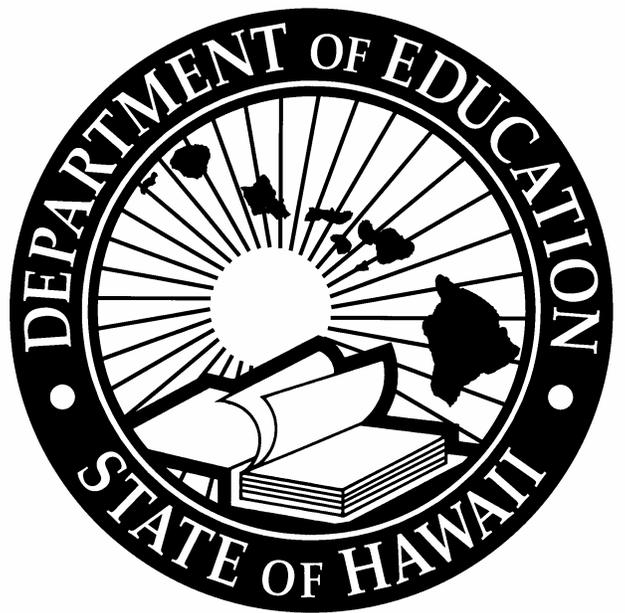


Curriculum Framework *for* World Languages

Office of Curriculum, Instruction and Student Support
Instructional Services Branch

Department of Education
State of Hawaii

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FOREWORD

Broadly defined, curriculum is the total learning experience provided by a school to its students. It includes all of the content, goals and objectives, instructional materials, instructional strategies, student support and other services, and activities provided for students by the school.

Curriculum frameworks communicate common understandings about content and performance standards, instruction, and classroom assessment in a content area. The frameworks suggest ways that classroom instruction and assessment can be designed to best address the Hawaii Content and Performance Standards (HCPS) III. The curriculum frameworks also provide a means for schools to incorporate system-wide requirements into the school curriculum to ensure educational quality and equity for all students.

This framework is one of a series of Hawaii State Department of Education publications for teachers and other educators to use in implementing the HCPS III at the classroom level. Curriculum Frameworks for each of the nine HCPS III content areas provide a framework and philosophy for curriculum, instruction, and classroom assessment in those disciplines.



Patricia Hamamoto, Superintendent

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INTRODUCTION TO THE CURRICULUM FRAMEWORK SERIES

DESCRIPTION, PURPOSES, USES

Curriculum frameworks suggest the best thinking about the knowledge, skills, and processes that characterize a particular discipline; these frameworks provide a structure within which to organize curriculum and instruction in that content area. Curriculum frameworks represent the theoretical and philosophical bases, grounded in sound research, upon which the content standards, benchmarks, performance tasks, and rubrics were developed.

The curriculum framework series for the HCPS content areas include documents that provide the rationale or statements of the values, principles, research, and assumptions which help to guide decision making and the designing of curricular and instructional programs. Curriculum frameworks provide links between theory and practice as well as up-to-date and relevant information about pedagogy, learning, and resources within a content area.

Curriculum frameworks are intended for teachers and other educators and policy-makers involved in curriculum, instruction, and other educational decision-making. The frameworks are meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms across the state. The written format allows access to this information by all educators statewide.

Curriculum frameworks can be used by teachers as a roadmap to plan and design curricular and instructional units or activities at the school level and serve as aids in selecting appropriate classroom level materials for students as well as assessments that can be used for diagnosis, progress monitoring, and measuring outcomes. The frameworks can also serve as a common reference point in discussing and aligning curriculum schoolwide or within a grade level or department.

THE SYSTEM OF STANDARDS

Fundamentally, standards provide *all* students with access to high expectations, challenging curricula, and effective teaching. Standards associate equity with excellence and ensure that students have the knowledge and skills necessary to participate in daily activities and in the workplace and to pursue their goals and aspirations.

The HCPS III describe educational targets in all nine content areas for *all* students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science, and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that *all* courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

THE HAWAII STANDARDS SYSTEM

The Hawaii Standards System is more than the HCPS III alone. The Hawaii Standards System supports standards-based education through curriculum, instruction, and assessment components. The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators. The *Hawaii Standards System* supports school level implementation of standards-based education by

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

The HCPS III contain

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Mathematics, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for *all* students in grades K-5;

- Essential standards for all required courses in the four *core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the five extended core areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in the HCPS III document. These standards will be found in future HCPS III publications as course standards and benchmarks as well as in the new edition of the *Approved Course and Code Numbers* (ACCN) catalog. Because *all* courses are standards-based, these specialized courses utilize

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards originally found in HCPS II.

THE RELATIONSHIP BETWEEN THE STANDARDS AND THE GENERAL LEARNER OUTCOMES

Content Standards define the academic content knowledge and skills that all students should know and be able to do. They are general statements of expectations for all students K-12.

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes (GLOs) serve as the essential, overarching goals in the system of standards. These Outcomes are

- GLO 1: Self-directed Learner: The ability to be responsible for one’s own learning
- GLO 2: Community Contributor: The understanding that it is essential for all human beings to work together
- GLO 3: Complex Thinker: The ability to be involved in complex thinking and problem solving
- GLO 4: Quality Producer: The ability to recognize and produce quality performance and quality products
- GLO 5: Effective Communicator: The ability to communicate effectively
- GLO 6: Effective and Ethical User of Technology: The ability to use a variety of technologies effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the GLOs while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it is what we educators do with the standards—how we

realize them in all classrooms for all students—that will determine whether we can fulfill the Department’s vision of Hawaii public school graduates who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without the need for remediation.

THE HCPS III IMPLEMENTATION PROCESS MODEL

The Hawaii Content and Performance Standards (HCPS) III Implementation Process Model is a framework that has been adapted from West Ed’s Learning from Assessment model. It consists of a series of six steps.

- The first step in the process asks a teacher to identify relevant benchmarks. The teacher decides which benchmarks will be the central focus of a lesson or unit.
- In the second step, the teacher determines what evidence will show that the students have met the benchmarks.
- In the third step of the process, the teacher plans the strategies and experiences which will build understanding and help all students meet proficiency.
- The fourth and fifth steps require the collection of evidence of student learning. The teacher determines what this evidence indicates about the student’s progress and decides what further instruction or support is needed.
- Lastly, the teacher evaluates the work and communicates the findings.

While the model numbers the steps in the process, it is important to remember that these steps are not always followed in a lock-step fashion. For example, a teacher may work through steps one to five, and as she collects the evidence of student learning (step five), she will likely gain insight that will inform step three (determine learning experiences). In her review of the work, she may notice that many students are not meeting a certain aspect of a particular benchmark. For example, the students may be able to correctly compare fractions, but may be unable to explain why they placed the fractions in a particular order. This evidence will inform step three and the teacher will likely design additional learning experiences designed to help students place fractions in a particular order.

HCPS III IMPLEMENTATION PROCESS MODEL

- ➊ Identify relevant benchmarks.
 - ➋ Determine acceptable evidence and criteria.
 - ➌ Determine *learning experiences* that will enable students to learn what they need to know and to do.
 - ➍ Teach and collect evidence of student learning.
 - ➎ Assess student work to inform instruction or use data to provide feedback.
 - ➏ Evaluate student work and make judgment on learning results and communicate findings.
- Reteach or repeat the process with the next set of benchmarks.**

The table on the next page shows the six-step HCPS III Implementation Process Model. It also shows the state and school support for student success that relates to each step in this model.

HCPS III IMPLEMENTATION PROCESS MODEL

Implementation Steps	State Support for Student Success	School Support for Student Success
<p>1 Identify relevant benchmarks. <i>Which benchmarks will be the central focus of the lesson/unit?</i></p>	<p>Benchmark Map (http://standards toolkit.k12.hi.us) ~ developed by State with input from field ~ includes sets of benchmarks clustered around Big Ideas or Major Understandings; clusters mapped out by quarters ~ serves as the focal point for other state-developed supporting documents and future standardized course assessments and HSA</p>	<p>Curriculum Map [Lotus Notes curriculum mapping program available at no cost (check with your principal)] ~ developed by teachers/schools to create a cohesive and articulated curriculum ~ aligned to Benchmark Map</p>
<p>2 Determine acceptable evidence and criteria. <i>What evidence will show that the student has met the standards?</i></p>	<p>Instructional Map ~ will be developed by OCISS with input from field ~ aligned to Benchmark Map ~ includes sample assessment tasks and rubrics</p>	<p>Curriculum Map (continued) ~ includes assessment tasks (may include teacher-developed tasks, or tasks from the Instructional Map, textbook, journals, publications, websites, or other resources)</p>
<p>3 Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do. <i>What strategies/experiences will build understanding and help all students meet proficiency?</i></p>	<p>Instructional Map (continued) ~ will include sample instructional strategies to provide opportunities for ALL students to reach proficiency Instructional Materials Review ~ development of Recommended Textbook List that includes resources that support standards-based instruction and assessment</p>	<p>Unit/Lesson Plans ~ developed by teachers ~ aligned to Curriculum Map ~ learning experiences may come from a variety of resources: Instructional Map, textbooks, journals, publications, websites, or other resources ~ includes plans for formative assessment</p>
<p>4 Teach and collect evidence of student learning. 5 Assess student work to inform instruction or use data to provide feedback. <i>What does the evidence indicate about the student's progress?</i> <i>What further instruction or support is needed?</i></p>	<p>Instructional Map (continued) ~ will include student work (exemplars) for the tasks that are provided</p>	<p>Formative Assessments (from Step #3) ~ used to guide instruction and inform students of their progress Summative Assessments (from Step #2) ~ used to assess student's level of proficiency after the student has had a chance to learn, develop, and improve</p>
<p>6 Evaluate student work and make judgment on learning results and communicate findings. <i>What do recent assessments indicate about the student's level of proficiency?</i> Reteach or repeat the process with the next set of benchmarks.</p>	<p>Standardized Course Assessments ~ coming soon for high school courses</p>	<p>Standards-Based Grading and Reporting ~ used to report progress/proficiency of benchmarks that were identified in Step #1</p>

THE STANDARDS-BASED CLASSROOM

The standards-based classroom does not have one particular form. Rather, it can take on many forms. Characteristics to look for include:

What are students doing?

- Using and knowing when to use various tools and resources (such as printed materials, the microscope, a compass, graphing or scientific calculators, computers, measuring tools like scales and rulers, etc.) to learn about science
- Looking for and finding more than one solution to a problem (inquiry skills)
- Reflecting on their progress toward learning goals
- Demonstrating persistence in performing complex tasks, solving complex tasks, and learning challenging concepts
- Communicating thoughts, ideas, findings, and solutions to others
- Explaining different ways to solve a problem and why one way may be better than another
- Listening actively to each person's ideas and being critical friends when someone needs help understanding a difficult concept
- Working in collaborative groups, talking and sharing ideas about science and solving problems or conducting investigations together

What are teachers doing?

- Making all tools for learning accessible to all students so that students know where to go and how to use these tools to solve problems and answer questions
- Constantly assessing where students are with respect to the focus of the lesson and adjusting the lesson based on feedback about student understanding; these assessments focus on understanding the concepts and using the processes of science, not just memorizing facts and procedures
- Asking good questions to get students to think more deeply about a posed problem or task
- Creating a climate for risk-taking and encouraging subject-matter dialogue where students exchange a variety of ideas and feel confident about asking questions
- Using text materials, tools, technology, multimedia, guest speakers, and/or field experiences to enhance learning
- Making every effort to show links between and among disciplines and how the subject matter is connected and relevant to other areas and real contexts
- Exploring career opportunities that require the understanding and application of scientific concepts and procedures with students

REFERENCE

Jamenz, K. (1998). *Standards: From document to dialogue*. San Francisco, CA: WestEd.

PREFACE

The vision of students becoming proficient in languages in addition to English continues to receive support and validation through the pursuit of standards-based education in the United States. Standards are affecting teaching and learning in schools across the nation and will continue to serve as the driving force for educational reform.

Inclusion of World Languages as one of the nine content areas in HCPS III has been an important vehicle to promote language education for all students. The World Languages Standards are designed to meet the challenge and responsibility that come with this prominent place in the curriculum. They are designed to promote language-learning experiences aimed at developing students who can communicate with speakers of other languages in realistic and meaningful ways.

This document is written for teachers to use as they implement standards-based practices in the classroom. It is intended to provide support in understanding the standards. It is also designed to serve as a starting point for professional discussion about their decisions regarding assessment, curriculum, and instruction practices and how those choices support students' ability to communicate effectively across linguistic and cultural borders.

The HCPS III for World Languages provide the basis for this framework, reflecting the goals and guiding principles of the Standards for Foreign Language Learning and promoting the belief that all children can be successful language and culture learners.

Learning another language is an essential goal for all students. Understanding other cultures and how others communicate is fundamental to their education. The standards provide us with a chance to discover new ways in which schools can help students use language in ways that are meaningful and valuable in the real world.

1. GENERAL DESCRIPTION OF THE WORLD LANGUAGES PROGRAM

“Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

—*Standards for Foreign Language Learning: Preparing for the 21st Century*
The National Standards in Foreign Language Education Project, 1996.

DEFINITION OF THE WORLD LANGUAGES PROGRAM

World Languages focuses on the teaching and learning of other languages and cultures.

Many of the languages taught within Hawaii schools are not “foreign” to many of the students, and these languages are not limited to Asian, European, and Pacific languages. Therefore, Hawaii has chosen to use the term “World Languages” to describe the program area that was formerly known as foreign languages or Asian, European and Pacific Languages (AEPL).

The five content standards for World Languages describe the skills and knowledge to be achieved through a continuous sequence of study from kindergarten through grade 12. Learning experiences throughout those grades will provide students with the opportunity to communicate with other people in other cultures by developing listening, speaking, reading, and writing proficiencies in a language in addition to English. They will also prepare them to participate more fully in the global community by increasing their awareness of the perspectives of other cultures.

The World Languages Program currently consists of instruction in 12 languages. Elementary schools frequently identify a language offering based upon the interest and resources within their school community. Japanese, Hawaiian, French, and Spanish have been the most frequently offered languages in elementary schools. Japanese, Spanish, Hawaiian, and French have been the languages most frequently offered in secondary schools. Secondary schools often include the following languages in their registration catalogues: Japanese, Chinese, Korean, French, German, Latin, Spanish, Hawaiian, Sign Language, Tagalog, Ilokano and Samoan. The specific languages offered vary from school to school with decisions being based upon student interest and school resources.

RATIONALE FOR THE WORLD LANGUAGES PROGRAM

The Department of Education’s vision for a high school graduate states that “all public school graduates will have the knowledge and skills to contribute positively and to compete in a global society.” To meet the challenges of the 21st century and the age of increasing global interdependence, Hawaii’s students need to acquire the skills to become effective participants in the languages and cultures of the worldwide neighborhood.

The need to develop language competency is reflected in numerous reports, speeches, and articles addressing this aspect of American education. In 1979, the report of the President’s Commission of Foreign Language and International Studies noted that a primary key to understanding people and their nations is through their language and that individuals gain insight into international differences and similarities to live in this culturally diverse and interdependent world.

Developers of the National Standards of Foreign Languages expanded upon these ideas by describing the changing landscape of the world today, citing, “Telecommunications, market competitiveness, and international living have all changed the dynamics as greater numbers of U.S. citizens now recognize the power of communicating in another language and of knowing other cultures” (National Standards in Foreign Language Education Project, 1996, p. 18).

U.S. Secretary of Education Margaret Spellings, in her statement on International Education Week 2006, expressed, “More than ever, success in the world depends on what you know, not where you live. Technology has leveled the playing field and ‘flattened’ the world. It has showed the value of math, science and other subjects in high demand across the globe. And it has illustrated the importance of foreign languages in communicating and forming partnerships with citizens from other cultures and countries. ”

Incorporating this vision of a language competent society into the rich tapestry of our state’s diverse population creates exciting possibilities for enhancing and encouraging second language education.

BELIEFS AND ASSUMPTIONS

The World Languages Program provides learning experiences for all students to enable them to meet the five World Languages standards of the HCPS III. Research indicates that all students can benefit from learning another language and culture when appropriate instruction and methodology are used. Heining-Boynton (1994) maintains that the use of current techniques, which address more than one modality, enables handicapped and at-risk students to experience success as language learners. World Languages is for everyone. *All* students, who must be prepared for the demands of the 21st century, will need the skill and insights that result from studying another language.

The vision of the National Foreign Language Education Project and Hawaii’s World Languages Program—that all students will develop and maintain proficiency in one other language in addition to English—is guided by the following three assumptions about language and culture, language learning, and language education. These statements are taken from the *Standards for Foreign Language Learning: Preparing for the 21st Century*, developed by the National Standards in Foreign Language Education Project (1996) and are reprinted with the permission of the American Council on the Teaching of Foreign Languages (ACTFL).

1. Competence in more than one language and culture enables people to
 - communicate with other people in other cultures in a variety of settings;
 - look beyond their customary borders;
 - develop insight into their own language and culture;
 - act with greater awareness of self, of other cultures, and of their own relationship to those cultures;
 - gain direct access to additional bodies of knowledge; and
 - participate more fully in the global community and marketplace.
2. All students can be successful language and culture learners, and they
 - must have access to language and culture study that is integrated into the entire school experience;
 - benefit from the development and maintenance of proficiency in more than one language;
 - learn in a variety of ways and settings; and
 - acquire proficiency at varied rates.
3. Language and culture education is part of the core curriculum, and it
 - is tied to program models that incorporate effective strategies, assessment procedures, and technologies;
 - reflects evolving standards at the national, state, and local levels; and
 - develops and enhances basic communication skills and higher order thinking skills.

RESEARCH

There is a large body of research on the benefits of second language acquisition as positively affecting cognitive development, academic achievement, and development of positive attitudes toward cultural diversity. Hawaii’s multi-ethnic and multi-cultural community, its location in the middle of the Pacific Ocean, and a growing economy create a need for World Languages programs in the schools. Increasing and nurturing multilingualism will provide personal and professional advantages for the students. Studying a second language provides the foundation for further personal enrichment, scholastic achievement, and economic opportunities. Learning more than one language opens new doors and expands the opportunities to learn. Learning a new linguistic system means acquiring another view of one’s native language and one’s own culture. With these new understandings come a more sophisticated appreciation of the structures and patterns of the new language, as well as a

better understanding of one's own language. Second language study enhances students' achievement in all areas. The insights and knowledge gained through the study of another language are many, and they affect the learner in many ways.

Cognitive Benefits

Research studies show that children in second language programs demonstrate greater cognitive development, creativity, and divergent thinking than their monolingual peers (Bruck, Lambert, & Tucker, 1994; Hakuta, 1986; Bamford & Mizokawa, 1991). Recent studies also indicate that the “length of time students study a foreign language relates to the attainment of higher levels of cognitive and metacognitive processing (Rosenbusch, 1995).

Academic Benefits

Research studies indicate that the process of studying another language strengthens students' cognitive skills, which enables them to perform better in other subject areas. Studies showed that students in second language programs score as well or better than their monolingual peers on standardized achievement tests in reading, math, and language arts (Garfinkel & Tabor, 1991; Armstrong & Rogers, 1997).

Olsen and Brown's 1992 study of over 17,000 students applying for admission to a university reveals that students who had completed a foreign language course in high school, regardless of their ability level, tended to have higher scores on the American College Test (ACT) in English and mathematics.

Societal Benefits

Learning another language and culture is a requisite skill for life as a citizen in today's global community. The ability to communicate effectively in another language and to adapt to a wide range of cultural backgrounds contribute to a student's overall attainment of personal and professional career goals. Students with the ability to interact linguistically and culturally with people from many countries increase the United States' capabilities in diplomacy, in national security, in world trade, and in human understanding.

Learning other languages and about other cultures, provides all students with the opportunity to understand themselves as young men and women and their relationship to the world beyond the classroom.

LEGAL AUTHORITY FOR THE WORLD LANGUAGES PROGRAM

The legal authority for the World Languages program is described in the Department's Policies and Regulations, Curriculum and Instruction 2000 Series handbook. Relevant Board of Education policies and Department of Education regulations are listed here.

ACADEMIC PROGRAM (HAWAII STATE BOARD OF EDUCATION POLICY 2100)

The Board of Education recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department of Education shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the Hawaii Content and Performance Standards and to give responsible direction to one's own life. The Department of Education shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. The learning experiences shall be included in concepts commonly taught in, but not limited to, language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills, or a combination of the above subject areas.

Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students.

Adopted: 10/70

Amended: 08/86; 03/88; 01/99; 01/05/06

**ACADEMIC PROGRAM
(DEPARTMENT OF EDUCATION REGULATION 2100.1)**

1. It is the right of every student to have access to a learning program which will permit optimum development as an educated person.
2. The academic program shall include a desirable mix of appropriate and comprehensive learning activities in the areas of (a) communications, (b) humanities, and (c) environmental studies.
3. The basic program, to be offered at each school, shall consist of the knowledge, skills and processes, and attitudinal development to be required of each student as the foundation for attainment of higher academic learning.
4. The minimum elective program enhances the basic program and consists of desirable courses in the major subject areas which may be scheduled in accordance with student interest, staffing and related considerations.
5. The specialized elective program, which shall be planned to meet the unique needs and interests of students and school committees, shall reflect current and emerging concerns of the community, the nation, and the world.

