

**ADOPTED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R063-14

Effective October 24, 2014

EXPLANATION – Matter in *italics* is new; matter in brackets ~~omitted material~~ is material to be omitted.

AUTHORITY: §§1-23, NRS 385.080 and 385.110.

A REGULATION relating to education; revising the performance standards for courses of study in world languages; replacing the term “foreign language” with “world language”; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law requires the State Board of Education to prescribe and cause to be enforced the courses of study for public schools in this State and authorizes the Board to adopt regulations for the execution of its powers and duties. (NRS 385.080, 385.110)

Existing regulations establish the course of study for the subject of foreign language which applies to the grade levels of kindergarten, first through third grade, fourth and fifth grades and sixth through ninth grades and which apply to the first, second and fourth years of study in high school. (NAC 389.432, 389.434, 389.436, 389.438, 389.569, 389.5695, 389.570)

Sections 3-10 and 23 of this regulation eliminate the existing regulations which prescribe courses of study in a foreign language based on grade level and instead establish courses of study in a world language based on the attainment of a targeted level of proficiency with the world language being studied. **Section 2** of this regulation defines “world language.” **Sections 11-21** of this regulation replace the term “foreign language” with “world language.”

Existing regulations authorize certain persons to obtain: (1) a special qualifications license with an endorsement to teach a foreign language; (2) an endorsement of a license or secondary license to teach a foreign language; or (3) an endorsement as a professional teacher of a foreign language. (NAC 391.0583, 391.111, 391.131, 391.235, 391.240) **Section 22** of this regulation provides that any person holding any such license or endorsement on October 24, 2014, shall be deemed to hold an equivalent license or endorsement in a world language.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 10, inclusive, of this regulation.

Sec. 2. “World language” means any spoken language other than English.

Sec. 3. Instruction in a course of study in a world language at the novice-mid proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

- (a) Greet and leave people in a polite way;**
- (b) Introduce himself or herself and others;**
- (c) Answer a variety of simple questions;**
- (d) Make simple statements in a conversation; and**
- (e) Ask simple questions.**

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

- (a) Understand a few courtesy phrases;**
- (b) Recognize and understand basic information;**
- (c) Recognize and understand words for a specific purpose; and**
- (d) Recognize and understand words, phrases and characters using visuals or guidance or through association with what the pupil already knows.**

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

(a) Present information using words or phrases about himself or herself and his or her daily activities, likes and dislikes;

(b) Fill out a simple form with basic information;

(c) Write about himself or herself using learned phrases and memorized expressions; and

(d) List daily activities and write lists that assist the pupil in his or her daily life.

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Initiate greetings and use appropriate gestures specific to the cultures being studied;

(b) Identify common social practices of the cultures being studied; and

(c) Describe some aspects of major traditions and celebrations of the cultures being studied.

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to identify:

(a) Products specific to the cultures being studied and their uses; and

(b) Similarities and differences between products commonly used for expression in the cultures being studied and the pupil's own culture.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Describe and identify geographic locations relative to each other on a map;

(b) Complete basic math functions;

(c) Compare, contrast, discuss and retell aspects of authentic texts of the cultures being studied; and

(d) Identify dates, figures and events of historical importance.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Identify measurement systems of the cultures being studied;

(b) Describe products of the cultures being studied; and

(c) Recognize and interact with simple authentic resources of the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Recognize cognates, word families and language patterns;

(b) Demonstrate that languages have important sound distinctions;

(c) Analyze the writing system of the world language; and

(d) Identify language patterns and grammatical functions.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Identify cultural differences about traditions, celebrations and customs; and

(b) Recognize various uses of language registers.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized

world, as demonstrated by the ability of the pupil to identify settings where the world language can be used.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

- (a) Apply knowledge of languages to personal, real world interests;*
- (b) Evaluate his or her acquired skills; and*
- (c) Reflect on his or her acquired skills.*

Sec. 4. *Instruction in a course of study in a world language at the novice-high proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:*

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

- (a) Exchange personal information;*
- (b) Exchange information using texts, graphs or pictures;*
- (c) Ask for and give simple directions;*
- (d) Make plans with other persons; and*
- (e) Interact with other persons in everyday situations.*

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

- (a) Understand simple questions or statements on familiar topics;*
- (b) Understand simple information using pictures and graphs;*

(c) Usually understand short, simple messages on familiar topics;

(d) Understand short, simple descriptions; and

(e) Understand the main idea of published materials.

