  
Fort Totten

**Sandy Meidinger**

Great Western ITV Network  
Linton

**Pat Merritt**

Red River High School  
Grand Forks

**Rita Murphy**

Central Campus High School  
Minot

**LeAnne Tracey**

Williston High School  
Williston

**Dawn Pearson**

Mt. Pleasant School District  
Rolla

**Karen Retzlaff**

McVillage Elementary School  
Aneta

**Neil Souther**

Bismarck High School  
Bismarck

**Kristine Stusynski**

Viking Elementary School  
Grand Forks

**Janet Thielman**

Jamestown High School  
Jamestown

**Melanie Engel Unger**

Ben Franklin Junior High School  
Fargo

**David Volk**

Ben Franklin Junior High School  
North High School  
Fargo

**Walter Wolf**

Center High School  
Center

**Consultant and Editor**  
**Carol Ann Dahlberg, Ph.D.**

Department of Education  
Concordia College  
Moorhead, MN 56562  
Office/Home Phone: 218-236-5210

**Project Director**

**Clarence A. Bina, Ph.D.**

Educational Improvement, Assistant Director  
North Dakota Department of Public Instruction  
600 E Blvd Ave – 9<sup>th</sup> floor  
Bismarck, ND 58505-0440

# TABLE OF CONTENTS

<b>NORTH DAKOTA FOREIGN LANGUAGE WRITING TEAM.....</b>	<b>II</b>
Components of the Document.....	v
Introduction .....	1
Summary of Foreign Language Content Standards .....	7
Standards Area 1—Communication: Communicating in languages other than English .....	8
Standard 1.1: Interpersonal communication .....	9
Standard 1.2: Interpretive communication .....	10
Standard 1.3: Presentational communication .....	11
Standards Area 2—Cultures: Gaining knowledge and understanding of other cultures .....	12
Standard 2.1: Practices and perspectives .....	13
Standard 2.2: Products and perspectives.....	14
Standards Area 3--Connections: Connecting with other disciplines and acquiring new information .....	15
Standard 3.1: Knowledge of other disciplines.....	16
Standard 3.2: Using the target language to gain information .....	17
Standards Area 4--Comparisons: Developing Insight into the Nature of Language and Culture	18
Standard 4.1: Nature of language .....	19
Standard 4.2: Concept of culture .....	21
Standards Area 5--Communities: Participating in multilingual communities at home and around the world .....	23
Standard 5.1: Using language beyond the classroom .....	24
Standard 5.2: Life-long learning .....	25
Standard 5.3: Valuing native languages.....	27
Glossary.....	28
Scenarios	
Novice Spanish .....	30
Novice German .....	31
Intermediate German .....	32
Intermediate Latin .....	34
University Capstone .....	35
Activities for Novice Level .....	37
References and Resources.....	38

## Components of the Document

**Content Standards** – general statements that describe what students should know and the skills they should have in a specific content area.

**Benchmarks/Progress Indicators** – statements of knowledge and skill that define a standard at a given level of language development (e.g., Novice, Intermediate, Pre-Advanced).

**Examples of Specific Knowledge** – facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that exemplify the information or skills that students should acquire to meet a standard. These are imbedded within the Benchmarks/Progress Indicators

**Scenarios** – instructional activities that teachers could plan or students could do to acquire the knowledge and skills described in the standard and benchmarks. They are intended to support standards-based teaching and exemplify the integration of several standards within a lesson or a unit of study.

*\*Indicates the word or phrase is defined in the Glossary*

# Introduction to Standards for Foreign Language Learning in North Dakota

## Philosophy of the Foreign Language Standards for North Dakota

The study of foreign languages and cultures must be part of the core curriculum because language and communication are at the heart of the human experience. Due to the ever-expanding world market, the global implications of the Internet, and increased travel opportunities, North Dakota schools must prepare students who are equipped linguistically and culturally for successful communication. 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. Possession of the linguistic and cultural insights that come with foreign language study is a requisite for life as a citizen in the worldwide neighborhood.

A successful school fosters high academic performance, self-reliance, life skills, effective communication skills, citizenship, sound character, and the arts for its students. The North Dakota Foreign Language Learning Standards addresses all seven of these elements through its interconnected standards areas.

	High Academic Performance	Self-Reliance	Life Skills	Effective Communication Skills	Citizenship	Sound Character	Arts
Communication	X	X	X	X			
Cultures	X		X	X		X	X
Connections	X		X	X			X
Comparisons	X	X	X	X	X	X	X
Communities		X	X	X	X	X	X

## Organization of the Document

The standards are organized within five interconnected **standards areas**: *communication, cultures, connections, comparisons, and communities*. Each standards area contains two or three **content standards** that describe the knowledge and skills students are expected to acquire. These standards are closely modeled on the national document, *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (1999).

**Benchmarks/Progress Indicators** for Novice, Intermediate, and Pre-Advanced levels, found under each standard, define student progress in meeting standards and are measurable and assessable in numerous ways. They suggest instructional possibilities and are intended to guide teachers in classroom practices.

## How to use this document

The North Dakota Foreign Language Standards document is designed for many audiences and with many purposes. It is important to understand that this document is NOT a curriculum, nor is it a scope and sequence. Instead, this document provides a gauge against which to measure improvement in foreign language teaching and student learning in the years to come. It suggests types of content and curriculum experiences needed to help students achieve the standards, and it supports the ideal of extended sequences of study. It must be used with local documents to determine the best approaches and reasonable expectations for these students.

## Choice of the term “foreign languages”

The writing team discussed terminology at some length, after the issue had been raised by teachers attending the fall meeting (2000) of the Foreign Language Association of North Dakota (FLAND). Although the term *world languages* was currently being used in the Department of Public Instruction, the writing team decided unanimously to return to the more familiar term *foreign languages*. There are several reasons for this decision.

First, from a linguistic point of view, a world language is one used widely outside the boundaries where it is spoken as a native language. When interpreted in this way, the term *world language* seems to leave out the very languages that have most often been overlooked or excluded by our traditional wording: Native American languages and others of ethnic importance in North Dakota, such as Norwegian.

English, the native language of most North Dakotans, is also a world language, by this definition. This document specifically addresses the teaching of a language that is new, or “foreign,” to the learner—a language other than their native language. North Dakota schools have English curricula that align with a standards document written specifically for English language arts.

The term *foreign languages* has several advantages for this document and for North Dakota. It is familiar to most of our constituents: administrators, parents, the public, the media. It is used both in this country and beyond our borders. Further, it is the term used by both our national organization the American Council on the Teaching of Foreign Languages (ACTFL), and by the state organization, FLAND.

## Why are foreign languages important for North Dakota learners?

Now more than ever, foreign language skills are necessary for North Dakota for several reasons. Research shows that studying another language improves student performance in other subjects. Foreign language students become more flexible in their thinking and develop improved vocabulary and writing skills, which employers cite as areas of concern. The content of a foreign language curriculum deals with history, geography, music, literature, economics, math and science. Therefore, the study of other cultures and their languages supports the development of an interdisciplinary perspective.

The 21st Century offers opportunities to improve North Dakota’s economy and to provide our young people with career opportunities in the state, but only if we keep up with the changing world. North Dakota must find a way to become a leader in the world economy. If we wish to attract more than low-paying telemarketing and computer help jobs, we must become truly global. That means we need to have a labor pool of people who speak the languages and understand the cultures of other countries. Successful global marketing of our state’s resources depends primarily on our ability to communicate effectively in the language and culture of the prospective buyer.

Many Americans believe that it is not necessary to learn other languages because of the assumption that “everyone already speaks English.” This is simply not true and such an attitude perpetuates the image of the “ugly American”. Those who travel outside the United States quickly realize that people in other countries appreciate any attempt on the part of Americans to shoulder some of the communication burden. The North Dakota tourism industry would surely benefit from a wider knowledge of foreign languages as tourists from around the world visit sites such as the Lewis and Clark Expedition and Medora.



## K-12 vision and the long sequence

The North Dakota foreign language standards, like the national foreign language standards, envision a K-12 sequence. For decades in North Dakota, two years of high school foreign language has been recommended for college-bound students. This recommendation has led to the *misconception* that two years of high school study is adequate and will result in some degree of proficiency in the language. In other countries, by contrast, language learning is considered essential for all citizens. Foreign language study begins in the primary grades and continues uninterrupted into the secondary level, resulting in a high level of proficiency in the foreign language. Many countries require a second or even a third language before admission into the university. The K-12 sequence envisioned by the writing team would help North Dakota students develop meaningful, usable language skills and supports North Dakota's efforts to become globally competitive.

Recent scientific research on brain development and language learning indicates that children have a natural ability to acquire language (see References). This natural ability diminishes as children approach adolescence. Most North Dakota foreign language programs currently miss this opportunity to capitalize on students' natural abilities. There is also evidence that learning another language enhances learning in other disciplines, such as science, reading and math. The benefits to reading and language arts are especially significant, as students develop a concept of languages and how they work. Early foreign language learning also fosters flexible thinking and makes it possible to learn additional languages much more quickly and easily.

### Foreign languages are for *all* learners

**All Ages:** The earlier *all* students begin the process of learning a foreign language, and the longer they remain in a continuing program, the greater the benefit. At the same time, it is never too late to begin.

