

LOUISIANA FOREIGN LANGUAGE CONTENT STANDARDS

**STATE STANDARDS FOR
CURRICULUM DEVELOPMENT**

05/22/97

Schools That Work: Setting Higher Standards for Our Students

Rapid changes are occurring in our world and economy. The increasing complexity of work that spans the entire workforce of today's society demands that education for all students be made more relevant and useful to future careers. In response to these demands, Louisiana educators and citizens collaborated to develop an action plan to establish content standards that would raise the academic expectations of students. **Their mission was “to develop rigorous and challenging standards that will enable all Louisiana students to become lifelong learners and productive citizens for the 21st century.”** These higher academic standards and their accompanying benchmarks, which further define the standards, require students to extend the learning they have acquired by applying knowledge and skills to real life and work situations.

To prepare Louisiana students to meet the demands of society in the 21st century, the higher standards were designed to address content knowledge and application of skills. The standards focus on what students should know and be able to do. They promote and develop thinking processes which students will use in both classroom and real world situations and address the diversity of educational needs of all Louisiana students.

These content standards have been developed for all Louisiana students, including students with disabilities, gifted and talented students, as well as linguistically and culturally diverse students. Modifications for addressing their specific needs regarding curricula and instruction will be addressed through the local education agencies (LEAs).

Louisiana has made significant strides toward improving the education of our children. Our goal is to build on our strengths as we continue to improve education in our state. By developing rigorous standards and challenging assessments that align with the standards and by holding schools accountable for results, we are ensuring a better future for all our children.

Your partner for better education,

Cecil J. Picard
State Superintendent of Education

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INTRODUCTION

Louisiana has long recognized the importance of second language instruction for its citizens. In 1984, Louisiana became the first state in the nation to mandate foreign language study for all academically able Louisiana students in Grades 4 through 8. Early second language education programs throughout the state have proven to be very successful. The Louisiana Foreign Language Content Standards are based on the Louisiana Standards Task Force recognition that foreign language study be considered an essential part of the core curriculum for all Louisiana students. Possessing a good working knowledge of a second language will from this point forward be considered one of the hallmarks of an educated citizen. Such knowledge will prepare today's students for the realities and challenges of the world of the 21st century.

Importance of Second Language Study for ALL Students

Too often in the past, students have been denied the possibility of enrolling in language classes reserved for the gifted or academically able. Proficiency in a second language will enable Louisiana students to have the insight and skills needed for citizenship in the world of today and tomorrow. Proficiency in a second language allows access to and utilization of greater bodies of knowledge. Second language instruction promotes and develops critical thinking and problem-solving skills. By taking a communicative approach to language learning, second language programs in Louisiana will offer all students an opportunity to learn and succeed.

Importance of Articulation

Articulation refers to the smooth transition from one level of proficiency to another in a progressive fashion. An articulated second language program in Louisiana schools should lead students progressively through three stages: beginning stage in elementary school, developing stage in middle school, and expanding stage in high school. The lack of articulation in traditional second language programs has prohibited many students from making this natural progression in their language learning experiences.

Some Louisiana students have the opportunity to begin language studies in elementary school, while others have to wait until middle or even high school because no language program has been made available to them. Some students are offered one language in elementary school,

only to find that the middle school offers a different language or no language at all. Even those students who have the opportunity to take the same language throughout their schooling are often frustrated in foreign language studies, because their middle and high school language classes also contain students with little or no background in the language.

This leads to the start-stop phenomenon where students are learning and relearning such fundamentals as colors, numbers, days of the week, months of the year, introductions and greetings, etc., at every level of the process. It is not surprising that students become weary of language study, or worse, believe they have thoroughly mastered the language because they have been presented little or no new material in six years.

The Louisiana Foreign Language Content Standards support a truly articulated program. Middle school teachers should be able to expect incoming students to have demonstrated at least beginning-level proficiencies as described by the benchmarks for Grades 4-5. High school teachers should be able to expect incoming students to have demonstrated minimum developing-level proficiencies as described by the benchmarks for Grades 6-8. High school students who have followed this articulated program should be able to demonstrate minimum expanding-level proficiencies after at least two years of high school language study. Experience has shown that students who achieve higher levels of proficiency are also more apt to continue their language studies past the two-year university entrance requirement.

Articulated second language programs in Louisiana should therefore always be comprised of the three stages in the language-learning continuum: beginning, developing, and expanding. These three stages represent a spiraling process in language learning and therefore cannot exist independent of each other. Each stage is an integral element of the entire language-learning process.

The beginning stage should take place at the elementary school level with at least two years of daily second language instruction for students in Grades 4 and 5. Individual schools or school districts are encouraged to begin second language instruction prior to Grade 4, but the instruction should continue through Grade 5 of the elementary school regardless of the starting point.

The developing stage should take place for all students at the middle school level with three full years of daily second language instruction. Second languages must be part of the core curriculum of middle schools. As schools adopt the middle school concept, it is important that second languages not be embedded in an exploratory program. The relatively common practice of one-semester rotating courses has proven to be ineffective in articulated programs.

It should also be noted that the practice of offering high school credit courses in middle school would be counterproductive in a program advocating high levels of proficiency. The articulated Louisiana second language programs consist of a minimum sequence of seven years: two years in elementary school, three years in middle school, and two years in high school. Experience has shown that offering high school credit in middle school actually reduces the sequence to six years for most students. Should a middle school decide to continue the high school credit program, it is recommended that all the benchmarks for the developing stage of the continuum be attained in Grades 6 and 7.

The expanding stage should be offered for all students in the form of a minimum of two years of high school courses, which should be taken in Grades 9 and 10. The Louisiana Foreign Language Content Standards recommend that the Department of Education award a proficiency merit citation to be placed on high school diplomas of students who have successfully completed an articulated 4-12 program. An optional extending stage should be available for those high school students who desire to continue their language learning beyond the two years of high school. Ideally, all students would follow this extended curriculum in order to avoid interruption of their language studies, which often occurs between the secondary and postsecondary levels.

An optional third language program is designed to provide later beginning-level entry into an articulated secondary program. This program can accommodate students who wish to study a third language or who did not have the opportunity to enter the articulated 4-12 second language program in elementary school. It should be understood that, although college entry requirements can be met in this program, proficiency levels will not be as high as for those students who have followed the articulated 4-12 sequence.

The chart on the following page demonstrates the approach taken by the Content Standards to articulate vertically the study of languages other than English in Louisiana schools. By comparing second and third language study to the English/language arts 13-year sequence, one can better understand the challenge of achieving proficiency in a language other than English, a language which is strongly reinforced both inside and outside the school setting.

ARTICULATING AND INTEGRATING LOUISIANA FOREIGN LANGUAGE PROGRAMS

REQUIRED FIRST LANGUAGE (English)	MANDATED SECOND LANGUAGE (Usually French or Spanish)	OPTIONAL THIRD LANGUAGE (Any Language)
Kindergarten Language Arts	Kindergarten FLES/Immersion (optional)	
1st Grade Language Arts	1st Grade FLES/Immersion (optional)	
2nd Grade Language Arts	2nd Grade FLES/Immersion (optional)	
3rd Grade Language Arts	3rd Grade FLES/Immersion (optional)	
4th Grade Language Arts	4th Grade Year 1 - Beginning Stage	
PROFICIENCY EXAM	5th Grade Year 2 - Beginning Stage	
5th Grade Language Arts	PROFICIENCY EXAM	
6th Grade English	6th Grade Year 3 - Developing Stage	
7th Grade English	7th Grade Year 4 - Developing Stage	7th Grade Entry Level 1A
8th Grade English	8th Grade Year 5 - Developing Stage	8th Grade Entry Level 1B
PROFICIENCY EXAM	PROFICIENCY EXAM	PROFICIENCY EXAM (optional)
9th Grade English	9th Grade Year 6 - Expanding Stage	9th Grade Entry Level I or Continuing Level II
10th Grade English	10th Grade Year 7 - Expanding Stage	10th Grade Entry Level I or Continuing Levels II or III
11th Grade English	11th Grade (recommended) Year 8 - Extending Stage	11th Grade Entry Level I or Continuing Levels II, III, or IV
12th Grade English	12th Grade (recommended) Year 9 - Extending Stage	12th Grade Entry Level I or Continuing Levels II, III, IV, or V
PROFICIENCY EXAM	PROFICIENCY EXAM	PROFICIENCY EXAM (optional)

Importance of Early Language Learning

Language acquisition, whether it be in one's native language or a second language, is a lifelong process. The earlier students start acquiring a second language, the better. Recent research in psychology supports the premise that younger students are able to acquire a second language in a different manner than older students, whose monolingual processing systems have become thoroughly defined (Anderson, Plunkett, & Hammond, 1988). Immersion programs in the early grades have produced students who are able to function in either language with no harm to the mastery of other disciplines (Genessee, 1992). In fact, immersion students have been shown to perform as well as or higher than their nonimmersion counterparts in math, language arts, and other subject areas.

Recent studies have shown that students enrolled in Foreign Language in Elementary School (FLES) programs progress steadily along the novice continuum as defined by the ACTFL Proficiency Guidelines (Donato, Antonek, & Tucker, 1994). It has also been suggested that beginning language instruction at an early age will result in greater success in long-term language learning for a greater number of students.

The establishment and maintenance of high quality elementary language programs starting at least in Grade 4 are essential to the building of a successful second language continuum. Elementary language programs serve to introduce the students to the sounds and structure of the second language and to create the necessary mental processes needed to speak the language. These programs also lay the foundation for future success in language learning by promoting a sense of comfort and ease in using and enjoying the language.

Importance of Community Consensus

Even the best elementary programs become only enrichment programs if they are not followed by middle and high school programs in the same language. It is therefore imperative for each school district or community of schools to decide which language(s) will be articulated in that district. Factors that might influence this decision include cultural heritage of the community, parental preferences, and economic opportunities.

Entry level middle, and/or high school language courses should be made readily available for those students who wish to learn a third or fourth language, as well as for those students moving into a Louisiana school district without having had the benefit of an articulated program.