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

(a) Present and write information using phrases and simple sentences about the pupil's life and familiar experiences or about a familiar person, place or thing; and

(b) Write short notes about things the pupil has learned and request information.

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Use appropriate gestures and social courtesies of the cultures being studied in a variety of structured, everyday situations;

(b) Investigate common social practices of the cultures being studied in relevant situations; and

(c) Examine major traditions and celebrations of the cultures being studied and the practices associated with them.

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to examine how the

contributions of people from the cultures being studied have impacted those cultures in areas such as science, technology and the arts.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Describe and identify geographic locations, terrain and features;

(b) Complete basic math functions;

(c) Compare, contrast, discuss and retell aspects of authentic texts of the cultures being studied; and

(d) Identify dates, figures and events of historical importance.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Compare and contrast measurement systems of the cultures being studied;

(b) Describe products of the cultures being studied;

(c) Recognize authentic resources of the cultures being studied; and

(d) Interact with authentic resources of the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Recognize cognates, word families and language patterns;

(b) Demonstrate that languages have important sound distinctions;

(c) Analyze the writing system of the world language; and

(d) Identify language patterns and grammatical functions.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Identify cultural differences about traditions, celebrations and customs; and

(b) Recognize various language registers and their uses.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to identify settings where the world language can be used.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

(a) Apply knowledge of languages to personal, real world interests;

(b) Evaluate his or her acquired skills; and

(c) Reflect on his or her acquired skills.

Sec. 5. Instruction in a course of study in a world language at the intermediate-low proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

(a) Hold a simple conversation on a number of everyday topics;

(b) Use the world language to meet basic needs in familiar situations; and

(c) Ask and answer questions on factual information that is familiar to the pupil.

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

(a) Understand messages related to basic needs and the basic purpose of a message;

(b) Understand questions and simple statements on everyday topics when engaging in a conversation;

(c) Identify simple information on a form; and

(d) Identify information from news media.

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

(a) Talk and write about people, activities and experiences;

(b) Talk and write about needs and wants;

(c) Exchange information about plans;

(d) Present songs, short skits or dramatic readings;

(e) Talk and write about topics of interest;

(f) Give basic instructions; and

(g) Prepare materials for a presentation.

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Examine simple patterns of behavior, gestures and social courtesies of the cultures being studied in a variety of informal and formal situations;

(b) Compare the daily practices of people in the cultures being studied with the daily practices of the pupil; and

(c) Interpret and explain the cultural relevance and historical context of traditions and celebrations of the cultures being studied.

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to analyze and assess factors that impact products of the cultures being studied.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Discuss how geographic locations affect practices, perspectives and products;

(b) Analyze and evaluate aspects of authentic texts of the cultures being studied with some details; and

(c) Analyze historic contributions of the cultures being studied.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Recognize authentic resources of the cultures being studied;

(b) Interact with authentic resources of the cultures being studied;

(c) Analyze, examine and evaluate products of the cultures being studied; and

(d) Interpret perspectives unique to the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts; and

(b) Employ language patterns and grammatical functions.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Analyze cultural differences in traditions, celebrations and customs; and

(b) Describe examples of cultural diversity and the contributions of the cultures being studied that exist in the pupil's community.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to:

(a) Identify settings where the world language can be used;

(b) Demonstrate the ability to find resources that relate to the use and understanding of the world language;

