

Priority Academic Student Skills

OKLAHOMA STANDARDS FOR WORLD LANGUAGES

(Foreign, Native American, and/or American Sign Language)

Overview

The Oklahoma State Board of Education has identified the study of languages (foreign, Native American, American Sign Language) as core curriculum along with science, mathematics, social studies, language arts, and the arts (visual art and general music). All districts are required to implement a sequential program of study of at least one language other than English in the curriculum. The State School Laws of Oklahoma 2001 state "Students must learn about cultures and environments – their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science." (70 O.S.§11-103.6)

The content standards for language learning included in this document are based on an instructional program in world languages other than English for all students, beginning in kindergarten and continuing through 12th grade. These standards reflect the latest research in the field of second language instruction as presented in the profession's national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*. As in the national standards, there are five overarching goals in Oklahoma's curriculum framework: communication, cultures, connections, comparisons, and communities. **With communication and culture as the cornerstone for all language learning, the state's goal is for all Oklahoma students to learn "how, when, and why to say what to whom"** in a language other than English (National Standards in Foreign Language Education Project, 1996, p.11).

World Languages Requirement in Oklahoma

Grades K-3	Languages Awareness is a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own.
Grades 4-8	Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.
Grades 9-12	Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same foreign language are part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates.

Languages Awareness (Grades K-3) is to be a required program in Oklahoma schools through which children gain the insight that other languages exist besides their own. Districts will implement an exploratory program that will expose the student to several languages and cultures. The goal of this program model is to learn about language(s) and culture(s), and is not intended to lead to any proficiency in the language(s) studied. The student may be exposed to several languages and cultures.

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In addition to the required language(s) awareness program, districts may choose to start a sequential, articulated language program beginning in kindergarten that focuses on communication. The goal of this K-12 program model is communication that will lead to proficiency as students progress through the sequential, articulated program in their elementary and secondary schools. Heining-Boynton maintains that for those schools and/or districts that desire their students to begin the early study of foreign languages in a meaningful context with a highly structured curriculum articulated in a long sequence, then this is the model of choice (Heining-Boynton, 1998, p. 2).

For those districts who have not chosen to implement a sequential, articulated language program in K-3, **Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. Language(s) selection is determined by each district. The students will continue the sequential and articulated program in the same language every year through Grade 8. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators listed in this document.** To reach the Novice Level proficiency requirement for the Grade 4-8 program, it is recommended that students will need to meet a minimum total of 365 hours of instruction in a standards-based curriculum classroom.

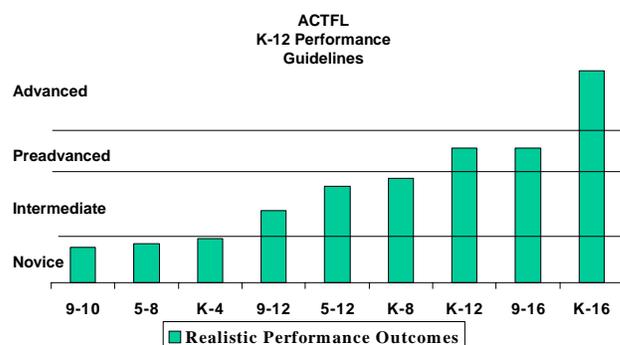
Districts should be aware of federal legislation which offers monetary awards to districts who have implemented elementary foreign language programs that lead to student proficiency in the language. The Foreign Language Incentive Program of the No Child Left Behind Act of 2002 awarded "incentive payments to public elementary schools that provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less than 4 days per week throughout an academic year." (Federal Register, 2002, Vol. 67).

Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language. Two Carnegie units of study (240 hours) of the same world language is part of the requirement for the Certificate of Distinction, an award that high schools may offer to high school graduates. (70 O.S. §11-103.6c)

Time Framework

In Oklahoma's 4th grade through 8th grade sequential language program requirement, students should reach the Novice Level benchmark by the end of their language learning experience. If students choose to continue the study of the same language through high school, students should reach the Intermediate benchmark. Students should reach the Pre-advanced benchmark if they begin a sequential, articulated program in kindergarten and continue through 12th grade. This instructional sequence represents a vision for how well Oklahoma world language learners will perform in languages if they start early and continue language learning throughout their school experience.