Importance of Structural Support

Second language programs at all levels have too often suffered from the detrimental effects of marginalization. Marginalization means that the second language program is not given the same value as other core subjects. In this situation, second language teachers often have no classroom or office and only have access to limited materials, budget, and assistance. Marginalization also means that these teachers must often teach a larger number of courses (which may also include one or more multilevel classes), thus having less preparation time than their counterparts in other disciplines.

The Louisiana Content Standards Task Force has recognized second language instruction as essential to the preparation of lifelong learners and productive citizens for the 21st century. The Louisiana Foreign Language Content Standards therefore recommend that all second language programs and all second language teachers be given consideration comparable to that granted the other core areas.

LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. **Communication**: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
2. **Problem Solving**: The identification of an obstacle or challenge and the application of knowledge and thinking processes, which include reasoning, decision making, and inquiry, in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. **Resource Access and Utilization**: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. **Linking and Generating Knowledge**: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
5. **Citizenship**: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s choices and actions and understanding their

impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

Note: These foundation skills are listed numerically in parentheses at the end of each benchmark.

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy -- the ability to recognize an information need and then locate, evaluate, and effectively use the needed information -- is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **Defining/Focusing:** The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.
2. **Selecting Tools and Resources:** After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.
3. **Extracting and Recording:** Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, “chunking” reading, finding main ideas, and taking notes.
4. **Processing Information:** After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.

5. **Organizing Information:** Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.
6. **Presenting Findings:** Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).
7. **Evaluating Efforts:** Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.

STRANDS, STANDARDS, AND BENCHMARKS

Strands: Categories within particular content areas which vary from discipline to discipline. Strands are interrelated and should be integrated rather than taught in isolation.

The five content strands reflect the goals for second language learning and are a basis for the future of well-articulated and integrated core curriculum second language programs in the state of Louisiana. These five strands ensure not only a vertical articulation from one grade level to the next, but also a horizontal or cross-functional articulation reaching across the entire school curriculum. Students will be expected to develop communicative and cultural competence in the language in a progressive fashion along the continuum of the learning process. Students will use the language to access information and use resources. In addition, they will transfer knowledge acquired outside the second language classroom to the language learning process. Students will reflect on their own language, culture, and community.

All of the strands should be taught at all grade levels in a richly interwoven manner in order to give learners a thorough grasp of all aspects of the language. High expectations at all levels will guide learners to higher levels of proficiency in the language.

Focus: A statement describing the importance of a content strand.

Each content strand is introduced in this document with a focus statement which describes the rationale for the strand and its application for Louisiana's second language students. Discussions of educational findings and historical perspectives are provided to give theoretical support and substance.

Content Standard: A description of what students should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of their education.

Each content strand has been divided into content standards which broadly define what second language students should know and be able to do as a result of the language-learning process. These standards have been designed to be representative of the background and needs of Louisiana students.

Benchmark: A broad statement of process and/or content that is used as a reference to develop curriculum and assess student progress.

Benchmark code: The first two letters indicate the strand (CM=Communication, CL=Cultures, CN=Connections, CP=Comparisons, CT=Communities). The following number indicates the standard. The following letter indicates the level (B=Beginning, D=Developing, E=Expanding/Extending). The last number indicates the benchmark. For example: CM-1-D1 refers to the Communication Strand, Standard One, Developing-Level Benchmark One.

Sample benchmarks have been developed as indicators of progress for each of the following levels: beginning (Grades 4-5), developing (Grades 6-8), and expanding/extending (Grades 9-12). The maintenance of articulated programs throughout the state will be a necessary component for the students to be able to achieve the designated benchmarks.

LOUISIANA FOREIGN LANGUAGE CONTENT STRANDS

COMMUNICATION

Communicate in Languages Other Than English

CULTURES

Gain Knowledge and Understanding of Other Cultures

CONNECTIONS

Connect with Other Disciplines and Acquire Information

COMPARISONS

Develop Insight into the Nature of Language and Culture

COMMUNITIES

**Participate in Multilingual Communities
at Home and Around the World**

LOUISIANA FOREIGN LANGUAGE CONTENT STANDARDS

COMMUNICATION

- 1. Interpretive Mode -- Students understand and interpret spoken and written communication in the target language on a variety of topics.**
- 2. Interpersonal Mode -- Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.**
- 3. Presentational Mode -- Students present, through oral and written communications, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact or in a one-to-many mode.**

CULTURES

- 1. Practices -- Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and perspectives (meanings, attitudes, values, ideas) of the target cultures.**
- 2. Products -- Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.**

CONNECTIONS

- 1. Reinforcement -- Students reinforce and further their knowledge of other disciplines through the second language.**
- 2. Acquisition -- Students acquire information and recognize the distinctive viewpoints that are available only through the second language and its cultures.**

COMPARISONS

- 1. Nature of Language -- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**
- 2. Concept of Culture -- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

COMMUNITIES

1. **Learning -- Students use the language both within and beyond the school setting.**
2. **Enrichment -- Students show evidence of becoming lifelong learners by using the language for enjoyment and enrichment.**
3. **Careers -- Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.**

COMMUNICATION STRAND

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

FOCUS

For Louisiana students, the ability to function competently in at least one other language in addition to English should be seen as a reflection of their multilingual and pluricultural environment. Communicative competence goes far beyond the rote memorization of vocabulary and syntax in learning to use a language. Students must develop ease with the language, familiarity with the cultures that use the language, and an awareness of how language and culture interact in societies. Such competence takes language learning far beyond a superficial exposure to the language into a profound understanding of the language as a means of communication.

The business community has recognized the vital need for today's students and tomorrow's work force to become competent in languages other than English, in order to function in the interdependent economic world of the 21st century. Louisiana students must be able to speak, read, and comprehend a second language in real-life situations. 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 literature.

The Louisiana Foreign Language Content Standards recognize the importance of communicative competence based on three modes of communication: interpretive, interpersonal, and presentational. These modes of communication are based on the theory that meaning lies within the listener, viewer, or reader, and that within dialogue (whether oral or written) meaning is constantly being negotiated. This concept of negotiating meaning is especially important when dealing with persons of another culture or persons who speak another language.

Interpretation allows the listener or reader to use appropriate cultural knowledge to understand written and spoken forms of language. Interpretation requires the use of the receptive skills (viewing, listening, and reading). The interpretive mode of communication does not include active negotiation of meaning between the listener and the speaker or the reader and the writer.

The interpersonal mode calls for active negotiation of meaning between listeners and speakers or readers and writers. A natural pattern of adjustment and clarification occurs in this mode in order to achieve successful communication. Both receptive (viewing, listening, and reading) and productive (showing, speaking, and writing) skills are required in the interpersonal mode.

The presentational mode does not include active negotiation of meaning between listeners and speakers or readers and writers. This mode calls for the creation of messages to be interpreted by listeners or readers. Only productive (showing, speaking, and writing) skills are used in this mode.

COMMUNICATIVE MODES

	Interpretive Mode	Interpersonal Mode	Presentational Mode
Definitions	<p>Receptive communication of oral or written messages.</p> <p>Mediated communication via print and nonprint materials.</p> <p>Listener, viewer, reader works with visual or recorded materials whose creator is absent.</p>	<p>Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact.</p> <p>Direct oral communication between individuals who come into personal contact.</p>	<p>Productive communication using oral or written language.</p> <p>Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode.</p> <p>Author or creator of visual or recorded materials not known personally to listener, viewer, or reader.</p>
Paths	<p>Primarily receptive abilities: listening, reading, viewing.</p>	<p>Productive abilities: showing, speaking, writing.</p> <p>Receptive abilities: listening, reading, viewing.</p>	<p>Productive abilities: showing, speaking, writing.</p>
Cultural Knowledge	<p>Knowledge of how cultural perspectives are embedded in products (literary, artistic).</p> <p>Knowledge of how meaning is encoded in products.</p> <p>Ability to analyze content, compare it to information available in the native language, and assess linguistic and cultural differences.</p> <p>Ability to analyze and compare content in the cultures to interpret the native culture.</p>	<p>Knowledge of cultural perspectives governing interactions between individuals of different ages, status, backgrounds.</p> <p>Ability to recognize that languages use different practices to communicate.</p> <p>Ability to recognize that cultures use different patterns of interaction.</p>	<p>Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader.</p> <p>Ability to present cross-cultural information based on the background of the audience.</p> <p>Ability to recognize that cultures use different patterns of interaction.</p>
<p>Knowledge of the Linguistic System</p> <p>The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.</p> <p>Adapted from <u>Standards for foreign language learning: Preparing for the 21st century.</u></p>			

COMMUNICATION STRAND COMMUNICATION STANDARD 1 Interpretive Mode

Students understand and interpret spoken and written communication in the target language on a variety of topics.

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CM-1-B1 demonstrating comprehension of simple oral and/or written instructions through appropriate physical response;
(1)**
- CM-1-B2 demonstrating comprehension in age-appropriate oral discourse, such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes;
(1,4)**
- CM-1-B3 demonstrating comprehension of brief spoken and/or written messages on familiar topics, such as personal preferences, family, school events, and celebrations;
(1)**
- CM-1-B4 identifying familiar people, events, places, animals, and things based on oral and/or simple written descriptions;
(1)**
- CM-1-B5 demonstrating comprehension of simple oral and/or written statements using numbers, time, and weather;
(1, 4)**
- CM-1-B6 demonstrating comprehension of the main idea contained in various media, such as simple announcements, illustrated texts, posters, or advertisements;
(1, 4)**

- CM-1-B7** demonstrating comprehension of simple visual and auditory cues, such as gestures and intonation.
(1)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage plus the following:

- CM-1-D1** demonstrating comprehension of oral and written instructions connected to daily activities through appropriate responses;
(1)
- CM-1-D2** demonstrating comprehension of the main ideas and identifying the principal characters in reading selections in age-appropriate literature from the target cultures;
(1, 4)
- CM-1-D3** demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events;
(1, 4)
- CM-1-D4** demonstrating comprehension of the main ideas and significant details from written, recorded, or live stories, songs, poems, and plays;
(1,4)
- CM-1-D5** demonstrating comprehension of oral and written messages by applying concepts of numbers, time, and weather to real-life situations;
(1, 2, 4)
- CM-1-D6** demonstrating comprehension of information in the target language from the news media, commercials, magazines, electronic mail, or other sources;
(1, 4)
- CM-1-D7** demonstrating comprehension of visual and auditory cues, such as gestures and intonation.