Adopted: 10/70

Amended: 8/86, 3/88

**K-12 LITERACY
(HAWAII STATE BOARD OF EDUCATION POLICY 2010)**

The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative. Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. Literacy shall include mathematical and scientific literacy. Other skills that enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

The language arts standards in the Hawaii Content and Performance Standards specify what all students should know and be able to do to become literate. To attain this goal, all schools shall provide a balanced and comprehensive reading and writing program that includes the direct teaching of: (1) comprehension of content and language in both oral and written forms; (2) organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and (3) fluency and vocabulary development that includes an understanding of how words work. The reading and writing program shall also provide: (4) ongoing diagnosis and assessment that ensures accountability for results, (5) effective writing practices to be integrated into the reading and writing program; and (6) timely intervention services to assist students who are at risk of failing attainment of literacy.

An effective early reading and writing program shall be implemented to assure that every child will become a proficient reader and writer, as defined by the Department of Education, by the end of third grade.

In the instructional program for grades 4-12, all content areas shall further support the development of literacy skills such that students can access and communicate subject area content and concepts using a wide variety of print and non-print materials.

Students identified by the Department of Education as not proficient will receive appropriate assistance and support.

Adopted: 10/94 (Curriculum and Instructional Policy)

Amended: 4/98; 6/02; 10/19/06

CURRICULUM AND INSTRUCTION IN THE EDUCATION PROCESS (DEPARTMENT OF EDUCATION REGULATION 2010.1)

The roles of the curricular and instructional programs for the public schools of Hawaii shall be both broad and inclusive, bringing focus to experiences which will equip students for a lifetime of effective living and learning, permitting them to meet successfully today's problems and opportunities as well as on those in the yet-unknown future.

Curriculum and instruction shall provide experiences which will enable students to learn to think and act intelligently in achieving maximum self-fulfillment and in attaining the knowledge, skills, abilities, attitudes, and appreciations essential for preserving and contributing to the strength of the community, state, nation, and world.

Effective learning shall be predicated on maximum participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, instructional modes, and evaluative procedures.

Provisions shall be made for incorporating many diverse experiences throughout the school years to assist learners in realizing to the fullest their unique potentialities, as well as to make certain that appropriate attention is directed toward the problems and progress of society. The emphasis and degree of sophistication of these experiences shall be appropriate to the needs and characteristics of the learners.

School experiences which contribute to self-fulfillment and productive life shall include the following:

1. Development of basic skills for learning and communication, including, speaking, reading, writing, listening, computing, and thinking.
2. Development of positive self-concept, including understanding and accepting self and understanding and relating effectively with others.
3. Development of decision-making and problem-solving skills.
4. Development of independence in learning, including demonstrating initiative and responsibility for continuous learning.
5. Development of physical, social and emotional health, including demonstrating good health, fitness and safety practices.

6. Recognition and pursuit of career development as an integral part of growth and development.
7. Development of a continually growing philosophy based on belief and values and including responsibility to self and others.
8. Development of creative potential and aesthetic sensitivity.

Adopted: 10/70

Amended: 03/88, 10/94

**HAWAII CONTENT AND PERFORMANCE STANDARDS
(HAWAII STATE BOARD OF EDUCATION POLICY 2015)**

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all students, the Department of Education shall implement the Hawaii Content and Performance Standards as approved by the Board of Education. The standards shall specify what students must know and be able to do.

Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the Hawaii Content and Performance Standards and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children.

The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards.

Approved: 10/95

Amended: 11/01; 06/23/05

**HAWAII CONTENT AND PERFORMANCE STANDARDS
(DEPARTMENT OF EDUCATION REGULATION 2015.1)**

1. The Hawaii Content and Performance Standards shall be implemented as approved by the Board of Education and distributed to the schools.
2. Each school shall describe its implementation of the standards in its Standards Implementation Design (SID).
3. The Department of Education shall develop and implement a continuum of professional development activities that enable teachers to implement the standards.
4. The Department of Education shall develop an assessment and accountability system that measures and reports on student attainment of the standards and holds everyone accountable for that performance.
5. The Department of Education and the Board of Education shall coordinate the review and revision of the standards every five years.

DOE: 11/01

**RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND
IMPLEMENTATION
(HAWAII STATE BOARD OF EDUCATION POLICY 2030)**

The Department of Education shall provide guidance to schools in developing and implementing curriculum and instruction for the public school system.

The responsibility for developing curriculum shall be shared by the Superintendent and the schools. The responsibility for developing and delivering the instructional program shall rest primarily with the schools. The Superintendent shall provide the general direction in curriculum and instruction by providing guidance in the use of effective teaching, learning, and assessment strategies appropriate to the Hawaii Content and Performance Standards.

Former Code No. 6123.2

Former Policy Approved: 07/60

Amended: 10/70, 03/88; 03/99

**CURRICULUM DELIVERY
(HAWAII STATE BOARD OF EDUCATION POLICY 2101)**

The Board of Education recognizes that a strong, challenging curriculum is key to student success and achievement. Therefore, all elementary (grades K-5) and secondary schools (middle/intermediate and high) shall design a program of studies—or curriculum—that enables all students to attain, to the highest degree possible, the Hawaii Content and Performance Standards (HCPS). The curriculum shall include:

- Units of study or lessons, delineating content or topics to be taught;
- Relevant instructional activities and materials to be used, aligned with the HCPS;
- Specific learner outcomes or expectations that result in student attainment of grade level benchmarks;
- A timeframe in which outcomes are expected to be achieved; and
- Assessment tools and methods, including collection and analysis of student work, to measure student attainment of outcomes and benchmarks.

With continued emphasis on improving student achievement, the articulation and coordination of curriculum and curricular services between and among grade levels and subject areas shall be addressed at every school. Articulation of services between schools within a complex shall also be addressed.

The curriculum or program of studies shall include academic courses, subjects, and/or units as well as planned, systematic co-curricular activities and student academic support services, such as assessment, counseling, and guidance to facilitate student attainment of standards. The Department of Education shall adopt regulations to assist schools in the implementation of this policy.

Approved: 11/03/05

**INSTRUCTIONAL MATERIALS
(HAWAII STATE BOARD OF EDUCATION POLICY 2240)**

The Board of Education understands that implementation of standards-based education requires instructional materials that are aligned with the Hawaii Content and Performance Standards (HCPS). Therefore, printed materials, media and technology which overtly address the HCPS benchmarks shall be selected for classroom use.

The Office of Curriculum, Instruction and Student Support shall provide a list of recommended textbooks and other instructional materials for select curricular areas. It shall also provide general and content-specific evaluation criteria for schools to use when evaluating instructional materials.

Schools that select texts and instructional materials not on the list of recommended texts and instructional materials shall demonstrate that these materials will better support their students' learning needs. Evidence shall include statewide assessment results and other data documenting student achievement.

Schools shall also develop and implement a multi-year textbook acquisition/replacement plan that is based on instructional needs. This shall be a key component of a schools' academic and financial plan. Schools shall inform parents and make available to their school communities, the textbook acquisition/replacement plan, its adequacy in meeting students' needs for textbooks in a given year, and the textbook series, by subjects, used in classrooms.

Former Code Nos. 6134 Textbooks and Reference Materials

6134.1 Approval of Reference Materials Offered by Special Interest Groups

Former Policy 6134.1 Approved 01/55; Reviewed 07/60; Revised and included above 4/70
Approved: 10/70

Amended: 03/88; 05/95; 03/97; 09/98; 01/05/06

Hawaii's current high school graduation requirements and commencement policy, approved on June 2006, now requires all students of the class of 2010 and on, to complete two credits of the same language in World Languages, or two credits of Fine Arts, or two credits of Career and Technical Education.

Act 309, Session Laws of Hawaii (SLH) 1998 amended Hawaii Revised Statutes (HRS) Section 302A-1128 by "requiring that the course of study and instruction for the first twelve grades shall enable all students to meet progressive standards of competency in a language in addition to English" (Act 309, SLH 1998, §1). Act 220, SLH 2003 further amended Act 309, SLH 1998 and HRS Section 302A-1128 as follows: "The course of study and instruction for grades three to twelve shall provide opportunities for all students to develop competency in a language in addition to English" (Act 220, SLH 2003, §2(b)(3)).

The Nation

National legislation, initiatives, and reports also call for expanded and improved foreign language education.

President Bush launched the National Security Language Initiative (NSLI) in January 2006. This comprehensive national plan is being implemented to further strengthen national security and prosperity in the 21st century through establishing new and expanded second language programs from kindergarten through university and into the workforce. The initiative stresses the need for Americans to be able to communicate in other languages in order to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about other countries and its citizens.

The current federal No Child Left Behind Act of 2001 legislation includes the arts as a core subject. The definition of core subjects cited in the new law states “Core Academic subjects—the term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history and geography” (No Child Left Behind Act of 2001, Title IX, Part A, Section 9101 (1)(D)(11)).

The document, *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996), states that “National standards establish a new context that defines the central role of foreign language in the learning career of every student. Standards have defined the agenda for the next decade—and beyond” (p.15). It further asserts that “all children are primed to learn languages, and they will rise to meet expectations when goals are appropriately set and the conditions for learning are designed to foster achievement” (p. 24).

WORLD LANGUAGES PROGRAM GOALS

“Over time Hawaii’s students must have a greater degree of achievement in the area of languages.”

—Hawaii Content and Performance Standards Commission, 1994.

VISION

All students communicate effectively with others in English and in at least one other language.

This vision is embodied in the goals of the World Languages Program, which in turn are guided by the National Standards in Foreign Language project, *Standards for Foreign Language Learning: Preparing for the 21st Century*.

MISSION

The World Languages Program seeks to provide, for all students, sequential second language instruction starting at the elementary level and continuing with courses at the secondary level through grade 12.

GOALS

The current focus for language study is communication: knowing how, when, and why to say what, and to whom. This approach to second language instruction is designed to facilitate genuine interaction with others. The ability to communicate in another language gives us access to new people, ideas and experiences. It is this access that leads us to develop connections with other communities and the world. As global communication capability continues to expand, the demands for immediate responses also increase. New technology has made it important for every person to acquire the skills for communication with others.

With these considerations in mind, it is not surprising that students who study second languages do so with the expectation of being able to communicate in routine, daily situations. Developing the skill to do this in a range of situations and for a variety of reasons requires much more than reciting sequences of numbers and memorizing dialogue.

A key factor to supporting the attainment of advanced levels of language proficiency is the length of students’ participation in a language program. Successful second language acquisition requires that students begin their studies as early as possible in their academic careers and continue their study of the language as long as possible while in school.

The language studied can also have an effect upon the degree of proficiency developed in a given period of time. Other factors, such as student motivation, frequency of instruction, quality of instructional materials, and instructional strategies all contribute to developing various degrees of proficiency.

Students should also be helped to understand what could be gained by studying another language and, through that language, another culture. Second language study helps students to understand that not all languages convey meaning in the same way as English. This may help to minimize misunderstandings about the actions, customs, and beliefs of other people. Regardless of educational or career goals, learning another language will be beneficial to all students. The cross-cultural skills and knowledge, the insight, and the access to a world beyond traditional borders will remain with them for a lifetime.

It is in this context that the World Languages Program pursues the following two goals.

Goal 1: To enable students to communicate in a language in addition to English for multiple purposes, in a variety of modes, and within a wide range of cultural contexts.

Goal 2: To enable students to demonstrate knowledge of the cultures associated with the languages studied, deepen their understanding of cultural diversity, and develop insight into their own language and culture.

Goal 1

Goal 1 is to enable students to communicate in a language in addition to English for multiple purposes, in a variety of modes, and within a wide range of cultural contexts.

Meeting this goal means that the learners will engage in conversations, provide and obtain information, understand and interpret written and spoken language, and present information, concepts, and ideas orally and in written form. They are also able to use language to establish and maintain personal relationships both within and beyond the school setting, for personal enjoyment and enrichment of their social and career pursuits.

To enable students to use what they have learned in meaningful ways, students must interact with fluent speakers and authentic materials from the target language and culture. Listening comprehension, the foundation upon which the other language skills are built, is closely intertwined with the ability to speak. Listening and speaking together form the skill of oral communication. Developing oral communication draws upon students' prior knowledge of communication as a dynamic process. The roles of sender and receiver of messages, already established through extensive native language experience, provide much of the prior experience to which second language learning is linked and competencies are built.

Students' experiences with writing and speaking provide them with a view of language as a tool for sending messages in speech and in print. Through their reading experiences, they are further able to capitalize on their knowledge of language forms, contexts, and functions in order to effectively construct meaning from written language. Being able to read literary

works or other forms of print intended for a specific cultural audience will produce a deeper level of understanding and appreciation of that culture.

Goal 2

Goal 2 is to enable students to demonstrate knowledge of the cultures associated with the languages studied, deepen their understanding of cultural diversity, and develop insight into their own language and culture.

Studying another culture includes learning about everyday life and social institutions, contemporary and historical issues that are important in those cultures, literature and art, and cultural attitudes and beliefs. To learn another culture is to examine the philosophical perspectives, the behavioral practices, and the products of the society.

Becoming culturally proficient requires involvement in many language and culture tasks. Whenever possible, cultural information is the content of the language lesson. Knowing the language enables students to develop insights into a culture that cannot be obtained in any other way. Students are helped to develop a realistic view of the culture and its people as they develop abilities to recognize and describe behaviors and practices that are based in different cultural beliefs, experience the different mind sets which form different worldviews, and recognize significant contributions of other cultures to the world.

Intercultural exploration creates an awareness of the existence of alternative views of the other cultures while providing insights into one's own language and culture. Comparing cultural and linguistic systems challenges the students' critical thinking abilities and helps them shape the awareness of their own language and culture. This personal exploration enables students to develop cross-cultural understanding and respect.

ARTICULATION

The level of proficiency attained by a student is dependent on the length and quality of instruction and time spent engaged in meaningful, relevant communication activities. Schools are encouraged to offer the longest instructional sequence possible, and to encourage students to continue their language studies beyond high school. With World Languages instruction starting in elementary school, it is incumbent on each complex to ensure that instruction moves along an uninterrupted and well-articulated continuum. Articulation among teachers at all levels is needed to arrange the curriculum in a progressive sequence in order to achieve the outcomes specified in the standards and to ensure that prior learning is valued, reinforced, and expanded. On-going communication among staff members at all levels can provide the support needed for a cohesive, well-defined program with rigorous student outcomes.

In order to provide a reasonable opportunity for students to achieve higher levels of language proficiency, implementation of the standards-based World Languages Program should provide

- In elementary schools (Grades 4-5): Instruction at least three times per week for at least 35 minutes per session in a continuing sequence.
- For middle schools, intermediate schools, and high schools: Instructional sequences, which build upon prior years' learning and provide daily instruction for at least 40 minutes or the equivalent.

WORLD LANGUAGES IN THE ELEMENTARY SCHOOL

Neurolinguistic research supports learning a second language as early as age six (Hakuta, 1986). The native-like pronunciation of a second language is best attained in the elementary school years. Second language instruction at the elementary level represents the optimum starting point to prepare students for communicative acquisition. Studies indicate that early second language study promotes heightened awareness of the first language and increases other communication skills such as reading in the first language (Kindig, 1981). Foremost in reasons for early language learning is that children before age ten have been shown to be more accepting of cultural differences and diversity (Freudenstein, 1989-90).

Models

According to Lipton (1998), Foreign Language in the Elementary School (FLES) is an overall term for programs in kindergarten through grade 8. There are basically three elementary foreign language models: Foreign Language Exploratory (FLEX), Sequential Foreign Language in the Elementary School (Sequential FLES), and Immersion. Each model provides a different level of exposure to another language.

FLEX is the least demanding model. It includes exposing students to one or more foreign languages within one or more school years. Its modest goal is awareness. The development of language proficiency is cursory, as the goal is primarily to stimulate interest in the language. It is not language intensive and can be taught by regular classroom teachers, as well as language specialists. Forty-nine percent of the nation's elementary programs and approximately half of Hawaii's programs fall in this category.

Sequential FLES includes one foreign language taught for two or more school years. Time allocated may be an instructional period a week to an instructional period every day. The wide range of types and time allocated to this model indicate the development of varying skills within the novice level. Attempts to correlate the foreign language with other content areas are made. Forty-one percent of the nation's elementary programs and less than forty-eight percent of Hawaii's elementary programs fall in this second category.

Immersion is by comparison the most language-intensive model as the foreign language is used up to 100% of the school day. Regular curriculum content is taught in the foreign language. Two percent of the nation's schools have adopted this model. There are nineteen Hawaiian Language Immersion Program sites in Hawaii.

Considerations in selecting a program model may be based on the desired level of proficiency, the length of the instructional sequence, specific needs of the community, entry grade level, selection of language, coordination of program, articulation with other schools in the complex, scheduling, student population, and the availability of resources and qualified staff.

The table below provides a summary of characteristics of FLES models and percentages of Elementary World Languages programs nationally and locally.

Foreign Language in the Elementary School (FLES) Model	Characteristics	% of World Languages Programs (Nationally)	K-5 World Languages Programs In Hawaii
FLEX	<ul style="list-style-type: none"> • One or more languages • One or more school years • Awareness, not proficiency • Build interest • Taught by regular teacher or specialist 	49%	49%
Sequential FLES	<ul style="list-style-type: none"> • One language • Two or more school years • One or more classes per week • Taught by language specialists or distance learning programs • Goal of progressive competency 	41%	49%
Immersion	<ul style="list-style-type: none"> • Languages used up to 100% of the school day • Regular curriculum is taught in the language • Goal of accelerating language proficiency 	2%	11%

The following guiding principles for making decisions for FLES programs have been adapted from *Elementary Foreign Language Programs* (Lipton, 1998).

1. All students should have the opportunity to start the study of a foreign language at an early age, based on brain research studies.
2. All the program models mentioned are valid foreign language programs and contribute in different ways to an extended sequence of language instruction.

Approaches and Strategies

Interpersonal communication and cultural understanding are the two building blocks of all types of FLES programs. World Languages learning experiences at the elementary level begin in the form of play using the language through songs, games, Total Physical Response, drama, storytelling, crafts, and other commonly used activities. The focus is on using the language, not talking about it. The teacher instructs in the target language using gestures,

concrete objects, and physical actions to convey meaning. The age-appropriate lessons are varied, repetitive in different ways, spiraled, and fast-paced.

Receptive skills are addressed first, so students may respond to a command, point to an object, understand a simple song, repeat meaningfully, and listen to a picture story. Productive skills of speaking and writing evolve naturally as they are built upon and integrated into the receptive skills. For example, in the beginning lessons, students can follow along with the teacher’s gestures of a song as a class. As the lessons progress, students can present the song to another class and can also use the phrases taught in the song to present short dialogues.

There are many approaches and strategies to teaching FLES. Teachers very often do not choose just one approach, but select and choose from the various approaches and strategies based on teacher and class needs, interests, and styles, in order to keep students motivated and actively involved with the language and culture.

SAMPLE APPROACHES AND STRATEGIES IN THE FLES CLASSROOM

Approaches	Strategies
Communication: provides opportunities for understanding and speaking the target language in different real-life or simulated situations.	Skits, role-plays, cooperative learning, information gap, paired and small groups, Total Physical Response (TPR)
Cultural: focuses on the day-to-day activities of youngsters in the target culture by including elements such as greetings, celebrations, food, family life, folk stories.	Pen pals, video exchanges, traditional games, songs and dances, examining artifacts and authentic materials, storytelling, drama, literature
Interdisciplinary (content-enriched): strives for an integrated holistic curriculum by reinforcing the content and concepts of other subject areas and weaving them together in the FLES classroom so that they are meaningful to the children.	Class surveys, environmental issues, pretend mini-trip to country, poetry, arts and crafts, currency exchange, music, dance, maps and geography

The following list of questions adapted from Lipton (1998) can help teachers and administrators assess the use of effective Elementary Second Language instruction practices today.

- Is the lesson age-appropriate and congruent with student interest?
- Is the cultural component interwoven with the linguistic activities?
- Is there variety within the lesson?
- Are ALL students participating through Total Physical Response, choral response, gesturing, choral singing, repeating, and using the language in some way?
- Does modeling include error correction in a natural, unobtrusive way?
- Are a wide variety of materials and resources used, including audio, visual, multi-media, and manipulatives?
- Is the lesson well planned, yet presented with spontaneity and flexibility?

- Is the target language the main language of instruction and are the words and expressions taught in a meaningful context?
- Is student participation enhanced through working in pairs, small groups, and cooperative learning groups for games and activities?
- Is there a carryover of language use throughout the students' day?
- Does each lesson include a systematic review, re-entry, and reinforcement of previously introduced materials?
- Are students enthusiastic and eager to learn more?
- Are Total Physical Response and physical movement essential parts of lessons in all grade levels?
- Are children aware of the geographic locations in which the target language is spoken?
- Is there an emphasis on functional communication activities in real-life situations, like inviting speakers of the target language to the classroom?
- Does each year's course of study reflect the National Foreign Language and/or State World Languages standards?
- Is evaluation an ongoing and integral part of the teaching and learning process?
- Are concepts of other subjects in the curriculum embedded in instructional content to reinforce and integrate them?

Organizations that provide help with early language programs include the following.

- Advocates for Language Learning (ALL)
- American Council on the Teaching of Foreign Languages (ACTFL)
- ERIC Clearinghouse on Languages and Linguistics
- The National FLES Institute
- National Network for Early Language Learning (NNELL)

Contact information for these organizations can be found in the Resources Section of this document.

