

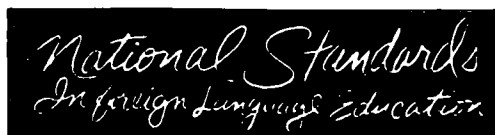
# *National Standards in Foreign Language Education*

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**Draft for Review and Comment  
Not for Publication**

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National Standards in Foreign Language Education is a collaborative project of the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese (AATSP). The standards are being developed under grants from the U.S. Department of Education and the National Endowment for the Humanities.

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# National Standards in Foreign Language Education

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## ABOUT THE REVISED FIRST DRAFT

Since June of 1993, the eleven-member task force charged with developing national standards for foreign languages has grappled with many complex issues including creating standards for programs that do not yet exist in many parts of the country and accommodating multiple entry points, students whose native language is not English, languages with varying degrees of difficulty, and both modern and classical languages. Progress has been regularly shared with foreign language educators and professionals at all levels, and all comments received have been read and fully considered. The following document contains minor revisions of the August 1 draft of the National Standards in Foreign Language Education for students in kindergarten through grade twelve. While the format remains largely unchanged, several pieces that were missing in the first draft are included here. It should be emphasized that this is still very much a draft document. While the thinking involved is the product of all eleven members of the task force, the writing was done in small groups. Therefore, this draft does not yet reflect a single voice. Some sections of the document are still incomplete or missing. Also, this draft contains only *content standards*, that is, what students should know and be able to do. It does not address the issue of *performance standards*, how well students must perform in order to meet each standard.

### FORMAT

The completed standards document will be divided into five parts. Not all of these are complete, but they should give readers a general idea of what will be contained in the final document.

- *Context and Issues* examines many of the issues described above. Many of these have yet to be resolved, but the task force will continue to discuss them among themselves and with knowledgeable colleagues so that the final product will offer guidance to those individuals who will be responsible for implementing the standards in the years to come.
- *Goals of Foreign Language Education* provides the overall framework for the standards. It is within each of the goal areas that standards were developed. A rationale for each goal is given, and a discussion piece provides additional information, including research and classroom practice that support the goal.
- *Content of Foreign Language Education* will define and describe those elements to which students must be exposed in the foreign language classroom in order to meet the standards: the language system, culture, communication strategies, learning strategies, and subject matter from other disciplines
- *National Standards in Foreign Language Education* contains the content standards for foreign language education for students in grades K-12 divided by grade clusters (K-4, 5-8, and 9-12).
- *Glossary* will define terms used throughout the document to give non-foreign language educators a greater understanding of the standards.

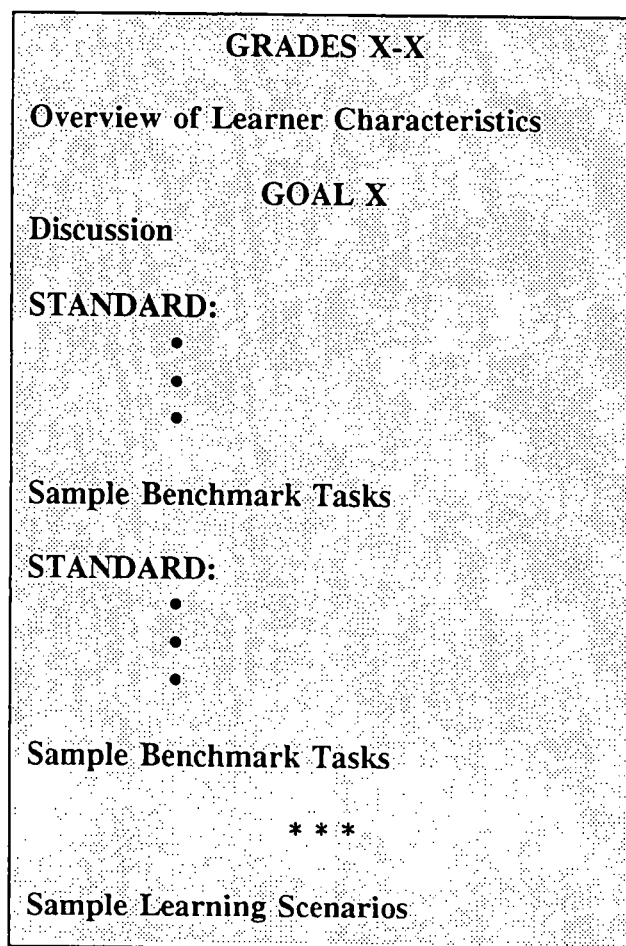
## ORGANIZATION OF THE STANDARDS

Standards for foreign language education have been developed in each of five goal areas:

- **Communicate in Languages Other Than English**
- **Gain Knowledge of Other Cultures**
- **Acquire Information and Connect with Other Disciplines**
- **Develop Insight into Own Language and Culture**
- **Participate in Multilingual Communities and Global Society**

Because second language acquisition is a cumulative process, the standards are identical at each grade level. There will, however, be variation in how the standards are met as students develop greater proficiency in the language over time. This section reflects the work of the task force in small groups. Diagram 1 illustrates the organization of the goals and standards within each grade cluster. Diagram 2 describes each section within the grade clusters.

Diagram 1



## Diagram 2

**GRADES X-X****Overview of Learner Characteristics**

At the beginning of each grade cluster, there is a discussion of the characteristics of learners at that level and the impact of those characteristics on second language learning.

**GOAL X****Discussion**

This section discusses the goal as it is applied at the particular grade level, and where possible, some insight is also given into what differences might be expected based on the point at which students began their study of the language and the issues which arise when a student is a native speaker of the target language, or for whom English is a second language and the target language is a third.

**STANDARD 1.1:** The standards consist of two parts: a statement of the standard followed by bulleted statements intended to clarify the meaning of the standard.

- xxxxxxxxxxxx
- yyyyyyyyyy
- zzzzzzzzzz

**Sample Benchmark Tasks**

These are generic examples of what students can do to demonstrate that they have met the standard *at the end of the grade cluster*, in other words, at grades 4, 8, and 12. The tasks are intended to be broad enough to allow for differences in individual ability levels, and to make available a wide variety of options to classroom teachers.

**Sample Learning Scenarios**

These will show examples of specific classroom activities that would support attainment of the standards. The scenarios, designed to give guidance to classroom teachers as they look at modifying their instruction to help students meet the standards, will be revised to reflect actual classroom activities observed during the pilot stage of this project.

## STATEMENT OF UNDERLYING PRINCIPLES

The following statement was developed by the K-12 Student Standards Task Force as it began work on developing national standards in foreign language education. It is from this statement that the goals for foreign language education were derived, and it is this statement which has guided all the work of the Task Force.

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Communication is a necessary and natural part of the human experience. The United States must educate students who are linguistically and culturally equipped to interact successfully, at home and abroad as citizens in the global community. This imperative envisions a future in which ALL students will develop and maintain proficiency in more than one language, modern or classical. Children who come to school to learn English should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three principles about language and culture, learners of language and culture, and language and culture education:

*Competence in more than one language and culture enables people to:*

- communicate with people in other cultures in a variety of settings,
- look beyond their customary borders,
- participate more fully in the global community and marketplace,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures,
- gain direct access to additional bodies of knowledge.

*All students are language and culture learners, and they:*

- can achieve success,
- acquire proficiency at varied rates,
- learn in a variety of ways and settings,
- benefit from the development and maintenance of proficiency in more than one language.

*Language and culture education is part of the core curriculum and it:*

- is student-centered, interactive, and success-oriented,
- focuses on communication and cultural understanding,
- develops and enhances basic communication skills and higher-order thinking skills,
- accommodates varied learning styles,
- is supportive of and integrated with the entire school experience,
- incorporates effective strategies, program models, assessment procedures, and technologies,
- reflects evolving standards at the national, state, and local levels.

# **NATIONAL STANDARDS IN FOREIGN LANGUAGE EDUCATION**

## **GOALS AND STANDARDS**

### **GOAL ONE: COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH**

Standard 1.1 Students will use the target language to participate in social interactions and establish and maintain personal relationships in a variety of settings and contexts.

Standard 1.2 Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest.

Standard 1.3 Students will use language for leisure and personal enrichment.

### **GOAL TWO: GAIN KNOWLEDGE OF OTHER CULTURES**

Standard 2.1 Students will demonstrate knowledge of the components of the target culture.

### **GOAL THREE: ACQUIRE INFORMATION AND CONNECT WITH OTHER DISCIPLINES**

Standard 3.1 Students will use the target language to gain access to information and perspectives that are only available through the target language or within the target culture.

Standard 3.2 Students will use the target language to reinforce and further knowledge of other disciplines.

### **GOAL FOUR: DEVELOP INSIGHT INTO OWN LANGUAGE & CULTURE**

Standard 4.1 Students will recognize that different languages use different patterns to communicate.

Standard 4.2 Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction.

### **GOAL FIVE: PARTICIPATE IN MULTI- LINGUAL COMMUNITIES & GLOBAL SOCIETY**

Standard 5.1 Students will use the target language both within and beyond the school setting with representatives of the target cultures in a variety of ways.

## CONTEXT AND ISSUES

### Rationale for the Study of Second Languages in the U.S.

The hard-headed businessman, the poet and philosopher, the emergency room nurse, the diplomat, and the teenage computer buff—all Americans playing diverse roles in life—and each could present a convincing rationale for the importance of studying a foreign language. Their reasons might range from the realistic to the idealistic, but one simple truth would give substance to them all: to relate in a meaningful way to another human being, one must be able to *communicate*.

Americans have never been keen on impenetrable hedges or protective walls studded with broken glass: ours has traditionally been the culture of green lawns flowing into those of our neighbors, and of front porch swings from which to pass the time of day with friends who stroll by. But now it is the whole world that is strolling by—coming to our doors to question and discuss; to request our aid; to bring rich gifts. And since the street leads in both directions, we are going out into the wide world to run *our* errands. The neighborhood language of the front porch swing will no longer serve to transact world business and to make new friends. We must acquire the ability now to understand and be understood in the language of the worldwide neighborhood.

To study another language and culture gives one the powerful key to successful communication: *knowing how and why to say what to whom and when*. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for language study is on communication—which also highlights the *why*, the *whom*, and the *when* (the socio-linguistic and cultural aspects of language). The approach to second language instruction found in today's schools is designed to facilitate genuine interaction with others—whether they are on another continent, across town, or sharing the porch swing.

To study another language and culture enhances one's personal education in many ways. It is only in learning a new linguistic system that one can get an objective view of one's native language. For someone who has never learned a second language, this point is difficult to comprehend; for those who have, it is manifestly clear. The structural bones of one's language, the limits to the range of ideas expressible in that language, the intense interdependence of language and culture—all these become apparent only as second language acquisition takes place. The student becomes aware of the way language speakers adroitly switch levels of discourse as the context of communication changes. The contributions of volume, pitch, speed, and tone of voice to the emotional layers of language become clear. The language learner also realizes that eye contact, facial expression, and gestures play a vital role in enhancing the affective message.

With all these understandings comes a new-found respect for the beauty and grace of others' languages, as well as one's own.

Research studies indicate that the very process of studying another language may give students a cognitive boost which enables them to perform at higher levels in some other subjects. An analysis of data on over 17,000 students who applied for admission to Northeast Missouri State University between 1981-86 revealed that students who had completed a foreign language course in high school tended to have higher scores on the ACT exams in English and math *regardless of their ability level* (Olsen, S. and L. Brown, "The Relation between High School Study of Foreign Languages and ACT English and Mathematics Performance," *ADFL Bulletin*, 28,3, 47-48, 1992). This study reinforces the findings of another researcher, who discovered that high school foreign language students perform significantly better on the SAT verbal exam than non-foreign language students, and that SAT verbal scores increase successively with each half year of foreign language study. In the same study, it was shown that the economic background of foreign language students did not affect performance; students from lower socio-economic levels who studied foreign languages performed on a par with their more affluent peers (Cooper, T. "Foreign Language Study and SAT-Verbal Scores," *The Modern Language Journal*, 71, 381-87 1987).

To study another language and culture provides access to literature as it is experienced by the audience for whom it was written. Irony, humor, satire and other rich textures of prose are revealed at their deepest level only to those familiar with both the language and culture. Similarly, the subtle seasonings which flavor drama and poetry are discernible only to those who know the language of the playwright and the poet.