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Information adapted from *ACTFL Performance Guidelines For K-12 Learners*, 1999, p. 7.

Realistic performance levels for students enrolled in a sequential language learning experience at various points are outlined in the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners*. The graphic above and the table below describe realistic performance levels depending upon entry and exit into a sequential and articulated language program. It reflects the influence of time on language performance ability and shows what ability is reasonable to expect of students who begin foreign language study at various points in the K-12 spectrum. This information is based on the assumption that "elementary programs (K-5) meet from 3-5 days per week for no less than 30-40 minutes per class; middle school programs meet daily for no less than 40-50 minutes; and high school programs meet the required time that equals four Carnegie units of credit (480 hours of seat-time)" (*ACTFL Performance Guidelines for K-12 Learners*, 1999, p. 6). A K-12 language program sequence following these minimum guidelines would meet for no less than 1400 hours in order to reach Pre-advanced Learner Range performance.

Students enter:	Students exit:	Performance Level:
Kindergarten	12th grade	Pre-advanced Learner Range
4th grade	8th grade	Novice Learner Range
4th grade	12th grade	Intermediate Learner Range
7th grade	12th grade	Intermediate Learner Range
9th grade	10th grade	Novice Learner Range
9th grade	12th grade	Intermediate Learner Range

Varying learning rates, different learning styles, and the general language learning ability of students all affect how well second language acquisition will happen. The amount of time spent in language instruction greatly influences performance ability. It is important to note that language proficiency is best developed when students start early and stay late in a sequential, articulated program. Haas (1998) states that learning a foreign language is not much different from learning other core curriculum subjects. In any area, students benefit from starting early and continuing through a long sequence of learning that grows and deepens as they mature (p. 43).

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Teacher Certification Recommendations and Requirements

For elementary sites, language certification for teachers is not required. However, teachers with language certification or teachers with language proficiency are preferred. In K-8 elementary sites, language certification for teachers of Grade 7 and/or 8 is required if students will receive high school credit for foreign language on their high school transcript.

For middle school and junior high sites, language certification for teachers is required. For middle school and junior high sites giving high school credit for world languages, teachers must have secondary certification, and curriculum standards at the middle school or junior high level must equal requirements at the high school level.

Oklahoma World Languages Curriculum Goals and Standards

Oklahoma's world languages educators envision a future in which "ALL students will develop and maintain proficiency in English and at least one other language, modern or classical." (National Standards in Foreign Language Education Project, 1996, p. 7). As stated in the profession's national goals, **communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or through reading. Through the study of other languages, students gain a knowledge and understanding of the **cultures** that use that language. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways (National Standards in Foreign Language Education Project, 1996, p. 27). Students learn a language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency. Active use of language is central to the learning process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs (National Standards in Foreign Language Education Project, 1996, p 37). The following graphic is a visual summary of Oklahoma Standards for World Languages. The communication goal is central to the attainment of all other goals. The other four goals (cultures, connections, comparisons, and communities) serve as a context for the development of interpretive, interpersonal, and presentational communication.



Foreign Language National Assessment of Educational Progress Consensus Building Project, 1999.

In the Oklahoma World Languages Standards document there are five goals for each level of proficiency: communication, cultures, comparisons, connections and communities. For

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each of the five **goals** there are two or more student **standards** that describe what students should know and be able to do in the target language. For each standard, there are a list of **progress indicators** that specifically describe what students need to know and do within a specified proficiency range. After the progress indicators for each standard, there is a list of **performance guidelines** based on the *ACTFL Performance Guidelines for K-12 Learners* (1998). The performance guidelines describe how well a student will be able to perform the standard within the specified proficiency range. Following the performance guidelines there is a set of **classroom examples** that describe what types of sample activities appropriately reflect the standard addressed.