**Academic Benefits:** Research studies indicate that the very process of studying another language gives *all* students, regardless of ability level, cognitive benefits that enable them to perform at higher levels in other subjects.

**Cross-disciplinary:** Learning a foreign language enhances communication skills for all learners across the curriculum. It expands not only speaking, writing, reading, and listening skills, but also knowledge of geography, history, math, and other content areas as the entire culture is addressed. Brain connections and pathways are strengthened as foreign language students are exposed to knowledge in multiple disciplines and with a variety of methods.

**Cultural Acceptance:** As foreign language students compare and contrast the target culture and their own, they develop tolerance and acceptance of others in their North Dakota community as well as the cultures of the world. Through their cultural connections, they develop a better understanding of who they are and how they can be conscientious global citizens.

**Life Skills:** Foreign language learners also develop other life skills, such as organization and problem-solving, which continue to benefit them throughout their lives.

A variety of languages for North Dakota

Heritage (ancestral) and indigenous (specific to a region) languages are a vital component of foreign language study. The cultures and values of early settlers and later immigrants have made rich contributions to North Dakota life, and these elements can be more deeply understood through the study of the languages spoken by these groups. Study of Native American languages can help to preserve both the languages and cultures of the Native Americans who make their home in North Dakota.

The preservation of language leads to and exists as a part of the preservation of the cultural history and life of a people. The loss of a culture and language diminishes the whole world. A source of information and transfer of information is irrevocably lost and, with it, the opportunity to learn from other people. North Dakota is fortunate to have a number of American Indian languages still being used among older tribal members, and a move to preserve these languages has begun. As a result, traditionally oral languages are being recorded and transcribed (using the Roman alphabet) for students of those languages.

Study of any foreign language allows the learner to grow in knowledge and appreciation of another culture and people. Many different languages will be needed as North Dakota continues to play a role in the world marketplace. Skilled users of Chinese, French, German, Japanese, Latin, Russian, and Spanish will all be needed in the twenty-first century. No single language offering can meet that need.

### **Distance Learning and North Dakota Foreign Language Standards**

The number of small schools in North Dakota and the distance between them have led to a widespread acceptance of interactive television networks for the delivery of foreign language instruction. ITV teachers on the writing team agreed that the standards provide helpful guidance for the ITV setting as well as the regular classroom. While certain adjustments are necessary, due to the specific nature of the ITV classroom, the students can engage in learning experiences that help them attain all twelve of the ND foreign language standards.

### **North Dakota Foreign Language Standards and the Classical Languages**

The study of classical languages offers students more opportunity for learning to read the printed page than for becoming orally proficient, since they are primarily "read" languages today rather than "spoken" languages. However, some oral work in Latin is highly beneficial, since listening, speaking, reading, and writing are so inter-related. On a practical level, the knowledge of roots, prefixes, suffixes, cognates, and also a systematized syntax, provides the keys to language development and aids in acquisition of other languages.

Insights into language development, interaction with ancient civilizations through their literature, and the cross-cultural understanding that results from the study of these languages are all compelling reasons for the inclusion of classical languages in the curricula of our schools. With respect to the five standards areas, the communication area for Latin varies somewhat from that of modern languages in that conversational skills regarding daily activities receive less emphasis. The other four standards areas can be parallel between classical and modern languages to a great extent. This is particularly true of the standards for comparisons, which are addressed daily in the classroom with contrasts between ancient and modern cultures, ancient languages and their daughter languages, ancient history and modern parallels. For greater detail concerning classics and the communication standards area, the team encourages use of the national standards written specifically for Latin and Greek.

## Recommended program formats to achieve the levels described

In order to achieve the performance levels described in this document, the team recommends the program guidelines presented in the ACTFL Performance Guidelines: "...developers of the performance guidelines for students felt obliged to assume that accomplishment of such content standards required students to be enrolled in elementary programs that meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs that meet daily for no less than 40-50 minutes; and high school programs that equal four units of credit." (p. 482) Attainment of the performance levels also assumes continuous study of the language, throughout the year and from year to year, from the time language study is begun.

At this time there are no K-12 programs in North Dakota that meet the guidelines above; however, the *Novice* and *Intermediate* categories are attainable in many existing North Dakota programs. The design team supports the vision of the national foreign language community for K-12 language learning opportunities for all learners. For this reason the North Dakota document includes all three levels of proficiency.

The graph on the following page shows the anticipated performance levels for students who are enrolled in a standards-based program that meets the guidelines identified above. The subsequent graph defines the levels of proficiency, as defined by ACTFL, that are commonly accepted within the foreign language community. Students who complete a K-12 sequence should develop a *Pre-Advanced* level of proficiency, representing the highest level of *Intermediate* performance. It is the experience of language educators that *Advanced* proficiency can usually be attained only after an intensive experience living and studying or working in the country where the language is spoken.

Descriptors are based on information gathered from foreign language professionals representing a variety of program models and articulation sequences.

Descriptors are appropriate for languages most commonly taught in the United States

Descriptors assume a sustained sequence of Standards-based, performance-outcome, language instruction. © ACTFL 1998

From *Foreign Language Annals* 31:4 (Winter 1998), p. 484

## Benchmarks/Progress Indicators and achievement levels

The team chose to use the term *progress indicators*, as found in the national document (*Standards for Foreign Language Learning in the 21<sup>st</sup> Century*), together with the term *benchmarks*. For us the term was descriptive of the way we hope the North Dakota document will be used: as a guide to progress, in which samples of student performance will be gathered in order to demonstrate accomplishment of the standards. The benchmarks describe consistent and sustained levels of student performance that are realistic to expect at each level. Teachers may also use benchmarks at higher levels to help them set goals and design activities for their classrooms.

Since foreign language programs differ widely across the state, it is not possible to identify benchmarks or progress indicators at specific grade levels or after a specific number of years of study. Some programs begin in grade 7 with exploration, while others begin in grade 8 or 9 with a sequence that continues through high school. Some programs begin in elementary school, and others are limited to senior high school. To provide a consistent standard for the whole range of programs, the team has adopted the level designations from "ACTFL Performance Guidelines for K-12 Learners," (1998): Novice, Intermediate, and Pre-Advanced. By this

designation, Novice learner performance would be expected at the end of a K-4 or a 5-8 sequence, or any two-year sequence beginning at the high school. Intermediate learner performance would be expected at the end of a K-8 or a 7-12 sequence. Pre-advanced learner performance could be expected only at the end of a K-12 sequence.

### **Student travel and exchange programs**

Many North Dakota schools participate in travel and/or exchange programs. Student travel is the culminating experience of language learning encompassing all standards areas. The benefits of travel are numerous and cross all disciplines. Students engage in real life conversations and situations, expand vocabulary, and experience history and culture first-hand. In addition, students develop problem-solving skills, critical thinking skills, and learn to be more flexible and tolerant. Exposure to diversity expands students' horizons and helps them develop a better understanding of who they are and how they can be conscientious global citizens. Student travel is a life changing experience. It forever alters student perceptions of the world, increases their comfort zone in the use of the language, and motivates them to continue language study. "The world is a book, and those who don't travel read only one page." (Saint Augustine)

### **History of the Foreign Language Standards for North Dakota**

The current document was developed by a team of North Dakota foreign language educators in response to national and state-wide Goals 2000 initiatives. The team was selected from among nominees from FLAND (Foreign Language Association of North Dakota), with representation from elementary, middle, and high school programs and from French, German, Latin, Spanish, and Native American languages. The final team totaled 15 members, seven of whom had worked on the North Dakota Foreign Language Framework of 1993.

The writing team met in March, June, August, October, and November of 2000, at which point the document draft was completed and prepared for further dissemination. Feedback and suggestions were invited from foreign language teachers in both K-12 and higher education institutions, and special sessions at the fall meeting of FLAND were dedicated to gathering suggestions and feedback about the work. The completed draft was formally reviewed by selected foreign language teachers in North Dakota and several other states, and all North Dakota teachers were urged to review the draft on the DPI Web site. A final meeting of the writing team was held in March 2001 to take feedback into account and to finalize the document.

## Summary of North Dakota Foreign Language Content Standards

### **Standards Area 1—Communication: Communicating 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.

### **Standards Area 2—Cultures: Gaining knowledge and understanding of other cultures**

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

### **Standards Area 3--Connections: Connecting with other disciplines and acquiring new 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 and access the distinctive viewpoints that are only available through the foreign language and its cultures.

### **Standards Area 4--Comparisons: Developing 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.

### **Standards Area 5--Communities: Participating in multilingual communities at home and around the world**

Standard 5.1: Students use foreign languages both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.

Standard 5.3: Students value native and heritage languages and show interest in efforts to preserve those that are endangered.

**Standards for Foreign Languages in North Dakota  
Developed by the Standards Task Force, 2000-2001**

**Standards Area 1—Communication: Communicating in languages other than English**

Language is the primary tool for communication in the rapidly shrinking, interdependent world of the twenty-first century. The ability to function competently in at least one language other than English has become increasingly important. One must be able to participate appropriately in face-to-face interaction with members of other societies. It is also necessary to interpret the concepts, ideas, and opinions of members of these societies, as expressed through their media and their literature. It is obvious that students only attain this ability when language study is initiated as early as possible and continued over an extended period of time. Furthermore, knowledge of the linguistic system of a given language—its grammar, vocabulary, and phonology—are important in supporting successful communication.

**Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

Interpersonal communication is the focal point of this standard. In most modern languages, students learn a number of phrases that allow them to interact with each other. Over time, students grow in their ability to converse in a culturally appropriate manner.

**Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.**

Understanding and interpretation of written and spoken language is a focal point of this standard. Students engage in one-way listening and reading while using a variety of print and non-print materials. The reading aspect of this standard makes it particularly relevant to the classical languages. The listening aspect is culturally important for native languages.

**Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

The presentation of information, concepts and ideas in spoken and written modes represents the final dimension of the communication goal. Students engage in one-way speaking and writing. The acquisition of authentic patterns and appropriate styles develops over time, allowing students to write or speak using a variety of more formal styles.

**Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

Novice Level Benchmarks/Progress Indicators End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators End of a k-12 sequence
1.1.1 Participate in brief oral or written guided conversations related to students' needs and interests (i.e., dialogues, interviews and role plays).	1.1.1 Participate conversations with elaboration on a variety of topics (e.g., create style show, skits; engage in correspondence).	1.1.1 Discuss with confidence and ease current or past events (e.g., use newspapers and other media of the target language).
1.1.2 Give and respond to requests, directions, instructions, and commands (e.g. play "Simon Says," prepare and perform 4-5 command sequences, respond to TPR).	1.1.2 Interact in a variety of situations to meet personal needs (e.g., ask permission, ask for help, or respond to an offer of help)	1.1.2 Interact in complex social situations (e.g., express regret, make introductions, state complaints, etc.)
1.1.3 Make requests in public places (e.g., role play in restaurant, post office, toilet, store, ticket office situations, etc.)	1.1.3 Interact in basic, life situations, using appropriate forms of politeness, appropriate body language, etc.	1.1.3 Converse using language and behaviors that are appropriate to the setting (e.g., simulate formal and informal social situations).
1.1.4 Ask and answer simple questions (e.g., play "Go Fish," "20 Questions," interview a classmate).	1.1.4 Provide and request clarification when asking questions of others regarding their activities (e.g. use circumlocution and a variety of vocabulary).	1.1.4 Respond to factual and interpretive questions (e.g., play "Who Wants to be a Millionaire," "\$10,000 Pyramid").
1.1.5 Express states of being and feelings (e.g., survey people's feelings, create "guess who" descriptions, and simple riddles).	1.1.5 Elaborate on states of being and feelings (e.g., explain reasons for feelings).	1.1.5 Exchange reflections upon states of being and feelings (e.g., participate in a spontaneous, non-directed conversation for an extended period of time).
1.1.6 Express likes and dislikes (e.g., create top 10 lists, collages or posters).	1.1.6 Qualify likes and dislikes (e.g., explain reasons for likes and dislikes using comparatives and superlatives).	1.1.6 Exchange personal feelings and ideas for the purpose of persuading others (e.g., create an infomercial, barter and negotiate).
1.1.7 Discuss personal daily schedules and printed schedules (e.g., use class, TV, movie, or transportation schedules).	1.1.7 Express preferences pertaining to everyday life (e.g., negotiate where to go, what to eat, what to do).	1.1.7 Elaborate and support preferences pertaining to daily life (e.g., write letters, summaries, paragraphs, conduct debate or campaign).

**Communication Standard 1.2: Students understand and interpret written and spoken language on a variety of topics**

Novice Level Benchmarks/Progress Indicators  End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators  End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators  End of a k-12 sequence
<p>1.2.1 Identify isolated words and phrases in a situational context (e.g., find cognates, prefixes, and thematic vocabulary in print media).</p> <p>1.2.2 Comprehend brief written information (e.g., read notes, invitations, messages, and letters).</p> <p>1.2.3 Comprehend the main idea of simple conversations and narratives on familiar topics (e.g., listen to live or recorded materials, match paragraph with illustration).</p> <p>1.2.4 Recognize words and phrases (e.g., listen to or read chants, rhymes, or songs).</p> <p>1.2.5 Respond appropriately to directions, instructions, and commands (e.g., participate in a scavenger hunt or a directed drawing; respond to TPR).</p> <p>1.2.6 Recognize the sounds system of the language (e.g., transcribe dictation, play alphabet bingo).</p> <p>1.2.7 Identify gestures, intonation patterns, and other visual or auditory cues (e.g., distinguish among questions, statements and commands; match gesture to appropriate expression in the TL).</p>	<p>1.2.1 Determine meaning by using contextual cues (e.g., read magazine and newspaper articles, longer texts, and summarize or state main ideas).</p> <p>1.2.2 Comprehend basic written communications (e.g., read business letters, applications, resumés, brochures).</p> <p>1.2.3 Comprehend main ideas and details from simple texts and conversations about familiar topics (e.g., follow sequential order in a dialogue).</p> <p>1.2.4 Recognize main ideas and some specific information on a few topics found in the products of the foreign culture (e.g., watch and listen to authentic TV, radio, and video)</p> <p>1.2.5 Respond to a series of directions, instructions, and/or commands (e.g., draw a basic floor plan based on a description, do a craft project).</p> <p>1.2.6 Recognize and reproduce accurately the sound system of the language (e.g., transcribe a simple authentic target language song, complete a Cloze passage).</p> <p>1.2.7 Imitate gestures and intonation patterns appropriately (e.g., present a TL playlet or skit using appropriate gestures).</p>	<p>1.2.1 Determine meaning by using contextual cues (e.g., make inferences as to meaning, motivation in authentic documents).</p> <p>1.2.2 Comprehend a variety of complex authentic materials (e.g., read trade books, technical documents such as an instruction manual for a common product).</p> <p>1.2.3 Interpret and analyze main ideas and significant details from written and oral texts (e.g., literary samples, live and recorded discussions, lectures and presentations).</p> <p>1.2.4 Understand cultural nuances in written and spoken language, in informal and formal settings (e.g., read between the lines in a novel or film).</p> <p>1.2.5 Respond appropriately to complex directions, instructions, and commands (e.g., follow detailed directions given over the phone in an emergency situation).</p> <p>1.2.6 Read confidently, with meaningful phrase grouping and appropriate voice inflections (e.g., produce a tape or video for use by native speakers of the language).</p> <p>1.2.7 Produce with accuracy the gestures and intonation patterns of the language (e.g., create a play or video in which appropriate use of gesture plays an important role).</p>

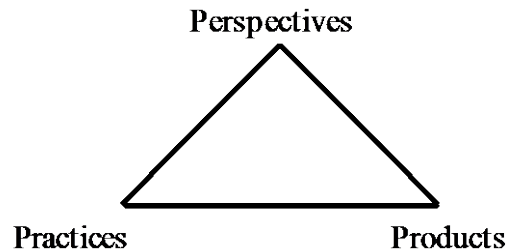


**Communication Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

Novice Level Benchmarks/Progress Indicators End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators End of a k-12 sequence
<p>1.3.1 Use short, memorized phrases and sentences in oral and written presentations (e.g., describe people or objects).</p> <p>1.3.2 Demonstrate comprehensible pronunciation and intonation when presenting well-rehearsed material on familiar topics (e.g., perform poetry, songs, rhymes, and short dialogues).</p> <p>1.3.3 Write and present simple guided texts on familiar topics (e.g., write short letters, post cards).</p> <p>1.3.4 Give directions, commands, and instructions (e.g., give directions that others will follow to arrive at a predetermined location).</p>	<p>1.3.1 Write and present short messages in response to given situations (e.g., write post cards, personal notes, phone messages, directions, etc.)</p> <p>1.3.2 Demonstrate accuracy in pronunciation and intonation when presenting well-rehearsed topics (e.g., present reports, résumés, summaries, plays, skits, etc.)</p> <p>1.3.3 Prepare and present brief written reports on topics studied (i.e., historical events, scientists, authors, musicians, artists)</p> <p>1.3.4 Explain a procedure based on prior knowledge and/or experience (e.g., deliver a demonstration speech on baking a cake or doing a project).</p>	<p>1.3.1 Present oral or written reports about familiar and well-researched topics (e.g., create computer-generated presentations or a video documentary).</p> <p>1.3.2 Initiate and sustain a substantial conversation by using pronunciation and intonation patterns understood by a native speaker (e.g., create a magazine newscast, talk show program).</p> <p>1.3.3 Write a well-organized, short composition (e.g., describe an abstract concept, such as liberty or happiness).</p> <p>1.3.4 Explain a complex process incorporating detailed instructions (e.g., participate in a group activity in which a student describes a structure, such as a Lego model, that is hidden from the rest of the class; the class tries to construct the model while following his/her instructions).</p>

## **Standards Area 2—Cultures: Gaining knowledge and understanding of other cultures**

The study of other languages enables students to step into another culture. Therefore, North Dakota students need to develop an awareness of other peoples and their contributions (products), their ways of life (practices), and the attitudes and views of the world behind both (perspectives). They also need to develop understanding of how these relate to the learner's own culture. Students need to understand relationships among:



**Standard 2.1: Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.**

This standard focuses on the connections between cultural practices and cultural perspectives which, in turn, relate to cultural products as discussed in Standard 2.2.

**Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.**

This standard focuses on the connections between cultural products and cultural perspectives which, in turn, relate to cultural practices as discussed in Standard 2.1.

**Cultures Standard 2.1 (Practices of Culture): Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied,**

Novice Level Benchmarks/Progress Indicators End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators End of a k-12 sequence
<p>2.1.1 Imitate culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors (e.g., gestures, handshaking, formal and informal speech).</p> <p>2.1.2 Imitate age-appropriate cultural activities (e.g., games, songs, dances, traditional celebrations, sports and entertainment).</p> <p>2.1.3 Identify cultural similarities and differences (i.e., concepts of time, dress, food dwellings, travel, shopping).</p> <p>2.1.4 Identify differences in cultural practices among same language cultures (e.g., word usage, dialects, regional dress).</p> <p>2.1.5 Identify some commonly held generalizations about the cultures studied (e.g., attitudes toward religious practices, dress, body, environment).</p>	<p>2.1.1 Use culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors (e.g., gestures, handshaking, formal and informal speech).</p> <p>2.1.2 Participate in age-appropriate cultural activities (e.g., games, songs, dances, traditional celebrations, sports and entertainment).</p> <p>2.1.3 Interpret cultural similarities and differences in everyday life activities and detail their significance (e.g., concepts of time, dress, food, dwellings, travel, shopping).</p> <p>2.1.4 Examine differences in cultural practices among same language cultures (e.g., word usage, dialects, regional dress).</p> <p>2.1.5 Discuss commonly held generalizations about the cultures studied (e.g., art appreciation, punctuality, and perceptions of hygiene).</p>	<p>2.1.1 Interact using culturally appropriate vocabulary, idiomatic expressions, and non-verbal behaviors.</p> <p>2.1.2 Participate in, create and/or perform cultural activities such as games, songs, dances, sports, and entertainment.</p> <p>2.1.3 Analyze cultural similarities and differences including information based on knowledge from experts in specific fields.</p> <p>2.1.4 Compare and contrast cultural practices among same language cultures (e.g., word usage in Mexico and Spain, dialects and regional dress).</p> <p>2.1.5 Examine connections between cultural perspectives and social behavioral patterns (i.e., military service, environmental issues, appropriate dress, legal age for alcohol use, driving, and voting)</p> <p>2.1.6 Recognize elements of humor, irony, and satire in the target language and culture (e.g., Cartoons, TV, and films).</p>

**Cultures Standard 2.2 (Products of Culture): Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.**

Novice Level Benchmarks/Progress Indicators End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators End of a k-12 sequence
2.2.1 Recognize historical events and figures, institutions, geographical features, and political structures of the target countries.	2.2.1 Explore historical events and figures, institutions, geographical features, and political structures of the target countries.	2.2.1 Analyze/synthesize historical events and figures, institutions, geographical features, social, economic and political structures of the target countries.
2.2.2 Recognize basic mythological, legendary, and literary figures specific to the target culture.	2.2.2 Interpret mythological, legendary, and literary figures specific to the target culture.	2.2.2 Analyze mythological, legendary, and literary figures specific to the target culture.
2.2.3 Identify tangible products (i.e. realia) of the culture (e.g., dress, types of dwellings, and foods).	2.2.3 Discuss the relevance of tangible products (i.e. realia) of the culture (e.g., dress, types of dwellings, and foods).	2.2.3 Analyze tangible products (i.e. realia) of the culture (e.g., dress, types of dwellings, and foods).
2.2.4 Identify and imitate expressive products of the culture (i.e., art, dance, music, and literature).	2.2.4 Interpret and produce expressive products of the culture (i.e., art, dance, music, and literature).	2.2.4 Analyze and create expressive products of the culture (i.e., art, dance, music, and literature).
2.2.5 Identify the contributions that the target language and culture make to our society and the world (e.g., medicine, technology, arts, family traditions).	2.2.5 Evaluate the contributions that the target language and culture make to our society and the world (e.g., medicine, technology, arts, family traditions).	2.2.5 Analyze the contributions the target language and culture make to our society and the world (e.g., medicine, technology, arts, family traditions).
2.2.6 Identify dominant objects, images, and symbols of the target culture (e.g., flags, currency, architectural style).	2.2.6 Discuss dominant objects, images, and symbols of the target culture (e.g., flags, currency, architectural style).	2.2.6 Analyze the cultural significance of objects, images, and symbols of the target culture (e.g., flags, currency, architectural style)..

Sir Francis Bacon stated: *Ipsa scientia potestas est*. Knowledge itself is power. Extending a student's access to information through the use of a foreign language increases a student's ability to "know and do." Foreign language learning expands the educational experiences of all students by connecting with other disciplines in the school curriculum, either formally or informally. Acquisition of a new language fosters the broader education of students, benefits their growth in non-language disciplines, and encourages the transfer, enrichment, and strengthening of information. It empowers students with knowledge and helps students "learn how to learn."

The conscious effort to connect the foreign languages curriculum with other parts of students' academic lives opens doors to information and experiences that enrich their entire school and life experience. These 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.

**Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.**

Foreign language learning contributes to the entire educational experience of students when integrated into the broader curriculum. Students can relate the information studied in other subjects to their learning of the foreign language and culture. Students expand and deepen their understanding of and exposure to other areas of knowledge, even as they refine their communicative abilities and broaden their cultural understanding. The new information and concepts presented in other subject areas complement continued learning in the foreign language classroom.

**Standard 3.2: Students acquire information and recognize and access the distinctive viewpoints that are only available through the foreign language and its cultures.**

As a result of learning other languages and gaining access to their unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a new language, they broaden the sources of information available to them. They have a "new window on the world." In the earlier stages of language learning they begin to examine a variety of sources intended for native speakers and extract specific information. As they become more proficient users of foreign languages, they seek out materials of interest to them, analyze the content, compare it to information available in their own language, and identify the linguistic and cultural differences and similarities.

**Connections Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.**

Novice Level Benchmarks/Progress Indicators	Intermediate Level Benchmarks/Progress Indicators	Pre-Advanced Level Benchmarks/Progress Indicators
End of grades K-4, 5-8, or any 2 years in HS	End of grades K-8 or 7-12	End of a k-12 sequence
<p>3.1.1 Recognize and transfer concepts learned in other disciplines when used in the foreign language classroom (i.e., social studies--weather, geographical terms; math--measurement, money; science--animals, food; music--instruments).</p> <p>2.1.7 Recognize and transfer concepts presented in the foreign language classroom for use in other disciplines (e.g., geography specific to the target culture, borrowed words and phrases: <i>coup d'état</i>, <i>rodeo</i>, <i>Kindergarten</i>, <i>ipso facto</i>).</p> <p>2.1.8 Present short reports in English, orally and/or in writing, on topics studied in other disciplines (i.e., report on countries where the target language is spoken; discuss and demonstrate of musical instruments from the target culture).</p> <p>3.1.4 Recognize basic vocabulary and concepts on familiar topics from other disciplines when presented in the target language (e.g., food pyramid, Spanish commercials or magazine advertising)</p>	<p>3.1.1 Discuss topics from other disciplines in the target language (e.g., historical facts and concepts, geographical concepts, mathematical terms and concepts, scientific information).</p> <p>3.1.2 . Apply the information gathered through foreign language experience and resources for use in other disciplines (e.g., citation of target language authors to expound upon a subject in an English research/term paper).</p> <p>3.1.3 Present short reports in the target language, orally and/or in writing, on topics being studied in other disciplines (e.g., reports on countries in target language; presentation about typical foods or a daily menu from the target culture).</p> <p>3.1.4 Comprehend and discuss articles or short videos in the target language on topics being studied in other disciplines.</p>	<p>3.1.1 Analyze and discuss topics from other disciplines in the target language, such as political and historical concepts, worldwide health issues and environmental concerns (e.g., debate on world wide health issues, infomercial on an environmental concern).</p> <p>3.1.2 Analyze the information gathered through foreign language experience and resources for use in other disciplines (e.g., prepare a report for a social studies class based on research done in the target language).</p> <p>3.1.3 Present reports in the target language, orally and/or in writing, on topics studied in other disciplines (e.g., discussion of political or educational structures in the target culture and their effect on daily life).</p> <p>3.1.4 Compare and discuss articles and videos representing contrasting perspectives from the target culture, on topics being studied in other disciplines.</p>