To study another language and culture increases enormously one's ability to see connections. Pedagogically, this is enhanced by the methods used to teach foreign languages: the use of the images and realia for sharpening visual and tactile perception, a wide variety of kinesic activities and games, involvement in role play and other dramatic activities, the use of music in both receptive and participatory modes, learning experiences which call for sequencing, memorizing, problem solving, and both inductive and deductive reasoning. This broad range of language learning strategies appeals to a variety of learning styles and expands the learner's awareness of the dimensionality of his/her own intelligence. Since the *content* of a foreign language course deals with history, geography, social studies, science, math, and the fine arts, it is easy for students to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings.

To study another language and culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity in the 21st century which will not be enhanced by the ability to communicate efficiently and sensitively with others. Possession of the linguistic and cultural insights which come with foreign language study will be a requisite for the good life as a citizen in the worldwide neighborhood.

## **National Standards and the Study of Classical Languages**

As we approach the beginning of the twenty-first century, the study of Classical Languages maintains a viable position in foreign language programs at the middle school and high school levels in many parts of the United States. Almost 86,000 students of Latin participated in the 1994 National Latin Exam, and the number of Latin students taking the Advanced Placement Latin exams increases each year. the study of Ancient Greek, most commonly orrdered in private schools, also shows increased enrollments based on student entries in the National Greek Exam.

The study of Classical Languages offers students the same benefits as the study of other languages except that the emphasis on using the language for oral communication is not as significant. The insights inot language development, the interaction with ancient civilizations through their literature, and the cros-cultural understanding that results from the study of these languages, are compelling reasons for the inclusion of these languages in the curricula of our schools.

**K-12 Articulation and Classical Languages.** There are exciting initiatives at the elementary and middle school levels that will enable school districts to develop a well-articulated Latin program for K-12 students. Elementary school programs teach students basic vocabulary and phrases for communication, introduce Roman family members in authentic Roman dress and settings using picture cards, and encourage students to discover lexical relationships between Latin and English.

At the middle school level there are Latin programs that introduce students to a Roman family and present the grammar concepts through a highly engaging story line following young Romans encountering the same challenges and daily problems as the young American readers.

These elementary and middle school programs can be well-articulated with a high school program, with the outcome that students will be able to read authentic Latin literature. The reading of this literature enables students to reflect on the problems and issues faced by the ancient Romans, how they approached them in ancient times, and find applications to today's world.

**National Standards and Local Initiatives.** Individual states and school districts that have developed guidelines and/or standards for Latin will see many areas for integration with the national standards. There are challenges that Classical Languages fae in aligning with the standards. These include the emphasis on functional language in Goal One and the various form, pronunciations, and cultural contributonal of Ancient greek. However, it is important that Classicists and others with a vested interest in maintaining the position of Classical Languages in foreign language programs continue to seek a correlation between learning a modern language and learning an ancient one. Classical Languages are viable bases for cultural and language development as much in the global marketplace of the twenty-first centruy as during any other period of American history.

## National Standards and the Less Commonly Taught Languages

*This section will provide a guide for using the national standards in foreign language education with the less commonly taught languages (e.g., Chinese, Japanese, Arabic). It will focus on those aspects of the document which apply to all languages, those which will need to be modified to account for the greater degree of difficulty of the languages for speakers of English, and what types of modifications will need to be made.*

## National Standards and Heritage Languages

*Foreign language educators today face increasing challenges in accommodating students in their classrooms whose first, or “heritage” language is the language being studied as a “foreign” language, or who do not speak English at home, for whom the language of the foreign language classroom is a third. This section will explore the many issues involved in teaching these students in the foreign language classroom and how the national standards will address these issues.*

## Message to the Foreign Language Profession

As colleagues in the foreign language profession, you are invited to review and discuss extensively the K-12 National Foreign Standards. Before doing so, it is important that you have information on the context in which these standards are being developed and the relationship between “national” standards and your state and local curricular frameworks. While the standards do not prescribe methodology or instructional approach, you will detect a continuation of a movement toward broadly conceived purposes for language study, toward communicative goals for the study of languages and cultures, and toward the inclusion of all students in our classrooms for extended sequences of language study. Standards setting in our field is not an imposed mandate from Washington, D.C.; it is an opportunity to expand upon a paradigm shift underway for more than a decade. That shift has been moving us from a rigid, prescriptive system focused largely on language forms to a more flexible, descriptive, constructivist vision that recognizes the developmental and creative aspect of second language acquisition with an emphasis on meaning. Current evidence of the consensus already achieved regarding a communicative approach for language lies in the many state frameworks that in spite of their separate mandates share numerous generalities and specifics. The state of knowledge in the field from a national perspective has always exerted a certain influence over the construction of state guidelines and local curriculum, and the process of standards setting continues that dynamic.

**Why standards for grades 4, 8, and 12?** Many teachers ask why the Task Force drafted standards for these grades given that most foreign language study in our schools occurs in high schools and primarily at grades 9-10. The Task Force developed foreign language standards within parameters that have encompassed all the disciplinary projects be it science, history, or the arts. Our mandate was to establish content standards (what students “know and are able to do”); we chose to establish benchmarks at grades 4, 8, and 12 to align ourselves with all the other disciplines. Were we to stand alone with standards for the grade levels of the present, we would lose any possibility of a stronger position in the core curriculum.

**What is the relationship of national standards with state and local districts?** Standards are intended to serve as a gauge for excellence as states and local districts carry out their responsibilities for curriculum in the schools. The political context requires that national standards be voluntary and that they do not usurp the role of the states. National standards are neither curriculum nor are they substitutes for state frameworks; that is why they do not reflect a level of detail that teachers are accustomed to seeing in local documents. We do expect that the usefulness of the standards lies in their definition of the field and its possibilities within an extended sequence for language study. We adhered to the advice to be parsimonious in the number of standards created while maintaining rigor in depth and breadth.

**What is the relationship of standards to the work with proficiency guidelines?** Informed teachers will recognize within the standards the work that has preceded this initiative under rubrics of proficiency-oriented or communicatively-based instruction as well as the broadening of the teaching of target cultures to encompass lifestyle and civilization. However, in keeping with the attempt to create broadly conceived standards, we did not carve standards into separate skill areas of listening, speaking, reading, writing. Instead, we addressed communication in its

overarching purposes of social interactions, information processing, and personal enjoyment, contexts in which modalities are combined and integrate in multiple ways. In addition, teachers will note that the standards venture into new areas that become possible to achieve given earlier starts and longer sequences for our learners.

**Who implements standards?** As classroom teachers, you are at the heart of educational reform. Within your states and districts, you will shape the curricular frameworks that align with the standards in ways appropriate to your mandates and directions. You are the agents of change, you are the implementors of standards for your students, you are the catalyst for their success or failure. Just as these standards will challenge students, they will likewise challenge teachers to continue to grow and to learn. As teachers, you will find in the standards encouragement to continue to improve your own proficiency in language and experiences with target cultures. You will find yourselves charged with building stronger repertoires of instructional strategies grounded in an ever evolving research base so that you can make wise instructional decisions for your students. You will be stimulated to forge strong connections across the disciplines and within the organizational structure of the total school curriculum.

No easy task, but change has been the rule not the exception to the vitality of our discipline. In the case of standards, the basis for change resides in the expanded curricular options that could be a reality for the first time in the country. These standards were not developed in isolation; they have been informed by numerous projects involving hundreds of classroom teachers at national, regional, state, and local levels. The degrees of information exchange among professionals at all levels of foreign language education has been phenomenal, and we hope it will continue as teachers experiment with using the standards to inform their own agendas for curricular and instructional growth. National standards are voluntary; they shall not be imposed upon states or the schools. They do reflect aspirations and directions for the study of the world's languages well into the next century. Working together we can implement programs that will enable tomorrow's learners to:

- \* communicate in languages other than English
- \* gain knowledge of target cultures,
- \* acquire information and make connections with other disciplines
- \* gain insights into their own language and culture, and
- \* participate in multilingual communities and a global society.

## Message to Parents

*This section will address the particular concerns of parents and the impact of the standards on their children. It will focus on the kinds of learning activities they should be looking for in a foreign language classroom that will let them know that instruction is taking place that will help their children meet the standards.*

## Message to Policy Makers and Administrators

*This section will address the particular concerns of policy makers and administrators as they move toward implementing the standards. Included will be a discussion of the human and other resources necessary to make the vision of the standards a reality. The section will also explore how to use the document with different program models and with a variety of sequences of instruction.*

## GOALS OF FOREIGN LANGUAGE EDUCATION

The changing nature of our society will place greater demands on students in the future. In order to succeed in the twenty-first century, they must acquire new characteristics and skills. Our students will need to become

- effective communicators,
- keen observers of global cultures,
- insightful about themselves and their learning,
- informed and knowledgeable across the disciplines, and
- participants in the community and global marketplace.

Acquisition of a second language contributes in a substantial and meaningful way to these overall societal goals. Exposure to and acquisition of other languages and cultures enable students to communicate across cultures and gain knowledge of other cultures. They are able to access new knowledge and information that is often only available through the second language, and they develop insights into their own language and culture. Finally, the acquisition of another language and culture provides students with the unique skills and knowledge that prepare them to interact effectively within the community and global marketplace.

### GOAL ONE: Communicate in Languages Other Than English

#### RATIONALE

In order to communicate successfully in another language, students must develop facility with the language, familiarity with the cultures that use these languages, and an awareness of how language and culture interact in societies. Students must apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures. Thus, reaching the standards in Goal One is central to the attainment of all the others. To meet high communicative standards, learners must have ample opportunities to experience the second language as it is spoken and written in the target cultures. Meaningful language from real contexts becomes the basis for subsequent development of expressive skills. While language skills and cultural competencies can be developed within a wide range of content areas, it is essential that learners be surrounded with interesting and age-appropriate materials as a basis for acquisition of a new language system in its cultural contexts. People who grow up in different cultures acquire their first language in a particular cultural context; they must learn comparable cultural constructs and behaviors to communicate effectively in newly acquired languages.

In addition to the study of the language system and cultures, students must develop competencies using strategies that enhance the effectiveness of their communication and that compensate for linguistic and cultural inadequacies when they occur. Their second language classroom should provide a safe place in which to experiment with linguistic and cultural challenges. The second language learning enterprise is likewise facilitated when learners consciously develop effective strategies for reading and for listening, for speaking and for writing, for observing and analyzing cultures.

## DISCUSSION

### What is Communication?

*This section will discuss the necessary components of communications, the modalities in which communication takes place, and an examination of the role of culture in communication.*

**Communicative Competence.** The most important goal of second language study is the development of communicative competence in languages other than English. When individuals have developed *communicative competence* in a language they are able to convey and receive messages of many different types successfully. These individuals are able to use language to participate in everyday social interactions and to establish relationships with others. They can converse, argue, criticize, request, convince, and explain effectively, taking into account the age, background, education, and familiarity of the individuals with whom they are engaged in conversation. They can also use the language to obtain information from written texts and media and to interpret that information given the style, context, and purpose of the communication. In essence, a communicatively competent individual combines knowledge of the language system with knowledge of cultural conventions, norms of politeness, discourse conventions, etc., in order to transmit and receive meaningful messages successfully.

In order to develop such competence, students must learn how interpersonal relations are conducted in the cultures in which the target language is spoken, how individuals use language effectively to achieve different purposes, how discourse conventions work, how oral and written texts are structured, and how the language system operates. They must combine all of this knowledge *together* in the process of transmitting and receiving meaningful messages.

Students bring with them to the study of a second language the insights that they have obtained from having developed communicative competence in their first language. They know how to request personal information from others, how to describe, how to argue, and how to explain. Depending on their age, they are able to obtain information from written texts and media and to interpret that information. When they learn a second language, then, students already know how to transmit meanings effectively. They must learn how to do so by using a different language system and by following what may be very different rules of interpersonal interaction.

**How Students Develop Communicative Competence in Another Language.** As opposed to what many people believed for a very long time, we now know that students do not acquire communicative competence by learning the elements of the language system first. It is not the

case that learners learn best by memorizing vocabulary items in isolation and by producing limited simple sentences. We now know that even those students who learn grammar well and are able to pass tests on nouns, verb conjugations, tense usage, and the like may be quite unable to understand language when it is spoken to them outside the classroom. The study of the language system itself, while useful for some students, does not automatically result in the development of the ability to process language in real situations and in the ability to respond meaningfully in appropriate ways.

