SECOND LANGUAGE STUDIES

Standard Course of Study and Grade Level Competencies

K-12

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NORTH CAROLINA
STANDARD COURSE OF STUDY

FOREWORD

North Carolina has had a ***Standard Course of Study*** since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occured in 1985. The 1985 ***Standard Course of Study*** reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the ***Standard Course of Study***. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.

Howard N. Lee
Chairman, State Board of Education

ACKNOWLEDGMENTS

INTRODUCTION

Standard Course of Study and Grade Level Competencies

K-12

INTRODUCTION

Background and Overview

History
North Carolina has maintained a Standard Course of Study since the 1890's. That document was a brief, simple guide which outlined the curriculum for the public schools. Every five to seven years since that time, the *Standard Course of Study* has been revised to reflect the needs of North Carolina students.

Following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina Department of Public Instruction began a revision of the *Standard Course of Study*. These efforts to define a basic education program for the State resulted in two publications:

- *The Basic Education Program for North Carolina's Public Schools* (Adopted by State Board of Education in response to a legislative mandate) - outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the state.
- *The North Carolina Standard Course of Study* (Adopted as policy by the State Board of Education) - sets content standards and describes the curriculum which should be made available to every child in North Carolina's public schools. It includes the subject or skills areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and workforce development education. Also included are the philosophy and rationale underlying the curriculum frameworks and considerations for developing a thinking framework, aligning curriculum and assessment, and providing for the needs of exceptional children.

Standard
Course
of Study
The revised *Standard Course of Study* has moved from a detailed, prescriptive curriculum guide to a more flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately

exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information.

The revised *Standard Course of Study* is based on recent research on how students learn. It is a curriculum that promotes integration through the identification of common skills and processes.

The *Standard Course of Study* includes the curriculum that should be made available to every child in North Carolina's public schools. Many public schools in the state presently offer an even more comprehensive curriculum. Therefore, in some curriculum areas, electives were also included. The *Standard Course of Study* is part of the Department of Public Education's continual improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

Philosophy and Rationale

Education has long served as the key to equal opportunity for American citizens. We should be proud of our schools. Historically, American schools have prepared students to join an industrialized economy and become contributing citizens in their communities.

Today, however, the challenge of education is to prepare students for a rapidly changing world. Students in modern society must be prepared to:
- compete in a global economy,
- understand and operate complex communication and information systems, and
- apply higher level thinking skills to make decisions and solve problems. American businesses seek students with the knowledge and skills to succeed in the international marketplace of today's information-based society. Whether at work or in post-secondary study, students must be able to apply what they've learned from their years of public schooling.

The purpose of the North Carolina *Standard Course of Study* is to guarantee that all students have equal access to the same basic curriculum. If public education is an avenue to equal opportunity, high standards must be set for all students. *The Standard Course of Study* does not seek to prescribe how schools should organize themselves or how teachers should instruct. Rather, the curriculum sets standards against which schools and teachers may judge their success.

Curriculum Integration

The Department of Public Instruction views integration as a curriculum implementation strategy which links the content and skills from various disciplines. There are various models of integration which seek to achieve an acceptable degree of interdisciplinary learning. Generally, these models use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences. These models help the learner make connections among the individual disciplines and are based upon the following beliefs.

Integration:
• Mirrors the real world in which we live.
• Motivates students by making learning relevant to their personal lives.
• Adds coherence to vast amounts of information by making connections among disciplines.
• Addresses the overcrowded curriculum by viewing content as a "means" not an "end."
• Acknowledges reading, writing, speaking, listening, viewing, and the use of numbers as enabling skills within thinking processes.
• Fosters collaboration among students and teachers.

Although the North Carolina Department of Public Instruction strongly endorses the concept of integration among various disciplines, local school districts, schools, and classroom teachers are best able to develop curricular units which will be meaningful to the teachers and students at the classroom level. It is the responsibility of the State to set quality curriculum and performance standards and to develop models of integration which link curriculum, instruction, and assessment.

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students to simply memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgments, apply information, and reflect on learning.

Research during the 1960's in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina's public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of thinking processes and skills.
- Thinking is improved when the learner takes control of his/her thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.
- Schools must model thoughtful behavior-decision making, problem solving and other thinking processes.
- Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
- There is no single best program for the teaching of thinking.

Dimensions of Thinking

The Department of Public Instruction has adopted *Dimensions of Thinking** (1988) as the framework for the revised curriculum. The more recent work, *Dimensions of Learning* (1994), builds on the theory and research from *Dimensions of Thinking* and provides direction from a practitioner's perspective.

- Thinking Skills: These are specific cognitive operations--the building blocks of thinking. Examples are observing, recalling comparing, and ordering.
- Thinking Processes: These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- Creative Thinking: This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- Critical Thinking: This is reasonable, reflective thinking--deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- Metacognition: This is the awareness of one's own self as a thinker.

*   Marzano, R.J. et.al. (1988). *Dimensions of Thinking*, Alexandria, Va.: Association for Supervision and Curriculum.

Alignment of Curriculum and Assessment

The North Carolina *Standard Course of Study* sets content standards for what students should know and be able to do. The North Carolina ABCs Accountability Plan establishes performance standards which specify the level of proficiency a student must reach in order to have met specific content standards in specified subject areas. These performance standards are indicators of proficiency for those content areas that are tested.

Balanced Assessment Program

A balanced assessment program for North Carolina schools, teachers, and students serves multiple purposes. Classroom assessment informs instruction and monitors students' progress, while statewide testing focuses on accountability for student achievement and quality programs. Accountability measures are the means of checking broadly to determine what has been learned within the school. These assessments allow for corrections in instructional focus at a program level and are important indicators of the degree to which all students are learning the *Standard Course of Study*. These data also help teachers determine students' progress from year to year. Results from accountability measures provide one source of information for parents and the public in a timely and accurate manner.

Ongoing classroom assessments are multifaceted and document students' progress over time. They are planned and administered by the classroom teacher and are focused on improving learning, readjusting instruction, and promoting quality, in-depth student work. These assessments make use of various strategies such as observations and open-ended questions and resources such as instructional management systems (test item banks) and portfolios. They encourage the observation of processes and the collection of student products. These assessments inform instructional planning and student, teacher, and parent conferences where individual student progress and future goals are discussed.

The North Carolina Department of Public Instruction believes that a balanced assessment program supports implementation of the *Standard Course of Study*. Balanced assessment includes testing for accountability purposes and the continual development of quality classroom assessment as vehicles to prepare students to master high content and performance standards. The strategies most likely to result in long-term growth and learning of high quality will result from effective use of classroom assessments as an integral part of instruction. Additionally, strong classroom assessment engages students in self-assessment and greater ownership for their own learning. Quality classroom assessment is essential to the goals of high student achievement and the continuous improvement of schools.

Learning Targets

A strong model for teaching and learning includes classroom assessment as an integral part of a balanced assessment program. In an instruction-assessment cycle *assessment methods* are tied to *learning targets* and then to *decisions* about instruction. (See Figure 1 on page xiv.) In the initial part of the cycle, learning targets (goals) are clarified and students know in advance what they are expected to learn. Teachers use their in-depth understanding of the curriculum to identify the most important learning goals and establish priorities for instruction in order to build on students' prior understandings. They consider multiple targets – factual information, concepts, processes, reasoning, applications, and attitudes. They establish high expectations for all students for all important learning targets. Most importantly, they are able to clarify for themselves and their students what those targets are and what mastery of them will look like.

Assessment Methods

Since the primary users of classroom assessment are teachers and students, the most important purpose is to direct and inform student learning. Teachers and students need multiple evidences about each student's understandings and performances to diagnose, monitor progress, evaluate achievement, and plan for future instruction. Teachers use a variety of assessment methods, both formal and informal, to gather evidence of student learning. They match the type of assessment method to the learning target they want to measure and use stategies that ask students to demonstrate their thinking and reasoning.

Through an ongoing process teachers may use classroom activities both to instruct and assess at the same time. What is important is that evidence of student learning is gathered with a variety of assessment methods, in multiple contexts, and over an extended period of time.

Decisions & Actions

As they gather the evidence about students' learning through classroom assessment, teachers make sense of assessment information. They ask themselves reflective questions. For example, they may ask:
- What do these errors actually tell me about the students' thinking and understanding?
- Do I have sufficient evidence to know how well the students really understand?
- How well can I generalize about how much students know and can do?
- What other evidence may I need?

Reflection helps teachers decide what information and feedback can be extracted from student assessment data and what inferences and interpretations can be made about student learning.