WORLD LANGUAGES IN THE MIDDLE SCHOOL

The Middle School is the important bridge in the K-12 language sequence. A strong second language program at the middle school level can play an important role in helping to develop the visions articulated in *Turning Points*, a widespread model for improving middle school education, and in the Board of Education's middle level education policy (policy #2406) for Hawaii schools. *Turning Points*—the document which guides many middle schools today—envisions the learner as “an intellectually reflective person who will be able to appreciate and absorb the perspectives of cultures (and languages) different from his or her own,” and as one who “pursued a course of study and developed cognitively in a manner that maintains all career options.”

Program models at the middle school level include: exploratory programs, beginning sequential programs, and continuing sequential programs. Selection of a particular model may rely on articulation decisions within the complex, scheduling, available resources and qualified staff. The model selected will determine the level of language proficiency expected of the students.

The program models most often found in the middle school are the *exploratory programs*. These are short-term programs that vary in length from a few weeks, as part of an Exploratory Wheel, to one semester. Exploratory programs are non-sequential, introducing students to one or two languages and cultures. These courses, in themselves, do not lead to the development of communicative proficiency.

Programs that are better suited to developing communicative proficiency are *beginning sequential programs* such as courses labeled “Introduction to” a language. These courses are designed as the beginning of a sequence of instruction. The format of the beginning sequential program may vary depending upon the school’s scheduling patterns. When students begin the study of another language at the middle school level, they benefit from the opportunity for a longer sequence and the opportunity to develop higher levels of proficiency. Students may be given credit for high school courses or be allowed to take an upper level language course in high school. These programs focus on the development of communicative proficiency with culture being integrated throughout the program. Listening and speaking skills are developed first, followed by reading and writing skills.

Continuing sequential programs offer the best opportunity for a long sequence for those students who have participated in an elementary program. They allow students to pursue the development of their language skills without a major break in the sequence. Courses appropriate to these program models are described in the Authorized Course Code Numbers (ACCN) catalog for middle schools.

These programs differ not only in their overall goals, but also in the amount of time students are engaged in language learning and use, and therefore in the level of proficiency they may be expected to reach. They differ too in the types of resources and activities required in the classroom.

WORLD LANGUAGES IN THE HIGH SCHOOL

In high schools, basic program models currently exist and new ones will need to be developed as complexes plan for longer articulated sequences. The program at the high school must be adaptable to consider the needs of students who have participated in an elementary and/or middle school program and thus enable students to progress in the development of their language skills in a continuing program.

The Traditional Program: Students begin Year 1 in high school. Depending upon the scheduling, they may continue to Year 4 or higher. It should be noted that in schools with a block schedule, course length is shortened by 20-30 hours, so schools will have to carefully

examine what students can realistically learn at each level. High school programs are geared toward the development of communicative proficiency in the four language skills and in the understanding and appreciation of the products and practices of other cultures.

Accelerated Courses: At the high school level, programs such as Advanced Placement (AP) and Running Start complement the traditional program. The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers a variety of courses for students who have gone beyond a third or fourth year high school program. AP language courses emphasize the use of active communication. The AP literature courses are an introduction to representative works of prose, poetry, and drama from different periods.

Similarly, the Running Start Program provides an opportunity for students to enroll in a language course at a community college and receive both high school and community college credit for satisfactory course completion. This option widens the range of language choices for students who may have an interest in a language that is not offered at their high school.

FREQUENTLY ASKED QUESTIONS

- **What percentage of our nation’s schools offer elementary World Languages programs?**

A survey by the Center for Applied Linguistics indicates that 31% of U.S. elementary schools offer world languages instruction, up from 22% a decade ago (Rhodes & Branaman, 1999, as cited in ERIC Digest, December 2002).

- **What is the advantage of children learning a language in elementary school?**

Research substantiates that early language learning provides the advantage of near-native pronunciation. Further, research indicates that children before the age of ten are more open to diversity and develop a sense of cultural pluralism. Studies show that early second language learning encourages cognitive development in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills.

- **How can time be found in the elementary school day for World Languages instruction?**

Content-based instruction allows for World Languages to reinforce grade level curriculum; e.g., the Social Studies and Fine Arts curriculum in that grade level could be reinforced by, or integrated with, World Languages instruction.

- **Does learning second languages interfere with learning English?**

Experimental studies have not indicated interference. In fact, studies have shown that students with second language study score comparatively higher on standardized tests.

- **The standards and benchmarks do not seem to stress the four language skills of listening, speaking, reading, and writing? Why is that?**

While students learn specific listening, speaking, reading, and writing skills in their course of study, it is the broader definition of purposeful communication that the standards address. The standards are written as real life communication tasks to stress the importance of meaningful performance.

- **How is World Languages learning assessed?**

A variety of assessment tools are used in the classroom (e.g., portfolios, self-assessment, tests). Observation checklists are frequently used for younger children. The purpose is to gather information about the learners and to inform instruction on an ongoing basis.

More formal types of assessment are used for specific purposes; e.g., employment, college placement. The ACTFL Oral Proficiency Test is an example of a test that was developed for employment purposes.

- **The standards for World Languages include a premise that language study is for ALL students. What does that mean?**

“All” is an inclusive term which reaches out to all socioeconomic levels, to college and non-college bound students, and to students with a home language that is not English.

- **What is the relationship of state standards and accompanying tools to the school curriculum?**

The standards and tools provide a model framework and suggested samples, ideas and resources. Schools and complexes must adapt them to their own context and create their own curriculum.

- **How does one decide upon which languages should be taught, especially in an elementary program?**

Decisions should be based on the vision of the local districts or complexes. Need, interest, and available resources should also be taken into consideration.

- **How does one achieve the same high standards in all world languages, when we know some take longer to learn?**

Schools and complexes must give special consideration to some languages, especially those with different writing systems, and adjust benchmarks appropriately. The national and Hawaii standards serve as a general overall guide.

2. THE WORLD LANGUAGES STANDARDS

THE NEED FOR STANDARDS

The Hawaii Content and Performance Standards (HCPS) III for World Languages establishes the direction for teaching and learning languages other than English in Hawaii. The standards for World Languages define what students should know and be able to do with a second language and culture. Citizens of the world today need to be able to communicate in a language other than English, as global economies and new technologies continue to change and erase existing borders among nations. The study of other languages enables students to communicate with people in other cultures and participate more fully in the global community.

The standards set high expectations for student performance and support an extended sequence of language learning. The HCPS for World Languages forms the foundation upon which effective curriculum, instruction, and assessment are developed; it focuses on providing opportunities for all students to acquire the skills needed in our global society today. It also incorporates major features of the document, *Standards for Foreign Language Learning: Preparing for the 21st Century* (National Standards in Foreign Language Education Project, 1996), and promotes the foundational belief that all children can be successful language and culture learners.

THE SETTING OF THE STANDARDS

The standards selected for world languages are based on the national standards, which will help the Hawaii document fit in to a nationally accepted framework for language teaching in the next century.

—Dr. Nancy Rhodes, Center for Applied Linguistics, 1999

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. In 1993, the National Standards for Foreign Language Project began the task of developing standards for the study of world languages. Standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of the Hawaii Content and Performance Standards documents.

In 1994, the Hawaii Content Standards Commission developed the first HCPS, which included World Languages as one of the ten areas for which standards were created. The

commission, along with a variety of focus, advisory, and teacher groups, recognized that the vision of World Languages for all students from kindergarten through grade 12 would not be attained immediately, but would require incremental changes.

The vision and guidelines continued to guide the work when HCPS was revised in 1998 and published as HCPS II. The revision process involved the collaborative efforts of writing and review teams to ensure that the revised standards reflected adherence to criteria for quality standards. In 2005, the refinement process included the work of the Mid-continent Research for Education and Learning (McREL), and the ten content areas were reduced to nine content areas. The number of standards was reduced and sample performance assessments and benchmark rubrics were included.

The standards continue to meet two important criteria for guiding world language study: 1) they are essential to developing communicative competence and 2) they contribute to the goal of helping all students become effective communicators and participants in a global society.

All students in grades K-5 should be provided the opportunity to meet the standards for World Languages. At the secondary level, the standards describe a continuum for students who elect to enroll in courses in the area of World Languages.

The inclusion of World Languages as an essential component of the curriculum for all students in Hawaii continues to experience national support and validation, most recently through inclusion in the federal government's definition of core curriculum as found in the No Child Left Behind Act of 2001. The College Board is recognizing the prominence and importance of studying world languages by expanding its Advanced Placement (AP) offerings to include AP Chinese, AP Italian, AP Japanese, and AP Russian, which are aligned to the national standards. The College Board recommends that formal, sequential instruction of World Languages is essential in order to allow equitable access to all students.

THE ORGANIZATION OF THE WORLD LANGUAGES STANDARDS

Understanding the standards is crucial to the effective implementation and achievement of standards because in a standards-based system, standards are central to curriculum, instruction and assessment.

There are three major strands of emphasis in the World Languages Content Standards: Communication, Cultures, and Comparisons. The Communication standard is further delineated into three types of communication: interpersonal, interpretive, and presentational. None of these goals stands alone; all are interconnected. The World Languages benchmarks are organized by stages as well as by grades and courses.

The task force leading the development of the national standards identified the broad goals of the discipline, and within each of these goal areas, it developed a description of the essential skills and knowledge that comprise the standards. The five goal areas of the national standards have been condensed into the three strands—Communication, Cultures, and Comparisons—which organize the Hawaii content standards. The Comparisons, Connections, and Communities standards in the national standards are implicit in the attainment of the first three standards and serve to illustrate the purposeful use and application of knowledge and skills. The Communication standards play a central role, since it is only through effective communication that the other standards can be fully met.

For all nine content areas, the HCPS III is made up of the following components:

Strand = theme or “Big Idea” that organizes standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

KEY FEATURES OF THE WORLD LANGUAGES STANDARDS

The standards do not represent communication as four separate skill areas of listening, speaking, reading, and writing. Instead, they emphasize the importance of communication by placing content and skill integration as the focus for instruction.

The Communication Strand

Standard 1: Interpersonal Communication

Students use language to interact in a culturally and age-appropriate manner in the course of daily life. In this mode individuals interact with each other to state and clarify meaning, and they observe and monitor one another to see how their meanings and intentions are being received. They can adjust and make clarifications to improve communication. Such reciprocal communication is contained in face-to-face conversations and in the exchange of personal letters or email messages.

Key features of Standard 1 are: 1) participating in conversations in order to socialize and exchange messages on a variety of daily topics; and 2) providing and obtaining information in brief communicative exchanges.

Standard 2: Interpretive Communication

This mode of communication focuses on the understanding and interpretation of written and spoken language and involves one-way listening and reading of public information via a variety of print and non-print materials. In interpretive communication, the listener or reader does not have the opportunity to ask questions in order to increase comprehension. Such instances of “one-way” reading or listening include interpretation of songs, stories, texts, movies, audio and television broadcasts.

Key features of Standard 2 are the listening and reading skills that enable learners to interpret ideas and opinions expressed by members of other cultures.

Standard 3: Presentational Communication

This mode focuses on oral or written presentation to an audience. Such presentations may be formal or informal. Examples include songs, skits, public announcements, speeches, class newspapers, and web pages. As with the interpretive mode, presentational communication is one-way. It does not allow direct verbal interaction with the audience.

A key feature of Standard 3 is acquiring authentic patterns of speech and appropriate styles of the target language for presenting meaning in speech and writing.

The Cultures Strand

Standard 4: Cultures

Through comparisons and contrasts of other cultures with their own, students develop greater insight into their own culture and realize that multiple ways of viewing the world exist. To fully know another culture, students need to understand the cultural perspectives that generate patterns of behavior, ways of life, ideas, and attitudes. Students need to know that the true content of language study is not only the grammar and the vocabulary but also the cultures expressed through and inextricably woven into that language.

A key feature of Standard 4 is the focus on the relationship between the patterns of behavior, the products, and the underlying beliefs and values that represent that culture.

The Comparisons Strand

Standard 5: Comparisons

By comparing their own language and the new language, learners develop a greater understanding of their own language and the nature of language itself. Knowledge of the conventions of a language and its linguistic system, grammar, vocabulary, phonology, and

other features allows learners to communicate precisely and strengthens their ability to develop hypotheses about the structure and use of language.

Key features of Standard 5 are: 1) knowledge of the ways different language systems express meaning and 2) knowledge of how vocabulary, expressions, structures, and language functions within a system are used to communicate ideas in a variety of ways.

WORLD LANGUAGES STANDARDS AT-A-GLANCE

The four content standards for World Languages describe the skills and knowledge to be achieved through a continuous sequence of study from kindergarten through grade 12. They are based upon the national standards contained in the document *Standards for Foreign Language Learning: Preparing for the 21st Century* (National Standards in Foreign Language Education Project, 1996).

CONTENT STANDARDS FOR WORLD LANGUAGES	
Strand	STANDARDS/TOPICS
COMMUNICATION	Standard 1: INTERPERSONAL—Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions <ul style="list-style-type: none"> • Verbal Communication
	Standard 2: INTERPRETIVE—Understand and interpret written and spoken language on diverse topics from diverse media <ul style="list-style-type: none"> • Critical Listening/Reading
	Standard 3: PRESENTATIONAL—Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics <ul style="list-style-type: none"> • Oral Presentation • Written Presentation
CULTURES	Standard 4: CULTURES—Understand relationships among perspectives, products, and practices of target culture <ul style="list-style-type: none"> • Cultural Knowledge • Cultural Comparisons
COMPARISONS	Standard 5: COMPARISONS—Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages <ul style="list-style-type: none"> • Linguistic and Grammatical Concepts

DESCRIPTION OF THE STRANDS

Communication Strand

The guiding principle of learning World Languages is to use the language meaningfully in real life situations. The National Standards in Foreign Language Education Project (1996) has delineated communicative language use into three modes: 1) the interpersonal mode, 2) the interpretive mode, and 3) the presentational mode.

In the interpersonal mode, language is used within the context of direct, personal, communicative contact. In this mode, both the productive skills of speaking and writing and the receptive skills of listening and reading are in active use. The interaction occurs within a context sensitive to cultural differences and perspectives.

In the interpretive mode, the receptive skills—listening, reading, and viewing of a language—are used. Printed, visual, or recorded materials are interpreted by the receiver without the benefit of interaction with the creator of the message. Deeper cultural understanding and appreciation are needed to operate effectively in this mode, as active language negotiation is absent.

In the presentational mode, the productive skills of oral or written language are used. This mode requires awareness of cultural perspectives, audience, and cultural patterns of interaction in addition to the message being conveyed.

The basic assumption and belief is that the World Languages classroom is a safe and encouraging environment in which students may experiment and take risks in the use of the language.

Culture Strand

The content of communication embeds the expression of culture in language use. Understanding similarities and differences between one's own culture and the culture studied is essential. Experiencing another culture through learning a language provides a uniquely meaningful and direct way in which to acquire understanding and develop an insider's perspective.

The national standards emphasize three aspects of culture: practices, products, and perspectives. Knowledge of practices informs learners of what to do in different places and at different times. Knowledge of products, tangible or intangible, leads to a growing awareness of the culture's beliefs and values. Cultural understanding enhances the lives of and enables students understand how different perspectives impact the behaviors and actions of people.

Comparisons Strand

An awakening for second language learners is that learning a language involves more than acquiring a different set of vocabulary. Learning a language involves developing new linguistic concepts as well as vocabulary. Comparing the languages linguistically gives students a greater understanding of both languages. For example, learners may become more aware that a language cannot be translated word-for-word as they learn to use cognates, idioms, different word order, and new writing systems.

FRAMEWORK OF THE COMMUNICATIVE MODES

The chart below is from *Standards for Foreign Language Learning: Preparing for the 21st Century* (National Standards in Foreign Language Education Project, 1996) and illustrates the three modes of communication and the link between language and culture.

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	<ul style="list-style-type: none"> • Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact. • Direct written communication between individuals who come into personal contact. 	<ul style="list-style-type: none"> • Receptive communication of oral or written messages. • Mediated communications via print and non-print materials. • Listener, viewer, reader works with visual or recorded materials whose creator is absent. 	<ul style="list-style-type: none"> • Productive communication using oral or written language. • Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode. • Author or creator of visual or recorded material not known personally to listener or reader.
PATHS	<ul style="list-style-type: none"> • Productive abilities: speaking, writing. • Receptive abilities: listening, reading. 	<ul style="list-style-type: none"> • Primarily receptive abilities: listening, reading, viewing. 	<ul style="list-style-type: none"> • Primarily productive abilities: speaking, writing, showing.
CULTURAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds. • Ability to recognize that languages use different practices to communicate. • Ability to recognize that cultures use different patterns of interaction. 	<ul style="list-style-type: none"> • Knowledge of how cultural perspectives are embedded in products (literary and artistic). • Knowledge of how meaning is encoded in products. • Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences. • Ability to analyze and compare content in one culture to interpret U.S. culture. 	<ul style="list-style-type: none"> • Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader. • Ability to present cross-cultural information based on background of the audience. • Ability to recognize that cultures use different patterns of interaction.
KNOWLEDGE OF THE LINGUISTIC SYSTEM: The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.			

DISPLAYING THE STANDARDS IN STAGES

Research on second language acquisition has shown that, regardless of their age, learners progress through fairly predictable stages of language use. While instructional practices and selections of curricular topics will vary greatly from elementary to high school classes, the characteristics of students-whatever their age-within any developmental stage are similar. The standards are therefore organized in stages of language learning not only to make them useful to the program as it exists today but also to propel Hawaii toward the goal of language learning as an integral part of the K-12 curriculum. The level of proficiency attained along this continuum can be affected by variables that may include: language studied, student's motivation, frequency of instruction, length of instructional sequence, and quality of instructional strategies.

Stage I (Grades K-8, High School–Years 1 and 2)

This is the beginning stage of learning in which the learner has just entered formal language instruction and may occur at any age. It describes learning achieved by students in sequential elementary programs or a two-year middle school or high school sequence. Students at this stage use a limited supply of memorized words, phrases, and short sentences that meet simple practical needs. They comprehend general information, vocabulary, and messages on familiar topics with contextual and visual support and are able to imitate culturally appropriate gestures and words. Stage I develops proficiencies from Novice Low (no functionality; knowledge of a few words) to Novice Mid (memorized material can be accessed to convey information and interact in simple exchanges for information). The stages or proficiency levels are described in more detail in the appendix.

Stage II (High School–Years 3 and 4)

Stage II describes an intermediate learning stage reached by learners who have had several years of formal instruction. At this stage, learners begin to express thoughts using sentences and strings of sentences when interacting on familiar topics. They begin to use pronunciation and intonation patterns well enough to avoid misunderstandings. Intermediate learners are able to meet practical writing needs by recombining learned material and showing some control of vocabulary and formal structures of the language. Intermediate learners comprehend general concepts, main ideas, and some supporting details about familiar topics. They begin to apply familiar structures to new situations and use a greater range of vocabulary and idiomatic expressions. In speaking and reading, they experiment with strategic use of language to avoid breakdowns in communication. Under current program conditions, Stage II characteristics are commonly acquired by students who have completed three to four years of high school language courses in European languages or four to five years of Asian languages, or who have been in sequential elementary or middle school immersion or semi-immersion programs. Stage II targets language proficiency levels from Novice High through Intermediate Mid.

Stage III (High School–Advanced)

Through an extended experience of language learning, the learners at Stage III, the expanding stage, show limited facility with narration and description. They will often be able to use connected sentences and short paragraphs. They interact freely with other speakers, using language confidently and with ease in most simple social contexts. Learners are able to meet most of their own practical writing needs. They can also make some longer oral and written presentations showing sustained control of the key structures of the language. They comprehend main ideas and most details on a variety of topics beyond the immediate situation. They use knowledge acquired in other settings and understand significant details from a variety of topics found in authentic material.

Stage III targets proficiency levels from Intermediate Mid through Pre-Advanced. More details about the proficiency levels can be found in the American Council for Teachers of Foreign Languages (ACTFL) guidelines in the appendix. A key factor to supporting the attainment of advanced levels of language proficiency is the length of a student’s participation in a language program.

THE RELATIONSHIP BETWEEN THE WORLD LANGUAGES STANDARDS AND GENERAL LEARNER OUTCOMES

The General Learner Outcomes serve as the essential, overarching goals for all the content and performance standards. The World Languages standards contribute toward the development of the knowledge, skills, and attitudes of the General Learner Outcomes. Students become more responsible for their own learning as they become better at Communication. They increase their understanding of how it is essential for human beings to work together through the Cultures standard, which promotes understanding and tolerance for individual, cultural, and language differences. Students apply complex thinking and problem solving through making Comparisons of how different language and culture systems operate. Technology is a tool that brings authentic resources from the respective cultures and communities for students to use and interact with.

GLO 1: SELF-DIRECTED LEARNER: The ability to be responsible for one’s own learning.

Learning another language requires one to take full responsibility for the memorization of the new vocabulary and patterns; no one else can memorize for him or her. Therefore, a student of a World Language is provided the opportunity to develop the discipline, initiative, the study skills, and the proper time management needed to be successful in the target language.

Common reasons given by students for enrolling in a World Languages class are the desire to communicate with native speakers of that language, to learn more about the culture of the native speakers of that language, and to prepare them for the requirements of college and/or their career. World Languages students set these as goals and priorities for their own learning and must evaluate and test their skills as they strive to meet the Hawaii Content and Performance Standards for World Languages.

As learning another language is sequential and requires the spiraling repetitive use of previously learned material, it is self-evident to students when goals for language use and acquisition have been mastered and have or have not been achieved. Students are then able to evaluate their own learning and adjust to ensure future success and achievement.