Indeed, an earlier emphasis on the learning of the language system and the exclusion of meaningful interactive activities in the classroom have led to frustration and dissatisfaction for students. Many adults complain today that although they “took” two or more years of foreign language and obtained high grades on grammar examinations, they are unable to speak the language at all. This same emphasis has led to criticism of the foreign language teaching profession by a number of individuals who have argued that languages are badly taught in this country and that language study to date has resulted in few people who can transact business in the languages studied.

We now know that learners 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 will master it. If the active use of language is central to the learning process, then 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. Learners at all stages of language learning are able to engage in activities which will require them to use strategies that compensate for language which they have not yet mastered. When breakdowns in communication occur, learners can call on these strategies. When learners engage in communicative experiences in a wide range of contexts and for a wide range of purposes they are able to

- gain access to further relevant and comprehensible communicative information;
- learn by experimenting;
- make mistakes and try again;
- practice and subsequently use various communication skills;
- communicate with a wide variety of audiences;
- learn how to compensate for shortcomings in communicating effectively; and
- become confident and successful in second language use.

We now know also that “good learners” adopt an immense variety of strategies concerned with seeking communicative information and experiences, with deliberate learning through practice, and with developing a conscious awareness and control. These strategies include requesting clarification, monitoring their own and others’ performance, using a variety of mnemonic techniques, using inductive and deductive reasoning, practicing sounds and structures subvocally or aloud, and using non-verbal communication strategies.

***TO PROCEED DIRECTLY TO THE STANDARDS FOR GOAL ONE, TURN TO PAGE 23***

## GOAL TWO: Gain Knowledge of Other Cultures

### RATIONALE

The study of another language enables the student to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. Our students need to be aware of other peoples' contributions to the world at large: their art of living, the solutions they have found to the common problems of human life, and the patterns of behavior which order their world. Such awareness will help combat the ethnocentrism which too often dominates the thinking of our young people. Oliver Wendell Holmes' contention that the human mind, once stretched to a new idea, never returns to its former dimensions (*The Autocrat of the Breakfast Table*) underscores the benefits which the study of cultures through their own language can bring.

### DISCUSSION

**What is Culture?** The term "culture" is generally understood to be the forms of culture which have been created by its members, including their view of the world (attitudes, values, mind sets), and the behavior patterns based on that world view. Students who study a foreign language come into contact with and learn to appreciate the artifacts produced by the culture. These may be utilitarian (used in the performance of a certain task or function) or expressive (a manifestation of emotion or thought). They may also be tangible (a motorcycle, a cathedral, a bowl of lentils) or intangible (an oral tale, a song, a sigh). The chart below illustrates how the characteristics of cultural forms intersect:

| FORMS OF CULTURE |               |                    |
|------------------|---------------|--------------------|
|                  | TANGIBLE      | INTANGIBLE         |
| EXPRESSIVE       | a necklace    | a whispered prayer |
| UTILITARIAN      | a street sign | a taboo            |

In the last few decades, members of the foreign language profession have tended to divide culture into two parts. Most familiar is "Big C" culture, which includes the study of the great figures of history and those products of the literature, the fine arts, and the sciences that are traditionally assigned to "elite" or "high" culture. The second part is "small c" culture, which includes those aspects of daily living studied by the sociologist and the anthropologist: objects, tools, means of transportation, housing, clothing, food, and all of the patterns of behavior that members of the culture regard as necessary and appropriate. Both aspects of culture—Big C and little c—are inextricably woven into the language of those who live in the culture, and involvement with both is vitally important for students at all levels of language learning. In reality, the true content of the foreign language course is not simply the grammar and vocabulary of the language, but also the culture expressed through that language. It is critical that students become skilled observers and analysts of cultures.

**Avoiding Cultural Misunderstandings.** People who share the same native language share some common values, habits of mind, and behavior patterns. Many speakers of a language that is spoken in various parts of the world, however, are members of a different culture, the traditions and expressions of which have been shaped by time, geographical location, and various profound and unique experiences that cause groups to differ from each other even though they share a language. To apply the same criteria in analyzing, teaching, and interacting with those cultures would be to ignore reality and fail to respect the dignity of disparate cultural groups. To assume, for example, that the Spanish-speaking cultures in Latin America are essentially the same as the cultures of Spain or the cultures of immigrants from Mexico or the Caribbean living in the United States is to deny the special identity of each group. The same can be said for the French-speaking cultures of Africa, North America, the Caribbean, the South Pacific, and France itself. Such examples of cultural diversity within commonly shared languages are numerous and significant, and their impact always has been particularly poignant in the pluralistic society of the United States.

It is equally important that students recognize that members of one culture tend to make assumptions and draw corresponding conclusions about other cultures based upon their own values. Opinions and attitudes, both hidden and expressed, are often based upon a surface examination of other cultures, using criteria that can be applied with validity only to one's own culture. The erroneous judgements that result from such assumptions, born of a lack of adequate information, understanding, and sensitivity, eventually lead to negative reactions to members of different cultures. To counteract this tendency, teachers can provide learning activities appropriate to grade level that explore the process of stereotyping and the role stereotypes play in forming and sustaining prejudice. Finally, it is critical to provide opportunities for many different kinds of interaction with members of the target culture so that students draw informed conclusions and develop sensitivity to the cultural forms of others.

**Teaching Similarities and Differences.** While nobody doubts that both similarities and differences exist among any given cultures, the question that concerns teachers is which to present first. There is some evidence to show that a positive point of departure—underscoring ways in which members of the target culture share similar interests and behaviors with language learners in the United States—establishes a favorable mind set toward speakers of the target language. It is essential, however, that cultural differences not be swept under a pedagogical rug. It is the differences in world view and in the behavior patterns derived from those differing beliefs and values that give rise to misunderstandings, tension, and conflict. It is important to help students *expect* differences and know how to *analyze* differences (how to put them into perspective within the cultural framework of the target language). At every stage of language learning, *both* similarities and differences among the students' own culture and the cultures of those who the target language should be presented. Interactions with representatives of the target culture and experience with a variety of cultural expressions (personal anecdotes, poetry, headlines, editorials, laws, music, museums, trains, and pets, for example) can help learners shape their own awareness. This personal exploration in the language of the culture enables students to develop crosscultural understanding and respect.

**The Specific Role of Second Language Study.** The enduring dimension of culture study is the actual participation in the exchange of information and ideas among members of various cultures

using the target language. While a great deal of information about other cultures can be gained through the study of other subjects such as the social sciences and the arts, only second language study empowers learners to engage successfully in meaningful, direct interaction, both orally and in writing, with members of the target culture. The beliefs, behaviors, and forms of culture—be they historical or contemporary—can be shared in a special way with members of the culture in which they originated. This new, “insider’s” perspective is the true catalyst for crosscultural understanding.

***TO PROCEED DIRECTLY TO THE STANDARDS FOR GOAL TWO, TURN TO PAGE 27***

## **GOAL THREE: Acquire Information and Connect with Other Disciplines**

### **RATIONALE**

While the information and technological revolutions have brought nations closer together, access to that information and technology combine with competence in a second or third language to shatter traditional boundaries in the educational experience for students, even in the most remote parts of the country. Although often viewed as an end in itself, foreign language and culture study need not be narrowly seen as merely a preparation to visit, study, or live in another culture. Foreign language learning can enrich the entire educational experience of all students by combining with other disciplines in the school curriculum, building on areas of prior knowledge, and expanding the intellectual experience of all learners. It can also provide learners with skills and interests that will last beyond the limits of their educational experience.

### **DISCUSSION**

Knowledge of a second language and culture can combine with the study of other disciplines and shift the focus from language acquisition to broader learning expectations for the student. Language used in this way can help the student integrate the contributions from any discipline into a holistic and ever-expanding open system. For example, while learning about the origins of the German classical music tradition, students with a knowledge of the language could deepen their understanding of a composer's works by reading segments of his correspondence with contemporaries or excerpts from his diary describing the creative process. The same information could also be useful in other classes as students learn to make connections across the disciplines, shifting emphasis from discrete learning of language pieces to recognition that language acquisition is a continuous process contributing to life-long learning.

Taking the shift from teacher-directed learning to student-directed learning one more step, the student could use the developing language skills to go beyond the requirements for class work, and use the language skills to pursue a topic further for personal interest, unrelated to the limits of academic life. In this way, students are "weaned" from language-learning and begin to nurture life-long learning skills, and life-long language-using skills.

Although students entering the language classroom may have had no prior conscious experience with language learning, they are not empty vessels. They bring a wealth of experience and knowledge of the world around them (both in other areas of the curriculum and from personal experience). Furthermore, those children who know languages other than English bring additional linguistic and cultural experiences to their classrooms. With a goal of language instruction to "acquire information and connect to other disciplines," the teacher can use the classroom language learning experience to build upon what students already know. In this way, foreign language acquisition focuses on the broader education of students; it benefits their growth in non-language disciplines, encourages the transfer/enrichments/strengthening of information obtained in FLES and FLEX programs, and helps students "learn how to learn." The student can transform the learning experience into a catalyst for life-long language use.

***TO PROCEED DIRECTLY TO THE STANDARDS FOR GOAL THREE, TURN TO PAGE 30***

## GOAL FOUR: Develop Insight into Own Language and Culture

### RATIONALE

Students benefit from the language learning experience by discovering different patterns among language systems. They observe that the sounds used to convey meaning in their own language represent only a part of the sounds that exist in the communication systems of the world. For example, tones are used systematically in Chinese to convey meaning (in other words, the same sound with a different tone conveys a different meaning), whereas in English intonation is less systematically employed, since it more often conveys the intent or mood of the speaker. Students also learn that non-verbal aspects of language (gestures, facial expression, and body language) are critically important to communication, and that these too, differ widely from culture to culture. For students in the foreign language classroom whose home language is not English, this learning is a daily reality.

The long term experience of studying another language also leads students to discover that other cultures view the world from a perspective different from their own. Concepts understood by the students through the knowledge of their native language and culture are viewed in a new light based on an awareness of apparently similar concepts in the target culture. For example, American students have an understanding of the word “bread” based on its role and reality in our culture. This concept cannot automatically be transferred when learning a second language. The appearance, taste, use, and perception of bread in another culture may be entirely different. When students understand new associations with the label for “bread” in the target culture, they are drawn to examine this concept more closely in their native language. They begin to realize that it is not simply a matter of learning a different vocabulary word for the English word, but of acquiring an entirely new set of concepts for the term. “Gaining insight into one’s own language and culture” does not mean only English, so even students whose home language is that of the foreign language classroom may experience this. For instance, a Spanish speaker from the Southwest may encounter many unfamiliar words in Penninsular Spanish.

As students begin to see this process as an important aspect in language learning, they gain insight into how people from other cultures view American culture. Students also discover that there may be concepts in one language that do not exist in the other. For example, the American concept of “weekend” does not exist in the French language because the French do not have a comparable two-day, end-of-the-week respite from work. Students begin to see how this void in a language/culture leads to language borrowing, and how the English language has borrowed terms such as *potpourri*, *salsa*, and *Gestalt* because they express concepts for which the English language has no equivalent. This realization of the interconnectedness of language and culture is an important aspect of language learning.

### DISCUSSION

The acquisition of a second language draws attention to how the two languages and cultures interact. There is an intercultural process at work which results when one language and culture comes in contact with a second language and culture. The two cultures meet as communicative

and interactive styles are compared and contrasted. This new perspective allows us to gain insight into one's own language and culture as we become more competent in viewing the first language from the vantage point of the second language and culture. Intercultural exploration helps us frame issues about our own world view while in the process of investigating another.

Each language system or system of symbols reflects and affects its representative world view. The study of a second language expands the world view by affirming an alternative and at the same time providing the insight that comes from the process of viewing the first language and culture through the perspective of the second. Intercultural exploration presents numerous opportunities to view both languages and cultures. The process of learning a second language allows us to go beyond what we take for granted by exploring something new. This gives us a new perspective to view something new that we have always taken for granted. The language we acquire influences the way we construct our vision of the world, and when we acquire a second language, we are offered an alternative view of the same world. Comparing and contrasting languages and cultures promotes cultural literacy.

