Appendix A

Generic Course Outline For Communication Program Goal

Presented here is a generic course outline focusing on the Program Goal for Communication. Communication is the overarching goal of the *TEKS for LOTE*; it is learned and applied through specific applications of language in the other four program goal areas. Appendix B has several examples of language specific courses that show this connection of Communication to the other goals of Cultures, Connections, Comparisons, and Communities.

The following course outline provides guidance for teachers and administrators of LOTE programs to develop articulated program objectives for Communication at the novice (Course Levels I and II), intermediate (Course Levels III and IV), and advanced (Course Levels V-VII) proficiency levels. The Progress Checkpoints and Performance Expectations describe what students are expected to know and be able to do at the end of each level of proficiency. The list of language functions gives a sample of which language functions should be targeted, introduced, and/or continued for each level. A selection of sample topics is also provided for each level. For example, novice students might ask and answer questions about the school and classroom, intermediate students compare and contrast their own schools and classrooms with those in a LOTE culture, and advanced students analyze and evaluate the educational system in a LOTE culture. Administrators and teachers should adapt these suggested lists to their individual situations and programs.

NOVICE: COURSE LEVELS I AND II

Progress Checkpoint

Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

- ❖ understand short utterances when listening and respond orally with learned material;
- ❖ produce learned words, phrases, and sentences when speaking and writing;
- ❖ detect main ideas in familiar material when listening and reading;
- ❖ make lists, copy accurately, and write from dictation;
- ❖ recognize the importance in communication to know about the culture; and
- ❖ recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

Modes of Communication and Performance Expectations

Interpersonal

1.A   The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information.

Interpretive

1.B   The student is expected to demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics.

Presentational

1.C   The student is expected to present information using familiar words, phrases, and sentences to listeners and readers.

Selected Language Functions

1. greet and respond to greetings and farewells, leave-taking
2. introduce and respond to introductions
3. engage in simple conversations
4. ask and answer questions

5. express likes and dislikes
6. make and respond to requests
7. give and follow directions
8. provide and obtain information
9. express basic needs
10. understand and express important ideas and some details
11. describe and compare in simple terms
12. express agreement and disagreement
13. use and understand expressions indicating emotion
14. identify objects and persons

Sample Topics for Novice (and Intermediate) Learners

personal, biographical information
school and classroom
pets and animals
places and events
holidays
songs and music
colors
numbers
clothing
telling time
dates (months, date, year)
weather and seasons
family members
friends
nationalities
professions, work, and careers
simple greetings
simple geographical information
simple forms (e.g., a questionnaire)

courtesy expressions
money denominations
money matters
personal and place names
office and shop designations
restaurants, foods
activities and hobbies
transportation
lodging
health
customs
shopping and commercial negotiations
entertainment
sports
meeting arrangements and invitations

Example Progress Indicators: Novice (Useful for Assessment)

Interpersonal	Interpretive	Presentational
• introduce themselves and respond to biographical questions • express likes and dislikes about the immediate environment • use authentic menus to order food	• create a visual to illustrate some aspect of the language such as a folktale, song, or video • read authentic or teacher-produced passports and complete a class roster with basic biographical information • list the descriptors of the main characters after viewing a familiar video	• list the physical characteristics of a favorite person • present the location of points of interest on a map

INTERMEDIATE: COURSE LEVELS III AND IV

Progress Checkpoint

Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:

- ❖ participate in simple face-to-face communication;
- ❖ create statements and questions to communicate independently when speaking and writing;
- ❖ understand main ideas and some details of material on familiar topics when listening and reading;
- ❖ understand simple statements and questions when listening and reading;
- ❖ meet limited practical and social writing needs;
- ❖ use knowledge of the culture in the development of communication skills;
- ❖ use knowledge of the components of language, including grammar, to increase accuracy of expression; and
- ❖ cope successfully in straightforward social and survival situations.

In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.

Modes of Communication and Performance Expectations

Interpersonal

1.A The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs.

Interpretive

1.B The student is expected to interpret and demonstrate an understanding of simple, straightforward spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations.

Presentational

1.C The student is expected to present information and convey short messages on everyday topics to listeners and readers.

Selected Language Functions

Continue with Novice functions and introduce (but do not expect complete mastery):

1. express preferences and feelings
2. express and satisfy basic needs
3. understand narration and narrate in past, present, and future
4. understand, identify, and state feelings and emotions
5. compare and contrast
6. understand and give advice and suggestions
7. initiate, engage in, and close conversations
8. explain and support opinions
9. interpret

Sample Topics for Intermediate (and Novice) Learners

personal, biographical information
school and classroom
pets and animals
places and events
holidays
songs and music
colors
numbers
clothing
telling time
dates (months, date, year)
weather and seasons
family members & friends
nationalities
professions, work, and careers
simple greetings
simple geographical information
simple forms (e.g., a questionnaire)

courtesy expressions
money denominations
money matters
personal and place names
office and shop designations
restaurant, foods
activities and hobbies
transportation
lodging
health
customs
shopping and commercial negotiations
entertainment
sports
meeting arrangements and invitations

Example Progress Indicators: Intermediate (Useful for Assessment)

Interpersonal	Interpretive	Presentational
• create and respond to questions in a simple conversation • survey others about their opinions on age appropriate topics • plan a party menu which includes a variety of foods	• read a sample of the language such as a letter, poem, or interview and rewrite it as a journal entry from the author, journalist, or interviewee • read descriptions of several jobs and create a mock resume to include with an application for one of those jobs • sequence important events after viewing a familiar film, or video	• describe an everyday activity • give directions from a given point to a destination

ADVANCED: COURSE LEVELS V-VII

Progress Checkpoint

Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:

- ❖ participate fully in casual conversations in culturally appropriate ways;
- ❖ explain, narrate, and describe in past, present, and future time when speaking and writing;
- ❖ understand main ideas and most details of material on a variety of topics when listening and reading;
- ❖ write coherent paragraphs;
- ❖ cope successfully in problematic social and survival situations;
- ❖ achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
- ❖ apply knowledge of culture when communicating.

The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.

Modes of Communication and Performance Expectations

Interpersonal

1.A The student is expected to engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions.

Interpretive

1.B The student is expected to interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics.

Presentational

1.C The student is expected to present information, concepts, and ideas on a variety of topics to listeners and readers.

Selected Language Functions

Continue with Novice and Intermediate functions and introduce:

1. convince and persuade
2. conduct transactions and negotiations
3. substantiate and elaborate opinions
4. analyze and criticize
5. hypothesize
6. predict

Sample Advanced Topics

current events	history
press, media	customs
politics and government	art
economics	literature
educational systems	environment
leisure/travel/vacations	technology
cultural/philosophical issues and practices	belief systems

Example Progress Indicators: Advanced (Useful for Assessment)

Interpersonal	Interpretive	Presentational
• initiate, sustain, and close a conversation • compare and contrast own school rules with those from other cultures • discuss what constitutes a healthy diet and its impact on health	• listen to interviews of two people and write a comparison of their beliefs, opinions, and/or feelings • read a course description for study abroad and compose an argument supporting participation in an exchange program • view a film or video and summarize the plot and/or analyze the conflict(s)	• describe an incident that occurred in the past, such as an accident, surprise, or problem • research a chosen locale and present the advantages and disadvantages of a trip to that site

Appendix B

Sample Course Outlines

Appendix B provides course outlines for French, German, Japanese, Latin, Spanish, Spanish for Spanish Speakers, and Spanish/FLES. The appendix gives teachers and administrators a variety of examples of how districts and local schools can translate the *TEKS for LOTE* into curriculum. Even though all districts can base their program on the *TEKS for LOTE*, no one curriculum model can fit all situations. These course outlines were created by various districts and are only samples; they do not represent model course outlines. (The language specific course outlines should be used with the generic course outline for Communication in Appendix A.) The emphasis is on illustrating the integration of the *TEKS for LOTE* into a course. Specific decisions regarding the course format and content should be made at the district and local school levels.

The majority (*but not all*) of these course outlines divides the Communication Program Goal into the following elements of communication:

❖ **function**: what students are able to do with language, such as ask and answer questions, narrate, and persuade
❖ **context**: the situations and settings where communication takes place, such as face-to-face, on the telephone, or through literature
❖ **text type**: the structure of written or spoken language as students progress from words and phrases to sentences and paragraphs
❖ **accuracy**: the degree to which student use of language is structurally correct and their behavior is culturally appropriate
❖ **content**: the topics of communication, such as family, current events, or science

(The College Board, 1996)

Many of the course outlines also include lists of **sample topics** for the various course levels. Please note that many of these lists "recycle" topics from the course levels that precede them. While different course levels often use similar topics, learning parameters, such as depth and higher order thinking skills, will add to the complexity of a particular topic area as proficiency increases.

French

LEVEL I - Novice

Course Description

This course integrates the five Program Goals of the *TEKS for LOTE*: Communication, Cultures, Connections, Comparisons, and Communities. It is a study of the French language and culture incorporating the development of listening, speaking, reading, and writing within the five Program Goals. The main goal for this course is for students to develop a novice level ability by using French in school and in the world community.

Program Goal 1—COMMUNICATION

Sample Functions	Context	Text Type
Students develop the ability to:	Students can perform these functions:	Students can:
• greet and respond to greetings • introduce and respond to introductions • engage in conversations • express likes and dislikes • make requests • obtain information • understand some details • begin to provide information • identify main idea and literary elements of a text	• when speaking, in face-to-face social interaction • when listening, in social interaction and using audio or video texts • when reading, using authentic materials, e.g., menus, photos, posters, charts, schedules, signs, short narratives, advertisements, and brochures • when writing notes, lists, poems, postcards, and short letters	• use short sentences, learned words and phrases, and simple questions and commands when speaking and writing • understand some ideas and familiar details presented in clear, uncomplicated speech when listening • understand short texts enhanced by visual clues when reading • use idiomatic expressions to describe familiar aspects of daily life and culture

Content

Levels I and II often include some combination of the following topics:
- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions, work, and literature.

Accuracy

Level I students at the Novice level:
- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for novice functions and beyond;
- understand the most important information.

Program Goal 2—CULTURES

Practices	• recognize the importance of friendship, greeting behaviors, leisure activities • identify important facets of family life regarding daily activities, family social events, daily meal sharing, and holidays • understand the significance of school and education, time spent in classes, etc.
Products	• recognize the importance of family • understand the significance of leisure activities such as movies, sports, television, or video games • recognize the importance of school schedules, course offerings, and grading practices • understand the contributions art and literature have made to the culture

Program Goal 3 - CONNECTIONS

Health	• examine typical French diet and eating practices including meal times and typical menus
Physical Education	• describe/practice special games and sports (*boules*, *pelote*, folk dances, etc.)
Fine Arts	• identify and pronounce French ballet terms • learn names of famous museums and the focus of the collections • recognize selected works of Impressionist artists
History	• identify important events in French history
Geography	• obtain information about France and selected francophone countries and regions (location, surrounding countries, major cities and regions, major topographical features) • identify places in the United States that have French names

Program Goal 4—COMPARISONS

- identify French/English cognates
- recognize French expressions encountered in English writings (*coup d'état, billet doux, petit*)

Program Goal 5—COMMUNITIES

- identify extracurricular school and community events which French students might attend, including French club meetings, district language festivals, foreign film rental outlets
- locate and visit a French restaurant
- engage in written correspondence via e-mail or letter writing with a French-speaking pen pal
- recognize nations and regions where French is widely spoken and associate them with products they trade with the U.S.
- get involved with the local chapter of the *Alliance Française*

Level II - Novice

Course Description

This course provides students with opportunities to continue developing their listening speaking, reading, and writing skills within the five Program Goals of the *TEKS for LOTE*. Students continue to expand their knowledge of the French language and culture. Students function at a novice-mid to novice-high level of proficiency depending on their background, but they begin to show signs of intermediate-low level proficiency.

Program Goal 1—COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to: • make requests • express their needs • understand and express important ideas and some detail • describe and compare • use and understand expressions indicating emotion	Students can perform these functions: • when speaking, in face-to-face social interactions • when listening, in social interactions and when using audio or video texts • when reading, using authentic materials, e.g., narratives, advertisements, tickets, brochures, and other media • when writing letters and short guided compositions	Students can: • use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening • create simple paragraphs when writing • understand important ideas and some details in highly contextualized authentic texts

Content

Levels I and II often include some combination of the following topics:
- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, pets and animals, dialects, and idiomatic expressions.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work, implications of cultural behaviors when using idiomatic expressions, dialect, colloquialisms, and formal and informal language.

Accuracy

Level II students at the Novice level:
- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Level I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Level II functions;

- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Level II functions;
- demonstrate understanding of idioms, colloquialisms, formal and informal expressions;
- write short compositions (with some errors).

