

Background

This document describes the proposed standards and benchmarks for world languages for the Boulder Valley School District in grades sixth through twelve. The proposed standards closely parallel the Colorado Model Content Standards which were adopted by the Colorado State Board of Education on December 11, 1997.

Content Standards are general statements of what a student should know or be able to do in a particular academic area. Key components and a rationale statement accompany each content standard. Benchmarks describe what most students should understand and be able to do at specified levels to meet each standard. The development and implementation of state content standards were mandated in May 1993, by Colorado Statute.

Boulder Valley language teachers from all levels had input on the standards and benchmarks. Teachers have reviewed, discussed, and refined the document. The World Languages Curriculum Council and teacher writing teams have further crafted the contents. High quality delivery standards have been the norm for Boulder Valley teachers and this document formalizes an excellent process that has been in place for some time.

This document includes specific descriptions of what students should know and be able to do at the end of courses in beginning, intermediate, and advanced levels of language instruction. These descriptions for each level, stated as benchmarks, are included with each of the two standards.

The title World Languages has been proposed because it is more respectful of all language learners. Many students come to our schools speaking a language other than English. The languages brought to our schools are not foreign or a second language to the students speaking them. In keeping with our district's goals, the phrase World Language is more inclusive and supportive of learners.

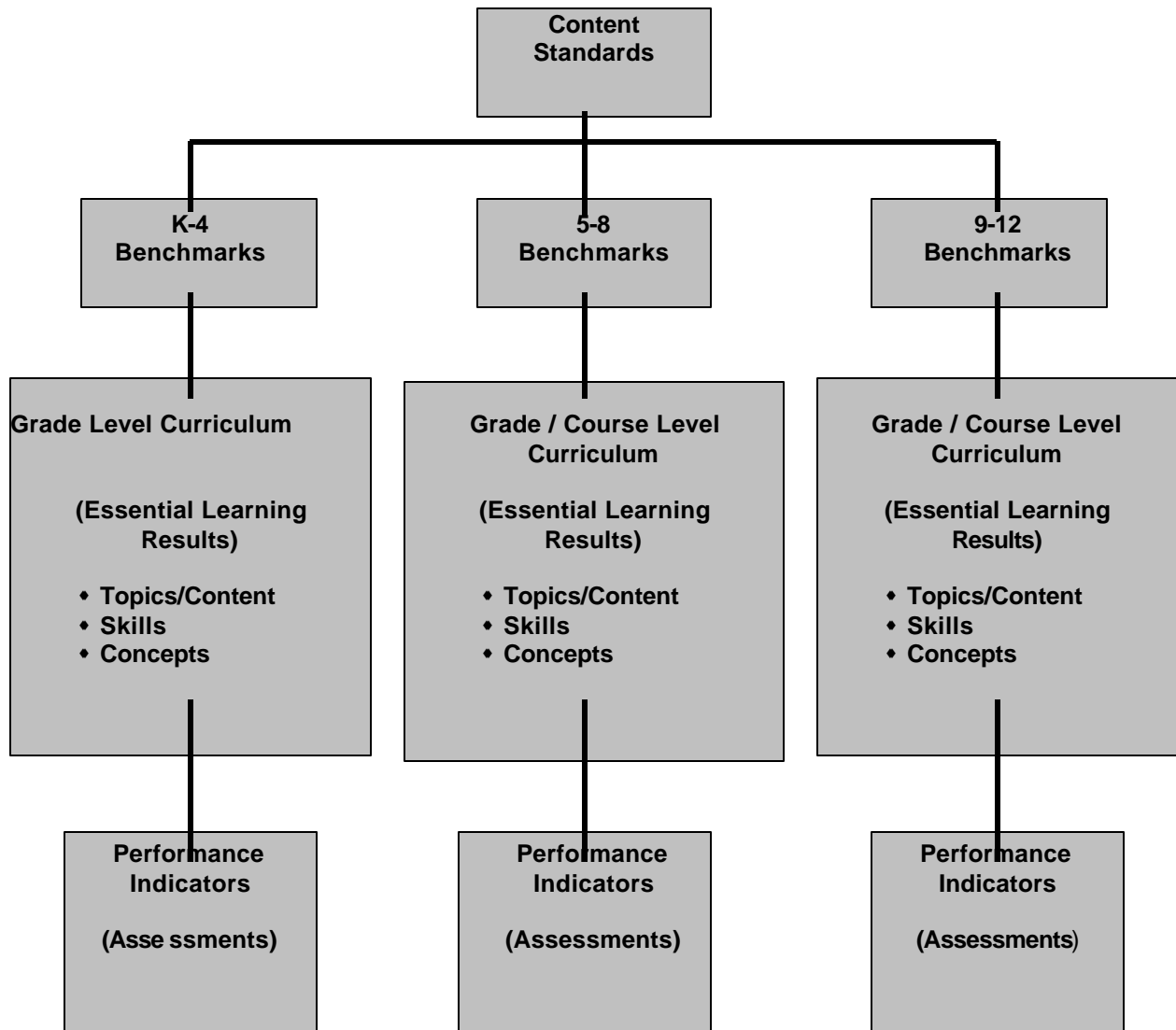
Future work will include a more focused alignment of the curriculum to these standards. Essential learning outcomes will be determined for each level. Student performance levels will be developed. District performance assessments will be established as required by the Colorado Department of Education. The interplay of standards, instruction, and assessment will ensure an accountability process that provides learning for all Boulder Valley School District students in a high quality world languages program.