Assessment Cycle:
A Model for Teaching and Learning

```
                    ┌───────────────┐
                    │   Learning    │
                    │    Targets    │
                    └───────────────┘
        Communication                    Purposes of Assessment
              Documentation         Information Needed

  ┌───────────────┐      Feedback      ┌───────────────┐
  │   Decisions   │ ◄──────────────► │  Assessment   │
  │   & Actions   │    Inferences     │    Methods     │
  └───────────────┘                    └───────────────┘
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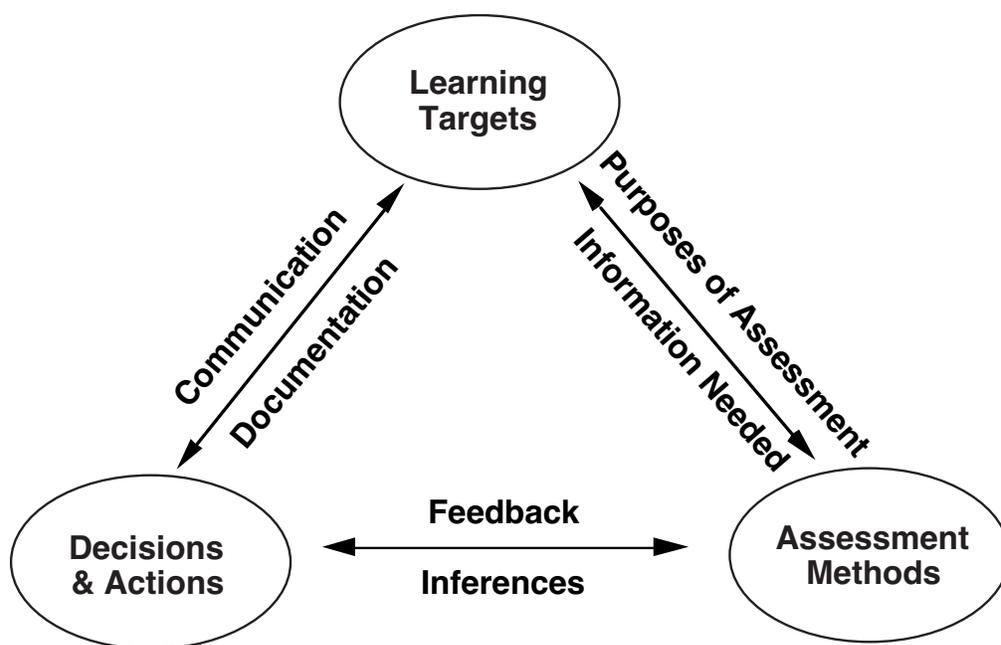
Figure 1

Communication In the last part of the model, teachers document, act on, and communicate
Documentation information from the assessments. By taking action based upon what the
students understand and can do, teachers are likely to be more effective in
their decisions. They may decide to reteach key concepts, to move to the next
unit of instruction, to regroup students for further instruction, or to allow more
practice and application time. Documentation of student learning occurs
throughout the teaching and learning model and will include diverse formats:
checklists, anecdotal records, observations, grades, portfolios. Communication
can provide clear, precise, useable feedback to students, parents, administra-
tors, or other interested adults. This communication can be formal (a report
card or scheduled conference) or informal (a telephone conversation, note, or
conversation). The cycle of teaching and learning will repeat again and again
throughout the year, with the teacher's identifying and clarifying the next
learning targets.

Both classroom assessment and statewide testing focus on the learning targets
that are described in the *Standard Course of Study*, albeit for different pur-
poses. Future changes in the scope and form of statewide assessments will
therefore be based on the *Standard Course of Study*.

Programs for Children With Special Needs

The Purpose of Programs for Exceptional Children

The main purpose of exceptional children's programs is to ensure that students with disabilities develop mentally, physically and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Children with special needs are students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services. Children with special needs include those who are autistic, hearing impaired (deaf and hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 or Procedures Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

Content Sequence

Curricula for most children with special needs follow the curricula for students in general education. Emphasis must be given to instruction in English language arts, arts education, social studies, healthful living, mathematics, science, career and vocational education, depending on the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities is based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

Learning Outcomes

Learning outcomes - knowledge, skills, concepts, understandings, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

Curriculum Adaptation

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must earn the State mandated units of credit based on successful completion of course work, and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma, but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of achievement.

Although course requirements are the same for exceptional students and non-exceptional students, the instruction must be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

State of North Carolina Graduation Requirements

North Carolina high school students are expected to meet specific state requirements in order to receive a high school diploma. These requirements apply to all students across the state and help ensure that all graduates have met certain standards. These standards for achievement and courses are designed to prepare students for higher education and for work as adults.

In addition to state standards, local school boards may set other standards to graduate.

Ninth graders entering high school for the first time in 2000-01 also are required to select and complete one of four courses of study before they graduate. This marks the first time that North Carolina has required students to meet this standard. Educators hope that this will spur students to consider more carefully their future opportunities and to plan accordingly.

Graduation Requirements – plan ahead!

There are three types of requirements that students must meet: credits, Course of Study and tests.

Students, with their parents' input, need to decide if they are planning for a career immediately after high school graduation, if the student plans to pursue a two-year or community college degree, or if the student will pursue a four-year college or university degree. If undecided, students should take the most rigorous course of study in which they can be successful, particularly in mathematics. Students need to ensure that they understand the education and other preparation required for the career they choose to pursue as adults.

Students and their parents should review this plan annually to determine any changes needed.

Credits and Courses of Study

Students must select a Course of Study to guide the courses they take during high school. Three of the four Courses of Study require that students complete 20 course credits as well as the NC High School Exit Exam. These Courses of Study – Career Prep, College Tech Prep, and College/University Prep – are designed for students to go directly to work or to a community or technical college or to a four-year college or university. A fourth Course of Study, the Occupational Course of Study, is designed for certain students with disabilities who have an Individualized Education Plan. Most students, regardless of Course of Study, take credits in the same core curricular areas. In fact, the Courses of Study provide enough flexibility for students to modify their Course if they choose to do so.

The Career Prep, College Tech Prep, and College/University Prep Courses of Study require a minimum of

4 credits in English	3 credits in science
*3 credits in mathematics	1 credit in Health/Physical Education electives
3 credits in social studies	

Please see chart on Page xix for additional information about credit requirements.
* The College/University Prep Courses of Study requires 4 credits in Mathematics for first time ninth graders beginning in 2002-03.

NC COURSE OF STUDY GRADUATION REQUIREMENTS*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL*** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits – Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I	3 Credits ** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, III	4 Credits (4th credit effective for first time ninth graders in 2002-2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I,II,III and a credit beyond Integrated Mathematics III	3 Credits Occupational mathematics I, II, III
Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	3 Credits A Physical Science course related to career pathway (CP), Biology, Earth/Environmental Science	3 Credits A Physical Science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies	3 Credits Government/Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements-US History & 1 elective)	2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving)
Second Language	Not required	Not required **	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduation class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduation class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other require-ments*****	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	3 Elective Credits and other credits designated by LEA Proficiency on Exit Exam (Effective for entering ninth graders 2001-2002)	Occupational Preparation: 6 Credits: Occupational Preparation I,II,III,IV**** Elective credits/completion of IEP objectives/Career Portfolio-required/No Exit Exam
TOTAL	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements

*Effective for ninth graders entering for the first time in 2000-01. The additional mathematics credit in college/university prep is for entering ninth graders of 2002-03.

**A student pursuing a college tech prep course of study may meet the requirements of a college/university course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***This course of study shall be made available for certain students with disabilities who have an IEP, beginning in 2000-01.

****Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

*****Examples of electives include JROTC and other courses that are of interest to the student.

NORTH CAROLINA
ACADEMIC SCHOLARS PROGRAM

History

In March, 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. In March, 1990, the State Board of Education revised the program and re-designated it the North Carolina Academic Scholars Program. Again, the State Board of Education revised program requirements in August 2002 to make it more consistent with graduation requirements and promote rigorous academic study. The current plan will remain in effect for students who entered ninth grade for the first time in or before 2002-2003. The revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

Recognition

The students who qualify for this special recognition
- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM   (Revised 8/8/02)

This plan is in effect for students who entered the ninth grade for the first time in or before 2002-2003.		The following revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004.		**CHANGES**
Students must: • begin planning for the program <u>before</u> entering grade 9 to ensure they obtain the most flexibility in their courses. • complete all the requirements of this North Carolina Academic Scholars Program. • have an overall four-year grade average of B or its equivalent as determined by the local board of education.		Students must: • begin planning for the program <u>before</u> entering grade 9 to ensure they obtain the most flexibility in their courses. • complete all the requirements of this North Carolina Academic Scholars Program. • have an overall four-year unweighted grade point average of 3.5. • complete all requirements for a North Carolina high school diploma.		Unweighted grade point average of 3.5 rather than a B Completion of all requirements for a high school diploma
Credits	**The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.**	**Credits**	**The following designated number of credits per subject area listed below <u>must</u> be taken in grades 9-12.**	
4	English I,II,III,IV	4	English Language Arts I,II,III,IV	none
3	Mathematics (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite)	4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	One additional credit required, optional Integrated Math sequence
3	Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)	3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	Physics OR Chemistry, an Earth/Environmental Science course specified
3	Social Studies (Government/Economics, U.S. History, and one world studies course)	3	Social Studies (World History, Civics/Economics, and U.S. History)	World History specified
2	Foreign Languages (two levels of the same language)	2	Languages other than English (two credits of the same language)	none
1	Health/Physical Education	1	Healthful Living	none
2	Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language courses	1	Career and Technical Education	A new credit required in Career/Technical Education and in Arts Education
		1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)	
4	Electives	5	Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)	Two second-level or advanced level courses required
22	Note: Adopted by the State Board of Education on March 8, 1990. The above is the single plan applicable to graduates effective with the class of 1994.	24	Note: Adopted by the State Board of Education in August 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003-2004.	Two additional credits required

TABLE OF CONTENTS

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PREFACE

Intent

The No Child Left Behind (NCLB) Elementary and Secondary Education Act of 2001, which was signed into federal law in January 2002, defines Foreign Languages as one of the core subject areas, along with English, Reading/Language Arts, Mathematics, Science, Civics and Government, Economics, Arts, History, and Geography.

The North Carolina Second Language Standard Course of Study establishes competency goals and objectives directing the teaching and learning of foreign language, heritage language, and classical language in North Carolina. This document sets high expectations for all students, it supports extended sequence of language learning and it takes into account the national standards for foreign language learning. In addition, the *Second Language Standard Course of Study* gives administrators a rationale and guidelines for the study and the planning of an articulated language program.

Because it describes the overarching concepts governing language education in the state, it should be used as a guide by school districts as they make decisions concerning their second language programs. The overview presented in the document will need to be expanded in local curriculum documents to reflect the beliefs, policies, and philosophy of the local school districts in ways that best meet the needs of their specific student population.

The Revised Second Language Standard Course of Study replaces the document published in 1999. It is comprised of three *Second Language* curriculum sections: Modern Foreign Languages, Spanish for Native Speakers and Latin. It is accompanied by a Teacher Document, which provides support, application, explanation, and expansion of the goals and objectives presented in the Standard Course of Study. The companion document can be obtained by contacting the Publications Sales Division of the NC Department of Public Instruction. Both documents can also be accessed via the NCDPI web site located at: www.ncpublicschools.org or via the Second Language website located at: www.learnnc.org/dpi/instserv.nsf/Category9 .

Second Languages and English as a Second Language

This document is specifically designed to guide instruction for the teaching of foreign languages, such as French, German, Spanish, as well as the less commonly taught languages, along with heritage languages (Spanish for Native Speakers) and Latin. A separate Standard Course of Study for English Language Development mandates English proficiency standards which are different from the standards for languages other than English.

National Standards

In 1989, state and national leaders met to reach agreement on setting national educational goals for the American public schools. Shortly thereafter Congress voted on "Goals 2000: Educate America Act" which endorsed the original goals and expanded goal 3 to incorporate foreign languages in the core curriculum. Subsequently,

the National Council on Education Standards recommended the development of national standards for the disciplines included in the goals.

Foreign Language Standards

In 1993, foreign language education became the seventh and final subject area to receive federal funding to develop national standards for students, kindergarten through twelfth grade. The American Council on the Teaching of Foreign Languages (ACTFL) organized a task force to meet this challenge. Finally, in 1996, after seeking and receiving extensive input from the foreign language community the *Standards for Foreign Language Learning: Preparing for the 21st Century* were published.

Standards for Classical Language Learning was published in 1997 by the American Classical League in collaboration with the American Philological Association and is aligned with and is a companion document to the *Standards for Foreign Language Learning*.

Revision Process

In response to a mandate from the North Carolina General Assembly instructing the Department of Public Instruction to revise the individual Standard Courses of Study on a five-year basis, a committee was selected to review the 1999 document and decide whether to revise or clarify the document. The committee, comprised of K-12 teachers, university professors, central office representatives, parents, community leaders, and DPI staff revisited the national standards and state initiatives and decided to make no major changes, other than the inclusion of AP foreign language course descriptions. In addition, it was decided to include the Latin curriculum rewritten to reflect the *Standard Course of Study* format and the newly developed Spanish for Native Speakers curriculum in the *Second Language Standard Course of Study*.

Input

The committee solicited input through a variety of focus groups, regional meetings, questionnaires, and individual conversations. In addition, a draft of this document was posted on the Second Languages web page and foreign language teachers, university language faculty, teacher-trainers, as well as other interested parties in the state were invited to review the document and participate in an online survey. The final draft of the document was revised to incorporate suggested changes.

MODERN FOREIGN LANGUAGES

PHILOSOPHY
MODERN FOREIGN LANGUAGES

General

Principles

The Second Language Standard Course of Study for modern foreign languages is based upon a set of principles governing language education. These tenets are anchored in language education research and supported by practice. They are as follows:

- All students can learn and experience success in a second language.

- Students learn in different ways.

- Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long sequence of study.

- Students acquire proficiency at different rates.

- Students develop the needed skills to be citizens of a global society by learning a second language.

- Students develop some insights into other cultures as well as their own when learning a second language.

- Students are involved in interdisciplinary connections when learning a second language.

- Learning is assessed and reflects the students' ability to interpret and/or communicate in the target language.

Languages for All

Since 1985 and the inception of the Basic Education Program (BEP) and now reinforced by the 2002 federal No Child Left Behind legislation, second language educators in the state have held the belief that a second language is part of a basic education for each child in the state. Given the opportunity, all children can benefit from learning another language and all children are capable of doing so. This belief is reflected in the national standards document which states that "all children can be successful language and culture learners" (*Standards for Foreign Language Learning,* p. 7).

Additionally, reports from Louisiana, Milwaukee, and Cincinnati have pointed to the benefits of language instruction for all children but especially for disadvantaged children and children with average or below average intelligence. In one study, Foreign Language in the Elementary School (FLES) students of average and below average intelligence performed as well as their peers with above average intelligence on oral production and interpersonal communication skills (Rosenbusch, 1995).

Brain Research And Learning

During the last decade, many theories and models on learning styles, often incorporating brain research, have emerged. Some of the theories follow.

Howard Gardner points to seven multiple intelligences (an eighth intelligence has been added to the original seven) which are present in some capacity in all of us and which have the potential to be further developed given the appropriate experiences.

Genesee (2000) states that "Instructional approaches that advocate teaching parts and not wholes or wholes and not parts are misguided, because the brain naturally links local neural activity to circuits that are related to different experiential domains." He continues; "Student's vocabulary acquisition can be enhanced when it is embedded in real-world complex contexts that are familiar to them."

Zull (2003) proposes that there are *four pillars* of human learning based on four distinct functions that are housed in different areas of the brain: *gathering* (sensory cortex), *analyzing* (back integrative cortex), *creating* (front integrative cortex) and *acting* (motor cortex). Utilizing the *four pillar* theory also addresses individual learning styles. The study of foreign languages naturally provides opportunities for students to use these four functions and in essence have the chance to use their whole brain.

These theories and others have great implications for foreign language learning. They attest to the importance of teaching to the students' different learning styles, of reaching all students, and of providing the opportunity for deeper and more thorough learning.

Language Acquisition

According to the research on second language acquisition, students develop communicative competence in a second language in much the same way as in their first language, although the rate of acquisition will vary.

For most learners, language development occurs in a predictable pattern according to a series of stages. For example, students acquire language when the language is meaningful and interesting and when they are in a non-threatening environment.

They first acquire the language through "comprehensible input" (Krashen) which is focused on developing listening comprehension by building on receptive vocabulary. For this reason, learners usually can understand more than they are able to say. Thus, language acquisition begins long before speech production occurs.

As the students' interaction with the language intensifies, they are able to speak using one or two words or short phrases. They are encouraged to produce the vocabulary they already understand. Speaking results from acquisition and speech emerges naturally, gradually, on its own and in stages. Reading and writing are introduced as extensions and support what students can already understand and say.

At the next stage of language development, students move ahead by using longer phrases and strings of sentences. They recombine the language in different ways and they begin to create with the language. As language development proceeds, students become increasingly able to use the language in a variety of contexts, for a variety of audiences, and for a variety of purposes.

Proficiency

The main goal for modern foreign language education is to help students develop the ability to communicate with speakers of another language. To achieve this goal, students need to use the language in a variety of real-life, meaningful, and culturally accurate situations designed to promote relevant communication.

As stated above, language acquisition and development occur in a series of stages. The American Council on the Teaching of Foreign Language (ACTFL) has organized these stages (novice, intermediate, advanced, and superior) in the *ACTFL Proficiency Guidelines* and more recently in *the ACTFL Performance Guidelines* which are used to describe the expectations for students at each level of language development. A full description of the *ACTFL Proficiency Guidelines* is located in the Appendix.

Superior

Advanced

Intermediate   *Expected Level of Proficiency*
                                          For Students in a K-12
Novice   *Sequence*
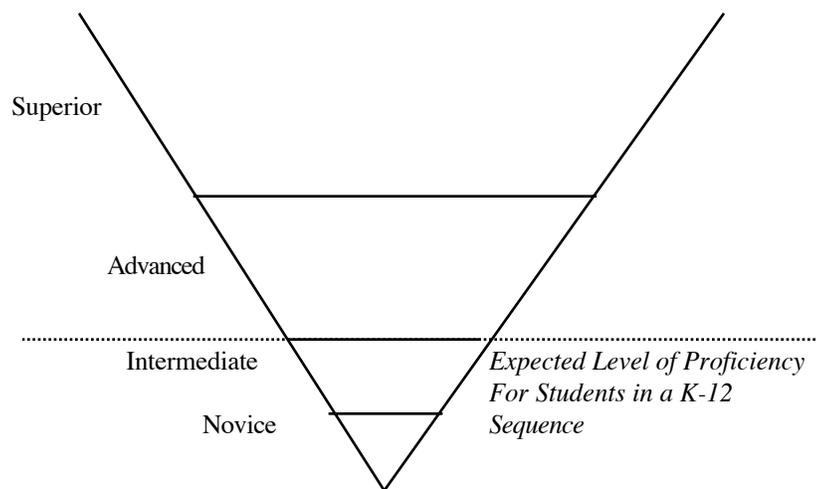
Figure 1. Levels of Proficiency

Explanation of Figure 1
The level of language proficiency, which can be attained, is directly related to the amount of time spent in the target language. It is easier to move up at the beginning levels of proficiency than at the more advanced levels. The beginning levels are dealing with vocabulary expansion, limited language structures, and limited ability to communicate. The leap from novice to intermediate involves vocabulary expansion and use of some basic grammatical structures and can be achieved in shorter amount of time. At the upper levels, the language is more sophisticated and the vocabulary becomes broader and more complex. Speakers at this level have the ability to function as a native or near native speaker. The Superior level can be attained only through extensive living in the target culture.

The level of proficiency students can attain is closely related to the program goals, to the quality of instruction, and to the amount of time and practice they have with the language. A long sequence of language instruction is likely to produce students who develop higher levels of proficiency than those in a program which starts late and/or which is not sequenced.

Another factor that affects language acquisition is the age of the learner. Children, according to Krashen, "acquire" language in that they are given time to sort out the language they hear and understand before using it. Adult learners on the other hand "learn" a language through vocabulary and grammar structures that they then apply when communicating.

Also, in a proficiency-based program, students have different rates of individual learning. One learner may take two years to move from one proficiency level to another, while another may take three or four years.

Furthermore, according to the Research Committee of the Interagency Language Roundtable (ILR), it is also important to note that students may attain different levels of proficiency according to the language they learn.

The School of Language Studies of the Foreign Service Institute has determined that the closer the modern language is to English, the more quickly an adult learner can achieve proficiency; therefore, the languages have been grouped in different categories. More contact hours will be needed for the languages in Category II and III to achieve the same level of proficiency than for languages in Category I.

Category I: Languages closely cognate with English
French, Italian, Spanish
(German falls between I and II)

Category II: Languages with significant linguistic and/or cultural differences from English
Greek, Polish, Russian

Category III: Languages which are exceptionally difficult for native English Speakers
Chinese, Japanese, Korean, Arabic

Figure 2. Language Categories According to Proficiency Attainment

Cultural Appreciation

By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture and they are able to generalize about the components of culture.

> *When we learn one language we open doors to new ways of thinking and doing, believing and communicating, and through the process we learn more about ourselves* (*The Massachusetts World Languages Curriculum Framework*, January 1996).

Students' openness for other cultures seems to be at an optimum prior to the age of ten. Lambert and Klineberg (1967) note that younger students seem to be more receptive to people who are different from themselves than their older peers.

Citizens in a Global World

With the ever-increasing interdependence of nations, the study of a foreign language has become essential to the effectiveness of the United States in a global world. Students can be prepared to function in that global world by acquiring needed communication skills and by developing cultural understanding.

> *To study another language and culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty-first century, which will not be enhanced by the ability to communicate efficiently and sensitively with others. While it is impossible to foresee which foreign language will be useful at a later point in life, those who have experienced the process of acquiring a second language have gained language learning skills that make learning another language easier. Possession of the linguistic and cultural insights, which come with foreign language study, will be a requisite for life as a citizen in the worldwide neighborhood* (SFFLL, p. 12).

Connections

Connecting the foreign language curriculum to other disciplines gives added relevancy to the study of languages and brings new insights into the rest of the curriculum. Connections can emanate in the foreign language classroom but can also originate in other disciplines.

> *To study another language and culture increases enormously one's ability to see connections. Since the content of a foreign language course deals with history, geography, social studies, science, math, and the fine arts, it is easy for students to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings* (SFFLL, p. 12).

Assessment

As new standards for student achievement in foreign languages are developed, it is essential to devise assessments which can diagnose, monitor learning, and provide useful feedback about the attainment of the identified goals and learning objectives. All aspects of the curriculum ranging from the ability to function in the three communication modes to the ability to make connections and comparisons, need to be assessed.

Once teachers have identified whether the focus of an objective is on content, skill development, performance, or application, they can decide whether the objective lends itself to one or more assessment measures. There are many kinds of assessments available to teachers. These range from the more traditional pen and pencil tests to authentic and alternative assessments including portfolios, journals, logs, performance assessments, self assessments, and peer assessments.

However, no one single assessment can give us all the answers we need about student learning, program effectiveness, and accountability. For this reason, teachers need to give careful attention to the purpose of the assessment as well as to the selection of the tool, which is best suited for that purpose.

Assessments can help teachers make decisions about individual students, groups of students, instruction, and program. At any rate, assessment should be an integral and on-going part of the learning process. (For additional information on assessment, refer to the Teacher Companion Document and to *the Assessment, Articulation, and Accountability* Document available from the NC Department of Public Instruction.)

PURPOSE

Rationale for Language Learning

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and thus have influenced others by their actions and their words. In recent years existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

In addition to the need for communication within a global world, the study of a foreign language is needed to ensure economic competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States.

Finally, learning another language is a passport to greater understanding of one's own language and culture.

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Studies and Reports

Beginning in the late 1970's there has been renewed interest in the study of languages. Many studies and reports have highlighted the need for foreign language competence.

- The National Commission on Excellence in Education published a report *A Nation at Risk* (1983) which ranked foreign language education at the same level as the "basic academic fields - English, mathematics, computer science, social studies, and the natural sciences" (pp. 25-26).

- The College Board (1983) recommended expanding basic skills to include foreign language education for all students.

- The American Council on Education Commission on International Education in the document *What we can't say can hurt us: A call for foreign language competence by the year 2000* (1989) urged leaders of higher education to require competence in a foreign language as an admissions requirement.

- The Goals 2000: Educate America Act states: "By the year 2000 all American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign language, civics and government, arts, history, and geography..."

- The National Association of State Boards of Education (NASBE, 2003) stated that "...it is far more effective to initiate foreign language study in the elementary school than in secondary school both from the perspective of more advanced language study and enhancing general academic skills" (p. 1).

- The Council for Basic Education (2004) states that research suggests that "foreign language instruction can help close gaps between white and minority students' performance on mathematics and reading assessments."

There are many other reasons for studying another language. These reasons can be divided in four categories:

- economic reasons
- national security
- social reasons, and
- academic reasons.

Economic

To be competitive on a global scale, the business world needs individuals with strong skills in a second language, who can work within a culturally diverse environment. The following data attest to the needs for such individuals.

- Research shows that multilingual societies have a competitive edge over monolingual societies in international trade. (Halliwell, 1999)

- Research shows that in the service industries, more than half of U.S. professionals working in a multicultural environment whether in the U.S. or abroad are linguistically unprepared to do so. (Lena & Reason Moll, 2000)

- Global languages are important in over 100 occupations and are considered vital for the U.S. to remain competitive in technology, science and trade. (Nat'l Academy of Sciences)

- In NC alone there are over 1000 international firms representing many countries.

- "The business climate too is changing. We often face our foreign clients through electronic desktops, where the information from e-mail, videoconferencing, corporate chatrooms and web sites is ever current; the delivery often instantaneous. In these circumstances, expectations for a quick turn-around are as high as the stakes, less and less time to find a way around using our correspondent's language. Of the estimated 310 million regular internet users in the world, nearly 60% are from outside North America, and only about 50% are English-speaking. "(Tennessee Commerce Department , 2003)

National   The events of 9/11 have highlighted the shortage in the manpower needed to translate the messages gathered through intelligence.

- The *2001 Hart Rudman Report on National Security in the 21st Century* names foreign language study and requisite knowledge in languages as vital for the Federal Government to meet 21st Century security challenges properly and effectively.

- The American Council on Education in its 2002 policy paper. *Beyond September 11: A Comprehensive National Policy on International Education* states "Developing global competence is a long-term undertaking and must begin at an early age, especially for foreign language acquisition."(p.10)

- In the Public Statement Release of the 9/11 Commission Report, July 22, 2004: "What the FBI needs is a specialized and integrated national security workforce, consisting of agents, analysts, linguists and surveillance specialists.

Social Reasons   A less obvious but nonetheless compelling reason to study another language rests in the power that languages have to promote cultural understanding between people of different backgrounds.

- The study of language helps students develop a sense of cultural pluralism. Through the study of another language students interact and communicate with others and thus discover genuine similarities and differences among various cultures. At the same time, they develop respect and appreciation for the cultural perspectives, practices, and products of the different cultures.

- North Carolina has a growing non-English speaking population. There are more than 150 languages currently spoken by students in our schools. North Carolina realized a 73% increase in immigrant population from 1995-1999. (Johnson, *The Melting Pot)* From April 1, 1990 to April 1, 2000, the Hispanic population increased 401.2 % and the Asian population increased 99.6%. The ability to speak a second language helps us to communicate directly with those who speak that language. In addition, it enables us to understand firsthand the process for second language acquisition and to be prepared to handle the challenges of living and working with non-English speakers.

Academic Reasons   The study of another language impacts other academic areas.

- Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a foreign language. Verbal scores of students increased with each additional year of language study. The

most interesting piece of information is that the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.

- It helps students develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.

- The study of a foreign language has been shown to enhance listening skills and memory and can contribute a significant additional dimension to the concept of communication.

- Cloud and Genesee(1998) argue that basic education in the new millennium must include second and third languages if the United States is to cope with the diversity within its borders and compete successfully in the global marketplace. They cite both cognitive and sociocultural benefits of language study. They conclude, "Linguistic and cultural competence will be the mark of the well-educated citizen of the 21st century." (65).

- Curtain(2003) states "Every area of the curriculum can be reinforced or enriched in the foreign language classroom, and subject content can be taught through the second language." (p. 399)

- The UNC system requires two credits in the same language to meet entrance requirements.

- The North Carolina *University/ College Course of Study* graduation pathway requires two credits in the same language for a high school diploma.

Conclusion The study of another language prepares students for the complicated world they inhabit. The value of such an education not only lies in job-related advantages but also in the added dimension of an understanding of other people and cultures.

Benefits Over the past twenty years much research has been conducted documenting the immediate and long-range benefits of foreign language learning.

Modern Foreign Languages in the Elementary Schools

Acquisition Children have the ability to learn and excel in the pronunciation of a foreign language (Dulay and Krashen; Krashen and Long, et al.; Krashen and Terrell).

The Neuroscience Program at Stanford University has gathered much information on where in the brain the learning of a second language takes place in children vs. adults. According to Talukdar

(2001) "A combination of listening and vocalization seems to be the most advantageous method of acquiring a second language for both adults and children."

As reported in *News and Science*, in 2002, researcher Laura-Ann Petitto reported that children exposed to two languages from a very early age "grow as if there were two mono-linguals housed in one brain." She added that there is no contamination of either language by the other. The researchers concluded, that "the earlier and more intensively the languages are introduced, the better."

Higher Scores

In the area of language arts, students of second languages are thought to improve their reading comprehension in the native language and also score higher in reading achievement, including vocabulary, cognitive learning, and total reading ability. (Masciantonio, 1977; Rafferty, 1986).

Basic Skills

The Louisiana Report: Second Language Study Improves Basic Skills (Rafferty, 1986). The results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests. Foreign language study appears to increase the scores of boys as much as girls, and African Americans as much as other races. This finding supports the notion that, beginning as early as third grade, second language study facilitates the acquisition of English language skills.

Armstrong and Rogers (1997) showed that third graders who were taught Spanish for thirty minutes three times per week showed statistically significant gains on their Metropolitan Achievement Test scores in the areas of math and language after only one semester of study. It is particularly interesting that one class of students in the experimental group had actually received one and a half fewer hours of math instruction per week, and still outperformed the students in control classes in math.

Saunders (1998) examined the performance of third grade students enrolled in the Georgia Elementary School Foreign Language (ESFL) model program. She compared students who had not received any foreign language instruction with students one year younger who had received four years of foreign language instruction, five days each week, for thirty minutes per day. She found those students in the ESFL program scored significantly higher on the math portion of the Iowa Test of Basic Skills. They also performed better on the reading portion, but the difference was not statistically significant.

A report in the May, 1997 issue of *Developmental Psychology* suggests based on the latest research on reading, that knowing a second language can help a child comprehend written language faster and perhaps learn to read more easily.

Listening Skills	Foreign language study has been shown to enhance listening skills and memory (Rattle, 1968), and the development of second language skills can contribute a significant additional dimension to the concept of communication.

Cognitive Development

Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills (Foster and Reeves, 1989; Landry, 1973; Rafferty, 1986; Ginsburg and McCoy, 1981; Bamford and Mizokawa, 1991).

With respect to cognitive abilities, Ginsburg and McCoy (1981) cited research findings to support that when students learn another language at the elementary level and there is good program articulation, second language students advance more rapidly than monolingual students in cognitive abilities, independent of IQ.

Regarding creativity, in the Landry (1973) and Kessler and Quinn (1980) studies, students who studied a second language in elementary school scored significantly higher on tests of divergent thinking as measured in terms of figural fluency and figural flexibility independent of age and IQ.

Recent research indicates that "the length of time students study a foreign language relates directly and positively to higher levels of cognitive and metacognitive processing" (Rosenbusch, 1995).

Cultural Pluralism

Children who have studied a foreign language develop a sense of cultural pluralism, openness to and appreciation of other cultures (Carpenter and Torney; Hancock and Lipton et al.; Lambert and Tucker).

Self-Concept

Children studying a foreign language have an improved self-concept and sense of achievement in school (Genesee; Holobow et al.; Masciantonio).

**Previous
Knowledge**

Second language learning in the elementary school, especially at its beginning stages is less dependent on previous verbal learning than are most other elements of the curriculum. This factor allows some students to succeed who have otherwise experienced repeated failure in school. In a study (Holobow et al. 1987) working class students did just as well in French as middle class students, even though their English skills were not as good.

Foreign Languages in the Secondary Schools

SAT Scores

During the past several years, data from the Admissions Testing Program of the College Board definitely show a positive correlation between SAT scores and the study of foreign languages. According to *Profiles, College-Bound Seniors*, 1981, a publication of the Admissions Testing Program, of 922,919 seniors tested, 13.6 percent had taken no foreign language courses. For this group the mean SAT score on the verbal portion of the test was 366; on the math portion it was 409.

Length of Study

Some studies have found that students who learn a foreign language have higher verbal and math SAT scores than students who have not had foreign language (College Entrance Examination Board 1992; Cooper, 1987).