The Oklahoma standards document defines skills within certain ranges: Novice Level Range, Intermediate Level Range, and Pre-advanced Level Range. These proficiency ranges represent a continuum of student development, reflecting the diversity of individual student learning, as opposed to levels of instruction which are typically defined by years or semesters of classroom instruction.

Typically, the levels of language instruction are based on the time involved in the instruction. Because the implementation of world language programs in Oklahoma varies greatly from one context to another and entry into a foreign language program can occur at various grades, the levels of instruction are described as follows:

Level I instruction may be achieved in three ways: (1) in the elementary grades, kindergarten through Grade 5 (depending on the type of program offered); or (2) varying programs of instruction in middle school (comparable in content and contact hours to the course equivalent offered in high school); or (3) one Carnegie Unit (120 hours) of instruction in Grades 9-12.

Level II is described as (1) instruction in middle school (depending on the type of program offered) after the successful completion of Level I in elementary school; or (2) one Carnegie Unit (120 hours) of instruction in high school after the successful completion of Level I in middle school or high school.

Subsequent levels (Level III-VI) are described each as one Carnegie unit (120 hours) of instruction in high school after the successful completion of the previous level.

Each proficiency range (Novice, Intermediate, Pre-advanced) may require more than one level of instruction, depending on various factors such as student ability, classroom instruction, scheduling logistics, and other variables affecting student learning. The Novice Level Range starts in Level I and generally carries over into Level II. The Intermediate Level Range may be initiated in Level II with some students, and generally includes Level III, extending into Level IV. The Pre-advanced Level Range will usually incorporate instruction initiated in Level IV and possibly continuing through Level VI.

The standards written in this Oklahoma world languages curriculum framework are for all languages taught in Oklahoma schools. Some languages, such as American Sign Language, Native American languages, and classical languages have unique characteristics that may require some modifications in the standards to reflect their special traits. For example, Latin places a stronger emphasis on reading, while oral skills receive less emphasis. Native American languages emphasize oral skills, while written skills receive less emphasis. American Sign Language emphasize visual-gestural and interpretive communication.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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Novice Level Range

<p>Goal 1: Communication Communicate in Languages Other Than English</p>
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Communication occurring in the Novice Level Range often includes some combination of the following topics:

- *the self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals*
- *beyond self: geography, directions, buildings and monuments, weather and seasons, cultural and historical figures, places and events, calendar, time, food and customs, transportation, travel, professions, and work*

Novice Level learners are typically in Levels I-II (see descriptions in the Overview).

Standard 1.1: Interpretive Communication - Listening/Reading/Viewing

Students will understand and interpret written and spoken language on a variety of topics.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When listening, reading, and viewing, learners in the Novice Level Range will:

1. Comprehend simple daily communications on familiar topics, including simple instructions such as classroom procedures.
2. Understand key words in written material such as advertisements, schedules, and menus.
3. Comprehend the main idea of selected, age-appropriate authentic recordings and broadcasts and videos.
4. Comprehend the main idea of selected, short, authentic written materials that use familiar vocabulary and language structures.
5. Respond to simple commands, familiar vocabulary, and language structures.

Performance Guidelines: *What characterizes Novice Level learners' performance in listening, reading and viewing?*

Learners in the Novice Level Range:

- A. Understand short, simple conversations and narratives (live or recorded), within highly predictable and familiar contexts.

NOTE: Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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- B. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- C. Rely on personal background experience to assist in comprehension.
- D. Rely on repetition for understanding.
- E. Determine meaning by recognition of cognates, prefixes, suffixes, and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpretive Tasks

- Recognize key words on store fronts and identify the type of store or services provided (e.g., book store, bakery, video store).
- Read and understand simple official forms (e.g., hotel registration, passport and visa applications).
- Listen to your teacher tell you to place certain items in different parts of the classroom, and respond accordingly.
- Listen to a patient explaining his/her symptoms of illness, including mention of various body parts, to a doctor and take simple notes listing what problems the patient is having.
- Read advertisements from authentic magazines and list all of the cognates found in the ads.
- Listen to authentic songs and write the main ideas expressed.
- Listen to a conversation of two native speakers. Answer simple comprehension questions in English.
- Listen to a simple story several times. Then draw what happened in the story.