As required by the 1992 "Rules (for the) Administration of Accreditation of School Districts," specific consideration will be taken in all aspects of the development and implementation of standards-based education to address the special learning needs of all exceptional children, including but not limited to students with disabilities and gifted and talented students.

Comparison of Colorado and BVSD Content Standards

Colorado Content Standards (Adopted 12/11/97)	BVSD Content Standards (Draft)
<p>1. Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.</p> <p>1.1 Listening: Students listen to and derive meaning from a variety of foreign language sources.</p> <p>1.2 Speaking: Students speak in the foreign language for a variety of purposes and for diverse audiences.</p> <p>1.3 Reading: Students read and derive meaning from a variety of materials written in a foreign language.</p> <p>1.4 Writing: Students write a foreign language for a variety of purposes and for diverse audiences.</p>	<p>1. Students communicate in a world language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.</p> <p>1.1 Listening: Students listen to and derive meaning from a variety of world language sources.</p> <p>1.2 Speaking: Students speak in the world language for a variety of purposes and for diverse audiences.</p> <p>1.3 Reading: Students read and derive meaning from a variety of materials written in a world language.</p> <p>1.4 Writing: Students write a world language for a variety of purposes and for diverse audiences.</p>
<p>2. Students acquire and use knowledge of other cultures while developing foreign language skills.</p>	<p>2. Students acquire and use knowledge of other cultures while developing world language skills.</p>

How Standards and Curriculum Fit Together



Introduction to World Language

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century.

Lifelong Learning: The skills required to acquire a World Language are basic to the learning process. Learning another language involves delving into the very structure of the language and the thinking process. It can serve as a foundation and model for learning anything new. In addition, if one has already learned another language, the acquisition of another, if needed, is much easier and more efficient.

Higher Achievement: A higher level of skills is demanded of all workers in a global community. Our children will compete with those where knowing two, or often three languages, is the norm. If the United States wants to compete on a global level, our children must be proficient in the knowledge of another language.

It is also interesting and significant to note that students who study a World Language show significantly higher scores on both the SAT and CAT. Research reported to the Illinois State Board of Education concludes that there is “a significant reciprocal effect between second language acquisition and academic learning and general academic skill.”

Economic Necessity: Businesses increasingly reach out to all parts of the world. In order to ensure our own futures as competitors, both individually and as a nation, we must be able to communicate with the rest of the world.