Program Goal 2—CULTURES

Practices
- engage in culturally appropriate communication practices such as letter writing and telephoning
- show how to issue, accept and refuse invitations
- understand how to give and receive compliments
- describe attitudes towards work and professions

Products
- explain the role of the post office, the *Minitel*
- understand aspects of commerce (arrangement and classification of specialty shops)
- know how to use public transportation
- describe monetary systems
- recognize commercial products

Program Goal 3—CONNECTIONS

Mathematics
- understand and convert monetary systems
- understand metric system (e.g., to convert clothing sizes)

Social Studies
- describe typical city planning (central places with cathedrals, specialty shops, etc.)
- name and locate famous Parisian monuments

Geography
- expand knowledge of physical and economic geography

Science and Technology
- recognize the significance of ecology and nuclear power
- investigate facets of high speed public transportation, such as the TGV

History
- identify and describe selected historic periods

Program Goal 4—COMPARISONS

Culture
- compare and contrast commercial establishments (e.g., small specialty shops vs. supermarkets and shopping malls)
- compare and contrast city planning practices and historic causes of differences (e.g., cities dating from medieval times with centralized commercial centers and narrow streets vs. suburbs; public transportation systems)
- compare and contrast technology applications (*Minitel*, *télécarte*)

Language
- identify structural features of French that differ from those of English

Influence
- view an original French film and its American remake, observing the influence of one on the other

Program Goal 5—COMMUNITIES

- engage in written correspondence with a francophone peer through pen pal or e-mail programs
- list professions where knowing French is necessary or helpful
- contact embassies, consulates, or other governmental agencies, and/or travel agencies to obtain information about francophone countries

Level III - Intermediate

Course Description

This course continues to provide students with opportunities to work toward an intermediate level of proficiency, striving to reach intermediate-mid in speaking and listening, as well as expanding their reading and writing skills within the five Program Goals of the *TEKS for LOTE*. There is a more in-depth study of francophone cultures and of French-speaking people throughout the world.

Program Goal 1—COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to: • clarify and ask for clarification • express and understand opinions • narrate and understand narration in the present, past, and future • identify, state, and understand feelings and emotions • transfer learned material to new situations	Students can perform these functions: • when speaking, in face-to-face social interactions and in simple trans-actions on the phone • when listening, in social interactions and using audio or video text • when reading short stories, poems, essays, articles, and short novels • when writing journals, letters, and literary critiques, and brochures	Students can: • use paragraph-length speech • understand spoken lan-guage in a variety of media by a variety of French speakers • create a series of written paragraphs • acquire knowledge and new information from comprehensive, authen-tic texts when reading

Content

Content includes cultural, personal, and social topics such as:
- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, political issues, health, customs, appearances, media, money, and hobbies.

Accuracy

Level III students at the Intermediate level:
- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning (students may also fall back on non-standard vocabulary to circumlocute); others can engage in conversations with few errors and use a wide range of vocabulary;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grasping for words, as well as patterns of mispronunciation and intonation; others can express their knowledge of familiar topics without patterns and errors;

- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening; others can expand key ideas and apply those to their daily life;
- can be understood by sympathetic listeners.

Program Goal 2—CULTURES

Practices
- explain parent-child relationships, child-rearing practices
- show how to give and receive gifts
- understand birth, marriage, death traditions
- examine teen attitudes and life goals
- show understanding of current events

Products
- describe the home (kinds of rooms and their size, furniture, family heirlooms, and decoration)
- explain vacation travel facilities (rail and air travel, youth hostels, hotels)
- recognize and understand cultural symbols used in marketing and advertising products

Program Goal 3—CONNECTIONS

Social Studies
- read articles in French language periodicals about significant events such as national elections, special museum displays, terrorist incidents
- identify important issues such as the environment, the European Economic Community (EEC), immigration, unemployment, future prospects for teens
- compare descriptions of historic events in French and American history texts

Art History
- report on an important artist and his or her work (such as Manet, Matisse, Gauguin)

Literature
- read and discuss excerpts of selected literary artists (such as Aimée Césaire, Jacques Prévert, Victor Hugo, Guy de Maupassant, Anne Hébert)

Program Goal 4—COMPARISONS

Culture
- compare travel practices in the U.S. and France
- compare and contrast parent-child relationships and child rearing practices
- compare and contrast dwellings
- explain selected examples of cross-cultural misunderstandings

Language
- compare proverbs vis-à-vis language and perspective
- identify regional and national dialects, written vs. spoken language

Influence
- describe the influence of French thinkers on the formation of the U.S. government

Program Goal 5—COMMUNITIES

- interview a local French speaker on selected cultural practices and social issues
- collect and analyze published articles reporting current events in France
- gather information on student exchange or work/study abroad programs

German

LEVEL I - Novice

I. COMMUNICATION

Sample Functions	Context	Text Type
Students develop the ability to:	Students use the language when:	Students can:
• greet and respond to greetings • introduce and respond to introductions; engage in conversations • express likes and dislikes • make requests • obtain information • understand some ideas and familiar details • begin to provide information	• speaking, in face-to-face social interaction • listening, in social interaction and using audio and video texts • reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives • writing notes, lists, poems, postcards, and short letters	• use short sentences, learned words and phrases, and simple questions and commands when speaking and writing • understand some ideas and familiar details presented in clear, uncomplicated speech when listening • understand short texts enhanced by visual clues when reading

Content

Course Levels I and II often include some combination of the following topics: greetings/farewells, numbers, origins, transportation, school, sports/hobbies, seasons, weather, family, home, appearance, school supplies/subjects, homework/grades, likes/dislikes/favorites, clothing, colors, shopping, foods and customs, household chores, pets, animals, size, health, quantities, landmarks, directions, free time, preferences, telephone etiquette, birthdays, holidays, gifts, buildings, cultural and historical figures, places and events, travel, professions and work, restaurants and other establishments, and metric measurements.

II. CULTURES

Practices	• demonstrate understanding of the importance of friendship, greeting behaviors, leisure activities • examine family life: daily activities, family social events, daily meals and holidays • explain the significance of school and education, time spent in classes, types of diplomas

Products	• examine the importance of family
	• describe food purchases, preparation
	• understand the significance of leisure activities: movies, sports, video games
	• describe the importance of school schedules, course offerings and grading practices

III. CONNECTIONS

Health	• evaluate customary German dietary practices
Physical Education	• describe special games, sports, activities and folk dances
Geography	• obtain information about selected German regions and major features of German locations, surrounding countries, major cities and regions

IV. COMPARISONS

Culture	• compare dietary practices used in Germany to the practices in the U.S.
	• compare/contrast favorite sports
	• compare and contrast school schedules, class offerings and other aspects of the educational system
Language	• recognize differences between the German and English alphabet, and letter-sound correspondence
Influence	• recognize that many words in both English and German are derived from Old German

V. COMMUNITIES	• identify extracurricular school and community events for German students
	• locate and visit German restaurants, festivals and foreign film outlets
	• identify nations/regions where German is widely spoken

LEVEL II - Novice

I. COMMUNICATION

Function	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to:	Students use the language when:	Students can:

Students expand their ability to perform all the functions developed in Level I. They also develop the ability to:

- make requests
- express their needs
- understand and express important ideas and some detail
- describe and compare
- use and understand expressions indicating emotion

Students use the language when:

- speaking in face-to-face social interactions
- listening, in social inter-action and using audio or video texts
- reading using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media
- writing letters and short guided compositions

Students can:

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening
- create simple paragraphs when writing
- understand important ideas and some detail in highly contextualized authentic texts when reading

Content

Course Levels I and II often include some combination of the following topics: Greetings/farewells, numbers, origins, transportation, school, sports/hobbies, seasons, weather, family, home, appearance, school supplies/subject, homework/grades, likes/dislikes/favorites, clothing, colors, shopping, foods and customs, household chores, pets, animals, size, health, quantities, landmarks, directions, free time, preferences, telephone, birthdays, holidays, gifts, buildings, cultural and historical figures, places and events, travel, professions and work, restaurants and other locations, and metric measurements.

II. CULTURES

Practices
- explain the importance of family and friends
- show knowledge of culturally appropriate use of communication, telephone calls, letterwriting
- demonstrate how to accept invitations
- describe commercial practices (courtesy, purchasing formulas)
- explain attitudes toward work (specialization, gaining expertise)

Products
- describe commercial practices: arrangement and classification of specialty shops
- obtain information about public transportation
- explain the money system

III. CONNECTIONS

Mathematics
- demonstrate familiarity with the money system, conversion of clothing sizes

Social Studies
- describe city planning, famous landmarks

Geography
- expand knowledge of physical and economic geography, discussing agricultural/industrial products

History
- show understanding of selected historical periods and significant cultural figures (bring in figures)

IV. COMPARISONS

Culture
- compare/contrast commercial establishments, small specialty shops vs. supermarkets and malls
- city planning practices, e.g., public transportation, town square, centralized commercial centers vs. suburbs, technology applications
- compare and contrast the monetary system of Germany to the American system

Language
- demonstrate awareness of the structural features in German from those of the student's first language (placement of direct object and indirect object.)

Influence
- list and define German words used in English

V. COMMUNITIES
- engage in written correspondence via e-mail, letter writing, pen pals
- describe professions where German is used or is helpful
- contact consulates and governmental agencies to obtain information about the country, e.g., economics, culture

LEVEL III - Intermediate

I. COMMUNICATION

Function	Context	Text Type
Students expand their ability to perform all the functions developed in levels I and II. They also develop the ability to: • clarify and ask for and comprehend clarification • express and understand opinions • narrate and understand narration in the present, past, and future • identify, state, and understand feelings and emotions	Students use the language when: • speaking, in face-to-face social interaction and in simple transactions on the phone • listening in social inter-action and using audio or video texts • reading short stories, poems, essays, and articles • writing journals, letters, and essays	Students can: • use strings of related sentences when speaking • understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening • create simple paragraphs when writing • acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:
locations, historic areas, travel, youth hostels, cultural landmarks, health/illness, German school system, appearances, media, newspapers, advertising, environment, cultural, literature, current affairs, career choices, and social and political issues.

II. CULTURES

Practices
• explain the importance of family, friends, parent/child relationships
• describe typical leisure activities, including vacations/travel
• gather information on teen attitudes toward life goals

Products
• describe the home: furniture, decor, family heirlooms, size of dwellings
• investigate vacation travel facilities (rail, air travel, youth hostels and hotels)
• identify cultural symbols used for marketing: advertising and publicity in the German society, newspapers, billboards, kiosks
• show acquaintance with selected artists, writers, poets

III. CONNECTIONS

Government	• discuss current events, such as national elections
History	• present German views on contemporary issues - environment, immigrants, teenage unemployment, future for teens
Social Studies	• acquire an overall understanding of all historic eras (pre-history to contemporary times)

IV. COMPARISONS

Culture	• compare travel in the U.S. and Germany, youth hostels, camping, travel by train, bicycle • describe similarities and differences of parent/child relationships in the U.S. and German-speaking countries • explain selected examples of cross-cultural misunderstandings • contrast cultures on the size of the home, furnishings, types of homes
Language	• compare proverbs vis-à-vis language and perspectives • identify variations in student's first language/and in German registers (e.g., regional vs. national dialects, language registers, written vs. spoken language form)
Influence	• discuss the influence of German music on American life

V. COMMUNITIES

• interview local German speakers on selected social issues (newspapers, magazine articles, reporting current events in the German language)
• gather information on student exchange or work/study/ travel programs

LEVEL IV - Intermediate

Course Description

The emphasis of this sample course is on German culture and literature. Short stories, poetry, excerpts from various periods of literature, and current events are studied. At this level, emphasis is placed on independent reading, written expression, group products, and oral communication. Finer points of grammar are studied as aids to improving students' oral and written communication. Students are able to connect the German language with other disciplines, compare the German language to their own, and participate in multilingual communities at home and around the world.