(1)

**EXPANDING/EXTENDING STAGE
BENCHMARKS 9-12**

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CM-1-E1** demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal and informal settings;
(1)
- CM-1-E2** demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts;
(1, 4)
- CM-1-E3** identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences;
(1, 4)
- CM-1-E4** identifying the main ideas from written or oral media, such as film, documentaries, and other presentations;
(1, 4)
- CM-1-E5** understanding and applying information using mathematics, scheduling, weather or climate;
(1, 3, 4)
- CM-1-E6** demonstrating an understanding of the principal elements of nonfiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures;
(1, 3, 4)
- CM-1-E7** interpreting visual and auditory cues, such as gestures and intonation.
(1)

COMMUNICATION STANDARD 2

Interpersonal Mode

Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CM-2-B1** following and giving simple directions for participating in age-appropriate classroom and cultural activities;
(1)
- CM-2-B2** requesting and acknowledging clarification, assistance, permission, and directions;
(1, 5)
- CM-2-B3** exchanging basic information about people, events, places, animals, and things through description or by asking and answering simple questions;
(1)
- CM-2-B4** exchanging opinions and preferences about people, events, places, animals, and things;
(1)
- CM-2-B5** exchanging information incorporating numbers, time, and weather;
(1, 2, 4)
- CM-2-B6** requesting or providing and accepting or refusing items or services;
(1)
- CM-2-B7** using age-appropriate greetings, gestures, and introductions to exchange essential information;
(1)

CM-2-B8 sharing likes, dislikes, feelings, and emotions in a variety of situations.
(1, 5)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

CM-2-D1 following and giving directions for participating in age-appropriate classroom and cultural activities;
(1)

CM-2-D2 requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings;
(1, 5)

CM-2-D3 exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events;
(1)

CM-2-D4 comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things;
(1, 4)

CM-2-D5 exchanging and applying information incorporating numbers, time, schedules, and weather;
(1, 4)

CM-2-D6 requesting and providing goods, services, or information in a variety of settings;
(1, 4)

CM-2-D7 using age-appropriate greetings, gestures, and introductions to exchange essential information;
(1)

CM-2-D8 expressing feelings, emotions, and opinions in a variety of situations and appropriately responding to the feelings and emotions expressed by others.
(1, 4)

05/22/97

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CM-2-E1** following and giving detailed instructions for participating in age-appropriate classroom and cultural activities;
(1)
- CM-2-E2** requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings;
(1, 5)
- CM-2-E3** exchanging information about past, current, or future events in the target cultures or those being studied in another subject;
(1, 3, 4)
- CM-2-E4** sharing ideas about and personal reactions to a variety of sources, both live and recorded;
(1, 4)
- CM-2-E5** describing issues and problems that are of concern to members of the native and target cultures;
(1, 2, 3, 5)
- CM-2-E6** negotiating the acquisition of goods, services, or information, according to changing circumstances;
(1, 4)
- CM-2-E7** using age-appropriate greetings, gestures, and introductions to exchange essential information;
(1)
- CM-2-E8** exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues.
(1, 3, 5)

05/22/97

COMMUNICATION STANDARD 3

Presentational Mode

Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CM-3-B1** giving simple instructions for age-appropriate classroom and/or cultural activities;
(1)
- CM-3-B2** presenting simple information incorporating numbers, time, and weather;
(1, 4)
- CM-3-B3** giving short oral and/or written messages about people, events, places, animals, and things;
(1, 4)
- CM-3-B4** dramatizing songs, short anecdotes, or poetry commonly known by peers in the target cultures;
(1)
- CM-3-B5** preparing illustrated stories, posters, or advertisements about activities or events in the native environment;
(1, 3, 4)
- CM-3-B6** telling or retelling simple stories orally or in writing;
(1)
- CM-3-B7** telling simple facts about products and/or practices of the target cultures.
(1, 3, 4)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CM-3-D1** preparing and/or presenting short announcements and messages connected to daily activities in both the native and target cultures;
(1)
- CM-3-D2** presenting information incorporating numbers, time, and weather;
(1, 4)
- CM-3-D3** preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects;
(1, 4)
- CM-3-D4** presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language;
(1)
- CM-3-D5** preparing audio- or video-recorded messages on topics of personal interest;
(1, 3, 4)
- CM-3-D6** preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events;
(1, 2, 3, 4)
- CM-3-D7** retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos;
(1, 4)
- CM-3-D8** preparing short presentations about products and/or practices of the native and target cultures.
(1, 3, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CM-3-E1** summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas;
(1, 4)
- CM-3-E2** producing information incorporating numbers, time, and weather;
(1, 4)
- CM-3-E3** writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures;
(1, 4)
- CM-3-E4** performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language;
(1)
- CM-3-E5** writing a letter or an article for presentation or publication expressing opinions about an issue;
(1, 3, 4, 5)
- CM-3-E6** preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods, or services;
(1, 2, 3, 4)
- CM-3-E7** summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures;
(1, 4)
- CM-3-E8** preparing and presenting orally and/or in writing information describing elements of the target cultures, including literary genres, fine arts, and film.
(1, 3, 4)

CULTURES STRAND

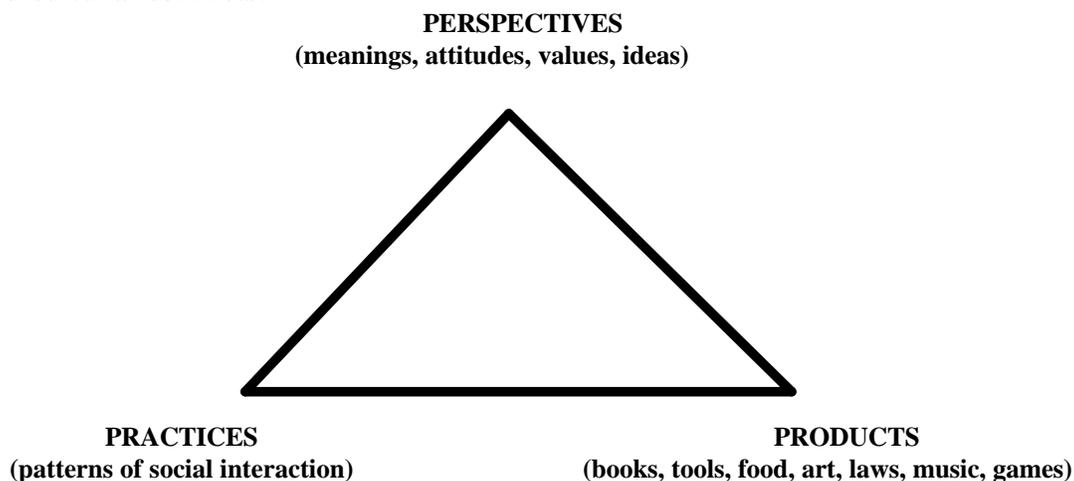
GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

FOCUS

Studying another language allows the student to regard a culture on its own terms. Only those who speak the target language can truly understand the intrinsic relationship between the culture as it is lived and the language that is spoken. It is incumbent upon Louisiana students to develop an awareness of other people's views of the world, their unique way of life, and the patterns of behavior which order their world, as well as an understanding of the contributions of other cultures to our society.

By influencing both behavior and psychological processes, culture affects the way in which different peoples perceive the world (Bowman, 1989). The teaching of culture must be an integral part of second language programs in order to help students appreciate the people who speak the language (Flewelling, 1994). However, it must be recognized that understanding a culture implies much more than simply learning facts about it (Shrum & Glisan, 1994).

Culture is perceived as being composed of the perspectives (meaning, attitudes, values, ideas), practices (patterns of social interactions), and products (books, tools, foods, laws, music, games) of a society. Language is the primary vehicle for expressing cultural perspectives and for participating in social practices. The study of a second language provides opportunities for students to develop insights into a culture that are available in no other way. Through exploration of cultural patterns, the second language student becomes sensitive to similarities and differences within both the native and the target cultural groups and can thereby learn to avoid cultural conflicts.



Adapted from Standards for foreign language learning: Preparing for the 21st century.

CULTURES STRAND

CULTURES STANDARD 1

Practices

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CL-1-B1 identifying and reacting to cultural perspectives and practices in the culture studied, such as greetings, leave-takings, and common social interactions;
(1, 5)**
- CL-1-B2 identifying commonly held positive and negative generalizations about the culture studied;
(1, 2, 4, 5)**
- CL-1-B3 participating in age-appropriate cultural activities, such as music, rhythm, dance, games, and/or celebrations;
(1, 4, 5)**
- CL-1-B4 identifying social and geographic factors that impact cultural practices;
(1, 4)**
- CL-1-B5 demonstrating a comprehension of common words, phrases, and idioms that reflect the target cultures;
(1)**
- CL-1-B6 using units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock.
(2, 4)**

- CL-1-B7** demonstrating an awareness of social customs related to religion, school, family life, folklore, and holidays.
(4, 5)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CL-1-D1** using age-appropriate verbal and nonverbal behaviors in daily activities typical of the target cultures;
(1, 4)
- CL-1-D2** identifying cultural practices that give rise to commonly held generalizations and/or stereotypes;
(2, 3, 4)
- CL-1-D3** participating in age-appropriate cultural activities, such as games, social situations, class and school projects, and special occasions or holidays;
(5)
- CL-1-D4** identifying and describing social, geographic, and historical factors that impact cultural practices;
(3, 4)
- CL-1-D5** demonstrating an understanding of the cultural connotations of common words, phrases, and idioms;
(1)
- CL-1-D6** applying units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock;
(2, 4)
- CL-1-D7** identifying social customs related to religion, family life, folklore, and holidays;
(3, 4, 5)

CL-1-D8 distinguishing differences in cultural practices and expressions among same-language cultures;
(3, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