The civic, political, and environmental problems which face our nation are closely connected to those in other nations. People must be able to communicate with each other to solve tomorrow’s problems.

Multicultural Perspective: World language teachers work to open doors not only to other languages, but also to other cultures, people and lands. With this exposure comes an appreciation of cultural diversity, an increase in the ability to communicate, and a vital understanding of common ground among peoples of all nations. While a multicultural perspective ideally infuses our entire curriculum, the study of another language is an ideal place for articulation of, and reflection upon, these values.

Standard I: Students communicate in a world language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.

1.1 Listening: Students listen to and derive meaning from a variety of world language sources.

***RATIONALE:** Students listen to comprehend information spoken in a world language.*

In order to meet this standard, a student will

- recognize common expressions;
- obtain meaning from diverse listening sources;
- demonstrate comprehension through appropriate responses; and
- engage in a variety of listening situations.

*In **Beginning (Levels I and II)**, what students know and are able to do includes*

- comprehending common learned words, expressions, and cognates when hearing the world language spoken; and
- selected language demonstrating comprehension of everyday conversations, including familiar situations and simple instructions.

*As students in **Intermediate (Level III)** extend their knowledge, what they know and are able to do includes*

- identifying the main idea from simple instructions or conversations, basic survival situations, and familiar topics;
- obtaining meaning from simple conversations; and
- identifying the main idea or specific information from a variety of sources.

*As students in **Advanced (Levels IV, V, and AP)** extend their knowledge, what they know and are able to do includes*

- deriving meaning through context, intonation, and situations from listening sources including conversations, lectures, authentic videos, films and recordings; and
- obtaining and processing information by selecting, categorizing, and analyzing from these sources.

For students extending their language education, what they know and are able to do may include

- processing information by organizing, synthesizing, and evaluating from all types of authentic listening sources;
- integrating listening skills by interacting and/or participating with members of the community in various professions who use the selected language; and
- using listening skills to interact culturally with peers and/or others in selected language.

1.2 Speaking: Students speak in a world language for a variety of purposes and for a variety of audiences.

RATIONALE: The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard, a student will

- apply pronunciation rules and intonation patterns;
- use vocabulary, grammatical forms, and structures of the selected language to convey meaning;
- apply knowledge of cultural practices to spoken language;
- express needs, tell stories, obtain and convey information, explain concepts and procedures, and persuade; and
- interact with speakers of the language in a variety of venues: personal, business, debate panels, dramatic presentations.

*In **Beginning (Levels I and II)**, what students know and are able to do includes*

- using learned basic pronunciation and intonation patterns;
- using learned vocabulary and phrases to speak in predictable, familiar situations;
- expressing personal opinions and desires with learned phrases;
- describing everyday topics using appropriate vocabulary and grammatical structures; and
- asking and answering simple questions.

*As students in **Intermediate (Level III)** extend their knowledge, what they know and are able to do includes*

- applying learned basic pronunciation and intonation patterns;
- describing and narrating using learned vocabulary;
- expressing and supporting personal opinions;
- maintaining brief conversations on familiar topics; and
- asking and answering questions.

*As students in **Advanced (Levels IV, V, and AP)** extend their knowledge, what they know and are able to do includes*

- applying pronunciation and intonation patterns at a normal rate of speech;
- making predictions, analyzing, drawing conclusions, and expressing facts and opinions;
- defining points of view; and
- summarizing and paraphrasing.

For students extending their language education, what they know and are able to do may include

- communicating and talking about topics of current, public, and personal interest; and
- handling complicated tasks such as describing, narrating, and hypothesizing with increasing accuracy.

1.3 Reading: Students read and derive meaning from a variety of materials written in a world language.

***RATIONALE:** Reading in a world language gives students access to information, and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.*

In order to meet this standard, a student will

- recognize words, phrases, idiomatic expressions, and grammatical structures;
- demonstrate comprehension of reading materials written for a variety of purposes;
- use and apply the information gained from reading; and
- respond to the cultural elements contained in reading materials of the language.