***TO PROCEED DIRECTLY TO THE STANDARDS FOR GOAL FOUR, TURN TO PAGE 33***

## GOAL FIVE: Participate in Multilingual Communities and Global Society

### RATIONALE

Expanding domestic and international markets have escalated the need for all citizens to be proficient in more than one language. Moreover, many of our communities—the neighborhood, the state, the region—are increasingly places where languages other than English are useful. Students are highly motivated to excel in their study of a second language when they see immediate applications for the information they are learning. When students discover information unknown in American culture and not available in English through interaction with members of the target cultures, they place a greater value on the contributions of the target culture. They may also find their ability to communicate in a second language enables them to work, to assist, to provide services to many newcomers to U.S. society. At the same time, they gain an awareness that knowledge limited to their own language and culture is not enough to insure success in a multicultural society. They realize, for perhaps the first time, the interdependence of people throughout the world.

### DISCUSSION

*The discussion will include information concerning the economic and social realities of both the local and global communities regarding the importance of learning languages other than English. This will include*

- *data regarding career and job situations in which knowledge of a language other than English is necessary*
- *economic information regarding the trade deficit, quotes from Senator Paul Simon's book regarding the language of trade as the language of the customer.*
- *community issues involving language minority citizens and social services personnel who need to speak the language of these community members in order to meet their needs*
- *quotes and data from Jeffrey Monks' address to the Northeast Conference on these issues and the need for training personnel to be able to function in the languages of the clients they serve*

***TO PROCEED DIRECTLY TO THE STANDARDS FOR GOAL FIVE, TURN TO PAGE 35***

# NATIONAL STANDARDS IN FOREIGN LANGUAGE

## Grades K-4

### Overview of Learner Characteristics

Students in grades K-4 will represent a range of developmental characteristics and experiences with language. For example, some five-year-olds will be ready to read in their native language while some seven-year-olds will still be struggling with the alphabet. At the same time, they do tend to be highly receptive to second languages. Children in grades K-2 learn primarily through oral language and are capable of developing good oral skills, pronunciation, and intonation when they have a good model. They learn well, especially in first grade, through dramatic play and role play. Because of their short attention span, they need to have a great variety of activities, but the teacher must keep in mind that children of this age tire easily. They require large-muscle activity, and they are still rather unskilled with small-muscle tasks. Teachers of primary students must give very structured and specific directions and build regular routines and patterns into the daily lesson plan.

Children in the upper elementary grades (3-4) are very accepting of people and situations different from their own experience. For these students, a global emphasis is extremely important, because it gives them an opportunity to work with information from all parts of the world. As these children develop the cognitive characteristics of Piaget's "concrete operations" stage, they begin to understand cause and effect. They work well in groups. Students in grades 3-4 are able to begin a more systematic approach to language learning, but they continue to need first-hand concrete experiences as a starting point, and they continue to benefit from learning that is embedded in context.

In addition to the developmental characteristics, students sometimes enter second language programs having had a variety of background experiences in a second language. For many, this will be their first experience with a language other than their own. For some students, the second language offered in the school will be the same as the one used at home and English will be their new language. For others, the language of the foreign language classroom will be their third—they may, for example, be fluent in English, speak Korean at home, and study Spanish in school.

## **GOAL ONE: Communicate in Languages Other Than English**

### **Discussion**

The profile of the individual learner will have a significant impact on student performance in the target language and on the way in which the language will be taught. The goals and learning tasks of a second language program must be designed to reflect the learners' backgrounds and experiences when placing students into these programs. Language instruction should likewise reflect the interests of the learners. In any case, they should engage in meaningful interactions with people and learn to express their thoughts and ideas in a variety of ways including talking, drawing, constructing a project, or play acting. Teachers will want to use gestures, facial expressions, and body language to illustrate books or stories and encourage students to do the same.

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**STANDARD 1.1:** Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. They will

- discuss topics of interest through the expressions of thoughts, ideas, opinions, attitudes, feelings, and experiences;
  - participate in social interactions related to problem solving, decision making, and other social transactions.
- 

### **Sample Benchmark Tasks**

- Students will give and follow simple instructions by participating in various games or other activities with partners or groups.
- Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment.
- Students will produce lists of items necessary to plan events or activities (i.e., picnic, birthday party, science project, craft) through pair and groupwork.

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**STANDARD 1.2:** Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will

- obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communication;
  - process (i.e., select, categorize, analyze, organize, and synthesize) information;
  - provide information in spoken or written form.
- 

### Sample Benchmark Tasks

- Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities.

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**STANDARD 1.3:** Students will use language for leisure and personal enrichment. They will

- listen to, read, or view stories, plays, poems, other literature, films, songs, or visual works of art for personal enjoyment, engagement in conversation, or interaction with others about it;
  - respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, other literature, songs, films, or visual works.
- 

### Sample Benchmark Tasks

- Students will comprehend oral messages such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes and vocabulary.

## ⚙ *Sample Learning Scenarios* ⚙

Children in first grade listen to the familiar tale of the Three Bears told in the target language. Using a flannel board to help illustrate the story, the teacher shows them a big book of the tale. Students manipulate the flannel board characters to illustrate the actions as the teacher retells the story. As follow-up activities, the teacher describes a vignette from the story, and the students create a drawing or watercolor to illustrate the vignette. If students have learned to pantomime, they might act out the story by following teachers narrative.

The unit might be expanded to include a folktale from the second culture that would center around bears or other animals. The teacher would teach the new vocabulary necessary for comprehension of the story and use the flannel board to help illustrate the tale. Students might be asked to predict the ending of this tale through drawing, dance, or dramatization.

*TO CONTINUE GOAL ONE IN GRADES 5-8, TURN TO PAGE 37*

## GOAL 2: Gain Knowledge of Other Cultures

### Discussion

In grades K-4, teachers will need to present information from the target cultures that parallels the developmental understandings of the age groups. Kindergartners and first graders will view the target culture through the lens of self, family, neighborhood, and community. Fourth graders, however, will be able to understand a longer span of time and concepts such as immigration and migration. All will be able to explore other cultures through children's literature, music, art, dance, dramatization, and self-expression.

Teachers have the responsibility of making sure that they are not presenting young learners with stereotypic views. Even young students may start to understand that language and culture are fluid and changing. Students should learn the observational skills and questioning techniques that will enable them to interpret constantly what is presented to them in the classroom.

Young learners should be given many opportunities to listen to folktales, oral histories, stories, and videos from the culture being studied. They should see magazines, newspapers, television programs, children's books, and movies that show many aspects of the culture in order to begin to recognize that the language and culture being studied often convey ideas differently than the native language.

Students in sequential elementary school foreign language programs that begin in the early grades will build on previously introduced concepts, language expressions, and vocabulary. Much of the teachers' presentation of these new concepts can go on in the second language, provided the presentations are supported by audiovisual aids and dramatizations. The students would also be able to respond to questions and demonstrate understanding in the second language, depending on the amount of language they have previously learned. Very young learners or beginners could still be presented with these concepts, but they may demonstrate comprehension in different ways.

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**STANDARD 2.1: Students will demonstrate knowledge of the components of the target culture. They will**

- explore both the expressive and utilitarian forms developed by the target culture;
  - describe the patterns of behavior that are derived from the cultural beliefs and values;
  - identify and analyze the themes, value systems, mind set, and beliefs that form the world view of the target culture;
  - discuss the significance of these contributions to the world community.
-

### Sample Benchmark Tasks

- Students will use appropriate gestures and oral expressions for greetings, leave takings, and common or familiar classroom interactions.
- Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, dramatizations, or role playing.
- Students will identify patterns of behavior or interaction in various settings, such as school, family, and the immediate community.
- Students will observe and identify utilitarian forms of the target culture such as toys, dress, types of dwellings, and typical foods.
- Students will identify or read about and react to expressive forms of the target culture such as children's songs, simple selections from authentic children's literature, and types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied.

### ✧ Sample Learning Scenarios ✧

*Scenario 1:* Many second graders study about other countries as part of their social studies curriculum. For example, in Ms. Simpson's classroom, children have chosen the country of Mexico and its people as a unit of study. These second graders also study Spanish as a part of their day, so they can expand their work with concepts and vocabulary about Mexico in the Spanish class. Through visuals such as pictures and maps, videos, slides, literature, and guest speakers, children learn about the geography and location of Mexico, as well as about families, houses, cuisine, customs, products, expressions, traditions, and art of the various peoples of Mexico. To develop a second grade language and culture unit on Mexico, Ms. Simpson consults and plans with classroom, music, art, gifted and talented, and special education teachers, as well as with the school's media specialist or librarian. This year, Ms. Simpson decides to concentrate on the Mayans and Aztecs. Through reproductions of Mayan and Aztec art work, her students learn the names of animals and colors important to those indigenous peoples. Through dramatizations in the target language or in English (depending on the students' prior exposure to the target language), students hear legends and folktales related to important historical events. Songs and rhymes are taught and performed in class or in school concerts. In collaboration with the art or classroom teacher, the second graders create craft and art projects that illustrate historical and cultural themes. Some age-appropriate projects include mask making, yarn depictions of indigenous fruits, vegetables, and animals; drawings in the style of indigenous people; plaster representations of architectural elements found in Mexican cities, sites, and homes; and murals in the style of Mexican artists. At the end of the unit, Ms. Simpson and the other teachers put up a display in the school library.

*Scenario 2:* Students participate in re-enactments or role-playing that relate to foods, mealtimes, or celebrations involving typical foods. Younger students may taste typical foods already prepared and, depending on their exposure to the language, express opinions/likes/dislikes. Older

students may wish to plan out a meal or celebration. Those who have a better command of the language may wish to write out the lists of what is needed to prepare the foods and make oral or written invitations to attend the celebration. Those that are less able to use the language may wish to make the occasion more festive by making samples of handiwork or crafts from the culture(s) studied and, perhaps, labeling them. All may participate in small groups to prepare typical foods, using simple recipes, for the meal or celebration.

*Scenario 3:* Students learn a game or song popular with their peer group in a target culture and are encouraged to participate in the game or song with their classmates during leisure time or outside of school. Those who have better language management skills may teach the game or song to classmates who may have been absent or to schoolmates in other classes, as well as to members of their families.

*TO CONTINUE GOAL TWO IN GRADES 5-8, TURN TO PAGE 41*

## **GOAL 3: Acquire Information and Connect with Other Disciplines**

### **Discussion**

Students in immersion programs are acquiring new information and knowledge through the target language constantly, because the target language is the medium of instruction. Such programs use authentic documents, media, and contact with members of the target culture to further linguistic and cultural knowledge for students and are usually taught by native speakers using materials printed in the target language.

On the other hand, students in sequential language programs or students with more limited exposure to the language can also further their knowledge of other disciplines if the content of the language class is based on or related to the content being presented in the other elementary school curricular areas. Vocabulary and concepts taken from mathematics, social studies, science, health, language arts, music, and art can and should be integrated into and reinforced by the target language curriculum. When students first acquire information in English, they can build upon this knowledge base to access similar information through authentic texts in the second language. Students are more easily able to retain information when it is presented and reinforced through a variety of modalities and in relationship to learning that has already taken place.

Content related instruction has proven to be a highly successful and stimulating technique for increasing the second language acquisition of elementary school students. Developing language skills while expanding ideas about a variety of topics is a natural complement to the daily classroom routine. The language teacher can provide an avenue for students to explore and investigate concepts already being developed during the rest of the school day in the second language.

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**STANDARD 3.1: Students will use the target language to gain access to information and perspectives that are only available through the target language or within the target culture. They will**

- use this information and perspective to expand their personal knowledge and experience;
  - use authentic documents, media, and contact with members of the target culture.
- 

### **Possible Benchmark Tasks**

- Students will respond to a dramatization of a target language text (e.g., fairy tale).

- Students will examine a target language source intended for same-age native speakers and identify the major elements of the source material (e.g., what it is, why peers would use it, where it might be found).