I. COMMUNICATION

Function	**Text Type**
Students expand their ability to perform all the functions developed in Levels I-III. They also develop the ability to:	Students in German IV are able to:

Function	Text Type
• compare and contrast • explain and support an opinion • give and understand advice and suggestions • initiate, engage in, and close a conversation • hypothesize	• use simple discourse in a series of coherent paragraphs when speaking • understand most authentic language when listening • create a series of coherent paragraphs when writing • acquire knowledge and new information from comprehensive, authentic texts when reading

II. CONTENT OF CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES- Suggested Timeline

<u>First Six Weeks</u>	<u>Functions Introduced in Context</u>
• sports • ecology • environmental concerns • free time	• express enthusiasm/disappointment • make suggestions/express preferences • make wishes • explain/justify • make inquiries/give responses • express concerns • state feelings and emotions • ask for and give opinions

Second Six Weeks

- relationships with family, friends, others
- ambitions of young people
- laws pertaining to young people
- media/newspaper

Functions Introduced in Context
- ask for information
- make inquiries/give responses
- make suggestions/express preferences
- hypothesize
- agree/disagree
- state feelings and emotions

Third Six Weeks
- spending money
- famous German-Americans
- men and women in professional life
- professions: dream and reality

Functions Introduced in Context
- make comparisons
- advise
- make suggestions/express preferences
- express determination/indecision
- make wishes

Fourth Six Weeks
- popular music
- advertising
- fashion
- humor

Functions Introduced in Context
- express opinions
- make comparisons
- make suggestions/express preferences
- reason
- explain/justify

Fifth Six Weeks
- societal changes
- modern life

Functions Introduced in Context
- report past events
- ask someone to take a stand
- reason
- express opinions
- make comparisons

Sixth Six Weeks
- culture and the arts
- festivals
- happenings after high school and beyond (future plans)

Functions Introduced in Context
- describe an occurrence
- express preferences
- express points of view
- state feelings and emotions
- express determination and indecision
- express importance and unimportance

Types of Resources

- maps, posters, and items such as foreign currency
- technology such as CD-ROMS, computer software, audio cassettes and videos
- periodicals, newspapers
- ancillary materials that accompany district-adopted textbooks
- variety of classroom realia
- Internet access so that students will be able to do research in German for the various topics addressed in the scope and sequence, classroom connection to establish German pen pals
- music

Types of Assessment

- portfolio assessment with a collection of writing samples and tape of speaking samples
- district-developed semester and end-of-year tests
- oral interviews conducted throughout the courses since Level I
- variety of oral assessments including dialogues, role-plays, presentations, debates, and storytelling
- variety of written assessments including dictation, cloze exercises, short answer, guided and free compositions, and essays
- journals/diaries
- research papers expanding on the 6-week topics

Japanese

LEVEL I - Novice

Course Description

Students will perform in Japanese at the novice-low to novice-mid proficiency levels. A comprehensive approach addresses not only oral proficiency, but also reading and writing. To satisfy reading and writing proficiency, students master the two Kana syllabaries: Hiragana and Katakana. A general introduction to Japanese culture is also integrated throughout the course.

I. COMMUNICATION

Content/Culture	Function	Text Type
• self • family • time • school/classroom • food • clothing • colors • numbers	Students utilize these functions: • use formulaic expressions • give instructions • describe things • tell time • express relative time • identify things • express existence • express quantity • make plans • express likes and dislikes • make requests • make suggestions • obtain information • respond to commands	The kind of language students will produce: • use memorized words and phrases • use appropriate honorifics to the degree learned

Accuracy

Level I students at the Novice level:

- satisfy partial requirements for basic communicative exchanges by relying on learned utterances
- demonstrate culturally acceptable use of language within controlled Level I functions

Reading Proficiency	Quantity of Characters	Text type
• recognize key elements of the written text • scan for gist	• 48 Hiragana and Katakana characters • approximately 25 Kanji characters	• decode Hiragana and Katakana using authentic text

Writing Proficiency	Quantity of Characters	Text type
• write Hiragana and Katakana characters • produce text equivalent to what can be expressed orally	• 48 Hiragana and Katakana characters • approximately 25 Kanji characters	• reproduce memorized Kanji • use a word processor to produce memorized Kanji via recognition • write information such as a short descriptive paragraph or a personal letter

II. CULTURES

Practices
- demonstrate knowledge of meals, household behavior, and bathing
- show understanding of the significance of proper greetings and leave-taking
- demonstrate understanding of cultural change and stereotypes
- show the importance of different forms of oral, aural, and written communication through appropriate usage
- use culturally appropriate gestures and body posture
- explain the significance of classroom discipline
- describe the educational system
- explain the significance of self and family in the Japanese culture

Products
- demonstrate usage of utensils used for dining and bathing
- show how to exchange artifacts during greetings and leave-taking
- discuss types of clothing worn during work, school, and leisure

III. CONNECTIONS

Art
- demonstrate paper ornamentation, calligraphy, and flower arrangement

Home Economics
- explain Japanese household furnishings, appliances, and diet

Social Studies
- identify major geographical features of Japan
- explain aspects of the social structure of Japan

IV. COMPARISONS

Practices

- recognize difference in oral and written communication between Japanese and English
- relate similarities in oral and written communication of Japanese and English
- contrast Japanese household behaviors related to dining, lifestyle, and bathing to that of one's own culture
- compare culturally appropriate gestures in Japan and the United States (nationally) and in one's own region
- compare practices in classroom environment including education system between Japan and the United States
- compare familiar relationships in Japan with that of one's own family

Products

- compare compositions of meals with those that exist in one's own environment
- compare environment of a Japanese home with one's own household
- compare religious symbols and artifacts of Japan and those existing in the United States
- compare artifacts of leisure and artistry of Japan with those existing in the United States
- contrast clothing worn during work, school, and leisure in Japan with that worn in the United States (nationally) and in one's own region

V. COMMUNITIES

- participate in community cultural events associated with the promotion and celebration of Japan and/or the Japanese language
- invite a native of Japan in the community to share his/her experiences and talents with students
- invite business people and educators with relationships to Japan to share their experiences and ideas with students
- communicate with Japanese students using computer technology such as e-mail

LEVEL II - Novice

Course Description

Performance at the novice-high level will be demonstrated in oral and written communication. Written communication will be slightly less proficient than oral communication, though most written communication will still be based on what a student can do orally. Oral and written tasks will integrate those topics in Level I with geography, friends, weather, seasons and animals/pets. Consistent with the Level I and Level II topics, students begin to negotiate conversation and display awareness of socio-cultural appropriateness. In the area of written communication, exposure to and utilization of Kana (Hiragana and Katakana) continues. Approximately 25 - 50 Kanji (Chinese characters) are also introduced.

I. COMMUNICATION

Content/Culture	Function	Text Type
• Geography • Friends • Weather • Seasons • Animals/Pets	Students utilize functions from Level I and the following: • express geographic locations • give/seek/follow directions • report events • describe things • express preferences • provide information • describe and compare • make requests • express needs	The kind of language students will produce: • use learned words and phrases • use appropriate honorifics as learned

Accuracy

Level II students at the Novice level:
- communicate questions effectively in the productive mode
- understand the main ideas in the receptive mode
- display awareness of socio-cultural appropriateness

Reading Proficiency	Quantity of Characters	Text type
• recognize key elements • scan for gist	• includes Hiragana, Katakana, and Kanji characters from Level I • add approximately 25 Kanji characters	• decode all Hiragana and Katakana • read isolated words and phrases • decode variety of printed fonts and handwriting

Writing Proficiency	Quantity of Characters	Text type
• write characters • produce text	• includes Hiragana, Katakana, and Kanji characters from Level I • add approximately 25 Kanji characters	• write all Hiragana and Katakana characters • produce known Kanji legibly, with correct attention to stroke order

II. CULTURES

Practices
- explain the significance of geography on local customs, diet, and celebrations
- describe some of the significance of geography on national development
- describe some of the significance of weather on local customs, celebrations, and conversational topics
- demonstrate understanding of the importance of age and gender in communication
- describe seasonal activities and celebrations
- identify seasonal symbols
- produce Haiku with culturally appropriate characteristics
- identify the role that animals play in Japanese mythology and contemporary culture

Products
- explain how utensils used daily are determined by geography and weather patterns
- describe types of clothing worn during seasonal activities and celebrations
- identify religious symbols and artifacts designed for seasonal activities, celebrations, and holidays

III. CONNECTIONS

World Geography
- explain local customs, diet, and celebrations
- investigate national development

English
- apply knowledge of idiomatic expressions, letter writing style, and poetry to English

Social Studies
- describe differences in cultural expectations by age and gender

Agricultural Economics
- recognize indigenous animals and agricultural development

IV. COMPARISONS

Practices

- recognize how differences in geography affect localities in Japan and the United States
- recognize how geography affects national development of Japan and the United States
- compare customs and practices related to weather in Japan with those in the United States
- compare customs with regard to age and gender in Japan with those in the United States
- compare the celebration of holidays and seasonal events in Japan and the United States
- compare roles that animals play in Japan with roles of animals in the United States

Products

- compare how food dishes and manufactured products are affected by geography in Japan and the United States
- contrast seasonal wear in Japan with that of the United States
- compare seasonal symbols of Japan with those existing in the United States
- compare origins of holidays and events in Japan with those observed in the United States
- compare animals indigenous to Japan and the North and Central American continents

V. COMMUNITIES

- participate in community events associated with the promotion and celebration of Japanese holidays and seasonal events
- have natives of Japan in the community share their local customs and traditions with students
- invite geologists and meteorologists to share their experiences and ideas with students
- communicate with Japanese students using computer technology such as e-mail

<center>**LEVEL III - Novice to Intermediate**</center>

Course Description

Performance will continue at the novice-high level, approaching intermediate-low. Oral and written tasks will integrate Level I and Level II topics with a wider array of communicative topics. Consistent with all topics, students negotiate conversations, engage in limited discourse, and demonstrate socio-cultural appropriateness. Students demonstrate an ability to recognize and produce an additional 25-50 Kanji (Chinese characters).

I. COMMUNICATION

Content/Culture	Function	Text Type
Includes topics from Levels I and II and the following:	Students utilize functions from Levels I and II and the following:	The kind of language students will produce:
• Home and community • Japan and the world • Leisure • Means of communication • Body and Health • Rites of passage • School and education • Seasonal events • Self, family, and friends • Shopping • Travel/transportation	• give evaluations • describe sequences • state abilities • give explanations • express supposition • state intentions • give directions • express duration • state purpose/reason • follow directions • express obligation • report events in time • describe past experience • give permission • express progressive action • report speech • express future events • express wants and needs • describe schedules • express degree	• use learned words, phrases, and/or sentences • use language appropriate for the audience • produce sentence-level utterances at least 20% of the time where appropriate

Accuracy

Level III students approaching the intermediate level:
- communicate messages that are comprehensible to communicating partner(s) - some pronunciation errors or pauses which interfere with comprehension may be evident
- use grammar forms such as particles, predicate tenses, and politeness markers - forms may differ from norms of standard Japanese
- display awareness of socio-cultural appropriateness
- negotiate their message after no more than two repetitions

Reading Proficiency	Quantity of Characters	Text type
• recognize key elements • scan for gist • extract detail	• includes Hiragana, Katakana, and Kanji characters from Levels I and II • add approximately 50 Kanji characters	• decode memorized Kanji in letters, brief published articles, and web pages • identify key information in signs, schedules, advertisements, etc.

Writing Proficiency	Quantity of Characters	Text type
• write characters • produce text	• includes characters from Levels I and II • add approximately 25 Kanji characters	• write information such as paragraphs and personal letters • comfortably use a word processor to produce language known orally • reproduce known Kanji

II. CULTURES

Practices
- recognize various kinds of housing, stores, and public facilities that exist
- recognize various kinds of transportation systems that exist
- recognize various kinds of lifestyles and occupations that exist
- explain the importance and significance of past historical events on contemporary Japan
- describe cultural imports
- discuss activities of youth and interests of youth
- recognize different leisure activities and sports that exist
- identify development of technology in and by Japan
- explain respect for feelings and the human body
- discuss transition points in a teenager's life with regards to age, customs, ceremonies, milestones, and expectations
- discuss vacations and traveling customs of the Japanese
- describe shopping

Products
- explain the composition of housing, stores, and public facilities
- describe the transportation systems and stations
- identify the types of clothing worn during work, school, and leisure
- explain events and activities used to mark significant historical events
- discuss types of cultural imports
- identify electronic and natural artifacts utilized by youth during leisure time and sports competitions
- explain technological artifacts utilized in the home, at play, and at work
- identify religious symbols and artifacts designed for celebrations and holidays

III. CONNECTIONS

Social Studies
- examine Japanese lifestyles and occupations
- discuss cultural imports

Economics
- describe the technological and economic development

History
- describe important 20th century events in Japan
- explain significant pre-20th century periods

English
- use negotiation and discourse strategies

IV. COMPARISONS

Practices
- compare various kinds of housing, stores, and public facilities that exist in Japan and the United States
- compare various kinds of transportation systems that exist in Japan and the United States
- compare various kinds of lifestyles and occupations that exist in Japan and the United States
- compare importance and significance of past historical events that occurred in Japan and the United States
- compare the activities and interests of youth in Japan and the United States
- compare the significance of cultural imports in both countries
- compare various kinds of leisure activities and sports that exist in Japan and the United States
- compare the significance of technology development in Japan and the United States
- explain the importance of respect for feelings and the human body in both countries
- compare the shopping environments that exist in Japan and the United States

Products
- compare the composition of housing, stores, and public facilities in Japan and the United States
- compare the composition of transportation systems and stations in Japan and the United States
- compare types of clothing worn during work, school, and leisure in both countries
- compare the types of cultural imports such as language, diet, and manufactured products in Japan and the United States
- compare electronic and natural artifacts utilized by youth during leisure time in Japan and the United States

- compare artifacts utilized during leisure activities and sports competition in Japan and the United States
- compare technological artifacts utilized in the home, at play, and at work in Japan and the United States
- compare personal letters and invitations in Japan and the United States

V. COMMUNITIES

- participate in community events associated with the remembrance of Japanese/American conflicts
- invite natives of Japan in the community to share their experiences and talents with students
- ask business people and community leaders to share their experiences and ideas with students
- communicate globally through a Japanese web page

Latin

LEVEL I - Novice

Course Description

Latin I is the first course of a recommended three year sequence that focuses on the development of the student's ability to read Latin with comprehension. Students acquire an understanding of the influence of the Roman world on contemporary culture and also of their differences. Vocabulary and grammar are studied in the context of reading passages into which cultural information has also been integrated. Students learn how to pronounce Latin according to accepted conventions in order to read passages aloud or answer simple questions about passages or respond to classroom directions and commands. Word derivations and Latin word elements are also studied to expand the student's English vocabulary.

