

To: John Stanford Intl School WL Planning Committee

I have spent some time this week reviewing other state standards for world/foreign language on the Internet. I was primarily interested in:

* which states are basing their standards on the National Standards for Foreign Language (the "5 C's": Communication, Cultures, Connections, Comparisons, Communities)

* if their standards are not based on the National Standards, how are they organized

* what types of programs (e.g., K-12 articulated) are they advocating

* what types of resources do they offer (e.g., learning scenarios and curriculum planners)

Since neither Washington state, nor the Seattle School District, currently provides state or district standards for world language, the John Stanford International School will need to define its own content and performance standards, based, to the extent possible, on the National Standards for Foreign Language. We will look to the other states' standards for further detail, clarity, and resources.

Here is a summary of my findings:

COLORADO

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[http://www.cde.state.co.us/index\\_stnd.htm](http://www.cde.state.co.us/index_stnd.htm)  
select PDF file for Foreign Languages

Model Content Standards for Foreign Language  
- adopted December, 1997  
- 11 pages

Foreign Language Standards:

1. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
2. Students acquire and use knowledge of other cultures while developing foreign language skills.

The document provides specific content standards, rationale, and performance standards for:

Beginning Level (K-4 in K12 program)  
Intermediate Level (5-8 in K12 program)  
Advanced Level (9-12 in K12 program)

Note: Colorado's Foreign Language Standards are not specifically aligned with the National Standards for Foreign Language. They focus

more on the traditional skills (listening, speaking, reading, writing).

## CONNECTICUT

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<http://www.state.ct.us/sde/brta/corefram.htm>

Common Core of Learning

Goal: "By the end of Grade 12, students will listen, speak, read, and write proficiently in at least one language other than English, and will understand the culture(s) of that language."

Program Goals based on the "5 C's" with K-12 Content Standards in:

- * Communication
- * Cultures
- * Connections
- * Comparisons Among Languages
- * Comparisons Among Cultures
- * Communities.

The World Languages Curriculum Framework (March 1998)

- 17 pages long

- articulates K12 Performance Standards for each of the Content Standards with benchmarks K-4, 5-8, and 9-12.

DELAWARE

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[http://www.doe.state.de.us/Standards/Foreign\\_Language/toc.htm](http://www.doe.state.de.us/Standards/Foreign_Language/toc.htm)

### Foreign Languages Curriculum Framework Content Standards (1997)

This extensive document includes background on the foreign language goals and standards in Delaware and implementation implications.

The Goals and Standards are based on the "5 "C's".

There are 39 learning scenarios presented.

A variety of appendices include a Glossary, the ACTFL Proficiency Guidelines, Textbook Selection, References, etc.

Organization of the standards:

Goal: (e.g., Communication)

Content Standards:

(e.g., 1.1. Students listen and respond, engage in conversations, etc.)

- covers Interpersonal, Interpretive, and Presentational Modes

Performance Indicators

(Elementary - Stage 1; Middle - Stage 1 & 2; Secondary - Stage 1 & 2)

Sample Tasks

## FLORIDA

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<http://www.firn.edu/dae/curric/prek12/frame2.htm> select Foreign Language

Sunshine State Standards

- approved in 1996

- divided into four grade clusters: preK-2, 3-5, 6-8, 9-12

For Foreign Languages, each of the clusters includes standards under 4 of the "5 C's" - Communication, Culture, Connections, Comparisons.

MAINE

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<http://janus.state.me.us/education/lres/mcl.htm>

"Maine people must have the linguistic and cultural skills to communicate successfully in a pluralistic society at home and abroad. All students will develop a level of proficiency in at least one other language. To succeed, all students must study language and culture in an integrated fashion, beginning in kindergarten and extending throughout their entire school experience."

Modern and Classical Languages - Content Standards

- A. Person-to-person Communication
- B. Reading, Listening, and Viewing for Understanding
- C. Oral and Written Presentations
- D. Workings of Language
- E. Cultural Practices, Products, and Perspectives
- F. Cross-Cultural Connections and Comparisons

Under each content standard, there are several performance indicators for benchmarks at PreK-2, 3-4, 5-8, and secondary grades. There are also brief examples elucidating the indicators.