Data from *Profiles, College-Bound Seniors*, 1984 and 1990, tell essentially the same story. Again, sheer time spent taking a subject appears to relate to a better test score, and concentration on foreign languages for periods of four or more years results in the highest SAT-verbal average of any of the subject group.

(Thomas C. Cooper. "Foreign Language Study and SAT-Verbal Scores." *The Modern Language Journal ,*Volume 71, Number 4, Winter 1987.)

**ACT and
Foreign
Languages**

A study by Olsen and Brown (1989) supports that English and mathematics performance levels of students who have studied a foreign language in high school are higher than those of students who have not. In prior research that controlled for variations in students' ability, the English and math performance levels of students who had studied a foreign language tended to be higher than those of students who had not. (Wiley; Eddy; Bastian; Timpe; Skelton; Olsen and Brown).

Further and more detailed study of interrelations among parts might reveal, as suggested by Jarvis, that the mental processing skills required to do mathematics problems are also developed by language processing and vice versa.

Career

Global language competency, cultural sensitivity, political and economic awareness, flexibility, and computer skills are the five skills needed to compete in the global marketplace of today and into the 21st century. (Careers, 2000)

Second language learning provides a competitive edge for *all* students regardless of their chosen career path, and addresses a shortage of workers in virtually every field that uses languages to communicate successfully. (NASBE – The Complete Curriculum, 2003)

Status of Modern Foreign Languages in North Carolina

Enrollment

The Public Schools of North Carolina *Statistical Profile* reports that the modern foreign language enrollment for K-12 students during the 2002 - 2003 school year was just under 350,000 students. Spanish is the language of choice followed by French, Latin, German, Japanese, and other languages.

Currently, students begin their study of a second language at different entry points (reflected by the beginning and continuing headings for some objectives in this Standard Course of Study). Fifty-two percent of high school students are studying another language compared with twenty percent at the middle school level and twenty-seven percent at the elementary level.

Programs

Contributing to the diverse second language learning opportunities is the variety of programs available in North Carolina. FLES, Immersion, Content-Enriched, Exploratory, Beginning Sequential programs, International Baccalaureate, and Spanish for Native Speakers are a few of the programs found at the elementary, middle and high school level. These programs differ not only in their overall goals but also in the amount of time students are engaged in the language, in the level of proficiency they reach, and in the types of resources and activities used in the classroom.

ELEMENTARY PROGRAMS		
Foreign Language in the Elementary School (FLES)	FLES classes usually meet from two to five times a week for 20 to 40 minutes.	FLES programs form the majority of elementary programs in North Carolina. These programs emphasize the development of the four language skills of listening, speaking, reading, and writing. The primary focus is on understanding and speaking with the teaching of culture integrated throughout the program.
Immersion Programs	* In *total immersion* programs, the entire school day is spent in the foreign language during the first two to five years of instruction. * In *partial immersion* programs, the foreign language is used during half of the school day.	The focus of immersion programs is to help students become proficient in the target language while mastering subject content from other disciplines. In immersion programs, the "regular" curriculum is taught in the foreign language.
Dual Language Programs		A variation of immersion programs includes *dual language (two-way bilingual) programs*. These programs group native speakers of English with native speakers of the target language. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to a daily schedule (morning in one language and afternoon in the other).
Content-Enriched Programs	Content-enriched classes usually meet from two to five times a week 20 to 40 minutes.	In content-enriched programs, students develop foreign language skills while reinforcing their study of math, science, social studies, or another subject area.

Figure 3. Elementary School Foreign Language Programs in North Carolina

MIDDLE SCHOOL PROGRAMS		
Exploratory Programs	Exploratory programs can vary in length from a few weeks to one semester. These programs are usually short term.	These programs are mostly found at the middle school level. Exploratory programs are non-sequential. They introduce students to one language and culture and do not lead to the development of communicative proficiency.
Beginning Sequential Programs	Beginning sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	Many students begin the study of another language at the middle school level. 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. Depending on the extent of the program, beginning sequential programs may allow students to place out of some foreign language classes at the high school level.
Continuing Sequential Programs	Continuing sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	Students who have participated in an elementary program pursue the development of their language skills in continuing programs. Continuing programs allow students to take the language without any major break in the sequence. With adequate instructional time, continuing programs allow students to place out of some foreign language classes at the high school level.

Figure 4. Middle School Foreign Language Programs in North Carolina

A few middle schools and elementary schools in North Carolina are implementing pre-IB programs to prepare their students to be successful in the high school IB program. Only schools approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for the examination. At the high school level programs such as Advanced Placement, International Baccalaureate, and Spanish for Native Speakers complement the "traditional" programs.

HIGH SCHOOL PROGRAMS	
Traditional Programs	These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward the development of communicative proficiency in the four language skills and the understanding and appreciation of other cultures. Because the course length has been shortened by 30 hours in a block schedule, careful examination of what students can realistically learn at each level of instruction must take place. Locally-developed pacing guides are helpful to address this concern.
Advanced Placement Program (AP)	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 high school level III or IV. They are: AP French Language, AP French Literature, AP German Language, AP Spanish Language, and AP Spanish Literature. The 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. Literature courses may or may not have a required reading list; however, the content of the courses is geared toward helping students do well on the AP examination.
International Baccalaureate	The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.
Spanish for Native Speakers	A complete description for this course can be found in the section preceding the Spanish for Native Speakers curriculum.

Figure 5. High School Foreign Language Programs in North Carolina

PROGRAM DESCRIPTION

Introduction   The North Carolina K-12 program in modern foreign language studies is designed to afford students the opportunity to develop communicative competence in another language and cultural appreciation of cultures speaking that language. *The Second Language Standard Course of Study* establishes the competency goals and objectives needed to achieve these aims. It is designed to address the study of languages such as French, German, Spanish along with other less commonly taught languages, and Japanese with some adaptation.

The Latin and Spanish for Native Speakers *Standard Course of Study* are addressed separately in this document.

Program Goals   The Standard Course of Study is organized in seven overarching goals adapted from the *Standards for Foreign Language Learning: Preparing for the 21st Century*. The goals are not listed in order of importance; however, the goal of communication plays a central role since it is through communication that the other goals can be met. Language is used to talk about content, it is used in the community, it is used to compare with one's own language and is used to "gain knowledge and understanding of the cultures that use that language" (SFFLL, p. 27). Therefore, it is impossible to address one goal without connecting to another one.

At each grade level or course throughout the entire sequence, students should exhibit increased proficiency in the following areas.

> **Goal 1: Interpersonal Communication** - The learner will engage in conversations and exchange information and opinions orally and in writing in the target language.
>
> **Goal 2: Interpretive Communication** - The learner will understand and interpret written and spoken language on a variety of topics in the target language.
>
> **Goal 3: Presentational Communication** - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.
>
> **Goal 4: Cultures** - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.
>
> **Goal 5: Comparisons** - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.
>
> **Goal 6: Connections** - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Goal 7: Communities - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Communication

Communication is at the heart of foreign language study. The ability to communicate is increasingly important in a global world.

> *For American students, the ability to function directly in at least one language other than English will become increasingly important in the rapidly shrinking, interdependent world of the twenty-first century... They must be able to participate appropriately in face-to-face interaction with members of other societies, and they must also be able to interpret the concepts, ideas, and opinions expressed by members of these societies through their media and their literatures.* (SFFLL, p. 35).

To be communicatively competent in a foreign language, a student must convey and receive messages successfully by combining the knowledge of the language system with the knowledge of the cultural conventions. For this reason, culture and language are closely intertwined.

The *Standards for Foreign Language Learning* characterize communication in three communicative modes that place primary emphasis on the context and purpose of the communication (Brecht & Walton, 1994). The three modes are:

1. The Interpersonal Mode
2. The Interpretive Mode
3. The Presentational Mode

Framework of Communicative Modes (SFFLL, p. 33)

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
D E F I N I T I O N S	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	Receptive communication of oral or written messages Mediated communication via print and non-print materials Listener, viewer, reader works with visual or recorded materials whose creator is absent	Productive communication using oral or written language Spoken or written communication for people (an audience) with whom there is not immediate personal contact or which take place in a one-to-many mode Author or creator of visual or recorded material not known personally to listener
P A T H S	Productive abilities: speaking, writing Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
C U L T U R A L **K N O W L E D G E**	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	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	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			

Figure 6. Modes of Communication

Interpersonal Mode   **The learner will engage in conversation, express and exchange information and opinions orally and in writing in the target language.**

> *The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher responsibility of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (E-mail) messages* (SFFLL, p. 32).

Interpretive Mode   **The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

In the interpretive mode the listener, viewer, or reader works with visual or aural materials whose creator is absent. In this mode, there is no opportunity to negotiate meaning and to interact with the author of the text.

> *The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches* (SFFLL, p. 32*)*.

> *Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text* (SFFLL, p. 33).

Presentational Mode   **The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.**

> *The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of the language and culture from the outset, since the goal is*

to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines" (SFFLL, p. 34).

Cultures

The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solution they offer to the common problems of humankind (SFFLL, p. 43).

In this document, culture is perceived as being composed of the perspectives (the way people perceive things: their beliefs, attitudes, values, ideas), the practices (what people do: their patterns of social interactions), and the products (what people create: their books, tools, laws, foods, etc.), both tangible and intangible, of a society. These three components are closely interrelated. Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products are interrelated and influence one another.

Perspectives
(Meanings, attitudes, values, ideas)

Practices
(Patterns of social interactions)

Products
(Books, foods, laws, music, games)
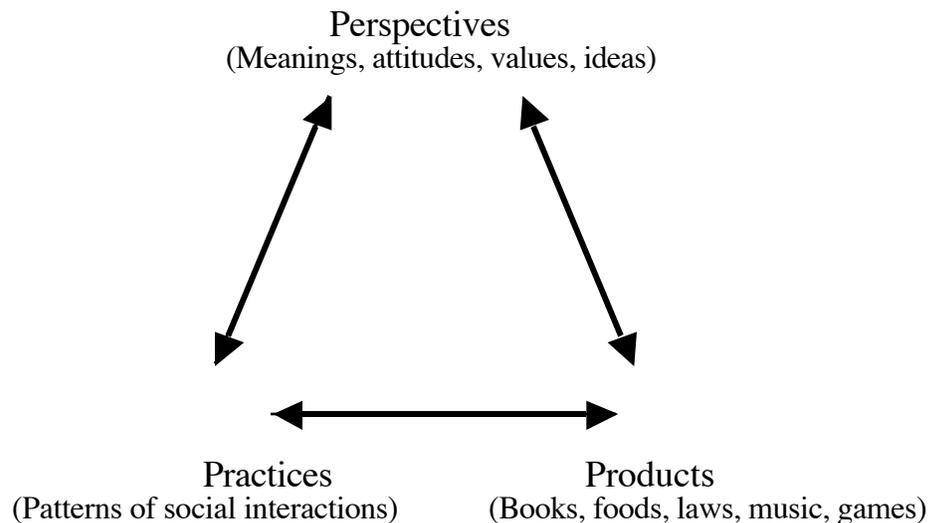
Figure 7. Relationship among perspectives, practices, and products

This goal concerns itself with what has been commonly referred as Culture with a "Big C" e.g., the arts, music, architecture, literature, and culture with a "little c" e.g., daily customs, way of life, realia, gestures. Students should be able to know what to say, when to say it, and to whom in any given situation. For this reason, knowledge and understanding of the formal high culture (Big C) and the popular deep culture (little c) are essential if students are to interact effectively with native speakers of another culture.

Because language and culture are so closely interconnected and because language influences and is influenced by the products, practices, and perspectives of a society, it is hoped that the target language will be used to illustrate and discuss the perspectives, practices and products of that society. However, there may be times when the complexity of the concepts to be discussed may warrant the use of English especially in the earlier stages of language learning.

Comparisons

The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

> *Students benefit from language by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between the language and culture* (SFFLL, p. 53).

There is a commonly held notion that learning another language is beneficial to the understanding of one's own language and culture. It is when students are faced with learning different concepts, different word order, different ways of communicating the same idea that they begin to understand that all languages and cultures are not like their own. By comparing their own language and culture to the one they are learning, they gain some insights into languages and cultures in general. They "cease to make naive assumptions about other languages and cultures solely based upon knowledge of their own" (SFFLL, p. 53).

Connections   **The learner will acquire, reinforce and further his/her knowledge of other disciplines through the foreign language.**

> *Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally...The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum* (SFFLL, p. 49).

In real life, learning is interdisciplinary and does not occur in isolation. Similarly, students involved in the study of another language need to talk and/or write about some content. The foreign language class, at all levels of the curriculum, is the appropriate forum for the reinforcement of concepts and information introduced in other disciplines. Interdisciplinary reinforcement serves several purposes:

- It allows students to expand and deepen their understanding of other areas of the curriculum.
- It makes the foreign language relevant.
- It engages and motivates students.
- It validates what the students already know.
- It contributes to the entire educational experience of students.

In immersion and/or content-based programs, students develop language skills by using the language as a medium to learn other subjects. In these programs, the curriculum of that discipline determines the kind of language to be introduced.

Communities   **The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

This goal focuses on the application of the language within and outside the school setting throughout a person's life. The foreign language becomes more motivating and meaningful when students have the opportunity to experience it in the real world.

They find that their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world (SFFLL, p. 59).

North Carolina is a very diverse state actively recruiting business from international firms. Also, the number of limited English-proficient students in our schools is growing at a fast rate. Therefore, there are many opportunities to draw on the resources within the state. In addition, modern technology can aid students in this endeavor. The Internet, e-mail, and satellite broadcasts are just of few of the options available to students for practicing their language outside of the school setting.

Strands

Traditionally, foreign language study was broken down into the teaching of listening, speaking, reading, writing, and culture. Students progressed from one skill to the other in sometimes contrived activities structured to address one skill at a time. While these skills remain important, they rarely take place in isolation in real life but instead are interrelated as communication takes place - people communicate with an audience for a purpose, they listen to speeches or presentations, they participate in conversations, they react to what they read or hear and they write what they hear. Also, as they engage in these activities they are aware of the conventions of language and culture.

The listening, speaking, reading, and writing skills run through each one of the seven goals and are needed to accomplish the individual objectives listed under those goals. The skills evolve progressively according to language acquisition theory since, in order to become effective communicators, students need to "develop increasing control of the language and its convention" (*NC English Language Arts Standard Course of Study*, 1999) when they listen, speak, read, and write. For this reason, it is important to ensure that classroom activities correspond to the level of language of the students, as well as to their cognitive development, and that they take place within a communicative context with an audience and a purpose.

The way the four skills are addressed in this document differs from previous documents because of:

- the interconnectedness of all four skills (listening, speaking, reading, and writing)

- the application of the listening, speaking, reading, and writing skills within an interpersonal, interpretive, and presentational context.

Listening

The listening skill is a receptive skill present in the interpersonal and interpretive modes. It is mostly subsumed in the interpersonal mode where students must understand what they hear in order to make sense of it and respond as needed. However, it plays an important part in the interpretive mode where students are involved in "one-way" listening and where they interpret or "listen between the lines" of the text they hear.

According to the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines, *novice* learners of the language are able to understand short and some sentence-length utterances from familiar materials. They can comprehend words and phrases from simple questions, statements, high frequency commands and courtesy formulae, and pick out main ideas and key words from familiar materials such as conversations, dialogs, short narratives, songs, rhymes, games, advertisements, simple stories and literary texts.

As their listening skills expand, *intermediate* students are able to understand simple questions and answers, simple statements and simple face-to-face interaction, and understand main ideas and some supporting details from a variety of texts including simple face-to-face conversations, radio/television broadcasts, announcements, simple instructions, and simple lectures.

Advanced learners are able to get main ideas and most supporting details of connected discourse on a variety of topics beyond the immediacy of the situation. They can understand abstract topics in a familiar context and face-to-face speech in standard dialects with some repetition. They listen to texts which include interviews, one-way communications such as radio/television broadcasts, announcements, instructions and directions, reports primarily dealing with factual information, narratives, and short lectures on familiar topics.

Speaking

The speaking skill is a productive skill present in both the interpersonal and the presentational modes. The interpersonal mode, where active negotiation of meaning among individuals prevails, differs from the presentational mode which is characterized by "one-way" speaking where the ultimate goal is to ensure that the audience can interpret the messages they hear.

At the beginning level, the *novice* learners can communicate minimally to satisfy basic requirements. They produce isolated words and learned phrases and ask questions or make statements involving learned material. They do so in basic conversations, interviews, and short presentations.

At the continuing level, the *intermediate* learners create with the language by combining and recombining learned elements. They initiate and minimally sustain communicative tasks, and ask and answer questions. They are engaged in conversations, story telling, plays, skits, short reports, and poetry.

At the *advanced* level, the learners converse in clearly participatory fashion, initiate, sustain and bring to closure a variety of communicative tasks, and satisfy the requirements of school and work situations. They can narrate and describe in the present, past, and future time. They take part in conversations both face-to-face and on the telephone. They might be involved in debates, surveys, polls, and interviews. They present speeches, reports, and presentations.

Reading

The reading skill is a receptive skill found in the interpersonal and in the interpretive modes. In the interpersonal mode, the learners make sense of written communication exchanged between individuals who come into personal contact and ask for clarification of meaning when the message they read is not clear. The interpretive mode involves the receptive communication of written messages communicated via print and non-print materials.

The *novice* learners identify isolated words and/or major phrases when strongly supported by context. They can pick out main ideas from familiar materials. They are able to read for instructional and directional purposes standardized messages, phrases and expressions, menus, schedules, time tables, maps, signs, forms, ads, and correspondence.

The *intermediate* learners at the continuing level understand main ideas and/or some supporting details from texts dealing with a variety of personal and social needs. Some possible texts may include newspapers, maps, simple instructions, memos and messages with social purposes, simple labels and postcards, ads and labels, public announcements, instructions, descriptions of persons, places, and things.

The *advanced* readers are able to read longer prose of several paragraphs in length. They understand the main idea and supporting facts and details and can understand abstract topics in a familiar context. Some texts may include short narratives, simple short stories, news items, bibliographical information, personal correspondence, routine reports, literary works, and academic texts.

Writing

The writing skill is a productive skill found both in the interpersonal and the presentational modes. In the interpersonal mode, writing involves direct communication between individuals who come into personal contact whereas in the presentational mode, it addresses productive communication with an audience with whom there is no immediate personal contact.

The *novice* learners are able to copy and transcribe simple materials. They can list, identify and label. They can supply basic biographical information on simple forms and documents. They can write simple phrases and sentences using familiar materials. Students can write cards, simple letters, and e-mail messages. They can fill in forms and write simple captions.

The *intermediate* learners can meet practical needs and limited social demands. They can take notes, write simple letters or e-mail messages, brief summaries, and paragraphs.

The *advanced* learners can write routine and more formal social correspondence. They can write discourse of several paragraphs, summaries, narratives and descriptions of a factual nature. They are involved in the writing of correspondence, notes, résumés, reports, dialogue journals, and poems.

Communications and Language Learning Strategies

Learning another language is a process requiring active mental engagement. "Research shows that effective language learners use specific strategies to enhance their learning, retention, and application of the language" (SFFLL, p. 30). However, students do not necessarily have access to a large repertoire of communications and language learning strategies. For this reason, foreign language teachers may consider the teaching and modeling of strategies such as previewing, skimming, scanning, asking for clarification, deriving meaning from context, making inferences, and predicting within their classroom.

> *Learning strategies benefit all students since even those who use some strategies effectively can be taught additional ones. Students are also able to apply effectively these strategies to learning tasks in other disciplines. Broadening the scope of language learning strategies is an integral part of the language programs. Students are able to apply the strategies that work best long after they leave the classroom for a lifetime of learning (SFFLL, p. 31).*

The Role of Grammar

In the study of a foreign language, mastery of grammar used to equate to success in language ability. It was thought that if students knew the grammar, they would automatically be able to transfer this knowledge to the speaking and writing skills and to apply it to a communicative setting. Too often, grammar practiced in drills and unrelated exercises became the focus of instruction. However, in the 1980's the proficiency movement challenged the notion of grammar for its own sake and reinforced the idea that breaking down and analyzing language components at any stage does not lead to effective language production.

The main goal of foreign language instruction is to develop communicative proficiency. Grammar provides the essential framework for supporting meaning and communication. Without grammar it would be difficult to make sense of the words. Grammar dictates the word order and therefore influences the meaning. The challenge is to keep grammar contextualized. In the foreign language classroom, the context determines the grammatical elements which need attention.

While students develop as speakers and writers, their competence to manipulate the language and to create more complex and sophisticated sentences increases. This ability is inherently tied to the

interaction students have with those around them and to their attempt to understand the world. Their language is tailored to the specific audiences. In this manner, grammar and communication become mutually inclusive.

The Role of Technology

Technology has revolutionized the way we live. Traditionally, foreign language teachers use a variety of technology resources (e.g., audio/video tapes, language labs, radio/TV, transparencies) to facilitate teaching and learning. Today, foreign language teachers have an array of technology tools (e.g., tool software, Internet, PDA's, wireless computers, cable/satellite broadcasts, digital cameras, video/web conferencing, mobile phones) to facilitate teaching and learning by providing real-time access to native speakers and foreign language media resources.

Teachers and students can use tool software (e.g., word processing, database, spreadsheet, multimedia, telecommunications) to collect, organize, analyze, present and share ideas/information with audiences near and far. As stated in the national standards for effective use of technology:

- allows teachers and students to communicate orally and in writing with other speakers of the language outside of the confines of the classroom

- opens the classroom to other cultures

- provides unlimited access to a vast array of primary and secondary source materials

The challenge for foreign language teachers is to create an environment which engages the student in authentic, culturally-appropriate, and meaningful experiences designed to stimulate the development of proficiency. In doing so, technology serves the instructional program, motivates students and allows them to apply many of the skills they have developed.

The role of technology is addressed at greater length in the document *Technology – The Common Language* which is a guide for the integration of technology within the foreign language class. This document is available from the NC Department of Public Instruction.

ORGANIZATION OF THE MODERN FOREIGN LANGUAGE CURRICULUM

Overview

Students across North Carolina begin the study of another language at different grade levels anywhere along the K-12 continuum. Therefore, the *Second Language Standard Course of Study* is designed to address multiple entry points. It recognizes that all students start acquiring a second language in the same way, although they may participate in different learning activities ,which are appropriate to their ages, interests, and experiences.

Goals

The curriculum is organized around 7 goals, which are the same for all students K-12. They define the major purposes and program outcomes for a foreign language education. They are:

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION

COMPETENCY GOAL 4: CULTURES

COMPETENCY GOAL 5: COMPARISONS

COMPETENCY GOAL 6: CONNECTIONS

COMPETENCY GOAL 7: COMMUNITIES

The goals are <u>not</u> listed in order of importance; all are interconnected and dependent on one another.

Objectives

For each goal, there are objectives which are specific to each grade and/or course. The purpose of these objectives is to define what students are expected to know and be able to do to achieve the stated goal. The objectives must coincide with the stages of language development and with the cognitive level of the student. As the objectives show progression from one level to the next, the numbering may vary from level to level to accommodate that progression.

Elementary   Objectives at K-5 are stated grade by grade but repeated within grade ranges K-2 and 3-5. Students may begin second language study at anytime K-5. Moreover, there is great variation in the amount of instructional time, in both numbers of days per week and number of minutes per session. Teachers need to modify the stated objectives to match the amount of time a student receives second language instruction.

Middle Grades Beginning and Continuing   For grades 6-8, there are two sets of objectives, which are stated grade by grade but often repeated at grades 6,7, and 8. One set of objectives is for the beginning sequence and is designed for students starting second language instruction at the middle grades. The second set is for the continuing sequence and addresses the needs of students who began second language study in the elementary grades. However, middle grades teachers will have to examine carefully the prior instructional experiences of their students in order to choose the appropriate instructional objectives for their program. Students who studied a second language for only a year or two prior to middle school, who had minimal instruction (once a week or less), and who stopped language study for a year or more generally would be unable to meet the continuing objectives.

Middle Grades Exploratory   A separate set of objectives are included for middle grades exploratory programs which are typically 6-9 weeks in duration and which focus on an introduction to the study of one language, usually Spanish or French. Because instructional time is minimal, students are not expected to move toward the development of communicative proficiency and will be able to address some of the objectives only in English.

High School   The High School objectives have been developed generically for four courses-- Level I, Level II, Level III, and Level IV. These objectives reflect the sequential nature of language development, the progressive acquisition of cultural knowledge, and the increasing ability to apply language and culture in an authentic setting.

Students who come to high school with previous language experience should be assessed to determine the level or course at which to begin their high school instruction.

Grade Focus and Course Description   For each grade and/or level a focus section outlining the main emphases for that specific grade level is included.

For high school courses (levels I-IV) the information in the focus section is a brief description of the course.

MODERN FOREIGN LANGUAGES

GOALS

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

ELEMENTARY GRADES K-2
(Beginning Sequence)

Goal   In the K-2 Foreign Language at the Elementary School (FLES) program, the primary goal is the development of listening and speaking and cultural awareness through concrete experiences. However, one must not forget that language acquisition begins with listening. For this reason, "Successful language learning activities emphasize comprehension rather than speaking at the beginning stages" (Curtain and Pesola, 1988).

Content   Learners in Grades K-2 begin with content topics close to the self, the home, and the school. Topics can include family, friends, home, house, etc. The topics are selected from the K-2 school curriculum and are introduced in a meaningful communicative context involving concrete activities aimed at developing language and reinforcing content from other disciplines.

Age appropriate literature, arts, music, and games are also an integral part of the K-2 second language program.

Communication   Most of the practice in the early grades is in a social setting. Children are involved in interpersonal communication by participating in simple face-to-face interactions with classmates, teachers, family, and visitors.

They engage in interpretive communication by following directions and commands, and by demonstrating their understanding of simple questions, everyday words, and statements relating to their immediate environment.

They learn songs, recite poems, and give oral commands as they participate in presentational communication targeted to other students, parents, community members, other classes, and other teachers.

Reading and Writing   At this level, reading and writing are not introduced. Instead, emphasis is placed on the oral language development necessary for students to become good readers and writers later on. Students are introduced to story telling and story reading using big books and other predictable stories. In addition, they are surrounded by environmental print.

| **Grammar** | Grammar is not ignored but is learned indirectly. Because grammar represents concepts which are too abstract for young children, it is acquired more effectively when it is from context and when attention is given to function rather than terminology. |

Instructional Techniques

Successful language learning activities are geared to the children's interest level and motor skills. Because primary age children have a short attention span and tire quickly, instructional techniques are varied and are age appropriate. They involve large muscle physical activities such as Total Physical Response (TPR), concrete experiences and language experience approach (LEA), dramatic and role play, along with the use of visuals, manipulatives, realia, songs, games, and rhymes.

When available, realia, songs, games, and rhymes of the target culture(s) are incorporated as a way to gain some insight into other cultures.

Immersion Programs

In Immersion programs, the regular school curriculum is taught through the second language. In a full immersion program the curriculum is taught in the target language for the entire day, whereas in a partial immersion program only a part of the curriculum is delivered in the target language.

The goals and objectives which follow will have to be adapted for immersion programs. Because students use the language for longer and more frequent periods of time, they will develop higher levels of proficiency than their counterparts in a FLES program. In addition, the objectives of immersion also include those of the *Standard Course of Study* in all content areas at the appropriate grade level.

Dual Language Programs

In Dual Language Programs students from two different language backgrounds receive academic instruction in two "target" languages. This program also includes the grade level objectives of the *Standard Course of Study* in all content areas. The following Modern Foreign Language objectives will have to be adapted for dual language programs. In addition any ESL instructional objectives will be provided through the *English Language Development Standard Course of Study*.

MODERN FOREIGN LANGUAGES - Kindergarten

The Kindergarten program described in this document begins a sequence of instruction leading to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the kindergarten curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher. Students communicate through basic words and short memorized phrases within a given context.

Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

Strands: Listening, Speaking

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

    Objectives
1.01   Interact using greetings, farewells, and expressions of courtesy.
1.02   Use basic words and short memorized phrases during oral interactions.
1.03   Ask and answer simple questions orally.
1.04   Share likes and dislikes, feelings and emotions orally.
1.05   Exchange personal information orally with the teacher.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

    Objectives
2.01   Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02   Demonstrate understanding of statements about the immediate environment and needs.
2.03   Follow oral directions and commands.
2.04   Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
2.05   Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

MODERN FOREIGN LANGUAGES - Kindergarten

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

    Objectives
    3.01   Name people, places, and things using simple words and phrases.
    3.02   Recite simple poetry and sing songs.
    3.03   Give oral commands.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

    Objectives
    4.01   Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
    4.02   Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
    4.03   Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
    4.04   Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
    4.05   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

    Objectives
    5.01   Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
    5.02   Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
    5.03   Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

    Objectives
    6.01   Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.
    6.02   Recognize and apply learning strategies and processes from other disciplines.
    6.03   Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01   Perform and/or participate in a school or community celebration.

7.02   Share knowledge of the target language and cultures with others.

7.03   Greet people of other cultures in the target language using culturally appropriate behaviors.

7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05   View and listen to various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grade 1

The Grade 1 program described in this document is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it extends and strengthens skills and concepts introduced during the previous year of study.

The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the first grade curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher and with one another. Students communicate through basic words and short memorized phrases within a context.

Strands: Listening, Speaking

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact using greetings, farewells, and expressions of courtesy.
1.02   Use basic words and short memorized phrases during oral interactions.
1.03   Ask and answer simple questions orally.
1.04   Share likes and dislikes, feelings and emotions orally.
1.05   Exchange personal information with the teacher.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02   Demonstrate understanding of statements about the immediate environment and needs.
2.03   Follow oral directions and commands.
2.04   Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
2.05   Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using simple words and phrases.
3.02   Recite simple poetry and sing songs.
3.03   Give oral commands.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives
4.01   Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
4.02   Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.03   Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
4.04   Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
4.05   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.02   Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
5.03   Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to foreign language instruction and the first grade class.
6.02   Recognize and apply learning strategies and processes from other disciplines.
6.03   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 1

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.

7.02 Share knowledge of the target language and cultures with others.

7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grade 2

The Grade 2 program described in this document is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it strengthens and extends concepts and skills introduced during the previous year(s) of study.

The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the second grade curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face-to-face interaction with the teacher and their peers. Students communicate through basic words and short memorized phrases within a given context.

Strands: Listening, Speaking

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact using greetings, farewells, and expressions of courtesy.
1.02   Use basic words and short memorized phrases during oral interactions.
1.03   Ask and answer simple questions orally.
1.04   Share likes and dislikes, feelings and emotions orally with each other.
1.05   Exchange personal information with the teacher.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of every day spoken and written words and phrases when accompanied by visual clues and/or props.