I. COMMUNICATION

Function	Context	Text Type
Students develop the ability to:	Students can perform these functions:	Students can:
• read words, phrases, and simple sentences to obtain information	• when reading model or practice sentences and simple passages	• understand the main idea and most of the supporting details when reading short passages in Latin written on authentic cultural topics
• comprehend simple written passages on familiar topics	• when reading simple passages or stories for comprehension	• understand simple sentences, questions, and commands on familiar topics when listening
• recognize in context vocabulary, inflections, and syntax appropriate at the novice reading level	• when reading sentences and passages of Latin aloud	• use words, phrases, and simple sentences when speaking or writing
• recognize and reproduce the sounds of Latin	• when responding to oral questions or statements about the content of passages	
• respond to simple questions, statements, or commands given orally in Latin	• when answering written comprehension questions	
• write simple phrases and sentences in Latin using previously read text as a model	• completing cloze passages of Latin or writing simple sentences using a model	
	• after learning new vocabulary, grammatical structures, and syntax in context	

Content

Selections from adapted and authentic readings are used to achieve the goals from all five program areas. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics.

Accuracy

Students:
- comprehend most of the content of reading passages
- understand the important cultural content of reading passages

II. CULTURES
- students gain knowledge of the culture of the Greco-Roman world on specified topics through Latin and English readings
- students are able to demonstrate an understanding of the practices and products of the Roman world through the perspective of the early Empire

III. CONNECTIONS
- In Latin I the main disciplines that students connect with are geography, history, sociology, archeology, anthropology, mythology, and science
- students strengthen their vocabulary and reading skills in English
- students use technology to learn the Latin language and about Roman civilization

IV. COMPARISONS
- students recognize Latin word elements and use them to expand their English vocabulary
- students learn how to use Latin and English dictionaries for word study
- students understand Latin abbreviations, phrases, and mottoes in common use in the English language
- students begin to understand the influence of the Greco-Roman world upon Western Civilization and in particular the United States

V. COMMUNITIES
- students begin to identify in the community where Latin is used or where the influences of classical civilization are evident

LEVEL II - Novice

Course Description

The emphasis of Latin II is the continuation of the development of reading and comprehension skills. Students develop a deeper understanding of the similarities and differences between the Roman world and today's world. The learning of new vocabulary and more grammatical structures is emphasized as reading progresses to longer and more complicated passages. Oral Latin is still used to help students understand reading selections. Word studies continue to be an integral part of learning Latin.

I. COMMUNICATION

Function	Context	Text Type
Students expand their ability to perform all the functions developed in Latin I. They also develop the ability to:	Students can perform these functions:	Students can:

Function

Students expand their ability to perform all the functions developed in Latin I. They also develop the ability to:

- read and understand passages of Latin
- demonstrate reading comprehension by interpreting the meaning of passages which they have read
- read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection, by imitating the models they have heard
- respond orally to questions, statements, commands, or other stimuli in Latin
- use their knowledge of vocabulary, inflections, and syntax to comprehend passages
- write phrases and sentences in Latin

Context

Students can perform these functions:

- when reading passages of Latin of increasing difficulty
- when reading aloud passages of Latin
- when answering written comprehension questions about a Latin passage
- completing cloze passages of Latin or writing sentences using a model
- after learning new vocabulary, grammatical structures, and syntax in context

Text Type

Students can:

- understand the main idea and most details when reading passages of Latin composed for acquisition of content and language skills
- understand the main idea and most details of reading passages adapted from the original authors
- understand sentences, questions, and commands on familiar topics when listening
- use words, phrases, and sentences when speaking or writing

Accuracy

Students:
- demonstrate an increasing knowledge of Latin vocabulary
- comprehend most of the content of reading passages of increasing difficulty
- understand the important cultural content of reading passages

Content

Adapted and authentic readings are used to achieve the goals from all five program areas. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics.

II. CULTURES
- students demonstrate a greater insight into the civilization and culture of the Greco-Roman world on selected topics through Latin and English readings
- students compare and contrast aspects of their own public and private lives to those of the Romans

III. CONNECTIONS
- students reinforce and further their knowledge of other disciplines through their study of classical languages. In addition to those listed in Latin I, the students connect with the disciplines of philosophy, military science, and engineering
- students strengthen their vocabulary and reading skills in English
- students use technology to learn the Latin language and about Roman civilization

IV. COMPARISONS
- students compare and contrast the language patterns and grammar of Latin to the structure and grammar of English
- students show the relationship of Latin words to their derivatives and cognates in English

V. COMMUNITIES
- students interact with community members who are involved in a variety of careers to understand how they have used their study of Latin

LEVEL III - Intermediate

Course Description

Latin III is the last course of the recommended three year sequence of study. Students continue to develop the skills of reading and comprehension as they read more and more passages of slightly adapted and authentic classical Latin. Students further refine their understanding of the Roman world and its influence on contemporary culture. Reading passages include selections of prose and poetry. Advanced grammatical forms, vocabulary, figures of speech, and culture are integrated into the development of reading. This course prepares students for the College Entrance Examination Board (CEEB) Latin Achievement Test.

I. COMMUNICATION

Function	Context	Text Type
Students expand their ability to perform all the functions developed in Latin I and II. They also develop the ability to:	Students can perform these functions:	Students can:

Function

Students expand their ability to perform all the functions developed in Latin I and II. They also develop the ability to:

- read and understand prose and poetry of selected authors with appropriate assistance
- interpret the meaning of the passages they read
- begin to interpret content and features of style
- demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate for the Latin passages they read
- read Latin aloud with accurate pronunciation, meaningful phrase grouping, and appropriate voice inflection
- write phrases and sentences in Latin

Context

Students can perform these functions:

- when reading prose and poetry
- when reading aloud passages of prose and poetry
- when writing sentences
- after learning new vocabulary, grammatical structures, and syntax in context

Text Type

Students can:

- comprehend the main idea and most details when reading passages of prose and poetry composed for acquisition of content and language skills
- comprehend the main idea and most details when reading passages of prose and poetry adapted from the original authors
- comprehend the main idea and most details when reading passages of prose and poetry of selected authors
- understand sentences, questions, and certain quotations when listening
- use words, phrases, and sentences when writing or speaking

Accuracy

Students:
- demonstrate an increasing knowledge of Latin vocabulary
- comprehend most of the content of selected passages of Latin prose and poetry
- understand and explain the cultural content of selected passages

Content

Selected readings are used to achieve the goals from all five program areas. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics. Students make the transition from passages composed for language learning to adapted passages and finally to original passages.

II. CULTURES	• students demonstrate an extensive knowledge of Roman private and public life
III. CONNECTIONS	• students recognize and make connections with Latin terminology in certain fields such as the social sciences, mathematics, science, technology, medicine, philosophy, law, art, and music • students reflect on the classical influence in political institutions, law, and history of their own culture • students use technology to learn the Latin language and about Roman civilization
IV. COMPARISONS	• students demonstrate the ability to transfer their knowledge of Latin vocabulary and structure to their understanding of English
V. COMMUNITIES	• students participate in the community of classical scholars in cultural events, contests, lectures, and seminars

LEVEL IV Honors - Intermediate/Advanced

Course Description

Latin IV Honors focuses on the reading and study of Latin poetry. Students become knowledgeable about the conventions of Latin poetry and the individual styles of the authors studied. The students' knowledge and understanding of the Greco-Roman world continues to develop from the readings.

Students preparing for a variation of the College Entrance Examination Board (CEEB) Latin Advanced Placement (AP) Test may focus on poetry in this Level IV course. Options on the AP test include Vergil and Latin literature.

I. COMMUNICATION

Function	Context	Text Type
Students expand their ability to perform all the functions developed in Latin I, II, and III. They also develop the ability to:	Students can perform these functions:	Students can:

Function

Students expand their ability to perform all the functions developed in Latin I, II, and III. They also develop the ability to:

- read and understand the poetry of selected authors with appropriate assistance
- recognize, explain, and interpret content and features of style of the authors read
- demonstrate a knowledge of vocabulary, inflectional systems, and syntax appropriate to the authors read
- identify and explain figures of speech and other poetical devices in context
- read Latin poetry aloud with attention to the metrical structure
- respond appropriately to more complex spoken and written Latin

Context

Students can perform these functions:

- when reading the selected passages of Latin poetry
- when listening to short passages of poetry being read
- when reading aloud selections of Roman poetry

Text Type

Students can:

- comprehend the main idea and details of the poetry studied
- identify the meter and style of a poem studied;
- read aloud familiar poetry
- analyze and interpret the content, style, and poetical features of the poetry studied

Accuracy

Students:
- demonstrate an increasing knowledge of the vocabulary and grammatical forms
- comprehend and interpret selected poems of certain authors
- understand and explain the cultural content of certain poems

Content

Selected authentic readings are used to achieve these goals. Content includes cultural, personal, and social topics such as archeology, art, civilization, daily life, dwellings, engineering, family, gender roles, geography, history, literature, religion, and other topics.

NOTE: The College Board Acorn Book for the Latin Advancement Placement Exam will specify the poems or selected lines of poetry to be studied for the selected authors. Since these selections can vary slightly from year to year, teachers are advised to consult the most current Acorn Book.

II. CULTURES	• students demonstrate knowledge of an author, his genres, and literary period • students explain the historical and literary context of familiar poetry • students demonstrate a knowledge of Greco-Roman culture and civilization as they relate to the poetry read
III. CONNECTIONS	• students connect their knowledge of Latin poetry to their understanding of English and other poetry • students demonstrate an enhanced ability to read, write, understand, and speak English based on the vocabulary and grammar of Latin • students use technology to learn more about the authors being studied
IV. COMPARISONS	• students recognize the influence of Roman history, private and public life, art, and architecture on their own world and make comparisons and draw conclusions based on that knowledge • students compare and contrast elements of literature, mythology, and philosophy of their own world with that of the ancient world
V. COMMUNITIES	• students use their knowledge of Latin to communicate within the student and adult community of classical language learners and scholars and to participate in related events

Spanish

LEVEL I - Novice

Course Description

This course integrates the five Program Goals of the *TEKS for LOTE*: Communication, Cultures, Connections, Comparisons, and Communities. It is a study of Hispanic language and culture incorporating the development of listening, speaking, reading, and writing within the five Program Goals. The main goal for this course is for students to progress towards a novice level ability in using Spanish in school and in the community.

Some material for the Spanish course outline was adapted from Omaggio, 1993
(see reference list for complete citation)

I. COMMUNICATION

Sample Functions	Context	Text Type
Students develop the ability to:	Students can perform these functions:	Students can:
• greet and respond to greetings • introduce and respond to introductions • name/identify objects, people, places • express likes and dislikes • make simple requests • obtain basic information • understand some basic ideas from familiar material • provide basic information • express basic needs • copy and transcribe simple material	• when speaking, in face-to-face social interactions • when listening, in social interaction with a sympathetic speaker or when using auxiliaries like audio or video texts • when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, and signs • when writing notes, lists, poems, postcards, and short letters	• use very short sentences, with simple learned words and phrases, and simple question and commands when speaking • understand some ideas and familiar details presented in clear, uncomplicated speech when listening • write using familiar words • understand very short texts enhanced by visual clues when reading

Content

Levels I and II often include some combination of the following topics:

self identification	homework and grades	preferences
greetings and farewells	courtesy	telephone etiquette
numbers	expressions	birthdays
origins	clothing	holidays
transportation	colors	gifts
school	shopping	buildings
hobbies	foods	cultural and historical figures
seasons	customs	places and events
weather	household chores	travel
family	pets	professions
home	animals	work
appearance	directions	telling time
school subjects	free time	health

Accuracy

Students:
- list and give one and two word answers without much hesitation;
- communicate using memorized or highly familiar material;
- understand very basic information that is being communicated;
- demonstrate culturally acceptable behaviors for this level;
- write with frequent misspellings and grammatical inaccuracies.