### ✧ *Sample Learning Scenarios* ✧

*Scenario 1:* One of the easiest concepts to present to young students is the fairy tale. Although the tale may be available only in the target language, as is the case of many stories from countries with oral traditions or stories from less commonly taught languages such as Arabic, Japanese, or Russian, children know many of the concepts from similar or related tales in English. By using dramatizations in the target language, and illustrating them with puppets, visuals, flannel board characters, or stuffed animals, teachers and story tellers can often present new information and concepts to children with limited exposure to the target language. To demonstrate understanding of the stories or tales, children can draw or paint the characters and action.

*Scenario 2:* Young learners are innately curious. Therefore, it would be easy to involve children in the fourth grade in a detective task in which they would be given a target-language text and asked in small groups to discover as much information as possible about it. The teacher would distribute a different item to each group of four students and also a list of simple questions (e.g., What is this? What is its purpose? Where would you expect to find it? When would it be used? By whom?) The items could include a recipe, a page from a dictionary, a page from a mail-order catalogue, a circular from a grocery store, a page from the yellow pages of a telephone book, a page from a newspaper, etc. Based on the students' previous knowledge of foreign language vocabulary and their experience with similar items in their own language, this task should enable them to experience a sense of achievement and at the same time expand their linguistic and cultural awareness.

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#### **STANDARD 3.2: Students will use the target language to reinforce and further knowledge of other disciplines. They will**

- use the target language to discuss their current knowledge of topics from other curricular areas, orally and in writing.
- 

#### **Possible Benchmark Tasks**

- Students will use information from a story being studied in the target language and connect elements (e.g., color symbolism, geographical setting, genre characteristics) from the story to other school subjects.
- Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes

- Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations).

### ⚙ *Sample Learning Scenarios* ⚙

In many school districts, third graders study about other countries and cultures in social studies. By third grade students understand the concepts of countries and continents. They know that many cultures are represented in the United States and they are beginning to explore the diversity of the peoples of the world. Classroom teachers may choose to study a country in Asia or Africa as a part of the third grade social studies program. The language teacher can then present information about these world regions in the language class. For example, third graders studying Spanish might also be studying about the country of Ghana. Even though Ghana is not a Spanish-speaking country, students would use Spanish to review world geography and locate Ghana on the African continent. The language teacher reinforces concepts already presented in social studies by teaching the vocabulary for the products, languages, animals, weather, geography, etc., of the country. Because Ghana is a country near the equator and many Spanish-speaking people also live in equatorial countries, the vocabulary and concepts learned about Africa will reinforce information already presented about the target culture. Students could create books or projects about Ghana in Spanish as well as illustrate or depict the similarities and differences between their local community, a Spanish-speaking community, and a community in Ghana. If the language class includes students who have Spanish as a first language, these students would be able to enrich the authenticity of the language experience by adding their insights about the local Spanish-speaking community.

***TO CONTINUE GOAL THREE IN GRADES 5-8, TURN TO PAGE 44***

## GOAL 4: Develop Insight into Own Language and Culture

### Discussion

The elementary foreign language teacher can help students understand the themes, value system, and beliefs of the target cultures as well as discover relationships between the language they are learning and English. Younger students (grades K-2) are able to be empathetic when they learn more about classmates who may speak another language and live in a different culture at home. By focusing on the known classmate, and perhaps inviting his/her parents or family members to class to share insights into the target culture, the language teacher can begin to lay the foundation for cultural insight and awareness so necessary for successful language learning and communicating. When students are shown how best to compare and contrast their local culture and language to the target culture and language, they can then begin to understand the social and linguistic patterns that are derived from cultural beliefs and values. In order to provide up-to-date and nonstereotypical information to children about other cultures, the elementary language teacher will need to continually update and research aspects of the target culture as well as be able to present students with a process to help them understand their own cultural backgrounds and beliefs.

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**STANDARD 4.1:** Students will recognize that different languages use different patterns to communicate. They will

- recognize, compare, and contrast language patterns in the target language and their own.
- 

### Sample Benchmark Tasks

- Students give examples of word borrowings from one language to another and develop an understanding of this process.
- Students demonstrate awareness of the sound system and writing system of the target language and how these differ from the same elements of English by distinguishing between the two.

### ✧ *Sample Learning Scenarios* ✧

The students in Sra. Moreno's FLES class have been learning various ways to greet people, ask how they are, and say good-bye in Spanish. The students notice that many of the words end in *-ito* and *-ita* and begin to add this ending to unfamiliar words in order to use them in Spanish. Sra. Moreno uses this opportunity to ask students to reflect on how the addition of this suffix changes the meaning of the word. She then asks the students to think of similar changes in words in English and what suffixes in English have the same significance.

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**STANDARD 4.2:** Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will

- compare and contrast the themes, value systems, mind set and beliefs which form the world view of both their own and the target culture;
  - compare and contrast the patterns of behavior which are derived from the cultural beliefs and values.
- 

### **Sample Benchmark Tasks**

- Students will demonstrate a knowledge of the patterns of behavior of the target culture(s) related to recreation, celebrations, etc., and identify similar and different patterns of behavior in their local culture.
- Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, rhymes, etc.).
- Students will identify and describe some cultural beliefs and attitudes of people in both their own and the target culture relating to family, school, work, and play.

### **Resources:**

- literature, authentic documents, and artifacts that reflect cultural beliefs and values
- video and audio materials that present behavior patterns and beliefs from the native culture and the target culture
- access to native speakers of the language

### **☼ Sample Learning Scenarios ☼**

When Ms. Fletcher presents the Roman family in her Latin class, the students practice simple sentences aloud and answer questions in Latin regarding the members of the family, what they are wearing, and what they are doing in the picture. This leads to a discussion of the role of each family member in ancient Rome, the father as head of the household, the mother as the primary teacher of the daughter, who marries around the age of 12, and the son as the student who learns to conduct business as his father does. Ms. Fletcher then asks the students to discuss how the family roles in American culture are different and some of the reasons for these differences. Students who have a background in other cultures are encouraged to discuss the roles of family members of their culture.

***TO CONTINUE GOAL FOUR IN GRADES 5-8, TURN TO PAGE 47***

## **GOAL FIVE: Participate in Multilingual Communities and Global Society**

### **Discussion**

It is important that the elementary foreign language teacher create as many opportunities as possible for students to use the second language in real-life simulations or settings. If native speakers of the language can be invited to classes, students at an early age will begin to develop an excitement and appreciation for what they are learning. The smaller the amount of actual language use with native speakers, the less dedication and enthusiasm students will have to the process of learning and speaking another language. Students can view authentic conversations on video tape if they cannot come in contact with native speakers, but the teacher needs to make sure that the information being presented is explained ahead of time to the students and that key words or expressions are highlighted so that they leave the viewing experience with some sense of accomplishment.

Students may have the mistaken impression that because they have studied a foreign language for a year or two, they will be able to interact quite comfortably with native speakers of the language. Language teachers know this is not the case, but parents and students who have not had the opportunity to study a language over a long period of time may have a misconception as to how long it takes to learn a language. Even at an early age students can come in contact with native speakers who are sympathetic to the language level of the student, either through class presentations or activities that actually bring students together for the purpose of meeting one another, learning about each other's culture, and practicing their beginning language skills. Students will learn a tremendous amount from their interaction with native speakers.

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**STANDARD 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will**

- interact directly with speakers of the target language either through face-to-face conversations or written texts;
  - access information to discover applications of the target language within the community and internationally.
- 

### **Sample Benchmark Tasks**

- Students exchange information about family, school events, and celebrations in written form via letters, E-mail, or in audio formats.
- Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community

⚙ *Learning Scenarios* ⚙

*Learning Scenarios for this standard are under development.*

***TO CONTINUE GOAL FIVE IN GRADES 5-8, TURN TO PAGE 50***

## Grades 5-8

### Overview of Learner Characteristics

As students approach adolescence, they begin to turn their attention to the world outside their family and focus on themselves as individuals and how they fit into the larger context of school and community life. During this crucial transition period when significant emotional, physical, and social changes are taking place, the middle school setting must allow students to experience a sense of belonging; provide a safe environment in which to explore new areas; and give them opportunities to be successful in their educational and social endeavors. Within this context, middle school students respond well to foreign language experiences in which they can participate in experiential learning, making use of concrete objects and hands-on activities. These kinds of activities allow the students to make a gradual shift from concrete learning to more abstract concepts. They feel comfortable working in small groups for language practice in communicating. From there, they are able to move to understanding the language structure through a more systematic presentation of grammar concepts. Their foreign language experience should build on prior knowledge of the language if they have begun their language learning in earlier grades, and should relate to their learning in other subjects through interdisciplinary approaches.

Students in grades 7-8, sometimes called “early adolescents” or “transescents,” are truly the “in-between-agers.” Because they are developing cognitively, physically, and socially in uneven growth spurts that are compressed into a two-to-three year period of time, students in this group present a challenging variety of learner characteristics. Within any given class (or indeed, within any given student), one may find a mixture of childlike innocence and would-be sophistication. There is evidence that the pattern of brain growth seems to slow down temporarily between the ages of 11 and 13.5 years, with a consequent reduction in learning capacity. The introduction in the seventh and eighth grades of concepts requiring more complex thinking processes may be one source of anxiety and frustration for early adolescents. Rather than requiring the acquisition of new cognitive skills, teachers of this group might do well to structure learning activities that support the maturation of thinking processes previously introduced.

From a physical standpoint, early adolescents are beset with hormonal changes which influence their self-concept and often make learning more difficult. Rapid mood swings, variations in attention span, and alternating periods of listlessness and restlessness make motivation problematic. Studies have shown that transescents are frequently obsessed with physical appearance—their own, which they usually deplore, and that of others, which they often envy. A voice sliding up to falsetto, an awkward stumble, an outbreak of acne—these can trigger remarks that plunge a student into despair. Learning activities which require comparisons of height and size or descriptions of physical attributes, as well as questions about invitations to parties, proficiency in sports, or other after-school activities must be handled with great sensitivity.

During these years, the “in-between-agers” are struggling to develop their own identity and, at the same time, to become a part of a special group. Activities in the foreign language class can

help individuals acquire a feeling of pride in the acquisition of communication skills unknown to monolingual peers and teachers. Activities can also provide opportunities for strong in-group bonding through small-group projects that invite participation.

## **GOAL ONE: Communicate in Languages Other Than English**

### **Discussion**

Students in grades five and six have an ever-increasing sense of the world around them and an awareness that there is a bigger world beyond themselves and their families. They are curious and willing to explore new places and relationships. They are mature enough to understand cause and effect relationships and historical timelines and events. Students are interested in how individuals live in other cultures. They identify with and enjoy stories and tales about children their age in other time periods and in other cultures. Students at this age are able to express their ideas in both oral and written form as well as interpret feelings through gestures, facial expression, and body language.

Students in grades seven and eight have a variety of interests and concerns. Entry into middle school is usually marked by a separation of the school day into separate classes for each discipline. However, many middle schools today are implementing team approaches or thematically organized curricula that build on crossdisciplinary models. Foreign language learning at this stage should represent not just development of language skills but also the opportunity for students to pull together their learning in other classes through the filter of foreign language learning and use. At this point in their experience, the expression of thoughts and ideas will reflect not only their own interests but a better understanding of the world around them.

Deriving meaning from oral and written texts will no longer be necessarily dependent on visuals and actions. Selections may be longer and more complex, cover a wider range of topics, and require students to interact with a broader application of the texts, including connections with their other classes in a brief or even more extended way. This is particularly appropriate when the foreign language teacher is part of an established team.

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**STANDARD 1.1: Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. They will**

- discuss topics of interest through the expressions of thoughts, ideas, opinions, attitudes, feelings, and experiences;
  - participate in social interactions related to problem solving, decision making, and other social transactions.
-

**Sample Benchmark Tasks**

- Students will exchange information with peers and familiar adults about topics of interest to them and to same-age members of the target cultures.
- Students will work in pairs or groups to plan an event using authentic schedules, a budget, and interaction with adult users of the language with whom this type of planning would normally take place.

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**STANDARD 1.2:** Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will

- obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communication;
  - process (i.e., select, categorize, analyze, organize, and synthesize) information;
  - provide information in spoken or written form.
- 

**Sample Benchmark Tasks**

- Students will obtain personal data from peers or adults either in person or by telephone.
- Students will comprehend the content of authentic written materials selected by the teacher according to familiarity of topic and scope of vocabulary and structure (i.e., personal letters and notes, pamphlets, newspapers and magazine articles, advertisements).
- Students will understand the main ideas and some details from authentic television, radio, or live presentations on topics that are in their personal area of interest or that of same-age members of the target cultures.
- Students will write various types of texts to a defined audience about a topic of personal interest or experience. In those texts, they will express ideas, opinions, attitudes, or feelings.