2.02   Demonstrate understanding of statements about immediate environment and needs.
2.03   Follow oral directions and commands.
2.04   Demonstrate understanding of spoken key words and phrases in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons) and make inferences based on the information presented.
2.05   Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Recite simple poetry and sing songs.
3.03   Retell a simple story orally with visual cues and prompting.
3.04   Give clues and commands orally.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives
4.01   Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
4.02   Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.03   Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
4.04   Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
4.05   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.02   Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
5.03   Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to foreign language instruction and the second grade class.
6.02   Share information when prompted about topics from other disciplines, in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 2

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

ELEMENTARY GRADES 3-5
(Beginning and Continuing Sequences)

Goal
The primary goal of the 3-5 program is the progressive development of proficiency -- the ability to communicate purposefully. A child says, " I am cold" "I want some water," or "where is my coat?" with a purpose in mind. He/she writes a birthday card or a brief letter for a reason. Each of these tasks requires a certain amount of communicative ability involving the skills of listening, speaking, reading, and writing.

However, one must not forget that language acquisition begins with listening. For this reason, listening comprehension will take precedence over speaking at the beginning stages.

Content
Learners at grades 3-5 begin with content topics which represent the self and family and become acquainted with community and other parts of the world. At their age, they are "at a maximum of openness to people and situations different from their own experience. For these students a global emphasis is extremely important..."(Curtain and Pesola, p. 67). Content is drawn from the 3-5 curriculum and is delivered through first-hand, concrete experiences which are deeply embedded in context.

Reading and Writing
Reading and writing are introduced as natural extensions of oral language. Much time is devoted to pre-writing and pre-reading activities in order to elicit prior knowledge. These activities help students generate ideas, vocabulary, and structures needed to accomplish a task. In addition, they show students that listening, speaking, reading, and writing are interrelated and are mutually supportive.

Materials selected are age-appropriate and have a high interest level. They may include big books, class books, individual books, use of the Internet, CD-ROMs, folktales, legends, songs, rhymes, and games of the target culture(s).

The amount of time devoted to reading and writing will vary depending on the students' level of language and on the amount of time available for the language class.

Grammar   Grammar provides the essential framework for supporting meaning. The language functions which are selected dictate the kind of grammatical structures to be introduced. At this level, grammar is learned indirectly and it is a part of a bigger context.

Instructional Strategies   Most of the communication is in face-to-face interactions with teachers. However, in the upper elementary grades, students can begin to work in pairs or groups as long as they are working on concrete tasks. Some students in the upper elementary grades may resist pair work with a member of the opposite sex.

Through the elementary years, children learn best when they are involved in concrete situations accompanied by manipulatives and realia and when they have the opportunity to move.

Technology is integrated with the program and is focused on developing communicative skills and cultural awareness.

Immersion Programs   In these programs, the regular school curriculum is taught through the second language. In a full immersion program the curriculum is taught in the target language for the entire day, whereas in a partial immersion program only a part of the curriculum is delivered in the target language.

The goals and objectives which follow will have to be adapted for immersion programs. Because students use the language for longer and more frequent periods of time, they will develop higher levels of proficiency than their counterparts in a FLES program. In addition, the objectives of immersion also include those of the Standard Course of Study in all content areas at the appropriate grade level.

The Grade 3 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strengthens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Pre-reading/writing activities through oral language.
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the third grade curriculum
- Awareness of the importance of learning another language and culture

Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

    Objectives
1.01   Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
1.02   Use basic words and short memorized phrases during interactions orally and/or in writing.
1.03   Ask and answer questions using learned material orally and/or in writing.
1.04   Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
1.05   Engage in conversation with the teacher and other students to exchange information about everyday topics.

MODERN FOREIGN LANGUAGES - Grade 3

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02   Demonstrate understanding of oral and written questions about familiar topics.
2.03   Follow oral commands and written directions.
2.04   Identify main idea(s) from simple oral and written selections.
2.05   Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children's stories) about familiar topics.
2.06   Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Recite poetry and sing songs.
3.03   Retell a simple story orally and/or in writing with visual cues and prompting.
3.04   Give directions and commands orally and/or in writing.
3.05   Write familiar words and phrases associated with visuals, props, or familiar contexts.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01   Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
4.02   Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
4.03   Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.04   Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
4.05   Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
4.06   Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.07   Identify people and products and their importance to the target cultures.
4.08   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04   Develop an awareness of the use of idiomatic expressions in the target language.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.07   Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
5.08   Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
5.09   Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to foreign language instruction and the third grade class.
6.02   Share information with others about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   View and listen to various forms of media that utilize the target language and reflect the target cultures.

The Grade 4 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strenghtens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Communication including the skills of listening, speaking, reading, and writing
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the fourth grade curriculum
- Awareness of the importance of learning another language and culture

Reading and writing are introduced; however, much time is spent on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact orally and/or in writing with the teacher and others using greetings, farewells, and expressions of courtesy.
1.02   Use basic words and short memorized phrases during interactions orally and/or in writing.
1.03   Ask and answer questions using learned material orally and/or in writing.
1.04   Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
1.05   Engage in conversation with the teacher and other students to exchange information about everyday topics.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02   Demonstrate understanding of oral and written questions about familiar topics.
2.03   Follow oral commands and written directions.
2.04   Identify main idea(s) from simple oral and written selections.
2.05   Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
2.06   Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Recite poetry and sing songs.
3.03   Tell or retell a simple story orally and or/in writing with visual cues and prompting.
3.04   Give directions and commands orally and/or in writing.
3.05   Write familiar words and phrases associated with visuals, props, or familiar contexts.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives
4.01   Recognize and use learned non-verbal gestures, manners and behaviors of the target cultures.
4.02   Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
4.03   Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.04   Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
4.05   Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
4.06   Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.07   Identify people and products and their importance to the target cultures.
4.08   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

MODERN FOREIGN LANGUAGES - Grade 4

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04   Develop an awareness of the use of idiomatic expressions in the target language.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.07   Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
5.08   Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
5.09   Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.
6.02   Share information with others about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   View and listen to various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grade 5

The Grade 5 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strenghtens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Communication including the skills of listening, speaking, reading, and writing
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the fifth grade curriculum
- Awareness of the importance of learning another language and culture

Reading and writing are incorporated as extensions of oral language with a focus on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact orally and in writing with the teacher and others using greetings, farewells, and expressions of courtesy.
1.02   Use basic words and short memorized phrases during interactions orally and in writing.
1.03   Ask and answer questions using learned material orally and in writing.
1.04   Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05   Engage in conversation with the teacher and other students to exchange information about everyday topics.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02   Demonstrate understanding of oral and written questions about familiar topics.
2.03   Follow oral directions and written commands.
2.04   Identify main idea(s) from simple oral and written selections.
2.05   Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
2.06   Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Recite poetry and sing songs.
3.03   Tell and retell a simple story orally or in writing with visual cues and prompting.
3.04   Give directions, commands, and instructions orally and in writing.
3.05   Write familiar words and phrases associated with visuals, props, or familiar contexts.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01   Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
4.02   Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
4.03   Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.04   Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
4.05   Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
4.06   Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.07   Identify people and products and their importance to the target cultures.
4.08   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

MODERN FOREIGN LANGUAGES - Grade 5

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04   Develop an awareness of the use of idiomatic expressions in the target language.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.07   Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
5.08   Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
5.09   Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.
6.02   Share information with others about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   View and listen to various forms of media that utilize the target language and reflect the target cultures.

MIDDLE SCHOOL GRADES 6-8

**Adolescents'
Characteristics**

Young adolescents undergo tremendous physical, social, emotional, and intellectual changes which impact heavily on their learning. They want to know that they have a say in the organization of their life at home and at school. In their struggle for autonomy, they want independence from adults while looking for approval from their peers. They see themselves as active contributors and want privileges, but are unsure about responsibilities. Their self-concept is shaky, are vulnerable to criticism, and have a definite sense of fairness. Their formal thinking fluctuates from concrete to abstract. At the same time, they are interested in the new and bored with the old.

**Instructional
Strategies**

Young adolescents must be exposed to relevant experiences which allow them to adapt to all these changes. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept.

Group and pair work are especially successful with middle school adolescents, as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts, since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence.

At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities rather than differences especially when dealing with culture.

Textbook

There are many instructional resources available at the middle school level. The textbook is one of the possible resources; however, the use of a textbook should not restrict access to other materials such as magazines (paper and on-line), videos, CD-ROMs, cassettes (audio and video), realia, and the Internet.

Grammar

Because of its abstract nature, grammar is selected according to the communicative functions to be mastered and is taught contextually.

Middle School Program

The middle school program conforms to concepts students have mastered and to experiences they have both in and out of school. There are three sets of objectives corresponding to the three program options available at the middle school level:

- 6-8 program for the students in a beginning sequence,
- 6-8 program for students in a continuing sequence, and
- 6-8 program for students in an exploratory program.

Beginning Sequence

At the beginning level, students start their study of the second language. The focus of the program is on the development of proficiency. To be effective the program provides sequential instruction to ensure the development of the necessary language skills.

In a beginning sequence, focus is placed on the development of the listening and speaking skills first. Reading and writing are integrated later on.

Students use basic language to interact with their peers about familiar topics. They are able to understand contextualized directions, commands, key words and phrases, and they can make inferences from the materials they hear or read. They rely heavily on visual cues and/or props. They are involved in short presentations including poems, songs, and other internalized materials.

They gain some insights into other cultures as well as their own. They are able to apply learning strategies and processes from other disciplines and they can develop their own strategies to help them learn better. Their experience with the language is not limited to the classroom. They are encouraged to take their language outside of the classroom by accessing the Internet, participating in e-mail or regular correspondence, and interacting with their community.

Continuing Sequence

At the continuing level, students expand on the language skills previously acquired through study at the elementary and or middle school level. Reading and writing continue to be natural extensions of the listening and speaking skills.

Their study includes broader areas of knowledge and interest to reflect their age group and language level.

Students communicate orally and in writing with their peers and others using more complex language. They are able to understand main ideas and some supporting details without relying as heavily on visual cues or props. They can tell or retell a story. They can present skits, songs, poetry, and personalized statements to a variety of audiences.

They continue to familiarize themselves with other cultures by participating in activities characteristic of young adolescents in the target cultures. They explore viewpoints and attitudes behind

traditions, celebrations, people's attitudes and by doing so they reflect on their own culture and language. They continue to look for connections between the target language and other disciplines and they apply strategies learned in various contents. To make language relevant, they access technology and other media and they apply their language outside of the classroom.

Articulation

There needs to be on-going contacts with high school teachers to establish a common core of knowledge and skills expected of all students who place into high school level II. Smooth articulation from the middle school to the high school level ensures that students have the opportunity to continue building on what they have learned.

Exploratory Program

The Exploratory Program described in this document is for one language. This program can be repeated by individual students in different languages at the same or at different grade levels.

This is a non-sequential program which does not lead to the development of communicative proficiency. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

Classroom instruction may be conducted in the target language or in English.

Exploratory programs traditionally begin in the sixth grade with students enrolled in foreign language study for a 9 week span usually scheduled on the exploratory wheel. In the schools these programs are usually followed by:

a)   a beginning sequential program in the seventh grade. Goals for the beginning sequential program are found under *Grade 7 - Beginning Sequence.*

b)   another level of exploration. Goals for the exploratory program at the sixth, seventh, and the eighth grade are the same and can be found in the Exploratory section.

IB Program

In addition to the above programs, some school systems are implementing an International Baccalaureate (IB) program at the middle school level. Middle school IB programs are designed to feed into the high school IB program with its own curriculum. Some modifications to the Standard Course of Study may be needed to meet the requirements of the IB program.

MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential and expanded upon at grades 7 and grade 8. However, in many cases it may begin at grade 7 or grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout instruction.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02   Use basic words and short memorized phrases during interactions orally and in writing.
1.03   Ask and answer questions using learned material orally and in writing.
1.04   Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05   Engage in conversation to exchange information about everyday topics.
1.06   Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Follow oral and written directions, commands, and requests.
2.02   Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.
2.03   Identify key words and main idea(s) from simple oral and written passages.
2.04   Demonstrate understanding of oral and written questions about familiar topics.
2.05   Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
2.06   Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Write familiar words, phrases, and sentences in context.
3.03   Give simple directions and commands orally and in writing.
3.04   Present memorized materials such as poetry, songs, rhymes, and skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives
4.01   Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02   Recognize and use common verbal everyday greetings and idiomatic expressions of the target cultures.
4.03   Participate in activities and celebrations , which are characteristic of young adolescents in the target cultures.
4.04   Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05   Identify important people and products of the target cultures.
4.06   Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07   Identify commonly held positive and negative generalizations about the culture(s) studied.

MODERN FOREIGN LANGUAGES - Grade 6 (Beginning Sequence)

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04   Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
5.07   Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target culture and his/her own culture(s).
5.08   Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.
5.09   Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.
5.10   Identify the mutual contributions of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02   Share information about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines
6.04   Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential and expanded upon at grade 8. However, in many cases it begins at grade 7 and is developed at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation to exchange information about everyday topics.
1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation.

MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01 Follow oral and written directions, commands, and requests.
2.02 Identify key words and main idea(s) from simple oral and written passages
2.03 Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages dealing about familiar topics.
2.04 Demonstrate understanding of oral and written questions about familiar topics.
2.05 Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Write familiar words, phrases, and sentences in context.
3.03 Give simple directions and commands orally and in writing.
3.04 Present memorized materials such as poetry, rhymes, and skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05 Identify people and products and their importance to the target cultures.
4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.
5.04   Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
5.07   Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.
5.08   Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
5.09   Recognize viewpoints and attitudes of people in both his/her own culture and the target cultures relating to family, home, school, work, and play.
5.10   Identify the mutual contributions of the target cultures and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02   Share information about topics from other disciplines in the target language
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language, which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 7 (Beginning Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration or competition.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   Identify occupations within the community and beyond that require proficiency in the target language.
7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential. It can begin at grade 6, 7, or 8. However, in many cases it begins at grade 7 and continues at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

    Objectives
    1.01   Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
    1.02   Use basic words and short memorized phrases during interactions orally and in writing.
    1.03   Ask and answer questions using learned material orally and in writing.
    1.04   Share likes and dislikes, feelings and emotions with each other orally and in writing.
    1.05   Engage in conversation to exchange information about everyday topics.
    1.06   Use culturally acceptable vocabulary and idiomatic expressions in conversation.

MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Follow oral and written directions, commands, and requests.
2.02   Identify key words and main idea(s) from simple oral and written passages
2.03   Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages about familiar topics.
2.04   Demonstrate understanding of oral and written questions about familiar topics.
2.05   Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, chants, and adolescent readings) about familiar topics.
2.06   Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Write familiar words, phrases, and sentences in context.
3.03   Give simple directions and commands orally and in writing.
3.04   Present memorized materials such as poetry, rhymes, and skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives:
4.01   Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02   Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
4.03   Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04   Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05   Identify people and products and their importance to the target cultures.
4.06   Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07   Identify commonly held positive and negative generalizations about the culture(s) studied.

MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.
5.04   Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
5.07   Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.
5.08   Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
5.09   Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.
5.10   Identify the mutual contributions of the target cultures and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02   Share information about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 8 (Beginning Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration or competition.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   Identify occupations within the community and beyond that require proficiency in the target language.
7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives
1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04 Engage in conversation about everyday topics.
1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
2.03 Understand and follow oral and written directions, commands, and requests.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
5.02   Compare and contrast structural patterns in the target language and his/her own language(s).
5.03   Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
5.04   Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.
5.07   Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
5.08   Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.
5.09   Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
5.10   Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
5.11   Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02   Share information with others about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 6 (Continuing Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01   Perform and/or participate in a school or community celebration or competition.

7.02   Share knowledge of the target language and cultures with others.

7.03   Interact with people of other cultures in the target language about familiar topics.

7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05   Identify occupations within the community and beyond that require proficiency in the target language.

7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02   Exchange information by asking and answering questions orally and in writing.
1.03   Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04   Engage in conversation about everyday topics.
1.05   Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01　Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.
2.02　Demonstrate understanding of familiar oral and written questions.
2.03　Understand and follow oral and written directions, commands, and requests stated without visual cues or props.
2.04　Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05　Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01　Present skits, poetry, and songs.
3.02　Recombine known language to produce personalized statements.
3.03　Compose paragraphs related to personal experience.
3.04　Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05　Summarize orally and in writing main idea(s) from selected material.
3.06　Tell or retell a story orally or in writing.
3.07　Give directions or commands orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01　Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02　Interact using everyday greetings and idiomatic expressions.
4.03　Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04　Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05　Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06　Identify important individuals from the past and present and their contributions to the target cultures.
4.07　Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08　Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
5.02   Compare and contrast structural patterns in the target language and his/her own language(s).
5.03   Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
5.04   Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.
5.07   Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.
5.08   Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.
5.09   Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.
5.10   Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.
5.11   Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02   Share information with others about topics from other disciplines in the target language.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 7 (Continuing Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01   Perform and/or participate in a school or community celebration or competition.

7.02   Share knowledge of the target language and cultures with others.

7.03   Interact with people of other cultures in the target language about familiar topics.

7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05   Identify occupations within the community and beyond that require proficiency in the target language.

7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02   Exchange information by asking and answering questions orally and in writing.
1.03   Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04   Engage in conversation about everyday topics.
1.05   Use culturally acceptable vocabulary, idiomatic expressions and gestures in conversation.

MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
2.03 Understand and follow oral and written directions, commands, and requests.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01   Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02   Compare and contrast structural patterns in the target language and his/her own language(s).

5.03   Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04   Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05   Identify connections among languages by recognizing cognates and loan words.

5.06   Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07   Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target culture and his/her own culture.

5.08   Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.

5.09   Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.

5.10   Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11   Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02   Share information with others about topics from other disciplines in the target language.

6.03   Recognize and apply learning strategies and processes from other disciplines.

6.04   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - Grade 8 (Continuing Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration or competition.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   Identify occupations within the community and beyond that require proficiency in the target language.
7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - Grades 6-8 (Exploratory)

The Exploratory Program described in this document is for one language. This program can be repeated by individual students in different languages at the same or at different grade levels.

This is a non-sequential program , which does not lead to the development of communicative proficiency. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

* Classroom instruction may be conducted in the target language or in English.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in short/simple conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02   Use basic words and short memorized phrases during interactions orally and in writing.
1.03   Ask and answer basic questions using learned material orally and in writing.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on selected topics in the target language.

Objectives
2.01   Follow selected oral and written directions and commands.
2.02   Demonstrate understanding of learned /familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

MODERN FOREIGN LANGUAGES - Grades 6-8 (Exploratory)

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on selected topics in the target language.

Objectives
3.01   Name and describe orally people, places, and things using everyday words and phrases.
3.02   Present memorized materials such as poetry, rhymes, songs, skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01   Recognize and use selected non-verbal gestures of the target cultures.
4.02   Recognize and use common verbal everyday greetings of the target cultures.
4.03   Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04   Demonstrate an awareness of the different target countries, by locating them on a map or globe.
4.05   Identify important individuals from the target cultures.
4.06   Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).
5.03   Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.04   Identify connections among languages by recognizing cognates and loan words.
5.05   Develop an awareness that people's behaviors may vary according to their culture.
5.06   Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target culture and his/her own culture(s) in English.

MODERN FOREIGN LANGUAGES - Grades 6-8 (Exploratory)

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01   Perform and/or participate in a school or community celebration or competition.

7.02   Share knowledge of the target language and cultures with others.

7.03   Interact with people of other cultures in the target language about familiar topics.

7.04   Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.

7.05   Identify occupations within the community and beyond that require proficiency in the target language.

7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES
HIGH SCHOOL LEVELS I – IV
ADVANCED PLACEMENT
LANGUAGE & LITERATURE

Content

Beginning high school students may restrict their language to the self and other highly familiar topics. However, as their language develops high school students are able to communicate beyond the self. At the advanced levels they can use the language to discuss current events, the arts, history, etc. They begin to communicate about more abstract topics such as government, educational systems, and literature.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board Advanced Placement materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board.

Instructional Strategies

Successful second language high school programs include a variety of student-centered activities focusing on the different abilities, needs, and learning styles of the students.

Authentic materials and technology have a prominent place in the high school program. Students have frequent access to a variety of media and other electronic means. They are involved in activities including the use of TV, videos, Internet, E-mails, novels, plays, authentic newspapers and magazines. These materials provide the necessary basis for the development of listening, speaking, reading, and writing skills and at the same time they offer some insights into another culture.

Placement of Students with Previous Language

Students who enroll in high school foreign language courses with previous language experience should be assessed to determine placement at the appropriate level.

Validating and building on the students' previous experiences at the elementary and/or the middle school level afford students the opportunity to reach higher levels of proficiency.

Block Scheduling

The scheduling of foreign language courses at the high school level is important as it impacts on the development of the language skills. High school students should have the opportunity to take beginning courses (levels I and II) in back to back semesters without extended

time interruptions. If a break in instruction is to happen, it is better for it to be at the advanced levels, where students usually require some basic review, but have acquired the foundation upon which to build further proficiency.

Pacing guides can be developed by teachers in local school systems to facilitate the planning and delivery of instruction over the course of a year.

Other High School Programs

Other programs such as IB can be found in NC high schools and since they may have set curricula, the goals and objectives found in this document may have to be adapted.

MODERN FOREIGN LANGUAGES - High School Level I

This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the course.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.
1.02   Use basic words and short learned phrases during interactions orally and in writing.
1.03   Ask and answer questions about feelings using learned material orally and in writing.
1.04   Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05   Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.
1.06   Use culturally acceptable vocabulary, idiomatic expressions, and gestures.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01 Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.
2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral and written directions, commands, and requests.
2.04 Identify key words or main idea(s) from oral or written passages.
2.05 Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.
3.02 Dramatize songs, simple skits, or poetry dealing with familiar topics.
3.03 Retell a story orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01 Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.
4.02 Learn and discuss patterns of behavior or interaction among the target cultures.
4.03 Participate in activities and celebrations and discuss their impact on the culture.
4.04 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.05 Identify important individuals from the past and present and their contributions to the target cultures.
4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02   Identify similarities and differences in the structural patterns in the target language and his/her own language(s).
5.03   Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04   Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.
5.05   Identify connections among languages by recognizing cognates and loan words.
5.06   Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.
5.07   Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).
5.08   Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
5.09   Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.
5.10   Identify the mutual contributions of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02   Transfer information acquired in the foreign language class for use in other disciplines.
6.03   Recognize and apply learning strategies and processes from other disciplines.
6.04   Develop learning strategies in the target language which can be used in other disciplines.

MODERN FOREIGN LANGUAGES - High School Level I

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration or competition.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.
7.05   Identify occupations within the community and beyond that require proficiency in the target language.
7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - High School Level II

Students enrolled in this course have either successfully completed the level I course at the high school or the middle school or have placed out of level I due to previous language study at the elementary and/or middle grades.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, summarize familiar topics from the target culture. Focus is placed on understanding main ideas.

They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Integration of other disciplines is on-going throughout the course.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.
1.02 Exchange information by asking and answering original questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions giving supporting information orally and in writing.
1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.
1.05 Use culturally acceptable vocabulary, idiomatic expressions or gestures.

MODERN FOREIGN LANGUAGES - High School Level II

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
2.02   Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.
2.03   Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.
2.04   Identify main idea(s) and some details from simple oral and written passages about familiar topics.
2.05   Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
2.06   Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time.
3.02   Dramatize songs, short plays and skits, or poetry on familiar topics.
3.03   Tell or retell a story orally and in writing.
3.04   Recombine known language to produce personalized statements.
3.05   Give detailed instructions orally and in writing.
3.06   Compose paragraphs related to personal experience.
3.07   Summarize orally and in writing main idea(s) from selected material.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01   Recognize and use cultural practices and expressions in daily activities.
4.02   Identify and explain patterns of behavior or interaction among the target cultures.
4.03   Participate in activities and experience customs and traditions of the target cultures.
4.04   Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.
4.05   Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.
4.06   Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07   Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language.

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Recognize the changing nature of language.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Identify and process information and skills that are common to the foreign language class and other disciplines.

6.02 Communicate information in the foreign language class which is common to other disciplines.

6.03 Transfer information acquired in the foreign language class for use in other disciplines.

6.04 Recognize and apply learning strategies, processes from other disciplines.

6.05 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01　Perform and/or participate in a school or community celebration or competition.

7.02　Share knowledge of the target language and cultures with others.

7.03　Interact with people of other cultures in the target language about familiar topics.