EXAMPLE: Students spend a conversation period with native speakers of the target language who are visiting their school for the day. Students want to communicate with each other and must rely on their own learned command of the target language to converse successfully. Students discover what they truly know and can do with the language. They also discover what they each need to do to improve their language skills for better communication in the target language.

GLO 2: COMMUNITY CONTRIBUTOR: The understanding that it is essential for human beings to work together.

Language and culture are integrally related and one cannot learn a language without learning the culture of the speakers of that language. The understanding of the unique qualities of one's native culture and that of other cultures reinforces awareness, respect, and appreciation for diversity of ideas, feelings, and cultures and is addressed by the Culture Standard.

Language communication skills are reinforced from the earliest stages of language instruction. Students must listen patiently for various purposes and in various situations as indicated in the World Languages standard of Interpretive Communication. Students are also taught to "listen" to non-verbal elements such as gestures, eye contact, and facial expressions that are used by native speakers of the target language.

The Interpersonal and Presentational Communication Standards of the World Languages Program require students to recognize and distinguish the manner of speech and speaking voice that is most appropriate in each situation. The Interpersonal and Presentational standards allow students to react and respond to problematic real-life situations using the target language. Group interaction and cooperation is usually needed for students to successfully manage these situational tasks.

EXAMPLE: As part of service-learning projects, students attend and participate in various community cultural festivals. They work with community members of varied ages and backgrounds to ensure success of the group and of the event. Classroom activities that involve group work have students develop skills for

working with others successfully. A cooking show project requires students to use skills of listening, cooperation, collaboration, and work ethic to successfully make decisions in working towards a goal. Group roles and responsibilities are given to each member and each member is vital to the overall success of the group goal. Considerations and allowances are made for individual “hardships,” such as a food allergy or ignorance of ingredients and cooking procedures, to create a project that is ultimately satisfying and enjoyable for all involved.

GLO 3: COMPLEX THINKER: The ability to be involved in complex thinking and problem solving.

One takes a World Languages class with the intent to use and comprehend the language in daily situations. To do this effectively requires more than rote memorization of discrete pieces of information such as vocabulary and grammar rules. One must determine how, when, and where to use the language parts to deal with a situation. This requires using the language learning to analyze a problem, to develop a solution, and evaluate the effectiveness of the solution.

Performance-based and authentic assessments are an integral part of second language learning in which students are asked to use the language learned to deal with, work through, and solve a problem in a given situation. Students must generate ideas and approaches to deal with these authentic situations and to suggest viable solutions.

EXAMPLE: Students list traits, qualities, and ideas generally associated or identified with the native speakers of the target language. They discuss these generalizations and examine how the stereotypical image came to be and what perpetuates such opinions. Students also generate strategies and approaches for changing stereotype images and for educating others.

GLO 4: QUALITY PRODUCER: The ability to recognize and produce quality performance and quality products.

If one takes a World Languages class with the intent to use that language to communicate with fluent speakers in daily situations, one almost immediately knows whether the intended message was understood or not. Through frequent and repeated exposure and experience with communication tasks, students of a language easily recognize quality performances and products.

The World Languages Standards and its benchmarks show sequential growth and expansion of skills, knowledge, and abilities. Students must meet the previous benchmarks to progress to the next level, as each level of language acquisition expands upon and enhances the components of the previous one to more complex and sophisticated language use. Students are keenly aware when products and performances do not meet the quality and level of

sophistication appropriate to their level of language learning and can identify specific skills that can be improved and “brought” up to the appropriate level.

EXAMPLE: Students suggest criteria and evidence for a performance or a product that meets or exceeds World Languages Standards. Rubrics, a rating scale, or other forms of evaluation tools are developed and used by students to assess their own performance or product and/or their peers’ performances or products.

GLO 5: EFFECTIVE COMMUNICATOR: The ability to communicate effectively.

The ability and the desire to communicate effectively are the reasons students give for pursuing the World Languages program of study. The expectation and demand to express and comprehend ideas and thoughts clearly and effectively in a language other than English is the driving force for language learning. The Interpersonal Communication Standard requires one to use the language with others in conversations, to give and get desired information, and to express feelings, emotions, ideas, and opinions; the Interpretive Communication Standard, to understand and interpret written and spoken material; and the Presentational Communication Standard, to present information and ideas to audiences of readers and listeners. One cannot be successful in a World Languages class without being a successful and effective communicator in that language.

EXAMPLE: Students gather information on the projected weather given for a city by listening to a weather report on the radio or television, or by reading a weather report in a newspaper or on the web, that are all given in the target language. Students discuss the weather conditions of their city in the target language with a partner or a small group and plan what activities to do and what clothing to take on a visit to that city. Students present a local weather report in the target language.

GLO 6: EFFECTIVE AND ETHICAL USER OF TECHNOLOGY: The ability to use a variety of technology effectively and ethically.

Modern technology brings the global community closer to the World Languages learner and allows for wider accessibility to authentic materials and realia of the target countries. Anyone learning another language is able to find actual media materials from the target country—such as television programs, radio broadcasts, and commercial movies and videos—that provide exposure to native speakers and native speech.

The computer also provides greater access to authentic reading material from target countries. Students can find news, ads, and articles on current happenings in the target culture written by native speakers. Online dictionaries, language games and tests, even web sites of famous entertainers are accessible on the Internet. Software for vocabulary and

grammar acquisition and practice, email correspondence with native speakers, and web pages and computer-generated presentations in the target language are also available. These provide opportunities for students to learn the language as well as acquire information about the culture and to create products or performances using the technology available.

EXAMPLE: Students research and compare current automobile sales in the target country with those of the United States or Hawaii. Students find comparative car models, features, and price ranges for new and/or used cars. Students show their conclusions and evidence by preparing a media presentation.

SAMPLE STUDENT WORK

Standards provide all students with access to high expectations, challenging curricula, and effective teaching. Standards associate equity with excellence and ensure that students have the language proficiency they need to interact effectively in a multicultural and multilingual world. Standards do not prescribe a curriculum but provide a foundation for schools to develop their own curriculum.

Content standards define what all students should know, be able to do in World Languages. The aim of the standards is to assure that all students are provided the opportunity to develop competency in at least one language in addition to English.

Benchmarks describe when certain language functions should be introduced. They reflect the developmental stages through which students progress and provide teachers with an idea of reasonable expectations of students who have been provided optimal curriculum, instruction and classroom conditions.

With the development of content standards—fixed goals for learning—comes the need to elaborate upon and communicate expectations of how students will demonstrate progress towards the goals. A standards-based system requires descriptions of student work expectations, samples of student work, and discussions of instructional practices and strategies to successfully support students' production of standards-level work.

The following sample of student work illustrates the products and components of a standards-based system. Components included are: content standards, benchmarks, sample performance assessment, and a rubric that describes the qualities of satisfactory performance of the assessment. Teacher commentary incorporates the criteria for the quality of the student work in meeting the benchmark(s).

EXAMPLE: HIGH SCHOOL (Year 2, Japanese)

Communication Strand Standard 1: Interpersonal	Stage I: Year 2 Benchmarks	Sample Performance Assessment (SPA)
Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	<p>WL.IS.Y2.1.1 Ask and answer questions to get information and clarify something that has not been clearly understood.</p> <p>WL.IS.Y2.1.2 Provide details to elaborate on familiar topics and ask clarifying questions.</p>	Students ask and answer questions in Japanese with a partner to get information about the buildings and their locations as found on a map of an imaginary town labeled in English.

STUDENT WORK SAMPLE	EVIDENCE OF BENCHMARKS
<p>A: Ohayoo gozaimasu. B: Ohayoo. A: Doko ni sunde imasu? B: Kiyomizu doori wa sunde imasu. A: um. . . B: Honya no yoko ni sunde imasu. A: A, soo ka. Depaato e ikitai desu ka. B: Hai, um ...depaato e ikimasu... um... Depaato wa doko desu ka? A: Depaato ...depaato wa byooiin no mukai ni arimasu. . . . Nani o . . .Depaato de nani o kaimasu ka? B: Shatsu o kaimasu. A: Nani shatsu. . . . Dono shatsu o kaimasu ka? B: Midori T-shatsu o kaimasu. A: Midori T-shatsu wa takai desu. B: Kawa um . . . wa doko desu ka? A: Kawa wa hon no chikaku ni arimasu. B: Kooen e ikimasu, ikimashoo ka? A: Hai, kooen e ikimashoo. B: Kooen wa doko desu ka? A: Kooen wa yuubinkyoku no tonari ni arimasu. Kooen de nani o shimasu ka? B: Kooen wa joggingu o shimasu. A: Soshite, kawa de suiei o shimashoo ka? B: Iie, kawa wa kusai desu. A: Soshite, doko e ikima.. ikitaidesu ka? B: Um.. um. . . resutoran e ikimashoo. A: Nani o tabetai desu ka?</p>	<p>←Student B describes by providing details in adding that he buys a green T-shirt. Student A further elaborates by stating that the green T-shirt is expensive.</p> <p>←Student A invites Student B to go swimming in the river but Student B declines and justifies his answer by stating that the river has a bad smell.</p> <p>←Students A and B were able to offer additional information and provide limited details through the use of conjunctions like “and then” (soshite).</p>

STUDENT WORK SAMPLE	EVIDENCE OF BENCHMARKS
<p>B: Ramen o tabetai desu. Chiken ramen ga suki desu ka?</p> <p>A: Hai, chiken ramen ga suki desu.</p> <p>B: Kore desu ka.</p> <p>A: Sen en desu.</p> <p>B: Takai desu.</p> <p>A: Soo desu ne. Nani o nomimasu ka?</p> <p>B: Osake o nomimasu.</p> <p>A: Nan sai desu ka?</p> <p>B: Um. ni juu. ni juu sai desu. um. . . kooro o nomimasu ka, kooro o nomimasu.</p> <p>A: Hai, kooro o nomimasu.</p> <p>B: Ikura desu ka?</p> <p>A: Hai, go hyaku en desu.</p> <p>B: Hai.</p> <p>A: Sayonara.</p> <p>B: Arigatoo gozaimashita.</p>	<p>←Questions were initiated by both speakers. Student B extended the conversation from what he wants to eat (<i>ramen</i> – a noodle dish) by asking student A to elaborate on what kind of <i>ramen</i> is preferred.</p> <p>←Student A also asked a clarifying question after Student B stated that he drinks <i>sake</i> (alcohol). Student A asked him how old he was. Additional information was obtained about the cost of the beverage.</p>

HCPS III RUBRICS for Standard 1: INTERPERSONAL, Stage I: Year 2

Students reached the Proficient level of both benchmarks.

Benchmark WL.1S.Y2.1.1			
Ask and answer questions to get information and clarify something that has not been clearly understood			
Advanced	Proficient	Partially Proficient	Novice
Ask and answer questions, using sentences or strings of sentences and expanded vocabulary, to get information and clarify something that has not been clearly understood	Ask and answer questions, using sentences or phrases and expanded vocabulary to get information and clarify something that has not been clearly understood	Ask and answer questions, using simple phrases, familiar vocabulary, and/or some memorized words and phrases, to get information or clarify something that has not been clearly understood	Ask or answer questions, using memorized words and phrases, to get information or clarify something that has not been clearly understood

Benchmark WL.1S.Y2.1.2 Provide details to elaborate on familiar topics and ask clarifying questions.			
Advanced	Proficient	Partially Proficient	Novice
Provide details to elaborate on a variety of topics and ask clarifying questions, using sentences or strings of sentences and expanded vocabulary	Provide details to elaborate on familiar topics and ask clarifying questions, using sentences or phrases and expanded vocabulary	Provide details to elaborate on very familiar topics and ask clarifying questions, using simple phrases, familiar vocabulary, and/or some memorized words and phrases	Provide details to elaborate on limited topics or ask clarifying questions, using memorized words and phrases

Teacher Commentary:

The students in this dialogue discussed, in Japanese, locations of several buildings on a map of an imaginary town labeled in English. Additional information and details about their residences, places they want to visit, things they want to eat, drink, and buy, and prices of items were obtained by asking and answering clarifying questions.

Students A and B were assessed as being “proficient” in attaining the two benchmarks for Year 2 of Standard 1: Interpersonal Communication, based on the HCPS III rubrics. The lack of evidence of strings of sentences to sustain a more elaborate and lengthy conversation keeps the rating as “proficient” rather than as “advanced.” Overall, the conversation can be easily understood by those used to working with language learners despite a few errors with particles/relationals. Complete thoughts directly related to the conversation are found throughout the exchange.

The rubric on the next page was also used to provide specific information and feedback to the teacher and the students. It helped identify strengths and weaknesses of the student performance and provided insights for improvement. The rubric served as both a formative and summative assessment tool that was used for self, peer, and teacher evaluation.

Level 2 Speaking Tasks–Rubric

	Novice	Partially Proficient	Proficient	Advanced
TASK COMPLETION (assess how well the student performs the task assigned)	Minimal completion of task and/or responses frequently inappropriate	Partial completion of task; responses mostly appropriate yet undeveloped	Completion of the task; response is appropriate and adequately developed	Superior completion of task; responses appropriate and with elaboration
COMPREHENSIBILITY OF MESSAGE (assess how much interpretation is required by a rater accustomed to interacting with language learners)	Utterances barely comprehensible	Utterances mostly comprehensible, requiring interpretation on the part of the listener	Utterances comprehensible, requiring minimal interpretation on the part of the listener	Utterances readily comprehensible, requiring no interpretation on the part of the listener
FLUENCY (assess the ease with which the student delivers the message)	Speech halting and uneven with long pauses or incomplete thoughts	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts	Some hesitation but speaker manages to continue and complete thoughts and ideas	Speech continuous with few pauses or stumbling
PRONUNCIATION & ENUNCIATION (assess how the quality of the pronunciation facilitates or impedes the communication of the message)	Frequently interferes with communication	Occasionally interferes with communication	Does not interfere with communication	Enhances communication
VOCABULARY (assess extent to which student uses vocabulary accurately, reflecting sufficient variety and appropriateness to level)	Inadequate and/or inaccurate use of vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary; unsuitable for this level	Adequate and accurate use of vocabulary for this level	Rich use of suitable vocabulary
GRAMMAR (assess the level of accuracy and use of newly-learned as well as basic structures)	Inadequate and/or inaccurate use of basic sentence structures	Emerging use of basic language structures; attempts use of new structures	Emerging control of basic language structures, with frequent though not always, accurate use of new structures	Control of basic and newly-acquired language structures
AUDIENCE-APPROPRIATE LANGUAGE, STYLE, AND REGISTER (assess the use of expressions and language structures that are appropriate and in accordance with degree of formality and purpose for an intended audience and/or situation)	Inadequate, inappropriate, and/or offensive usage for situation and audience	Appropriate language exchanges usually that of previous rote memorization material; missing features and structures required for complete and polite language exchanges	Emerging though not consistent control of appropriate language choices for task and audience	Control of appropriate language choices for task and audience

Adapted from *Level 2 Speaking Tasks–Analytic Rubric* of Fairfax County Public Schools)

3. ASSESSMENT, CURRICULUM, AND INSTRUCTION

STANDARDS-BASED ASSESSMENT

As teaching and learning strategies have evolved, so too have the ways and means to evaluate teaching and learning. Classroom assessment is an integral, ongoing part of the learning process that enables all students to achieve high levels of proficiency. Classroom assessment must be aligned with curriculum and instruction, and serve to document the progress that language learners are making. The following diagram shows some of the changes that assessment in World Languages has undergone in recent years.

TRADITIONAL ASSESSMENT

- Tests of discrete points or facts
- Scores based on number or percent correct
- Objective, paper-pencil type tests (e.g., true-false, multiple choice, matching)
- “Right” answers
- Recognition and recall of knowledge, not production of language or performance
- Simplistic versions of activities

AUTHENTIC AND ALTERNATIVE ASSESSMENT

- Evaluation of learning process and product
- Assessment of application of instruction
- Open-ended tasks, resulting in individual or group performance
- Holistic assessment using criteria to score
- Assessment of multiple tasks which demonstrate active use of knowledge; problem solving, inference, and other complex thinking skills
- Situation-based tasks in real world contexts
- Student involvement, student ownership of learning, and teacher-student collaboration

In the classroom, tests, evaluations, and assessments serve a variety of purposes. They provide feedback to students about their own learning in an attempt to measure the acquisition and application of knowledge and skills. They also provide the basis for classroom instructional decisions and modifications, clarification of student expectations, motivation of students, and documentation of the results of the program.

Assessment tasks can be either *summative* or *formative*. A final exam or a culminating performance are common forms of summative assessments, which are usually given at the end of a course to determine what the learner can do with the language at that time. Formative assessments allow the learner to review and practice the language and get feedback to improve and modify language performance skills without penalty. Paired interviews, short quizzes, practice role-plays are some examples of formative assessments. Providing opportunities for students to participate in ongoing formative assessments is critical for all students to be able to work towards satisfactory meeting of the benchmarks.

The influence on second language acquisition research in the 1980s and the development of the ACTFL Proficiency Guidelines are reflected in current best practices. World Languages teachers should have a range and variety of tests and assessment instruments for use in evaluating student progress. For World Languages assessment, assessment tools should focus on what the learners *can* do with the language, not what they cannot do. The focus should be on *using* the language, not just talking about the language. The assessment should match the way in which the curriculum is taught. These concepts have been incorporated into the most recent K-12 ACTFL Proficiency Guidelines, which are helpful in informing assessment practices specific to grades K-12.

Traditional assessment consists primarily of paper-and-pencil format tests that use such items as multiple-choice, matching, true or false, fill-in-the-blanks, essays, etc. Traditional assessments usually measure the number of concepts, rules, passive knowledge, and discrete points a learner has obtained in studying another language.

Assessments available commercially include *standardized tests*, *achievement tests* and *proficiency exams*. *Standardized tests* are norm-referenced tests that measure the learner's performance in comparison to that of other test takers. *Achievement tests*, such as chapter tests provided by publishers to accompany textbooks, measure the learner's mastery of the knowledge and/or skills of what is taught. *Proficiency exams* such as the ACTFL Oral Proficiency Interview (OPI) measure the learner's performance against a criterion of the proficiency of an educated native speaker of a language rather than to other learners.

Pro-achievement tests, unique to the assessment of World Languages, blend achievement and proficiency testing by testing achievement of the grammar and linguistic structures from the course content in performance-based situations. (Harper, Lively, & Williams, 1998).

Performance assessments require students to demonstrate mastery of specific skills and competencies by performing or producing something. Students are given a task to respond to orally or in writing or by constructing a product while judgments are made as to the quality of achievement demonstrated.

Authentic assessment is another term used to determine how well students use the target language to negotiate and navigate through real-life problems and situations. Authentic situations and tasks, which native speakers or fluent speakers of the target language normally encounter in their everyday lives, require students to use skills in higher-level thinking, problem solving, and social interactions while integrating world languages learning with other subject areas and with their life. Since the task is open-ended to allow more than one right answer, authentic assessment provides opportunities for students to practice, to use resources, to get feedback, and to adjust products and performances for an audience besides just the teacher.

Observation is another method of evaluation and assessment. Teacher observation occurs in the classroom as student performance in the completion of a task is watched and judgments about student competence and manner are recorded, based on a rubric. Peer observation leads to peer assessment where students evaluate each other's work using set criteria. This

allows students to reflect on their classmates' accomplishments. In turn, students reflect on and evaluate their own work and progress. *Self-assessment* is another means to evaluate progress in a World Languages classroom.

Interviews and conferences can also be used to identify areas of progress and improvement. Interviews and conferences in the target language between teacher and student as well as between two students emphasize listening and speaking skills.

Portfolio assessment centers on the systematic appraisal of learner's collected work samples. Language learners have the opportunity to showcase and document evidence of their learning and to assess their own growth and improvement in a portfolio.

SELECTING AND DESIGNING ASSESSMENT TOOLS

Multiple forms of assessment should be used as an integral, ongoing part of the learning and instructional process. The assessments should reflect specified and appropriate achievement expectations for the student and the intended instructional purpose. Work collected should provide a representative sampling of what the learner can do with the language.

The following list suggests some characteristics that are desirable in tools that are used to evaluate and assess World Languages skills and proficiencies. Tools for assessing proficiency are

- Performance-based—ask learners to create, perform or produce something
- Authentic—provide situations that are based in a real world context
- Balanced—reward skill development, creativity, and linguistic accuracy
- Standards-based—derive instructional objectives from the standards
- Communicative—accomplish an exchange of ideas or information
- Thoughtful—involve use of higher-level thinking and problem-solving skills
- Informative to learners—provide meaningful and consistent feedback to learners
- Consistent with instruction—reflect the methods and strategies used in classroom instruction

Assessment tools may include *rubrics* to assess student performances. Rubrics commonly include a checklist or rating scale form listing characteristics of performances or qualities by levels. The characteristics or criteria should be based on the World Languages Standards and the rubric can be adapted to include student input into the criteria.

Holistic rubrics are qualitative and grade the overall performance. Advanced Placement exams use holistic rubrics; that is, scoring is summative and usually assigned point values.

Analytical rubrics are quantitative, as a point value is usually assigned to each level of performance of each of the determined characteristics or criteria. Analytical rubrics are used in formative assessments, which help students determine their strengths and weaknesses and identify areas for improvement. The rubrics assess the performance process as well as the performance product. See Appendix B for samples of rubrics.