(c) Demonstrate the ability to find resources that relate to the cultures being studied; and

(d) Communicate and reflect on interactions with members of the cultures being studied.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

- (a) Apply knowledge of languages to personal, real world interests;*
- (b) Evaluate his or her acquired skills; and*
- (c) Reflect on his or her acquired skills.*

Sec. 6. Instruction in a course of study in a world language at the intermediate-mid proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

- (a) Start, maintain and end a conversation on a variety of familiar topics;*
- (b) Talk about daily activities and personal preferences;*
- (c) Use the world language to complete tasks related to personal needs; and*
- (d) Exchange information about topics of personal interest to the pupil.*

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to understand:

- (a) Basic information in advertisements and recordings;*
- (b) Messages related to everyday life; and*
- (c) Simple written exchanges between other people.*

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

- (a) Present and write about personal and social experiences;*
- (b) Present and write about something learned or researched;*
- (c) Present and write about common interests and issues;*
- (d) Take a critical stance on a topic of interest; and*
- (e) Write messages, announcements and communications for distribution.*

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

- (a) Analyze social interactions typical of the cultures being studied;*
- (b) Analyze behavior patterns in the cultures being studied; and*
- (c) Connect and relate the cultural relevance and historical context of traditions and celebrations of the cultures being studied to current events.*

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Discuss how geographic locations affect practices, perspectives and products;

(b) Analyze and evaluate aspects of authentic texts of the cultures being studied with some details; and

(c) Analyze historic contributions and controversies of the cultures being studied.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Recognize authentic resources of the cultures being studied;

(b) Interact with authentic resources of the cultures being studied;

(c) Analyze, examine and evaluate products of the cultures being studied; and

(d) Interpret perspectives unique to the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts; and

(b) Employ language patterns and grammatical functions.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Analyze cultural differences in traditions, celebrations and customs; and

(b) Describe examples of cultural diversity and the contributions of the cultures being studied that exist in the pupil's community.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to:

(a) Identify settings where the world language can be used;

(b) Demonstrate the ability to find resources that relate to the use and understanding of the world language;

(c) Demonstrate the ability to find resources that relate to the cultures being studied; and

(d) Communicate and reflect on interactions with members of the cultures being studied.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

(a) Apply knowledge of languages to personal, real world interests;

(b) Evaluate his or her acquired skills; and

(c) Reflect on his or her acquired skills.

Sec. 7. Instruction in a course of study in a world language at the intermediate-high proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

- (a) Exchange information related to areas of mutual interest;*
- (b) Use the world language to complete a task that requires multiple steps; and*
- (c) Use the world language to handle a situation that may have a complication.*

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

- (a) Easily understand straightforward information or interactions;*
- (b) Understand situations with complicating factors;*
- (c) Understand accounts of personal events; and*
- (d) Follow short, written instructions when supported by visual information.*

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

- (a) Present information on academic and work topics, events, activities and topics of particular interests;*
- (b) Present a point of view with reasons to support that point of view; and*
- (c) Write about school and academic topics, community topics, entertainment events and work and career topics.*

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to evaluate texts and presentations of the cultures being studied for cultural viewpoints, values and bias.

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to explain the influence of the cultures being studied on literature, the media and global concerns.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Discuss how geographic locations affect practices, perspectives and products; and

(b) Cultivate personal perspectives in relation to historic contributions and controversies of the cultures being studied.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Recognize authentic resources of the cultures being studied;

(b) Interact with authentic resources of the cultures being studied;

(c) Analyze, examine and evaluate products of the cultures being studied; and

(d) Interpret perspectives unique to the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts; and

(b) Employ language patterns and grammatical functions.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Analyze cultural differences in traditions, celebrations and customs; and

(b) Describe examples of cultural diversity and the contributions of the cultures being studied that exist in the pupil's community.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to:

(a) Identify settings where the world language can be used;

(b) Demonstrate the ability to find resources that relate to the use and understanding of the world language;

(c) Demonstrate the ability to find resources that relate to the cultures being studied; and

(d) Communicate and reflect on interactions with members of the cultures being studied.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

(a) Apply knowledge of languages to personal, real world interests;

(b) Evaluate his or her acquired skills; and

(c) Reflect on his or her acquired skills.