7.04　Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05　Identify occupations within the community and beyond that require proficiency in the target language.

7.06　View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

MODERN FOREIGN LANGUAGES - High School Level III

Students enrolled in this course have either successfully completed high school levels I and II courses or have placed out of levels I and II due to previous language study at the elementary and/or middle grades.

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements.

They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Integration of other disciplines is on-going throughout the course.

Note: The objectives for High School Level III are written at the honors level; therefore this course is assigned to category H (1 point).

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives
1.01   Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.
1.02   Ask and answer open-ended questions on a wide range of topics orally and in writing.
1.03   Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing.
1.04   Demonstrate evidence of self-correction in communication with others.
1.05   Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures.

MODERN FOREIGN LANGUAGES - High School Level III

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences and passages.
2.02   Demonstrate understanding of oral and written questions relating to familiar and less familiar topics.
2.03   Understand and follow oral and written directions, commands, and requests originating from a variety of sources including authentic materials.
2.04   Identify main ideas and significant details from longer authentic spoken passages from the target cultures (e.g., live and recorded discussions, presentations, lectures) or from materials being studied in another class.
2.05   Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material).
2.06   Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials.
2.07   Recognize intonation patterns and their effect on meaning.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Narrate and describe with detail in present, past and future time orally and in writing.
3.02   Compose and present stories, poems, and skits.
3.03   Compose messages, announcements, notes, advertisements, postcards, or simple letters beyond personal experiences.
3.04   Explain a simple process, incorporating instructions.
3.05   Summarize and interpret information from authentic material orally and in writing.

MODERN FOREIGN LANGUAGES - High School Level III

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01 Use practices characteristic of the target cultures for daily activities among peers and adults.
4.02 Compare and contrast patterns of behavior or interaction among the target cultures.
4.03 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the target cultures.
4.04 Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures.
4.05 Compare and contrast geographical features of target countries to show their relationship to the culture.
4.06 Discuss the influence of important people, events, and achievements of the target countries on their own and other cultures.
4.07 Draw inferences about contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.
4.08 Compare and contrast cultural products, practices, and perspectives among cultures with the same language in order to dispel stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01 Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
5.03 Investigate the similarities and differences of various literary genres in the target language and his/her own.
5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05 Explain the changing nature of language.
5.06 Understand selected economic, political, and social events that have shaped the target culture and their relationship to the United States across time.
5.07 Research how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.
5.08 Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture.
5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

MODERN FOREIGN LANGUAGES - High School Level III

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.
6.02 Discuss, exchange, and analyze information acquired from other disciplines in the target language.
6.03 Transfer information acquired in the foreign language class for use in other disciplines.
6.04 Recognize and apply learning strategies, processes, and skills from other disciplines.
6.05 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01 Perform and/or participate in a school or community celebration or competition.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 Identify occupations within the community and beyond that require proficiency in the target language.
7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Students enrolled in this course have successfully completed Level III.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. They satisfy routine social demands and meet most social requirements.

Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

Note: The objectives for High School Level IV are written at the honors level; therefore this course is assigned to category H (1 point).

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

    Objectives
1.01   Communicate original thoughts with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.
1.02   Ask and answer open-ended questions to seek and provide information and clarify meaning.
1.03   Exchange points of view, express preferences and defend opinions.
1.04   Demonstrate increasing self correction in communication with others.
1.05   Sustain conversation using circumlocution and other strategies.
1.06   Use culturally acceptable vocabulary, idiomatic expressions, and gestures consistently.

MODERN FOREIGN LANGUAGES - High School Level IV

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives
2.01   Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.
2.02   Demonstrate understanding of more complex oral and written questions relating to familiar and unfamiliar topics.
2.03   Understand and follow more complex oral and written directions, commands, and requests originating from a variety of sources including authentic texts.
2.04   Interpret and analyze main ideas and supporting details from longer oral passages from the target culture(s) (e.g., live and recorded discussions, presentations, lectures on current and past events.
2.05   Demonstrate the ability to move beyond literal comprehension toward more critical reading where style and mood (e.g., sarcasm, humor, irony) may be considered.
2.06   Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.
2.07   Determine meaning by interpreting tone and phrasing of native speakers.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives
3.01   Compose narrations and detailed descriptions in present, past, and future time orally and in writing.
3.02   Create and present poetry, short plays, and stories.
3.03   Develop in writing an organized summary, composition, report, or article.
3.04   Prepare oral and written reports on topics studied in the foreign language classroom and/or in other disciplines.
3.05   Explain a complex process incorporating detailed instructions.
3.06   Complete authentic forms and documents.
3.07   Summarize, interpret, and analyze information from authentic materials or literary samples orally and in writing.

MODERN FOREIGN LANGUAGES - High School Level IV

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01   Use practices characteristic of the target cultures in a variety of contexts.
4.02   Analyze and discuss variations of patterns of behavior or interaction within target cultures.
4.03   Make inferences about the target cultures and their people by participating in and experiencing customs, traditions and celebrations.
4.04   Analyze and discuss historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the people of the target cultures.
4.05   Examine the geographical features of the target countries and explain their impact on the peoples and their cultures.
4.06   Evaluate the impact of influential people and events, and their contributions to the global community.
4.07   Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.
4.08   Discuss and dispel stereotypical images associated with the target culture(s).

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives
5.01   Recognize and examine regional and national dialects (e.g., male and female languages in Japan) within the target language and his/her own language(s).
5.02   Compare and contrast structural patterns in the target language and his/her own language(s).
5.03   Explore the similarities and differences of various literary genres in the target language and his/her own.
5.04   Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05   Describe how languages influence each other.
5.06   Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).
5.07   Analyze how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.
5.08   Analyze cultural perspective as reflected in a variety of literary genres and compare and contrast to his/her own culture.
5.09   Analyze the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives
6.01   Acquire information from a variety of authentic sources in the target language about topics that are common to other disciplines.
6.02   Synthesize information from authentic sources relating to other disciplines.
6.03   Present formally information from authentic sources relating to other disciplines.
6.04   Transfer information acquired in the foreign class for use in other disciplines.
6.05   Recognize and apply learning strategies, processes, and skills from other disciplines.
6.06   Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives
7.01   Perform and/or participate in a school or community celebration or competition.
7.02   Share knowledge of the target language and cultures with others.
7.03   Interact with people of other cultures in the target language about familiar topics.
7.04   Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05   Identify occupations within the community and beyond that require proficiency in the target language.
7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Advanced Placement (AP) Modern Foreign Language Courses

The AP modern foreign language courses are designed to provide rigorous intermediate college level foreign language courses for high school students. The College Board recommends that teachers complete an AP Institute or workshop before teaching an AP course. However, there is no official AP teacher certification issued by the College Board or by the state. Additional information on teacher professional development is available at the College Board website http://apcentral.collegeboard.com. AP teachers can also join a discussion group with other AP teachers in their discipline by signing up on AP Central. Students can visit www.collegeboard.com/apstudents for additional information.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board. The AP course description books for each subject, which include the recommended topics and required skills, are revised frequently. It is the responsibility of AP teachers to obtain and follow the current course description for their course.

Students enrolled in the course are expected to take the AP exam in order to validate their academic experience, although students are not required to take the course before taking the exam. In order to be successful in this course, students need previous intensive language development and/or a minimum of three years of formal language instruction or the equivalent.

AP MODERN FOREIGN LANGUAGE

> Advanced Placement French, German and Spanish Language courses (Italian available in 2005 and Chinese, Japanese and Russian available in 2006) emphasize the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts; coherent and resourceful communication; and the organization and writing of compositions.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION – The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate facts, ideas, and feelings successfully in a form of speech readily understandable to native speakers.

1.02 Have a ready recall of a broad range of vocabulary in order to facilitate speaking and writing fluently and accurately.

1.03 Demonstrate a proficient command of grammatical forms and syntactic patterns.

1.04 Discuss topics of current interest and express personal opinions including hypotheses and conjectures, using the subjunctive correctly and appropriately.

1.05 Speak with an accent that does not inhibit comprehension.

1.06 Use culturally appropriate vocabulary, idiomatic expressions, and gestures.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION – The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Follow the essentials of conversations between educated native speakers that may include idiomatic and colloquial expressions.

2.02 Understand the target language transmitted clearly by means of recordings (radio, tv, film, telephone and video).

2.03 Comprehend and retain the main points and details of longer narratives and dialogues.

2.04 Identify cues that affect meaning in communication, both verbal cues (inflections, point of view) and non-verbal cues (facial expressions, body language).

2.05 Recognize the purpose and motivation of speakers.

2.06   Demonstrate good overall comprehension of expository and narrative prose from a variety of sources: magazines , newspapers, advertisements, letters, and literary passages from texts.

2.07   Distinguish main ideas from subordinate ideas whether stated or implied, and recognize hypotheses, supported opinions and documented facts.

2.08   Draw inferences from both print and non-print sources and make generalizations.

2.09   Integrate contextual clues and structural analysis to gain meanings of unknown words and idioms.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION – The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01   Narrate, describe and explain accurately in past, present and future using a variety of tenses and moods.

3.02   Express oneself orally and/or in writing in a variety of modes/styles for a variety of purposes, including informative, descriptive, narrative (personal experience), expository (essay, paper, biographical incidents), persuasive (editorial) or imaginative (story).

3.03   Analyze, summarize, interpret, and modify information from authentic materials or literary samples orally and in writing.

3.04   Use appropriate transitional devices and varied syntax in essay writing and oral presentations.

3.05   Use language appropriate to the purpose of the text, the topic and the intended audience.

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01   Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.

4.02   Analyze and discuss written or oral texts on major historical events from the perspective of the peoples of the target culture.

4.03   Analyze and critique variations of patterns of behavior or interaction within target cultures.

4.04   Analyze and discuss historical and contemporary literature and the arts in order to describe the cultural practices and to explain the perspectives of the people of the target cultures.

4.05   Explain the geographical features of the target countries and evaluate their impact on the practices, products and perspectives of the peoples and their cultures.

4.06   Evaluate the contributions of influential people and the impact of significant events on the global community.

4.07   Form and support opinions about contemporary life in the target cultures through examination of media, cultural artifacts, and through interaction with people of the target culture.

COMPETENCY GOAL 5: COMPARISONS – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) to others.

Objectives

5.01   Recognize and examine regional and national dialects within the target language and his/her own language(s).

5.02   Compare and contrast structural patterns in the target language and his/her own language(s).

5.03   Utilize appropriately words, phrases, and idioms that do not translate directly from one language to another and analyze their impact and influence on communication.

5.04   Compare the perspectives of contemporary life in the target cultures with contemporary life in the United States through examination of media, cultural artifacts, and through interaction with people of the target culture.

5.05   Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to his/her own culture.

5.06   Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objective

6.01   Acquire and discuss information from a variety of authentic sources in the target language about topics that are common to other disciplines.

6.02   Synthesize information from authentic sources relating to other disciplines.

6.03   Present formally information from authentic sources relating to other disciplines.

6.04   Transfer information acquired in the foreign language class for use in other disciplines.

6.05   Recognize and apply learning strategies, processes, and skills from other disciplines.

6.06   Develop learning strategies in the target language, which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01   Perform and /or participate in a school or community celebration or competition.

7.02   Explore ways to share knowledge of the target language and cultures with others.

7.03   Interact with people of other cultures in the target language about familiar and unfamiliar topics.

7.04   Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.

7.05   Identify occupations and companies within the community and beyond that require proficiency in the target language.

7.06   View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

AP MODERN FOREIGN LANGUAGE LITERATURE

Advanced Placement French and Spanish Literature courses are designed to introduce students who have advanced language skills to the formal study of the representative and diverse literature of these languages. Often students take AP Language before the AP Literature course.

Students gain proficiency in reading and comprehension of the authentic texts and learn to formulate and express critical opinions and judgments in the target language. Emphasis is placed on the acquisition of the techniques of literary analysis, as well as vocabulary of critical terms, in order to facilitate the class discussion and essay writing in the target language, both of which are important components of the course.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION – The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

> **Objectives**
> 1.01   Communicate orally and in writing about facts, ideas, terms, analyses, and interpretations of literary selections with clarity and a minimum of errors that do not impede comprehension.
> 1.02   Have a ready recall of a broad range of vocabulary, including literary terms, in order to facilitate speaking and writing fluently and accurately.
> 1.03   Demonstrate a proficient command of grammatical forms and syntactic patterns.
> 1.04   Express judgments based on accuracy of understanding and interpretation of a literary selection.
> 1.05   Use culturally appropriate vocabulary and idiomatic expressions in speaking and in writing about literary topics.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION – The learner will understand and interpret written and spoken language on a variety of topics in the target language.

> **Objectives**
> 2.01   Follow the essentials of conversations from or about literary selections in written and oral form that may include idiomatic and colloquial expressions.
> 2.02   Understand literary works in the target language transmitted clearly by means of audio and/or video recordings.
> 2.03   Comprehend and retain the main points and details of longer literary passages.

2.04   Integrate contextual clues and structural analysis to gain meanings of unknown words and idioms.
2.05   Distinguish main ideas from subordinate ideas, whether stated or implied, and recognize hypotheses, supported opinions, and documented facts.
2.06   Draw inferences and make deductions about a literary work.
2.07   Analyze a work of prose, narration, or drama including, but not limited to, the following literary elements: theme, plot, meaning (stated or implied), characterization, setting, structure, tone, mood, voice, and point of view.
2.08   Analyze the theme of a poem utilizing literary devices, such as: structure, personification, symbolism, figurative speech, alliteration, assonance, rhythm, rhyme, form, imagery, tone, mood, voice and point of view, synecdoche, irony, meter, metonymy, apostrophe, paradox, and antithesis.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION – The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01   Demonstrate through oral presentations and formal written essays a thorough comprehension of prose, poetry or drama including, but not limited to, the following elements: theme, plot, meaning (stated or implied), characterization, setting, structure, tone, mood, voice, point of view.
3.02   Adapt and present orally or in writing (i.e. role plays, poetry declamations, monologues) key scenes of literary works that demonstrate an understanding of their relationships to the entire work.

COMPETENCY GOAL 4: CULTURES – The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives
4.01   Identify verbal and non-verbal cues that affect meaning in communication.
4.02   Discuss and analyze works of literature in relation to their cultural and historical context, including literary movements.
4.03   Compare and contrast cultural attitudes in the target language with his or her own, based on literary texts.

AP MODERN FOREIGN LANGUAGE LITERATURE

COMPETENCY GOAL 5: COMPARISONS – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) to others.

Objectives

5.01 Compare and contrast different approaches to literary criticism and interpretations of a literary work.

5.02 Analyze cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture.

5.03 Analyze cultural themes found in works from different regions/countries within the target language and compare them with one another.

COMPETENCY GOAL 6: CONNECTIONS – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objective

6.01 Compare and contrast works of literature in the target language with those in the student's own language as relates to cultural and historical contexts, as well as literary movements.

6.02 Compare and contrast critical analyses of literary texts with analyses in the student's own language of the same or similar texts.

6.03 Transfer skills of literary interpretation and analysis acquired in the foreign language to interpretation of literature in student's own language.

6.04 Learn and apply learning strategies in the target language which can be used in other disciplines.

6.05 Recognize and apply learning strategies, processes, and skills from other disciplines in the study of literature in the target language.

COMPETENCY GOAL 7: COMMUNITIES – The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Explore ways to share knowledge of the target language and cultures, specifically literature and art, outside the classroom.

7.02 Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target culture.

SPANISH FOR NATIVE SPEAKERS

PREFACE

Intent

The *Spanish for Native Speakers Standard Course of Study* establishes competency goals and objectives directing the teaching and learning of Spanish as a heritage language in North Carolina. This document sets high expectations for heritage language speakers. It takes into account the national standards for foreign language learning and the *North Carolina Second Language Standard Course of Study*.

Because it describes the overarching concepts governing heritage language education in the state, it should be used as a guide by school districts as they make decisions concerning their heritage language programs. The overview presented in this document will need to be expanded in local curriculum documents to reflect the beliefs, policies, and philosophy of the local school districts in ways that best meet the needs of their specific student population (*Second Language Standard Course of Study*, 2004). Optional documents will offer suggestions for methodology and materials to implement the curriculum.

Spanish for Native Speakers and English as a Second Language

The two Spanish for Native Speakers courses (levels I and II) are not designed to replace English as a Second Language (ESL) instruction, but, instead, to enhance the heritage language of the students. While many of the skills, processes, and strategies will transfer to English, the course content will be delivered in Spanish. Students who have been identified as limited-English proficient (LEP) will still need to receive assistance in learning English and in mastering content of other disciplines delivered in English.

Curriculum Development

This document was developed as a part of a federal Foreign Language Assistance Program (FLAP) Grant. The grant called for the participation of 20 foreign language teachers throughout the state who would be willing to (1) receive training on appropriate methodology for teaching heritage speakers, (2) develop a Spanish for native speakers curriculum for high school levels I and II, and (3) pilot the curriculum during the following school year. Teachers and supervisors convened in Raleigh in June 2002 for a one-week extensive institute and developed the *Spanish for Native Speakers Curriculum*, levels I and II. They piloted the draft document during the 2002-2003 school year and, during that year, additional amendments to the draft were made based on teachers' recommendations.

PURPOSE

Definition of Heritage Language Learners

According to Guadalupe Valdés (2000), the term heritage language speakers/learners is used to refer to students who:

- are raised in a home where a language other than English is spoken,
- understand and/or speak the heritage language; and
- are to some degree bilingual in English and in the heritage language.

North Carolina Perspective

Local school districts are required to administer a home language survey at the time of enrollment to all students in order to determine the number of national origin minority students (NOMS) in their schools. These numbers are reported to the Department of Public Instruction each year.

At the beginning of the 2003-2004 school year, over 100,000 NOMS were reported; more than 76,000 of them were Spanish-speakers. These students are dispersed across the state in both urban and rural districts. Currently, the students who are of limited English proficiency receive instruction in English as a Second Language, but few receive instruction in their native/heritage language (FLAP "New Connections" proposal).

Rationale

The national *Standards for Foreign Language Learning* address the issue of students who have home backgrounds in the languages taught in schools and point out their varying abilities and proficiencies. The standards document indicates that these students will need instruction that allows them to maintain strengths in their heritage language while developing new ones, particularly in the areas of reading and writing. Although the revised *North Carolina Standard Course of Study* in Modern Foreign Languages strives to incorporate the national standards, it does not address the teaching of languages other than English to heritage speakers.

Presently, students who are heritage language speakers may be placed in regular foreign language classes with native English speakers. Schools are not sure of the appropriate level of placement and at times, teachers and/or school counselors may actually refuse to teach or place these students in foreign language classes.

At any rate, their entrance into traditional foreign language classes places huge demands on teachers at the middle school and high school levels. Spanish teachers who were trained to teach Spanish as a foreign language are challenged with providing instruction not only to

native English speakers, but also to students who already have some level of fluency in Spanish. Teachers are uncertain of how to differentiate their instruction to meet these students' needs.

Attempts at developing specific courses often experience difficulties, because there are no state guidelines nor state curriculum, and foreign language teachers and administrators have little understanding of this aspect of education (FLAP "New Connections" proposal).

The expansion of the global community and workplace challenges the United States to produce a workforce that not only communicates in many languages, but also understands the nuances of the many cultures. The heritage speaker is a natural resource, who can fill that need.

Foreign Language Requirements

In 2000 the University of North Carolina instituted a two-year foreign language admissions requirement beginning in the fall of 2004. As a result the State Board of Education adopted a two-year foreign language requirement for all students graduating in 2004 in the college/university preparation course of study. The Spanish for Native Speakers courses will give heritage language speakers the opportunity to meet this two-year graduation requirement.

Spanish for Native Speakers Course Sequence

Heritage language speakers can enroll in Spanish for Native Speakers I and Spanish for Native Speakers II. Upon completion of these two courses, students can proceed to the Advanced Placement (AP) Spanish where they will be joined by fourth- and/or fifth-year students who are studying Spanish as a foreign language.
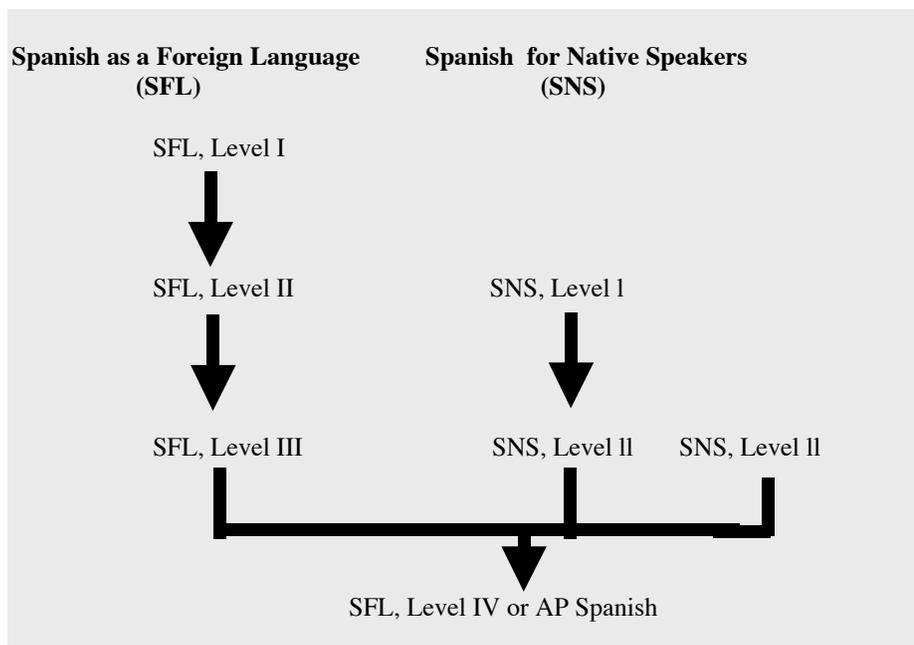
Student Characteristics

Heritage language speakers/learners come from very diverse backgrounds and communicate with varying levels of proficiency in Spanish and in English. While some students may have had extensive schooling in their native countries, others have received limited schooling and may not be literate in their native language. The disparity in the students' diverse backgrounds presents a tremendous challenge to teachers who are responsible for the instruction of heritage language speakers/learners. Enrollees in Spanish for Native Speakers courses can be classified as follows:

- They can be immigrant students who primarily speak Spanish but who may have varying degrees of education.
- They can be first- and second- generation bilinguals and may have varying levels of proficiency in Spanish and English.
- They can be third- or fourth- generation students born in the U.S. who are English dominant and who have limited Spanish speaking skills.

Characteristics of Students Who Enroll in SNS Courses

Generation	Academic Skills in English	Language Characteristics
Newly arrived (Immigrants)	Learning English	Fluent speakers of prestige Spanish Fluent speakers of colloquial Spanish
U.S. born and raised	Good academic skills in English (may have had access to bilingual instruction in the U.S or through English exclusively.) Poor academic skills in English (educated through English only with no academic skills in Spanish)	Fluent speakers of prestige Spanish Limited speakers of prestige Spanish Fluent speakers of colloquial Spanish Limited speakers of colloquial Spanish Receptive bilinguals

Adapted from Valdés 1995

North Carolina Immigrant Population

Over the past ten years, North Carolina has been the host to a growing immigrant population and NC schools have been faced with the challenge of serving students who are able to communicate orally in Spanish, but who have limited knowledge of English. In addition, immigrant students, especially in their younger years, may lack literacy skills in English and in their own language. Moreover, in the past few years we are beginning to see an increase in second and third generation Hispanic-Americans. Like many in California, Texas and Florida, these students are proficient in English, but want to learn or develop the heritage language of their family. They may have some listening and speaking skills, but very limited reading and writing skills in Spanish.

For this reason, the *North Carolina Spanish for Native Speakers Curriculum* may be different from curricula in other states with large Hispanic populations, since immigrant students in North Carolina already possess oral fluency in Spanish. Some immigrants come to NC already highly educated. Therefore, instruction will begin in Level I with what the students already know.

Purposes of Spanish for Native Speakers Instruction

The *North Carolina Spanish for Native Speakers Curriculum* is designed to accomplish the following:

- Language maintenance
- Transfer of literacy skills
- Cultural awareness

Language Maintenance

The Spanish for Native Speakers classes offer Hispanic students who are already able to converse and understand Spanish an opportunity to maintain, develop, and refine their language. Very often students have acquired an informal language necessary for communicating with families and friends, but they have not developed the "standard" or "prestige variety" of Spanish necessary for academic success. In addition, their language has a limited range of vocabulary, contexts, and registers; therefore, students need to expand and refine their spoken fluency beyond the confines of their families and friend. They need to learn what language to use to convey respect or friendliness, what language to use when speaking with adults they do not know, and what language to use for academic and technical purposes. Students can develop a sense of register through exposure to and practice with a variety of models from videos, radio, films, or from interaction with guest speakers.

Furthermore, many students enrolled in Spanish for Native Speakers classes lack literacy skills in Spanish. They need to acquire and/or refine literacy skills in Spanish to become successful. To accomplish

this, students must gain some experience in reading effortlessly from sources ranging from newspapers, books, magazines to authentic texts found on the Internet. In addition, they need the opportunity to write often for a variety of purposes and audiences.

Transfer of Literacy Skills

According to Cummins (1984) language skills can be transferred across languages. "Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language" (*Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language*).

The native language serves as the foundation for English language acquisition. When students develop their oral and literacy skills in Spanish, they enhance their literacy development in English. The incorporation of processes such as the reading and writing process are equally effective in Spanish and can help students as they approach a reading or writing assignment in Spanish or in English.

Moreover, the research states that good learners have a wide repertoire of strategies to which they can resort. The Spanish for Native Speakers' teacher can introduce strategies to help students make sense of the text or to help them organize their ideas prior to a presentation. Those strategies can be transferred to the English class where students are expected to engage in similar activities and therefore the teacher may want to ensure that students are aware of the carryover of skills, processes, and strategies.

Cultural Awareness

According to F. Samaniego and C. Pino (2000), "heritage speakers often have a very limited and sometimes negative understanding of their own culture. It is extremely important to make these students aware of their cultural heritage…. Teachers must help these students realize that although there is cultural diversity among Hispanics, every one's cultural heritage is valid and must be respected." In addition, by introducing students to other Hispanic cultures all over the world and especially those represented in the classroom, students are able to make connections by comparing and contrasting the different cultures and languages/dialects.

Variety of Spanish Language

Teachers need to accept and validate the diversity in the students' languages and must be very careful to avoid denigrating the language spoken by the students or to impose their own Spanish as the "correct" one. Indeed the language diversity can be an effective teaching tool to help students expand their language. For example, there are many differences in pronunciation and vocabulary among the different countries. The word "bus" is expressed in the following manner: "*camión* (Mexico); *ómnibus* (Argentina); *guagua* (Canary

Islands, Cuba, Puerto Rico); *micro* (Chile and Perú); *colectivo* (Bolivia); *bus* (used in many countries)" (*Spanish for Native Speakers*, p. 23).

In addition, the Spanish language has many dialects which exist within the different regions of a country. "Within the heritage community, attitudes toward different dialects may vary considerably. Both characteristics of language varieties (standard plus regional dialects) and attitudes toward those varieties need to be understood by those teaching those languages and dialects" (Wiley, 2001).

Instruction

In the article, "Preserving Home Languages and Cultures in the Classroom: Challenges and Opportunities," L. Soto, J. Smrekar, and D. Nekcovei suggest the following practical applications for teachers:

- Accept the premise that children are members of diverse family and community systems bringing multiple gifts of language, culture, and wisdom.
- Become an ethnographer; keenly observe children's language capabilities, both in the native language and the second language.
- Encourage and accept children's attempts to communicate since errors are a normal part of language learning.
- Provide many opportunities for children to communicate.
- Plan authentic integrated activities that allow children to value and appreciate their identities.
- Organize the physical environment to reflect the diversity of cultures in the classroom.
- Build lines of communication among linguistically and culturally diverse families and educators.
- Initiate dialogues and advocacy work about language and culture among and across organizations and leaders capable of addressing the specific policy needs of young children.

One can add the following suggestions to the previous list:
- Devise the curriculum around students' interest.
- Introduce a diversity of cultural information based on the students' heritage.
- Validate what they already know.
- Encourage pride in their culture.
- Adapt curriculum, strategies, and methodology to the needs of students.
- Do not plan instruction around language, plan it around high interest content to heritage language learners.

Assessment

In her article on teacher preparation, Ana María Schwartz states that "the issue of assessment is particularly difficult for the heritage language profession and an area in which there has not been much work, either in the design of new instruments or in the validation of existing instruments with the heritage language population." Nevertheless, teachers need to be able to:

1. Assess students for placement purposes
2. Assess students to monitor and determine their progress

Assessment for Placement Purposes

Teachers may want to assess the students' level of language to determine firstly who is a heritage speaker and secondly whether a student will be better served in a traditional foreign language class or in a Spanish for Native Speakers class. Several instruments have been designed for this purpose and can be found in the Resources section of this document or can be designed locally.

At any rate, once a student is placed, his/her language ability must be assessed in order to design appropriate instruction to meet his/her needs. The assessment of the student's interpersonal, interpretive, and presentational communication skills in both oral and written mode can help the teacher gain a sense of where the students are linguistically and can help focus instruction.

Assessment of Progress

As with other students, teachers working with heritage language speakers must consider several issues prior to assessing students. They must be clear on:

- what to assess,
- how to assess, and
- when to assess.

What to Assess

The assessment of heritage language speakers should be determined by the goals and objectives outlined in the curriculum. At this time, the purpose, and the audience for assessment have to be determined since they influence the selection of assessment tools.

In a course focusing on the development of language skills, and especially literacy skills, foreign language teachers must look beyond the traditional emphasis placed on the assessment of grammar and its manipulation as a proof that language development is taking place. Alternative assessments including tools such as portfolios, dialogue journals, interviews, observations, and rubrics are ideally suited to show the progress students have made. Assessment should not be limited to the assessment of language skills only, but must extend to other areas deemed essential in the curriculum. For example, if cultural awareness and appreciation is an important component of the course, it must also be assessed to

ensure that students are growing in their understanding and appreciation of their own culture and other cultures of the Hispanic world.

How to Assess   A variety of assessment tools are available to the teacher who must match the tool with the skill, content, or task to be assessed. "There may be times when a multiple choice test is more effective in assessing listening comprehension than a written test and other times when a performance task yields more information about the students' ability to use the language than a fill-in-the-blanks activity" (*Assessment, Articulation, and Accountability*, p. 22).

Assessment and instruction interact on a continuous basis. To be truly reflective of student progress, the assessment must reflect not only the kind of instruction which takes place in the classroom, but also the manner in which it took place. If teachers provide students with multiple opportunities to develop their skills, then, they will want to ensure that they incorporate alternative assessments to monitor their students' progress. Such tools as writing samples, interviews, portfolios, open-ended questions, journals, learning logs, self and peer assessments are just a few of the options available.

When to Assess   "The decision to use ongoing assessment or to use summative assessment at the conclusion of a unit will be influenced by the kind of information which is needed. If a teacher wants to find out if students understand a new concept and can apply it, he/she might use ongoing assessment and redirect teaching as needed. If, on the contrary, he/she is more interested in finding out what students remember at the conclusion of a unit, he/she might use summative assessment" (*Assessment, Articulation, and Accountability*, p. 22).

Error Correction   Heritage speakers are sensitive at being corrected. A focus on errors alienates the students and reinforces the notion that their Spanish is not good enough. For this reason, it is best to first validate what the students already know and then to help them "expand their linguistic repertoire; learn to use more formal varieties of Spanish; learn to interact with people in a fashion more appropriate for a business environment; learn to make oral and written presentations. ….In other words, students would expand their vocabularies, their registers, their styles" ((Roca, Gutierrez, 2000). Thus, Spanish for Native Speakers teachers will have to realize that "their attitudes can have a significant impact on how students view their language abilities…..To stigmatize our students or to make them feel that their language is inferior is pedagogically unsound" (Roca, Gutierrez, 2000).

SPANISH FOR NATIVE SPEAKERS

PROGRAM DESCRIPTION

Curriculum Guiding Principles

According to G. Blanco and I. Garcia (2000), a Spanish for native speakers curriculum based on the National Standards should promote the following goals:

1. Students become cognizant of the linguistic strengths they possess.

2. Students develop a sense of pride in their heritage by studying their language and culture.

3. Students expand their ability to use Spanish in the communicative, interpersonal, and interpretive modes adding additional skills by using the language in new applications and contexts.

4. Students determine the social situations in which standard and non standard Spanish should be employed and comfortably adjust their language accordingly.

5. Students receive opportunities to become bilingual, biliterate, and bicultural.

North Carolina Curriculum Goals for Spanish for Native Speakers

The *North Carolina Spanish for Native Speakers Curriculum* for level I and level II has seven common goals which are based on the national standards and on the *North Carolina Second Language Standard Course of Study*. They are:

- Goal 1. Interpersonal Communication
- Goal 2. Interpretive Communication
- Goal 3. Presentational Communication
- Goal 4. Cultures
- Goal 5. Comparisons
- Goal 6. Connections
- Goal 7. Communities

The first three goals are referring to communication and are especially important since heritage speakers will be meeting the remaining goals of Cultures, Comparisons, Connections, and Communities through one of the three modes of communication (interpersonal, interpretive, or presentational).

Interpersonal Communication

Competency Goal 1: Interpersonal Communication - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

> *"Students who come from Spanish-speaking backgrounds may have already acquired the linguistic ability to communicate within their own communities. However, they may lack the broader knowledge of the language and its cultures necessary to adapt their skills to interact effectively with speakers from other cultural communities and in situations requiring varied levels of formality (registers)." (Standards for Learning Spanish, p. 440).*

Interpersonal Communication
(speaking, writing, listening, reading)

⬇

One-on-one interaction with
opportunities to ask for additional information and clarification

This goal involves both the receptive and the productive skills. The language may be formal or informal. For example, it can involve a telephone conversation with a friend or with a stranger. It can include written language such as e-mails or letters requesting some information from a tourism bureau. At any rate, the originator of the message has to be conscious of the linguistic and of the social aspect of the language, so it can be adjusted accordingly.

Interpretive Communication

Competency Goal 2: Interpretive Communication - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

> *"Students who begin their formalized study of Spanish with a high degree of oral comprehension have the opportunity to develop greater skill in reading and interpreting. Because of their higher levels of linguistic and cultural control, they should build upon and expand their communicative skills as they interact linguistically and culturally with more diverse and less familiar texts that come from authentic sources, and that are age appropriate and of high interest to the learners. Oral and written language samples should reflect the diversity found among national and regional Spanish-language communities and incorporate the colloquial usage, linguistic patterns, dialectical variations, and lexicon common to those groups" (Standards for Learning Spanish, p. 442).*

Interpretive Communication
(reading and listening)

Involves one-way communication from a writer or a speaker
with no opportunity to interact directly with the author

This goal involves the receptive skills only. It provides no opportunity for interaction with the originator of the message. It places a great demand on the listener who must make sense of the text but who must also place it within the cultural context. Interpretive communication takes place when students listen to the radio, to a speech but also when they read the newspaper or a novel.

Presentational Communication

Competency Goal 3: Presentational Communication - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

> "*Learners with prior experiences with Spanish, such as heritage language learners…..…can be made aware of the conventions of purposeful writing, strategies and organization of composition, more formalized public speaking, appropriate to the cultures*" (*Standards for Learning Spanish*, p. 443).

Presentational Communication
(speaking and writing)

Communication to an audience of listeners and readers
with no opportunities to interrupt
nor ask additional information

This goal involves the productive skills. It relies heavily on oral and written communication with an audience of readers or listeners who cannot interact with the speaker/writer. The language used for presentational communication is more formal whether it is in oral or in written format. Heritage language speakers often have not developed the level of formality nor the skills mandated by this goal.

For this reason, teachers need to provide many opportunities for heritage language speakers to use the language in a variety of contexts, for a variety of purposes and audiences.

Cultures

Competency Goal 4: Cultures - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

> "*Linguistic fluency does not guarantee successful cultural interactions. Students of Hispanic communities who represent a variety of background knowledge, including heritage speakers from the United States, will benefit from a deeper understanding of the relationships among cultural perspectives and culturally appropriate behaviors. This goal prepares students to identify key cultural perspectives, products, practices, and concepts and to select, synthesize, and interpret them in ways that result in sensitive and meaningful interactions*" (*Standards for Learning Spanish*, p. 445).

In addition, this goal allows the heritage speakers to develop a sense of pride, often lacking, in his/her own cultural heritage.

Comparisons

Competency Goal 5: Comparisons - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

> "*Students from varied language and cultural backgrounds bring to class knowledge and abilities which teachers can use as a starting point for making observations about the diverse ways in which languages and cultures meet the needs of their people…….Heritage learners of Spanish should demonstrate an awareness of similarities between their native language and English, as well as differences among varieties of Spanish. All students develop understanding that each variety of a language is valid for purposes of the community it serves*" (*Standards for Learning Spanish*, p. 454).

Connections

Competency Goal 6: Connections - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

> "*All students of Spanish - from beginners to more advanced learners and learners with heritage backgrounds - have unique opportunities to use their*

growing language skills for communicative purposes that go beyond personal survival or topics…..Inclusion of a range of issues and topics drawn from disciplines across the curriculum is likely to facilitate the development of the language skills students need." Furthermore, *"students deepen and enhance their understanding of concepts when they have the opportunity to learn them both in English and Spanish"* (*Standards for Learning Spanish*, p. 449).

Communities

Competency Goal 7: Communities - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

This goal focuses on using Spanish as a means of communication with other Spanish speakers in school, in the local community, and beyond. There are many possibilities for using the language outside of the school setting, the news and other media, contacts with native speakers, travel and telecommunications are just a few of the options available to students.

Strands

Over the years, the study of a foreign language has expanded to include a much broader content. Today's successful language learners must have the opportunity to "explore, develop, and use communicative strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture" (*Standards for Foreign Language Learning*, p. 32).

These elements, which cross over the different goals and objectives, form the strands in the *Spanish for Native Speakers Curriculum.*

Language System
The language system is not limited to the study of words and rules but includes gestures and other nonverbal communication as well as the sociolinguistic elements associated with languages. It refers to "learning what you say to whom and when" (*SFLL*, p.33).

Communication Strategies
Communication strategies enable the speaker to sustain a conversation even when breakdowns in conversation occur. Strategies such as circumlocution, guessing, asking for and giving clarification, and deriving meaning may not be inborn to all students; however, they allow the students to compensate for language they have not yet mastered. For this reason, these strategies and others need to be an inherent part of language teaching and learning.

Cultural Content

"Students should have a range of learning experiences that reflect the richness of cultures encompassed in the Spanish-speaking world and, particularly, those they may encounter in their local communities" (*Standards for Learning Spanish*, p. 444). They will need to learn about the social institutions as well as the daily life understanding that the specific elements of culture to be studies will vary within the different cultures of the Latino/Hispanic world.

Learning Strategies

Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances, using mnemonic techniques, organizing information, incorporating graphic organizers, applying the reading and writing processes, and many more. Students can be taught to resort to these strategies to become better language learners and to take more responsibilities for their own learning.

Content from Other Subjects

Students should be given the opportunity to apply their language to challenging and engaging topics which involve the students in reading, writing, discussing, and supporting opinions. Many of these topics can be found in the school curriculum and may include such concepts as immigration, stereotyping, and bias. Topics may also be expanded to incorporate concepts from disciplines such as the sciences, social studies, math, and the arts.

Critical Thinking Skills

Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective foreign language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills.

It is important to remember that the level of thinking skills is not tied to the amount of language the students know but rather to their cognitive development.

Technology

Students can access and use a wide range of media and technology ranging from the Internet and CD-ROM technology to multi-media applications such as PowerPoint, HyperStudio and many others. Students can construct webpages, participate in audio/video conferences with others in or out of state, and countries. They can also access television, films, tapes and cassettes, and radio. Technology is an ideal tool to expose students to a variety of authentic materials reflecting different dialects, accents, viewpoints, and cultures.

Spanish for Native Speakers
Goals

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

Spanish for Native Speakers – Level I

> Major Concepts/Content
> This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Strands: Cultural Knowledge, Critical Thinking Skills, Other Subject Areas, Language System, Communication Strategies, Learning Strategies, Technology
Note: Objectives from the English Language Arts, Social Studies, and Informational Skills Standard Courses of Study were adapted for use in this curriculum.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

Objectives
1.01 Interact orally and in writing in a number of daily life and academic and social school situations employing increasingly complex structures and expanded vocabulary by:
- asking questions
- obtaining and providing information
- clarifying meaning
- contributing relevant comments and connecting personal experiences to content

1.02 Acquire and use culturally acceptable vocabulary, idiomatic expressions, and gestures from a variety of Hispanic/Latino cultures represented in the classroom by:
- keeping a personal dictionary
- using a Spanish-Spanish dictionary
- viewing current television programs representing different cultures
- reading authentic selections from newspaper articles and advertisements

1.03 Express opinions, preferences, and emotions with peers and adults in the family, school, and community by:
- responding appropriately to comments and questions
- offering personal opinions confidently without dominating
- giving appropriate reasons that support opinions
- soliciting and respecting another person's opinion

1.04   Sustain conversation using appropriate vocabulary and cultural
        expressions by:
              • retelling
              • requesting additional information
              • circumlocuting
              • using non-verbal cues
1.05   Demonstrate evidence of self-correction in communication with others by:
              • developing awareness in speech for features appropriate to
                purpose and audience (e.g., code switching, slang, formal
                vs. informal)
              • editing writing for common errors (e.g., spelling, accent
                marks, verb tense, agreement)
1.06   Demonstrate sensitivity and use appropriate level of formality and
        language for intended audiences according to status and age by knowing
        when to use:
              • prestige vs. non-prestige language
              • formal vs. non-formal language
              • dialects

**COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner
will understand and interpret written and spoken language on a variety of topics in
Spanish.**

Objectives
2.01   Demonstrate understanding of a wide range of oral and written idiomatic
        expressions and passages by:
              • posing questions prompted by the texts
              • accessing cultural information or explanations
              • drawing inferences
2.02   Follow oral and written directions, commands, and requests from a variety
        of sources and demonstrate understanding by:
              • rephrasing
              • requesting additional information
              • responding appropriately
              • completing task.
2.03   Demonstrate the ability to read informational texts by:
              • demonstrating comprehension of main ideas
              • summarizing major steps.
              • determining accuracy of the text
2.04   Identify main ideas and supporting details from authentic print and non-
        print materials (e.g., live and recorded discussions, presentations,
        interviews, lectures, advertisements, films, tv, brochures, articles,
        memoirs, diaries, correspondence, short stories, poems, essays, plays) by:
              • taking notes
              • using graphic/visual organizers
              • categorizing
              • discussing
              • summarizing

2.05 Interpret a variety of print and non-print materials by:
- activating and applying prior cultural knowledge
- making predictions, inferences, and drawing conclusions
- formulating questions
- supporting answers from textual information, personal experience, and/or other sources
- seeking additional information
- drawing on literary understanding

2.06 Recognize that there are a variety of factors affecting meaning such as:
- intonation
- gestures
- levels of formality
- age and status

2.07 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:
- keeping a reflective journal of personal reading
- creating a personal reading list
- group reading of articles and easy novels
- writing critiques

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

Objectives
3.01 Give oral presentations by:
- prioritizing and organizing information
- discussing familiar and unfamiliar topics
- using appropriate level of formality according to setting and intended audience
- determining when and where dialects and prestige and non-prestige Spanish usage is appropriate
- .using public speaking strategies such as eye contact,
- gestures, posture, intonation, and pacing
- including visuals and media to make presentations more effective

3.02 Present, perform, and/or dramatize original and/or published texts, plays, skits, poetry, memoirs, diaries, and dances representative of diverse Hispanic/Latino cultures.

3.03 Write various types of texts (e.g., letters, memos, essays, journals, memoirs, reports, short stories, poems, songs) about familiar and unfamiliar topics for peers and family using the following modes:
- expressive
- informational
- argumentative
- critical.

3.04 Engage in informational writing by:
- prioritizing and organizing information
- incorporating research from appropriate sources such as observations, print and technology sources, and interviews
- using definition, cause and effect, and problem-solution strategies
- addressing a variety of audiences

3.05 Explain a process that incorporates instructions (e.g., writing a recipe, carrying out everyday activities) by:
- providing complete and accurate information
- using visuals and media to make the presentation effective

3.06 Summarize information from authentic materials orally and in writing by:
- determining the importance of information
- organizing information to achieve purpose
- making connections to related topics/information

3.07 Apply understanding of conventional written and spoken expressions in a variety of settings by:
- using appropriate and exact words to influence reactions, perceptions, and beliefs
- including variety and details
- understanding the place and role of dialects and prestige and non-prestige language

3.08 Demonstrate evidence of self-correction by:
- developing an awareness in speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)
- independently practicing formal oral presentations
- editing writing for common errors (e.g., spelling, accent marks, verb tenses, and agreements)

COMPETENCY GOAL 4: CULTURES - **The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).**

Objectives

4.01 Demonstrate a sense of pride in the Hispanic language and culture and most especially in the heritage language and culture associated with own family by:
- sharing cultural information with others
- keeping a journal
- using Spanish outside of the classroom setting
- showing respect for people speaking different dialects

4.02 Investigate and participate in cultural practices, traditions, customs and celebrations of Hispanic/Latino cultures represented in the classroom.

4.03 Explore the similarities and differences among cultural practices, viewpoints, attitudes, and patterns of behavior of Hispanic/Latino cultures represented in and outside of the classroom (e.g., death, time, gender roles, parent/child roles, social activities, everyday life) by:
- interviewing
- sharing personal experiences
- demonstrating mutual respect

4.04 Identify differences in cultural products (e.g., books, tools, laws, games, music, art, food, clothing, costumes), practices and perspectives which lead to generalizations or stereotyping among Hispanic cultures by:
- identifying examples of stereotypes
- interviewing heritage language speakers in the school, the family, and the community
- examining a variety of authentic resources

4.05 Examine via current events how contemporary issues affect Hispanics/Latinos in North Carolina by:
- researching a variety of topics such as education, employment, and citizenship
- interviewing Hispanic/Latino leaders in North Carolina

4.06 Identify important people, events and achievements of the target countries and show their contribution to their own and other cultures by:
- describing the role of key historical figures(such as selected political and revolutionary leaders) or key groups
- researching discoveries, innovations, and inventions

4.07 Examine a variety of literary texts, works of art and/or musical compositions to understand the historical and/or contemporary social context in which they were created by:
- activating prior cultural knowledge
- creating timelines

4.08 Recognize the impact of Hispanic/Latino historical events on contemporary culture and society by:
- comparing and contrasting the role of race, status, and identity in Latin American societies.
- showing a clear, logical connection among events.
- developing appropriate strategies such as graphics, essays, and multi media presentations to illustrate points.

4.09 Identify major geographical features, cities and regions of the countries where Spanish is spoken and show their relationship to the culture by:
- locating the major sites and features on maps, globes, and atlases
- comparing and contrasting how physical geography (e.g. rivers, mountains, seas, and lakes) impacts the political boundaries
- detecting cause and effect relationship

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01   Demonstrate an awareness of regional and national sound pattern differences within Spanish dialects and between Spanish and English by examining:
- pronunciation
- intonation
- word stress

5.02   Develop an awareness of the differences and similarities in structural patterns in Spanish and English by:
- listening to and reading a variety of passages/texts
- examining word order, agreement, use of articles, punctuation spelling, vocabulary, expressions
- discussing how word order may affect meaning

5.03   Recognize words, phrases, and idioms that do not translate directly from one language to another and their impact on communication by:
- identifying words, phrases, and idioms
- recognizing that specific vocabulary and structures are a reflection of the uniqueness of the language

5.04   Develop an awareness of the similarities and differences of genres of written texts (e.g., simple poems, letter writing) in Spanish and English by:
- listing the characteristics of the different genres
- comparing a variety of texts

5.05   Recognize the changing nature of language and the impact of Spanish and English on each other by:
- recognizing words borrowed from the other language.
- identifying false cognates
- recognizing roots, prefixes, suffixes and identifying their role in Spanish and English vocabulary

5.06   Compare and contrast the historical events of Spain, Latin America, and the United States and their impact on the present by:
- identifying important historical events
- showing a clear, logical connection among events.
- developing appropriate strategies such as timelines and flowcharts to illustrate points

5.07   Develop an appreciation for cultural differences by comparing patterns of his/her own behavior or interaction with others in various cultural settings by:
- role playing
- sharing personal experiences
- interviewing persons from own culture and from others

5.08   Investigate and compare the cultural traditions and celebrations that exist in Hispanic/Latino cultures by:
- interviewing family and community members
- conducting research

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

Objectives
6.01   Develop literacy skills in Spanish that will support student success in other disciplines by:
- learning to develop and support ideas in oral and written expression
- reading and interpreting texts.
- utilizing reading strategies such as skimming and scanning

6.02   Develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:
- following writing and reading processes
- using appropriate strategies for the task
- creating and using graphic organizers
- interpreting, clarifying, and following oral and written instructions
- note taking
- establishing strong study skills

6.03   Utilize and cite a variety of authentic sources in Spanish to obtain information that enhances the study of a topic of personal interest or one which is common to other disciplines by:
- exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)
- distinguishing between primary and secondary sources
- adhering to copyright laws and ethical guidelines
- crediting sources in all print, non-print, and electronic products

6.04   Discuss and exchange information acquired from other disciplines in the Spanish classroom to include areas such as:
- math and science concepts
- comparisons of literary genres
- career awareness

COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

Objectives

7.01   Perform and/or participate in a school or community celebration or competition.

7.02   Connect and interact with professional community members from the Hispanic/Latino culture (e.g., healthcare providers, bankers, insurance agents, police/law enforcement officers, and social workers) in person and via electronic media in order to:
- increase vocabulary
- understand and share with others community laws, regulations, and social standards

7.03   Broaden linguistic and cultural knowledge and understanding that reaches beyond the school and local community via media sources such as newspapers, magazines, radio and television.

7.04   Identify role models and explore professions that employ educated native speakers of Spanish (e.g., doctors, lawyers, administrative assistants, paralegals, journalists, translators, and interpreters) by:
- using research skills
- using multiple sources of print and non-print materials from which the information can be attained
- interviewing
- collecting anecdotes and testimonies
- inviting speakers to the classroom
- reading personal accounts
- job shadowing

7.05   Share knowledge of Hispanic culture and language with members of the school community by:
- peer tutoring
- making presentations
- creating displays
- participating in language clubs with non-native speakers of the language

Spanish for Native Speakers – Level II

Major Concepts/Content
This course is designed specifically for native/heritage speakers of Spanish who already have some oral and written language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to continue developing, maintaining, and enhancing proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences extending beyond the family, school, and immediate community. The course will allow students to explore the cultures of the Hispanic world and it will enable students to gain a better understanding their own language as well as other languages to be acquired.

Note: The objectives for Spanish for Native Speakers II, which is the equivalent of a Spanish Level III as a foreign language, are written at the honors level; therefore this course is assigned to category H (1 point).

Strands: Cultural Knowledge, Critical Thinking Skills, Other Subject Areas, Language System, Communication Strategies, Learning Strategies, Technology
Note: Objectives from the English Language Arts, Social Studies, and Informational Skills Standard Courses of Study were adapted for use in this curriculum.

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

Objectives
1.01   Interact with school, family, and community members by:
- using increasingly complex structures
- incorporating expanded vocabulary
- including a variety of contexts (e.g., debates, seminars, small groups, discussions, cooperative groups, literary circles, civic groups, e-mails, daily life conversations, dialogs, journals, and letters)

1.02   Continue to acquire and use culturally acceptable words, idiomatic expressions and gestures from a variety of Hispanic/Latino cultures by:
- reading authentic fiction and non-fiction materials such as novels, short stories, biographies, essays
- viewing films, documentaries
- using a Spanish-Spanish dictionary

1.03   Exchange, support, and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues with peers, and others that:
- state a personal view clearly
- are logical and coherent

- engage the reader/listener's interest or curiosity
- provide relevant and convincing reasons
- use various types of evidence
- use appropriate and effective language for the audience and purpose
- demonstrate awareness of the possible questions, concerns, or counterarguments of the audience

1.04   Sustain conversation using an appropriate level of formality by:
- circumlocuting
- retelling/ rephrasing
- requesting additional information
- using non-verbal cues
- listening for tone
- asking questions
- acknowledging feelings and messages

1.05   Demonstrate evidence of ongoing self-correction by:
- monitoring speech for features appropriate to purpose and audience (e.g., code switching, slang, formal vs. informal)
- editing writing for errors

1.06   Negotiate solutions to problems, interpersonal misunderstandings, and disputes by:
- responding respectfully to viewpoints and biases
- establishing and defending a point of view
- showing sensitivity or empathy for cultures
- acknowledging different points of view

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

Objectives

2.01   Demonstrate understanding of increasingly complex print and non-print materials (e.g., films, lectures, broadcasts, speeches, documentaries, articles, editorials, reports, web sites, and short stories) by:
- summarizing
- note-taking
- discussing
- organizing information on visual organizers
- activating cultural knowledge

2.02   Interpret and analyze a variety of print and non-print texts such as radio broadcasts, lectures, documentaries, editorials, advertisements, and commercials by:
- identifying main idea and supporting details
- formulating and answering questions
- determining point of view and purpose
- distinguishing opinions from facts
- considering style and mood (e.g., sarcasm, humor, irony)

- moving beyond literal comprehension toward more critical reading
- explaining how culture affects personal responses
- responding reflectively by relating personal and cultural knowledge to text

2.03 Recognize and analyze characteristics of literary genres including fiction, non-fiction, poetry, and drama by:
- reading a variety of literature and other text
- evaluating how the author's choice and use of genre shapes the meaning of the literary work
- evaluating what impact literary elements have on the meaning of the text

2.04 Interpret meaning by examining the tone and phrasing of speakers/writers from varied cultures and backgrounds by:
- examining word choice
- interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).
- examining elements such as idioms
- contrasting use of language of various authors

2.05 Examine connections among two or more print and non-print selections by:
- comparing/contrasting
- recognizing common themes and patterns
- relating cultural and historical contents
- using specific references from text
- exploring an issue from multiple viewpoints

2.06 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:
- keeping a reflective journal of personal readings
- creating a personal reading list
- writing critiques

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

Objectives

3.01 Model use of conventional written and spoken expressions by:
- employing varying sentence structures (e.g., introductory phrasing, connectors)
- analyzing choice of words, sentence structure, and use of language
- using word recognition strategies to understand vocabulary and exact word choice (e.g., roots, prefixes, suffixes, and idioms)
- using correct form/format for essays, business letters, research papers, and bibliographies

- use language effectively to create mood and tone

3.02 Create, present, and critique extensive oral and written reports to a variety of audiences on a range of topics including those in other disciplines by:
- prioritizing and organizing information
- using public speaking skills
- including visuals and graphics to make presentations or products more effective
- using appropriate levels of formality
- determining when and where dialects and prestige and non-prestige Spanish usage is appropriate

3.03 Write various types of texts (e.g., letters, memos, essays, journals, memoirs, reports, short stories, poems, and songs) about familiar and unfamiliar topics for peers, family, and community members in the expressive, informational, argumentative, and critical contexts by:
- addressing main idea(s), supporting details, organization, and coherence
- developing a good beginning, middle, and ending.
- using language effectively to set mood and tone
- including appropriate format

3.04 Organize and deliver an argument orally and in writing by:
- wording the claim clearly
- establishing and defending a point of view
- addressing concerns of opposition
- developing support through logical reasons.
- interpreting researched information accurately and effectively

3.05 Explain a complex process related to an academic discipline (e.g., a scientific experiment or a geometric proof) by:
- considering the audience's degree of knowledge or understanding
- providing complete and accurate information
- using visuals and media to make presentations/products more effective
- using layout and design elements to enhance presentation/product

3.06 Demonstrate evidence of ongoing self-correction by:
- monitoring speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)
- editing writing for errors

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

Objectives

4.01   Develop a sense of pride in the Hispanic language and culture and most especially in the language and heritage culture represented in the community by:
- sharing cultural information with others
- keeping a journal
- using Spanish outside the classroom setting
- showing respect for people speaking different dialects

4.02   Investigate and participate in cultural practices, traditions, customs and celebrations of Hispanic/Latino cultures beyond the classroom.

4.03   Analyze and discuss why similarities and differences exist among cultural practices, viewpoints, attitudes, and patterns of behavior represented within the cultures of the classroom and the greater Hispanic/Latino community by:
- interviewing
- researching how a practice began
- drawing inferences
- reading authentic literary selections, newspapers, pamphlets, and correspondence

4.04   Explain cultural products (e.g., books, tools, laws, games, music, art, food, clothing, costumes), practices, and perspectives among Hispanic/Latino cultures to avoid generalizations or stereotyping by:
- analyzing material and non material aspects of the culture in terms of their perspectives (meanings, attitudes, values, ideas), practices (patterns of social interactions), and products (books, foods, laws, music, games).

4.05   Explain how geography affects the cultural and linguistic patterns of Hispanic/Latino people by:
- researching factors such as climate change, environmental challenges, and resources influencing human migration and distribution patterns of populations
- examining the possibilities and constraints of the physical environment as perceived by different cultural groups
- explaining how the physical and human characteristics of a given area combine to influence cultural identity
- assessing the extent to which people reveal their cultural values as they modify and adapt to the environment

4.06   Evaluate the impact of influential people and events, and their contributions to the global community by:
- presenting a first person narrative detailing things a political or historical figure might have done differently.
- participating in role play of two influential people.

- writing a letter to the editor
- researching and writing an essay on the importance of an historical event
- reading primary and secondary sources

4.07 Explore in depth various genres of literary texts, works of art and/or musical compositions to understand the historical and/or contemporary social context in which they were created by:
- activating prior cultural knowledge
- accessing a variety of sources including technology
- using graphic organizers to show relationship between historical context and artistic works
- creating a timeline of texts, work of art/or musical compositions and major historical events

4.08 Recognize and explain the impact of Hispanic/Latino historical events on contemporary culture and society by:
- researching historical events such as invasions, conquests, and migrations
- examining the short and long range effect on political, economic, and social institutions
- comparing and contrasting the role of race, status, and identity in Hispanic/Latino societies
- developing appropriate strategies such as graphics, essays, and multi media presentations to illustrate points

4.09 Identify contemporary issues via current events that face Hispanics/Latinos in North Carolina and the rest of the United States by:
- describing socio-cultural and major political issues
- assessing the economic impact of Hispanics/Latinos on the U.S. and NC

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within Spanish dialects and between Spanish and English by:
- interviewing classroom and community members
- listening to a variety of speakers in newscasts, movies, tv programs, speeches, informal conversations

5.02 Develop an increased awareness of the differences and similarities in structural patterns (e.g., word order, agreement, use of articles, possessives) of Spanish and English and apply structural patterns accurately in written assignments by:
- listening to and reading a variety of passages/texts
- examining how word order impacts meaning
- proof reading for accuracy in spelling, accents, punctuation

- editing for grammar conventions
- producing final drafts that demonstrate accurate structural patterns

5.03 Contrast words, phrases and idioms that do not translate directly from one language to another (Spanish/English and English/Spanish) and use them correctly in oral and written expression. (e.g. code-switching)

5.04 Compare and contrast the similarities and differences of genres of written texts (e.g., essays, short stories, novellas) in Spanish and English by:
- listing the characteristics of the different genres.
- reading a variety of literature and other texts.
- interpreting the impact of the genre-specific characteristics on the meaning of the work
- exploring the similarities and differences among the different genres

5.05 Recognize the changing nature of language and the historical and contemporary impact on Spanish by languages other than English by:
- identifying the influence of indigenous languages on the varieties of Spanish
- discussing the reasons why words are borrowed from other languages.

5.06 Demonstrate an understanding of the interrelationship of historical or contemporary events in Spanish-speaking countries and the United States by:
- researching events
- debating issues
- writing and producing plays
- reading about the same event from different perspectives

5.07 Develop a continued appreciation for cultural differences by observing and comparing patterns of behavior or interaction in various cultural settings by:
- role playing
- sharing personal experiences
- interviewing persons from own culture and from others
- engaging in reflective writing

5.08 Investigate the reasons behind the cultural traditions and celebrations that exist in other cultures and compare them to those that exist in the Hispanic/Latino culture.
- interviewing family and community members
- conducting research
- interviewing members from other cultures

5.09 Demonstrate an understanding of globalization by:
- examining the social impact of one culture on another
- researching the mutual economic effect of one culture on another
- studying the political impact of one country's policy on others

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

Objectives

6.01 Continue to develop literacy skills in Spanish and apply them to other disciplines including English Language Arts in areas such as:
- grammar and language usage
- reading and interpreting texts.
- developing and supporting ideas

6.02 Continue to develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:
- following writing and reading processes
- using research processes to meet information needs
- using appropriate strategies for the task
- creating and using graphic organizers
- interpreting, clarifying, and following oral and written instructions
- note taking
- establishing strong study skills

6.03 Conduct research on a topic of interest from an academic discipline (e.g., an event, historical figure or scientific concept) using a variety of sources in Spanish by:
- identifying information needs and formulating questions about those needs
- exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)
- identifying potential research process models
- exploring primary and secondary sources
- adhering to copyright laws, ethical guidelines, and interpretations of the laws and guidelines
- crediting sources in all print, non-print, and electronic products

6.04 Analyze information acquired from other disciplines in the Spanish classroom to include areas such as:
- math concepts
- comparisons of literary genres
- career awareness

COMPETENCY GOAL 7: COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

Objectives

7.01 Participate in ongoing school or community events and activities that require the use of informal and formal Spanish language skills.

7.02   Increase participation in and service to the local Hispanic/Latino community by:
- translating
- interpreting
- developing informational brochures

7.03   Increase interaction with other speakers from Hispanic/Latino cultures by:
- accessing electronic media
- inviting speakers to class
- corresponding with people and organizations beyond the immediate community

7.04   Access media sources such as newspapers, magazines, radio and television to improve Spanish language skills and broaden understanding of cultural and political events in the greater Hispanic/Latino community.

7.05   Develop an understanding of the importance of post-secondary education to enhance cognitive, social and linguistic skills and expand career opportunities by:
- observing and working with Hispanic/Latino professionals
- visiting a college campus
- speaking with counselors

7.06   Share knowledge of Hispanic language and culture with members of the community by:
- peer tutoring
- making formal presentations
- creating displays
- participating in language clubs with non-native speakers of the language

LATIN

LATIN

PREFACE

Intent

The North Carolina Public Schools have valued the importance of Latin and the study of classical civilization. Classicists have long known the effects of Latin study on improving English reading and writing ability. In addition, many have recognized that the study of the culture of ancient Greece and Rome provides Americans the background to understand the customs, values, and ideas that we have in common with Europe and North and South America.

North Carolina has had a state Latin curriculum for many years. The most recent document, the *Latin Curriculum Guide*, was published in 1998. It was designed to address the new national *Standards for Classical Language Learning* while providing classroom strategies and suggested assessment measures for Latin teachers.

Curriculum Revision

The implementation of the "North Carolina Course of Study Graduation Requirements" called for clarification of eligible courses to meet those requirements. Inclusion of Latin in the *Second Language Standard Course of Study* ensures that Latin is recognized as meeting the two credit foreign language requirement in the College/University Prep Course of Study, as well as the University of North Carolina system admissions requirement. In addition, the earlier document did not describe specific Latin courses but rather provided a framework at the beginning, intermediate, and advanced levels. Input from teachers and others in the schools indicated the need to format the Latin curriculum like other areas in the Standard Course of Study.