Professional organizations of foreign language teachers, districts, and schools have developed comprehensive assessment instruments. They include the Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages (ACTFL), the National Assessment of Educational Progress for 2004 Foreign Language performance assessment rubrics, sample rubrics found in the New Jersey World Languages Curriculum Framework and Nebraska K-12 Foreign Language Framework, and the Elementary language assessments found in *Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments* (1997).

USES OF ASSESSMENT DATA

Assessment data are valuable and useful for students, teachers, parents, and the school. The data can provide information about strengths, weaknesses and areas of improvement for all stakeholders.

Valid assessment data assist World Languages teachers in the planning of effective instruction. The data provide information not only to assess and evaluate an individual student's learning, but also to evaluate and adjust the instructional program to meet changing needs and demands.

Assessment data can play a key role in program or course placement and advancement of the learners of the language. Many colleges use placement exams or credit-by-exams to categorize students' knowledge of the target language. Assessment data can also stimulate the dialogue for collaboration and alignment of expectations of language programs from elementary to high school and even to post-secondary institutions. Collaboration between the student and the teacher and among the World Languages teachers is encouraged to ensure that transitions from one level to the next provide continuous progression in students' learning experiences.

Ideas for Projects Used as Assessment

The following list of projects is adapted from Deborah Blaz, *Foreign Language Teacher's Guide to Active Learning*, 1999.

KINESTHETIC PRODUCTS	card games ceramics charade clothing collage dance	demonstration diorama display dramatization etching experiment	food furniture gadgets games jigsaw puzzles mime	mobile model movement/game observation puppet puzzles
WRITTEN AND VISUAL PRODUCTS	advertisement album questionnaire anagram animation artifact collection autobiography award banner blueprint book jacket booklet/brochure bookmark book report bulletin business letter calendar cartoon chart checklist collage comic book	commercial comparison computer program creative writing crossword puzzle description diagram dialogue diary diorama display drawing fairy tale/myth flannel board flashcard flipchart flowchart glossary graphic organizer greeting card guidebook photo essay	handbook headline job description laws, rules lesson plan logs lyrics magazine article maps metaphor mobile mural new story ending newscast oath outline observation sheet painting parody pen pal letter petition photo essay prediction poster	puppet show quiz rebus story recipe report review riddle scrapbook short story skit slide show slogan speech stencil storyboard telegram time line travel log video weather map word search
ORAL PRODUCTS	anecdote audio recording ballad/rap/song book report campaign speech choral reading	comedy act debate dialogue discussion documentary dramatization	fairy tale/myth free verse interview joke lecture lesson	monologue narration newscast role play seminar speech

Portfolio Assessments

Portfolio assessments provide a long-term record of the student’s growth, progress, efforts, and achievements in a purposeful collection of the student’s work. The form and development of the portfolio involve negotiation between the teacher and the student. The student plays a major role in this assessment process by selecting the evidence of his or her own learning and the material to analyze and monitor his or her own language growth and development. In a World Languages portfolio, it is imperative that selections include more than just written work to show the range and variety of skills and language usage that the student must acquire.

Types of Portfolios

PORTFOLIO TYPE	DESIGNER OR DEVELOPER	TYPE OF ENTRIES	NUMBER OF ENTRIES, FREQUENCY	AUDIENCE
<i>Showcase or best works</i>	Teacher (using set of established goals)	Self-selected	Few, over course of specified amount of time	Parents, school administrators, Board of Education, legislators, etc.
<i>Documentation</i>	Teacher designs, students and teacher compile	Teacher evaluation and student self-evaluation	Many, over pre-determined amount of time	Parents at parent conference, student
<i>Evaluation</i>	Outside agency or statewide group of teachers; students and teachers create a set of tasks	Standardized entries	Specified and limited number and format	Parents, legislators, educational agencies
<i>Process</i>	Student selects goal; student selects and states value of documents	Self-reflection of the learning process, usually not graded	Specified number of rough drafts, peer reviews; short, intensive period of time or single task	Primarily the student for self-reflection; teachers and parents

Adapted from *Teacher’s Handbook*, (Shrum and Glisan, 2000).

Sample Items Often Included in a World Languages Showcase Portfolio

- | | |
|---------------------------------|--|
| WRITTEN PRESENTATIONS | <input type="checkbox"/> Expressive (diaries, journals, writing logs) |
| | <input type="checkbox"/> Transactional (letters, surveys, reports, essays) |
| | <input type="checkbox"/> Poetic (poems, plays, stories) |
| PERFORMANCES | <input type="checkbox"/> Role playing, drama |
| | <input type="checkbox"/> Dance / movement |
| | <input type="checkbox"/> Reader’s theater, choral readings |
| | <input type="checkbox"/> Songs, music |
| REPRESENTATIONS | <input type="checkbox"/> Dioramas, models |
| | <input type="checkbox"/> Displays, bulletin boards |
| | <input type="checkbox"/> Charts, graphs |
| | <input type="checkbox"/> Replicas, mock-ups |
| VISUAL AND GRAPHIC ARTS | <input type="checkbox"/> Paintings, drawings |
| | <input type="checkbox"/> Storyboards |
| | <input type="checkbox"/> Cartoons |
| | <input type="checkbox"/> Sculpture |
| | <input type="checkbox"/> Folk art, folk crafts of target culture |
| MULTIMEDIA PRESENTATIONS | <input type="checkbox"/> Videotapes, films |
| | <input type="checkbox"/> Audiotapes, CDs |
| | <input type="checkbox"/> Slides, photo essays |
| | <input type="checkbox"/> Computer presentations (PowerPoint, Hyper Studio) |
| | <input type="checkbox"/> Print media |
| ORAL PRESENTATIONS | <input type="checkbox"/> Debates, discussions |
| | <input type="checkbox"/> Mock trial |
| | <input type="checkbox"/> Speeches, monologues |
| | <input type="checkbox"/> Storytelling |
| | <input type="checkbox"/> Interviews |
| | <input type="checkbox"/> Broadcasts |

Sample work of performances and three-dimensional artifacts may be included through electronic and digital photos, audio tapings, and videos. Adapted from Nebraska K–12 Foreign Language Frameworks (1996).

PROGRAM EVALUATION

This list includes some of the characteristics that describe an effective World Languages program. The list reflects the influence of state and national standards and the most current research on instructional beliefs and practices.

A successful World Languages program is one which:

- has strong administrative support (scheduling, staffing, training, materials, equipment, facilities);
- has a sequence of study which is well-articulated with the sequence that precedes and/or follows it;
- gives access to all students;
- uses a variety of strategies and programs to accommodate the broad spectrum of student experiences, styles of learning, and abilities;
- has a high incidence of target language use;
- makes effective use of community resources;
- provides for ongoing professional development based on the latest research;
- conducts ongoing formal and informal evaluation of program, curriculum, instruction, and pupil performance;
- uses curriculum, instruction, and assessment that are based on state and national standards;
- integrates with other content areas; and
- is proficiency based.

STANDARDS-BASED CURRICULUM

A standards-based curriculum focuses on the end goals of instruction, the actual student performances that will represent what it means to know another language. This requires a shift in thinking about curriculum choices. In general, there is a shift:

From...	To...
<ul style="list-style-type: none">• Centering on the teacher• Talking about language• Covering the text• Testing• Having one right answer	<ul style="list-style-type: none">• Centering on the student• Using the language• Developing proficiency• Assessment• Having multiple ways of showing learning
<ul style="list-style-type: none">• Designing a sequential curriculum	<ul style="list-style-type: none">• Designing a spiraling curriculum

The standards-based curriculum features experiences students need to achieve high levels of proficiency. An effective curriculum leads students to develop not only proficiency but also lasting understandings of and appreciation for the benefits of learning World Languages as envisioned in the Content Standards.

Currently, many states have endorsed curriculum alignment as a school reform strategy to achieve higher standards for all and are urging districts to engage in the process. The following ideas for World Languages curriculum review draw upon common elements found in professional development activities and can contribute to a school's curriculum review process.

ELEMENTS OF THE CURRICULUM REVIEW PROCESS

Studying Standards

- Examine the World Languages standards and benchmarks for specific curriculum content and grade or language levels.
- Review sample assessments and rubrics for appropriate taxonomic levels.
- Consult the World Languages Benchmark Maps, a sequence of clustered benchmarks to be covered within a grade or course, for identifying when benchmarks will be addressed.

Examining School Curriculum

- Review school curriculum against state standards, benchmarks, and resource guides.
- Discuss and identify the skills and concepts students must acquire to meet the standards.
- Develop a curriculum in collaboration with other teachers within and among all grades or levels of instruction in the school or complex. For example, do different levels or grades of the same language provide for continuity of learning experiences with the previous grade or next level? Is there consistency among all the classes at the same level or grade?

Generating School Examples

- Determine what type of assessments will best demonstrate student learning.
- Review concepts with which students must be familiar prior to the performance assessment.
- Construct standards-based lessons that provide opportunities for students to acquire new knowledge, practice skills, and demonstrate their language use according to standards-based criteria.
- Discuss examples of student work associated with different levels of proficiency achieved.
- Compare different classes at the same level. This is particularly important if there is more than one teacher at the same level.

Reflecting on Curriculum

- Determine if the curriculum reflects a shift towards standards-based concepts (e.g., from teacher-centered to student-centered).
- Discuss ways in which the curriculum can help to build lasting understandings, address essential questions, or contribute to the understanding of big ideas of World Languages education. The big ideas in the benchmark maps serve as a resource for these discussions.
- Generate questions that focus on essential questions of each standard. For example, for Interpersonal Communication: Do students understand why it is important to communicate in another language? Can they articulate why their communication with foreign speakers is more meaningful if they speak their language? For Cultures: Can they discuss why it is important to understand the perspectives of another culture? Can they give examples of how the products and practices of a culture reflect a perspective or value of that culture?
- Determine adjustments to be made on curriculum, instruction, and assessment, based on student outcomes.

STANDARDS-BASED INSTRUCTION

There has been a significant shift in the teaching of languages since the 1980s. In the past, second language classroom instruction was often focused on the memorization of vocabulary and grammar rules. Classroom activities were centered on drill and practice and learning processes in unnatural settings. With the introduction of Goals 2000 and the National Foreign Language Standards, much has been done in recent years to improve language programs. Programs now are designed to prepare students who can use the language in meaningful ways. The foreign language standards offer a vision of what students should know and be able to do with another language. In order to attain these standards, students should be given ample opportunities to explore, develop, and use communication strategies, critical thinking skills, skills in technology, as well as the appropriate elements of the language system and culture.

World Languages teachers design classroom activities to provide students with opportunities to increase their ability to read, write, speak, view, and listen in the target language. Teacher goals are to have students develop linguistic accuracy in the language as well as the ability to interact in contexts they will be likely to encounter in the target culture. In order to achieve these goals, teachers use a variety of instructional strategies.

A systematic approach will enable students to progress from the early stages of limited language use, through the development of relevant grammatical structures, to advanced stages in which they are able to use complex language and monitor their own accuracy. Such an approach requires articulation among all levels of instruction and agreements regarding the progression in the curriculum.

INSTRUCTIONAL STRATEGIES

The following instructional strategies and examples are characteristic of instructional choices that support World Language acquisition in a standards-based classroom. These strategies lend themselves to the following standards but can also be used to address several standards.

Standard 1–Interpersonal Communication

Cooperative learning. Cooperative learning is comprised of a variety of techniques that require students to work collaboratively in groups to help each other to complete a given task, attain a goal, or learn subject matter. Students are taught to take responsibility for their own learning as they apply strategies to various communication tasks.

Jigsaw. A commonly used strategy that is well suited to the Interpersonal Communication Standards is the Jigsaw. In this technique, each member of the group assumes responsibility for a given portion of the lesson. These members work with the members from the other groups who have the same assignment, forming “expert groups.” Eventually, each member must learn the whole assignment by sharing information with others in the group. This interaction reinforces the give-and-take nature of this standard.

Problem solving. Students work with their group members, sharing information in order to solve a problem such as how to find lost luggage at the airport. The exchange typically involves asking questions, requesting assistance, listing alternatives, and other language tasks that build proficiency in this standard.

Information-gap activity. Individual students create a drawing, a picture, diagram, or arrangement of items and try to convey the idea to a partner. Information-gap activities provide a good opportunity for students to learn how to ask for clarification, how to request information, and how to negotiate when faced with misunderstandings. For example, both students draw pictures of their own bedroom and then try to determine if they have similar items or arrangements by describing their drawings to each other.

Role Play. The Role Play is a valuable technique for simulating real-life situations. In most Role Plays, each student is given a situation and directions on what to include in a discussion with his/her partner. Role Play provides a safe environment for students to experiment with new behaviors and skills.

Keypals/Penpals. Students write letters or email in the target language and exchange letters with students in the target country sharing information about typical routines, family, school life, etc.

Each of these strategies provides guided experiences in which students can practice realistic language use.

Standard 2—Interpretive Communication

Total Physical Response (Asher, 1982). This technique incorporates the total physical involvement of students. Teachers commonly use TPR as a whole class strategy for developing listening comprehension through a series of commands to which students respond physically.

EXAMPLE: Teacher asks students to stand up, turn around, and close their eyes. Students use gestures to cue and focus on listening comprehension. A newer version of this strategy, TPR Storytelling (Ray, 1990), added the concept of providing these commands in the form of a story.

Authentic broadcast. Students view a taped newscast, weather report, and/or commercials in the target language before preparing for writing and recording their own.

Standard 3—Presentational Communication

Storytelling. Students create a story with visuals or recreate a familiar fairy tale or story. The reliance on visual props during the presentation to an audience (other students, another class, and parents) is a way to encourage a transition from reliance on memorized material to creating with familiar material.

Songs. Students sing traditional songs in the target language and perform for live audiences and venues such as a senior citizen center during the holidays.

Oral presentations. Students give brief oral presentations about people, activities, or events such as field trips and vacations in their everyday environment.

Student publications. Students write articles on topics of personal interest for a school publication or publish their own newspaper in the target language.

Chain stories. One student begins a story with a sentence. The next student continues it by adding another sentence. This continues around the group.

Poems. A *diamante* poem is one created in the “shape” of a diamond. The first line contains one word; the second, two; the third, three; the fourth, two; and the final, one. Each line should be given a part of speech as identified by the teacher: one noun, two adjectives, etc. A *bio-poem* starts out with the student’s first name and two lines giving some biographical information. The next six lines are sentences or phrases expressing who or what the student loves, feels, needs, gives, fears, would like to eat, and is a resident of, followed by the student’s last name. A *haiku* is a poem of three lines in which the first and third lines contain five syllables and the second line has seven syllables. This can be modified to a 17-word poem instead of 17 syllables.

Demonstrations. Students teach others to cook a dish from the target culture by giving directions in the target language.

Standard 4—Cultures

Cultural presentations. Students create a visual and accompanying written or oral presentation that is focused on aspects of the target culture.

Plays. Students present a fairy tale or a short play from the target culture and perform at a parent sharing night or a nearby elementary school.

Crafts. Students replicate and discuss authentic arts and crafts from the target culture.

KWL (Know-Want to know-Learned). This strategy provides a structure for listing what students know regarding a target language or cultural topic, what students would like to know, and finally listing what has been learned and is yet to be learned.

Gallery Walk. This activity allows students to interact with material for a specified amount of time at each station. In a World Languages class, a teacher could post three to five questions about a cultural reading. Groups of students pause at each station, discuss the question, write comments on a sheet, and go to the next question when a signal is given.

Web pages. Students create parts of school web pages or a class web site in the language they are studying.

Standard 5—Comparisons

Venn Diagram. This graphic organizer strategy helps students organize ideas, language and cultural concepts that will help them develop a plan for writing. Students draw two or more circles depending on the number of items they are comparing. Within each circle, they list important ideas for each topic. When both topics share a similarity, students show that by writing it in a space where the circles overlap. It allows students to create a visual analysis of information focusing on the similarities and differences within and among languages and cultures.

Foreign language video. Students view a video from the target country and discuss the language similarities and differences observed between their own language and culture and the target language and culture.

Scrambled stories. Using their knowledge of vocabulary cues, conjunctions, tense markers, and sequential action, students rearrange a scrambled story.

THE STANDARDS-BASED CLASSROOM IN WORLD LANGUAGES

The standards-based classroom focuses on student attainment of the standards. Teachers begin with the question “What will students’ performance look like when students meet the standards?” Once that vision is clear, choices on curriculum, instruction and assessment can be made to prepare students to learn and to demonstrate their learning. The demonstration provides evidence that students have achieved the language learning goals as described in the standards. In the standards-based classroom, students understand what the learning goals are and how they can demonstrate language competency.

Identifying the communicative purpose first can help students see practical uses for the language and propel learning far beyond just accumulating isolated lists and language concepts. With the purpose of learning activities made relevant to daily communication, the standards-based classroom is a place where students clearly understand the learning goals and what it takes to demonstrate language competency.

APPROPRIATE RESOURCES

The most important resource in the World Languages class is a competent teacher. This competence is demonstrated when teachers possess content knowledge, a high level of proficiency in the language and information about the culture to be learned, and the skills

necessary to deliver effective instruction. Added to these competencies is the ability to select materials and strategies to enhance learning.

Technology enhances language learning by aiding students in strengthening linguistic skills, establishing relations with peers, and learning about contemporary culture and everyday life in countries in which the target language is spoken. Teachers identify the available technologies, determine the application they may have, and then decide how best to incorporate them into the instructional program. Technologies that may be appropriate are computer-assisted instruction, interactive video, instructional software, email, web casts, and the Internet.

Other resources are text materials, both basic and supplemental. The basic text provides more than sufficient content for each year and must be examined carefully as teachers decide which parts of the text to use and when, as they focus their instructional choices based upon the standards, benchmarks, and Benchmark Maps.

Supplemental materials are fiction, nonfiction, poetry, drama, essays, advertisements, articles, films, and multimedia written originally in the target language for native speakers and readers.

MEETING LEARNER NEEDS

An understanding of how language competency develops and knowledge of available instructional materials equip the teacher with the foundation to provide engaging lessons that enable all students to reach their highest potential. World Languages students need technology skills to assist in connecting their language learning to the real world. Especially in those languages that require learning a unique writing system and orthography, skills in word processing and sending email messages need to be addressed. Teleconferences to participate in face-to-face or text chat in the target language are other learning opportunities that technology can provide language learners. Delivering instruction through pod casts enables teachers to address students' multiple learning styles and provides students with additional language input when learning another language.

In standards-based classrooms, awareness of student diversity is a basic planning consideration as teachers strive to provide all students a learning environment that is relevant to their lives. In such an environment, they find meaningful variety, choices, challenges, and opportunities to meet their needs, interests, ways of acquiring knowledge, making sense of new ideas, and demonstrating their learning. Differentiating instruction in the language classroom by the curricular elements of content or concepts, process or activities, product complexity, and by student traits of readiness, interests, and learning styles encourages students to reach their learning potential by starting them from where they are and allowing them to progress forward.

A teacher differentiates the content and ways of learning by providing a variety of resources. Examples of resources are items such as sample texts, authentic documents, and web pages.

Differentiation may also allow different ways to demonstrate learning. Some may choose to design a book while others create an exhibit. Teachers can develop a repertoire of activities for differentiation through professional development or reading of professional materials on the subject.

The Advanced Placement (AP) Program, a cooperative educational endeavor between secondary schools and colleges and universities, offers World Languages students the opportunity to tackle college level studies at the high school to earn college credit, advanced college placement, or both. Usually equivalent to a second year college-level course, AP courses and exams are available in World Languages such as Chinese, French, German, Japanese, and Spanish.

BELIEFS AND ASSUMPTIONS

The teaching and learning of other languages in the classroom are founded on the following beliefs and assumptions. (adapted from *Bringing The Standards into the Classroom: A Teacher's Guide*, 1997).

Instruction

- Language learning is meaning-based.
- Learners *use*, not talk about, the language.
- Instruction addresses a variety of learning styles.
- Instruction is spiraled, layered, and recursive.
- Culture and content are integrated into the language.
- Language learning is lifelong.
- Learning materials, including technology, are varied and authentic.
- Real-life application is demonstrated in multicultural and global interactions.

The Learner

- Learner interest guides instruction.
- Learners perform best in an environment that lowers anxiety and encourages risk-taking.
- Learners are mostly engaged in hands-on, interactive, and intrinsically interesting language activities.

The Teacher

- Examines his/her own assumptions and beliefs about instruction and learning.
- Ensures that standards guide curriculum planning.
- Uses the target language as an ideal form of modeling to instruct.
- Engages in lifelong learning by continuously accessing opportunities to increase own level of language proficiency.
- Pursues professional development, which includes instructional delivery, assessment strategies, technological application, and curriculum design.

Systematic Assessment

Effectiveness of the curriculum and instruction is evaluated throughout the year.

- Student assessment helps to determine teacher effectiveness in delivery.
- Results of summative and formative assessments of student performance are continuously evaluated for purposes of improving curriculum, instruction, and student achievement.

Adapted from Rosenbusch, *Bringing The Standards into the Classroom: A Teacher's Guide*, (1997).

INTEGRATION

The World Languages curriculum is more than just second language learning and acquisition. World Languages connects with and relates to other disciplines. Through language, thoughts, concepts, ideas, and beliefs are communicated. Students connect their own personal interests in music, fashion, or art with what is popular in another country. They connect literature with language learning when they discover the unique perspective of the original language text of a story or book they had read in English. Students identify professions where knowing another language is required or preferred. Communities often offer many opportunities for students to experience the value of knowing more than one language and culture.

