

# Foreign Language

## [27.340]

### STANDARD 1

**The competent foreign language teacher comprehends the processes involved in acquiring another language.**

**Knowledge Indicators** - *The competent foreign language teacher:*

- 1A. comprehends the processes involved in developing listening skills in a second language.
- 1B. comprehends the processes involved in developing speaking skills in a second language.
- 1C. comprehends the processes involved in developing reading comprehension skills in a second language.
- 1D. comprehends the processes involved in developing writing skills in a second language.

**Performance Indicators** - *The competent foreign language teacher:*

- 1E. applies knowledge about second language acquisition by designing a simple activity to promote listening skills.
- 1F. applies knowledge about second language acquisition by critiquing an activity for developing speaking skills.
- 1G. applies knowledge about second language acquisition by designing an appropriate comprehension activity for a selected reading.
- 1H. applies knowledge about second language acquisition by designing a simple writing activity.

### STANDARD 2

**The competent foreign language teacher understands oral communication and interacts appropriately in the target language in various settings.**

- 2A. **Knowledge Indicator** - The competent foreign language teacher has the ability to understand the main idea and details of oral and audio presentations unsupported by visual aids.

**Performance Indicators** - *The competent modern foreign language teacher:*

- 2B. participates in conversations on familiar topics related to daily activities and the personal environment with a high degree of grammatical accuracy.
- 2C. initiates, sustains, and brings to a close uncomplicated communicative exchanges in response to a given situation.
- 2D. makes oral presentations in academic, social, or work situations.
- 2E. approximates native-like pronunciation, intonation, and inflection.

**Performance Indicators** - *The competent classical language teacher:*

- 2F. uses the target language with a high degree of grammatically accuracy.
- 2G. initiates, sustains, and brings to a close uncomplicated communicative exchanges in a classroom context.

- 2H. uses the target language in academic, social, or work situations.
- 2I. uses appropriate pronunciation, intonation, and inflection.

### STANDARD 3

**The competent foreign language teacher understands and creates written materials in the target language for a variety of purposes and audiences.**

- 3A. **Knowledge Indicator** - The competent foreign language teacher comprehends the main message, supporting details, and cultural context of complex materials.

**Performance Indicators** - *The competent foreign language teacher:*

- 3B. uses printed information obtained from various sources, including electronic media.
- 3C. creates written materials that include description, definition, and analysis.

### STANDARD 4

**The competent foreign language teacher is able to use the target language to explain its structure in a manner understandable to a variety of learners.**

**Knowledge Indicators** - *The competent foreign language teacher:*

- 4A. has a thorough understanding of the grammar and syntax of the target language.
- 4B. is aware that differences exist in language use among different groups in such areas as vocabulary, pronunciation, and level of formality.

**Performance Indicators** - *The competent foreign language teacher:*

- 4C. organizes parts of speech into grammatically and syntactically correct sentences.
- 4D. analyzes linguistic structures of the target language.
- 4E. compares and contrasts distinctions among standard and non-standard varieties of the target language.

### STANDARD 5

**The competent foreign language teacher understands manners, customs, and ranges of cultural expression of various societies that use the target language.**

- 5A. **Knowledge Indicator** - The competent foreign language teacher understands cultural practices of one or more areas where the target language is spoken.

**Performance Indicators - *The competent foreign language teacher:***

- 5B. identifies and models culturally appropriate social behaviors (e.g., greeting rituals, gestures, etc.) in a variety of contexts.
- 5C. compares and contrasts cultural practices and social roles (e.g., bartering, ceremonies, interpersonal relationships, etc.) among various countries where the target language is spoken.

**STANDARD 6**

**The competent foreign language teacher demonstrates general knowledge of expressive forms (e.g., music, dance, folk art, visual art, drama and architecture) related to various societies that use the target language.**

**Knowledge Indicators - *The competent foreign language teacher:***

- 6A. knows the essential target language vocabulary referring to tools, processes, and products (e.g., art materials, painting, portrait, etc.) in one or more of the art forms.
- 6B. understands the cultural and historical significance of characteristic art forms of a society that uses the target language.