In response to this identified need for alignment of the Latin document to the Standard Course of Study, a committee of Latin teachers at the middle and high school levels and university professors was formed under the guidance of the Department of Public Instruction. The Latin committee and DPI solicited input from other Latin teachers/professors, through a variety of focus groups and an online questionnaire and incorporated their suggestions in the final document. Although Latin does address many of the goals and objectives of the Modern Foreign Languages, it has its own specific purposes and emphases and therefore needs to be addressed separately. This document replaces the *Latin Curriculum Guide*.

PURPOSE

General

In recent years, educators have been focusing a great deal of attention on the basics of reading and writing as key elements in every student's education. Latin has played an important role in helping students develop literacy skills and English vocabulary. Changes in methodology and materials are ensuring that all students can obtain some level of success learning vocabulary, sentence patterns and studying about Roman-Greco daily life, customs, and mythology.

Latin teachers throughout North Carolina have identified the purposes for Latin study as follows:
- To develop the ability to read and understand a written passage.
- To show the relevance of Latin and the Greco-Roman culture through its influence on modern languages, literatures, and cultures.
- To understand language in general and especially the student's own language(s).
- To understand and appreciate culture in general and especially the students' own culture(s).
- To foster vocabulary expansion.
- To become life-long learners.

Benefits of Latin Study

The benefits of Latin study have long been documented. Students develop skills and strategies for acquiring new vocabulary, analyzing new sentence structures and comprehending written sentences. Latin study also helps cultivate such mental processes as alertness, attention to detail, memory, logic and critical reasoning.

Literacy Skills and Vocabulary Expansion

Latin contributes to the literacy of students and helps them better understand their native language because it teaches them how language works, it introduces them to grammatical structures far different from English, and it helps them focus on and appreciate the uniqueness of English.

Moreover, Latin vocabulary is easy for speakers of English to acquire because over 65% of all English words come from Latin. So many Latin words have entered the English language, both in everyday language and in technical vocabulary that the study of Latin can help students organize and understand this vocabulary.

Hence, students can lay a solid foundation for language study and at the same time improve their English skills

Acquisition of other languages

Latin equips a student with the strongest single foundation for mastering other languages. Working with Latin broadens the student's connection to structures possible in languages other than English.

Latin sharpens the mind	The study of classical languages has stimulated such mental qualities as being observant, accurate, analytic and logical. The result of this study are future workers, who can define and identify problems, think on their feet, and arrive at sound and creative solutions.
Links to other cultures	A background in the classical civilizations connects Americans with the customs, values, and ideas that our culture has in common with Eastern and Western Europeans and with North and South Americans. There are many shared concepts in government, religion, art, literature, and economic systems among these cultures.
	The study of the rich and varied culture of the Greeks and Romans, which included exotic customs and constant change leads to acceptance of the views, ideologies, religions and economic systems of foreign peoples
	(Adapted from "Why study Latin?" National Committee for Greek and Latin)
Role of Grammar	Grammar plays an essential role in the teaching of Latin. However, the study of grammar per se is not one of the long-term goals of the Latin curriculum. Grammar serves several purposes. It can be used for communication, for understanding one's own language, and as a means for talking about language.
Grammar for Communication	Grammar is a tool for the communication and the comprehension of ideas. Grammatical concepts are taught and applied in context within activities that are designed to guide students toward mastery of the objectives.
	It is essential for teachers not to mistake the mastery of grammar for mastery of a particular level of reading proficiency. The memorization of rules and the ability to manipulate patterns out of context are not automatically transferable to reading and writing tasks.
Grammar for Understanding Own Language	Grammar is also a tool for understanding the student's own language. "Latin with all its inflections forces students to focus their attention on language and grammar. It opens their minds to the existence and purpose of grammar" (Luschnig) Students reinforce their understanding of their own grammar while learning the syntax of the Latin language. The study of another language gives them "a grammatical frame of reference. It is easier to learn grammar and what grammar is for when one has something to which to compare it. Without the study of a foreign language, a person cannot fully know his own." (Luschnig)

Traditionally, Latin instruction has highlighted the grammatical connection and the comparison between the two languages. Teachers routinely ask their students to think and discuss how grammatical concepts are conveyed in English, therefore, leading learners to higher levels of thinking such as analyzing and inferring.

Grammar for Talking about Language

Finally, grammar is a tool for talking about language and about how language works. Latin provides students with the needed terminology, which can be used with other languages (including one's own language) to see how they work. Most of our grammar terms are derived from Latin and while they do not always apply to English (e.g., declension), they provide labels for various concepts. Therefore, Latin study enables students to take the language apart and to analyze it.

In addition, through the study of another language, students discover that all languages do not work the same way and that some elements (gender, declensions, word order, etc.) present in one language may not exist in another. "They cease to make naïve assumptions about other languages and cultures solely based upon knowledge of their own." (SFLL p. 53)

Translation

Translation is an important component in the study of Latin. It has value when it is connected to reading and writing and when it can be used as a way of assessing comprehension. However, translation should never be seen as the only means to this end. There are many other ways to determine the reader and writer's level of comprehensions, such as displaying information on charts or graphic organizers, graphically representing an event, or enacting a scene.

Reading and translating are not synonymous. In the former, the readers are active participants interacting with the text as they construct meaning. Successful readers resort to a variety of strategies in order to monitor their own level of comprehension. They may be involved in scanning and skimming and may need to use special "fix-up" strategies to make sense of an unknown work. They look at the whole before making sense of the parts. In addition, their rendition of a text is likely to be affected by the mood of that passage.

In translation, students are interested in the individual parts of a sentence and attempts to reconstruct the whole from the individual parts. Students, whether they are engaged in translation from English to Latin of from Latin to English, are involved in structural analysis of both languages. "Translation is an artful skill: sometimes what passes as a ' literal translation' from Latin or Greek into English is not English at all." (SCLL, p.42)

LATIN
PROGRAM DESCRIPTION

Introduction

The North Carolina 7-12 program in Latin studies is designed to afford students the opportunity to; understand written Latin, gain knowledge and understanding of Greco-Roman culture; relate Latin and the Greco-Roman world to their own language and culture as well as to other disciplines. The program also allows for an articulated sequence of study beginning at the middle or high school grades.

North Carolina Curriculum Goals for Latin

The *North Carolina Latin Standard Course of Study* for grades 7-12 is based on the *Standards for Classical Language Learning*. The goals are:

- Goal 1. Communication
- Goal 2. Cultures
- Goal 3. Comparisons
- Goal 4. Connections
- Goal 5. Communities

Communication

Competency Goal 1: **Communication – The student will read, understand and interpret Latin developing, oral, auditory and writing skills as part of the language learning process.**

Goal 1 defines "communication" as is applies to the learning of a classical language. The written message of the ancient world, from epic poetry to Pompeiian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. ***Reading then, is the first standard and the key to communicating with the ancient world.*** *But the Forum and the Agora were alive with the sounds of commerce, the speeches, of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhances the ability to read. The second standard of the communication emphasizes the importance of oral skills, and writing as tools to improve reading.* (SCLL, p.7)

Culture

Competency Goal 2: Culture – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.

Formulating and understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans. Their daily life, education, politics, history, philosophy, and religious practices tell students about their

perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices. (SCLL p.9)

In this document, culture is perceived as being composed of the perspectives (the way people perceive things: their beliefs, attitudes, values, ideas), the practices (what people do: their patterns of social interactions), and the products (what people create: their books, tools, laws, foods, etc.), both tangible and intangible, of a society. These three components are closely interrelated. Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products are interrelated and influence one another.

Perspectives
(Meanings, attitudes, values, ideas)

Practices   Products
(Patterns of social interactions) (Books, foods, laws, music, games)
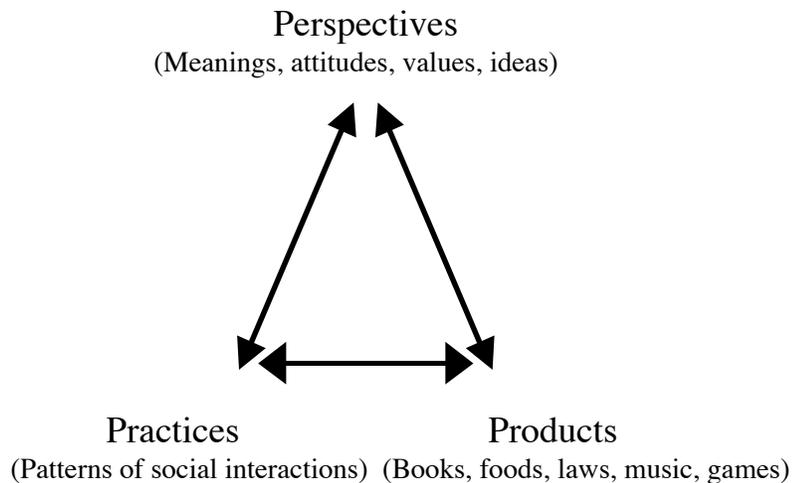
Figure 7. Relationship among perspectives, practices, and products

Connections	**Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.**
	Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages. It also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas. (SCLL, p. 11)
Comparisons	**Competency Goal 4: Comparisons – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.**

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English. By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively. (SCLL, p.13)

Communities

Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

This goal focuses on the application of the knowledge of Latin to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin enables students to develop a full understanding and appreciation of classical influence in today's world as they encounter new language learning situations and other cultures. (SCLL, p. 15)

STRANDS

Over the years, the study of a foreign language has expanded to include much broader content. Today's successful language learners must have the opportunity to "explore, develop, and use communicative strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture" (*Standards for Foreign Language Learning*, p. 32).

These elements, which cross over the different goals and objectives, form the strands in the *Latin Standard Course of Study*.

Communication Strategies
Communication strategies that enable the reader to understand and interpret the classical language are key to the study of a classical language. The learner also uses writing skills, usually in English to communicate that understanding to their audience.

Cultural Content
In our ethnically diverse classrooms today, it is especially important that students learn the history, traditions, mores, and values of the civilization in which they live, and that they also be encouraged to make meaningful comparisons with others. Classical civilization offers students 2,500 years of human experience in the sciences, arts, literature, philosophy, religion, politics, government and ways of living.

Learning Strategies
Research shows that good learners adopt a variety of strategies. These include monitoring their own and others' performances, using mnemonic techniques, organizing information, incorporating graphic organizers, applying the reading and writing processes, and many more. Students can be taught to resort to these strategies to become better language learners and to take more responsibilities for their own learning.

Content from Other Subjects
Students should be given the opportunity to apply their knowledge to challenging and engaging topics, which involve the students in reading, writing, discussing, and supporting opinions. Many of these topics can be found in the school curriculum and may incorporate concepts from disciplines such as English language arts, the sciences, social studies, math, and the arts.

Critical Thinking Skills
Throughout their language learning experience, students encounter a variety of thinking skills ranging from basic (memorization and recall) to more complex (summarizing, problem solving, organizing, inferring, analyzing, and synthesizing). An effective classical language classroom can be designed to promote the development of critical thinking skills by involving students in activities requiring these skills.

It is important to remember that the level of thinking skills is not tied to the amount of language the students know but rather to their cognitive development.

Technology
Students can access and use a wide range of media and technology ranging from the Internet and CD-ROM technology to multi-media applications. Technology is an ideal tool to expose students to a variety of authentic materials reflecting viewpoints, and cultures.

KINDS OF PROGRAMS

The study of Latin usually takes place in grades 9-12 and the number of students enrolling in Latin continues to increase. Interest in offering Latin in the middle grades also continues to increase and this precipitated the need for a curriculum at that level.

The study of Latin at the elementary level offers many of the same benefits as a modern foreign language FLES program. Since North Carolina has a limited offering of elementary Latin, there is no curriculum specific to K-5.

HIGH SCHOOL PROGRAMS	
Traditional Programs	These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward reading, understanding and interpreting Latin and gaining knowledge of the Greco-Roman culture. Because the course length has been shortened by 30 hours in a block schedule, careful examination of what students can realistically learn at each level of instruction must take place. Locally-developed pacing guides are helpful to address this concern.
Advanced Placement Program (AP)	The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers AP Vergil and AP Latin Literature for students who have gone beyond high school level III or IV. These courses emphasize the analysis and interpretation of authentic Latin texts. The content of the courses is geared toward helping students prepare for the AP examination.
International Baccalaureate	The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.

MIDDLE SCHOOL PROGRAMS		
Exploratory Programs	Exploratory programs can vary in length from a few weeks to one semester. These programs are usually short term.	These programs are mostly found at the middle school level. Exploratory programs are non-sequential. They introduce students to Latin language and Greco-Roman culture and explore the student's interest in further study of Latin.
Beginning Sequential Programs	Beginning sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	Some students begin the study of Latin at the middle school level. The student is introduced to the study of the Latin language and Greco-Roman culture. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin text.
Continuing Sequential Programs	Continuing sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	Continuing programs allow students to study the Latin language and Greco-Roman culture without any major break in the sequence. With adequate instructional time, continuing programs allow students to place out of some Latin classes at the high school level.

ELEMENTARY	
Elementary	Limited Latin instruction takes place in the elementary school, usually in magnet schools with a classical focus. Their goal is typically to introduce students to Latin and the classics as a springboard to further study. Some programs focus on oral interaction, dialogues, stories, songs, and games, similar to modern elementary foreign language offerings. Others focus primarily on cultural awareness, comparing classical civilization with our own. Others use Latin as a strategy for strengthening English language skills. The focus in these programs is not on formal study of grammar but rather the building of English vocabulary based on Latin roots, prefixes, and suffixes.

A few middle schools and elementary schools in North Carolina are implementing pre-IB programs to prepare their students to be successful in the high school IB program. Only schools approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for the examination.

LATIN
GOALS

Competency Goal 1: Communication – The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.

Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.

Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.

MIDDLE SCHOOL GRADES 6-8

Adolescents' Characteristics	Young adolescents undergo tremendous physical, social, Emotional, and intellectual changes which impact heavily on their learning. They want to know that they have a say in the organization of their life at home and at school. In their struggle for autonomy, they want independence from adults while looking for approval from their peers. They see themselves as active contributors and want privileges, but are unsure about responsibilities. Their self-concept is shaky, are vulnerable to criticism, and have a definite sense of fairness. Their formal thinking fluctuates from concrete to abstract. At the same time, they are interested in the new and bored with the old.
Instructional Strategies	Young adolescents must be exposed to relevant experiences which allow them to adapt to all these changes. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept. Group and pair work are especially successful with middle school adolescents as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence. At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities rather than differences especially when dealing with culture.

Middle School Program	The middle school program conforms to concepts students have mastered and experiences they have both in and out of school. There are three sets of objectives corresponding to the three program options available at the middle school level:
	
	    • 6-8 program for the students in an exploratory program,
	    • 7-8 program for students in a beginning sequence, and
	    • Grade 8 program for students in a continuing sequence.

Exploratory Program	This is a non-sequential program. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time. The emphasis of this program is on: • introduction to Latin vocabulary • awareness of Latin language patterns • awareness of Greco-Roman culture • identify student interest and skills in Latin
Beginning Sequence	At the beginning level students learn preliminary functions of the language, become familiar with basic elements of its culture and increase their English vocabulary skills. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin texts.
Continuing Sequence	In the continuing sequence course, the students become more familiar with basic elements of the culture, functions of the language, and increase their English vocabulary skills. Students gain a strong foundation in skills necessary for the reading and comprehension of short, adapted Latin texts. Grammar is integrated in an age-appropriate manner and integration of other disciplines is ongoing throughout instruction.
Articulation	There needs to be on-going contacts with high school teachers to establish a common core of knowledge and skills expected of all students who place into high school Latin II. Smooth articulation from the middle school to the high school level ensures that students have the opportunity to continue building on what they have learned.
IB Program	In addition to the above programs, some school systems are implementing an International Baccalaureate (IB) program at the middle school level. Middle school IB programs are designed to feed into the high school IB program with its own curriculum. Some modifications to the Standard Course of Study may be needed to meet the requirements of the IB program.

LATIN – Grade 6-8 (Exploratory)

Exploratory Latin is a non-sequential program, which does not lead to the development of any proficiency in Latin. The stated goals and objectives apply to students at 6th, 7th and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- introduction to Latin vocabulary
- awareness of Latin language patterns
- awareness of Greco-Roman culture
- identify student interest and skills in Latin

Integration of other disciplines is on-going throughout instruction.

Competency Goal 1: Communication – The student will read, write, understand and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Objectives
1.01 Recognize basic words, phrases and simple sentences.
1.02 Recognize vocabulary words in simple sentences, pictures and oral cues.
1.03 Recognize that noun and verb endings exist in Latin words.
1.04 Reproduce the sounds of Latin.
1.05 Demonstrate understanding orally and/or in writing of simple Latin phrases, questions and commands.

Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

Objectives
2.01 Identify basic cultural practices and beliefs in the Greco-Roman culture.
2.02 Explore the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
2.03 Recognize major cities, regions, and bodies of water of the Greco-Roman world.
2.04 Recognize important people and events in the Greco-Roman world, using print, non-print, electronic resources, multi-media tools or cultural artifacts.
2.05 Understand that cultural diversity exists in Greco-Roman culture.

LATIN – Grade 6-8 (Exploratory)

Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives
3.01 Understand that Latin root words exist in English vocabulary words.
3.02 Recognize references to Greco-Roman myth and history in other disciplines such as literature and the arts.
3.03 Recognize the relationship between Latin and other languages.
3.04 Gain an awareness of the connection between Latin and other disciplines within the school community.

Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.

Objectives
4.01 Identify Latin root words in student's own language.
4.02 Identify differences in word order between sentences in Latin and sentences written in English.
4.03 Recognize similarities and differences in the Latin and English alphabets.
4.04 Identify similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.

Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and Greco-Roman culture in a diverse world.

Objectives
5.01 Identify elements of Latin and the Greco-Roman culture in the school community.
5.02 Recognize diverse cultures of the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.
5.03 Gain an awareness of similarities and differences in behavior between people of the Greco-Roman world and the modern world.
5.04 Share elements of the Greco-Roman culture with families and the school community.

LATIN – Grade 7 (Beginning Sequence)

This course is designed for students starting the study of Latin for the first time and/or for those who have minimal previous exposure to the language.

This course is an introduction to the study of the Latin language and Greco-Roman culture. Students learn preliminary functions of the language, become familiar with basic elements of its culture and increase their English vocabulary skills. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin texts.

Integration of other disciplines is on-going throughout instruction.

Competency Goal 1: Communication – The student will read, write, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Objectives
1.01 Demonstrate basic understanding of simple Latin words, phrases and
      sentences in writing.
1.02 Use vocabulary words in the context of a story and in pictures.
1.03 Demonstrate reading comprehension of Latin by answering simple questions in
      Latin or English about short Latin passages.
1.04 Recognize and identify noun and verb endings in Latin words.
1.05 Demonstrate understanding of basic syntax and inflectional endings using
      correct translation.
1.06 Reproduce the sounds of Latin.
1.07 Demonstrate understanding of simple spoken Latin phrases, questions and
      commands orally.
1.08 Write simple phrases or sentences in Latin.
1.09 Recognize that the meanings of Latin words can vary depending on their
      context.

Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

Objectives
2.01 Identify basic cultural practices in the Greco-Roman culture.
2.02 Study the activities and practices of Greco-Roman culture using print, non-
      print, electronic resources, multi-media tools or cultural artifacts.
2.03 Identify major cities, regions, and bodies of water in the Greco-Roman
      world.
2.04 Identify important people and events in the Greco-Roman world using print,
      non-print, electronic resources, multi-media tools or cultural artifacts.

LATIN – Grade 7 (Beginning Sequence)

2.05 Describe behaviors and beliefs of the Romans.
2.06 Recognize that cultural diversity exists in Greco-Roman culture.

Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives
3.01 Identify Latin root words found in English vocabulary words.
3.02 Recognize explicit allusions to Greco-Roman myth and history in other disciplines such as literature and the arts using print, non-print, electronic resources, multi-media tools or cultural artifacts.
3.03 Recognize that information, skills, and learning strategies used in the Latin classroom transfer to other disciplines.
3.04 Recognize the relationships in vocabulary and syntax between Latin and English.

Competency Goal 4: Comparisons – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives
4.01 Identify Latin root words, prefixes and suffixes in student's own language.
4.02 Identify differences in word order between sentences in Latin and English.
4.03 Recognize similarities and differences in alphabet, punctuation and capitalization in the Latin language and English.
4.04 Identify similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
4.05 Gain an elementary awareness of the influence of Latin and Greco-Roman culture on the student's own culture.
4.07 Recognize similarities and differences between the inflectional system of Latin and the structure of student's own language.

Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives
5.01 Identify elements of Latin and Greco-Roman culture in the school community.
5.02 Perform and/or participate in a school or community performance, celebration or competition at the beginning level of Latin (*e.g.*, school, local, statewide and national academic contests, classical league meetings, conventions, etc.)
5.03 Recognize diverse cultures of the Greco-Roman world.
5.04 Recognize similarities and differences in behavior between people of the Greco-Roman world and of the modern world.

LATIN – Grade 8 (Beginning Sequence)

This course is designed for students starting the study of Latin for the first time and/or for those who have minimal previous exposure to the language.

This course is an introduction to the study of the Latin language and Greco-Roman culture. Students learn preliminary functions of the language, become familiar with basic elements of its culture, and increase their English vocabulary skills. Emphasis is placed on developing reading skills for comprehension of short, adapted Latin texts.

Integration of other disciplines is on-going throughout instruction.

Competency Goal 1: Communication – The student will read, write, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Objectives
1.01 Demonstrate basic understanding of simple Latin words, phrases and sentences in writing.
1.02 Use vocabulary words in the context of a story and in pictures.
1.03 Demonstrate reading comprehension of Latin by answering simple questions in Latin or English about short Latin passages.
1.04 Recognize and identify noun and verb endings in Latin words.
1.05 Demonstrate understanding of basic syntax and inflectional endings using correct translation.
1.06 Reproduce the sounds of Latin.
1.07 Demonstrate understanding of simple spoken Latin phrases, questions and commands orally.
1.08 Write simple phrases or sentences in Latin.
1.09 Recognize that the meanings of Latin words can vary depending on their context.

Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

Objectives
2.01 Identify basic cultural practices in the Greco-Roman culture.
2.02 Study the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
2.03 Identify major cities, regions, and bodies of water in the Greco-Roman world.
2.04 Identify important people and events in the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.

LATIN – Grade 8 (Beginning Sequence)

2.05 Describe behaviors and beliefs of the Romans.
2.06 Recognize that cultural diversity exists in Greco-Roman culture.

Competency Goal 3: Connections – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives
3.01 Identify Latin root words found in English vocabulary words.
3.02 Recognize explicit allusions to Greco-Roman myth and history in other disciplines such as literature and the arts using print, non-print, electronic resources, multi-media tools or cultural artifacts.
3.03 Recognize that information, skills, and learning strategies used in the Latin classroom transfer to other disciplines.
3.04 Recognize the relationships in vocabulary and syntax between Latin and English.

Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.

Objectives
4.01 Identify Latin root words, prefixes and suffixes in student's own language.
4.02 Identify differences in word order between sentences in Latin and English.
4.03 Recognize similarities and differences in alphabet, punctuation and capitalization in the Latin language and English.
4.04 Identify similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
4.05 Gain an elementary awareness of the influence of Latin and Greco-Roman culture on the student's own culture.
4.06 Recognize similarities and differences between the inflectional system of Latin and the structure of student's own language.

Competency Goal 5: Communities – Students use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives
5.01 Identify elements of Latin and Greco-Roman culture in the school community.
5.02 Perform and/or participate in a school or community performance, celebration or competition at the beginning level of Latin (*e.g.*, school, local, statewide and national academic contests, classical league meetings, conventions, etc.)
5.03 Recognize diverse cultures of the Greco-Roman world.
5.04 Recognize similarities and differences in behavior between people of the Greco-Roman world and of the modern world.

LATIN – Grade 8 (Continuing Sequence)

Students enrolled in the Eighth Grade Latin Continuing Sequence course have successfully completed the Seventh Grade Beginning Sequence course.

This course is a continuation of the study of the Latin language and Greco-Roman culture. Students become more familiar with basic elements of the culture, functions of the language, and increase their English vocabulary skills. Students gain a strong foundation in skills necessary for the reading and comprehension of short, adapted Latin texts. Grammar is integrated throughout in an age-appropriate manner.

Integration of other disciplines is on-going throughout instruction.

Competency Goal 1: Communication – The student will read, write, understand and interpret Latin developing oral, auditory and written skills as part of the language learning process.

Objectives
1.01 Demonstrate understanding of basic Latin words and simple sentences in writing.
1.02 Use new and review vocabulary words in the context of a story and in pictures.
1.03 Demonstrate reading comprehension of Latin by answering simple questions in Latin or English about short Latin passages.
1.04 Recognize and identify an increasing number of noun and verb endings in Latin words.
1.05 Demonstrate understanding of increasingly complex syntax and inflectional endings by producing correct translation.
1.06 Reproduce with increasing accuracy the sounds of Latin.
1.07 Demonstrate understanding of an increasing number of simple Latin phrases, questions and commands orally.
1.08 Write, in Latin, phrases and sentences of increasing complexity.
1.09 Recognize that the meanings of an increasing number of Latin words can vary depending on their context.

Competency Goal 2: Cultures – The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

Objectives
2.01 Identify and recall an increasing number of cultural practices in the Greco-Roman culture and their influence on each other.

LATIN – Grade 8 (Continuing Sequence)

2.02 Explore the activities and practices of Greco-Roman culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.
2.03 Identify the major cities, regions, and bodies of water associated with historical events in the Greco-Roman world.
2.04 Discuss the influence of important people and events in the Greco-Roman world using print, non-print, electronic resources, multi-media tools or cultural artifacts.
2.05 Describe perspectives of the people of the Greco-Roman world.
2.06 Describe the nature of cultural diversity in the Greco-Roman world.

Competency Goal 3: Connections – Students will relate Latin and the Greco-Roman world to other disciplines.

Objectives
3.01 Identify Latin root words found in English vocabulary words, particularly in specialized disciplines.
3.02 Recognize explicit allusions to an increasing number of Greco-Roman myths and historical events in other disciplines such as in literature and the arts using print, non-print, electronic resources, multi-media tools or cultural artifacts.
3.03 Demonstrate orally and in writing, how information, increasingly abstract language skills and learning strategies used in the Latin classroom transfer to other disciplines.
3.04 Discuss the relationships in vocabulary and syntax between Latin and modern languages.

Competency Goal 4: Comparisons – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.

Objectives
4.01 Identify Latin root words, prefixes and suffixes in English.
4.02 Compare and contrast the word order of Latin sentences with the word order of sentences in the student's own language, using sentences of increasing length and complexity and varied syntax.
4.03 Identify similarities and differences in alphabet, punctuation and capitalization in Latin and English.
4.04 Describe similarities and differences between everyday life in the Greco-Roman culture and modern culture using print, non-print, electronic resources, multi-media tools or cultural artifacts.

LATIN – Grade 8 (Continuing Sequence)

4.05 Identify specific examples of the influence of Latin and Greco-Roman culture on the student's own culture.

4.06 Compare and contrast the inflectional system of Latin with the structure of English in expressions of increasing length and complexity.

Competency Goal 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives

5.01 Describe the influence of Latin and Greco-Roman culture on the school community.

5.02 Perform and/or participate in a school or community performance, celebration or competition (*e.g.*, school, local, statewide and national academic contests, classical league meetings, conventions, etc.).

5.03 Recognize the impact of diverse cultures on the Greco-Roman world.

5.04 Recognize similarities in behavior of people in the Greco-Roman world and in the modern world.

LATIN
HIGH SCHOOL LEVELS I – IV
ADVANCED PLACEMENT
LATIN LANGUAGE & VERGIL

Content

Beginning high school students will be encouraged to learn the basics of the language and elements of the Greco-Roman culture. These basic skills will aid the student as they develop reading and comprehension strategies for adapted Latin texts. As the student's skills develop, they will read longer adapted texts and move to authentic Latin texts in the advanced levels. Special emphasis on comparison to and use of English Language Arts skills is ongoing throughout the courses.

With permission of the College Board, the North Carolina Department of Public Instruction has adapted the College Board Advanced Placement materials to provide course outlines in the *North Carolina Standard Course of Study* format. These course outlines are in no way intended to replace, but are to be used in conjunction with, the extensive guidelines provided by the College Board.

Instructional Strategies

Successful second language high school programs include a variety of student-centered activities focusing on the different abilities, needs, and learning styles of the students.

A variety of teaching strategies are employed to involve the students in active learning. Those strategies include but are not limited to the following: cooperative learning, group and pair work, cloze techniques, cultural presentations, reflective thinking, dramatization, seminars or Socratic teaching.

Placement of Students with Previous Language

Students who enroll in high school Latin courses with previous Latin experience should be assessed to determine placement at the appropriate level.

Validating and building on the students' previous experiences at the elementary and/or the middle school level afford students the opportunity to reach higher Latin skill levels.

Block Scheduling   The scheduling of Latin courses at the high school level is important as it impacts on the development of classical language skills. High school students should have the opportunity to take beginning courses (levels I and II) in back to back semesters without extended time interruptions. If a break in instruction is to happen, it is better for it to be at the advanced levels, where students usually require some basic review, but have acquired the foundation upon which to continue their studies.

Pacing guides can be developed by teachers in local school systems to facilitate the planning and delivery of instruction over the course of a year.

Other High School Programs   Other programs such as IB can be found in NC high schools and since they may have set curricula, the goals and objectives found in this document may have to be adapted.

LATIN I

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. It encourages students to learn basic functions of the language, become familiar with some elements of its culture and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Objectives
1.01 Read and demonstrate understanding of words, phrases, and simple sentences in context.
1.02 Demonstrate reading comprehension by answering simple questions in Latin or English about short Latin passages.
1.03 Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to the student's reading level.
1.04 Recognize and reproduce the sounds of Latin.
1.05 Demonstrate understanding of simple oral or written Latin statements and/or commands.
1.06 Interact orally and/or in writing using simple Latin phrases and/or sentences.
1.07 Write simple phrases or sentences in Latin.

COMPETENCY GOAL 2: CULTURES – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.

Objectives
2.01 Identify patterns of behavior or interaction within the Greco-Roman culture.
2.02 Participate in activities and experience customs and traditions of the Greco-Roman culture.
2.03 Identify major geographical features, cities, and regions of the Greco-Roman world using print, non-print, electronic resources, multimedia tools, and cultural artifacts.
2.04 Identify important people, events and achievements of the Greco-Roman world using print, non-print, electronic resources, and cultural artifacts.

LATIN I

2.05 Describe perspectives and practices of daily life in the Greco-Roman culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts**.**
2.06 Collect examples of cultural diversity in the Greco-Roman world.

COMPETENCY GOAL 3: CONNECTIONS – **The student will relate Latin and the Greco-Roman world to other disciplines.**

Objectives
3.01 Recognize the importance of Latin in the specialized vocabulary of other disciplines.
3.02 Recognize and comprehend the use of explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.
3.03 Identify similarities and differences in ancient and contemporary cultures, using an initial understanding of topics, such as daily life, home and family structures, basic geography and government.
3.04 Gain awareness of the impact and the historical continuity of the Latin language and Greco-Roman civilization on subsequent cultures.
3.05 Demonstrate orally and in writing an understanding of how information, skills and learning strategies of the Latin class transfer to other disciplines.

COMPETENCY GOAL 4: COMPARISONS – **The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.**

Objectives
4.01 Recognize common Latin roots, prefixes and suffixes and their role in the vocabulary of English and other languages.
4.02 Identify the sound patterns of Latin and compare them to those of English.
4.03 Identify similarities and differences in the structural patterns of Latin and English.
4.04 Recognize similarities & differences in the ways languages are written (e.g. alphabet, punctuation, capitalization) in Latin and English.
4.05 Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.
4.06 Identify connections between Latin and English by recognizing cognates, derivatives and loan words.
4.07 Develop an appreciation of cultural differences by identifying similarities and differences in Greco-Roman culture(s) and the student's culture(s).

LATIN I

4.08 Examine similarities & differences in the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s).
4.09 Gain awareness of the influence of Latin and Greco-Roman culture on the development of the student's culture(s).

COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives
5.01 Recognize the influence of Latin and Greco-Roman culture within the school.
5.02 Explore Latin and Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.
5.03 Perform and/or participate in a school or community performance, celebration or competition at a level appropriate to the student (e.g. school, local, statewide and national academic contests, classical league meetings, conventions, etc.)
5.04 Recognize similarities and differences in diverse cultures of the Greco-Roman world and the modern world.

LATIN II

Students enrolled in Latin II have either successfully completed the level I course at the high school or have placed out of level I, due to previous Latin language study in the middle grades.

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Objectives
1.01 Read and demonstrate comprehension of a variety of adapted Latin passages.
1.02 Demonstrate reading comprehension of Latin passages of increasing length and complexity by responding in Latin or English.