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**STANDARD 1.3: Students will be able to use language for leisure and personal enrichment. They will**

- listen to, read, or view stories, plays, poems, other literature, films, songs, or visual works of art for personal enjoyment or engagement in conversation or interaction with others about it;
  - respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, other literature, films, songs, or visual works of art.
- 

**Sample Benchmark Tasks**

- Students will read authentic literary texts selected by the teacher for appropriateness, and describe characters and major events.

✧ *Sample Learning Scenarios* ✧

Students in grades 5-6 enjoy historical figures and dramatizations about past time. Through plays and dramatizations about real or imaginary characters, teachers can create opportunities for students to communicate ideas and feelings using both oral and written forms of the second language. Students might learn the vocabulary for societal roles during the Middle Ages. They could create conversations and scenarios appropriate to the cultural and societal roles of the characters. While reading or viewing tales about the time period, they might be encouraged to explore the role of sports and entertainment during the time period. While some of the research might go on outside of class, perhaps even in English, the goal would be to communicate about the time period using the language. Plays or short vignettes might be performed for other classes.

*Learning Scenario for students in grades 7 and 8 is under development.*

***TO CONTINUE GOAL ONE IN GRADES 9-12, TURN TO PAGE 53***

***TO REVIEW GOAL ONE IN GRADES K-4, TURN TO PAGE 23***

## GOAL 2: Gain Knowledge of Other Cultures

### Discussion

Language is a vehicle for expressing cultural values. Study of the target language provides opportunities for students to develop insights into other cultures. Students in grades 5-8 should become more aware of the appropriate language elements such as vocabulary and gesture involved in a variety of social situations. Here again, the natural curiosities of the age group can be built upon for crosscultural understanding. At these grade levels students are aware of many of the cultural constructs of their own environment. Based on students' interests, teachers can find appealing authentic documents, stories and literature, and magazines, that provide insights into the target culture.

Students in the middle grades are learning about the geography of the world. The study of another language can offer them an opportunity to expand their knowledge of the places where the target language is spoken and to discover how the people of the target cultures interact with the land, its climate, and its resources. This study can open a unique window on the values, beliefs, and behaviors of different groups of people.

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**STANDARD 2.1: Students will demonstrate knowledge of the components of the target culture. They will**

- explore both the expressive and utilitarian forms developed by the target culture;
  - describe the patterns of behavior which are derived from the cultural beliefs and values;
  - identify and analyze the themes, value system, mind set, and beliefs which form the world view of the target culture;
  - discuss the significance of these contributions to the world community.
- 

### Sample Benchmark Tasks

- Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include interaction with adults.
- Students will participate in and react to age-appropriate cultural activities, including but not limited to adolescents' games (e.g., card games, games with gameboards, outdoor games), sports-related activities, music, and television.
- Students will identify and discuss patterns of behavior or interaction typical of the age group in settings in the community.
- Students will identify and discuss values, beliefs, mind sets, or perspectives related to the patterns of behavior or interaction discussed.

- Students will identify and discuss utilitarian forms of the target culture such as educational institutions/systems, means of transportation, and various rules (as they apply to the peer group in the culture being studied) and explore how these forms have influenced the larger community.
- Students will identify orally (or read about) and discuss selected expressive forms of the target culture such as popular music/dance, appropriate authentic texts (e.g., children's magazines, comic books, or children's literature), the use of color, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and to explore the effect of these forms on the larger community.

### ✧ *Sample Learning Scenarios (Grades 5-6)* ✧

*Scenario 1:* The teacher might provide the students with articles from children's magazines or newspapers in the language studied that talk about popular figures in areas such as sports, music, television, or movies. Before the students see the articles, they might be allowed to predict which sport, type of music, singer, or actor they think will be the most popular with children in the target culture(s). They should write their predictions on a piece of paper to be verified after the activity.

When the students have read the articles, they should discuss what they have found. They may use different criteria for selecting those activities or personalities they feel are most popular with their age group in the cultures being studied. Some may see the length of the article as an indication of its importance; others may see the number of articles that mention the activity or personality as an indicator; and still others may recognize the tone or emotion/excitement of the articles. The information reported to the whole group may be tallied or tabulated on the board and these results discussed and analyzed.

To add to the authenticity and scope of the activity, the students might make up a survey in the language studied about these activities/personalities and interview native speakers in the school or local community, or through the use of surface mail or various other technologies.

*Scenario 2:* After learning about behaviors appropriate to several cultural contexts, the students create drawings, conversations, etc., that have several *faux pas*. One student may, for example, draw a picture of a person visiting the country of the culture studied wearing shorts and no shirt inside a sacred place, eating food with his hands, or clapping an elderly worshipper on the back as he yells to a person across the aisle. Another may wish to write a conversation in which the visitor uses the informal form of address with the mayor and does not use a form of polite request when asking for something. Still another may use a pair of pictures in which several cultural items or forms have been altered slightly.

*Scenario 3:* Students are challenged to make up a game about the country/culture studied working in pairs or small groups. The games may or may not be in the language, depending on their command of the language and the intended audience for the game. The games will be presented to a "patent panel" of classmates to check for accuracy and clarity of instructions.

Those that are approved receive a patent that is laminated or made of sturdy construction paper and placed in the classroom or school library to be used. A list of game inventors or patent holders might be published for display in a prominent place. Sources used for this activity may include language texts, social studies texts, authentic documents in the language, and personal interviews.

✧ *Sample Learning Scenarios (Grades 7-8)* ✧

*Scenario 1:* Depending on the language stage of each student, students initiate and maintain direct contact with members of their peer group within the culture studied. They may do this through simple letters, telecommunications, fax, computer, or other technologies. During these exchanges, the students can find out more about the likes, dislikes, opinions, feelings, activities, responsibilities, etc. The correspondents may form cross groups to carry out activities such as finding information for each other.

*Scenario 2:* Students in grades 7-8 explore the folkways of the target culture. They read in either the target language or English about special holidays and celebrations in different parts of the world and compare and contrast the beliefs and values reflected in these celebrations. They are encouraged to work in teams to explore particular themes and their manifestations in both celebrations and in the production of special artifacts. The study of celebrations centering around the harvest season, for example, can include an examination of the celebratory events themselves (folk dances, food preparation and consumption, parades, displays) as well as associated products (food products, children's toys, commemorative artifacts) available during the season or holiday in question.

*TO CONTINUE GOAL TWO IN GRADES 9-12, TURN TO PAGE 56*

*TO REVIEW GOAL TWO IN GRADES K-4, TURN TO PAGE 27*

## GOAL 3: Acquire Information and Connect with Other Disciplines

### Discussion

By the middle grades, efforts are increased to help students see foreign language skills as additional tools in learning. Students should be more aware of the unique contributions which their language skills contribute. Magazines, videos, and pen pal letters or e-mail messages can be used to encourage contact with members of the target culture.

Students who have already developed some language skills should begin to exercise some responsibility for learning. Electronic communication with speakers of the target language at home or in another country can offer a way for students to exchange ideas and information about topics being studied in other classes. Opportunities should be developed for foreign language class experiences to reinforce studies in other areas of the curriculum through student use of authentic documents or media sources. For example, the foreign language teacher could work with a mathematics teachers to develop word problems which would focus on increasing student achievement in both mathematics and the target language. Exercises targeting foreign language writing skills could make use of ideas for writing samples based on other areas of study.

Many middle school students have a keenly developed sense of adventure and drama which can effectively be tapped by the middle level foreign language teacher. Ideas being discussed throughout the school day can be used to further development of language skills as students use their skills to access information which is not available to the monolingual speaker. This is a perfect time to use native speakers of the target language to reinforce concepts and ideas being developed in other classes, or centered on school-wide issues. Once again, students may have access to a variety of sources which are not available in English. These sources could include specialty publications designed for students or electronic media sources that originated in the target language or target culture. A real advantage can be gained by helping students understand that their second language abilities give them access to information and knowledge that their peers do not have.

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**STANDARD 3.1:** Students will use the target language to gain access to information and perspectives that are only available through the target language or within the target culture. They will

- use this information and perspective to expand their personal knowledge and experience;
  - use authentic documents, media, and contact with members of the target culture.
-

**Sample Benchmark Tasks**

- Using the second language, students will establish contact with members of the target culture to obtain information about a hobby, sport, or topic of personal interest.
- Students will consult target language sources to gain information on a topic of personal interest or community concern.
- Students will use target language sources to gain information about common items, such as food, electronics, autos, etc.
- Students will use target language tourism publications to understand why specific locations are important to the target culture.

⚙ **Learning Scenarios** ⚙

In Ms. Durbin's foreign language class, students have been studying the family. They have read poems in the target language about families, and have written simple, unrhymed poems about a member of their family. They have sung songs from the target culture which mention families or family members, and they have read authentic fairy tales dealing with family relationships. Now, to heighten that sense of uniqueness which they have as developing foreign language speakers, Ms. Durbin has prepared a series of simple questions and statements about the story. Instead of merely passing out questions and then discussing them in class, Ms. Durbin has had students put them on brightly-colored pieces of paper, and they have posted them in conspicuous spots around the school. Ms. Durbin has given each student a sheet of paper with room to record the question. Students realize that, unlike their monolingual classmates, they are finding questions posed around the school that are accessible only to them because of their foreign language skills.

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**STANDARD 3.2: Students will use the target language to reinforce and further knowledge of other disciplines. They will**

- use the target language to discuss their current knowledge of topics from other curricular areas, orally and in writing.
- 

**Sample Benchmark Tasks**

- Students will view a film or listen to a discussion in the language class on a topic they are currently studying in another class. They will use the new information from the language class in the other class.

- Students will use authentic sources to assemble facts and statistics about topics of personal interest. They will use this information in connection with ideas being studied in another class.
- Students working in small groups will choose a topic, concept, or figure being studied in another class and use a target language information source to add to their understanding.
- Students will use the target language to obtain specific information from a target language institution that can enhance their study of a topic in another class.

### ⚙ *Sample Learning Scenarios* ⚙

Students on an eighth grade team are exploring topics revolving around environmental awareness. They read an article in their own language in science class. In the language class, they read a brief article written in the target language for students from the target culture and compare and contrast with those same practices described in the article written in English. They express their conclusions via e-mail to penpals in the target country.

*TO CONTINUE GOAL THREE IN GRADES 9-12, TURN TO PAGE 58*

*TO REVIEW GOAL THREE IN GRADES K-4, TURN TO PAGE 30*

## GOAL 4: Develop Insight in Own Language and Culture

### Discussion

The acquisition of a second language draws attention to how the two languages and cultures interact. There is an intercultural process at work which results when one language and culture comes in contact with a second language and culture. The two cultures meet as communicative and interactive styles are compared and contrasted. This new perspective allows us to gain insight into one's own language and culture as we become more competent in viewing the first language from the vantage point of the second language and culture. Intercultural exploration helps us frame issues about our own world view while in the process of investigating another.

Each language system or system of symbols reflects and affects its representative world view. The study of a second language expands the world view by affirming an alternative and at the same time providing the insight that comes from the process of viewing the first language and culture through the perspective of the second. Intercultural exploration presents numerous opportunities to view both languages and cultures. The process of learning a second language allows us to go beyond what we take for granted by exploring something new. This gives us a new perspective to view something new that we have always taken for granted. The language we acquire influences the way we construct our vision of the world, and when we acquire a second language, we are offered an alternative view of the same world. Comparing and contrasting languages and cultures promotes cultural literacy.

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**STANDARD 4.1: Students will recognize that different languages use different patterns to communicate. They will**

- recognize, compare, and contrast language patterns in the target language and their own.
- 

### Sample Benchmark Tasks

- Students understand how idiomatic expressions have an impact on communication and reflect culture by anticipating larger units of meaning rather than individual word equivalencies.