**Performance Indicators - *The competent foreign language teacher:***

- 6C. uses the essential target language vocabulary referring to tools, processes, and products in one or more of the art forms.
- 6D. explains the cultural and historical significance of characteristic art forms of a society that uses the target language.
- 6E. describes characteristics and origins of various art forms, using target language vocabulary.

**STANDARD 7**

**The competent foreign language teacher understands representative types of literature and various media of societies that use the target language .**

**Knowledge Indicators - *The competent foreign language teacher:***

- 7A. understands literary themes and perspectives across authors and genres.
- 7B. comprehends meaning and implications drawn from various target language media.

**Performance Indicators - *The competent foreign language teacher:***

- 7C. compares and analyzes literary themes and perspectives across authors and genres.
- 7D. explains the influence of historical context on form and point of view for a variety of literary works.
- 7E. compares and analyzes topics as presented in various media (e.g., television, radio, CD-ROM, software, films, Internet sites, periodicals, inscriptions, graffiti, and other text).

## STANDARD 8

**The competent foreign language teacher understands the history, geography, social institutions, and contemporary events of various societies that use the target language.**

**Knowledge Indicators** - *The competent foreign language teacher:*

- 8A. understands the significance of key figures (e.g., scientists, mathematicians, inventors, leaders,) and events, both past and present.
- 8B. understands geographical aspects (e.g., natural resources, weather/climate, population distribution, and main economic activities) and how they relate to the development of at least two of the countries where the target language is spoken (if applicable).
- 8C. understands social structures, roles and attitudes (e.g., class, gender, population, family, work, leisure) of at least two of the countries where the target language is spoken (if applicable).
- 8D. understands political systems and institutions (e.g., government, education, law, and justice) of at least two of the countries where the target language is spoken (if applicable).

**Performance Indicators** - *The competent foreign language teacher:*

- 8E. uses maps, charts, graphs, electronic images, and other geographical representations to describe and discuss countries where the target language is used.
- 8F. identifies and describes significant social institutions, roles, and perspectives of the cultures that use the target language.
- 8G. compares and contrasts the impact of key figures and events on the development of countries that use the target language.
- 8H. analyzes different perspectives of historical and contemporary events of countries that use the target language, using a variety of media and technology.

## STANDARD 9

**The competent foreign language teacher uses the target language to reinforce and further the knowledge of other disciplines.**

- 9A. **Knowledge Indicator** - The competent foreign language teacher understands connections among various disciplines and the target language.

**Performance Indicators** - *The competent foreign language teacher:*

- 9B. solves math problems and analyzes data (e.g., based on timetables, schedules, charts and graphs) in the target language.
- 9C. describes and compares nutrition, physical fitness, sports, and leisure activities in areas where the target language is spoken.
- 9D. identifies the currency, principal agricultural and manufactured products, and systems of trade and exchange (e.g., bargaining and bartering) of countries where the target language is spoken.
- 9E. analyzes scientific issues from more than one cultural perspective.

## STANDARD 10

**The competent foreign language teacher uses the target language to demonstrate knowledge and understanding of a variety of career options.**

10A. **Knowledge Indicator** - The competent foreign language teacher is aware of various occupations and career opportunities for people who are proficient in the target language.

**Performance Indicators** - *The competent foreign language teacher:*

- 10B. explains advantages of target language proficiency for careers in the global marketplace.
- 10C. identifies, describes, and compares occupations in situations where the target language is spoken.
- 10D. uses print, electronic, and other resources to obtain information on careers (e.g., roles, status, and qualifications) in which a second language is an asset.

The standards included in this document are intended to address common elements of all foreign language instruction. Because all languages have differing vocabulary, syntactic structures, sound systems, writing systems, and cultures, each one offers a different set of challenges to English-speaking students. Consistent with these standards, certification in foreign languages will be issued for grades K-12 beginning in 2004.

Approval of preparation programs will no longer be specific to individual languages, meaning that colleges and universities with approved foreign language programs will be able to add languages more easily in response to the needs of their candidates. In addition, the foreign language endorsements of currently certified teachers will be extended to additional grade levels at their request, and teachers certified in other subjects will be able to receive certification in a language by passing the relevant language test. For current information on the certification rules, please visit the State Board website at [isbe.net/rules](http://isbe.net/rules) (Section 25.147).