II. CULTURES

Practices
- discuss the importance of friendships, greeting behaviors, and leisure activities
- learn about family life regarding daily activities, such as family social events, daily meal sharing, and holidays
- express the significance of education and time spent in classes
- express the importance of cultural and behavioral implications related to the country

Products
- identify the important products related to every day family life, such as food purchases and preparation
- state the significance of leisure activities, movies, sports, television, video games, and their place in family social events
- identify and explain the importance of school schedules, course offerings, and grading practices
- identify cultural symbols used for celebrations

III. CONNECTIONS

Health
- evaluate customary Hispanic dietary practices within Texas and Spanish-speaking countries

Physical Education
- describe special games, sports, leisure activities, and folk dances in relation to Hispanic culture

Geography
- obtain information about selected Spanish regions: geographical locations, topography, and important cities

History
- identify events in U. S. history where Hispanics made contributions

Fine Arts
- identify current Hispanics who have made contributions to the fine arts

Science
- identify current Hispanics who have made contributions to the sciences

Home Economics
- describe family meals for different occasions and corresponding cultural significance

IV. COMPARISONS
- compare dietary practices used in Spanish-speaking countries to the dietary practices in the United States
- compare/contrast favorite sports and fans' reactions at sporting events
- compare and contrast school schedules, course offerings, and other basic aspects of the educational systems
- recognize the differences between the Spanish and English alphabets, sound systems, and pronunciation
- compare punctuation and basic rules of capitalization of nouns

V. COMMUNITIES
- identify extracurricular school and community events held in the city, surrounding areas, and the state
- locate and visit Hispanic restaurants and Hispanic festivals
- locate movie rental outlets that have films in Spanish and use them as resources
- identify regions in the United States where Spanish is widely spoken

LEVEL II - Novice

Course Description

This course provides students with opportunities to continue developing their listening, speaking, reading, and writing skills within the five Program Goals of the *TEKS for LOTE*. Students continue to expand their knowledge of Hispanic language and culture. Students function at a novice-mid to novice-high level of proficiency, depending on their background, but they begin to show signs of intermediate-low level of proficiency.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to: • engage in simple conversations using learned material • comprehend information from familiar material • use and understand expressions indicating emotion • describe with some detail • select main ideas and key words in familiar material • write a simple paragraph using memorized material	Students can perform these functions: • when speaking, in face-to-face interactions • when listening, in social interaction and using audio or video texts • when reading, using authentic materials, e.g., advertisements, tickets, brochures, photos, and other media • when writing letters and short guided paragraphs	Students can: • use and understand learned expressions, sentences, and strings of sentences, questions and polite commands when speaking and listening • write simple paragraphs using familiar material • understand some details in highly contextualized authentic texts when reading

Content

Levels I and II often include some combination of the following topics:

self-identification	clothing	preferences
greetings and farewells	colors	telephone etiquette
numbers	shopping	birthdays
origins	foods	holidays
transportation	customs	gifts
school	household chores	buildings
hobbies	pets	cultural and historical figures
seasons	animals	places and events
weather	size	travel
family, home	health	professions
appearance	landmarks	work
school subjects	directions	restaurants
homework and grades	free time	
courtesy	expressions	

Accuracy

Students:
- demonstrate increasing fluency and control of very familiar material;
- comprehend basic information in listening and reading activities;
- write with frequent misspellings and inaccuracies;
- demonstrate culturally appropriate behavior for Level II functions;
- demonstrate understanding of idioms and use of formal and informal expressions;
- communicate successfully with sympathetic listeners when attempting to go beyond learned/memorized material.

II. CULTURES

Practices
- express importance of immediate and extended family
- understand communication skills and etiquette such as phone messages, letter writing, accepting and declining invitations
- understand how work ethic, honesty, and respect function in the Hispanic community
- understand financial responsibilities to family and friends

Products
- identify commercial products useful in everyday life and products that are geared towards Hispanics
- identify modes of public transportation, their purposes, and how they affect the environment
- identify modes of transportation and their use in everyday life

III. CONNECTIONS

Mathematics	• use math concepts for conversion of weights and measures
Architecture	• appreciate historic landmarks and identify characteristics of a landmark
Geography	• expand knowledge of physical and economic geography by discussing agricultural and industrial products
History	• identify historical periods and the development of certain cultural customs due to the effects of the period
Science	• understand the effects of society on the environment and vice versa
Business	• use technology applications in Spanish (use Spanish software to learn Spanish technology terminology and then develop and/or complete business forms and letters)
English Language Arts	• employ the reading and writing processes

IV. COMPARISONS

- compare and contrast commercial establishments, small specialty shops vs. supermarkets and malls, city planning practices (e.g., mass public transportation and the town plaza)
- compare and contrast how geographical locations have defined the cultural, economical, and social development of the people in the area
- compare purchasing practices (bartering vs. fixed prices)
- compare cultural behaviors

V. COMMUNITIES

- engage in written correspondence via e-mail, letter writing, pen pals
- list professions where Spanish is used or is helpful in the community
- contact consulates and government agencies to obtain general information about a Spanish-speaking country
- participate in cultural and educational events

LEVEL III - Intermediate

Course Description

This course continues to provide students with opportunities to work towards an intermediate level proficiency in speaking and listening as well as expand their reading and writing skills within the five Program Goals of the *TEKS for LOTE*. There is a more in-depth study of Hispanic culture and Spanish-speaking people throughout the world.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to:	Students can perform these functions:	Students can:
• understand the main ideas and some supporting detail in authentic texts • can get into, through, and out of a simple survival situation • identify, state, and understand expressed feelings and emotions • create with the language • transfer learned material to new situations • write short messages and short compositions	• when speaking, in face-to-face social interaction and in simple transactions on the phone • when listening, in social interaction and using audio or video texts • when reading short paragraphs and articles • when writing journals, essays, and condensed novelettes	• use strings of related sentences when speaking • understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners • create some complex paragraphs when writing • acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:

biographical information	appearances	activities/hobbies
origins/nationalities	media	career choices
historic areas	newspapers	shopping/making purchases
travel	advertising	restaurants/foods
cultural landmarks	environment	lodging/living quarters
health matters	money matters	daily routine
customs	radio/television broadcasts	school/work experiences
		everyday events

Accuracy

Students:
- may need to hear items several times to interpret them accurately;
- have problems understanding speakers when they speak at a normal pace;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening;
- understand the main ideas, but misunderstand the finer points in reading passages;
- can express themselves using basic structures and vocabulary related to content areas listed;
- are understood by speakers dealing with second language learners;
- have good control of basic constructions with some errors still evident.

II. CULTURES

Practices	• recognize the importance of family, friends, parent/child relationships • express the importance of leisure activities, vacation/travel • understand teen attitudes toward parental advice and life goals
Products	• identify how the home, furniture, decor, family heirlooms, and size of dwellings are defined by different Spanish-speaking communities • understand cultural symbols used for marketing, advertising, and publicity in the Hispanic society • identify the Hispanic influence in newspapers, billboards, kiosks, etc.

III. CONNECTIONS

Government	• identify current events, local, state, and national elections
Social Studies	• discuss contemporary issues about the environment, immigrants, unemployment, and what the future holds for teens
Physical Education	• identify the lifestyles of healthy eaters • look at exercise and its effect on health
Science	• investigate illnesses that seem to be common among Hispanics and report findings
Business	• search for employment opportunities in the newspaper that require bilingual personnel • write personal résumé and letters of interest for jobs

IV. COMPARISONS

- compare travel in the United States and in Hispanic countries (learn about youth hostels, camping, modes of transportation, etc.)
- compare parent/child relationships (young children, teenagers, young adults)
- explain selected examples of cross-cultural misunderstandings
- compare the social rituals of baptisms, *quinceañeras*, weddings, etc.

V. COMMUNITIES

- interview local Spanish speakers on a variety of issues
- employ newspapers, magazine articles, and other media in the Spanish language to gather information on a variety of issues
- participate in Christmas caroling or other volunteer work in the community such as hospitals, nursing homes, children's homes, etc.

LEVEL IV - Intermediate

Course Description

This course continues to provide students opportunities to reach an intermediate level of proficiency in speaking and listening as well as expand their reading and writing skills. There is more in-depth study of Hispanic culture and civilization. This level is compatible with and can be offered as an AP language course.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Levels I, II, and III. They also develop the ability to: • express simple descriptions in present, past, and future tenses using known vocabulary • develop flexibility in language production • understand a simple paragraph for personal communication, information, or recreational purposes • write letters, brief synopses • paraphrase and summarize	Student can perform these functions: • when speaking, in face-to-face social interactions and in simple transactions on the phone • when listening, in social interactions and using audio or video texts • when reading short paragraphs, articles, poems, brochures, essays, and condensed novelettes • when writing journals, letters, essays, and literary critiques	Students can: • use strings of related sentences when speaking • understand most spoken language in a variety of media (may have to be replayed depending on the difficulty of the message and the pacing) • create paragraph length information when writing • acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:

biographical information	activities
origins/nationalities	hobbies
historic areas	career choices
travel	shopping
cultural landmarks	making purchases
health matters	restaurants
customs	foods
appearances	lodging
media	living quarters
newspaper	daily routine
advertising	school/work experiences
environment	social and political issues
money matters	every day events
radio/television broadcasts	careers and professions

Accuracy

Students:
- may need to hear items several times to interpret them accurately;
- can sporadically use simple description and narration of present, past, and future time;
- writing is comprehensible to a native speaker used to reading Spanish by learners;
- read with sufficient comprehension to read simple authentic text, but misinterpretations still occur with complex language patterns or cultural misunderstandings.

II. CULTURES

Practices	• recognize the importance of family, extended family, *compadres*/sponsors, and friends
	• understand cultural attitudes about the role of youngsters, teens, and young adults in their family and in society
	• understand the role of men and women at home and in society
Products	• identify the Hispanic influence in a variety of media
	• identify cultural symbolism behind the products produced by Hispanic men and women
	• identify products that close the gender and age gap and their influences on the family

III. CONNECTIONS

Government	• identify current events in a variety of fields • discuss contemporary issues in politics facing elected officials
Physical Education	• identify lifestyles that promote good health • develop energy consumption charts that fit each individual
Science	• discuss the Mayan contributions to astronomy • identify natural resources in the Hispanic World such as vegetation and tropical rain forests and their contributions to humanity
Mathematics	• identify the mathematical contributions of the Mayas to the number system
History	• identify the historical and cultural contributions of various indigenous tribes to the Hispanic World

IV. COMPARISONS

- compare the social rituals of baptisms, *quinceañeras*, weddings, funerals and their symbolism
- compare linguistic contributions to Spanish from other languages
- compare business and social etiquette

V. COMMUNITIES

- interview local Spanish speakers in a variety of public and business positions
- employ newspapers, magazines, and other media, including the World Wide Web, to gather information on a variety of topics of interest
- participate in community events that reflect Hispanic culture

Spanish for Spanish Speakers

LEVEL I - Novice

Course Description

This course integrates the five Program Goals of Communication, Cultures, Connections, Comparisons, and Communities. It incorporates the study of Hispanic language and culture and assists students in the understanding and appreciation of Hispanic culture. The main objective is to enrich the students' total language experience by building on the language proficiency they already possess. Their skills are enhanced according to the level of language proficiency of the student. The focus is on increasing students' ability to use Spanish flexibly for both formal and informal situations and on developing their literacy skills.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students develop the ability to:	Students use the language:	Students can:
• greet and respond to greetings in a variety of social settings	• when speaking, in face-to-face social interaction	• use short sentences, learned words and phrases and simple questions and commands when speaking and writing
• introduce and respond to introductions, formally and informally	• when listening, in social interaction and using audio or video texts	• understand some ideas and familiar details presented in clear, uncomplicated speech when listening
• engage in conversations	• when reading, using authentic materials, e.g., menus, photos, tickets, posters, charts, schedules, signs, short narratives, advertisements, and brochures	• understand short texts enhanced by visual clues when reading
• express likes and dislikes		
• make requests	• when writing notes, lists, poems, postcards, and short letters	• use idiomatic expressions to describe familiar aspects of daily life and culture
• obtain information		
• understand some details		
• begin to provide information		
• identify main idea of a text and provide the literary elements		

Content

Levels I and II often include some combination of the following topics:
- **the self:** family, friends, home, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, professions, work, and literature.

Accuracy*

Students:
- communicate effectively with some hesitation and errors which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Level I functions and beyond;
- understand most important information when performing novice-level tasks.

*The degree of difficulty of the activities will vary according to the students' level of proficiency.

II. CULTURES

Practices	• describe the extended and immediate family, friends, parent/child relationship
	• describe leisure activities
	• identify cultural and behavioral implications related to courtesy
	• explain historical and mythological literature, oral and written legends that impact one's behavior
	• describe herbs and rituals in relation to health
Products	• describe cultural symbols used for historical or religious celebrations
	• explain cultural rituals affecting the behavior and responsibilities of an individual
	• describe cultural behaviors observed with friends, family, co-workers, community
	• show understanding of cultural artifacts, art, music, dances
	• identify practices of *curanderismo*, superstition, religious festivities
	• read sample literature, newspapers, and/or magazines
	• describe exports from Spanish-speaking countries

III. CONNECTIONS

Health	• describe dietary practices, medicinal herbs, native practices
Social Studies	• learn basic geography, history, sociology, and politics of Spanish-speaking countries
	• identify and study various aspects of Spanish-speaking areas of the U.S.
English	• improve skill in writing compositions and letters
	• improve skill in reading literature, prose, and poetry
	• improve skill in accessing information through newspapers and magazines
Business Education	• investigate the need for and use of Spanish for marketing, advertisement of products, brochures, imports/exports
Fine Arts	• use Spanish to explore aspects of music, art, dance, and theater

IV. COMPARISONS
- compare dietary practices in Spanish-speaking countries with Hispanic practices in the United States
- compare dietary practices of Hispanic culture to those of other cultures in the United States
- recognize differences in writing and oral communication practices of Spanish and English
- compare leisure activities of Spanish-speaking communities with those in the United States
- compare religious ceremonies of Hispanic culture with those of other cultures in the United States
- compare idiomatic expressions used in English and in Spanish (Example: *dichos*, proverbs, etc.)