### ✧ Sample Learning Scenarios ✧

Magister O'Reilly begins each of his Latin I classes with a word of the day. The students look forward to figuring out the meaning of the word based on Magister's presentation of the root word from Latin combined with their own knowledge of prefixes and suffixes in English. Today's word is *septet*, and the students eagerly begin dissecting the word. One student looks up words in the dictionary and reports to the class about other related words. Soon the class has a whole list of words including *septuagenarian*, *septillion*, *septennial*, and *September*. When the discussion turns to the word *September*, Magister queries the class as to why our ninth month

would carry a name related to the number seven. Students are assigned this question for homework, and the next day a lively discussion takes place about the calendar revised by Julius Caesar in which he added two months to the year, thus making September the ninth instead of the seventh month.

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**STANDARD 4.2: Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will**

- compare and contrast the themes, value systems, mind set, and beliefs that form the world view of both their own and the target culture;
  - compare and contrast the patterns of behavior that are derived from the cultural beliefs and values.
- 

**Sample Benchmark Tasks**

- Students will investigate and report on cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies, and recreational gatherings).
- Students will compare and contrast art forms such as music and songs from the target culture with those in the native culture through oral and/or written descriptions and performance, where possible.
- Students will learn about the attitudes of adolescents related to some aspect of American culture through face-to-face contact or written exchanges and compare how adolescents in the target culture view the same topic.

**Resources:**

- Authentic documents, literature, and video selected by the teacher to provide age and interest appropriate information about cultural traditions and celebrations
- Access to native speakers, electronic mail networks, phone, fax, or mail
- Access to dictionaries, encyclopedias, thesauruses, and other text and audio visual reference materials

✧ **Sample Learning Scenarios** ✧

The students in Sra Juarez’ seventh grade Spanish class have been discussing the traditions in Spanish-speaking countries for identifying when one enters “adulthood.” They have been comparing and contrasting ceremonies and rituals such as the “quinceañera” with “Sweet Sixteen” parties in the United States. They have also discussed first communions, bar-mitzvahs, and other religious coming-of-age celebrations. They have made a chart of specific rights and

responsibilities that are granted at certain ages in the United States, such as getting a driver's license and being able to vote. Since these students have been learning Spanish since the third grade, they have an extensive vocabulary and are able to communicate on a wide variety of topics relating to their personal interests and needs. Because of this background, they are able to develop a questionnaire regarding these "rights of passage" and are assigned to survey at least five members of other ethnic backgrounds, such as Irish, German, Vietnamese, etc. to respond to the questionnaire. Working in groups, they collect and analyze the responses and make summary statements regarding the traditions concerning one's passage to adulthood in American culture and in the Spanish-speaking world.

*TO CONTINUE GOAL FOUR IN GRADES 9-12, TURN TO PAGE 61*

*TO REVIEW GOAL FOUR IN GRADES K-4, TURN TO PAGE 33*

## GOAL 5: Participate in Multilingual Communities and Global Society

### Discussion

*This section is underdevelopment.*

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**STANDARD 5.1:** Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will

- interact directly with speakers of the target language either through face-to-face conversations or by using written texts;
  - access information to discover applications of the target language within the community and internationally.
- 

### Benchmark Tasks

- Students will exchange information in written form or orally with peers from target language groups by discussing their preferences concerning leisure activities, including athletics and music.
- Students will request information from members of the local community or from the sports and entertainment fields who use the target language in their experiences in these professions.

### ✧ Sample Learning Scenarios ✧

Mme Nelson's eighth graders rush into the classroom and eagerly gather at the computer to check for responses from their French pen pals on the Minitel chat line. They have been able to correspond with thirteen-year-olds from an *école* in southern France by using the French national database (Minitel) to connect with their peers in France. Mme Nelson's students are in their second year of study of French, so they are able to write to their French counterparts and ask questions about what a typical day at school is like, what the French students like to do for fun, and what their community is like. They are also able to share this information about themselves in French. Today in class they access the French students' responses and download them onto their own disks. They exit Minitel and then read the responses and formulate questions and answers for their next communication. Approximately half of the class period is spent on this activity. Then their attention turns to the next assignment, in which Mme Nelson gives each group a specific amount of money and they must decide how they will spend it while dining in Paris. They return to the Minitel and access a list of restaurants in Paris and the menus of the fare offered. They are able to select menu items for a full French meal and calculate the

amount spent in francs. The groups then evaluate the work of the others by ascertaining how balanced the meal was, how close the group came to spending the amount assigned, and whether an appropriate tip was given. The assignment for tonight is to calculate the equivalency of the amount each group spent in francs with American dollars.

***TO CONTINUE GOAL FIVE IN GRADES 9-12, TURN TO PAGE 64***

***TO REVIEW GOAL FIVE IN GRADES K-4, TURN TO PAGE 35***

## Grades 9-12

### Overview of Learner Characteristics

While students in grade nine are, for the most part, markedly less mature than students in grade twelve, the majority of students in the high school age group have moved into what Piaget terms “the stage of formal operations.” This means that they are no longer restricted to cognitive processes dealing with the concrete and the immediate, but are now capable of reasoning in the abstract. They can set up contrary-to-fact situations, make comparisons between what is real and what might be, and relate the present to the historical past. These new cognitive skills enable students to acquire a greater understanding of language and culture.

### GOAL ONE: Communicate in Languages Other Than English

#### Discussion

Students at this age who have benefitted from a sequential language program are able to initiate and sustain extended conversation on a variety of familiar topics and employ appropriate conversational strategies to explore novel topics with peers and adults. They participate actively in social interactions to discuss issues and solve problems. They are able to compose written texts including letters, reports, and essays, demonstrating functional control of appropriate writing conventions.

They should be able to read a variety of unglossed authentic texts on subjects of general knowledge, life experience, and personal interest and analyze and explain the main and supporting ideas of such texts. They can use a variety of authentic sources, including technology, to locate specific information and make inferences based upon that information. They can extract relevant information from speeches, conversation, lectures, messages, and media sources. They can also use the language as a medium for creative and personal expression.

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**STANDARD 1.1:** Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. They will

- discuss topics of interest through the expressions of thoughts, ideas, opinions, attitudes, feelings, and experiences;
  - participate in social interactions related to problem solving, decision making, and other social transactions.
-

**Sample Benchmark Tasks**

- Students will write a letter to a native speaker of the target language explaining a past event and their feeling about that event. The particular time of the event will be chosen from a large variety of possibilities.
- Students will communicate (orally or in writing) with a speaker of the target language regarding a future event.

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**STANDARD 1.2:** Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will

- obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communication;
  - process (i.e., select, categorize, analyze, organize, and synthesize) information;
  - provide information in spoken or written form.
- 

**Sample Benchmark Tasks**

- Students will apply for participation in a summer program at a school making arrangements for room and board, using a class schedule, and using information about transportation and local tourist attractions and activities.
- Students will interact with a proficient speaker of the target language in a number of true-life situations chosen from a large variety of topics: getting around (hotel, station, pharmacy), getting things done (repair walkman, fix straps on sandals), asking for information.
- Students will understand the main ideas and significant relevant details of extended discussions, presentations, and feature programs on radio and television, in movies and other forms of media designed for use by native speakers.

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**STANDARD 1.3:** Students will use language for leisure and personal enrichment. They will

- listen to, read, or view stories, plays, poems, other literature, film, songs, or visual works of art for personal enjoyment or engagement in conversation or interaction with others about it;
  - respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, other literature, films, songs, or visual works of art.
-

**Sample Benchmark Tasks**

- Students will read an authentic literary text in the target language, explain in general terms the characters and plot, and express personal reactions and feelings about the work orally and/or in writing.

✧ *Sample Learning Scenarios* ✧

Students write a formal letter in the target language to request information from an American company abroad, a non-American company abroad, or a non-American company in the U.S., to find out what environmental protection practices are being implemented. Expected responses would be in the form of brochures or videos which would be analyzed with regard to environmental practices within different cultures. Information would also be gathered on such things as the Greens and their role in politics and society. Based on the information obtained, an Earth Day Fair is organized, with different booths representing different countries, to show what is happening internationally. This could be an interdisciplinary activity involving math, science, geography, etc.

*TO REVIEW GOAL ONE IN GRADES 5-8, TURN TO PAGE 37*

*TO REVIEW GOAL ONE IN GRADES K-4, TURN TO PAGE 23*

## GOAL 2: Gain Knowledge of Other Cultures

### Discussion

*This section is under development.*

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**STANDARD 2.1** Students will demonstrate knowledge of the components of the target culture. They will

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- explore both the expressive and utilitarian forms developed by the target culture;
  - describe the patterns of behavior which are derived from the cultural beliefs and values;
  - identify and analyze the themes, value systems, mind set, and beliefs which form the world view of the target culture;
  - discuss the significance of these contributions to the world community.
- 

### Sample Benchmark Tasks

- Students will interact successfully in a variety of cultural contexts that reflect peer-group activities within the culture(s) studied, using the appropriate verbal and nonverbal cues.
- Students will identify, discuss, and analyze various patterns of behavior or interaction both typical of the age-group and extending beyond.
- Students will identify, discuss, and analyze those values, beliefs and mind sets that support the patterns of behavior or interaction identified.
- Students will identify, discuss, and analyze utilitarian forms of the target culture, including but not limited to social and political institutions and laws, and evaluate the impact of these on the larger community.
- Students will identify, discuss, and analyze expressive forms of the target culture including popular expressions of books, periodicals, videos, commercials, music, dance, design, painting, etc.
- Students will identify, discuss, and analyze expressive forms of the target culture that are classified as literature and fine arts and assess their influence on the larger community.

### ✧ *Sample Learning Scenarios* ✧

The ten students in rural Klinket County High School who are studying French via a distance learning program which originates at the state university had a wonderful problem: how to spend

the \$200 they earned from the sale of a Charolais calf donated to their French class by Timmy Dubreck's father. The calf triggered a crosscultural investigation by the students at Klinket High, the students at Grove Valley High (also on the distance learning hook-up) and students in the on-site class at the university. An expert on Charolais cattle at the university veterinary school discussed, in very simple French, the origins and characteristics of the breed, as well as its history in the United States. Students in both the outlying high schools and in the on-site class at the university staged a *nommer le veau* ("name the calf") contest. The winning name, Charlemagne ("Charlot" for short), was conferred during an official "christening ceremony" in front of Klinket High, which was videotaped and dispatched to the other two schools on the hook-up. The veterinary school professor then arranged a teleconference with a Charolais breeder in France, who answered the carefully prepared questions of the American students. The breeder's teenage son and daughter also appeared on screen to introduce their own pet calves and to warn their American peers not to get too attached to Charlemagne. In April the calf was "rescued" by the uncle of a student in the Grove Valley class, who bought Charlemagne for \$200 and promised to raise it to maturity on his own farm.

The French teacher at the on-site class supplied the address of a shop in Paris which specializes in posters signed by their artists. The students composed a letter requesting a catalogue picturing the posters for sale. When the catalogue arrived, the Klinket County class chose their ten favorite posters, made enlargements of them for viewing by the distance learning classes, and gave the title and description in French of each poster, along with the price in francs and a brief biographical sketch of the artist. The students in all classes voted for their five favorites (the total price of which could not exceed \$200). When the results were tallied, the university arranged for a telephone call between Klinket County and the Paris poster shop. With all students on-line listening attentively, students at Klinket County placed their order. The proprietor of the shop promised to have at least two of the artists write to the students, and was rewarded with cheers across the Atlantic. When the posters arrived, the students at Klinket High voted that one should remain as decor in their French room, two should be sent to distance learning classmates, one should be mailed to their new friends on the Charolais farm in France, and the fifth should be presented to Timmy Dubreck's father in appreciation of the original gift of Charlemagne to the class.

*TO REVIEW GOAL TWO IN GRADES 5-8, TURN TO PAGE 41*

*TO REVIEW GOAL TWO IN GRADES K-4, TURN TO PAGE 27*

## GOAL 3: Acquire Information and Connect with Other Disciplines

### Discussion

High school students should have many opportunities to explore target language sources to increase their knowledge in other disciplines. Here again, the concept of increasing student responsibility for learning is important. Because students who find themselves in the same language class may have very different schedules for the rest of their academic day, opportunities for formal collaboration among teachers may prove to be almost impossible to realize. Nevertheless, foreign language study can be a vital component in acquiring new information. By this level, the documents available to the student increase greatly in sophistication as media which is targeted at youth and adults from the target culture are accessible to foreign language learners with adequate skills. Not only general information which is available through references such as encyclopedias, but specific content information accessed through untranslated documents, or interactions with speakers of the target language, become valuable tools to the high school student.