**Connections Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.**

Novice Level Benchmarks/Progress Indicators  End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators  End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators  End of a k-12 sequence
<p>3.2.1 Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, adapted folk tales, and short stories written for native speakers of the target language.</p> <p>3.2.2 Use authentic sources and media to gather information from the target cultures (e.g., use media to gather information about teen movie and rock stars; collect headlines to learn what the French public is interested in related to a U.S. issue).</p> <p>3.2.3 Use authentic sources and media to identify the perspectives of the target cultures (e.g., create a collage that illustrates the German concept of bread; create a description of an ideal pet or partner, based on information from authentic media sources; prepare an authentic meal).</p>	<p>3.2.1 Read, listen to, and discuss age-appropriate material of the target cultures, such as songs, folk tales, short stories, poems, and adapted novels written for native speakers of the target language.</p> <p>3.2.2 Apply information from authentic sources and media in the target language (e.g., prepare short reports on various topics using target language reference materials).</p> <p>3.2.3 Use authentic sources and media to interpret the perspectives of the target cultures. (e.g., use media sources and fiction to develop a guide for travelers about attitudes in the target culture toward such issues as healthy diet and exercise, appropriate dress for various occasions, dating, table manners, interpret humor, puns, visual jokes).</p>	<p>3.2.1 Read, listen to, and discuss age-appropriate material in the target language, such as songs, folk tales, short stories, poems, and novels written for native speakers of the target language. (e.g., simulate a book discussion club using authentic stories or novels; plan a review of the music of a specific music group popular in the target culture)</p> <p>3.2.2 Analyze and apply information from authentic sources and media in the target language (e.g., prepare reports on various topics using foreign documentaries, radio/television news programs).</p> <p>3.2.3 Use authentic sources and media to interpret, analyze, and discuss the perspective of the target culture. (e.g., conduct a panel discussion about a current issue in the target culture, basing content and perspectives represented on documented authentic sources; developing a marketing plan for an American product, based on perspectives discovered through research in authentic sources)</p>

## **Standards Area 4—Comparisons: Developing Insight into the Nature of Language and Culture**

Students are better able to reflect on their first language and culture after having experienced learning other languages. Students benefit from language learning as they discover different patterns among language systems and culture and engage in comparisons between their first language and the language(s) studied. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative function of language in society, as well as the complexity of the interaction between languages and cultures. Thus students develop both critical thinking abilities and an awareness and appreciation of alternate views.

### **Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

By means of constant comparisons, foreign language students learn and understand the nature of language and how their own language works. Furthermore, by comparing the cultural and linguistic systems of the learner's language with those of another, students develop their critical thinking abilities in valuable and important ways.

### **Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

As students expand their knowledge of cultures through language learning, they discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop their ability to observe and draw conclusions about cultural systems. This standard encourages students to become more reflective about cultural differences in general.



**Comparisons Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

Novice Level Benchmarks/Progress Indicators  End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators  End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators  End of a k-12 sequence
<p>4.1.1 Recognize differences between sound systems of language(s) studied and the native language (i.e., alphabet, cognates, letter blends).</p> <p>4.1.2 Identify words that have been borrowed from one language to another (i.e., jeans, computer, rodeo, kindergarten, tobacco, rendezvous, agenda).</p> <p>4.1.3 Recognize that cognates enhance comprehension and identify common cognates in the language they are learning (e.g., students create their own lists of cognates for reference).</p> <p>4.1.4 Recognize that a language cannot be translated word for word (e.g., seek out idioms, advertising slogans, proverbs; identify English equivalents for proverbs that mean the same but are expressed differently).</p> <p>4.1.5 Recognize differences in writing systems, mechanics and formats (i.e., accent marks, capitalization, punctuation, alphabet).</p>	<p>4.1.1 Recognize ways in which classical, modern and native languages contribute to or influence English (e.g., identify examples of borrowed words, similar grammatical patterning, borrowed idioms or figures of speech).</p> <p>4.1.2 Use bilingual dictionary to select appropriate words in oral and written reports.</p> <p>4.1.3 Recognize cognates, false cognates and word families (e.g., create or play vocabulary games based on cognates and word families, develop word family trees).</p> <p>4.1.4 Use knowledge of root words, prefixes, suffixes, and borrowed words to interpret unfamiliar words and phrases (e.g., read authentic texts such as magazine and newspaper articles with minimal reference to a dictionary).</p> <p>4.1.5 Consciously choose appropriate writing conventions, mechanics and formats when writing in the target language.</p>	<p>4.1.1 Use writing systems, mechanics and formats correctly, identifying areas of similarity, difference, and borrowing between native and target languages.</p> <p>4.1.2 Analyze elements such as time and tense and comparable linguistic elements in English (e.g., past, present, future, imperfect, conditional, subjunctive).</p> <p>4.1.3 Demonstrate an awareness that phrases and idioms do not translate directly from one language to another (e.g., write literal translations of idioms, slogans, and proverbs as a form of humor).</p> <p>4.1.4 Compare translations with original target language texts to recognize when meaning is lost or connotation changes. (e.g. analyze subtitled movies, product information, documents)</p> <p>4.1.5 Compare and demonstrate the mechanics and conventions of the written language (i.e., diacritical markings, punctuation, paragraphing).</p>

<p>4.1.6 Identify similarities and differences in basic grammatical and structural patterns of the target and native languages (i.e., word order, formal vs. informal, mood and tense).</p>	<p>4.1.6 Identify similarities and differences in grammatical and structural patterns in the target and native languages, recognizing changes in meaning due to pitch and intonation (e.g., distinguish declarative, interrogative, and imperative).</p>	<p>4.1.6 Use complex target language structures and intonation patterns (i.e., literary tenses, conditional sentences) in expressing ideas and opinions.</p>
<p>4.1.7 Identify vocabulary that conveys varied meanings (e.g. distinguish target language examples similar to English bear/bare, well, trip ).</p>	<p>4.1.7 Use vocabulary that conveys varied meanings in several appropriate contexts (e.g., employ a word like fly as a noun, as a verb, or as an idiom like “on the fly”).</p>	<p>4.1.7 Use vocabulary in a sophisticated manner with metaphor, irony, humor, etc.</p>
<p>4.1.8 Recognize the changing nature of language (e.g. give examples of changes due to German writing reform, borrowed words, spelling and pronunciation changes, influence of national academies).</p>	<p>4.1.8 Identify evidence of the changing nature of languages (e.g., slang, influence of radio and T.V.).</p>	<p>4.1.8 Explain the changing nature of languages, using examples from both the native language and the target language.</p>

**Comparisons Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

Novice Level Benchmarks/Progress Indicators  End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators  End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators  End of a k-12 sequence
<p>4.2.1 Compare holidays and celebrations and distinguish holidays unique to the target culture (i.e., Day of the Dead/Halloween, St.Nicholas/Santa Claus, Carnival/Mardi Gras).</p> <p>4.2.2 Compare daily living patterns (i.e., meals, school and work schedules, leisure activities).</p> <p>4.2.3 Recognize and compare common areas of cultural stereotyping (i.e., eating habits, physical traits, clothing, personality traits).</p> <p>4.2.4 Recognize and compare the varying roles of men, women, and children in various cultures (e.g., students role play traditional roles in family, create scrapbooks about imaginary extended families in the target culture).</p> <p>4.2.5 Compare and contrast seasons and weather conditions (e.g., prepare a weather report contrasting local weather in January with that in the southern hemisphere</p>	<p>4.2.1 Elaborate on selected cultural topics such as important dates, events, people, and geographical areas (e.g., contrast what was happening in both countries during historical periods).</p> <p>4.2.2 Identify how cultural attitudes influence the behavior of individuals in literature, music and art (i.e., relationship between racism and rap music, slavery and art).</p> <p>4.2.3 Compare and contrast behavioral patterns between target culture and students' own culture (i.e., student/ teacher, adult/child relationships).</p> <p>4.2.4 Analyze roles of men, women and children in various cultures (i.e., traditional societal roles in family, business, education).</p> <p>4.2.5 Explain how climate and geography affect daily life in home and target cultures (e.g., students create a new community in a contrasting geographical setting like one in which the target language is used, and plan for clothing, transportation, recreation, home design, meals).</p>	<p>5.2.1 Explain the evolution and significance of important symbols and monuments in the target culture and compare them with the native culture.</p> <p>4.2.2 Interpret the effect of differing cultural attitudes on selected social situations and world events (e.g., students interpret differing approaches to a global crisis in terms of cultural differences).</p> <p>4.2.3 Identify and analyze examples of cultural tolerance and intolerance (i.e., racism, immigration, children's behavior and advertising).</p> <p>4.2.4 Analyze roles of men, women and children in various cultures within literature and media (e.g., students follow a TV series and analyze the roles and interrelationships portrayed, then contrast with an American series).</p> <p>4.2.5 Analyze how climate and geography affect the history, culture, and behavior of a people (e.g., students analyze an historic crisis in the target culture in terms of how climate and geography influenced the behavior of the people and the outcome of the event).</p>

4.2.6	Recognize and compare how religious beliefs and practices influence the home and target cultures (i.e., celebrations, saints, food, clothing, holidays).	4.2.6	Recognize and compare how religious beliefs and practices influence the home and target cultures.	4.2.6	Analyze how religious beliefs and practices influence the culture.
4.2.7	Identify appropriate non-verbal communication (i.e., gestures, counting with fingers).	5.2.1	Use appropriate non-verbal communication (i.e., gestures, counting with fingers).	4.2.7	Analyze impact of non-verbal communication cues (e.g., view a target language film or video without the sound and analyze the gestures and other non-verbal cues to determine meaning and context).
4.2.8	Demonstrate an awareness of formal and informal language (i.e., greetings, farewells, expressions of politeness).	4.2.8	Use appropriate verbal and body language for formal and informal situations in both cultures (e.g., role play greetings, farewells, expressions of politeness).	4.2.8	Analyze and compare formal and informal language and behavior in both cultures (e.g., role play formal and informal situations, American visiting target culture and vice versa).