Standard 1.2: Interpersonal Communication - Speaking/Writing

Students will engage in conversations and/or written correspondence in which they provide and obtain information, express feelings and emotions, and exchange opinions.

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

When speaking and/or writing in person-to-person communication, learners in the Novice Level Range will:

1. Initiate greetings, introductions, and leave-taking.

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2. Ask and answer basic questions based on self and familiar material such as family members, personal belongings, school and leisure activities, location of people and objects, time, and weather.
3. Express personal needs, preferences, and feelings.
4. Initiate simple commands.

Performance Guidelines: *What characterizes Novice Level learners' performance in person-to-person speaking and writing?*

Learners in the Novice Level Range:

- A. Use memorized phrases and short sentences when communicating.
- B. Use words and phrases primarily as lexical items without awareness of grammatical structure.
- C. Comprehend and produce vocabulary that is related to everyday objects and actions on a limited number of familiar topics.
- D. Rely on visual aids, gestures and repetitions to enhance communication.
- E. Imitate modeled words and phrases using intonation and pronunciation similar to that of the model.
- F. Communicate with pauses, false starts, some recourse to their native language and make frequent errors when taking risks with the language.
- G. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Interpersonal Tasks

- Make five statements about yourself to a partner who must then agree or disagree with your self-perception.
- Rank sports by preference and using highly practiced language, tell a friend why you like or dislike certain sports, and ask him/her what sports he/she likes.
- Ask/Answer questions with a partner about the age and names of family members.
- Write an e-mail to a friend listing the items in your school backpack, and then ask what is in his/her backpack.
- Ask/answer questions with a friend about what you want to do this weekend, and at what time you want to do this.
- Introduce friends and family members to others.

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Standard 1.3: Presentational Communication - Speaking/Writing

Students will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

By the end of the Novice Level, students will be able to handle the following language tasks in a consistent, comfortable, and spontaneous manner.

When presenting information by speaking or writing, learners in the Novice Level Range will:

1. Describe in written or spoken format basic information, such as self, family members and friends, events, interests, school activities, and personal belongings.
2. Give simple commands and make requests of another person or group.
3. Retell a simple story using familiar vocabulary and language structures.
4. Write personal journals and send brief messages to friends.
5. Dramatize student-created and/or authentic songs, short poems, skits or dialogues.

Performance Guidelines: *What characterizes Novice Level learners' performance in spoken and written presentations?*

Novice Level learners will:

- A. Use memorized, short phrases and sentences in oral and written presentations based on familiar material.
- B. Demonstrate some accuracy in pronunciation and intonation when presenting well-rehearsed material on familiar topics.
- C. Rely heavily on repetition, gestures, facial expressions and visual aids to communicate their message orally.
- D. Reproduce familiar material in written presentations.
- E. Communicate with pauses, false starts, some recourse to their native language, and make frequent errors when taking risks with the language and attempting to produce language beyond the memorized.
- F. Are understood primarily by those very accustomed to interacting with language learners.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

Presentational Tasks

- Give short, simple directions to a person about how to get to the grocery store from your school parking lot.

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- Write a thank-you postcard to your grandmother/aunt/brother for a birthday gift that you received.
- Prepare short messages in video or audio formats to be sent to your peers in the target culture on the things that you like to do.
- Design a poster for a nutrition class showing foods that should and should not be eaten. Present it to the class in the target language.
- Use a highly practiced vocabulary and visuals, retell a children's story to the class or group.