IV. COMMUNITIES
- identify cultural events taking place in the community
- participate in cultural or educational events in the community
- visit restaurants, participate in festivals, or religious ceremonies
- identify events related to literature, the fine arts, and culinary demonstrations

LEVEL II - Novice

Course Description

This course continues to stress the development of Spanish language skills which students already possess and assists them to refine these skills by understanding when and where dialectal usages are appropriate in oral and written communications. Students in the second level Spanish for Spanish Speakers course are likely to be functioning more and more in the Intermediate range. This course also helps students to understand and appreciate Hispanic culture.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Level I. They also develop the ability to: • make requests • express their needs • understand and express important ideas and some detail • describe and compare • use and understand expressions indicating emotion	Students use the language: • when speaking, in face-to-face social interaction • when listening, in social interaction and when using audio or video texts • when reading, using authentic materials, e.g., narratives, advertisements, brochures, and other media • when writing short letters and short guided compositions	Students can: • use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening • create simple paragraphs when writing • understand important ideas and some details in highly contextualized authentic texts when reading • understand and identify literary elements • identify and observe cultural behaviors

Content

Levels I and II often include some combination of the following topics:
- **the self:** family, friends, home, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, pets and animals, dialects, and idiomatic expressions.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work, implications of cultural behaviors when using idiomatic expressions, dialects, colloquialisms, and formal and informal language.

Accuracy*

Students:
- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Level I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Level II functions;
- understand oral and written discourse, with few errors in comprehension when reading;
- demonstrate culturally appropriate behavior for Level II functions;
- demonstrate understanding of idioms, colloquialisms, formal and informal expressions.

*The degree of difficulty of the activities will vary according to the students' level of proficiency.

II. CULTURES

Practices	• explain immediate and extended family relationships
	• observe cultural behaviors in relation to elders, extended family, and financial responsibilities
	• describe the significance of school and education as well as grading practices
	• describe the importance of family life regarding daily activities, family, social, and educational events, dining practices, and celebration of holidays and/or religious events
Products	• demonstrate communication behaviors that reflect the presence of elders or highly respected individuals
	• explain the financial responsibilities within immediate and extended family
	• describe expectations and high regard for education
	• explain how to make food purchases and describe dietary practices
	• describe the use of medicinal herbs
	• experience the fine arts of Hispanic cultures, such as folkloric dancers, music, literature
	• describe commercial practices (purchasing and marketing, courtesy, bartering, formal correspondence)
	• examine attitudes toward money, time, children, teenagers
	• describe attitudes toward courtship and marriage
	• describe attitudes toward personal hygiene and the use of beauty and hair products

III. CONNECTIONS

Mathematics	• conversion from the U.S. measurement and weight system to the metric system, such as conversion of shoe and clothing sizes
Science	• identify the physical environment conducive to growing medicinal herbs; show familiarity with chemicals which can help grow these herbs • describe the environment and its effect on society
Art	• identify fine arts and literary figures originally from Spanish speaking countries
Social Studies	• identify geographical sites where famous people were born as well as their influence on the rest of the world • describe behavioral practices regarding family, friends, community, church, government, work ethic • explain historical figures and events which might have influenced the United States
English Language Arts	• identify Spanish vocabulary words used in the English language • use appropriate composition and correspondence techniques and practices

IV. COMPARISONS

- compare purchasing practices (bargaining without insulting)
- identify commonalities and differences in public transportation, commercial centers vs. boutiques, *casa de regalos*, etc.
- compare and contrast idioms, colloquialisms, composition techniques, literary styles, educational systems
- compare and contrast food preparation, dietary preferences, medicinal practices, religious and cultural festivities, holidays
- compare and contrast cultural behavior of Hispanics to the rest of the United States population, and to people in Spanish-speaking countries
- compare intonation and pronunciation of Spanish to English; compare grammatical syntax, mechanics, formality, etc. of Spanish to English (exclamation marks, adjective noun to noun adjective, formal and informal correspondence)

V. COMMUNITIES

- engage in written communication with pen pals, businesses, friends, family
- engage in oral communication with Spanish-speaking community members
- participate in cultural and educational events
- volunteer to interpret or translate at community meetings

LEVEL III - Intermediate

Course Description

This course provides additional opportunities for the enhancement of all language skills. It is a study of Hispanic language, culture, and history incorporating language skills and grammatical concepts. The main objective of this course is to continue building on the skills the students already possess by providing opportunities to expand their grammatical literacy, as well as social, communicative, and functional concepts identified with Spanish for Spanish speakers. These students will function comfortably in the Intermediate level, with some students showing some Advanced level abilities.

I. COMMUNICATION

Sample Functions	Context	Text Type
Students expand their ability to perform all the functions developed in Levels I and II. They also develop the ability to:	Students use the language:	Students can:
• clarify and ask for clarification • express and understand opinions • narrate and understand narration in the present, past, and future • identify, state, and understand feelings and emotions	• when speaking, in face-to-face social interaction and in simple transactions on the phone • when listening in social interaction and using audio or video text • when reading short stories, poems, essays, articles, and short novels • when writing journals, letters, literary critiques, and brochures	• use paragraph length speech • understand spoken language in a variety of media by a variety of Spanish speakers • create a series of paragraphs when writing • acquire knowledge and new information from comprehensive, authentic texts when reading

Content

Content includes cultural, personal, and social topics such as:
- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields
- the environment, social issues, and political issues
- career choices

Accuracy*

Depending on the level of proficiency, some students:
- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning (students may also fall back on non-standard vocabulary to circumlocute); others can engage in conversations with few errors and use a wide range of vocabulary;

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- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grasping for words, as well as patterns of mispronunciation and intonation; others can express their knowledge of familiar topics without patterns and errors;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening; others can expand key ideas and apply those to their daily life.

*The degree of difficulty of the activities will vary according to the students' level of proficiency.

II. CULTURES

Practices	• discuss the importance of immediate and extended family relationships
	• describe leisure activities, vacation/travel, *tardeadas*, *tertulias*
	• discuss teen attitudes toward life goals
	• give examples of humor in all aspects of life
	• demonstrate understanding and practice of subtle cultural behaviors
	• describe the cultural perspective behind certain celebrations (e.g., weddings, funerals, wakes)
	• explain attitudes toward material acquisitions
Products	• describe the home: furniture, decor, family heirlooms, size of dwellings
	• explain options in vacation travel facilities (rail, air travel, youth hostels, and hotels)
	• identify and explain cultural symbols used for marketing: advertising and publicity in Hispanic society, newspapers, billboards, pamphlets
	• experience the works of selected artists, writers, poets,
	• describe language differences: idioms, proverbs, riddles, colloquialisms
	• describe and explain culturally-determined behaviors: gender roles, body language, spatial variances

III. CONNECTIONS

Government	• discuss current events: national elections, notable artists
History/Social Studies	• debate contemporary issues: environment, immigration, unemployment, future for teens
	• present an overall view of important historic eras
English Language Arts	• show appropriate use of various dialects, colloquialisms, idioms, and grammar

IV. COMPARISONS
- compare travel in the U.S. and in Spanish-speaking societies: youth hostels, camping, travel by train, bicycle, hitchhiking, etc.
- describe characteristics of parent/child relationships in the U.S. and in Spanish-speaking societies
- practice formal and informal communication
- identify and explain cross-cultural misunderstandings
- debate contemporary issues
- compare proverbs, idioms, and colloquialisms
- examine variations in student's language/and in Spanish-speaking societies (e.g., regional vs. national dialects, language registers, written vs. spoken language form)
- identify and explain false and true cognates in Spanish and English

V. COMMUNITIES
- interview local Spanish speakers on a variety of social issues (use newspapers, magazine articles, news reports on current events in Spanish to identify issues)
- gather information on student exchange or work/study/travel abroad programs
- participate in community events conducted totally in Spanish
- speak and present in community social and religious events
- participate in cultural and educational events related to Spanish language and/or culture

Spanish/FLES
LEVEL I - Novice

Course Description

Students who enroll in a sequential Spanish class in elementary school will receive instruction in Spanish every year from either PreK through sixth grade (minimum of three sessions weekly) or fourth through sixth grade (daily instruction). Students will complete Level I Spanish by the end of sixth grade.

Although the *TEKS for LOTE* for Elementary Spanish are the same as those for a Spanish I course at the middle school or high school level, care must be taken to ensure that the activities and materials used for instruction are appropriate to the developmental and interest level of elementary school students. Content is selected from the grade level curriculum, identifying content appropriate for the students' language skills.

ELEMENTARY SPANISH FLES MODEL: GRADES PreK-6

Program Goal 1—COMMUNICATION

Sample Functions	Context	Text type
Students develop the ability to:	Students can perform these functions:	Students can:
• greet and respond to greetings • introduce and respond to introductions • engage in conversations • express likes and dislikes • make requests • obtain information • understand some ideas and familiar details • begin to provide information	• when speaking, in face-to-face social interaction • when listening, in social interaction and using audio or video texts • when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, and short narratives • when writing notes, lists, poems, postcards, and short letters	• use short sentences, learned words and phrases, and simple questions and commands when speaking and writing • understand some ideas and familiar details presented in clear, uncomplicated speech when listening • understand short texts enhanced by visual clues when reading

Accuracy

Students :
- communicate effectively with some hesitation and errors which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Level I functions;
- understand most important information.

Sample Topics

colors	clothes
numbers	prices
days/dates/months	size and quantity
time	pets and animals
schedules	geography
food and customs	topography
family	directions
friends	buildings and monuments
home	weather and seasons
health	symbols
school	cultural and historical figures
leisure activities	places and event
likes and dislikes	transportation
shopping	travel
	professions and careers

Sample Activities

- Students listen to a description of the school building and write on a map the names of the main rooms.
- Students bring a photograph or draw a picture of their family pet and describe the pet to a partner. They then write several sentences under the photograph or picture and post it on the class bulletin board.
- Students read a TV program guide, write the names and times of three shows that they would like to watch, and discuss the shows with a partner, stating why they want to watch the shows.
- Students interview classmates to determine their likes and dislikes on a particular topic.

Program Goal 2—CULTURES

Students gain knowledge and understanding of the cultures of Spanish-speaking countries.

Sample Activities

- Students write letters or e-mail messages to Spanish-speaking pen pals, asking for information about the pen pals' school and family.
- Students read a legend from a Spanish-speaking country and produce a skit retelling the legend.

Program Goal 3—CONNECTIONS

Students use Spanish to make connections with other subject areas and to acquire information.

Sample Activities

- Students measure distances on a map of South America with place names in Spanish.
- Students read and discuss an event from the Texas Revolution from a Mexican history text.
- Students identify the planets, learn their order, calculate and chart their diameters, set up models across one wall depicting their relative distances apart, discuss their climates, and make comparisons of size.
- Students describe animals native to their environment, identify and chart their habitats, describe their diet, and group them on charts according to various criteria.
- Students identify the basic food groups, design healthy meals, track their own food intake for one week, and compare their diet with that of people in other countries

Program Goal 4—COMPARISONS

Students develop insights into the nature of language and culture by comparing their own language and culture to the cultures of Spanish-speaking countries.

Sample Activities

- Students develop lists of English-Spanish cognates for various topics.
- Students produce posters depicting the customs for celebrating a holiday in the United States and in various Spanish-speaking countries.

Program Goal 5—COMMUNITIES

Students participate in communities at home and around the world by using Spanish.

Sample Activities

- Students take part in a community celebration (i.e. *el día de las madres, las posadas, 16 de septiembre, cinco de mayo*).
- Students host visitors from Spanish-speaking countries.