## **Standards Area 5—Communities: Participating in multilingual communities at home and around the world.**

Because of a world with interwoven communities, knowledge of other languages becomes a link between two or more diverse cultures.

Knowledge of other languages opens doors, breaks down barriers, promotes understanding, and provides a key to enter the communities of our nation and the world. Learning other languages provides learners with the opportunity to extend their understanding beyond the classroom walls into the local, state and global community and to function as more productive members of those communities.

### **Standard 5.1: Students use foreign languages both within and beyond the school setting.**

Language is a tool for communication with other speakers of the language throughout one's life: in schools, the community, and abroad. By applying what has been learned in language classrooms, students come to realize the advantages of being able to communicate in more than one language and develop an understanding of the power of language. They are motivated to seek out situations to apply their competencies beyond the school setting.

### **Standard 5.2: Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.**

Students who study other languages use these language skills to further enrich their personal lives by accessing various art, entertainment, and information sources available to speakers of these languages. They also seek out and take advantage of travel opportunities.

### **Standard 5.3: Students value native and heritage languages and show interest in efforts to preserve those that are endangered.**

A student gains greater appreciation of the importance of diversity through language study. Such an appreciation leads to support for the preservation and propagation of the whole spectrum of languages and cultures. This standard reflects especially the richness contained in the native and heritage languages important in the past and future of the state of North Dakota.

**Communities Standard 5.1: Students use foreign languages both within and beyond the school setting.**

Novice Level Benchmarks/Progress Indicators  End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators  End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators  End of a k-12 sequence
<p>5.1.1 Write simple stories based on a model or create imaginary situations to present to others (e.g., create booklet using illustrations to describe a trip to the grocery store; create cartoons).</p> <p>5.1.2 Perform or present information about the language and culture to others (e.g., teach phrases, games, songs, foreign language week activities)</p> <p>5.1.3 Identify the target language in their daily lives (e.g., cognates, borrowed words).</p> <p>5.1.4 Communicate on a personal level with speakers of the language (e.g., letters, e-mail, personal contact, videotapes.).</p> <p>5.1.5 Identify professions that require proficiency in another language (e.g., create career posters, collages, mobiles).</p>	<p>5.1.1 Write and illustrate skits to present to others (e.g., share at the library or nursing home and beyond the classroom).</p> <p>5.1.2 Participate in linguistically or culturally related activities that benefit the school or community (e.g., Oktoberfest, Festival of Nations, Pow Wows, <i>Festival des Voyageurs</i>).</p> <p>5.1.3 Exchange information with others about how the language is used in various fields of work (e.g., community professionals, job fairs).</p> <p>5.1.4 Discuss activities and attitudes in written or oral form with speakers of the language beyond the classroom setting (e.g., pen pals, letters, videos).</p> <p>5.1.5 Establish contact with individuals who require proficiency in another language (e.g., set up a career fair, develop and conduct surveys of bilingual people in local businesses).</p>	<p>5.1.1 Write and illustrate stories, songs, or poems to present to others in the community.</p> <p>5.1.2 Participate in a linguistic immersion situation demonstrating proficiency in the language and culture. (e.g., foreign travel, foreign exchange student, or language camp/conventions, , Festival des Voyageurs)</p> <p>5.1.3 Use community resources to research a topic related to culture and/or language study (e.g., native speakers, internet, target language books or periodicals).</p> <p>5.1.4 Communicate orally or in writing with members of the target culture regarding topics of personal interest, community or world issues (e.g., e-pals, pen pals, interviews).</p> <p>5.1.5 Examine the role of foreign language usage in one's career, life and future (e.g., participate in a career fair, develop a career talk or career portfolio).</p>

**Communities Standard 5.2: Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.**

Novice Level Benchmarks/Progress Indicators End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators End of a k-12 sequence
5.2.1 Use language and knowledge of cultures to explore career opportunities in diverse and changing economies (e.g., conduct internet research, create collages or mobiles).	5.2.1 Use language and knowledge of cultures to explore career opportunities in diverse and changing economies (e.g., job fairs).	5.2.1 Use language and knowledge of cultures to explore career opportunities in diverse and changing economies (e.g., job shadowing, interviews).
5.2.2 Use pen pal/e-pal relationship for personal enrichment and enjoyment.	5.2.2 Use pen pal relationships for personal enrichment and enjoyment (e.g., exchange audio and video tapes, adopt ideas for celebrating special occasions).	5.2.2 Use pen pal/e-pal relationship for personal enrichment and enjoyment (e.g., phone calls, planned visits).
5.2.3 View via media or attend cultural events and social activities related to the target culture (i.e., Oktoberfest, Pow Wows, Cinco de Mayo, Høstfest).	5.2.3 View via media or attend cultural events and social activities related to the target language and culture (e.g., concerts, theater, opera).	5.2.3 View via media or attend cultural events and social activities related to the target language and culture (e.g., foreign language Olympics).
5.2.4 Play or become interested spectators of target-culture sports and games.	5.2.4 Play or become interested spectators of target-culture sports and games.	5.2.4 Play or become engaged spectators of target-culture sports and games.
5.2.5 Perform or participate in music in the classroom (e.g., sing, play, and listen to music and songs of the target culture; bring favorite target language music to share with class)	5.2.5 Listen to music, play songs of target culture (e.g., identify genre of music).	5.2.5 Listen to music, play songs of target culture (e.g., compare and contrast music selections or periods).
5.2.6 Become familiar with pop culture elements from the target culture (e.g., check the “Top Ten” list on the Internet).	5.2.6 Become familiar with pop culture elements from the target culture (e.g., read target language magazines, follow careers of sports or media stars, use Internet to collect trivia about some aspect of pop culture).	5.2.6 Show familiarity with age-appropriate elements of pop culture from the target culture.

<p>5.2.7 Read and/or memorize simple stories or rhymes written in the target language.</p>	<p>5.2.7 Read age–appropriate target language fiction or nonfiction for pleasure or information (e.g. choose library books in target language, develop book talks, attend an after-school book club in the target language).</p>	<p>5.2.7 Read a variety of age-appropriate materials written for native speakers of the target language (i.e., magazines, newspapers, young adult literature, news magazines).</p>
--	--	--



**Communities Standard 5.3: Students value native and heritage languages and show interest in efforts to preserve those that are endangered.**

Novice Level Benchmarks/Progress Indicators  End of grades K-4, 5-8, or any 2 years in HS	Intermediate Level Benchmarks/Progress Indicators  End of grades K-8 or 7-12	Pre-Advanced Level Benchmarks/Progress Indicators  End of a k-12 sequence
<p>5.3.1 Attend community activities pertaining to language or culture (i.e., Language camps, PowWow, Oktoberfest, markets, worship services, concerts).</p> <p>5.3.2 Investigate and share information on cultural activities (e.g., reports, peer teaching).</p> <p>5.3.3 Interact with native speakers; attend presentations given by and for them (e.g., interview immigrants, refugees, guest speakers; attend worship services in the target language).</p>	<p>5.3.1 Participate in community activities pertaining to language or culture.</p> <p>5.3.2 Participate in activities that expose younger students to languages and cultures (e.g., students make presentations to elementary students, “teach” in the target language, correspond with novice learners).</p> <p>5.3.3 Interact with native speakers such as immigrants, refugees, guest speakers (e.g., do community surveys, service learning projects with native speakers).</p>	<p>5.3.1 Help organize community activities pertaining to language or culture.</p> <p>5.3.2 Participate in promotional language or cultural community activities (e.g., create presentations, pamphlets, posters; set up and maintain a Web site to assist community members in understanding customs and values of the target culture).</p> <p>5.3.3 Facilitate contact with native speakers for themselves and others (e.g., organize a language and culture festival to bring students and native speakers together around a theme).</p>

## Glossary of Terms

**ACTFL:** American Council on the Teaching of Foreign Languages. This is the national umbrella organization for teachers of modern and classical languages at all levels of instruction.

**Authentic materials:** Tangible products and artifacts from the cultures studied.

**Benchmark:** A translation of a standard into what the students should understand and be able to do at developmentally appropriate levels. See also **Progress indicator** below.

**Circumlocution:** Paraphrase in order to communicate meaning when the specific vocabulary terms are not known.

**Cognate:** A word that looks or sounds like a word with similar meaning in another language, usually reflecting a common origin. Words in two languages that look or sound alike but have very different meanings are called *false cognates*.

**Content standard:** A description of what students should know and be able to do within a particular discipline or content domain.

**Contextual clues:** Known words and grammatical placement in a phrase that readers or listeners use to infer meanings for unfamiliar terms or vocabulary.

**Diacritical marks:** Symbols added to letters in written language that influence the function of the letter or the pronunciation of the word, e.g., accent marks, tildes, umlauts, breathing marks.

**FLAND:** Foreign Language Association of North Dakota. This is the organization for North Dakota foreign language teachers at all levels of instruction.

**Idiomatic expression:** A phrase that cannot be directly translated from one language to another; the meaning is culturally specific.

**Intermediate:** Expected level of performance attainable at the end of a sequence of continuous foreign language instruction (when structured according to the conditions listed in the *Preface*, page 10): K-8 or 7-12 See explanation on page 10.

**Interpersonal communication:** Active negotiation of meaning among individuals. The most obvious examples include face-to-face or telephone conversations, and exchange of personal letters or electronic mail messages.