Sec. 8. *Instruction in a course of study in a world language at the advanced-low proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:*

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

- (a) Participate in conversations on a wide variety of topics that go beyond everyday life;*
- (b) Compare and contrast life in different settings;*
- (c) Resolve an unexpected complication that arises in a familiar situation; and*
- (d) Conduct or participate in interviews.*

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

- (a) Understand descriptions and stories of events that have happened or will happen;*
- (b) Understand the main idea of popular genres;*
- (c) Find and use information for practical purposes;*
- (d) Read texts that compare and contrast information; and*
- (e) Follow written instructions.*

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to present and write about:

- (a) Academic and workplace topics for a specific audience;*
- (b) Social and cultural topics for a specific audience; and*
- (c) Community interests for a specific audience.*

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Explain some factors that contribute to why products and practices vary across cultures;

(b) Analyze how the practices and behaviors of people reflect their cultures and belief systems; and

(c) Explore topics of personal and professional interest.

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Identify examples of the influence of the cultures being studied on historic and contemporary media and entertainment;

(b) Critique the influence of the cultures being studied on literature, the media and global concerns; and

(c) Explain how social, political, religious and economic institutions reflect cultural beliefs.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Analyze and evaluate how geographic locations affect practices, perspectives and products; and

(b) Use supporting evidence to cultivate personal perspectives in relation to historic contributions and controversies.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Recognize authentic resources of the cultures being studied;

(b) Interact with authentic resources of the cultures being studied;

(c) Analyze, examine and evaluate products of the cultures being studied; and

(d) Interpret perspectives unique to the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Use complex idiomatic expressions and language structures with increasing accuracy; and

(b) Identify or recognize different dialects and register use from different regions, cultures and contexts.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Analyze the perspectives of the cultures being studied as reflected in art and literature; and

(b) Explain the development of traditions, celebrations and customs in the cultures being studied.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to:

(a) Identify settings where the world language can be used;

(b) Demonstrate the ability to find resources that relate to the use and understanding of the world language;

(c) Demonstrate the ability to find resources that relate to the cultures being studied; and

(d) Communicate and reflect on interactions with members of the cultures being studied.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

(a) Apply knowledge of languages to personal, real world interests;

(b) Evaluate his or her acquired skills; and

(c) Reflect on his or her acquired skills.

Sec. 9. Instruction in a course of study in a world language at the advanced-mid proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

(a) Communicate effectively on a wide variety of present, past and future events;

(b) Exchange general information on topics beyond the pupil's personal fields of interest; and

(c) Handle a complication or unexpected turn of events.

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

(a) Understand the main idea and many details of descriptions or interviews, accounts of events and directions regarding everyday tasks; and

(b) Follow the general idea and some details of what is written in a story, the details of past, present and future events, and topics beyond the pupil's personal fields of interest.

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

(a) Present and write about public and personal information;

(b) Convey ideas and elaborate on a variety of academic topics;

(c) Present and write with ease and detail on a wide variety of topics; and

(d) Write well-organized texts about academic, professional and general topics of interest.

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Explain some factors that contribute to why products and practices vary across cultures;

(b) Analyze how the practices and behaviors of people reflect their cultures and belief systems; and

(c) Explore topics of personal and professional interest.

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

(a) Identify examples of the influence of the cultures being studied on historic and contemporary media and entertainment;

(b) Critique the influence of the cultures being studied on literature, the media and global concerns; and

(c) Explain how social, political, religious and economic institutions reflect cultural beliefs.