<p style="text-align: center;">Goal 2: Cultures Gain Knowledge and Understanding of Other Cultures</p>
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Standard 2.1: Practices of Culture

Students will demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

Learners in the Novice Level Range will:

1. Imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target culture.
2. Identify some customs and traditions such as celebrations and holiday practices of the target culture. 📖
3. Participate in cultural activities such as games, songs, and dances of the target culture.
4. Identify some viewpoints of the target culture, such as those relating to time, school, transportation, pastimes, and the roles of family members. 📖
5. Recognize and explore the process of stereotyping other cultures. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural practices in the target language?*

Learners at the Novice Level:

- A. Imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher.
- B. Use memorized phrases and short sentences when communicating in spoken or written formats.
- C. Rely on visual aids, gestures, and repetition to enhance comprehensibility.
- D. Comprehend written and spoken language better when content has been previously presented in an oral and/or visual context.

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- E. Understand a story line or event in written or oral contexts that reflect a cultural background similar to their own.
- F. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Collaborate in creating a class book with illustrations and written descriptions of various aspects of daily life in the target cultures.
- Write your key-pal with lists of personal interests (the contents of your backpack, the programs you watch on TV, or a list of your school holidays) and ask your key-pal to respond with lists of personal interests.
- Identify and illustrate or perform a traditional custom or celebration.
- Initiate and respond to formal and informal telephone calls.

Standard 2.2: Products of Culture

Students will demonstrate an understanding of the relationship between the products and perspectives of the culture(s) studied.

Progress Indicators: *What are Novice Level learners able to do in the target language?*

1. Identify objects, images and symbols, such as flags, currency, food, dress, and toys, that are commonly used in the target culture. 📖
2. Identify some major contributions and historical figures from the target culture, including contributions in science, mathematics, government, and fine arts. 📖
3. Identify some historical and contemporary influences from the target culture that are significant in the U.S. culture, such as explorers and settlers, music and sports. 📖
4. Identify countries, regions, and geographic features where the target language is spoken. 📖
5. Extract samples of the culture's perspectives from popular media in the target culture. 📖

Performance Guidelines: *What characterizes the Novice Level learners' performance in communicating about cultural products in the target language?*

Learners at the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating in spoken or written formats about cultural products.
- B. Rely on visual aids, gestures, and repetition to enhance comprehensibility about cultural products.
- C. Comprehend written and spoken language about cultural products better when content has been previously presented in an oral and/or visual context.

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- D. Understand a story line or event in written or oral contexts that reflects a cultural background similar to their own.
- E. Use the student's native language only when the investigation of cultural perspectives extends beyond the novice proficiency range.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Recite a poem/sing a song of the target language.
- Demonstrate understanding of a story, folk tale, or legend by answering questions or retelling the story with or without visuals.
- Listen to the teacher's description of the physical attributes and/or contributions of a famous person of the target culture and identify who it is.

Goal 3: Connections Connect with Other Disciplines and Acquire Information

Standard 3.1: Interdisciplinary Studies

Students will reinforce and further their knowledge of other content areas through the foreign language.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

1. Identify and/or use selected information and skills from other content areas (such as the arts, health, social studies, sciences, mathematics, and English) in the target language classroom.
2. Using authentic target language resources, (such as the Internet, books, magazines), identify and/or use selected information to reinforce or expand learning in other content-area classrooms (such as the arts, health, social studies, sciences, mathematics, English).

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Use memorized phrases and short sentences when communicating about selected content areas.
- B. Rely on visual aids, gestures and repetitions to enhance communication about other content areas.
- C. Understand short, simple conversations and narratives about other content areas (live or recorded), within highly predictable and familiar contexts.
- D. Recognize highly predictable key words and phrases and familiar structures by using contextual clues with strong visual support.
- E. Rely on personal background experience to assist in comprehension.

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- F. Rely on repetition for understanding.
- G. Determine meaning by recognition of cognates, prefixes, suffixes and thematic vocabulary.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use currency of the target culture to make change using bills and coins.
- Prepare a healthy menu using typical foods of the target culture.
- Use authentic instruments of the target culture to explore music and rhythms.
- Learn the solar system, parts of a plant, life cycle of a butterfly.