**Media:** Sources of information about a community or a culture, such as newspapers, magazines, television and video, and various resources of the World Wide Web.

**Native language:** The language of the learner, as learned from birth and (usually) spoken in the home. In this document, Native Language is also used to mean the languages spoken by the Native American peoples who were the original inhabitants of North Dakota and surrounding areas.

**Nonverbal behaviors:** Gestures, body language, proximity, facial expressions.

**Novice:** Expected level of performance attainable at the end of a sequence of continuous foreign language instruction (when structured according to the conditions listed in the *Preface*, page 10): K-4, 5-8, or two years in high school. See explanation on page 10.

**Performance Standard:** The expected or required level of student performance or understanding. This may be identified within a set of rubrics.

**Power Point:** A common form of multimedia presentation developed with and controlled by a computer.

**Pre-advanced:** Expected level of performance attainable at the end of a sequence of continuous foreign language instruction (when structured according to the conditions listed in the *Introduction*, page 10): only attainable in a K-12 continuous sequence. See explanation on page 10.

**Progress indicator:** A student performance that indicates the progress a student has made at a specific point on the language learning continuum.

**Rubrics (sometimes called Scoring Rubrics):** A set of criteria that describe levels of student performance.

**Scenario:** A picture in words of a student performance activity in a classroom situation, encompassing a broad range for foreign language skills and integrating several standards, used to develop competence at a given point along the language learning continuum. It is a fully developed segment of curriculum.

**Synthesize:** To bring a number of ideas or points of view together into a new whole.

**Target Language (TL):** The language being studied

**TPR Storytelling (TPRS):** A structured method of introducing and developing a lesson with student involvement through actions. TPRS was developed by Blaine Ray and is popular in foreign language classrooms at all levels.

**TPR:** A popular classroom activity, usually teacher directed, in which students respond physically to commands given by the teacher or a fellow student.

## Scenarios Representing Standards in Action

### Novice learning scenario: Grade 4 Spanish

Fourth grade students in Grand Forks take an imaginary trip to the South American Rainforest. They are a group of explorers who are collecting data on animals to create a brochure for a new zoo. They take a plane from Grand Forks to Minneapolis, Minneapolis to Dallas, Dallas to San José, Costa Rica, San José to Bogotá, Colombia. In Bogotá, they buy all the supplies they need and calculate the prices in pesos. They hire a guide and begin the journey into the Amazon Rainforest.

While in the rainforest, they encounter many different animals. They identify if each is a mammal, primate, reptile, fish, insect, or bird and in which layer of the forest the animal lives. After exploring, the students, in pairs, go on the internet and look in books to research one of the animals they encountered on the trip. After gathering information on habitat, diet, predators, friends, and body appearance, the pair creates a web using *Inspiration*. They must have a picture of the animal and five facts about the animal in Spanish. Finally, the webs are bound together in a brochure for the new zoo.

#### Standards addressed:

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 5.1: Students use foreign languages both within and beyond the school setting.

## Novice Learning Scenario—Middle School German

In preparation for German American Day, October 6, students in a first year class are given information on famous German Americans and contributions made by the group to our society as a whole. Students working in pairs receive a map of Germany, a map of North Dakota, a list of coordinates on the North Dakota map, and a list of cities in North Dakota that are also found in Germany, or that are German words. They also receive the names of several important German Americans and the German city with which they are most closely associated. Each pair receives different lists.

Students use the coordinates to locate and highlight cities on the North Dakota map, as one partner reads the coordinate in German and the other locates the city. They use a German-English dictionary to look up the cities that are German words (indicated by a check next to its coordinate) and write the meaning next to the city name on their paper. They locate cities that are also found in Germany on their German map (indicated by a star next to its coordinate), as well as the cities related to German Americans..

Each pair of students prepares a brief presentation of their North Dakota cities to the class, following a structured format provided by the teacher and using map pins to point out each German city and its North Dakota counterpart to the class. Meanings of the German place names are also presented, as well as the German cities associated with German Americans. The teacher may provide information on the German and/or North Dakota city, and may also lead a discussion of contributions made by local German immigrants.

### Standards addressed:

Communication 1.1, 1.3

Connections 3.1

Comparisons 4.2

## Intermediate Learning Scenario—High School German

This scenario was created for a German III class during the first two weeks of school. It is a lesson based on the 4MAT model using the concept of identification. The goal was to connect personal identification of the students in the class with the identification of the German states and their coat of arms. The students needed to review and be reacquainted with the language, including introductions, explaining themselves and their likes and dislikes, and speaking in the past tense while explaining what they did during the summer. It correlates with the introduction in the *Komm Mit* German textbook, which introduces the coats of arms for the sixteen German States. The students also needed to learn the names and locations of the sixteen German states. All activities are conducted in the target language

In order to connect the unit to their prior knowledge and experience, students begin by writing in the target language on a white sheet of paper something about themselves that they think no one in the class would know about them (but that they are willing to have revealed). When all are completed, they crumple the sheet of paper to make a snowball. In order to mix the secret statements in the snowballs, they hold a two-minute timed snowball fight. At the buzzer, the students grab any snowball near them and return to their desks. Each student reads the clue in the target language, one at a time, as the others listen and guess who the person is.

To continue examining their identities, students answer five questions in writing posed by the teacher on a transparency such as, "Who are you?", "How old are you?", "What are your hobbies?", "What do you like/dislike?", and "What did you do last summer?". The students think, journal their thoughts or answers, and then they pair and share. During the pair and share time, they have to remember their partner's characteristics and answers and share their findings with the entire class.

As a bridging activity, students discuss briefly what a coat of arms is, including discussion of symbolism, identification, and characteristics. They then create a personal coat of arms, using five or more words from the target language and five correlated symbols to represent themselves. They present a short speech explaining who they really are, using the coat of arms as a visual aid.

The new lesson content is introduced at this point. Groups of four students use the overhead projector to draw large outline maps of the sixteen German states on a material that the students are able to stand on. They create sixteen cards, each with a name of one German State on it. As group of four, they play the state game: after drawing a card from the pile, they physically moved onto that German State and continue to keep score according to who identifies the most correct locations. They then cut the sixteen German states apart, shuffle them, and each student takes four states. They reassemble the pieces into a completed the German nation. During both the game and the puzzle, the students say the names of the states as they move onto the state or place the state. Students return to their desks and draw the sixteen German states and label them on a white sheet of paper as a pretest to determine areas where they may need more study. The teacher then shows the students the coat of arms correlated with each of the sixteen German states. Students and teacher brainstorm symbols used for US states, such as quarters, flags, flowers, anthems, etc.

As a culminating activity, each student chooses a state and its coat of arms to investigate using print and Web resources. They create the state coat of arms, by hand or using multi media programs, and develop a report about the state that 1) explains what the symbols on the coat of arms represent and 2) gives a short summary of the unique qualities of that state. Rubrics are created at the beginning of the project, and students help to decide what would be an exemplary product and what criteria should be evaluated, such as use of language, creativity, artistic design, thoughtful input, and grammar.

Students use the rubrics to evaluate their partner's project the day before presentation and to give constructive feedback. Students share projects with classmates or present them to another class, and the teacher uses the rubrics to evaluate the project.

**Targeted standards: 1.1 1.2 1.3 2.1 2.2 3.1 4.2**

## **Intermediate Learning Scenario—High School Latin**

**Scansion—the art of reading Latin Poetry** (Introduction to reading metrically the hexameter, pentameter, and hendecasyllabus)

Bismarck's Latin IV students are learning how to scan. This introductory activity usually takes at least two weeks. No matter what text is used to introduce the three important meters, a vocabulary list is a good idea with quizzes on the vocabulary. Recommended is a text that has a few poems of Catullus containing hendecasyllabus meter and some couplets or epigrams of Martial and excerpts of Ovid.

The poetry lines can be written on the board daily and analyzed as to meter and meaning. Initial scansion can be introduced by having students beat the meters with pencils at their desks. Pencil beating to choral recitation ensues. After several days of board work and choral recitation of poetic lines, individual lines can be given to all students to recite as practice. By the end of this unit, most students should understand scansion at least intellectually with terms such as: ictus, caesura, elision, liaison, dactyl, spondee, trochee, intonation, et al.

Scansion is ultimately a skill and an art acquired over months. This unit is only a starting point. At the end of the unit, students should be able to scan, at least on paper, the above three meters and start to recite a few lines correctly.

The relevance of this activity is an exercise primarily in esthetics which Latin IV students recognize as the study of the true, the good, and the beautiful, especially the latter. Just as it is impossible to recognize the beauty of Shakespeare without some knowledge of iambic pentameter, so, too, Latin poetry without some acquaintance of meter means that the learner will never experience the vivacity, cheerfulness, lightness of dactyls and trochees or the somberness, gloom, heaviness of spondees. With the large number of universally appreciated Latin poets, this activity is a window to a treasure of Latin literature.

An excellent text for this introductory unit is Chapter 32 of Volumen I, Pars II of Hans Oerberg's *Lingua Latina*.

Since the skill of scanning well is acquired over a series of months, after this activity the individual student should at least be able to scan with varying degrees of expertise hexameters from Virgil, couplets of hexameters and pentameters of Ovid, the hendecasyllabus (11 syllable lines) of Catullus.