1.03 Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to the student's reading level.
1.04 Read aloud a simple Latin passage with appropriate Latin pronunciation.
1.05 Demonstrate understanding of increasingly complex oral or written Latin questions, statements and/or commands.
1.06 Write phrases or sentences of increasing length and complexity in Latin.

COMPETENCY GOAL 2: CULTURES – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.

Objectives
2.01 Identify and explain patterns of behavior or interaction within the Greco-Roman culture.
2.02 Participate in activities and experience customs and traditions of the Greco-Roman culture.
2.03 Identify major geographical features, cities, and regions of the Greco-Roman world and show their relationship to the culture using print, non-print, electronic resources, and cultural artifacts.

LATIN II

2.04 Identify important people, events and achievements of the Greco-Roman world and show the contribution to the student's own and other cultures using print, non-print, electronic resource*s*, and cultural artifacts.
2.05 Investigate perspectives and practices of daily life in the Greco-Roman culture using print, non-print, and/or electronic resources, and cultural artifacts.
2.06 Discuss the role of cultural diversity in the Greco-Roman world.

COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives
3.01 Apply knowledge of common Latin and Greek roots and prefixes/suffixes in the specialized vocabulary of various fields.
3.02 Recognize and comprehend the use of explicit and implicit allusions to mythology and history in literature, the arts, and other disciplines.
3.03 Explore similarities and differences in ancient and contemporary cultures using an understanding of topics such as social institutions, technology, political and military structures.
3.04 Explore the impact of historical continuity of the Latin language and Greco-Roman civilization on subsequent cultures.
3.05 Apply information, skills and learning strategies from the Latin class to other disciplines.
3.06 Communicate and integrate information, skills, and learning strategies in the Latin class that are common to other disciplines.

COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.

Objectives
4.01 Apply knowledge of common Latin and Greek roots, prefixes and suffixes in the vocabulary of English and other languages.
4.02 Identify the sound patterns of Latin and compare them to those of English.
4.03 Examine similarities and differences in the structural patterns of Latin and English.
4.04 Examine similarities and differences in the ways languages are written (e.g. alphabet, punctuation, capitalization) in Latin and English.
4.05 Demonstrate orally and in writing an understanding of words, phrases, idioms, and concepts that do not transfer directly from Latin to English.
4.06 Examine connections between Latin and English by recognizing cognates, derivatives and loan words.

LATIN II

4.07 Demonstrate an appreciation of cultural differences by investigating similarities and differences in Greco-Roman culture(s) and the student's culture(s).

4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world to the student's culture(s).

4.09 Demonstrate awareness of the influence of Latin and Greco-Roman culture on the development of the student's culture(s).

COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives

5.01 Share, exchange and present information about the influence of Latin and Greco-Roman culture to others in the school and extended community using presentational technology.

5.02 Evaluate Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.

5.03 Participate in the community of classical scholars in cultural events, contests, lectures and scholarships at levels appropriate to the student. (e.g. SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)

5.04 Compare and contrast cultural diversity in the Greco-Roman world with today's multi-cultural society.

LATIN III

Students enrolled in Latin III have either successfully completed the Latin I and II courses at the high school or have placed out of Latin I, due to previous Latin language study in the middle grades.

This course focuses on advanced Latin grammar skills. It also introduces the study of Latin literature and emphasizes the process of reading authentic Latin texts.

Students continue to refine their knowledge and understanding of the Greco-Roman and their own culture, by examining the interrelationship of these cultures, and applying their knowledge and skills inside and outside the classroom setting.

Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

Note: The objectives for Latin III are written at the honors level; therefore this course is assigned to category H (1 point).

COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

Objectives
1.01 Read and demonstrate comprehension of a variety of adapted and authentic Latin passages.
1.02 Demonstrate reading comprehension by interpreting the meaning of a variety of Latin passages in English.
1.03 Demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the student's reading level.
1.04 Read aloud a Latin passage of increasing length and complexity demonstrating self-correction in pronunciation.
1.05 Recognize some figures of speech and stylistic features of a chosen author or authors.
1.06 Write phrases and sentences of increasing length and complexity in Latin.

COMPETENCY GOAL 2: CULTURES – The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.

Objectives
2.01 Compare and contrast patterns of behavior or interaction within the Greco-Roman culture.

LATIN III

2.02 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the Greco-Roman culture.

2.03 Examine Roman literature and arts in order to understand the cultural practices and perspectives of the Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.

2.04 Compare and contrast geographical features of the Greco-Roman world to show their relationship to the culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.

2.05 Discuss the influence of important people, events, and achievements of the Greco-Roman culture on their own and other cultures using print, non-print, electronic resources, and cultural artifacts.

2.06 Draw inferences about perspectives and practices of daily life in the Greco-Roman culture using print, non-print, electronic resources, multimedia tools, and cultural artifacts.

2.07 Draw inferences about the role of cultural diversity in the Greco-Roman world.

COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives

3.01 Predict the different technical meanings of the specialized vocabulary of other disciplines, using the knowledge of Greek and Latin roots, prefixes, and suffixes.

3.02 Analyze implicit and explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.

3.03 Compare and contrast ancient and contemporary cultural products and perspectives using independent research employing print, non-print, electronic materials, and cultural artifacts.

3.03 Make inferences and draw conclusions about the impact of the historical continuity of the Latin language and Greco-Roman civilization on subsequent civilizations, using independent research employing print, non-print, electronic materials, and cultural artifacts.

3.04 Apply information, skills, and learning strategies from the Latin class to other disciplines.

3.05 Utilize information, skills, and learning strategies in the Latin class that are common to other disciplines.

COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into their own language and culture through the study of Latin and the Greco-Roman world.

Objectives

4.01 Predict the meaning of the vocabulary of English and other languages based on knowledge of common Latin and Greek roots, prefixes and suffixes.

LATIN III

4.02 Demonstrate an understanding of the sound patterns of Latin in various literary genres and compare them to those of English.
4.03 Compare and contrast orally and in writing increasingly complex structural patterns of Latin and of English.
4.04 Investigate similarities and differences of various literary genres in Latin and English, using adapted and original texts.
4.05 Demonstrate understanding orally and in writing of words, phrases, idioms, and concepts that do not transfer directly from Latin to English.
4.06 Demonstrate an understanding of the connections between Latin and English by recognizing cognates, derivatives and loan words.
4.07 Demonstrate an appreciation of cultural differences by identifying similarities and differences in Greco-Roman culture(s) and their own culture(s), discovered through independent research and reading of adapted and original texts.
4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s), discovered through independent research and reading of adapted and original texts.
4.09 Give examples of the influence of Latin and Greco-Roman culture on the development of the student's culture(s), discovered through independent research and reading of adapted and original texts.

COMPETENCY GOAL 5: COMMUNITIES – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives
5.01 Share, exchange and present information about the influence of Latin and the Greco-Roman culture to others in the school and extended community.
5.02 Communicate knowledge of Greco-Roman influences throughout the global community using presentational technology such as power point and various multi-media resources.
5.03 Perform and/or participate in a school or community lecture, performance, celebration or competition at a level appropriate to the student (e.g. school, local, statewide and national academic contests, classical league meetings, conventions.)
5.04 Demonstrate from the study of Greco-Roman culture the ways in which cultural diversity has been part of society from antiquity.

LATIN IV

Students enrolled in Latin IV have successfully completed Latin III.

A major focus of Level IV Latin is on the reading of authentic Latin texts with grammar taught in context of the readings. Emphasis is placed on figures of speech, analysis and essay writing.

There is more in depth study of the Greco-Roman culture and its influence throughout the world, as well as the student's own culture. Students are able to connect the Latin language to other disciplines and compare it to their own language.

Note: The objectives for Latin IV are written at the honors level; therefore this course is assigned to category H (1 point).

COMPETENCY GOAL 1: COMMUNICATION – The student will read, understand, and interpret Latin developing oral, auditory and writing skills as part of the language learning process.

> **Objectives**
> 1.01 Read and demonstrate comprehension of a variety of adapted and authentic Latin texts.
> 1.02 Demonstrate the ability to move beyond literal reading comprehension by interpreting, making inferences and analyzing a chosen author or authors orally and in writing in English.
> 1.03 Demonstrate knowledge of vocabulary, inflectional system and syntax appropriate to a chosen author or authors.
> 1.04 Recognize, interpret and explain content, stylistic features and meter of a chosen author or authors.
> 1.05 Demonstrate the ability to interpret a Latin passage by reading it aloud with accurate pronunciation, meaningful phrase grouping, appropriate voice inflection, and attention to poetic meter.

COMPETENCY GOAL 2: CULTURES —The student will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of the Greco-Roman culture.

> **Objectives**
> 2.01 Analyze and discuss variations of patterns of behavior or interaction within the Greco-Roman culture.
> 2.02 Make inferences about the Greco-Roman culture and its people by participating in and experiencing customs, traditions and celebrations.

LATIN IV

2.03 Analyze and discuss Roman literature and the arts in order to understand the cultural practices and perspectives of the people of the Greco-Roman world using print, non-print, electronic resources and media, and cultural artifacts.

2.04 Examine the geographical features of the Greco-Roman world and explain their impact on its peoples and cultures using print, non-print, electronic resources and multimedia tools, and cultural artifacts.

2.05 Evaluate the impact of influential people and events, and their contributions to Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.

2.06 Form and support opinions about daily life in Greco-Roman culture using print, non-print, electronic resources, and cultural artifacts.

2.07 Demonstrate an understanding of the role of cultural diversity in the Greco-Roman world through presentations using print, non-print, and electronic resources and multimedia tools.

COMPETENCY GOAL 3: CONNECTIONS – The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives

3.01 Determine the different technical meanings of specialized vocabulary in the context of other disciplines using the knowledge of Greek and Latin roots, prefixes and suffixes.

3.02 Analyze and evaluate the effectiveness of implicit and explicit allusions to Greco-Roman mythology and history in literature, the arts, and other disciplines.

3.03 Analyze similarities and differences in ancient and contemporary cultural products and perspectives using methods employing print, non-print, electronic materials and cultural artifacts stressing readings of original texts.

3.03 Make inferences and draw conclusions about the impact of the historical continuity of the Latin language and Greco-Roman civilization on subsequent civilizations, using methods including independent research and reading of original texts.

3.04 Apply information, skills, and learning strategies from the Latin class to other disciplines.

3.05 Integrate information, skills, and learning strategies that are common to other disciplines in the Latin class.

COMPETENCY GOAL 4: COMPARISONS – The student will develop insight into the English language and their own culture through the study of Latin and the Greco-Roman world.

Objectives

4.01 Determine the meaning of the vocabulary of English and other languages based on knowledge of common Latin and Greek roots, prefixes and suffixes.

LATIN IV

4.02 Analyze the sound patterns of Latin in various literary genres and compare them to English.
4.03 Compare and contrast (orally or in writing) increasingly complex structural patterns of Latin and of English.
4.04 Analyze similarities and differences of various literary genres in Latin and English, using original texts.
4.05 Use orally and in writing words, phrases, idioms, and concepts that do not transfer directly from Latin to English.
4.06 Analyze the connections between Latin and the student's language(s) by applying cognates, derivatives and loan words.
4.07 Analyze similarities and differences in Greco-Roman culture(s) and the student's culture(s), discovered through independent research and reading of original texts.
4.08 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world and in the student's culture(s), discovered through independent research and reading of original texts.
4.09 Give examples of the influence of Latin and Greco-Roman culture on the development of the student's culture(s), discovered through independent research and reading of original texts.

COMPETENCY GOAL 5: COMMUNITIES – The students will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives
5.01 Share, exchange and present information about the influence of Latin and Greco-Roman culture to others in the school and extended community using presentational technology such as power point and various multi-media resources.
5.02 Evaluate Greco-Roman influences throughout the global community using print, non-print, electronic resources, multi-media tools and cultural artifacts.
5.03 Participate in the community of classical scholars through cultural events, contests, lectures and scholarships at levels appropriate to the student. (e.g. SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)
5.04 Compare and contrast cultural diversity in the Greco-Roman world with today's multi-cultural society.

Advanced Placement (AP) Latin

The AP Vergil and the AP Latin Literature courses are designed to provide rigorous, intermediate college level classical language courses for high school students. The College Board recommends that teachers complete an AP Institute or workshop before teaching an AP course. However, there is no official AP teacher certification issued by the College Board or by the state. Additional information on teacher professional development is available at the College Board website http://apcentral.collegeboard.com. AP teachers can also join a discussion group with other AP teachers in their discipline by signing up on AP Central. Students can visit www.collegeboard.com/apstudents for additional information.

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Students enrolled in the course are expected to take the AP exam in order to validate their academic experience, although students are not required to take the course before taking the exam. In order to be successful in this course, students need previous intensive language development and/or a minimum of three years of formal language instruction or the equivalent.

AP LATIN

In Advanced Placement Vergil, students study lines from the *Aeneid,* that appear on the course syllabus. In Advanced Placement Latin Literature, students follow one of three syllabi, which focus on a pair of authors and their works.

Therefore, both courses emphasize the skills required for the student to successfully read, translate into English, understand, analyze and interpret the required readings, including the cultural, social, and political context of the literature on the syllabus. Students will also focus on writing well-developed essays in English.

COMPETENCY GOAL 1: COMMUNICATION –The student will read, write, understand and interpret Latin developing oral, auditory and written skills as part of the language learning process.

   Objectives
   1.01 Write a literal English translation of a Latin passage, accurately reflecting the tense, voice, number and mood of verbs, maintaining both subject–verb agreement and the tense and voice of participles in English.
   1.02 Explicate specific words or phrases in context.
   1.03 Identify the context and significance of excerpts from the required readings.
   1.04 Identify and analyze characteristic or noteworthy features of the authors' modes of expression in passages, including their use of imagery, figures of speech, sound, and metrical effects.
   1.05 Discuss motifs or themes common to reading selections of a particular author.
   1.06 Analyze characters and/or situations as portrayed in passages of a particular author.
   1.07 Write an analytical and interpretive essay about an issue of importance relevant to a passage in Latin that refers specifically to the Latin to support its arguments in English.
   1.08 Scan the meters used by poets in selected texts.

COMPETENCY GOAL 2: CULTURES—The student will gain knowledge and demonstrate understanding of the relationship among practices, products and perspectives of the Greco-Roman culture.

   Objectives
   2.01 Analyze and discuss variations in patterns of behavior or interaction within the Greco-Roman culture as reflected in the readings.

AP LATIN

2.02 Analyze and discuss Latin literature and classical art in order to understand the cultural practices and perspectives of the Greco-Roman world as reflected in the readings.
2.03 Examine the geographical features of the Greco-Roman world as reflected in the readings.
2.04 Evaluate the impact of influential people and events on Greco-Roman culture as reflected in the-readings.
2.05 Form and support opinions about daily life in Greco-Roman culture as reflected in the readings.
2.06 Demonstrate an understanding of the role of cultural diversity in the Greco-Roman world as reflected in the-readings.

COMPETENCY GOAL 3: CONNECTIONS--The student will relate Latin and the Greco-Roman world to other disciplines.

Objectives
3.01 Analyze and evaluate the effectiveness of implicit and explicit allusions in Latin literature to Greco-Roman mythology and history.
3.02 Make inferences and draw conclusions about the impact of choice authors on subsequent literature and visual arts.
3.03 Apply and integrate information, skills and learning strategies developed in the Latin class to other disciplines orally, in writing or using print, non-print, electronic resources, multimedia tools or cultural artifacts.

COMPETENCY GOAL 4: COMPARISONS--The student will develop insight into the student's language and culture through the study of Latin and the Greco-Roman culture.

Objectives
4.01 Compare and contrast, orally and in writing, increasingly complex structural patterns used by choice Latin authors with English.
4.02 Analyze similarities and differences of various literary genres in Latin and in English.
4.03 Analyze similarities and differences between Greco-Roman culture as reflected in the Latin literature, and the student's culture(s).
4.04 Compare and contrast the cultural traditions and celebrations in the Greco-Roman world, as reflected in the Latin literature with the student's culture(s).
4.05 Assess the influence of Latin and Greco-Roman culture, as reflected in the Latin literature, on the student's culture(s).

AP LATIN

COMPETENCY GOAL 5: Communities – The student will use and apply their knowledge of Latin and of Greco-Roman culture in a diverse world.

Objectives

5.01 Share, exchange, and present information about the influence of Latin and the Greco-Roman culture, as reflected in the Latin literature to others in the school and in the extended community using advanced presentational technology such as web design or web quest.

5.02 Evaluate Greco-Roman influences throughout the global community using presentational technology.

5.03 Participate in the community of classical scholars in cultural events, contests, lectures, and scholarship at levels appropriate to the AP student (*e.g.,* SAT II, local declamation contests, statewide and national academic contests, classical league meetings and conventions, etc.)

5.04 Compare and contrast the cultural diversity in the Greco-Roman world, as reflected in the assigned texts, with today's multi-cultural society.

GLOSSARY

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

Acquisition/Learning: "acquisition of a second language" refers to the natural way one acquires a first language through meaningful communication, whereas learning a second language implies the formal study of a language including grammatical rules

Advance organizer: a visual, title, graph or question which presents a structure for the new material by relating it to the learner's existing knowledge.

Advanced placement (AP): high school program which provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs; usually refers to course which follows curriculum of College Board and may lead to credit at a college or university.

Alternative assessment: assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are performance assessments, portfolio, demonstrations, checklists, self-assessment, peer assessment, learning logs and journals.

Argumentative communication: written, spoken, or visual creation that involves defining issues and proposing reasonable solutions.

Argumentative writing: one of the four chief composition modes. Its purpose is to convince a reader or listener by establishing the truth or falsity of a proposition.

Articulation: seamless transition from one level to the next.

Assessment: collection and organization of data on student progress in achieving set objectives. Data collected can consist of observations, grades, or anecdotal records.

Audience: collection of intended readers, listeners, or viewers for a particular work or performance. An audience may be physically present (a group of community leaders) or separated by time and distance (in the case of written texts).

Aural: related to the sense of hearing.

Authentic assessment: form of performance assessment structured around a real-life problem or situation (*Florida Curriculum*). Sometimes used interchangeably with alternative assessment.

Authentic materials: books, tapes, videos, games, magazines, and other materials produced for use by native speakers of the language.

Chicano: a person of Mexican parents living in the U.S.

Circumlocution: indirect way of expressing something. Circumlocution is used when one does not know a specific word and may speak "around it" to get the message across.

Code switching: use of both English and Spanish in an utterance (also referred to as using Spanglish).

Communicative competence: ability to function in a communicative setting - that is to produce and understand what is appropriate to say, how it should be said, and when it should be said.

Community: a) all the people living in a particular district or city b) the district or city where they live (*Webster's NewWorld Dictionary*).

Content-based program: a foreign language teaching approach in which content from one or several subject areas from the regular school curriculum is taught in the foreign language.

Context: the overall situation (social or cultural) in which the language learning occurs. Also the linguistic environment.

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.

Contextualization: presentation of information to a reader or listener as part of a context and not in isolation. This term can be used when vocabulary and grammar are taught for a communicative purpose rather than for their own sake.

Continuation program: foreign language program which builds on the language skills previously acquired by the student.

Controlled paragraphs: paragraphs written according to stated guidelines, e.g., a certain readability level, a certain purpose for writing such as self-description.

Cooperative learning: instructional approach in which students work together as a team with each member contributing to the completion of the task or project.

Courtesy formulae: polite or helpful conventional expressions or remarks such as "thank you," "you are welcome," and please."

Critical communication: written, spoken, or visual combinations of ideas to fulfill a need or to obtain the original and otherwise appropriate results.

Cross-cultural: spanning more than one culture.

Cues: sources of information used by readers or listeners to construct meaning.

Culturally acceptable vocabulary: vocabulary, which is socially appropriate within a given culture.

Dialect: the form or variety of a spoken language peculiar to a region, community, social, or occupational group.

Dialogue journal: a notebook in which student and teacher communicate regularly in writing. The topic is usually chosen by the student who elects to write as much as

he/she chooses. The teacher responds by asking questions, making comments but never correcting nor giving a grade.

Discrete item: test item which is assessed in isolation to see if a student has mastered a specific structure.

Dual Language (two-way bilingual programs): These programs group native speakers of English with native speakers of the target language. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to the day (morning in one language and afternoon in the other).

Educated native speaker: native speaker of the language who uses standard speech free of dialect and slang.

Environments: types of communication by purpose, audience, and context. In this document, environment refers to the following modes of communication (1) expressive, (2) informational, (3) argumentative, (4) critical, (5) literary, and (6) grammar/language usage.

Everyday words: words a student would use in commonplace situations at home or in school.

Explicit: clearly stated and leaving nothing implied (*Webster's New World Dictionary*).

Explicate: to give a detailed explanation. Latin students may be asked, for instance, to explicate a reference to mythology, to Roman history, or to Roman religious celebrations in the context of the passage.

Expressive communication: written, spoken, or visual creation that reveals or explores thought, feelings, and observations.

FLES: Foreign Language in the Elementary Schools. It is a well-articulated, sequenced second language program for children. Classes are taught in the language. Listening, speaking, and culture are stressed during the primary grades, with reading and writing introduced when appropriate.

FLEX: Foreign Language Exploration. It is a short-term exploratory program often found at the middle grades level. It is not articulated with the elementary nor with the high school program. 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).

Figurative: not in its original, usual, literal, or exact sense of reference (*Webster's NewWorld Dictionary*).

Framework: broad organizing structure for the essential knowledge and skills in a program area.

Function: use of the language for an intended purpose, e.g., to give directions, to make a request.

Functional objectives: objectives centered around the uses to which the language can be put, e.g., asking questions, expressing disagreement.

Functional use: ability to communicate in the second language on topics appropriate to age level.

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

Graphic organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

Heritage language: refers to immigrant languages, indigenous languages, and colonial languages. Both Navajo people and Spanish-speaking Latinos in the United States are heritage language speakers.

Heritage language speaker: someone who has had exposure to a non-English language outside the formal education system. It most often refers to someone with a home background in the language, but may refer to anyone who has had in-depth exposure to another language.

High 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).

Hispanic: person of Latin American or Spanish descent.

Idiomatic expression: expression which has a different meaning from the literal (e.g., by the skin of his teeth). Idiomatic expressions make no sense when translated literally from one language to another.

Immersion: approach to foreign language instruction in which the regular curriculum is taught in the foreign language.

Implicit: suggested or to be understood though not plainly expressed (*Webster's NewWorld Dictionary*).

Inference: judgment or conclusion based on reasoning, e.g., reasoning by inference from given premises.

Inflection: any change in tone or pitch of the voice (*Webster's World Wide Dictionary*).

Informational communication: written, spoken, or visual creation that involves giving information to explain realities or ideas.
Definition: In a definition composition, the writer identifies a key work or concept, explains it to the reader, and answers the question "What is it?" A definition composition goes beyond the concise, formal dictionary definition to distinguish details and characteristics clearly.
Cause and Effect: Examines the relationship between an event or circumstance and its causes and/or its effects. The writer explains a situation, condition, or event (effects) and explains why it occurred or reasons it exists (causes).
Problem-Solution: identifies a problem, a conflict, or issue of concern and presents one or more possible solutions.

Internalize: to make a part of one's own thinking.

Interpersonal intelligence: students who can read the moods and intentions of others and who have developed the ability to work cooperatively in a group possess interpersonal intelligence. Those students are also very adept at communicating verbally and non-verbally with other people.

Interpret: to have or show one's own understanding of the meaning; to bring out the meaning (*Webster's WorldWide Dictionary*).

Intrapersonal intelligence: students who have a keen understanding of their own feelings and who use that insight to guide their behavior possess intrapersonal intelligence.

Kinesthetic intelligence: students who possess kinesthetic intelligence have control over their bodily motions and have the talent to manipulate objects with deftness.

Language experience: approach to learning to read in which a group of students' own words or short oral compositions are written down and used as materials of instruction. The writing usually follows a shared experience.

Latino: person of Latino American descent.

Learning styles: preferred style of learning of student

Learning strategies: "steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (Oxford, 1989).

Literal: following or representing the exact words of the original; word-for-word; based on the actual words and their ordinary meaning (*WorldWide Dictionary*).

Literal translation: A literal translation is "accurate and precise…The tense, voice, number and mood of verbs need to be translated literally; subject-verb agreement must be correct; participles should be rendered precisely with regard to tense and voice; ablative absolutes may be rendered literally or as subordinate clauses; however, the tense and number of the participle must be rendered accurately." (AP Latin course description, p.20)

Meters, scansion & scan: Latin poetry requires regular patterns of long and short syllables, and these patterns are called meters. "Scansion includes recognizing elision and the metrical quantity of syllables." To scan poetry is to recognize and indicate its metrical patterns. (Latin AP course description, pp. 22, 31, 42-45)

Multicultural: addressing several cultures.

Multilingual: having more than one language.

Multiple intelligences: theory that individuals can learn in multiple ways. Howard Gardner has identified eight intelligences: mathematical/logical, verbal/linguistic, musical/rhythmic, visual/spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalist/physical world.

Narrative: text in any form that recounts events or series of events or tells a story. Forms of narrative include personal and imaginative.

Non-verbal cue: source of information used by readers or listeners to construct meaning not involving language. Can involve facial expressions, gestures, and eye contact.

Non-print text: any medium/text that creates meaning through sound or images or both, such as symbols, words, songs, speeches, pictures, and illustrations not in traditional print form including those seen on computers, films, and in the environment.

Nonprint: symbols, words, pictures, and illustrations not in traditional print form such as those seen in computer programs and in the environment.

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

Objective: what is aimed at or striven for. Objectives are more specific in their focus than the global goals.

Oral/aural: dealing with speaking and listening.

Pair activity: activity involving oral or written communication between two students.

Partial immersion: approach to second language instruction in which part (at least half) of the school day is conducted in the second language.

Pattern story: story characterized by predictable story lines and the repetition of phrases and rhythm and/or rhyme which enable children to make predictions about content.

Performance-based assessment: assessment which requires the student to construct a response or create a product. Performance-based assessments are open-ended and do not have a set response.

Perspective: in this document, the term perspective is used in reference to the meanings, attitudes, values, and ideas represented by a cultural group.

Pictionary: dictionary made up of pictures and symbols drawn to represent people, things, and events. It is used for pre-reading and pre-writing activities for students who are beginning to develop reading and writing skills.

Point of view: the way in which an author reveals his or her perspective/viewpoint, as in characters, events, and ideas in telling a story.

Portfolio: collection of student's work exhibiting the student's effort, progress or achievement. In a foreign language a portfolio could include: work samples, projects, performances, audio and/or video tapes.

Practice: in this document, the term practice refers to the patterns of social interactions with and within the different people in the culture.

Primary sources: Primary sources are results of experiments or original research, literary works, autobiographies, original theories, and other materials.

Print: symbols, words, pictures, and illustrations as seen in books, magazines, leaflets.

Product: in this document, a product is a tangible representation of the culture. It can include big "C" items such as plays, music, architecture, or little "c" items such as food, artifacts, dresses, games, and songs.

Productive skills: language skills (speaking and writing) which require language output.

Proficiency: ability to communicate effectively in both oral and written forms in the cultures where the language is spoken. Proficiency is made up of three components: function, content, and accuracy.

Proficiency-based curriculum: curriculum centered around proficiency where vocabulary and grammar are not taught in isolation, but rather as tools to accomplish communicative goals in particular settings on particular subjects.

Receptive skills: language skills (listening and reading) who require the reader/listener to make sense of what he/she reads or hears.

Register: the level of language and formality used when interacting with different audiences: elders vs. siblings, teachers vs. friends, supervisor vs. job applicant.

Rubric: scoring guide composed of set criteria used to evaluate a student's performance, product, or project. The criteria describe the characteristics of the performance, product and/or project.

Scenario: classroom activity or a unit which describes what students are doing with the language.

Secondary sources: Sources compiling or critiquing original works. Examples of secondary source include literary criticism, biographies, encyclopedia articles, and journal articles critiquing the work of others.

Skimming and scanning: glancing quickly through a selection to get a sense of the topics and important ideas and then scan for particular details.

Standard: description of what a student should know and be able to do.

Strand: any of the parts that are bound together to form a whole. In this document, the needed skills to accomplish each goal.

Strategy: systematic plan for achieving a specific goal or result.

Story skeleton: organization of a story. It involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.

Structural analysis: breakdown of a whole into its parts to determine the syntactical relationships.

Summative assessment: periodic analyses of student performance designed to measure student progress in specific areas.

Syntax: way language is structured and ordered within sentences.

Target language: language being learned.

Total immersion: approach to second language instruction in which the entire school day is conducted in the second language.

Total Physical Response (TPR): approach in which students respond with physical activity to increasingly complex teacher commands.

Venn diagram: diagram consisting of two or more intersecting circles representing relationships among concepts.

Visual clues: visible information such as tangible objects, and gestures which may assist a reader in gaining meaning from unfamiliar words.

Visual organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

Webbing: strategy for developing and organizing ideas.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) PROFICIENCY GUIDELINES

Generic Descriptions-Listening

These guidelines assume that all the listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice Low   Understanding is limited to occasional words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice Mid   Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or slower rate of speech.

Novice High   Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate Low   Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number or content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate Mid   Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a   greater diversity of instructions and directions. Listening tasks not   only pertain to spontaneous face-to-face conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in oral text.
Advanced Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is proportionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp socio-cultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Generic Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies.

Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice High   Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate   The Intermediate level is characterized by the speaker's ability to:
- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks; and
-ask and answer questions.

Intermediate Low   Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate Mid   Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate - High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: - converse in a clearly participatory fashion; - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; - satisfy the requirements of school and work situations and - narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of every day situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaboration, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk causally about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.
Advanced Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
Superior	The Superior level is characterized by the speaker's ability to: - participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and - support opinions and hypothesize using native-like discourse strategies.
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical,

social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinion and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions - Reading

These guidelines assume all reading texts to be authentic and legible.

Novice Low Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice Mid Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice High Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.

Intermediate Low Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstanding will occur.

Intermediate Mid Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear internal structure. They impart basic information about which the

reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate High   Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical terms. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced   Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Advanced Plus   Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior   Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meaning derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and

low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will included a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary and misreading is rare.

Generic Descriptions - Writing

Novice Low
Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice Mid
Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice High
Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate Low
Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Intermediate Mid
Able to meet limited practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.

Intermediate High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed though verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely use basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in production of complex sentences. Uses a limited number of cohesive devices, such as pronouns accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of positions in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development, is

strongly evident, although not thoroughly executed and/or totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

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