CL-1-E1 using appropriate verbal and nonverbal behaviors reflecting formal and informal situations;
(1)

CL-1-E2 describing and evaluating commonly held generalizations about the target cultures;
(1, 2, 3)

CL-1-E3 identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment;
(1, 5)

CL-1-E4 identifying and explaining significant factors (historical, geographic, economic, political) that impact cultural practices;
(4)

CL-1-E5 integrating culturally embedded words, phrases, and idioms in everyday communication;
(1)

CL-1-E6 describing social customs related to religion, school, government, family life, folklore, and holidays;
(3, 4, 5)

CL-1-E7 comparing and contrasting cultural practices, expressions, and social customs among same-language cultures;
(4)

CULTURES STANDARD 2

Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes the following:

- CL-2-B1** identifying tangible products and symbols of the culture (e.g., toys, dress, types of buildings, and foods) using authentic materials;
(1, 3)
- CL-2-B2** identifying and reacting to expressive products of the target cultures, such as children's songs, children's literature, and types of art work;
(1, 4)
- CL-2-B3** recognizing major contributions or products of the target cultures.
(3, 4, 5)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CL-2-D1** identifying tangible and intangible products and symbols of the culture (e.g., toys, dress, types of buildings, foods) using authentic materials;
(1, 3)
- CL-2-D2** recognizing major works of art, music, and/or literature of the target cultures;

(1, 4)

CL-2-D3 identifying major scientific and historical contributions of the target cultures.
(3, 4, 5)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

CL-2-E1 identifying, describing, and/or producing symbols and products typical of the target cultures;
(1, 3)

CL-2-E2 discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music;
(1, 4)

CL-2-E3 summarizing the effects of the target cultures' contributions/products on other societies.
(1, 4)

CONNECTIONS STRAND

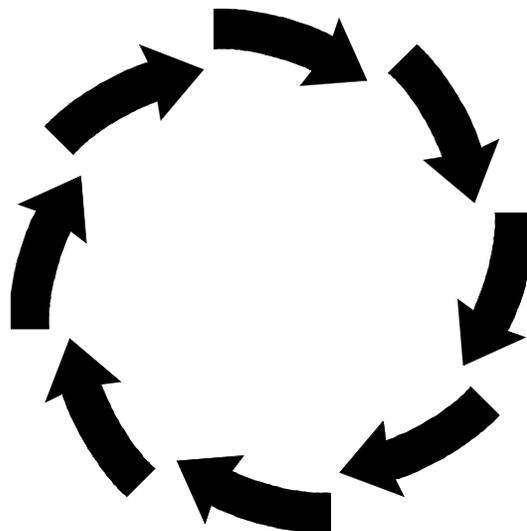
Connect with Other Disciplines and Acquire Information

FOCUS

Studies have shown that in order to promote the development of content knowledge, content should be made relevant to students' lives (Henze & Lucas, 1995). Isolating language from meaning and communication can only undermine the effectiveness of second language instruction.

Students are not empty vessels when they come into the second language classroom. They bring with them their experience and knowledge acquired in other areas of the curriculum, as well as from their personal lives. Content-based instruction incorporates a wide range of disciplines in the presentation of the second language. Math, science, social studies, language arts, music, art, and physical education are valuable resources in a content-based program. Studies have shown that students have higher motivation and proficiency levels through the use of content-based instruction (Leaver & Stryker, 1989).

Connecting with other disciplines is fundamental to articulation in second language programs, because it allows students to reinforce the knowledge of other subject areas while practicing the target language. The benchmarks in the Connections Strand are deliberately broad in nature to allow educators discretion in designing their local curricula.



CONNECTIONS STRAND CONNECTIONS STANDARD 1 Reinforcement

Students reinforce and further their knowledge of other disciplines through the second language.

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CN-1-B1** demonstrating comprehension of oral messages related to topics studied in other classes;
(1, 4)
- CN-1-B2** explaining in simple terms basic concepts from other subject areas, including weather, measurements, animals, insects, and geography;
(1, 4)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CN-1-D1** demonstrating comprehension of articles or short recordings in the target language on topics studied in other classes;
(1, 4)
- CN-1-D2** exchanging information about topics from other school subjects in the target language;
(1, 4)

- CN-1-D3** presenting oral or written reports in the target language on topics studied in other classes;
(1, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CN-1-E1** locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills;
(1, 4)
- CN-1-E2** discussing topics from other school subjects in the target language;
(1, 4)
- CN-1-E3** combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom.
(1, 4)

CONNECTIONS STANDARD 2

Acquisition

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

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

CN-2-B1 finding information in authentic materials.
(1)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

CN-2-D1 finding and using information in authentic materials.
(1, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

CN-2-E1 comparing information found in authentic materials in both the native and target languages on topics of personal interest.
(4)

COMPARISONS STRAND

Develop Insight into the Nature of Language and Culture

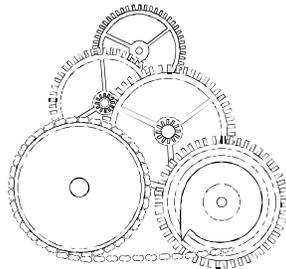
FOCUS

Students become better equipped to reflect on their native language and culture after having studied other languages and cultures. As students become aware of and sensitive to the behaviors, perspectives, and products of other cultures, they begin to realize how other cultures might perceive the behaviors, perspectives, and products of Americans.

One of the most direct methods available to understanding a world different from our own is through the learning of a second language. “Speakers of a particular culture share similar perceptions of reality that are represented by the vocabulary and linguistic structures of their language” (Ramírez, 1995, p. 58). In pluralistic societies, second language programs are beneficial in promoting cultural awareness and understanding. The second language classroom should serve as a springboard for cross-cultural comparisons and help students take on a new and broader perspective (Curtain & Pesola, 1994).

Even simple vocabulary instruction can provide new cultural vistas for the second language learner. In such categories as fruits and vegetables, most Americans demonstrate a lack of familiarity with many food items commonly used in other cultures (Lin & Schwanenflugel, 1995). It can therefore be seen that this comparative approach can begin at a very early stage in the instruction of second languages.

Students often express that through the study of another language they develop a deeper understanding of the syntactical structuring of their own language. First language vocabulary and reading strategies are also enhanced through second-language study.



COMPARISONS STRAND

COMPARISONS STANDARD 1

Nature of Language

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

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CP-1-B1** citing and using words borrowed from the target language;
(1, 3, 4)
- CP-1-B2** citing and using cognates;
(1, 4)
- CP-1-B3** identifying idiomatic expressions in both the native and target languages;
(1, 4)
- CP-1-B4** demonstrating awareness of formal and informal expressions in the target language;
(1, 2, 5)
- CP-1-B5** identifying and comparing sound patterns;
(1, 4)
- CP-1-B6** identifying and practicing structural patterns of the target language;
(1)
- CP-1-B7** demonstrating awareness of a variety of ways to express ideas.
(1, 2)

DEVELOPING STAGE

BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CP-1-D1** recognizing the differences and similarities between the words or expressions from the target and native languages;
(1, 3, 4)
- CP-1-D2** using cognates and false cognates appropriately;
(1, 4)
- CP-1-D3** demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other;
(1, 4)
- CP-1-D4** using formal and informal expressions in the target language;
(1, 2, 5)
- CP-1-D5** identifying and using critical sound distinctions that must be mastered in order to communicate meaning;
(1, 4)
- CP-1-D6** using the structural patterns of the target language;
(1)
- CP-1-D7** expressing ideas in a variety of ways.
(1, 2)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CP-1-E1** describing grammatical elements of the target language and comparing them with grammatical elements in the native language;
(1, 3, 4)

- CP-1-E2** using cognates and false cognates appropriately;
(1, 4)

- CP-1-E3** comparing meanings of words, idioms, and/or vocal inflections of the target and native languages;
(1, 4)

- CP-1-E4** comparing formal and informal expressions of the native and target languages;
(1, 2, 5)

- CP-1-E5** comparing and contrasting the writing and sound systems of the target and native languages;
(1, 3, 4)

- CP-1-E6** using and comparing the structural patterns of the target and native languages;
(1)

- CP-1-E7** expressing ideas in a variety of ways.
(1, 2)

COMPARISONS STANDARD 2

Concept of Culture

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

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CP-2-B1** comparing simple patterns of verbal and nonverbal behavior or interaction in various cultural settings (e.g., table manners, greetings);
(1, 4, 5)
- CP-2-B2** comparing tangible products of the native and target cultures, using authentic materials (e.g., toys, food, clothing);
(1, 3, 4)
- CP-2-B3** comparing intangible products of the native and target cultures, using authentic materials (e.g., rhymes, songs, folktales);
(1, 3, 4)
- CP-2-B4** identifying contributions of the target cultures to the native culture (e.g., food, architecture, clothing, arts).
(1, 4)

DEVELOPING STAGE

BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CP-2-D1** contrasting verbal and nonverbal behavior in native and target cultures;

(1, 4, 5)

CP-2-D2 demonstrating an understanding of the reasons why certain products originate and are important to particular cultures;
(1, 3, 4)

CP-2-D3 comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays);
(1, 3, 4)

CP-2-D4 comparing the practices and expressive products of the native and target cultures (e.g., historical, business or scientific contributions, music, works of art, and literature).
(1, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

CP-2-E1 identifying and comparing perspectives and practices of the target culture with those of the native culture;
(1, 4, 5)

CP-2-E2 describing the relationship between the products and perspectives in the target culture and comparing these with the native culture;
(1, 3, 4)

CP-2-E3 comparing various institutions of the native and target cultures (e.g., educational, legal, economic, and governmental);
(1, 3, 4, 5)

CP-2-E4 identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres.
(1, 4)

COMMUNITIES STRAND Participate in Multilingual Communities

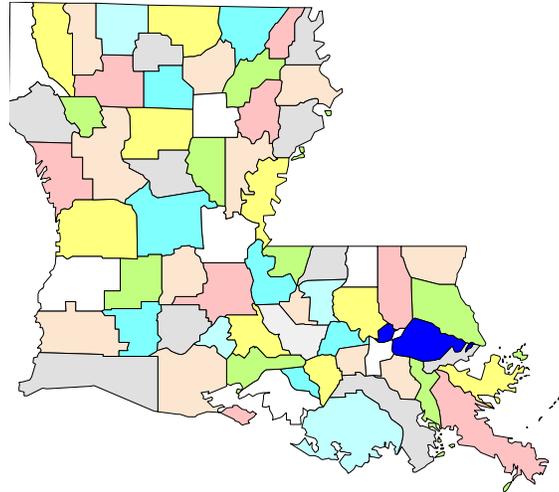
At Home and Around the World

FOCUS

The idea of integrating the community, the child, and the learning experience hails back to the educational philosophy of Dewey.