Although literary analysis is done to a limited degree, the stylistic devices usually covered in Latin III come into play again and can be augmented throughout the year via works such as *Ars amatoria* and especially *the Aenid* or any text traditionally taught in Latin IV.

This activity empowers students to recognize poetic terminology for not only Latin but also English. Very elementary terms and concepts such as short and long syllables, feet, different meters are covered in the introductory activity.

Stylistic devices germane only to Latin such as "golden Lines," synchysis, and especially hyperbatons are reviewed and/or introduced.



### **Standards addressed:**

Communication 1.2  
Cultures 2.2  
Connections 3.2  
Comparisons 4.2  
Communities 5.2

### **Senior Capstone Projects: Foreign Language Pedagogy Option Minot State University**

#### **Targeted Standards:**

1.2 Interpretive Communication  
1.3 Presentational Communication  
2.1 Practices of Culture  
4.2 Cultural Comparisons  
5.1 School and Community Settings  
5.2 Lifelong Learning  
5.3 Value and Preservation of Target Culture

Students propose a research project to explore a "burning question"--one that is problematic, relevant and of particular significance to them--about the target culture. As they conduct their research, they document and reflect on, their learning process in the form of an exploratory essay composed in the target language. Once the research and reflection yield significant new insights, the students draw on their new knowledge to develop lesson plans that can be implemented during student teaching and later in their own classrooms. Strategies learned during the prerequisite Methods course provide students with models for integrating the five Cs into these lesson plans. At least one research based teaching unit will involve the learning community beyond the classroom (i.e. parents, community). Students present their projects to their peers at semester-end receptions, and publish a synopsis their projects on the campus Web-site. Students also submit the synopsis to the state Foreign Language Association (FLAND) newsletter that directs readers to the project, including the lesson plans, available on line. Where appropriate, students test out their research-based lesson plans during student teaching.

#### **Reflection:**

1.2 Students compose an essay of personal intellectual interest about the target culture in the target language.

1.3 Students learn to present their new knowledge to a wide audience in written, oral and on-line published form.

2.1 Students demonstrate an understanding of the target culture, its practices and perspectives.

4.2 By reading about the target culture in the target language, students develop an appreciation of culturally distinct viewpoints and learn how to convey them in a comparative manner to their students' own cultures.

5.1 Students develop the skills they need to inform their teaching with research. They learn to create cultural activities for the wider learning community in dynamic, pedagogically sound ways.

5.2 Students develop the intellectual habits they need to conduct future research about the target culture for personal enrichment throughout the course of their lives.

5.3 Students disseminate their learning projects and lesson plans on the Web for the benefit of other language teachers. Their researched lesson plans promote the target culture and excellence in the profession.

## Activities in support of specific standards—Novice level

### Standard 1.1

- Students role play a scene in a Spanish Tapas Bar. One student takes the role of the *camarero* (waiter) and the other student plays the *cliente* (customer). Students will practice ordering *tapas* using appropriate vocabulary that they have been studying.
- Students role play a hotel registration scene. The clerk must inquire what type of accommodation the customer wants and the customer must make requests, using appropriate vocabulary. Various types of rooms and facilities will be mentioned. Prices are quoted in the country's currency.

### Standard 1.3

Students are given pictures of people or things or students may prepare the visuals from magazine pictures. Students describe the picture using adjectives they are currently learning or have learned, i.e., The man is angry.

Students write a set of directions explaining how to get to a local business from the school.

The following two activities also support **Standard 3.1**.

While learning the names of animals, elementary-aged students also study habitats. They create a mural of various habitats and animals. They can study animals native to the countries whose language they are learning. Students learn the vocabulary of animals and habitats as well as simple sentences. The camel lives in the desert. The whale lives in the sea.

Elementary-aged students study the Food Pyramid. Daily requirements and portions are noted, using the metric system. Students each make a Pyramid poster and label the various foods. Students also keep a diary of personal food choices for a day or two and compare their choices to the Recommended Daily Requirements. Food models are used to illustrate the Pyramid and Daily Requirements. Culturally specific foods are included and students determine where on the Pyramid each food fits.

The following activity also supports **Standard 2.1**

Students make a drawing of a typical hotel room in a country whose language they are studying. They label each piece of furniture and include culturally appropriate items. They then write sentences explaining the location of each item in relation to the other items, i.e., The sink is next to the bed. The WC is at the end of the hall.

## References and Resources: Standards for Foreign Language Learning in North Dakota

Andrade, C. et al. Two languages for all children: Expanding To Low Achievers and The Handicapped. In K. E. Muller (Ed.), *Languages in elementary schools* (pp. 177-203). New York: The American Forum, 1989.

Describes student performance in the Cincinnati Foreign Language Magnet Program. These children scored well above anticipated national norms in both reading and mathematics and higher than the average of all magnet school participants, despite the fact that they represent a broad cross-section of the Cincinnati community.

Armstrong, P.W., & Rogers, J.D. (1997). "Basic skills revisited: The effects of foreign language instruction on reading, math and language arts." *Learning Languages* 2:3 (1997), 20-31. Presents a study that provides quantitative and qualitative evidence of the effect of foreign language education upon the basic skills of elementary students, with the hope that such evidence will provide information and assistance to parents and educators who are investigating the benefits of elementary school foreign language programs.

Bastian, T.R. "An investigation into the effects of second language learning on achievement in English." (pp. 6176-6177). DA, 40,12-A, Pt 1. Boise, ID: University of Idaho, 1980. Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievement tests in English when compared with non-foreign language students.

Cooper, T. C. "Foreign Language Study and SAT-Verbal Scores." *The Modern Language Journal* 71:4 (1987), 381-387.

This review of several studies finds that students with several years of foreign language study score higher on the SAT-Verbal than students with comparable a comparable length of time in study of any other subject. Students with more foreign language do better than those with less foreign language. In at least one study, it was clear that economic background did not affect students' performance.

Genesee, Fred and N. Cloud. "Multilingualism is Basic." *Educational Leadership* 55:6 (March 1998), 62-65.

Genesee and Cloud argue that basic education in the new millennium must include second and third languages if the United States is to cope with unprecedented diversity and to compete successfully in the global marketplace. Research indicates both cognitive and sociocultural benefits from foreign language study.

K-12 Foreign Language Education. The ERIC Review, Volume 6, Number 1 (Fall 1998). This issue covers foreign language education at the elementary and secondary school level and includes timely articles of interest to educators, policymakers, parents, and others. Print copies may be ordered from ACCESS ERIC (telephone number: 1-800-538-3742).

Met, Myriam, Ed. *Critical Issues in Early Second Language Learning*. Glenview, IL: Addison-Wesley, 1998.

Thirteen chapters in this volume bring together the insights of researchers, practitioners, leaders, and innovators in K-8 education around key issues in the development and implementation of early language programs. ISBN Number needed for ordering: K-12 teachers may call 1-800-552-2259; postsecondary teachers call 1-800-322-1377; all others call 1-800-822-6339). ISBN: 0-673-58919-6

Nash, J. Madeline. "Special Report: Fertile Minds." *Time*. 149:5 (February 3, 1997). Available online at: <http://www.time.com/time/magazine/1997/dom/970203/cover0.htm>  
This is a significant report connecting brain development and learning, with an important section on early foreign language learning.

*Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. Yonkers, NY: National Standards in Foreign Language Education Project, 1999.

This document represents the vision for foreign language education in the 21<sup>st</sup> century, as developed by a broad professional task force and endorsed widely throughout the profession. It includes content standards, sample performance indicators, and theoretical background for the standards. Includes supporting documents in Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish.  
ISBN: 0-935868-85-2\$25 Order from National Standards Report: 800-627-0629

Swender, Elvira, and Greg Duncan. "ACTFL Performance Guidelines for K-12 Learners." *Foreign Language Annals* 31:4 (Winter, 1998), 479-491.  
Based on the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, these guidelines describe language performance of students at three points in a K-12 sequence. They are a useful guide for curriculum and program development.

### Useful Web Sites

ERIC Clearinghouse on Languages and Linguistics

<http://www.cal.org/ericcl/>

Especially useful for Digests and Mini-bibs (bibliographies) about many topics of interest to world language and ESL teachers. Check out the Language Link journal, especially December 1999.

FLTeach Home Page

<http://www.cortland.edu/flteach/flteach.html>

Many useful resources. Access archived discussions from the list serve, try some of the many useful links, subscribe to the FLTeach listserv.

Ñandutí Web Site and List Serv:

[www.cal.org/earlylang/](http://www.cal.org/earlylang/)

This list serv connects K-8 teachers in correspondence over practical and theoretical issues surrounding early language learning. Frequent guest moderators also raise issues and offer suggestions. The Web site is an outstanding source of current information about early language and links to other resources. Subscribe to the list serv from the web site.

TPR Storytelling Home Page

<http://www.tprstorytelling.com/>

Home page for the originator of TPRS, Blaine Ray. See also the TPR and TPR Storytelling search terms in the Archives of the FLTeach listserv (above)

Web site for teachers of French and Spanish (Lori Langer.di Ramirez)

<http://www.miscositas.com>

Note especially the links to stories from several cultures.