Standard 3.2: Distinctive Viewpoints

Students will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Extract information about the target culture from selected authentic sources (such as the Internet, books, magazines). 📖
2. Use authentic target language sources to gain insight about the distinctive perspectives of the target culture. 📖

Performance Guidelines: *What characterizes the performance of Novice Level learners?*

Learners in the Novice Level Range will:

- A. Understand general oral and written information when enhanced by illustrations within highly predictable contexts.
- B. Increase their comprehension by looking for and recognizing key words or phrases.
- C. Rely on personal background information to help in understanding something they read or hear.
- D. Rely on memorized phrases and short sentences to describe distinctive viewpoints of the target culture.
- E. Use the student's native language only when the discussion of distinctive viewpoints extends beyond the novice proficiency range.

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Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- With several other students, act out familiar folktales, fables, or legends known to children of the target culture while another student reads the story aloud.
- Use the target language to describe an animal or plant that is indigenous to a particular region or country of the target culture.
- Use authentic sources to identify the current popular products of the target culture.

<p style="text-align: center;">Goal 4: Comparisons Develop Insight into the Nature of Language and Culture</p>
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Standard 4.1: Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of the language studied with their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Recognize cognates and borrowed words and be aware of their usefulness in comprehending language.
2. Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, punctuation.
3. Identify basic grammatical structures of the language studied and compare these structures to their own language, including word order, gender, agreement.
4. Recognize identified idiomatic expressions that cannot be directly translated into their own language.

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Rely primarily on memorized phrases or short sentences when describing language structure comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding similarities and differences of grammatical structures between the cultures.

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Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Create a graphic organizer to compare language structures in English and the target language.
- Discuss the variations in vocabulary in English (apartment/flat, elevator/lift) as well as the variations in vocabulary among target language countries.
- Listen as the teacher models how to express language structures (e.g., word order, number and gender agreement, question formation) in the target language and identify how it is different from English.

Standard 4.2: Culture Comparisons

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Identify similarities and differences in verbal and nonverbal behavior between cultures.
2. Recognize cross-cultural similarities and differences in the practices of the culture studied. 📖
3. Identify cross-cultural similarities and differences in the products of the culture studied. 📖
4. Recognize cross-cultural similarities and differences in the perspectives within the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range:

- A. Rely primarily on memorized phrases or short sentences when describing comparisons between cultures.
- B. Rely heavily on visuals to get ideas across to the audience.
- C. Rely on personal background information to help in understanding cultural similarities and differences between the culture studied and their own. 📖

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Follow the teacher's model to practice the table manners of the target culture and compare them with the student's own culture.
- Identify the significance of signs and symbols in the target culture.
- Make a Venn diagram comparing a celebration in the U.S. with the same or equivalent celebration in the target culture.

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- Compare the greetings, leave takings, and the use of personal space in the target culture and in the U.S.
- Looking at pictures of restaurant scenes in the U.S. and the target country, compare similarities and differences of the scenes.

<p style="text-align: center;">Goal 5: Communities Participate in Multilingual Communities at Home and Around the World</p>

Standard 5.1: School and Community

Students will use the language both within and beyond the school setting.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Identify professions/occupations which are enhanced by proficiency in another language. 📖
2. Practice oral or written use of the foreign language with people outside the classrooms.
3. Communicate on a personal level with speakers of the language via short letters, e-mail, audio, and videotapes.
4. Produce short skits, stories, poems, multimedia shows, and present their works at school and/or in the community. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Use memorized phrases or short sentences with very familiar topics.
- B. Write simple tasks, such as short messages or notes.
- C. Be accurate in pronunciation when presenting well-rehearsed materials.
- D. Understand general information when enhanced by visuals or gestures.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Keep an in-class log or chart of personal encounters with the target language outside of the school.
- Establish a pen-pal/key-pal correspondence with someone from the target culture.
- Locate/visit stores within the community that cater to the target culture.
- Listen to radio broadcasts and list recognizable words from the target culture.