Students enter World Languages classes with a wealth of prior knowledge about the world in which they live. Teachers may capitalize upon the wealth of their students' knowledge to connect World Languages to other disciplines. Teachers integrate World Languages into the broader curriculum to expand the students' educational experience. World Languages instruction can be used to reinforce, supplement, or enhance other subject areas. The content of World Languages activities may draw upon mathematics, science, social studies, health and physical education, language arts, career and life skills, the visual and performing arts, and other content areas as a means to help students develop an interdisciplinary and global perspective.

Music, technology, drama, physical activities, problem solving, and reasoning can play a significant role in the second language classroom when incorporated into language acquisition strategies. Students sing songs, dance, and tell folktales or stories that are commonly known by native speakers of the target language. Email communication and video conferencing allow for face-to-face or one-to-one interactions with native speakers within the students' own age group. Interviews, video productions, and debates in the second language require students to problem solve, collaborate, and analyze situations.

Examples of integration given by the National Standards in Foreign Language Education Project (1996) include augmenting historical events with journalistic and biographical accounts in the target language. Knowledge of the characteristics of genres learned in English class can be applied to genres of literature in the target language.

As the population of our own nation becomes multicultural and multilingual to a greater degree, students expand their learning to include an ever-widening array of communities. For example, students may apply the target language to workplace settings, which might be multilingual. They may interact with members of communities across the ocean through email and videotapes. More immediately, they may involve themselves in the local community's cultural activities and participate in club and local celebrations.

Students can expand their community in very real ways through lifelong engagement in the target language for personal enjoyment and enrichment. For example, as they establish relationships with people who speak the language they are studying and who lives in that culture, they may experience a life-long connection to the music, media, games, food, sports, and literature of that language and culture.

This chart represents examples of content and topics of the other eight Hawaii Content and Performance Standards content areas that can be integrated with World Languages.

CONTENT AREA	TOPICS
Mathematics	<ul style="list-style-type: none"> • Estimation, prediction • Graphs, shapes, arithmetic concepts • Fractions and percentages to convey information • Currency exchange rates
Science	<ul style="list-style-type: none"> • Probability of weather conditions and measurements in metric system, seasons, weather • Patterns, classifying • Environmental comparisons and issues • Scientific method (hypothesize, test, evaluate, draw conclusions) • Comparison of features of indigenous wildlife, flora, and fauna
Social Studies	<ul style="list-style-type: none"> • Geography and impact on development of target group civilization • Community, family • Examination of historical events, political, religious, and economic influences of target nation and people • Global impact and contributions of target nation • Current news, sports, weather forecasts
Language Arts	<ul style="list-style-type: none"> • Understanding of the nature of language and its parts (grammar, vocabulary, etc.) • Mechanics of good writing and verbal expression • Word and style choice appropriate to audience and task • Folktales, storytelling, poetry, exposure to culture, values, beliefs of society • Development of reading skills appropriate to task and text type (read for pleasure, for information, to skim and scan, etc.) • Resources for research information
Physical Education	<ul style="list-style-type: none"> • Concept of sportsmanship and rules and regulations for game playing • Popular sports culture • Concepts of teamwork, cooperation • Rules and regulations with international play

CONTENT AREA	TOPICS
Health	<ul style="list-style-type: none"> • Definition of fitness and its value in target society • Promote a healthy lifestyle and determine cultural influences on diet, disease prevention, health services • Food groups
Fine Arts	<ul style="list-style-type: none"> • Techniques, styles, and skills around the world in dance, music, and art forms • Famous persons in the arts of composition, performance, and creation • Elements and principles of art—shape, color, line
Career and Technical Education	<ul style="list-style-type: none"> • Second languages in a variety of careers • Exposure to levels of and style of language and cultural behaviors appropriate in business and professional settings • Tolerance, understanding, acceptance of language and cultural differences in real-life work situations

EXAMPLES OF INTEGRATION MODELS

World Languages is integrated in many other program areas and initiatives within the schools in Hawaii.

Hawaiian Language Immersion Program (HLIP)

The Hawaiian Language Immersion program (HLIP), Ka Papahana Kaiapuni Hawaii, follows a *total early immersion* model where Hawaiian, the target or second language, is used to present *all* curriculum and instruction from kindergarten through grade 4. English is introduced, as a language arts course, for one hour a day from grade 5 through grade 12. All HLIP students must meet the Department of Education grade level requirements and all content area standards for graduation. The HLIP curriculum strives to bridge traditional Hawaiian and Western knowledge to create a positive and motivating educational experience for students to achieve success in today’s world.

The goals of the Hawaiian Language Immersion Program are:

- To develop a high level of proficiency in comprehending and communicating in the Hawaiian language, meeting and/or exceeding World Languages Content Area Standards.
- To develop a strong foundation of Hawaiian culture and values;
- To become empowered individuals who are responsible and caring members of our community; and
- To develop and attain knowledge and skills in all areas of curriculum as specified by the Hawaii Content and Performance Standards of the State of Hawaii, Department of Education.

Project-Based Learning

Projects can be designed to help develop a broad range of skills and intelligences among students. In Project-Based Learning activities, learners not only internalize and remember what they have studied but acquire experience and skills that they can use throughout their lives. Students learn from assignments that provide relevant “real world” experiences and personally engage them in learning.

An example of Project-Based Learning in a World Languages classroom is Japanese language and social studies students collaborating to write letters to the Japanese government in support of or against whale hunting. Spanish and language arts students may write poetry and letters to children in El Salvador after natural disasters such as earthquakes. Fine Arts and World Languages students may organize an international talent show to help raise money for the Indonesian Earthquake Relief Fund.

“Tribes” and Other Community Building Approaches

The Tribes approach is an effective way to establish a caring and challenging learning environment in any school setting. It is not a program or a curriculum, but a process for creating a collaborative classroom culture and environment through the use of structured group activities. By using Tribes to promote students working together in a respectful and productive way, administrators, teachers, support staff, parents, students and other adult role models can promote cooperative group learning, child development, resiliency, and early prevention of youth problems.

Other community building approaches may involve smaller learning communities such as academies, school-within-a-school, and learning centers, which have diverse and specialized programs organized around themes, subject areas or career interests.

These approaches create a natural context for teaching World Languages by giving students numerous opportunities to use language that promote communicative competency. Language is learned in a social context and is most effective when learners engage in cooperative and productive environments. The cooperative and interactive nature of these approaches provides an active language learning experience that especially supports Standard 1— Interpersonal Communication.

Service-Learning

Service learning is a method that combines meaningful community service with personal growth and academic learning. It is a hands-on approach to mastering subject matter while fostering civic responsibility. It includes academic preparation, taking action and structured reflection. Reflection helps students make the connection between classroom and community learning, and ensures that they understand their impact on positive change.

Teachers help students in the World Languages classroom become involved with community service projects on a local, national, or international level experience , thereby experiencing the gratification that comes from helping others. Standard 1—Interpersonal Communication encourages students to use their target language skills in the real world. Tutoring students in language in the elementary schools, working with a “newcomer” program, and volunteering language services at a hospital are examples of service learning.

PROFESSIONAL DEVELOPMENT FOR WORLD LANGUAGES TEACHERS

Today’s demands on World Languages teachers have increased tremendously for various reasons. Increasing enrollments, teacher shortages, establishment of national and state standards, and development of new technologies are among the changes that underscore the need for varied and continuous professional development opportunities.

TEACHER COMPETENCIES

World Languages teachers need numerous competencies beyond the general professional education. The demands and challenges facing teachers today are unprecedented (Peyton 1997).

- The diverse population of students facing classroom teachers today requires a teacher who is sensitive to cultural, socioeconomic, linguistic, and academic needs. It also requires teachers to carefully assess prior knowledge in order to plan lessons appropriately and ensure success for all.
- Language proficiency in all four skills of the target language—speaking, listening, reading, and writing—is required at a higher level as more students today may speak the target language at home.
- Use of the target language in real-life situations requires a high level of proficiency. Teachers need to see continued, long-term study of the language as a regular part of their professional development. Immersion opportunities at home and abroad are encouraged.
- Comprehension of the target language’s contemporary media and ability to interact with native speakers of target language are best broadened through study abroad programs and professional conferences.
- Teachers need to grow in social, political, historical, and economic understanding of the geographic locations where the target language is used.
- Teachers need a strong grasp of language learning theory and its application in the classroom. To be current in such knowledge, teachers need to seek opportunities for ongoing professional development such as courses, conferences, and professional readings.
- Technological knowledge and skill are important for language instruction.

ONGOING PROFESSIONAL DEVELOPMENT

Because teacher competencies must be continually developed for in-service teachers, Phillips (1991) advocates ongoing professional development through study abroad programs, summer institutes, and local target language opportunities. Federal agencies such as the National Endowment for the Humanities (NEH) and the National Foreign Language Resource Centers (NFLRC) throughout the states are among those that offer nationally recognized programs. Since most teachers are not native speakers of the language they teach, it is especially critical that they capitalize on opportunities to maintain and improve their second language proficiency.

Above all, teachers need to take responsibility for reflecting upon their practice by interacting with colleagues and accessing professional literature and research in the field. The interaction may be formal or informal, and within and outside of the target language. Administrators can help prevent isolation by providing for ongoing collegial conversations and support. Sharing and mentoring are important for professional growth. The state and complex area staff can provide support through professional development opportunities.

In Hawaii there is a concerted professional development effort aimed at helping language teachers to: 1) understand the standards, 2) implement standards-based curriculum and assessment, 3) use instructional approaches which address *all* students in our diverse population, and, 4) access second language acquisition research and practices. An essential part of ongoing professional development for language teachers is participation in state-initiated professional development sessions.

Recent initiatives recognize the importance of professional development. The Hawaii Teacher Standards Board's process for license renewal requires evidence of professional growth over set periods of time. The National Board for Professional Teaching Standards (NBPTS), an organization of teachers and other education stakeholders, are working to advance the quality of teaching and learning by providing a national voluntary system of certification, certifying teachers who meet high and rigorous standards.

Continued collaboration among teachers of English language learners, World Languages, and bilingual programs would facilitate articulation between schools, institutes of higher learning, professional organizations, and government leaders. Connections between language learning and learning in general need to be strengthened.

4. BIBLIOGRAPHY, RESOURCES, AND GLOSSARY

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RESOURCES

NATIONAL ORGANIZATIONS

Advocates for Language Learning

P.O. Box 4962
Culver City, CA 90231
Phone: 310-313-3333

American Association for Applied Linguistics

Web: <http://www.aaal.org>

American Council on the Teaching of Foreign Languages

700 South Washington St., Suite 210
Alexandria, VA 22314
Phone: 703-894-2900
Fax: 703-894-2905
Email: headquarters@actfl.org
Web: <http://www.actfl.org>

American Councils for International Education (ACTR/ACCELS)

1776 Massachusetts Avenue N.W., Suite 700
Washington, D.C. 20036
Web: <http://www.americancouncils.org>

Association for Supervision and Curriculum Development (ASCD)

125 N. West Street
Alexandria, VA 22314-2798
Web: <http://www.ascd.org/>

Center for Applied Linguistics

4646 40th Street, NW
Washington, DC 20016-1859
Phone: 202-362-0700
Fax: 202-362-3740
Web: <http://www.cal.org/ericell>

Central States Conference on the Teaching of Foreign Languages

Web: <http://www.csctfl.org>

ERIC Education Resources Information Center

4646 40th Street, NW
Washington, DC 20016-1859
Toll free phone: 800-276-9834
Email: eric@cal.org
Web: <http://www.eric.ed.gov>

The Greater Washington Association of Teachers of Foreign Language

Web: <http://www.gwatfl.org/>

Modern Language Association (also Association of Departments of Foreign Languages)

10 Astor Place

New York, NY 10003

Phone: 212- 614 6320

Web: <http://www.adfl.org>

National Council of Less Commonly Taught Languages

The National Foreign Language Center (NFLC)

At the Johns Hopkins University

1619 Massachusetts Ave., NW, Suite 400

Washington, DC 20036

Phone: 202-667-8100 (x-15)

Web: <http://www.councilnet.org/index.html>

The National FLES Institute

The University of Maryland at Baltimore

Department of Modern Languages and Linguistics

Baltimore, MD 21228

Phone: 410-455-2336

National K-12 Foreign Language Resource Center

N131 Lagomarcino Hall

Iowa State University

Ames, Iowa 50011

Phone: 515-294-6699

Email: nflrc@iastate.edu

Web: <http://nflrc.iastate.edu/>

National Network for Early Language Learning (NNELL)

P.O. Box 7266

B201 Tribble Hall

Wake Forest University

Winston-Salem, NC 27109

Phone: 336-758-5341

Web: <http://nnell.org/>

National Assessment for Educational Progress—a national report card which does continuous student assessment, which is, administered during grades 4, 8, and 12.

National Center for Education Statistics

U.S. Department of Education

1990 K Street, NW

Washington, DC 20006

Phone: 202-502-7300

Web: <http://www.nces.ed.gov/nationsreportcard>

National Assessment Governing Board

800 North Capitol Street, NW
Suite 825
Washington, DC 20002
Phone: 202-357-6938
Web: <http://www.nagb.org>

Northeast Conference on the Teaching of Foreign Languages (NECTFL)

Dickinson College
P.O. Box 1733
Carlisle, PA 17013-2896
Phone: 717- 245-1977
Email: nectfl@dickinson.edu
Web: <http://www.dickinson.edu/nectfl/>

Pacific Northwest Council for Languages (PNCFL)

Web: <http://www.pncfl.org/>

Southern Conference on Language Teaching (SCOLT)

Web: <http://www.scolt.org>

Southwest Conference on Language Teaching (SWCOLT)

Web: <http://www.swcolt.org>

Stanford Program on International and Cross Cultural Education (SPICE)

Stanford University
Encina Hall
Stanford, CA 94305-6055
Phone: 650-723-1116
Web: <http://spice.stanford.edu/>

LANGUAGE-SPECIFIC ORGANIZATIONS

American Association of Teachers of French (AATF)

AATF
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901
Phone: 618-453-5731
Web: <http://frenchteachers.org/>

American Association of Teachers of German (AATG)

112 Haddontowne Court, #104
Cherry Hill, NJ 08034
Phone: 1-856-795-5553
Email: headquarters@aatg.org
Web: <http://www.aatg.org>

American Association of Teachers of Italian (AATI)

Giuseppe Battista
Foreign Language Department, Islip Arts Building
Suffolk Community College
Selden, NY 11784
Web: <http://www.aati-online.org>

American Association of Teachers of Korean (AATK)

Web: <http://www.aatk.org/>

American Association of Teachers of Spanish and Portuguese (AATSP)

Lynn A. Sandstedt, Executive Director
University of Northern Colorado
Greeley, CO 80639
Web: <http://www.aatsp.org/ScriptContent/Index.cfm>

American Council of Teachers of Russian (ACTR)

3109 Yale Boulevard
St. Charles, MO 63301-0462
Web: <http://www.americancouncils.org/actrMembership.php>

Association of Teachers of Japanese (ATJ)

University of Colorado
Boulder, CO 80308-4270
Phone: 303-492-5487
Fax: 303-492-5856
Web: <http://www.colorado.edu/ealld/atj/>

Chinese Language Teachers Association

Web: <http://www.clta-us.org/>

Chinese Language Association of Secondary/Elementary Schools

Yu-Lan Lin, Executive Director
9 Clinton Pass #3
Brookline, MA 02445
Web: <http://www.classk12.org/>

Council of Teachers of Southeast Asian Languages

Web: <http://www.cotseal.org/>

Japan Foundation Language Center

333 South Grand Avenue, Suite 2250
Los Angeles, CA 90071
Phone: 213-621-2267,
Fax: 213-621-2590
Web: www.jflalc.org/

JPNET (Japanese Language and Culture Network)

Shigeru Miyagawa, Project Director
Foreign Languages and Literature
Massachusetts Institute of Technology
Cambridge, MA 02139
Phone: 617- 253-6346
Web: <http://web.mit.edu/jpnet>

National Council of Japanese Language Teachers

P.O. Box 3719
Boulder, CO 80307-3719
Web: <http://www.ncjlt.org/>

National Council of Less Commonly Taught Languages (NCOLCTL)

Web: <http://www.councilnet.org/index.html>

STATE FOREIGN LANGUAGE ORGANIZATIONS

Arizona Language Association (AZIA)

Web: <http://www.asu.edu/clas/dll/azla>

Colorado Congress of Foreign Language Teachers (CCFLT)

Web: <http://www.ccflt.org>

Idaho Association of Teachers of Language and Culture (IATLC)

Web: <http://www.iatlc.org/>

Kansas World Language Association (KFLA)

Web: <http://kfla.lawrence.com/>

Kentucky World Language Association (KWLA)

Web: <http://www.kwla-online.org/>

Foreign Language Association of Maine (FLAME)

Web: <http://www.umaine.edu/flame>

Minnesota Council on the Teaching of Foreign Languages and Cultures (MCTLC)

Web: <http://www.mctlc.org/>

Foreign Language Association of Missouri (FLAM)

Web: <http://www.flamnet.org/>

Montana Association of Language Teachers (MALT)

Web: <http://www.maltsite.org/>

Foreign Language Educators of New Jersey (FLENJ)

Web: <http://www.flenj.org/about/index.shtml>

Ohio Foreign Language Association

Web: <http://www.ofla-online.org/>

Oklahoma Foreign Language Teachers' Association (OFLTA)

Web: <http://www.learnalanguage.org/oflta>

Confederation in Oregon for Language Teaching (COFLT)

Web: <http://www.coflt.net>

Pennsylvania State Modern Language Association (PSMLA)

Web: <http://www.psmla.org/>

South Dakota World Language Association (SDFLA)

Web: <http://augie.edu/related/sdfla/>

Tennessee Foreign Language Teaching Consortium (TFLC)

Web: <http://www.utm.edu/departments/french/tflta.html>

Utah Foreign Language Association (UFLA)

Web: <http://organizations.weber.edu/ufla>

West Virginia Foreign Language Teachers' Association

Web: <http://www.bethanywv.edu/wvflta/>

LOCAL ORGANIZATIONS

‘Ahahui’ ‘Olelo Hawaii

Hailama Farden
World Languages Department
Kamehameha Schools
Honolulu, HI
Phone: (808) 528-5453

Alliance Francaise Hawaii

P.O. Box 10249
Honolulu, HI 96816-0249
Phone: (808) 597-8066
Web: <http://www.afhawaii.org>

Chinese Language Education Association of Hawaii

JP Tseu
Maryknoll School
Email: 110260@yahoo.com

Hawaii Association of Language Teachers (HALT)

P.O. Box 61903
Honolulu, HI 96839-1903
Web: [http:// www.halthome.org](http://www.halthome.org)

Hawaii Association of Teachers of Japanese (HATJ)

Web: <http://eastasia.hawaii.edu/hatj/>

Ka Papahana Kaiapuni Hawaii

Hawaii State Department of Education, Instructional Service Branch
Hawaiian Studies and Languages Program
Phone: (808) 733-9141
Web: <http://www.k12.hi.us/~kaiapuni/>

National Foreign Language Resource Center

1859 East-West Road #106
University of Hawaii
Honolulu, HI 96822
Phone: (808) 956-9424
Fax: (808) 956-5983
Email: nfrc@hawaii.edu
Web: <http://www.nfrc.hawaii.edu/>

WEBSITES

CALICO (Computer Assisted Language Instruction Consortium)

<http://calico.org/>

CALL (The Global Language Network)

<http://call.lingnet.org/>

College Board Advanced Placement Program

<http://www.apcentral.collegeboard.com>

Computer Technology in the FLES Classroom

<http://www.public.iastate.edu/~egarcia/fles.html>

Create your own learning activities

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

Defense Language Institute Foreign Language Center

<http://www.dliflc.edu>

Easton Spanish Online

<http://eleaston.com/spanish.html>

Education World

http://www.education-world.com/foreign_lang/

ePALS Classroom Exchange

<http://www.epals.com>

ERIC Education Resources Information Center

<http://www.eric.ed.gov>

Federal Resources for Foreign Languages

<http://www.free.ed.gov>

Foreign Language Assessment Directory (FLAD)

<http://www.cal.org/CALWebDB/FLAD>

Foreign Language Teaching Forum

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

Foreign Language Resources on the Web

http://www.d230.org/stagg/LiskaLinks/foreign_languages.htm

Goethe Institute

<http://www.goethe.de/>

Foreign Language Educators Site

<http://www.uni.edu/becker/educators.html/>

Internet Resources For Use in Foreign Language Classes

<http://www.internet4classrooms.com/flang.htm>

Jim Breen's Japanese Page

<http://www.csse.monash.edu.au/~jwb/japanese.html/>

Keiko Schneider's Bookmarks

<http://www.sabotenweb.com/bookmarks/>

Kidsweb Japan

<http://web-japan.org/kidsweb/>

The Linguist Link (formerly Database of Language Links)

<http://www.linguistlist.org>

Nanduti: Resource on Foreign Language Learning in Grades K-8.