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Analyze and evaluate how geographic locations affect practices, perspectives and products; and

(b) Use supporting evidence to cultivate personal perspectives in relation to historic contributions and controversies.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Recognize authentic resources of the cultures being studied;

(b) Interact with authentic resources of the cultures being studied;

(c) Analyze, examine and evaluate products and goods of the cultures being studied; and

(d) Interpret perspectives unique to the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Use complex idiomatic expressions and language structures with increasing accuracy; and

(b) Identify or recognize different dialects and register use from different regions, cultures and contexts.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Analyze the perspectives of the cultures being studied as reflected in art and literature; and

(b) Explain the development of traditions, celebrations and customs in the cultures being studied.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to:

(a) Identify settings where the world language can be used;

(b) Demonstrate the ability to find resources that relate to the use and understanding of the world language;

(c) Demonstrate the ability to find resources that relate to the cultures being studied; and

(d) Communicate and reflect on interactions with members of the cultures being studied.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

- (a) Apply knowledge of languages to personal, real world interests;*
- (b) Evaluate his or her acquired skills; and*
- (c) Reflect on his or her acquired skills.*

Sec. 10. *Instruction in a course of study in a world language at the advanced-high proficiency level must be designed so that pupils meet the following performance standards by completion of the final course of instruction:*

1. For the area of interpersonal communication, interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings and opinions, as demonstrated by the ability of the pupil to:

- (a) Exchange complex information about academic and professional tasks;*
- (b) Exchange detailed information on topics within and beyond the pupil's personal fields of interest; and*
- (c) Support personal opinions and construct hypotheses.*

2. For the area of interpretive communication, understand, interpret and analyze what is heard, read or viewed on a variety of topics, as demonstrated by the ability of the pupil to:

- (a) Easily understand detailed reports and various viewpoints in extended arguments; and*
- (b) Understand narrative, descriptive and informational texts of any length.*

3. For the area of presentational communication, present information, concepts and ideas to explain and inform, persuade and narrate on a variety of topics using appropriate media

and adapt to various audiences of listeners, readers or viewers, as demonstrated by the ability of the pupil to:

- (a) Present and write about complex information on concrete topics;*
- (b) Present and write about a viewpoint with supporting arguments;*
- (c) Use appropriate presentational conventions; and*
- (d) Use appropriate written conventions for informal and formal purposes.*

4. For the area of relating cultural practices to perspectives, use the world language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

- (a) Analyze cultural practices and perspectives on a variety of social and work-related interactions;*
- (b) Compare and contrast perceptions of the cultures being studied with external perceptions; and*
- (c) Examine and explain the effect of events in the history of the cultures being studied on contemporary practices and products.*

5. For the area of relating cultural products to perspectives, use the world language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures being studied, as demonstrated by the ability of the pupil to:

- (a) Identify examples of the influence of the cultures being studied on historic and contemporary media and entertainment; and*
- (b) Critique the influence of the cultures being studied on literature, the media and global concerns.*

6. For the area of making connections, build, reinforce and expand the pupil's knowledge of other disciplines while using the world language to develop critical thinking and solve problems creatively, as demonstrated by the ability of the pupil to:

(a) Analyze and evaluate how geographic locations affect practices, perspectives and products; and

(b) Cultivate personal perspectives relating to historic contributions or controversies with supporting evidence.

7. For the area of acquiring information and diverse perspectives, access and evaluate information and diverse perspectives that are available through the world language and its cultures, as demonstrated by the ability of the pupil to:

(a) Recognize authentic resources of the cultures being studied;

(b) Interact with authentic resources of the cultures being studied;

(c) Analyze, examine and evaluate products of the cultures being studied; and

(d) Interpret perspectives unique to the cultures being studied.

8. For the area of language comparisons, use the world language to investigate, explain and reflect on the nature of language through comparisons of the world language being studied and the pupil's native language, as demonstrated by the ability of the pupil to:

(a) Use complex idiomatic expressions and language structures with increasing accuracy; and

(b) Identify or recognize different dialects and register use from different regions, cultures and contexts.