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- Teach basic expressions and level-appropriate songs and games from the target culture to children in a neighboring elementary or preschool or at home to members of the family.

Standard 5.2: Personal Enrichment

Students will show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Progress Indicators: *What will Novice Level learners be able to do in the target language?*

Learners in the Novice Level Range will:

1. Demonstrate a willingness to interact with native speakers.
2. Discover and explore a variety of entertainment sources representative of the target culture.
3. Identify current issues of interest within the target culture. 📖
4. Discover and explore samples of art, literature, music, representative of the target culture. 📖

Performance Guidelines: *What characterizes Novice Level learners' performance?*

Learners in the Novice Level Range will:

- A. Be understood primarily by those very accustomed to interacting with language learners.
- B. Exhibit increased comprehension when constructing meaning through recognition of key words or phrases embedded in familiar contexts.
- C. Rely heavily on visuals to enhance comprehensibility in both oral and written presentations.
- D. Use primarily memorized phrases and short sentences during highly predictable interactions on very familiar topics.

Classroom Examples: *What types of tasks are appropriate for the Novice Level Range classroom?*

- Use Web sites in the target language to make plans for a vacation in the target culture.
- Select an audio clip of favorite music in the target language and share it with other members of the class.
- Attend cultural events of the target culture within the community.
- Visit art exhibits of artists from the target culture.
- Learn a dance of the target culture and host a dance with music only from the target culture.

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GLOSSARY

articulation - refers to a foreign language program which provides for a gradual, sequential progression of knowledge and skills from level to level of language development.

authentic assessment - assessments that evoke demonstrations of knowledge and skills in ways that are applied in the real world.

authentic materials - resources including books, magazines, newspapers, brochures, menus, videos, recordings which are used by people in the target culture.

benchmark - an interpretation of a performance standard according to age, grade, or developmental level.

circumlocution - using alternate (roundabout) words and phrases to convey meaning or express an idea.

classical languages - the forms of Latin and Greek used in ancient Greek and Latin literature.

cognate - a word in the target language that looks like, or sounds like a word with the same meaning in English.

culture - the term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products - both tangible and intangible - of a society.

curriculum framework - a comprehensive document developed for a content area consisting of overarching goals, content standards, and performance standards. The curriculum framework serves as a guide to local school districts as they create a curriculum unique to their needs.

developmentally appropriate materials - materials that correlate to age, grade, or proficiency level of the student.

false start - the natural tendency of a speaker to restate what has just been uttered in order to correct, clarify, or improve upon it.

idiomatic expressions - expressions in one language that cannot be directly translated into another language.

intangible - examples of intangible products: a dance, an oral tale, a sacred ritual, a system of education.

interpersonal mode of communication - is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

interpretive mode of communication - is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

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overarching goals - relatively brief, very general statements that describe what students should know and be able to do. They should reflect the best and most recent theory and research in that area. They are more general than content standards, but provide a framework into which content standards can be organized.

performance standards - specify how well students perform the content standards. Performance standards gauge the degree to which content standards have been attained by individuals or groups, indicating the nature of the evidence and the quality of student performance on agreed-upon tasks or measurement instruments.

perspectives - the attitudes, ideas, beliefs, viewpoints, or values of a cultural group.

presentational mode of communication - refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. (*ACTFL Performance Guidelines for K-12 Learners*, 1998)

proficiency - ability to communicate effectively in everyday real-life situations in both oral and written forms in the cultures where the language is spoken.

recombination - the ability to use previously learned vocabulary and structures to create new and unique expressions.

sequential language learning - language learned in a continuous related order. In an articulated, sequential program, courses are scheduled every year and teachers follow a curriculum that spirals learning objectives from year to year for the purpose of the students attaining communicative proficiency in the language learned.

tangible - examples of tangible products: a toy, a painting, an article of clothing, a cathedral, a piece of literature, a pair of chopsticks.

target culture - the culture of the people who speak the target language.

target language - the language that is being taught or learned.