*In **Beginning (Levels I and II)**, what students know and are able to do includes*

- recognizing cognates and commonly used expressions;
- inferring meaning of unfamiliar words and phrases from contexts;
- demonstrating general comprehension of reading materials based on familiar vocabulary and situations; and
- recognizing cultural elements found in reading materials.

*As students in **Intermediate (Level III)** extend their knowledge, what they know and are able to do includes*

- identifying and restating main ideas of reading selections based on familiar vocabulary;
- inferring meaning of unfamiliar words and phrases from context;
- responding to reading selections; and
- analyzing cultural elements found in reading materials.

*As students in **Advanced (Levels IV, V, and AP)** extend their knowledge, what they know and are able to do includes*

- analyzing and synthesizing reading materials;
- recognizing the author's point of view and purpose;
- expressing personal reactions to reading materials; and
- interpreting cultural elements found in reading materials.

For students extending their language education, what they know and are able to do may include

- using literary terminology accurately, including setting, character, conflict, plot, resolutions, and theme; and
- responding to and discussing a variety of authentic texts.

1.4 Writing: Students write in a world language for a variety of purposes and for diverse audiences.

***RATIONALE:** Writing allows students to express themselves, to communicate with others, and to document ideas in a world language.*

In order to meet this standard, a student will

- write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading;
- write for audiences such as peers, teachers, community members, and people from other countries;
- plan, draft, revise, proofread, and edit written communications;
- use correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning; and
- use legible handwriting and/or word processing.

*In **Beginning (Levels I and II)**, what students know and are able to do includes*

- writing about everyday topics and/or expressing personal opinions and desires using learned vocabulary and grammatical structures;
- writing to obtain information from a variety of sources;
- reporting information to a variety of audiences;
- proofreading and rewriting own work; and
- using appropriate grammar, spelling, capitalization, and punctuation.

*As students in **Intermediate (Level III)** extend their knowledge, what they know and are able to do includes*

- using expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions;
- writing to obtain and reporting information using expanded vocabulary and grammatical structures; and
- developing and organizing ideas by planning, drafting, proofreading, and editing own work and that of others.

*As students in **Advanced (Levels IV, V, and AP)** extend their knowledge, what they know and are able to do includes*

- analyzing and drawing conclusions;
- incorporating information from selected languages resource materials in their writing;
- selecting and expressing ideas and opinions on topics from various content areas; and using specialized vocabulary and more advanced grammatical structures.

For students extending their language education, what they know and are able to do may include

- writing business letters and advertisements;
- using writing skills to analyze, persuade, and hypothesize with increasing accuracy; and
- writing creative poetry and short stories.

Standard 2: Culture: Students acquire and use knowledge of cultures while developing world language skills.

***RATIONALE:** Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken and the ability to function in an appropriate manner.*

In order to meet this standard, a student will

- demonstrate knowledge of aspects of world cultures, such as daily life, education, history, geography, government, economics, and the arts;
- apply knowledge of cultural practices when communicating in a world language; and
- use the world language to access cultural information available only in that language.

*In **Beginning (Levels I and II)**, what students know and are able to do includes*

- observing and identifying everyday cultural practices;
- distinguishing similarities and differences among cultures;
- using culturally appropriate gestures and oral expressions; and
- listening to or reading materials in the language from the cultures being studied.

*As students in **Intermediate (Level III)** extend their knowledge, what they know and are able to do includes*

- discussing and writing about components of the social patterns being studied;
- using culturally appropriate language and gestures to interact with peers and adults; and
- writing in a culturally appropriate manner in learned situations.

*As students in **Advanced (Levels IV, V, and AP)** extend their knowledge, what they know and are able to do includes*

- analyzing aspects of the cultures being studied such as social and political institutions and laws;
- functioning in a culturally appropriate manner, through speaking and writing, in complex social and work situations; and
- researching a topic of interest using sources from the cultures being studied.