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

National Clearinghouse for U.S.-Japan Studies,
Stanford Program on International and Cross-Cultural Education

<http://spice.stanford.edu/docs/clearinghouse/>

National Council for Languages and International Studies and Joint National Committee for
Languages (JNCL-NCLIS)

<http://www.languagepolicy.org/>

National Endowment for the Humanities (NEH) Online Lesson Plans for FL and Other
Subjects

<http://edsitement.neh.gov>

Radio Stations on the Internet

<http://www.radio-locator.com>

Rubrics

<http://www.rubistar.4teachers.org/>

<http://school.discovery.com/>

http://www.teach-nology.com/web_tools/rubrics/

Study Abroad

<http://www.studyabroad.com>

Tennessee Bob's Famous French Links

<http://www.utm.edu/departments/french/french.html>

The Benefits of Early Language Learning: ERIC/CLL Resource Guides Online
<http://www.cal.org/ericcll/faqs/rgos/benes.html>

U.S. Department of Education materials
<http://www.ed.gov/pubs/>

Virtual CALL library
<http://www.sussex.ac.uk/languages/1-6-6.html>

FUNDING SOURCES AND AWARDS AND GRANTS

Foreign Language Assistance Program
<http://www.ed.gov/programs/flap/>

International Education Program Service
Fulbright-Hays Grants, Foreign Language and Area Studies Fellowships
<http://www.ed.gov/about/offices/list/ope/iegps/index.html>

National Endowment for the Humanities (NEH) Grants
<http://www.neh.gov/>

LISTSERVS

EDUFRANCAIS

listserv@univ-rennes1.fr

Provides international forum for French teachers to exchange cultural & linguistic information about France and other francophone countries

To subscribe, send the message: SUBSCRIBE FIRSTNAME LASTNAME

ESPAN-L

listserv@vm.tau.ac.il

Provides discussion forum for teachers and speakers of Spanish

Send message: SUBSCRIBE ESPAN-L FIRSTNAME LASTNAME

The Foreign Language Teaching Forum (FLTEACH)

listserv@listserv.acsu.buffalo.edu

Provides forum for teacher discussions.

To subscribe, leave the subject line blank.

Send message: SUBSCRIBE FLTEACH firstname lastname

France

France_langue@culture.fr

Provides discussion forum about the French language

Send message: SUBSCRIBE FRANCE FIRSTNAME LASTNAME

The Intercultural Email Classroom Connections (K-12)

IECC-REQUEST@STOLA.EDU

Provides service for partner classrooms seeking international and cross-cultural electronic mail exchanges (not individual pen pals)

Send message: SUBSCRIBE FIRSTNAME LASTNAME

LCTL-T

listserv@tc.umn.edu

Provides discussion list for teachers of less commonly taught languages (i.e., all languages except English, Spanish, French, and German)

Send message: SUBSCRIBE LCTL-T FIRSTNAME LASTNAME

Language Learning and Technology International Forum (LLTI)

listserv@dartmouth.edu

Provides forum for discussions related to standards.

Send message: SUBSCRIBE LLTI FIRSTNAME LASTNAME

NANDU

nandu-request@caltalk.cal.org

Provides forum for discussion and resources related for foreign language learning in grades K-8

Send message: SUBSCRIBE FIRSTNAME LASTNAME

RIBO-L

LISTSERV@URIACC.URI.EDU

Provides list for German and English discussions in both languages

Send message: SUBSCRIBE RIBO-L FIRSTNAME LASTNAME

Sensei Online

<http://www.sabotenweb.com/bookmarks/about/senseiOnline.html>

To subscribe, send a blank message to:

senseionline-subscribe@yahoogroups.com

JOURNALS AND NEWSLETTERS

ERIC/CLL News Bulletin

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

Foreign Language Annals

<http://www.actfl.org>

French Review

http://www.montana.edu/wwwaatf/french_review/

Hispania

<http://www.hispaniajournal.org>

Language Learning and Technology Journal

<http://llt.msu.edu>

Learning Languages: The Journal of the National Network for Early Language Learning

<http://nnell.org/journal.php>

Modern Language Journal

<http://mlj.miis.edu>

NABE: the Journal for the National Association for Bilingual Education and NABE News

<http://www.nabe.org/>

Newsline Bulletin - published by the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA)

<http://www.ncela.gwu.edu/newsline/index.htm>

LANGUAGE RESOURCE CENTERS

Center for Advanced Research on Language Acquisition (CARLA)

University of Minnesota

<http://carla.umn.edu/>

Center for Advanced Language Proficiency Education and Research (CALPER)

Pennsylvania State University

<http://calper.la.psu.edu/>

Center for Applied Second Languages Studies (CASLS)

University of Oregon

<http://casls.uoregon.edu/home.php/>

Center for Applied Linguistics

<http://www.cal.org>

Centre for Information on Language Teaching and Research (CILT)

<http://www.cilt.org.uk>

Center for Language Education and Research

Michigan State University

<http://clear.msu.edu/>

Center for Languages of the Central Asian Region (CeLCAR)
Indiana University
<http://www.indiana.edu/~celcar/>

Language Acquisition Resource Center (LARC)
San Diego State University
<http://larcnet.sdsu.edu>

The National Capital Language Resource Center
Georgetown University, The George Washington University, and The Center for
Applied Linguistics
<http://www.nclrc.org>

National East Asian Languages Resource Center (NEALRC)
Ohio State University
<http://nealrc.osu.edu/>

National Foreign Language Resource Center
University of Hawaii
<http://www.nflrc.hawaii.edu/>

National K-12 Foreign Language Resource Center
Iowa State University
<http://nflrc.iastate.edu/>

National African Language Resource Center
University of Wisconsin-Madison
<http://lang.nalrc.wisc.edu/nalrc/home.html>

National Middle East Language Resource Center (NMELRC)
Brigham Young University
<http://nmelrc.org/>

Slavic and East European Languages Resource Center (SEELRC)
Duke University, University of North Carolina at Chapel Hill
<http://www.seelrc.org/>

South Asia Language Resource Center (SALRC)
University of Chicago
<http://salrc.uchicago.edu/>

GLOSSARY AND ACRONYMS

ACTFL—the American Council on the Teaching of Foreign Languages.

Accommodations—modifications made in teaching or testing to provide an equal opportunity for a student who may be operating at a disadvantage.

Acquisition/Learning—acquisition of a second language refers to knowing a second language through meaningful communication in a social context as a person acquires the first language. Learning refers to knowing a second language through formal study of it, including its grammatical rules.

Alternative assessment—assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are assessments through performance, portfolios, demonstrations, checklists, learning logs and journals.

Articulation—seamless transition from one level of proficiency to the next.

Authentic assessment—form of performance structured around a real-life problem or situation. Sometimes used interchangeably with alternative assessment.

Authentic materials/literature—materials or sources of information, prepared by and for native speakers and readers of that language.

Cognitive—mental process by which knowledge is acquired.

Communicative competence—ability to function in a communicative setting, that is, to understand and produce comprehensible messages suitable to different kinds of situations (what is appropriate to say, how it should be said, and when it should be said).

Competencies—specialized abilities developed over time.

Content-based instruction—a foreign language teaching approach in which content from other subject areas in the regular school curriculum is reinforced by or integrated with World Languages instruction.

Content Standards—what a student should know and be able to do.

Context—the overall situation in which the language learning occurs.

Context clues—information available to a reader for understanding an unfamiliar word from the meaning of a sentence as a whole, familiar language patterns, the meaning of surrounding words and sentences, and the position and function of the word.

Differentiation—adjustment of the teaching and assessment process according to the learning needs of the students.

Entry point—grade level at which a student begins the study of a world language in a school or district.

FLES—Foreign Language in the Elementary Schools.

FLEX—Foreign Language Exploration. Its main goals are to introduce the target culture and to motivate students to pursue further language study. The term may also be used to describe a non-sequential elementary program with limited contact time (once a week or less).

Formative assessment—ongoing data collection of a student’s progress during a learning experience.

Function—use of the language for an intended purpose such as asking and answering questions, giving and obtaining information, and expressing opinions.

Genre—form or type of literary content, such as a novel, tragedy, comedy, or poem.

Heritage language—native language of emerging English speakers.

Higher order thinking skills—relatively complex and time-consuming cognitive mental operations, such as concept formation, problem solving, and composing. They commonly employ one or more core thinking skills (focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating).

Immersion—language classes taught entirely in the target language and without reference to the native language (English).

Interdisciplinary—a curricular approach that applies knowledge from more than one content area to examine a problem or topic.

Kinesthetic—physical response.

Learning styles—individual student cognitive, affective, and physiological behaviors that serve to indicate how a student learns.

Modes of communication—ways of receiving or transmitting information for the purpose of communication through the use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features that emphasize purpose and context. The three communicative modes are the interpersonal mode, interpretive mode, and the presentational mode.

Multiple entry points—the grade levels at which students are given the opportunity to begin the study of world languages.

Multiple Intelligences—learning in multiple ways and demonstrating strength in one or more learning modalities.

Novice—beginning language learner. Beginning language category of the ACTFL guidelines.

OPI—Oral Proficiency Interview (ACTFL).

Perspective—meanings, attitudes, values, and ideas represented by a cultural group.

Portfolio—a purposeful, varied collection of evidence pertaining to student learning over time; contains documentation of a range of student knowledge and skills with appropriate self-reflection and self-evaluation.

Practice—patterns of social interactions among people in a culture.

Product—tangible representation of a culture. It can include items such as plays, music, or architecture or food, artifacts, dresses, games, and songs.

Productive skills—writing, speaking, and showing.

Pro-achievement test—A pro-achievement test is a test that assesses to some degree both the level of achievement and level of proficiency in the target language.

Proficiency—demonstration of a degree of ability. In World Languages, demonstration of communicative ability in all forms of language and cultural interaction.

Realia—objects from real life used in instruction to help students better understand culture and to strengthen student associations between words and the object itself.

Receptive skills: listening, reading, and viewing.

Rubric—a tool used to assess quality of student performances or work. Rubrics list characteristics of performances or qualities by levels.

Summative assessment—evaluation of the end product of a student’s learning experience.

Target culture—the culture of the people who speak the language being learned.

Target language—language being learned.

TPR (Total Physical Response)—a method of World Languages instruction whereby students learn a language by listening and physically responding (gestures and movements) to oral commands in the target language.

World Languages—languages that are spoken all over the world, as well as ancient and classical languages; formerly called foreign languages and Asian, European, and Pacific Languages (AEPL).

5. APPENDICES

Appendix A: ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS

Appendix B: ACTFL SPEAKING GUIDELINES (REVISED 1999)

Appendix C: CRITERIA AND RUBRICS

Appendix D: ASSESSMENT PROFILE

Appendix E: SCOPE AND SEQUENCE FOR WORLD LANGUAGES

APPENDIX A: ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS

Three or more copies of the K-12 Performance Guidelines may be purchased on-line at the ACTFL Store.

Standards for Foreign Language Learning has answered the question of *what* should be taught in American foreign language classrooms. Subsequent efforts by states and local school districts have further defined what should be taught to American students learning foreign languages. Such standards are known as content standards. What has heretofore been missing is the answer to the question how well should students be expected to do the *what*. These expectations, called *performance standards*, provide information to students, teachers, and administrators about how well students can be expected to do the *what* described in the content standards.

Since their introduction in November 1998, the *ACTFL Performance Guidelines for K-12 Learners* have helped language teachers, school administrators, parents, and students to understand the developmental path that second language learning takes when it occurs within a school setting.

The *ACTFL Performance Guidelines for K-12 Learners*:

- Describe the language proficiency of K-12 language learners in Standards-based language programs
- Describe language outcomes for students who begin instruction at different entry points
- Are inspired by the ACTFL Proficiency Guidelines and the Standards for Foreign Language Learning
- Are organized according to:
 - Three Modes of Communication
 - Interpersonal
 - Interpretive
 - Presentational
 - Three Benchmark Levels
 - Novice Learner (K-4, 5-8, 9-10)
 - Intermediate Learner (K-8, 7-12)
 - Pre-Advanced Learner (K-12)
 - Five Domains of Performance
 - Comprehensibility (How well is the student understood?)
 - Comprehension (How well does the student understand?)
 - Language Control (How accurate is the student’s language?)
 - Vocabulary Usage (How extensive and applicable is the student’s language?)
 - Communication Strategies (How do they maintain communication?)
- Cultural Awareness (How is their cultural understanding reflected in their communication?)

SAMPLES OF PERFORMANCE DESCRIPTORS

Communication Mode: **Presentational**
 Level: **Novice**
 Domain: **Language Control**

- Demonstrate some accuracy in oral and written presentations when reproducing memorized words, phrases and sentences in the target language
- Formulate oral and written presentations using a limited range of simple phrases and expressions based on very familiar topics
- Show inaccuracies and/or interference from the native language when attempting to communicate information which goes beyond the memorized or pre-fabricated
- May exhibit frequent errors in capitalization and/or punctuation and/or production of characters when the writing system of the target language differs from the native language

Communication Mode: **Interpersonal**
 Level: **Intermediate**
 Domain: **Comprehensibility**

- Express their own thoughts using sentences and strings of sentences when interacting on familiar topics in present time
- Are understood by those accustomed to interacting with language learners
- Use pronunciation and intonation patterns which can be understood by a native speaker accustomed to interacting with language learners
- Make false starts and pause frequently to search for words when interacting with others
- Are able to meet practical writing needs such as short letters and notes by recombining learned vocabulary and structures demonstrating full control of present time and evidence of some control of other time frames

Communication Mode: **Interpretive**
 Level: **Pre-Advanced**
 Domain: **Comprehension**

- Use knowledge acquired in other settings and from other curricular areas to comprehend both spoken and written messages
- Understand main ideas and significant details on a variety of topics found in the products of the target culture such as those presented on TV, radio, video or live and computer-generated presentations although comprehension may be uneven
- Develop an awareness of tone, style, and author perspective
- Demonstrate a growing independence as a reader or listener and generally comprehend what they read and hear without relying solely on formally learned vocabulary

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ACTFL Proficiency Guidelines—Speaking (Revised 1999)

Karen E. Breiner-Sanders, Georgetown University, Middlebury College
Pardee Lowe, Jr., U.S. Department of Defense
John Miles, Educational Testing Service
Elvira Swender, American Council on the Teaching of Foreign Languages

Preface

The ACTFL Proficiency Guidelines—Speaking (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the ACTFL Guidelines were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the Provisional Guidelines (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the ACTFL Proficiency Guidelines published in 1986.

After additional years of oral testing and of interpretation of the Guidelines, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and refine the Guidelines, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the Proficiency Guidelines—Speaking are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the Guidelines.

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0, which signifies no functional competence, to 5, which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the ACTFL Guidelines do not include descriptions of the highest ILR levels.

The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels. For this

reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines—in descending rather than ascending order. This top-down approach has two advantages.

First, it emphasizes that the High levels are more closely related to the level above than to the one below, and re presents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the Guidelines is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and

commercial communities to more finely delineate a speaker’s progress through the Advanced level of proficiency. The new descriptors for Advanced Mid and Advanced Low are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these Guidelines from previous versions. The Guidelines are accompanied by a Chart of Summary Highlights intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the ACTFL Proficiency Guidelines—Speaking is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of on-going discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and specification. It is the hope of the committee that this revision will enhance the Guidelines’ utility to the language teaching and testing community in the years to come.

Superior

Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a

number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers’ own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low - frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

Advanced High

Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely. Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the

confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid

Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.

Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse

may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

Advanced Low

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained.

Communicative strategies such as rephrasing and circumlocution may be employed in such

instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language. While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain 'grammatical roughness.' The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Intermediate High

Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these

Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Intermediate Mid

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they

search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate – Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Intermediate Low

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions. Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message.

Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Novice High

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the

Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs.

Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutors. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

Novice Mid

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple

vocabulary or attempt to recycle their own and their interlocutors words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low

Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

SUMMARY HIGHLIGHTS
ACTFL PROFICIENCY GUIDELINES—SPEAKING (Revised 1999)

SUPERIOR	ADVANCED	INTERMEDIATE	NOVICE
<p>Superior-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate fully and effectively in conversations in formal and informal settings on topics related to practical needs and areas of professional and/or scholarly interests • provide a structured argument to explain and defend opinions and develop effective hypotheses within extended discourse • discuss topics concretely and abstractly • deal with a linguistically unfamiliar situation • maintain a high degree of linguistic accuracy • satisfy the linguistic demands of professional and/or scholarly life 	<p>Advanced-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate actively in conversations in most informal and some formal settings on topics of personal and public interest • narrate and describe in major time frames with good control of aspect • deal effectively with unanticipated complications through a variety of communicative devices • sustain communication by using, with suitable accuracy and confidence, connected discourse of paragraph length and substance • satisfy the demands of work and/or school situations 	<p>Intermediate-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • participate in simple, direct conversations on generally predictable topics related to daily activities and personal environment • create with the language and communicate personal meaning to sympathetic interlocutors by combining language elements in discrete sentences and strings of sentences • obtain and give information by asking and answering questions • sustain and bring to a close a number of basic, uncomplicated communicative exchanges, often in a reactive mode • satisfy simple personal needs and social demands to survive in the target language culture 	<p>Novice-level speakers are characterized by the ability to:</p> <ul style="list-style-type: none"> • respond to simple questions on the most common features of daily life • convey minimal meaning to interlocutors experienced with dealing with foreigners by using isolated words, lists of words, memorized phrases and some personalized recombinations of words and phrases • satisfy a very limited number of immediate needs

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APPENDIX C: CRITERIA AND RUBRICS

The following criteria were developed by groups of Hawaii secondary World Languages teachers. The teachers studied the K-12 World Languages Content and Performance Standards and benchmarks and examined actual student work to determine what could be assessed and what could be used as evidence of student learning. The following criteria can be used as to develop rubrics for classroom use for performance and product evaluation.

STANDARD 1—INTERPERSONAL COMMUNICATION

Grades K to 3 or Year 1

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
COMPREHENSION	Respond to simple questions and messages on familiar topics although may need restatements or gestures in order to understand.
COMPREHENSIBILITY	Participate in conversations, dialogues, or other exchanges well enough to make self-understood by native speakers accustomed to interacting with language learners.
TEXT TYPE (word, phrase, sentence, paragraph level)	Understand and use a variety of memorized words, phrases, some short sentences and stock answers accurately.
LANGUAGE CONTROL—PRONUNCIATION	Pronounce words with sufficient accuracy (i.e. make words recognizable).
LANGUAGE CONTROL—STRUCTURE	Use structurally correct statements most of the time. Control basic language that they have memorized to obtain information and to provide appropriate and relevant information when responding to direct questions and requests for information.
VOCABULARY	Use basic vocabulary presented in class accurately.

Grades 4 to 5 or Year 2

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
ENGAGEMENT	Exchange basic information by asking and answering a variety of open-ended questions related to the topic of conversation (e.g., ask follow-up questions; offer additional information; provide limited detail and/or description).
COMPREHENSION	Show understanding by expressing complete thoughts that relate directly to the topic of conversation.
COMPREHENSIBILITY	Clearly transmit meaning.
LANGUAGE CONTROL—STRUCTURES	Use an increasing variety of basic language structures accurately most of the time. There are some attempts to create.
VOCABULARY AND TEXT TYPE	Use an increasing variety of vocabulary that is appropriate to the topic and conversational situation. Use primarily simple, complete sentences rather than lists of words and stock phrases.

STANDARD 1—INTERPERSONAL COMMUNICATION

Years 3 and 4

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
ENGAGEMENT	Exchange basic information by asking and answering a variety of open-ended questions related to the topic of conversation (e.g., ask follow-up questions; offer additional information; provide detail and description).
COMPREHENSION	Show understanding by expressing complete thoughts that relate directly to and help to develop the topic of conversation.
COMPREHENSIBILITY	Communicate so that the message is easily understood by people used to working with language learners.
LANGUAGE CONTROL— STRUCTURES	Control basic language structures accurately most of the time. Show emerging control of more complex structures and make frequent attempts to create.
VOCABULARY	Use an increasing variety of vocabulary that is appropriate and specific to the topic and conversational situation.
TEXT TYPE	Use complete sentences as appropriate to the conversation.

Advanced

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
ENGAGEMENT	Exchange information by asking and answering a variety of open-ended questions and offering discussion related to the topic of conversation (e.g., ask related questions; offer additional information; provide considerable detail and description).
COMPREHENSION	Show understanding by expressing complete, relevant thoughts that relate directly to and help to develop the topic of conversation.
COMPREHENSIBILITY	Converse in a way that is easily understood by native speakers.
LANGUAGE CONTROL— STRUCTURES	Control basic language structures accurately most of the time. Show control of more complex structures that support conversational transitions. Use language creatively to express ideas.
VOCABULARY	Use an increasing variety of vocabulary that is appropriate and specific to the topic and conversational situation.
TEXT TYPE	Use well-connected paragraph length discourse as appropriate to the conversational topic.

STANDARD 3–PRESENTATIONAL COMMUNICATION

Grades K to 3 or Year 1

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
COMPREHENSIBILITY	Express ideas in such a way that can be understood by sympathetic audiences.
CONTENT	Arrange ideas and sentences to focus on a single topic.
TEXT TYPE AND LANGUAGE CONTROL	Demonstrate adequate control of short memorized phrases and sentences. Regularly substitute vocabulary, simple structures, and patterns.
VOCABULARY	Use words that are learned at this level correctly.

Grades 4 to 8 or Year 2

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
COMPREHENSIBILITY	Present ideas and content in a way that sympathetic audiences can understand them although the message may have to be repeated or reread.
CONTENT	State ideas and content that are reasonably connected (i.e., the relationships of sentences and phrases are clear). Develop and organize ideas with sentences that show an emerging ability to use transitions. In oral presentations, show some evidence of presenting well-rehearsed, familiar material with a somewhat natural flow.
LANGUAGE CONTROL	Use more than just lists, short memorized phrases, simple sentences and most basic structures typical of the earlier level. Show adequate control (i.e. there may be errors but most of the time statements are structurally correct; there is some consistency of correct usage.
VOCABULARY	Select words and expressions from vocabulary that may still be limited to common objects and actions. There are an increased number of words over the previous level and it is used to accurately convey information or express ideas (i.e. word choice and, in written presentations, spelling). Use the basic writing system commonly introduced at this stage.