9. For the area of cultural comparisons, use the world language to investigate, explain and reflect on the concept of culture through comparisons of the cultures being studied and the pupil's own culture, as demonstrated by the ability of the pupil to:

(a) Analyze the perspectives of the cultures being studied as reflected in art and literature; and

(b) Explain the development of traditions, celebrations and customs in the cultures being studied.

10. For the area of school and global communities, use the world language within and beyond the classroom to interact and collaborate in the pupil's community and the globalized world, as demonstrated by the ability of the pupil to:

(a) Identify settings where the world language can be used;

(b) Demonstrate the ability to find resources that relate to the use and understanding of the world language;

(c) Demonstrate the ability to find resources that relate to the cultures being studied; and

(d) Communicate and reflect on interactions with members of the cultures being studied.

11. For the area of lifelong learning, set goals and reflect on the pupil's progress in using languages for enjoyment, enrichment and advancement, as demonstrated by the ability of the pupil to:

(a) Apply knowledge of languages to personal, real world interests;

(b) Evaluate his or her acquired skills; and

(c) Reflect on his or her acquired skills.

Sec. 11. NAC 389.011 is hereby amended to read as follows:

389.011 As used in this chapter, unless the context otherwise requires, the words and terms defined in NAC 389.015 to 389.043, inclusive, *and section 2 of this regulation* have the meanings ascribed to them in those sections.

Sec. 12. NAC 389.195 is hereby amended to read as follows:

389.195 1. The State Board of Education prescribes the following courses of study for elementary schools:

- (a) Reading.
- (b) Language.
- (c) Social studies.
- (d) Mathematics.
- (e) Science.
- (f) Art.
- (g) Music.
- (h) Health.
- (i) Physical education.
- (j) Computers.

2. In addition to the courses prescribed by subsection 1, a course of study in:

- (a) Introduction to technology is prescribed for pupils in sixth, seventh or eighth grade.
- (b) Academic achievement, career exploration, and personal and social development is prescribed for pupils in seventh or eighth grade.

3. A local school board may offer:

- (a) A course in a ~~foreign~~ *world* language as an elective course for pupils in kindergarten through the eighth grade.

(b) A course in home and career skills as an elective course for pupils in seventh and eighth grades.

Sec. 13. NAC 389.452 is hereby amended to read as follows:

389.452 The required course of study in arts and humanities may be one of the following:

1. Visual arts.
2. Music.
3. Theater.
4. ~~Foreign~~ *World* language . ~~as set forth in NAC 389.570, in the third, fourth and fifth years of instruction.~~
5. Other courses which are submitted to and approved by the State Board of Education,

which may include the following:

- (a) American literature.
- (b) Mythology.
- (c) The novel.
- (d) Shakespearean literature.
- (e) The short story.
- (f) Modern literature.
- (g) English literature.
- (h) World literature.
- (i) Creative writing.
- (j) The history of humans.
- (k) Psychology.
- (l) Creative thinking.

(m) Humanities.

(n) Sociology.

(o) Cultural anthropology.

Sec. 14. NAC 389.516 is hereby amended to read as follows:

389.516 A local school board may offer the following courses of study as elective courses in a public high school:

1. Social studies, other than the course of study required by NAC 389.511.
2. The arts.
3. Business math.
4. Employability skills.
5. Communications, which may include the courses of study described in NAC 389.556 and 389.558.
6. Career and technical education, in cooperation with private employers, as described in NAC 389.562, 389.564 and 389.566.
7. Drivers' education.
8. ~~Foreign~~ *World* language.
9. Skills needed to obtain employment as described in NAC 389.644 to 389.650, inclusive.
10. Introduction to keyboarding.
11. Great Basin Native American languages.