Appendix C

Multiple Intelligences and Instructional Strategies[1]

Multiple Intelligences	Student Characteristics	Examples of Instructional Strategies for the LOTE Classroom
Verbal/Linguistic	likes reading, speaking, and writing, learning about language, playing with words in puns and puzzles	students read stories, write letters, role-play conversations
Logical/Mathematical	enjoys solving problems, doing calculations, experiments, and devising questions	students collect and analyze statistical data on how peers spend leisure time in their own culture and the target culture
Kinesthetic	likes to exercise, move around the classroom	students manipulate objects whose names they are learning and follow commands
Visual/Spatial	communicates and learns visually, likes to make illustrations, maps, designs, patterns, charts	students draw maps and make illustrations of neighborhood in the target culture

Multiple Intelligences	Student Characteristics	Examples of Instructional Strategies for the LOTE Classroom
Musical	enjoys singing and playing instruments, listening to music, rhythmic games	students acquire language through songs, rhymes, and finger plays in the language
Intrapersonal	prefers to work alone, sets personal goals, thinks deeply, quiet and introspective	students compare and contrast experiences of a pen pal with their own
Interpersonal	likes to work in groups, is a good mediator, senses other people's emotions	students interpret language and gestures in cross-cultural communication
Naturalistic	loves to explore the outdoors, interested in and able to recognize and/or distinguish subtle differences among living things	students go on nature field trips and write about their experiences in a journal, categorize parts of the natural world

[1] This chart was adapted from a similar chart found in the *Massachusetts World Languages Curriculum Framework* (see reference list for complete citation).

Appendix D

Language Specific Progress Checkpoints: Classical Languages

The essential knowledge and skills acquired by students learning a classical language will be somewhat different from those of the modern languages. Communication in a classical language is through the written messages that have come from the ancient world. Those messages, whether in the form of epic poetry or graffiti, are the major lines of communication with the ancient Greeks and Romans. Reading, then, is the key to communicating with the ancient world and the primary skill developed in learning a classical language. In addition, students should acquire appropriate listening, speaking, and writing skills to enhance the development of reading skills and to improve their comprehension of ancient texts.

> Since the Progress Checkpoints for classical languages may contrast greatly with modern languages, the *Framework* provides an adaptation of the Progress Checkpoints for students of Latin and Greek.

Some adapting of the *Texas Essential Knowledge and Skills for Languages Other than English* will be necessary for the classical languages. Teachers and curriculum developers will find it very helpful to refer to the *Standards for Classical Language Learning*. These standards were developed as a collaborative project of the American Classical League and the American Philological Association with assistance from Regional Classical Associations. Sample course descriptions for Latin I-IV are in Appendix B.

Novice

The novice learner of classical language, when dealing with familiar topics, should:

▼ read short passages from specifically prepared material, comprehending main ideas and most supporting details;

▼ demonstrate an understanding of the importance of knowing the components of language, including grammar, for the comprehension of passages written for language learning;

▼ understand sentence-length speech, including recombinations of learned material, particularly where the content is related to textual or specially prepared materials;

▼ satisfy classroom needs by using words, phrases, and sentences appropriately, expanding learned expressions through simple recombinations;

▼ write dictation and learned expressions, including some recombinations of familiar material; and

▼ demonstrate knowledge and understanding of classical culture on selected topics.

Most students will reach novice proficiency by the end of Level II.

Intermediate

The intermediate learner of classical language, when dealing with familiar material, should:

▼ read and comprehend main ideas and most facts from adapted texts of prose and/or poetry;

▼ use the components of language, including grammar, to comprehend adapted texts;

▼ comprehend short, simple texts read aloud, particularly where context strongly supports understanding;

▼ perform a limited number of spoken tasks in classroom situations; and

▼ demonstrate knowledge and understanding of classical culture on selected topics.

Many students will enter the intermediate proficiency checkpoint by the end of Level III or during Level IV.

Advanced

The advanced learner of a classical language, when reading the works of certain authors, should:

▼ read and comprehend selected authentic texts of prose and poetry; and
▼ demonstrate knowledge and understanding of the cultural content of selected readings of authentic texts.

Listening, speaking, and writing may still be used to reinforce the skill of reading. Some students, particularly those who successfully complete an AP or IB course, will exhibit functions of the advanced proficiency level by the end of Level IV. Many other students will demonstrate advanced proficiency skills during Level V or VI.

Appendix E

Sample Lesson Plan: 90 Minute Block

"Block scheduling rests on the premise that it would give teachers more instructional flexibility (Carroll 1990, Sizer 1990), reduce the fragmentation of the day, and allow teachers to adapt their instructional strategies to address the different ways in which students learn." (North Carolina Department of Public Instruction, 1996, p. 1) Many of the perceived gains in student achievement are more attributable to the change in the way that the teacher teaches, rather than as a direct effect of the organizational format. Since the *TEKS for LOTE* will lead teachers to make their lessons more meaningful and purposeful for students, it will be difficult to judge the impact of block scheduling alone on improving student achievement.

"Teaching and learning on a block schedule present many challenges to teachers and students alike," (North Carolina Department of Public Instruction, 1996, p. 7) including the sequencing for foreign language courses, the availability of courses, and the ongoing development of language proficiency. A key consideration is what to take out of the present curriculum, because students will not cover as much material as in traditional 55-minute classes. For curriculum and lesson planning, teachers must focus on the essential goals, which is where the *TEKS for LOTE* will be extremely useful.

Sample Lesson Plan for a 90-minute Block

When planning a lesson for a 90-minute block, it is essential to understand that it is not simply putting two days' lesson plans together. The entire flow of the 90-minute class is different from a 55-minute class. Considerations for planning for a longer block of instructional time include the following:

❖ plan ahead, use all of the ninety minutes and put each lesson in a context of total course development
❖ vary individual, small group, and whole class activities
❖ vary teacher roles including lecturer, facilitator, coach
❖ vary the pace of the lesson
❖ make sure transitions are smooth and logical
❖ use a variety of instructional materials
❖ use a variety of instructional approaches
❖ allow adequate time for warm-ups, transitions, and closure
❖ allow students adequate time to apply and practice language skills in meaningful contexts
❖ continually assess student progress informally and formally
❖ provide a variety of breaks, such as processing time, physical movement, and mental breaks
❖ have an additional activity prepared in case there is extra time

Here is a sample class lesson plan to see how these considerations influence the variety and order of class activities.

ACTIVITY	AMOUNT OF TIME
introduction/warm-up	5-10 minutes
introduction of new material	10-15 minutes
guided listening/speaking practice (whole group)	10-15 minutes
application and language practice (small group)	15-20 minutes
transition	5 minutes
integration of new material with previously learned material or an assessment activity	15-20 minutes
synthesis and closure	10 minutes

WWW sites for further information:

http://inmind.com/people/lhs/wired/education/block.html
http://www.ascd.org/services/eric/eric.html
http://carei.coled.umn.edu/bsmain.htm
http://www.classroom.net/classweb/wasson/myhome.html

Appendix F

Suggested Materials for the LOTE Classroom

In addition to textbooks for all students and an instructor's edition of that textbook for the teacher, the following support materials enhance language acquisition in the LOTE classroom:

General Resources

- ❖ compact discs and player
- ❖ audio cassettes and player
- ❖ videos (instructional and cultural)
- ❖ instructional software
- ❖ CD-ROMs
- ❖ laser disk programs
- ❖ assessment programs
- ❖ sets of transparencies and illustrations
- ❖ dictionaries
- ❖ workbooks
- ❖ language laboratory manuals
- ❖ access to the Internet and electronic mail

Manipulatives

- ❖ flash cards (numbers, vocabulary, etc.)
- ❖ signs
- ❖ plastic objects (foods, animals, furniture, etc.)
- ❖ puppets
- ❖ props for role plays

Authentic Materials ("real" materials from the target language and culture(s)), such as:

- ❖ resource books
- ❖ music (cassettes and CDs)
- ❖ books
- ❖ newspapers
- ❖ magazines
- ❖ catalogs
- ❖ advertisements
- ❖ photos

- ❖ slides
- ❖ posters
- ❖ maps
- ❖ games
- ❖ websites
- ❖ videos
- ❖ menus
- ❖ travel brochures

Appendix G

Note to Parents

A Texas Framework for Languages Other Than English is a publication that provides assistance to educators at the local district level in order to design and implement an articulated district-wide curriculum. It is a tool that can help in developing a curriculum that can be assessed easily and extensively. *A Texas Framework for Languages Other Than English* also delineates how the *Texas Essential Knowledge and Skills for Languages Other Than English* (*TEKS for LOTE*) can guide the development of this curriculum.

The major focus of language proficiency is oral and written communication. Traditionally, instruction has emphasized learning about a language rather than the acquisition of a language. The majority of what a student learned encompassed grammatical structures and pronunciation. In today's classroom, the intent is to base the content for this communication on connections with other subject areas, comparisons of a language with one's own language and culture, and applications in a local community and our global society. By adopting a philosophy of proficiency-oriented instruction, specific attention is focused on developing communicative "survival" skills in the language and on allowing the students to be exposed to that language as much as possible so they may function adequately in social interactions and discussions.

Therefore, parents will find that for a child to become proficient in a language, the instructional methods as well as the learning strategies must enhance communication in the language other than English. For example, if parents were to enter a language classroom, the "noise" level might be higher than it would have been in previous years, but a closer listening will reveal that the noise is all in a language other than English. This is evidence that students are practicing their communication skills. The student's homework assignment might require permission to interview a neighbor who speaks a language other than English. Other assignments might be to view a television

program, videotape and narrate an activity at the park, write and act out a skit demonstrating a cultural aspect of the people who speak the language being acquired, record or listen to an audio cassette, or listen to a conversation and note as many details as possible.

The curriculum that is proficiency-oriented will enhance the student's language acquisition. Greater use of the language will facilitate greater proficiency in the language as well as greater academic success. The *Framework* can serve as a guide for administrators, teachers, and parents. It can also address any questions the parents may have about how and at what pace their child is acquiring another language.

Appendix H

Texas Essential Knowledge and Skills for Languages Other Than English

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.

The provisions of this subchapter shall supersede §75.26 of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.1 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.2. Languages Other Than English, Elementary.

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

Source: The provisions of this §114.2 adopted to be effective September 1, 1998, 22 TexReg 4930.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School.

The provisions of this subchapter shall supersede §75.42 of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.11 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.12. Languages Other Than English, Middle School.

(a)   School districts are strongly encouraged to offer languages other than English in middle school. For districts that offer languages in middle school, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint and Levels III and IV - intermediate progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

(b)   Students are awarded one unit of high school credit per level for successful completion of the level and one-half to one unit of high school credit for successful completion of a nonsequential course.

(c)   Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

Source: The provisions of this §114.12 adopted to be effective September 1, 1998, 22 TexReg 4930.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.

The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.21 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).

(a)   General requirements.

   (1)   Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

   (2)   Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

      (A)   understand short utterances when listening and respond orally with learned material;

      (B)   produce learned words, phrases, and sentences when speaking and writing;

      (C)   detect main ideas in familiar material when listening and reading;

      (D)   make lists, copy accurately, and write from dictation;

      (E)   recognize the importance in communication to know about the culture; and

      (F)   recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

   (3)   Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

(b)   Introduction.

   (1)   Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

The student is expected to:

(1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and

(C) present information using familiar words, phrases, and sentences to listeners and readers.

(2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and

(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

(4)	**Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.	The student is expected to:

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) demonstrate an understanding of the influence of one language and culture on another.

(5)	**Communities.** The student participates in communities at home and around the world by using languages other than English.	The student is expected to:

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).

(a) General requirements.

(1) Levels III and IV - Intermediate progress checkpoint can be offered in middle or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:

(A) participate in simple face-to-face communication;

(B) create statements and questions to communicate independently when speaking and writing;

(C) understand main ideas and some details of material on familiar topics when listening and reading;

(D) understand simple statements and questions when listening and reading;

(E) meet limited practical and social writing needs;

(F) use knowledge of the culture in the development of communication skills;

(G)   use knowledge of the components of language, including grammar, to increase accuracy of expression; and

(H)   cope successfully in straightforward social and survival situations.

(3)   In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.

(b)   Introduction.

(1)   Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

(2)   Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c)   Knowledge and skills.

(1)   **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

(A)   engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;

(B)   interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and

(C)   present information and convey short messages on everyday topics to listeners and readers.

(2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

(A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

(B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

(A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and

(B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

(A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

(5) **Communities.** The student participates in communities at home and around the world by using languages other than English.

The student is expected to:

(A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

Source: The provisions of this §114.23 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).

(a) General requirements.

(1) Levels V, VI, and VII - Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.

(2) Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:

(A) participate fully in casual conversations in culturally appropriate ways;

(B) explain, narrate, and describe in past, present, and future time when speaking and writing;

(C) understand main ideas and most details of material on a variety of topics when listening and reading;

(D) write coherent paragraphs;

(E) cope successfully in problematic social and survival situations;

(F) achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and

(G) apply knowledge of culture when communicating.

(3) The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.

(4) Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

(b)   Introduction.

    (1)   Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

    (2)   Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c)   Knowledge and skills.   The student is expected to:

    (1)   **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

        (A)   engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;

        (B)   interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and

        (C)   present information, concepts, and ideas on a variety of topics to listeners and readers.

    (2)   **Cultures.** The student gains knowledge and understanding of other cultures.