While one purpose of the information might be the reinforcement of native language content, students should also be using the second language to expand information in certain areas based on personal interests at a level beyond the minimum required for a certain class. As students become increasingly adept with their ability to access information sources, and not merely their ability to comprehend those target language sources, their acceptance of the advantage of foreign language skills should be enhanced.

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**STANDARD 3.1:** Students will use the target language to gain access to information and perspectives that are only available through the target language or within the target culture. They will

- use this information and perspective to expand of personal knowledge and experience;
  - use authentic documents, media, and contact with speakers of the target language.
- 

### Sample Benchmark Tasks

- Using the second language, students will establish contact with members of the target culture to obtain information about a hobby, sport, or topic of personal interest.
- Students will consult target language sources to gain information on a topic of personal interest, community, or world concern.

### ✧ *Learning Scenarios* ✧

Sra Young's Advanced Placement Spanish class in Kentucky is paired with an English class in Chihuahua, Mexico. Students have exchanged letters with varying degrees of frequency for the past two years as their language skills have developed. This year, students decided that they would like to get beyond the mere recounting of class schedules and daily routine, so they agreed to a joint video/cultural project which for Sra Young's students would combine Spanish class and one other class, depending on students interests, schedules, etc.

For this project, students in the two cities agree to exchange the front pages of the local daily paper every other week for a semester. Each Friday, the papers for that week are collected and the five pages are sent to the other school. Students analyze the Spanish and English news reports from a variety of aspects which they have agreed upon. By the halfway point of the semester, students have selected a current event topic of interest to them, and have begun the preparation of their analysis of the issue as reported in the two cities. At the end of the semester, formal presentations are made by each student. The videotaped presentation and accompanying written component are sent to the sister school for further analysis by the students on perceptions and conclusions of their fellow students.

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**STANDARD 3.2: Students will use the target language to reinforce, and further knowledge of other disciplines. They will**

- use the target language to discuss their current knowledge of topics from other curricular areas, orally or in writing.
- 

#### **Sample Benchmark Tasks**

- Students will research a topic of interest from another discipline accessing a variety of target language sources (e.g., print, audio, video, CD-ROM) and use that information as the basis for work in that discipline.
- Students will select an event or historical figure they are familiar with from another course. Accessing a target language source, they will share the information with classmates.
- Students will share a concept or skill learned in the foreign language class with one of their other classes, or share their understanding of the way it applies to the other class with classmates in the language class.
- Students will interview speakers of the target language (either in person or via an electronic network) to obtain their views on a topic about which the students are already knowledgeable.

### ✧ Sample Learning Scenarios ✧

*Scenario 1:* Students in Mrs. Welch's biology class have been working in teams to study viruses, conducting experiments in the lab while researching a particular strain of viral infection. One team has become intrigued by the work done at the Pasteur Institute in the exploration of the virus which causes AIDS. Maria and John are both taking French and know that they could probably add significantly to the biology class if they were able to contribute information about the institute and its work. They obtain the address of the institute through a Minitel search using John's computer at home. Not finding an e-mail address, the pair decides to write the Institute and request information regarding work on the virus. The jointly composed letter becomes an entry in each of their French writing portfolios. After four long weeks, a packet of materials finally arrives. The pair is disappointed to find that the items in the packet are almost all in English. Discussion of the virus has become old news in the biology class as new topics have replaced bacteria study. John and Maria, however, are intrigued to find that the French perspective of the history of the discovery of the HIV virus differs subtly from what they had assumed after reading in biology class. Mrs. Welch is pleased with their initiative, interested in the perspective they noticed about the research, and invites the students to share the information with classmates during a formal presentation to the rest of the class. Rather than focusing exclusively on viral infections, the ensuing discussion centers on competition in science, the scientific process, and reasons why much of the technical work in the field is written in English.

*Scenario 2:* In order to make an historical or cultural period come alive for students, Frau Hake, a German teacher, has her students select an historical period for closer investigation. Each student selects a person of his/her choice from that historical period and researches this personality from target-language sources in order to assemble a new identity based on this information. Then, each student introduces himself/herself to classmates, describes his/her life and provides his/her views of this important historical period. Students might repeat this performance before a drama, history, or fine arts class or apply it to any other class of his/her choice.

***TO REVIEW GOAL THREE IN GRADES 5-8, TURN TO PAGE 44***

***TO REVIEW GOAL THREE IN GRADES K-4, TURN TO PAGE 30***

## **GOAL 4: Develop Insight into Own Language and Culture**

### **Discussion**

For students in grades 9-12, foreign language teachers should be prepared to teach the cognitive skills that support formal operations: classifying, making inferences, analyzing, constructing analogies, creating metaphors, synthesizing, and seeing implications. Learning activities can enhance and strengthen these higher-order thinking skills. Equally important, teachers should plan activities which help students think about stereotyping and prejudice, and to reflect about the need for openness to ways and words that are different as well as to beliefs and values that are similar to their own.

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**STANDARD 4.1: Students will recognize that different languages use different patterns to communicate. They will**

- recognize, compare, and contrast language patterns in the target language and their own.
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### **Sample Benchmark Tasks**

- Students will identify various elements of the target language, such as time or tense, and comparable linguistic elements in English by comparing and contrasting the two languages.

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**STANDARD 4.2: Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will**

- compare and contrast the themes, value systems, mind set, and beliefs that form the world view of both their own and the target culture;
  - compare and contrast the patterns of behavior that are derived from the cultural beliefs and values.
- 

### **Sample Benchmark Tasks**

- Students will read authentic texts and view films related to the issues of migration and immigration in the target cultures and in the native culture. Issues related to family, income, environment, natural disasters, and wars will be compared and contrasted through oral, written and artistic expression.
- Students will recognize the utilitarian forms of the target culture as they are reflected in American culture and will be able to discuss in the target language the significance of these forms.

- Students will analyze the media coverage of a world event as presented in a target language country and in the United States by reading or viewing appropriate media accounts and discussing how these accounts reflect the different world views of the two cultures.

**Resources:**

- Access to authentic sources of texts, videos, movies, artifacts, artwork, etc.
- Access to text and audio-visual reference materials

### ✧ *Sample Learning Scenarios* ✧

*Scenario 1:* The students in Ms. Randolph's German IV class have read in the newspaper about the Daimler-Benz decision to build a plant in Alabama. Living in the San Jose, California area, the students are very aware of changing economics and decide they would like to find out more about the impact of this decision on the community. Together with their senior economics class, they draft a letter to fax to the area chamber of commerce and to the Federal Republic of Germany Consulate in Atlanta to get current source materials and contacts. They soon receive several local publications and as well as newspaper articles discussing the impact of the decision at the headquarters in Sindelfingen. The students begin to follow this situation in the press and through their SCOLA broadcasts. They decide to compare the reaction from a business, a government, and an environmental perspective. What are the advantages and disadvantages of having foreign cars made in the US? What do the different spokespeople have to say who represent business, government, and the environment? What do they have in common and how do they differ? What does this mean for the future of the two areas? The students are comparing the perspectives as presented in the media. They will share this information with the senior economics class as well as with the other German IV class at Washington High.

*Scenario 2:* The students in Mr. Miller's level two French class are working in small groups to put the finishing touches on their cartoon sketches illustrating American stereotypes. Caricatures of The Used Car Salesman, The Librarian, The Mad Scientist, and The Redneck, among others, each accompanied by a descriptive paragraph, are almost ready to be displayed on one wall under the caption: "AMERICAN STEREOTYPES: PICTURES IN OUR MIND." On the opposite wall is a similar caption in French, awaiting the fruits of next week's fieldwork project.

With the help of Mr. Miller, the students located two native speakers in their own town and four in a near-by city. The class composed letters that were mailed to these prospective informants, explaining the class interest in stereotypes held within the American and French cultures and across the two cultures, and requesting permission for small groups of students to interview the native speakers. Arrangements were concluded for interviews to be conducted next Saturday afternoon. Tomorrow the class will work as a group to formulate questions in French for their interviews. They will also review customary French practices when making social calls, introducing friends, requesting permission to tape-record conversations, showing appreciation, and saying good-bye.

On Monday the interview teams will review the written notes from their Saturday interviews, listen to their tapes, and prepare an outline of the characteristics of each stereotype described by their informant. The class will eventually share their data, locating on a map the region where the subject for each stereotype originates (Paris, Auvergne, Provence, Belgium, etc.). They will note similarities and differences among the versions supplied by each informant, and will draw up a composite description to serve as the basis for the cartoon depiction of each French stereotype which will be mounted on the wall. Photographs of both American and French caricatures, along with a summary of the characteristics for each, will be sent to the informants as an expression of gratitude for their help.

Within their own school, Mr. Miller's class has been cooperating with a social studies class to examine stereotyping in a more dimensional way. The French students composed a questionnaire in English to elicit stereotypes held by their social studies peers of the French and of French culture. A similar questionnaire was sent to French pen pals in a counterpart school in France to elicit stereotypes held in France today about Americans and American culture. Ultimately, a humorous, life-sized caricature of the French person as seen by Americans, and of the American as seen by the French, will be mounted on the third wall of Mr. Miller's room. Both social studies and French students have been analyzing the origins and functions of stereotypes. When all data is in, they will look for similarities and differences in the groups that are stereotyped: are they associated with geographical differences? with dialectical differences? with professions? with social class? with ethnic origin? What proverbial sayings (metaphors, similes), and what riddles, jokes, and anecdotes reflecting the stereotypes have become a part of the respective cultures? The possibly negative results of stereotyping will be explored in depth. Volunteers may wish to share their own personal experiences with these "pictures in our minds."

*TO REVIEW GOAL FOUR IN GRADES 5-8, TURN TO PAGE 47*

*TO REVIEW GOAL FOUR IN GRADES K-4, TURN TO PAGE 33*

## GOAL 5: Participate in Multilingual Communities and Global Society

For students in grades 9-12, foreign language teachers need to help students see the applications for second language acquisition and use in their own communities. Teachers need to support students in their endeavors to explore opportunities for future applications of second language competence in the global marketplace.

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**STANDARD 5.1**     **Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will**

- interact directly with speakers of the target language either through face-to-face conversations or written texts;
  - access information to discover applications of the target language within the community and internationally.
- 

### Benchmark Tasks

- Students will communicate in writing with their peers in the target culture regarding the official government position on an international topic (i.e., the NAFTA trade agreement). The students will acquire information that will enable them to discuss the target culture's government position on the topic and compare it to positions taken by the U.S. government.
- Students will complete a project focusing on the repackaging of American advertisements to the market of the target culture.

### ✧ Sample Learning Scenarios ✧

The social studies class and Frau Redenbaugh's third-year German class have compared local and national newspapers with articles in German papers on the elections for the European Union (EU) being held in various West-European countries. The students want to find out more about the EU and how similar the new system is to the governmental system in the US. What changes are under way and what implications do they have for the future? They first establish what they now about American political institutions and compare this to the EU. Then they draw up a list of questions to send to their partner school, the Kennedy Gymnasium, in Berlin. Each of the students has a partner he/she has been writing to since the first class in German in elementary school. The students are interested in discussing how these changes will affect their friends in Germany. How do the students at the Kennedy Gymnasium see their future in the new Europe? Some of the topics they discuss include changes in standards of living, future job possibilities, competition with Japan and the US, the cultural impact for Europe as well as environmental issues. They will compare the responses they get with a series of newspaper articles they have

read on the subject and with materials they have received from Germany and Austria. One area of special interest that is covered in the American media is the perception of Germany's role in the new Europe. They want to compare the presentation of this topic in the American and in the German media. Then they will compare their findings to a project they did last year of stereotypes. They are especially interested in expanding the collection of cartoons they started in German II and in looking at the ways stereotypes are presented in relation to the question of a new Europe. When they have put it all together, they will write up a report to go out to their e-mail network all over the United States.

*TO REVIEW GOAL FIVE IN GRADES 5-8, TURN TO PAGE 50*

*TO REVIEW GOAL FIVE IN GRADES K-4, TURN TO PAGE 35*

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