From the standpoint of the child, the great waste in the school comes from his inability to utilize the experiences he gets outside the school in any complete and free way within the school itself; while, on the other hand, he is unable to apply in daily life what he is learning at school. That is the isolation of the school -- its isolation from life. When the child gets into the schoolroom he has to put out of his mind a large part of the ideas, interests, and activities that predominate in his home and neighborhood (1990, p. 75).

The fact that Louisiana is a multilingual state whose diverse culture has enriched the state economically, socially, and politically underscores the need that students (and the public) be made aware of the benefits to be gained by acquiring a second language. This somewhat utilitarian approach to foreign language learning is becoming more and more critical in today's shrinking world. Louisiana students will find themselves competing to a greater degree than ever before with their counterparts abroad who have had the definite advantage of learning at least one second language. This competition will take place not only in the economic arena, but also in the domains of politics, the arts, and technology. Furthermore, Louisiana communities that continue to speak their native languages must be validated for their contributions to the state.



COMMUNITIES STRAND

COMMUNITIES STANDARD 1

Learning

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

BEGINNING STAGE

BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CT-1-B1** communicating on a personal level with speakers of the target language either face-to-face or via notes, electronic mail, and/or audio or video recordings;
(1, 3, 4)
- CT-1-B2** interacting with members of the local community using the target language;
(1, 3, 4)
- CT-1-B3** sharing knowledge about languages and culture with others in the community;
(1, 5)

- CT-1-B4** illustrating and presenting a logo, poster, greeting card, poem, skit, song, and/or story to present to others;
(1, 2, 3, 4)
- CT-1-B5** performing for a school, community, or special cultural event.
(1, 3, 5)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CT-1-D1** **communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of general interest;
(1, 3, 4)**

- CT-1-D2** **interacting with members of the local community using the target language, as well as local dialects;
(1, 3, 4)**

- CT-1-D3** **participating in age-appropriate class or club activities which benefit the school or community;
(4, 5)**

- CT-1-D4** **writing and illustrating a logo, poster, greeting card, poem, skit, song, and/or story to present to others in the school or community;
(1, 2, 3, 4)**

- CT-1-D5** **preparing and/or performing for a school, community, or special cultural event.
(1, 3, 4, 5)**

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CT-1-E1 communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern;
(1, 3, 4)**

- CT-1-E2 using community resources to research a topic related to culture and/or language study;
(3, 4)**

- CT-1-E3 participating in age-appropriate class or club activities which benefit the school or community;
(4, 5)**

- CT-1-E4 presenting researched material about foreign language and culture to others in the community;
(1, 2, 3, 4)**

- CT-1-E5 preparing and/or performing for a school, community, or special cultural event.
(1, 3, 4, 5)**

COMMUNITIES STANDARD 2

Enrichment

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

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

- CT-2-B1** reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment;
(3, 4)
- CT-2-B2** participating in age-appropriate sports and/or games from the target cultures;
(1, 2, 5)
- CT-2-B3** attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures;
(1, 4, 5)
- CT-2-B4** listening to music, singing songs, or playing musical instruments from the target cultures.
(1, 4)

DEVELOPING STAGE BENCHMARKS GRADES 6-8

As students progress through the developing stage of the continuum of second language learning in Grades 6-8, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

- CT-2-D1** reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment;
(3, 4)
- CT-2-D2** identifying and participating in age-appropriate sports or games from the target cultures;
(4, 5)
- CT-2-D3** attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures;
(1, 4, 5)
- CT-2-D4** listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures;
(1, 4)
- CT-2-D5** planning a real or imaginary trip.
(2, 3, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CT-2-E1 reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment;
(3, 4)**
- CT-2-E2 participating in age-appropriate sports or games from the target cultures;
(4, 5)**
- CT-2-E3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures;
(1, 4, 5)**
- CT-2-E4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures;
(1, 4)**
- CT-2-E5 planning a real or imaginary trip.
(2, 3, 4)**

COMMUNITIES STANDARD 3

Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

BEGINNING STAGE BENCHMARKS 4-5

As students progress through the beginning stage of the continuum of second language learning in Grades 4-5, what they know and are able to do in the target language in real-life situations includes:

CT-3-B1 identifying common professions;
(3, 4, 5)

CT-3-B2 identifying and using simple vocabulary related to the world of work.
(1, 4)

DEVELOPING STAGE BENCHMARKS 6-8

As students progress along the developing stage of the continuum of second language learning, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning stage, plus the following:

CT-3-D1 identifying professions in which the ability to communicate in the target language is a distinct advantage;
(3, 4, 5)

CT-3-D2 identifying and using vocabulary related to the world of work;
(1, 4)

CT-3-D3 reading and writing work-related notes and messages;
(1)

CT-3-D4 reading and extracting information from materials, such as graphs and schedules;
(2, 3, 4)

EXPANDING/EXTENDING STAGE BENCHMARKS 9-12

As students progress through the expanding and extending stages of the continuum of second language learning in Grades 9-12, what they know and are able to do in the target language in real-life situations includes the benchmarks for the beginning and developing stages, plus the following:

- CT-3-E1 identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the culture is required;
(5)**

- CT-3-E2 writing and presenting work-related scenarios which incorporate appropriate vocabulary;
(1, 4)**

- CT-3-E3 reading and writing work-related notes, messages, and letters;
(1)**

- CT-3-E4 interpreting work-related materials, such as graphs and schedules;
(2, 3, 4)**

- CT-3-E5 identifying and using work-place appropriate verbal and nonverbal behaviors.
(1, 4, 5)**

CONTINUUM OF LANGUAGE LEARNING/TABLES

This section of the Louisiana Foreign Language Content Standards demonstrates how the benchmarks have been articulated for Grades 4 through 12. Failure to provide students the opportunity to progress along this spiral continuum of language learning would result in inadequate proficiency levels according to the standards set forth in this document.



COMMUNICATION STRAND

COMMUNICATION STANDARD 1

Interpretive Mode

Students understand and interpret spoken and written communication in the target language on a variety of topics.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they know and are able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CM-1-B1 demonstrating comprehension of simple oral and/or written instructions through appropriate physical response.

(1)

CM-1-B2 demonstrating comprehension in age-appropriate oral discourse, such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.

(1, 4)

CM-1-B3 demonstrating comprehension of brief spoken and/or written messages on familiar topics, such as personal preferences, family, school events, and celebrations.

(1)

DEVELOPING

(Grades 6-8)

CM-1-D1 demonstrating comprehension of oral and written instructions connected to daily activities through appropriate responses.

(1)

CM-1-D2 demonstrating comprehension of the main ideas and identifying the principal characters in reading selections in age-appropriate literature from the target cultures.

(1, 4)

CM-1-D3 demonstrating comprehension of spoken and written messages on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events.

(1, 4)

EXPANDING AND EXTENDING

(Grades 9-12)

CM-1-E1 demonstrating through appropriate responses an understanding of written and spoken language, as expressed by speakers of the target language in both formal and informal settings.

(1)

CM-1-E2 demonstrating comprehension of the main ideas and themes in selections from various literary genres and the arts.

(1,4)

CM-1-E3 identifying the main ideas and significant details of live and/or recorded discussions, lectures, films, or presentations on personal current or past experiences.

(1, 4)

BEGINNING

(Grades 4-5)

CM-1-B4 identifying familiar people, events, places, animals, and things based on oral and/or simple written descriptions.
(1)

CM-1-B5 demonstrating comprehension of simple oral and written statements using numbers, time, and weather.
(1, 4)

CM-1-B6 demonstrating comprehension of the main idea contained in various media, such as simple announcements, illustrated texts, posters, or advertisements.
(1, 4)

CM-1-B7 demonstrating comprehension of simple visual and auditory cues, such as gestures and intonation.
(1)

DEVELOPING

(Grades 6-8)

CM-1-D4 demonstrating comprehension of the main ideas and significant details from written, recorded, or live stories, songs, poems, and plays.
(1, 4)

CM-1-D5 demonstrating comprehension of oral and written messages by applying concepts of numbers, time, and weather to real-life situations.
(1, 2, 4)

CM-1-D6 demonstrating comprehension of information in the target language from the news media, commercials, magazines, electronic mail, or other sources.
(1, 4)

CM-1-D7 demonstrating comprehension of visual and auditory cues, such as gestures and intonation.
(1)

**EXPANDING
AND EXTENDING**

(Grades 9-12)

CM-1-E4 identifying the main ideas from written or oral media, such as films, documentaries, and other presentations.
(1, 4)

CM-1-E5 understanding and using information incorporating mathematics, scheduling, weather, or climate.
(1, 3, 4)

CM-1-E6 demonstrating an understanding of the principal elements of non-fiction articles from newspapers, magazines, radio, television, or the Internet on topics of current and/or historical importance to members of the target cultures.
(1, 3, 4)

CM-1-E7 interpreting visual and auditory cues, such as gestures and intonation.
(1)

COMMUNICATION STRAND

Communication Standard 2

Interpersonal Mode

Students engage in direct oral and written communication in the target language in order to socialize, provide and obtain information, acquire goods and services, express feelings and emotions, and exchange opinions.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CM-2-B1 following and giving simple directions for participating in age-appropriate classroom and cultural activities.

(1)

CM-2-B2 requesting and acknowledging clarification, assistance, permission, and directions.