The Maine standards correspond roughly to the National Standards for Foreign Language, at least for the first 4 of the "5 C's".

NEBRASKA

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<http://www.edneb.org/IPS/mainNDE.html> (homepage)

Nebraska K-12 Foreign Language Frameworks - 1996
(in a larger binder - 370 pages; I couldn't find it on the Internet)

Goals and Standards:

1. Communication
2. Cultures
3. Connections
4. Comparisons
5. Communities

Each Goal includes one or more Content Standard, as well as Progress Indicators at the Beginning, Developing, and Expanding levels. There are also many Classroom Examples to clarify the Progress Indicators, as well as Learning Scenarios.

The Nebraska K-12 FL Frameworks correspond almost verbatim to the National Standards for Foreign Language (the "5 C's").

There are about 40 Learning Scenarios, organized by level and topic, correlated to the specific Content Standards.

Also included:

- Curriculum Planners (blank and filled out)
- Issues papers (abstracts)
- Assessments
- Curriculum Planning
- Teacher Preparation Guidelines

NEW JERSEY

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<http://www.state.nj.us/njded/frameworks/worldlanguages/>

World Languages Curriculum Framework - Winter, 1999

366 page document (available in PDF on the Internet) includes:

- Rationale for Study of WL
- Essential Components of an Effective WL Program
- Restructuring the Learning Environment
- Linking the Standards and Framework to Curriculum Development
- Implementation Process
- Rethinking Assessment
- Instructional Strategies and Student Learning Characteristics
- Professional Educators/Lifelong Learning
- Effect of WL Standards and Framework on the NJ Community
- Learning Scenarios (for K-4, 5-8, 9-12, plus Thematic)
- World Language Programs in Current Practice
- Instructional Adaptations for Students with Diverse Needs (Disabilities or Gifted)
- Appendices:
  - ACTFL Guidelines
  - Assessments
  - Methodology for Innovative Instruction
  - Instructional Strategies
  - Graphic Organizers
  - Key Terms for Teacher Preparation
  - Cross-Content Workplace Readiness and Systems Thinking

## Core Curriculum Content Standards:

7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.  
(includes 3 modes: Interpersonal, Interpretive, Presentational)

7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one language other than English  
(includes 3 aspects of culture: Perspectives, Practices, Products)

Under each Content Standard, there are Cumulative Progress Indicators for:

- Grade 4
- Grade 8
- Grade 12

The Learning Scenarios cover almost 100 pages and are grouped by K-4, 5-8, 9-12 levels and organized around the following themes:

- About Me
- Arts and Literature
- Friends and Others
- Home Life
- The Natural World
- The Political/Social World
- School and Career

## VERMONT

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<http://www.state.vt.us/educ/stand/page3.htm>

Framework of Standards and Learning Opportunities

The Standards are divided into two categories:

- The Vital Results
- The Fields of Knowledge

Non-Native Language is included under "Arts, Language, and Literature Standards" under The Fields of Knowledge.

The one-page Non-Native Language Standards include:

- 5.19 Speaking and Listening
- 5.20 Reading
- 5.21 Writing

with performance indicators for PreK-4, 5-8, and 9-12.

Note: The Vermont Standards are skills-based, not based on the National Standards for Foreign Language "5 C's".

VIRGINIA

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<http://www.pen.k12.va.us/VDOE/Instruction/tocontents.html>  
select Foreign Language

Foreign Language Standards of Learning  
- draft as of December 20, 1999

### Goals:

- Effective Communication
- Enhanced Cultural Understanding
- Expanded Access to Information
- Increased Global Perspective

Strands of language development and application for students:

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Communication
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

(Note: there are modifications for Latin)

The specific Content Standards under each goal and the 7 Strands correspond roughly to the "5 C's" of the National Standards.

There are generic course descriptions and performance indicators organized around the 7 Strands for:

- Modern Foreign Language Level I
- Modern Foreign Language Level II
- Modern Foreign Language Level III
- Modern Foreign Language Level IV

There are also specific Standards of Learning for:

- Spanish I, II, III, IV
- and other languages

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