STANDARD 3–PRESENTATIONAL COMMUNICATION

Years 3 and 4

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
COMPREHENSIBILITY	Present ideas and content in a way that is readily understood by listeners/readers primarily accustomed to interaction with language learners.
CONTENT AND TEXT TYPE	Organize ideas and information by connecting strings of sentences and using transitional phrases as appropriate to this level to relate events or experiences.
LANGUAGE CONTROL AND CULTURAL APPROPRIATENESS	Control a variety of basic patterns and structures commonly used at this level most of the time. Show emerging control of complex structures and demonstrate some consistency in written and spoken style appropriate to the situation and audience for whom the stories and reports are prepared.
VOCABULARY	Choose vocabulary from a range that is appropriate to the subject and stage of study. Attempt to broaden range of vocabulary to provide details and expand narration and/or description. Use the writing systems of the language exclusively.

Advanced

CRITERIA	DESCRIPTORS OF WORK THAT MEETS CRITERIA
COMPREHENSIBILITY	Present ideas and content in a way that is understood by native speakers.
CONTENT AND TEXT TYPE	Write well-developed paragraphs, including details that expand on topics and ideas. Organize ideas and information by using smooth transitions between ideas when relating events and experiences.
LANGUAGE CONTROL AND CULTURAL APPROPRIATENESS	Control patterns and structures commonly used at the previous levels with ease. Show increasing control of complex structures. Demonstrate written and spoken style appropriate to the situation and audience for whom the stories and reports are prepared.
VOCABULARY	Attempt to broaden range of vocabulary to provide details and expand narration and/or description. Begin to tailor vocabulary choices to the subject, choosing the most precise words and idiomatic expressions.

SAMPLE RUBRIC

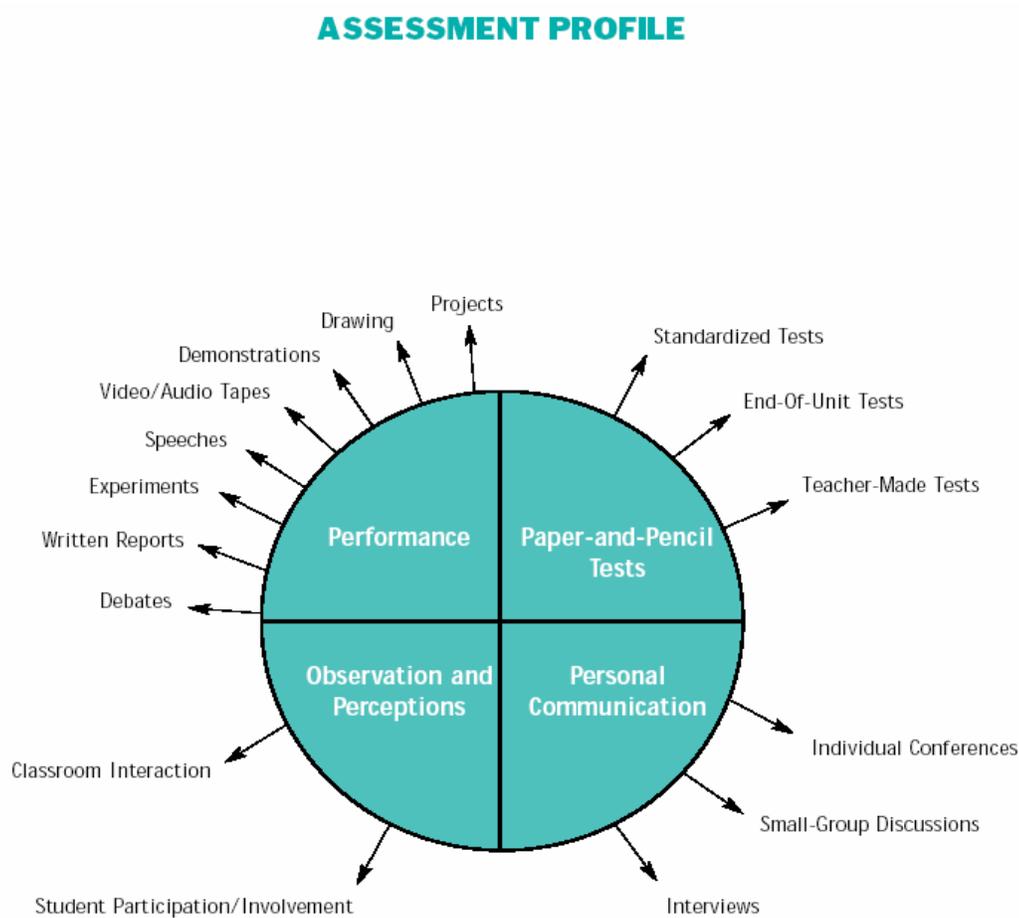
PRESENTATIONAL COMMUNICATION–YEAR 1

This is an example of how the previous sample performance descriptors can be used to create a rubric. This rubric was developed by a group of secondary World Languages teachers to assess oral presentations in the Year 1 classroom.

CRITERIA/ DESCRIPTOR	EMERGING	MEETS BENCHMARK	EXCEEDS BENCHMARK
COMPREHENSIBILITY	Difficult for audience to understand. Inconsistent and confusing.	Understood by sympathetic audience, although may need to be repeated or reread.	Easily understood.
CONTENT	Ideas and sentences unrelated to a single topic, with no logical connections.	Ideas and sentences focus on a single topic.	Ideas and content reasonably connected. Ideas appropriately developed and organized.
LANGUAGE CONTROL	Frequent errors in word order. Uses incomplete sentences.	Adequate control of short, memorized phrases and sentences. Substitutes vocabulary, simple structures and patterns.	Adequate control of short, memorized phrases and sentences. Regularly substitutes vocabulary, simple structures and patterns.
VOCABULARY	Words used incorrectly and/or does not use vocabulary learned at this level. English words substituted for learned vocabulary.	Uses learned vocabulary correctly.	Uses learned vocabulary correctly. Incorporates words not taught yet.

APPENDIX D: ASSESSMENT PROFILE

This diagram illustrates types of products that may be used with the various types of assessments.



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APPENDIX E: SCOPE AND SEQUENCE FOR WORLD LANGUAGES

The *Scope and Sequence* is a guide, which specifies the range of topics that should be taught and in what sequence. The Scope and Sequence topics are generally organized to parallel the benchmarks.

Although typical commercial scopes and sequences—based on textbooks—usually are sequenced by semester, quarter, or even month or week, the sequence specified in the Content Area Scope and Sequence is by grade level. Schools may determine the specific sequence of topics presented within a school year.

The Scope and Sequence helps to:

- Clearly articulate curricular expectations to ensure continuity from one grade level to the next, and from school to another.
- Distribute specific topics and expectations across grades and/or subjects.

TARGET AUDIENCES. The Scope and Sequence is intended primarily for use by classroom teachers to design and plan standards-based instructional units, lessons, and/or activities. It can also be used by school administrators and other school curriculum leaders. For example, it can be used as a reference point against which the school’s curriculum can be mapped and compared. It can also be used to communicate to parents what the school expects of their children.

INTENDED USE. The Scope and Sequence was developed to provide grade-by-grade definition to the Hawaii Content and Performance Standards (HCPS). It provides guidance to grade level and subject area teachers as to what should be taught to help students attain the HCPS benchmarks and indicators. It provides coherence and lessen the likelihood of gaps or unnecessary repetition in the curriculum. Most importantly, the Scope and Sequence is meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms in each grade level across the state.

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SCOPE AND SEQUENCE FOR WORLD LANGUAGES

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BY TOPIC AND YEAR

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SCOPE AND SEQUENCE FOR WORLD LANGUAGES – ELEMENTARY

Factors that impact the student’s ability to meet the benchmarks, such as variation in instructional time, age, cognitive development, and entry point must be considered when using this scope and sequence to plan the elementary curriculum.

GRADE	Standard 1 INTERPERSONAL COMMUNICATION	Standard 2 INTERPRETIVE COMMUNICATION	Standard 3 PRESENTATIONAL COMMUNICATION	Standard 4 CULTURES
K	<ul style="list-style-type: none"> Greetings, Courtesies, leave-takings Gratitude 	<ul style="list-style-type: none"> Understanding of key words in songs Recognition of common vocabulary words 	<ul style="list-style-type: none"> Short children’s songs, recitations 	<ul style="list-style-type: none"> Songs Gestures and greetings
1	<ul style="list-style-type: none"> One-word and physical responses about self Following of routine classroom instructions Short memorized phrases 	<ul style="list-style-type: none"> Understanding of key words in songs Recognition of selected vocabulary words 	<ul style="list-style-type: none"> Short children’s songs, poems, and proverbs Presentation of simple sentences about familiar objects, animals, people 	<ul style="list-style-type: none"> Identification, comparison, and observation of artifacts, celebrations, stories, games, and songs from target and own culture
2	<ul style="list-style-type: none"> Courtesies, leave-takings Simple, memorized questions about others Simple answers about self to target language questions 	<ul style="list-style-type: none"> Simple answers in English to target language questions Identification of familiar people, characters, and objects in oral descriptions and narratives 	<ul style="list-style-type: none"> Presentation of characteristics about familiar objects or pictures 	<ul style="list-style-type: none"> Common non-verbal behaviors of target culture
3	<ul style="list-style-type: none"> Following and giving of routine classroom instructions 	<ul style="list-style-type: none"> Identification of familiar people, characters, and objects in oral descriptions and narratives 	<ul style="list-style-type: none"> Presentation of simple sentences about familiar topics 	<ul style="list-style-type: none"> Mutual contributions of target culture and own culture
4	<ul style="list-style-type: none"> Memorized oral conversation about likes, dislikes, and personal preferences. 	<ul style="list-style-type: none"> Identification of principal characters and main message and/or idea in English 	<ul style="list-style-type: none"> Presentation of simple sentences on topics of personal interest 	<p style="text-align: center;">Standard 5 COMPARISONS</p> <ul style="list-style-type: none"> Reproduction of traditional arts and crafts Comparison of sound system of target language and own language

Appendix E

GRADE	Standard 1 INTERPERSONAL COMMUNICATION	Standard 2 INTERPRETIVE COMMUNICATION	Standard 3 PRESENTATIONAL COMMUNICATION	Standard 4 CULTURES
5	<ul style="list-style-type: none"> • Conversation about personal and familiar activities, people, places, etc. 	<ul style="list-style-type: none"> • Comprehension of principal information of brief message or subject through retell 	<ul style="list-style-type: none"> • Oral presentation or brief report on topics of personal interest • Oral presentation of a traditional poem, story, or skit 	<ul style="list-style-type: none"> • Comparison of common non-verbal cultural behaviors of target culture and own culture <p style="text-align: center;">Standard 5 COMPARISONS</p> <ul style="list-style-type: none"> • Comparison of ideas and phrases expressed in target language and own language

SCOPE AND SEQUENCE (TOPICS) FOR WORLD LANGUAGES – ELEMENTARY

This Scope and Sequence is based on a sequential elementary language program that meets 75 minutes a week. Part-time teachers, elementary teachers, and the elementary World Languages curriculum used in the present Elementary World Languages program served as resources in developing this scope and sequence. Factors that impact the student’s ability to meet the benchmarks, such as variation in instructional time, age, cognitive development, and entry point must be considered when using this scope and sequence. Extended applies to grades 6 in a K-6 sequence, in an instructional program based on 75 minutes or more a week.

TOPIC	BEGINNING (K-1)	BEGINNING (2-3)	INTERMEDIATE (4-5)	EXTENDED
Self	<ul style="list-style-type: none"> • Self introduction (name) • Simple greetings (e.g., good morning, good afternoon, goodbye) • Everyday courtesies (thank you) 	<ul style="list-style-type: none"> • Self introduction (e.g., age, grade) • Simple greetings (e.g., good evening, good night, Happy Birthday) • Everyday courtesies (e.g., How are you?) 	<ul style="list-style-type: none"> • Self introduction (e.g., birth month) • Celebratory greetings (e.g., congratulations, Happy New Year) • Extended greetings (e.g., Nice to meet you.) • Questions about self • Courtesies (e.g., excuse me, mealtime expressions) 	<ul style="list-style-type: none"> • Self introduction (e.g., gender, student) • Introduction of others using grade • Other courtesies (e.g., It’s been awhile.) • Telephone conversation (e.g., Hello? May I speak to ___?) • Place of residence • Physical characteristics (e.g., tall, short)
Family	<ul style="list-style-type: none"> • Family members (e.g., mother, father) 	<ul style="list-style-type: none"> • Family members (e.g., siblings, baby, grandparents) 	<ul style="list-style-type: none"> • Extended family members (e.g., aunt, cousins) • Family (e.g., This is __.) • Number of family members (e.g., I have ___ sisters.) 	<ul style="list-style-type: none"> • Occupations (e.g., My father or mother is a ___.) • Description of family members
School	<ul style="list-style-type: none"> • School supplies (e.g., pencil, paper) • Classroom objects (e.g., book, chair) • Basic instructional directions (e.g., sit, stand) • Locational directions (e.g., up, down, front, back) 	<ul style="list-style-type: none"> • School supplies (e.g., pen, scissors) • Classroom objects (e.g., desk, door) • Basic instructional directions (e.g., repeat, listen) • Directions 	<ul style="list-style-type: none"> • School supplies (e.g., Do you have ___? May I have ___?) • What is it?; notebook, glue) • Classroom objects (e.g., blackboard, computer) • Directions (e.g., left, right, side) 	<ul style="list-style-type: none"> • Places in the school (e.g., Where is the ___? May I go to ___?) • School subjects (e.g., What subject do you like? What subjects do you have? I have ___.) • Objects (e.g., What is this? This/that/that over there is ___.)

TOPIC	BEGINNING (K-1)	BEGINNING (2-3)	INTERMEDIATE (4-5)	EXTENDED
Food	<ul style="list-style-type: none"> Colors (primary) Size (e.g., small, big) Food and drink items (e.g., water, apple, banana, other familiar items) 	<ul style="list-style-type: none"> Colors (primary and others) Size (e.g., small, big) Likes, dislikes Familiar food and drink items (e.g., pizza, hamburger) Food from target culture 	<ul style="list-style-type: none"> What do you drink, eat? Colors (e.g., pink, grey) Do you like ___ or ___? I'm hungry, I'm thirsty Taste (e.g., delicious) Shapes (e.g., round, square) 	<ul style="list-style-type: none"> Food items on menu Favorite food Eating utensils Taste (e.g., sweet, sour)
Health	<ul style="list-style-type: none"> Body parts (at least eight) 	<ul style="list-style-type: none"> Physical state (e.g., My ___ hurts, 8 or more body parts). 	<ul style="list-style-type: none"> State of being (e.g., happy, sad, tired, hungry, thirsty) 	<ul style="list-style-type: none"> Physical state (e.g., some symptoms like fever and cough, I have a cold.)
Weather	<ul style="list-style-type: none"> Temperature (e.g., hot, cold) Weather conditions (e.g., rain, sunny) 	<ul style="list-style-type: none"> Weather conditions (e.g., cloudy, windy) 	<ul style="list-style-type: none"> Weather conditions (e.g., How is the weather? Temperature? cool, warm) 	<ul style="list-style-type: none"> Weather conditions (e.g., strong winds, heavy rain, There is heavy rain in ___). Seasons
Time		<ul style="list-style-type: none"> Days of the week, months 	<ul style="list-style-type: none"> Daily activities (e.g., get up, study, eat, read, write, go to school, go to sleep) Today, tomorrow, yesterday Time (e.g., What time is it? 1:00, 2:00) 	<ul style="list-style-type: none"> Time (e.g., 2:30, 3:30, minutes a.m. and p.m.) Past tense – I did this yesterday. Negative – I didn't do this yesterday. Frequency (e.g., often, everyday)
Leisure		<ul style="list-style-type: none"> Sports 	<ul style="list-style-type: none"> Likes and dislikes (e.g., I like sports, to play games) 	<ul style="list-style-type: none"> Transportation (e.g., go by car, train, bus, bicycle, airplane; What did you do during the summer? I went to ___ by ___). Hobbies
Shopping	<ul style="list-style-type: none"> Whole numbers 	<ul style="list-style-type: none"> Whole numbers 	<ul style="list-style-type: none"> Common clothing items (e.g., shirt, dress, pants) Currency Numbers 	<ul style="list-style-type: none"> Cost (e.g., How much is it?) Add, subtract Specific clothing items and accessories (e.g., T-shirt, hat, shoes, socks) “To wear” verbs Cost and size (e.g., cheap, expensive, size) Numbers (100+)

Appendix E

TOPIC	BEGINNING (K-1)	BEGINNING (2-3)	INTERMEDIATE (4-5)	EXTENDED
Environment		<ul style="list-style-type: none"> • Home 	<ul style="list-style-type: none"> • Own city, state, county, and other countries • Community places (e.g., zoo, restaurant, school, park) • Home language (e.g., What language do you speak? I speak ____.) • Farm animals, animal sounds (e.g., cow, horse, pig) 	<ul style="list-style-type: none"> • Continents • Geographical features (e.g., mountains, rivers, lakes, ocean, sky, forest) • Wild animals (e.g., lion, tiger, elephant) • Habitats (e.g., Where do the animals live?) • Community places (e.g., library)

	Standard 1 INTERPERSONAL COMMUNICATION	Standard 2 INTERPRETIVE COMMUNICATION	Standard 3 PRESENTATIONAL COMMUNICATION	Standard 4 CULTURES	Standard 5 COMPARISONS
GRADES 6-8 YEAR 1	<ul style="list-style-type: none"> • Social greetings and questions • Transactions for goods and/or services • Limited opinions and basic information 	<ul style="list-style-type: none"> • Comprehension of main ideas of simple, familiar materials 	<ul style="list-style-type: none"> • Written works focused on a single topic • Simple, rehearsed oral presentation on a single topic 	<ul style="list-style-type: none"> • Description of cultural items, activities, and behaviors • Patterns of typical cultural behavior 	<ul style="list-style-type: none"> • Comparison of basic language structures and conventions • Idiomatic and cultural expressions
YEAR 2	<ul style="list-style-type: none"> • Brief oral and written exchanges with some details • Questions and responses to elaborate and to clarify selected topics 	<ul style="list-style-type: none"> • Comprehension of main ideas and some details of simple spoken and written materials 	<ul style="list-style-type: none"> • Brief well-rehearsed oral presentation on personal experiences • Short, organized writings on familiar events 	<ul style="list-style-type: none"> • Common cultural non-verbal communication • Interrelationships of the target language culture and own culture 	<ul style="list-style-type: none"> • Comparison of language syntax and grammar of target language and own language
YEAR 3	<ul style="list-style-type: none"> • Opinions and feelings 	<ul style="list-style-type: none"> • Comprehension of main ideas and specific details of spoken and written materials • Comprehension of information from oral and written media 	<ul style="list-style-type: none"> • Creative, informative performances • Short, organized descriptive pieces and summaries • Creative and informative writings 	<ul style="list-style-type: none"> • Analysis of relationship between literature and fine arts and perspectives of target culture and own culture • Explanation of patterns of behavior and products of the target culture 	<ul style="list-style-type: none"> • Verb tenses
YEAR 4	<ul style="list-style-type: none"> • Oral or written exchanges on current or past events of the target culture 	<ul style="list-style-type: none"> • Comprehension of ideas and significant details of spoken and published authentic materials • Inferences and predictions supported by text 	<ul style="list-style-type: none"> • Written works and oral performances appropriate to various situations, purpose, and audience 	<ul style="list-style-type: none"> • Analysis of role that history, politics, and art play in culture through comparisons to target culture • Relationship of products and behaviors as expressions of cultural perspective of target culture 	<ul style="list-style-type: none"> • Variety of structural patterns to narrate and describe

	Standard 1 INTERPERSONAL COMMUNICATION	Standard 2 INTERPRETIVE COMMUNICATION	Standard 3 PRESENTATIONAL COMMUNICATION	Standard 4 CULTURES	Standard 5 COMPARISONS
ADVANCED	<ul style="list-style-type: none"> Problem solving orally and in writing 	<ul style="list-style-type: none"> Selection of main ideas and details from variety of authentic broadcast or published materials analyzed in own essays, discussions, etc. 	<ul style="list-style-type: none"> Well-organized and well-developed oral presentation of interpretation, persuasion, or critical analysis Well-developed writing piece for personal purposes for various situations 	<ul style="list-style-type: none"> Impact of cultural ideas on behavior and language through comparison of target culture and own culture Analysis of relationship of products, practices, and perspectives of target culture 	<ul style="list-style-type: none"> Analysis of phrases that do not translate directly from one language to another

YEAR 1 (GRADES 6-8)	YEAR 2	YEARS 3 AND 4	ADVANCED
Vocabulary and Cultural Topics			
Colors Family Food Numbers Parts of body School and classroom Self Home Places Time Daily Life and Leisure Calendar Shopping Celebrations, Annual Events Weather	All Year 1 topics Directions Health Money Professions Telephone use Transportation Clothes Geography Daily routine	All Year 1 and 2 topics Home and Community Fashion Future goals Survival skills Relationships Work, Careers Medical terms Travel Communication and Media Nature and Environment Technology	All topics from Years 1 to 4 Cultural nuances Current and historical events Literary genres and works World views Famous people