(1, 5)

CM-2-B3 exchanging basic information about people, events, places, animals, and things through description or by asking and answering simple questions.

(1)

DEVELOPING

(Grades 6-8)

CM-2-D1 following and giving directions for participating in age-appropriate classroom and cultural activities.

(1)

CM-2-D2 requesting and acknowledging clarification, assistance, permission, and directions in a variety of settings.

(1, 5)

CM-2-D3 exchanging information on topics such as personal interests, memorable experiences, school activities, family life, and other pertinent events.

(1)

EXPANDING AND EXTENDING

(Grades 9-12)

CM-2-E1 following and giving detailed instructions for participating in age-appropriate classroom and cultural activities.

(1)

CM-2-E2 requesting, acknowledging, and supplying clarification, assistance, permission, and directions in a variety of settings.

(1, 5)

CM-2-E3 exchanging information about past, current, or future events in the target cultures or those being studied in another subject.

(1, 3, 4)

BEGINNING*(Grades 4-5)*

CM-2-B4 exchanging opinions and preferences about people, events, places, animals, and things.

(1)

CM-2-B5 exchanging information incorporating numbers, time, and weather.

(1, 2, 4)

CM-2-B6 requesting or providing and accepting or refusing items or services.

(1)

CM-2-B7 using age-appropriate greetings, gestures, and introductions to exchange essential information.

(1)

CM-2-B8 sharing likes, dislikes, feelings, and emotions in a variety of situations.

(1, 5)

DEVELOPING*(Grades 6-8)*

CM-2-D4 comparing, contrasting, and exchanging opinions and preferences about people, events, places, animals, and things.

(1, 4)

CM-2-D5 exchanging and applying information incorporating numbers, time, schedules, and weather.

(1, 4)

CM-2-D6 requesting and providing goods, services, or information in a variety of settings.

(1, 4)

CM-2-D7 using age-appropriate greetings, gestures, and introductions to exchange essential information.

(1)

CM-2-D8 expressing feelings, emotions, and opinions in a variety of situations and appropriately responding to the feelings and emotions expressed by others.

(1, 4)

**EXPANDING
AND EXTENDING***(Grades 9-12)*

CM-2-E4 sharing ideas about personal reactions to a variety of sources, both live and recorded.

(1, 4)

CM-2-E5 describing issues and problems that are of concern to members of the native and target cultures.

(1, 2, 3, 5)

CM-2-E6 negotiating the acquisition of goods, services, or information, according to changing circumstances.

(1, 4)

CM-2-E7 using age-appropriate greetings, gestures, and introductions to exchange essential information.

(1)

CM-2-E8 exchanging, supporting, and discussing opinions on a variety of topics dealing with personal, contemporary, or historical issues.

(1, 3, 5)

COMMUNICATION STRAND

Communication Standard 3

Presentational Mode

Students present, through oral and written communication, information, concepts, and ideas on a variety of topics to an audience of listeners or readers with whom there is no immediate personal contact, or in a one-to-many mode.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CM-3-B1 giving simple instructions for age-appropriate classroom and/or cultural activities.
(1)

CM-3-B2 presenting simple information incorporating numbers, time, and weather.
(1, 4)

CM-3-B3 giving short oral and/or written messages about people, events, places, animals, and things.
(1, 4)

DEVELOPING

(Grades 6-8)

CM-3-D1 preparing and/or presenting short announcements and messages connected to daily activities in both the native and target cultures.
(1)

CM-3-D2 presenting information incorporating numbers, time, and weather.
(1, 4)

CM-3-D3 preparing and/or presenting short stories or brief reports about personal experiences, events, or other subjects.
(1, 4)

EXPANDING AND EXTENDING

(Grades 9-12)

CM-3-E1 summarizing and presenting information based on personal experiences, a topic from the target cultures, or other subject areas.
(1, 4)

CM-3-E2 producing information incorporating numbers, time, and weather.
(1, 4)

CM-3-E3 writing and/or performing original stories, poems, short plays, or skits based on personal experiences or on themes from the target cultures.
(1, 4)

BEGINNING*(Grades 4-5)*

CM-3-B4 dramatizing songs, short anecdotes, or poetry commonly known by peers in the target cultures.

(1)

CM-3-B5 preparing illustrated stories, posters, or advertisements about activities or events in the native environment.

(1, 3, 4)

CM-3-B6 telling or retelling simple stories orally or in writing.

(1)

CM-3-B7 telling simple facts about products and/or practices of the target cultures.

(1, 3, 4)

DEVELOPING*(Grades 6-8)*

CM-3-D4 presenting short plays and skits, reciting poems and anecdotes, and performing songs and/or dances in the target language.

(1)

CM-3-D5 preparing audio- or video-recorded messages on topics of personal interest.

(1, 3, 4)

CM-3-D6 preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities or events.

(1, 2, 3, 4)

CM-3-D7 retelling, orally or in writing, selected pieces of age-appropriate literature and films or videos.

(1, 4)

CM-3-D8 preparing short presentations about products and/or practices of the native and target cultures.

(1, 3, 4)

**EXPANDING
AND EXTENDING***(Grades 9-12)*

CM-3-E4 performing scenes from plays and/or reciting poems or excerpts from short stories commonly read by speakers of the target language.

(1)

CM-3-E5 writing a letter or an article for presentation or publication expressing opinions about an issue.

(1, 3, 4, 5)

CM-3-E6 preparing and/or presenting illustrated stories, skits, posters, or advertisements about activities, events, goods, or services.

(1, 2, 3, 4)

CM-3-E7 summarizing the main plot, main idea, and characters in a literary selection or documentary from the target cultures.

(1, 4)

CM-3-E8 preparing and presenting orally or in writing information describing elements of the target cultures including literary genres, fine arts, and film.

(1, 3, 4)

CULTURES STRAND

Cultures Standard 1 Practices

Students demonstrate an understanding of the relationship between the practices (patterns of social interactions) and the perspectives (meanings, attitudes, values, ideas) of the target cultures.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CL-1-B1 identifying and reacting to cultural perspectives and practices in the culture studied, such as greetings, leave-takings, and common social interactions.
(1, 5)

CL-1-B2 identifying commonly held positive and negative generalizations about the culture studied.
(1, 2, 4, 5)

CL-1-B3 participating in age-appropriate cultural activities, such as music, rhythm, dance, games, and/or celebrations.
(1, 4, 5)

DEVELOPING

(Grades 6-8)

CL-1-D1 using age-appropriate verbal and non-verbal behaviors in daily activities typical of the target cultures.
(1, 4)

CL-1-D2 identifying cultural practices that give rise to commonly held generalizations and/or stereotypes.
(2, 3, 4)

CL-1-D3 participating in age-appropriate cultural activities, such as games, social situations, class and school projects, and special occasions or holidays.
(5)

EXPANDING AND EXTENDING

(Grades 9-12)

CL-1-E1 using appropriate verbal and nonverbal behaviors reflecting formal and informal situations.
(1)

CL-1-E2 describing and evaluating commonly held generalizations about the target cultures.
(1, 2, 3)

CL-1-E3 identifying, organizing, and/or participating in cultural practices such as games, sports, and entertainment.
(1, 5)

BEGINNING*(Grades 4-5)*

CL-1-B4 identifying social and geographic factors that impact cultural practices.
(1, 4)

CL-1-B5 demonstrating a comprehension of common words, phrases, and idioms that reflect the target cultures.
(1)

CL-1-B6 using units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock.
(2, 4)

CL-1-B7 demonstrating an awareness of social customs related to school, religion, family life, folklore, and holidays.
(4, 5)

DEVELOPING*(Grades 6-8)*

CL-1-D4 identifying and describing social, geographic, and historical factors that impact cultural practices.
(3, 4)

CL-1-D5 demonstrating an understanding of the cultural connotations of common words, phrases, and idioms.
(1)

CL-1-D6 applying units of measurement from the target cultures, such as currency, the metric system, and the 24-hour clock.
(2, 4)

CL-1-D7 identifying social customs related to school, religion, family life, folklore, and holidays.
(3, 4, 5)

CL-1-D8 distinguishing between differences in cultural practices and expressions among same-language cultures.
(3, 4)

**EXPANDING
AND EXTENDING***(Grades 9-12)*

CL-1-E4 identifying and explaining significant factors (geographic, historical, economic, political) that impact cultural practices.
(4)

CL-1-E5 integrating culturally embedded words, phrases, and idioms in everyday communication.
(1)

CL-1-E6 describing social customs related to school, government, religion, family life, folklore, and holidays.
(3, 4, 5)

CL-1-E7 comparing and contrasting cultural practices, expressions, and social customs among same-language cultures.
(4)

CULTURES STRAND

Cultures Standard 2

Products

Students demonstrate an understanding of the relationship between the products (books, tools, food, art, laws, music, games) and perspectives (meanings, attitudes, values, ideas) of the target cultures.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CL-2-B1 identifying tangible products and symbols of the culture (e.g., toys, dress, types of buildings, and foods) using authentic materials.
(1, 3)

CL-2-B2 identifying and reacting to expressive products of the target cultures, such as children's songs, children's literature, and types of art work.
(1, 4)

CL-2-B3 recognizing major contributions or products of the target cultures.
(3, 4, 5)

DEVELOPING

(Grades 6-8)

CL-2-D1 identifying tangible and intangible products and symbols of the target culture (e.g., toys, dress, types of buildings, foods) using authentic materials.
(1, 3)

CL-2-D2 recognizing major works of art, music, and/or literature of the target cultures.
(1, 4)

CL-2-D3 identifying major scientific and historical contributions of the target cultures.
(3, 4, 5)

EXPANDING

AND EXTENDING

(Grades 9-12)

CL-2-E1 identifying, describing, and/or producing symbols and products typical of the target cultures.
(1, 3)

CL-2-E2 discussing the expressive products of the target cultures, including visual arts, architecture, literature, dance, and music.
(1, 4)

CL-2-E3 summarizing the effects of the target cultures' contributions/products on other societies.
(1, 4)

CONNECTIONS STRAND

Connections Standard 1 Reinforcement

Students reinforce and further their knowledge of other disciplines through the second language.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CN-1-B1 demonstrating comprehension of oral messages related to topics studied in other classes.
(1, 4)