    The student is expected to:

        (A)   use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

The student is expected to:

(B)   use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(3)   **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

(A)   use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and

(B)   use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

(4)   **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

(A)   use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B)   use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C)   use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.
       The student is expected to:

(5)   **Communities.** The student participates in communities at home and around the world by using languages other than English.

(A)   use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

(B)   show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.

§114.25. Exploratory Languages (One-Half to One Credit).

(a)   General requirements.

    (1)   Exploratory languages is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course.

    (2)   Using age-appropriate activities, students study selected aspects of one or more languages and cultures and/or develop basic language learning and communicative skills.

(b)   Introduction. Exploratory courses in languages other than English introduce the student to the study of other languages. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages.

(c)   Knowledge and skills.

    (1)   The student uses components of language.

The student is expected to:

    (A)   participate in different types of language learning activities;

    (B)   use the language skills of listening, speaking, reading, and/or writing;

    (C)   demonstrate an awareness of some aspects of culture in using the language; and

    (D)   demonstrate an awareness of the subsystems of other languages (such as grammar, vocabulary, and phonology).

    (2)   The student makes observations about languages and cultures.

The student is expected to:

    (A)   compare and contrast features of other languages to English;

    (B)   recognize the role of nonlinguistic elements (such as gestures) in communication;

    (C)   demonstrate an understanding of the fact that human behavior is influenced by culture; and

    (D)   compare some aspects of other cultures to the student's own culture.

    (3)   The student develops language study skills.

The student is expected to:

    (A)   practice different language learning strategies;

(B) demonstrate an understanding of the fact that making and correcting errors is an important part of learning a language; and

(C) demonstrate an awareness of language patterns.

Source: The provisions of this §114.25 adopted to be effective September 1, 1998, 22 TexReg 4930.

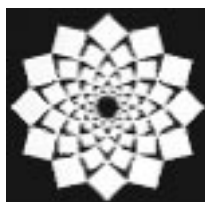**§114.26. Cultural and Linguistic Topics (One-Half to One Credit).**

(a) General requirements.

(1) Cultural and linguistic topics is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course. Upon completion of the course, students may choose to receive credit for a nonsequential course in languages other than English or credit for a social studies elective course.

(2) Using age-appropriate activities, students study cultural, linguistic, geographical, or historical aspects of selected regions or countries.

(b) Introduction. Courses in cultural and linguistic topics introduce students to the study of other cultures. Students gain the knowledge to understand the historical development, geographical aspects, cultural aspects, and/or linguistic aspects of selected regions or countries by completing one or more of the knowledge and skills for cultural and linguistic topics.

(c) Knowledge and skills.

(1) The student gains knowledge of the cultural aspects of selected regions or countries.

The student is expected to:

(A) identify social, cultural, and economic changes that have affected customs and conventions in a region or country;

(B) explain variations of cultural patterns within a region or country;

(C) demonstrate an understanding of the role of traditions in influencing a culture's practices (what people do) and products (what people create); and

(D) recognize the art, music, literature, drama, or other culturally related activity of a region or country.

(2) The student gains a knowledge of certain linguistic aspects of selected regions, countries, or languages.

The student is expected to:

(A) reproduce, read, write, or demonstrate an understanding of common expressions and vocabulary used in the region, country, or language studied;

(B) describe general aspects of a language based upon the linguistic experiences provided, such as word etymologies and derivatives; and

(C) recognize the linguistic contributions of native speakers and writers from various regions.

(3) The student gains knowledge of the geographical aspects of and their related influences on selected regions or countries.

The student is expected to:

(A) demonstrate an understanding of the influence of geography on the historical development of a region or country; and

(B) provide examples of the interrelationships between the physical and cultural environments.

(4) The student gains knowledge of the historical aspects of selected regions or countries.

The student is expected to:

(A) recognize examples of the interactions of a region or country with the rest of the world;

(B) trace historical events from their inception to the present; and

(C) identify significant personalities in the development of a region or country.

Source: The provisions of this §114.26 adopted to be effective September 1, 1998, 22 TexReg 4930.

Appendix I

ACTFL Proficiency Guidelines

ACTFL
PROFICIENCY GUIDELINES

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current Guidelines project:

Generic Descriptions-Speaking

Novice   The Novice level is characterized by the ability to communicate minimally with learned material.

Novice-Low   Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid   Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High   Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate   The Intermediate level is characterized by the speaker's ability to:
                      - create with the language by combining and recombining learned elements, though primarily in a reactive mode;
                      - initiate, minimally sustain, and close in a simple way basic communicative tasks; and
                      - ask and answer questions.

Intermediate-Low   Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform

such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid   Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High   Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary, still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced   The Advanced level is characterized by the speaker's ability to:
- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

Advanced   Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as

elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced level speaker can be understood without difficulty by native interlocutors.

Advanced-High | Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior | The Superior level is characterized by the speaker's ability to:
- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior | Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low
Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid
Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High
Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-Low
Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid
Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such

as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-High Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished   Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low   Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid   Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High   Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low   Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid   Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High   Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced   Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Advanced-High   Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished

Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions-Writing

Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Novice-Mid   Able to copy or transcribe familiar words or phrases and repro-duce some from memory. No practical communicative writing skills.

Novice-High   Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply informa-tion on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical infor-mation as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic or 50-100 characters or compounds in a character writing system. Spelling and represen-tation of symbols (letters, syllables, characters) may be partially correct.

Intermediate-Low Able to meet limited practical writing needs. Can write short mes-sages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recom-binations of learned vocabulary, and structures into simple sen-tences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Intermediate-Mid Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily rou-tine, everyday events, and other topics grounded in personal expe-rience. Can express present time or at least one other time frame or aspect consistently, e.g. nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflec-tional morphology , such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organiza-tion. Can be understood by natives used to the writing of nonna-tives.

Intermediate-High Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is

expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty is generally comprehensible to natives used to the writing of nonnatives.

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

Advanced-High

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully, but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

Superior

Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and pre-

sent arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Appendix J

Credit By Examination,
Texas Education Agency

Subchapter C. Other Provisions

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §§28.023, 28.054, and 38.003, unless otherwise noted.

§74.21. Schedule for Implementation.

The requirements in this chapter shall be implemented according to the following schedule.

(1)   Elementary, kindergarten through Grade 5. All provisions of §74.2 of this title (relating to Description of a Required Elementary Curriculum) shall be implemented fully beginning with the 1996-1997 school year.

(2)   Secondary, Grades 6-12. All provisions of §74.3(b) of this title (relating to Description of a Required Secondary Curriculum) and Subchapter B of this chapter (relating to Graduation Requirements) shall be implemented fully beginning with the 1997-1998 school year. A student entering Grade 9 in the 1997-1998 school year or thereafter must meet the provisions of Subchapter B of this chapter (relating to Graduation Requirements).

(3)   Other sections. Provisions of other sections of this chapter shall be implemented during the 1996-1997 school year unless otherwise specified.

Source: The provisions of this §74.21 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.22. Options for Offering Courses.

A school district may use alternative procedures for delivering instruction to ensure that essential elements and courses are taught according to the requirements of Chapter 75 of this title (relating to Curriculum). The district shall pay any fees or other costs for students to participate in alternative delivery procedures.

Source: The provisions of this §74.22 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.23. Correspondence Courses.

Credit toward state graduation requirements may be granted under this section only under the following conditions.

(1)   The institution offering the course must be the University of Texas at Austin, Texas Technological University, or another public institution of higher education approved by the commissioner of education.

(2)   The correspondence course must include the essential elements specified in Chapter 75 of this title (relating to Curriculum) for such a course.

Source: The provisions of this §74.23 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.24. Credit by Examination.

(a)   General provisions.

(1)   A school district must provide at least three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration required under Texas Education Code, §28.023, shall be administered in Grades 1-12. The days do not need to be consecutive but must be designed to meet the needs of all students. The dates must be publicized in the community.

(2)   A school district shall not charge for an exam for acceleration. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin.

(3)   A school district must have the approval of the district board of trustees to develop its own tests or to purchase examinations that thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

(4)   A school district may allow a student to accelerate at a time other than one required in paragraph (1) of this subsection by developing a cost-free option approved by the district board of trustees that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

(b)   Assessment for acceleration in kindergarten through Grade 5.

(1)   A school district must develop procedures for kindergarten acceleration that are approved by the district board of trustees.

(2)   A student in any of Grades 1-5 must be accelerated one grade if he or she meets the following requirements.

(A)   The student scores 90% on a criterion-referenced test for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies.

(B)   A school district representative recommends that the student be accelerated.

(C)   The student's parent or guardian gives written approval for the acceleration.

(c)   Assessment for course credit in Grades 6-12.

(1)   A student in any of Grades 6-12 must be given credit for an academic subject in which he or she has had no prior instruction if the student scores 90% on a criterion-referenced test for the applicable course.

(2)   If a student is given credit in a subject on the basis of an examination, the school district must enter the examination score on the student's transcript.

Source: The provisions of this §74.24 adopted to be effective September 1, 1996, 21 TexReg 7239.

§74.25. High School Credit for College Courses.

(a)   A school district board of trustees may adopt a policy that allows a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by one of the following regional accrediting associations:

    (1)   Southern Association of Colleges and Schools;

    (2)   Middle States Association of Colleges and Schools;

    (3)   New England Association of Schools and Colleges;

    (4)   North Central Association of Colleges and Schools;

    (5)   Western Association of Schools and Colleges; or

    (6)   Northwest Association of Schools and Colleges.

(b)   To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential elements.

Source: The provisions of this §74.25 adopted to be effective September 1, 1996, 21 TexReg 4311.

§74.26. Award of Credit.

(a)   The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Any course for which credit is awarded must be provided according to this sub-section.

    (1)   Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district.

    (2)   A school district must ensure that the records or transcripts of an out-of-state or out-of-country transfer student or a transfer student from a Texas nonpublic school are evaluated and that the student is placed in appropriate classes promptly. The district may use a variety of methods to verify the content of courses for which a transfer student has earned credit.

(b)   Districts may offer courses designated for Grades 9-12 (refer to §74.11 of this title (relating to High School Graduation Requirements) in earlier grade levels. A course may be considered completed and credit may be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. The academic achievement record (transcript) shall reflect that students have satisfactorily completed courses at earlier grade levels than Grades 9-12 and have been awarded state graduation credits.

(c)   Credit for courses for high school graduation may be earned only if the student received a grade which is the equivalent of 70 on a scale of 100, based upon course-level, grade-level standards of the essential knowledge and skills curriculum.

Source: The provisions of this §74.26 adopted to be effective September 1, 1996, 21 TexReg 4311.

Appendix K

Selected Resources

Inclusion

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Organizations

American Association of Teachers of French (AATF), Jayne Abrate, Executive Director, Southern Illinois University, Carbondale, IL 62901-4510

American Association of Teachers of German (AATG), Helene Zimmer-Loew, Executive Director, 112 Haddontowne Court #104, Cherry Hill, NJ 08034

American Association of Teachers of Italian (AATI), Anthony Mollica, Faculty of Education, Brock University, St. Catherines, Ontaio, L3B 2S1

American Association of Teachers of Spanish & Portuguese (AATSP), Lynn Sandstedt, Executive Director, 210 Butler-Hancock Hall, University of Northern Colorado, Greeley, CO 80639

American Classical League (ACL), Miami University, Oxford, OH 45056

American Council on the Teaching of Foreign Languages, (ACTFL) C. Edward Scebold, Executive Director, 6 Executive Plaza, Yonkers, NY 10701-6801

American Council of Teachers of Russian (ACTR), 1776 Massachusetts Ave, N.W., Suite 700, Washington, D.C. 20036

American Philological Association (APA), John Marincola, Executive Director, New
York University, 19 University Place, Room 328, New York, NY 10003-4556

Association of Teachers of Japanese (ATJ), Campus Box 279, University of Colorado,
Boulder, CO 80309-0279

Central States Conference on the Teaching of Foreign Languages, Rosalie Cheatham,
Executive Director, University of Arkansas-Little Rock, 2801 South University, Little
Rock, AR 72204

Chinese Language Association of Secondary-Elementary Schools (CLASS) P.O. Box
2348, Livingston, NJ 07039

Classical Association of the Middle West and South (CAMWS), Gregory Daugherty,
Secretary-Treasurer, Randolph - Macon College, Department of Classics, P.O. Box
5005, Ashland, VA 23005-5505

International Baccalaureate North America, 200 Madison Avenue, Suite 2007, New
York, NY 10016

National Network for Early Language Learning, Nancy Rhodes, Executive Secretary,
Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037

Southwest Conference on Language Teaching (SWCOLT), Audrey Cournia, Executive
Director, 1348 Coachman Drive, Sparks, NV 89434

Teachers of English to Speakers of Other Languages (TESOL), 1600 Cameron St., Suite
300, Alexandria, VA 22314

Texas Classical Association (TCA), Doris Kays, Executive Secretary-Treasurer, 2535
Turkey Oak, San Antonio, TX 78232

Texas Foreign Language Association (TFLA), Eugenia Simons, Executive Secretary-
Treasurer, 1320 Modiste Dr., Houston, TX 77055