CN-1-B2 explaining in simple terms basic concepts from other subject areas (e.g., weather, measurements, animals, insects, and geography).
(1, 4)

DEVELOPING

(Grades 6-8)

CN-1-D1 demonstrating comprehension of articles or short recordings in the target language related to topics studied in other classes.
(1, 4)

CN-1-D2 exchanging information about topics from other school subjects in the target language.
(1, 4)

CN-1-D3 presenting oral or written reports in the target language on topics studied in other classes.
(1, 4)

EXPANDING AND EXTENDING

(Grades 9-12)

CN-1-E1 locating information using a variety of sources in the target language about a topic studied in other school subjects, using reading and/or listening skills.
(1, 4)

CN-1-E2 discussing topics from other school subjects in the target language.
(1, 4)

CN-1-E3 combining information from other school subjects with information available in the second language in order to complete activities in the second language classroom.
(1, 4)

CONNECTIONS STRAND

Connections Standard 2

Acquisition

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

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CN-2-B1 finding information in authentic materials.
(1)

DEVELOPING

(Grades 6-8)

CN-2-D1 finding and using information in authentic materials.
(1, 4)

*EXPANDING
AND EXTENDING*

(Grades 9-12)

CN-2-E1 comparing information found in authentic materials in both the native and target languages on topics of personal interest.
(4)

COMPARISONS STRAND

Comparisons Standard 1

Nature of Language

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

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CP-1-B1 citing and using words borrowed from the target language.
(1, 3, 4)

CP-1-B2 citing and using cognates.
(1, 4)

CP-1-B3 identifying idiomatic expressions in both the native and target languages.
(1, 4)

DEVELOPING

(Grades 6-8)

CP-1-D1 recognizing the differences and similarities between words or expressions from the target and native languages.
(1, 3, 4)

CP-1-D2 using cognates and false cognates appropriately.
(1, 4)

CP-1-D3 demonstrating an awareness that phrases, ideas, and grammatical structures might not translate directly from one language to the other.
(1, 4)

EXPANDING AND EXTENDING

(Grades 9-12)

CP-1-E1 describing grammatical elements of the target language and comparing them with grammatical elements in the native language.
(1, 3, 4)

CP-1-E2 using cognates and false cognates appropriately.
(1, 4)

CP-1-E3 comparing meanings of words, idioms, and/or vocal inflections of the target and native languages.
(1, 4)

BEGINNING

(Grades 4-5)

CP-1-B4 demonstrating awareness of formal and informal expressions in the target language.
(1, 2, 5)

CP-1-B5 identifying and comparing sound patterns.
(1, 4)

CP-1-B6 identifying and practicing structural patterns of the target language.
(1)

CP-1-B7 demonstrating awareness of a variety of ways to express ideas.
(1, 2)

DEVELOPING

(Grades 6-8)

CP-1-D4 using formal and informal expressions in the target language.
(1, 2, 5)

CP-1-D5 identifying and using critical sound distinctions that must be mastered in order to communicate meaning.
(1, 4)

CP-1-D6 using the structural patterns of the target language.
(1)

CP-1-D7 expressing ideas in a variety of ways.
(1, 2)

**EXPANDING
AND EXTENDING**

(Grades 9-12)

CP-1-E4 comparing formal and informal expressions of the native and target languages.
(1, 2, 5)

CP-1-E5 comparing and contrasting the writing and sound systems of the target and native languages.
(1, 3, 4)

CP-1-E6 using and comparing the structural patterns of the target and native languages.
(1)

CP-1-E7 expressing ideas in a variety of ways.
(1, 2)

COMPARISONS STRAND

Comparisons Standard 2

Concept of Culture

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

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CP-2-B1 comparing simple patterns of verbal and nonverbal behavior or interaction in various cultural settings (e.g., table manners, greetings).

(1, 4, 5)

CP-2-B2 comparing tangible products of the native and target cultures, using authentic materials (e.g., toys, food, clothing).

(1, 3, 4)

CP-2-B3 comparing intangible products of the native and target cultures, using authentic materials (e.g., rhymes, songs, folktales).

(1, 3, 4)

DEVELOPING

(Grades 6-8)

CP-2-D1 contrasting verbal and nonverbal behavior in native and target cultures.

(1, 4, 5)

CP-2-D2 demonstrating an understanding of the reasons why certain products originate and are important to particular cultures.

(1, 3, 4)

CP-2-D3 comparing social customs of the native and target cultures (e.g., religion, family life, folklore, and holidays).

(1, 3, 4)

EXPANDING

AND EXTENDING

(Grades 9-12)

CP-2-E1 identifying and comparing the perspectives and practices of the target culture with those of the native culture.

(1, 4, 5)

CP-2-E2 describing the relationship between the products and perspectives in the target culture and comparing these with the native culture.

(1, 3, 4)

CP-2-E3 comparing various institutions of the native and target cultures. (e.g., educational, legal, economic, and governmental).

(1, 3, 4, 5)

BEGINNING

(Grades 4-5)

CP-2-B4 identifying contributions of the target cultures to the native culture (e.g., food, architecture, clothing, arts).
(1, 4)

DEVELOPING

(Grades 6-8)

CP-2-D4 comparing the practices and expressive products of the native and target cultures (e.g., historical, business or scientific contributions, music, works of art, and literature).
(1, 4)

***EXPANDING
AND EXTENDING***

(Grades 9-12)

CP-2-E4 identifying and describing cultural perspectives as reflected in a variety of literary and artistic genres.
(1, 4)

COMMUNITIES STRAND

Communities Standard 1

Learning

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

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CT-1-B1 communicating on a personal level with speakers of the target language, either face-to-face or via notes, electronic mail, and/or audio or video recordings.
(1, 3, 4)

CT-1-B2 interacting with members of the local community using the target language.
(1, 3, 4)

CT-1-B3 sharing knowledge about languages and culture with others in the community.
(1, 5)

DEVELOPING

(Grades 6-8)

CT-1-D1 communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of general interest.
(1, 3, 4)

CT-1-D2 interacting with members of the local community using the target language as well as local dialects.
(1, 3, 4)

CT-1-D3 participating in age-appropriate class or club activities which benefit the school or community.
(4, 5)

EXPANDING AND EXTENDING

(Grades 9-12)

CT-1-E1 communicating via letters, electronic means, audio or video recordings, or in face-to-face conversation with members of the target cultures regarding topics of personal interest, community, or world concern.
(1, 3, 4)

CT-1-E2 using community resources to research a topic related to culture and/or language study.
(3, 4)

CT-1-E3 participating in age-appropriate class or club activities which benefit the school or community.
(4, 5)

BEGINNING

(Grades 4-5)

CT-1-B4 illustrating and presenting a logo, poster, greeting card, poem, skit, song, and/or story to others.
(1, 2, 3, 4)

CT-1-B5 performing for a school, community, or special cultural event.
(1, 3, 5)

DEVELOPING

(Grades 6-8)

CT-1-D4 writing and illustrating a logo, poster, greeting card, poem, skit, song, and/or story to present to others in the school or community.
(1, 2, 3, 4)

CT-1-D5 preparing and/or performing for a school, community, or special cultural event
(1, 3, 4, 5)

**EXPANDING
AND EXTENDING**

(Grades 9-12)

CT-1-E4 presenting researched material about foreign language and culture to others in the community.
(1, 2, 3, 4)

CT-1-E5 preparing and/or performing for a school, community, or special cultural event.
(1, 3, 4, 5)

COMMUNITIES STRAND

Communities Standard 2

Enrichment

Students show evidence of becoming life-long learners by using the target language for enjoyment and enrichment.

BENCHMARKS 4-12

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CT-2-B1 reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment.

(3, 4)

CT-2-B2 participating in age-appropriate sports and/or games from the target culture.

(1, 2, 5)

CT-2-B3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures.

(1, 4, 5)

CT-2-B4 listening to music, singing songs, or playing musical instruments from the target cultures.

(1, 4)

DEVELOPING

(Grades 6-8)

CT-2-D1 reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment.

(3, 4)

CT-2-D2 identifying and participating in age-appropriate sports or games from the target cultures.

(4, 5)

CT-2-D3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures.

(1, 4, 5)

CT-2-D4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures.

(1, 4)

EXPANDING

AND EXTENDING

(Grades 9-12)

CT-2-E1 reading materials and/or watching television programs (films, spots) from the target language and cultures for enjoyment.

(3, 4)

CT-2-E2 participating in age-appropriate sports or games from the target cultures.

(4, 5)

CT-2-E3 attending and/or participating in age-appropriate cultural events and/or social activities of the target cultures.

(1, 4, 5)

CT-2-E4 listening to and/or identifying music, singing songs, or playing musical instruments from the target cultures.

(1, 4)

BEGINNING

(Grades 4-5)

DEVELOPING

(Grades 6-8)

CT-2-D5 planning a real or
imaginary trip.
(2, 3, 4)

***EXPANDING
AND EXTENDING***

(Grades 9-12)

CT-2-E5 planning a real or
imaginary trip.
(2, 3, 4)

COMMUNITIES STRAND

Communities Standard 3

Careers

Students explore and prepare for potential career avenues in which proficiency in the target language would be beneficial.

BENCHMARKS

As students progress along the continuum of second language learning, what they should know and be able to do in the target language in real-life situations includes:

BEGINNING

(Grades 4-5)

CT-3-B1 identifying common professions.
(3, 4, 5)

CT-3-B2 identifying and using simple vocabulary related to the world of work.
(1, 4)

DEVELOPING

(Grades 6-8)

CT-3-D1 identifying professions in which the ability to communicate in the target language is a distinct advantage.
(3, 4, 5)

CT-3-D2 identifying and using vocabulary related to the world of work.
(1, 4)

CT-3-D3 reading and writing work-related notes and messages.
(1)

CT-3-D4 reading and extracting information from work-related materials, such as graphs and schedules.
(2, 3, 4)

EXPANDING

AND EXTENDING

(Grades 9-12)

CT-3-E1 identifying careers or participating in school-to-work projects where proficiency in the target language and knowledge of the cultures is required.
(5)

CT-3-E2 writing and presenting work-related scenarios which incorporate appropriate vocabulary.
(1, 4)

CT-3-E3 reading and writing work-related notes messages and letters.
(1)

CT-3-E4 interpreting work-related materials, such as graphs and schedules.
(2, 3, 4)

BEGINNING

(Grades 4-5)

DEVELOPING

(Grades 6-8)

***EXPANDING
AND EXTENDING***

(Grades 9-12)

**CT-3-E5 identifying and
using workplace appropriate
verbal and non-verbal
behaviors.**

(1, 4, 5)

FREQUENTLY ASKED QUESTIONS

The *Louisiana Foreign Language Content Standards* have been reviewed by the profession, by the public, and by external experts. The document has also been presented for review and discussion at a number of workshops throughout the state. While the overall reactions to the foreign language standards have been extremely positive, several concerns have been repeatedly expressed during this review process. Many of these same issues actually emerged during the initial writing process and were the subject of intense debates and research by the writing team. These issues are presented here in the form of most frequently asked questions.

What is the purpose of the standards document?

The goal of this document is to describe what students of foreign languages should know and be able to do at the end of grades 5, 8, and 12. The standards document is not a curriculum guide, it does not describe the status quo in all school systems, and it does not prescribe the use of any specific method. The standards do reflect best practice and provide a vision for the future in recognition of the fact that full implementation is a long-term process. It is intended to be used as the basis for curriculum development and program planning at the local level.

How do we use this document if our program only begins in middle or high school?

The standards are based on articulated foreign language programs in grades 4 through 12, with three distinct stages of language acquisition: beginning, developing, and expanding/extending. Those programs that have yet to meet the state mandate in grades 4 through 8 will have to adapt the standards to their specific program. For example, an entry-level program in grade 9 would use the beginning stage benchmarks with adaptations for age-appropriate content, while at the same time planning toward implementing a fully articulated program.

Why does this document specify that foreign languages are for all students? Doesn't the time devoted to the study of a foreign language negatively impact other core subject matter?

All students can learn a foreign language if given the opportunity for quality instruction. As in all subject areas, accommodations may have to be made to meet the needs of diverse learning styles and special populations. A growing body of educational research, both from the United States and abroad, suggests that the very process of studying a foreign language gives students a cognitive boost, enabling them to perform at higher levels in other subjects.

Students enrolled in foreign language programs generally perform better on standardized tests than students not studying a foreign language. Studies have shown that foreign language study actually improves student performance in math, language arts, and other disciplines, including first-language skills.

Are the five strands of equal importance?

The standards have been written to provide the basis for a curriculum which incorporates the important aspects of communication, culture, and content. While communication is the central focus, the other four strands provide the content to be communicated. In making connections across the curriculum, teachers are not expected to be experts in all content areas but should be able to address some issues and concepts from those areas in a communicative setting. Integrating the community in the language learning process is not limited to direct access to native speakers. Technology now offers almost unlimited resources for bringing local, state, and world communities into the foreign language classroom.

Aren't some of the standards set too high?

The standards are meant to be rigorous and challenging. School systems, teachers, students, and parents will all have to accept the shared responsibility for meeting these standards. In order to achieve excellence in education in Louisiana, expectations have been set at a high but attainable level.

Should the benchmarks be mastered at each level?

The content standards are descriptions of what students should know and be able to do. The benchmarks are broad statements of process and/or content that are used as a reference to develop curriculum and assess student progress. The standards and benchmarks are not intended to define how well or at what level of proficiency students are expected to perform. However, since these standards and benchmarks are based on a proficiency model, a companion document designed to assist in the development of local curriculum does recommend targeted proficiency levels based on the ACTFL scale for each grade level.

What is the role of grammar?

The standards and benchmarks describe how language is used in real-life communicative settings. As mentioned previously, this document does not prescribe any specific method or approach. The document neither encourages nor discourages the explicit teaching of

grammar. It is important to note, however, that the Comparison Strand focuses students' attention on the nature of language by asking students to compare their own language and the language being studied. In addition, the companion document developed by the Department of Education makes suggestions for linguistic concepts to be presented at each grade level.

How will these standards be assessed?

Although foreign languages are currently not included in the statewide assessment program, the profession has recognized the importance of assessment in order to: 1) encourage the adoption and implementation of the standards by local districts; 2) provide a tool for districts as well as individual teachers to evaluate their programs; and 3) validate foreign languages as an essential component of the core curriculum for all students. The Department of Education has been working with foreign language educators to develop competency-based assessment instruments in both French and Spanish for grades 5 and 8. These instruments are available for local school districts on request.

Where will teachers obtain the materials necessary to meet the standards and benchmarks?

The most recent foreign language textbooks have incorporated the principles of the national standards which are much the same as the Louisiana standards. This means that school districts will be able to use their allocated funds to purchase published materials appropriate to standards-based instruction. In addition, teachers have been working with the Louisiana Department of Education to create sample classroom materials in the form of comprehensive thematic units. These materials have been and continue to be widely distributed to the teaching profession. The Internet is also becoming more and more of a valuable resource for teachers to find the information and even authentic materials needed for teaching the standards.

What type of assistance will be provided to help implement the standards in the classroom?

In addition to the assessment instruments and materials mentioned above, the Louisiana Department of Education has developed a guide designed to assist school districts in the development of local curriculum. This document provides a model for the articulation of foreign language programs in grades 4 through 12, with suggestions for appropriate content, function, text type, linguistic concepts, accuracy, and proficiency levels for each grade. The Department is available to provide technical assistance in the development of local curriculum.

The Louisiana Department of Education will also continue to offer opportunities for professional development. Additionally, teacher preparation programs at local universities have begun to incorporate the standards in their methods courses. New foreign language teachers will come to the profession with an awareness not only of what standards are, but also how they can be implemented in the classroom.

Can these standards be applied to the teaching of all languages?

The standards have been written as a generic document and not specific to any particular language. Different languages have different vocabulary, structures, sound systems, writing systems, and cultures. In languages such as Latin, certain goals and activities have limited or no application, and modifications may need to be made to meet the specific needs of instruction.

GLOSSARY

A WORD ABOUT THE USE OF “FOREIGN LANGUAGE”

The use of the word “foreign” to describe the teaching of languages other than English is becoming increasingly problematic within the Louisiana context. Many of the languages taught within our schools are not “foreign” to many of our students, nor are they “foreign” to the United States. Many states have recognized this situation by referring to these languages as World Languages, Modern and Classical Languages, Languages Other Than English (LOTEs), or Second Languages, to name a few of the terms used. The members of the Louisiana Foreign Language Content Standards writing team debated this issue many times during the writing process. In the end, the term “foreign language” was maintained in the title of the document because it is readily understood by all prospective audiences. Within the document, however, the decision was made to avoid the term “foreign” whenever possible. Hence the terms “second language,” “target language,” and sometimes simply “language” are all used interchangeably to refer to languages other than English taught as an academic subject.

OTHER TERMS

<u>acquisition</u>	The process of internalizing the second language as opposed to simply memorizing the vocabulary and structure of the language.
<u>articulation</u>	The smooth transition from one level of proficiency to the next along the continuum of language learning.
<u>assessment</u>	The process of obtaining information (quantitative or qualitative) about the academic status of students or schools. Usually, the information will be used in conjunction with other information to make educational decisions, to judge instructional effectiveness/curricular adequacy, or to form policy.
<u>authentic materials</u>	Books, tapes, videos, games, etc., which have been produced for use by native speakers of the target language.
<u>benchmark</u>	A broad statement of process and/or content that is used as a reference to develop curriculum and assess student progress.

<u>cognitive</u>	Refers to the mental process or faculty by which knowledge is acquired.
<u>core curriculum</u>	Those subjects or disciplines which have been designated as necessary in the educational process.
<u>communicative approach</u>	The teaching methodology which adheres to the philosophy that communication is the main objective of language learning.
<u>context</u>	The overall situation in which the language learning process occurs.
<u>continuum</u>	The ongoing process of developing proficiency in the target language.
<u>culture</u>	Patterns of behavior characteristic of a people.
<u>dialect</u>	A language spoken by a distinct community which has its roots in a major standard world language.
<u>disciplines</u>	Academic subject areas.
<u>elaborate</u>	To develop thoroughly.
<u>generate</u>	To produce.
<u>immersion</u>	The process of teaching a language by using the language for more than fifty percent of total school instructional time to teach other disciplines (math, social studies, science, art, etc.).
<u>integral</u>	Essential for completion.
<u>life-long learning</u>	The belief that an individual continues to develop and grow throughout his lifetime through formal or informal experiences.
<u>logo</u>	A picture, symbol, or sign which represents an idea.
<u>mandate</u>	A requirement.

<u>marginalization</u>	The act of giving less value or consideration to one discipline as compared to other disciplines.
<u>native culture</u>	The environment in which the language learning process is occurring.
<u>nonverbal behavior</u>	Actions which do not involve speaking.
<u>novice</u>	A beginning language learner.
<u>perspectives</u>	The meanings, attitudes, values, and ideas of a given culture.
<u>pluricultural</u>	The diversity of a cultural community.
<u>potential career avenue</u>	Possible productive employment which utilizes the knowledge, skills, and experiences learned through studying the target language.
<u>proficiency</u>	Degree of ability to communicate in the target language.
<u>rationale</u>	The fundamental reasons for something.
<u>school-to-work project</u>	Any employment opportunity which allows the second language student to use the language being studied.
<u>spiraling</u>	The learning process of continually circling back to and expanding upon previously learned material.
<u>strands</u>	Categories within particular content areas which may vary from discipline to discipline. Strands are interrelated and should be integrated rather than taught in isolation.
<u>target cultures</u>	The culture of the people who speak the target language which includes their history, literature, and arts.
<u>target language</u>	The language being learned.
<u>test</u>	A series of questions or problems designed to determine knowledge or intelligence.

verbal behavior

Manner of speaking.

work-related
scenario

Recreation of a real-life employment situation.

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