Sec. 15. NAC 389.670 is hereby amended to read as follows:

389.670 1. The board of trustees of each school district shall prescribe an application for pupils to apply for credit for a specific course of study without having attended the regularly

scheduled classes in the course pursuant to NRS 389.171. The application must include, without limitation, the:

- (a) First and last name of the pupil;
- (b) Identifying information for the pupil, including, without limitation, the date of birth, individual identification number, ethnicity and gender of the pupil;
- (c) Grade level of the pupil;
- (d) Home telephone number of the pupil;
- (e) Name and identification number of the school in which the pupil is enrolled;
- (f) Signature of the school counselor at the school in which the pupil is enrolled; and
- (g) Name and number of the course of study for which the application is submitted.

2. The board of trustees of each school district shall prescribe the specific courses of study for which a pupil may be granted credit without having attended the regularly scheduled classes in the course pursuant to NRS 389.171, including, without limitation, Algebra I, Algebra II, geometry, trigonometry, computer literacy, English I, English II, English III, English IV, principles of science, life science, physical science, health, history of the United States, world history, government of the United States, sociology and ~~foreign~~ *world* languages. The board of trustees of each school district shall make available to school counselors, pupils and parents of pupils a list of the courses of study prescribed pursuant to this subsection.

3. The board of trustees of each school district shall:

(a) For the purposes of paragraph (a) of subsection 1 of NRS 389.171, establish a committee of teachers and administrators to select an appropriate examination for each course of study prescribed pursuant to subsection 2. The examination must be based on the standards of content

and performance prescribed for that course and the curriculum for that course adopted by the school district.

(b) For the purposes of paragraph (b) of subsection 1 of NRS 389.171, review and approve the examination developed by the principal and the pupil's teacher who provides instruction in the course for which credit is being sought.

(c) For the purposes of paragraph (c) of subsection 1 of NRS 389.171, review and approve the examination which the principal determines to be as rigorous or more rigorous than the examination selected pursuant to paragraph (a).

(d) Prescribe a minimum score of not less than 70 which a pupil must achieve on an examination approved pursuant to paragraph (a), (b) or (c) of subsection 1 of NRS 389.171 to receive credit without having attended the regularly scheduled classes in the course. The minimum score must be established using objective criteria to ensure that a pupil demonstrates his or her proficiency to meet the objectives of the course.

4. If a pupil who is deficient in a particular area or areas of a course of study wishes to receive credit for the course of study pursuant to paragraph (b) of subsection 1 of NRS 389.171, the pupil must submit the application prescribed by the board of trustees of the school district pursuant to subsection 1:

(a) Except as otherwise provided in paragraph (b), before the beginning of the school year immediately succeeding the school year in which the pupil was enrolled in the course.

(b) Within 1 school year after the end of the course if the application includes evidence of the pupil's completion during that year of not less than 20 hours of remedial study in the area or areas of the course in which the pupil is deficient.

5. A pupil who withdraws from a school during the school year and does not reenroll in the school from which he or she withdrew or who does not enroll in another school in this State before the end of the current semester or trimester, as applicable, is not eligible to receive credit for a course of study pursuant to NRS 389.171.

6. The State Board of Education may review:

(a) Any examination for which a pupil may receive credit for a course of study without having attended the regularly scheduled classes in the course pursuant to NRS 389.171; and

(b) The minimum score required on any such examination.

Sec. 16. NAC 389.835 is hereby amended to read as follows:

389.835 A pupil enrolled in a 4-year course work program in a high school in this State completes the standards for college readiness if the pupil:

1. Successfully completes the courses required for an advanced diploma pursuant to NAC 389.663; and

2. Successfully completes at least 2 years of course work in one ~~foreign~~ world language or demonstrates proficiency to speak at least two languages.

Sec. 17. NAC 391.0583 is hereby amended to read as follows:

391.0583 1. The Superintendent of Public Instruction shall issue a special qualifications license to teach to a person who submits an application which is accompanied by proof satisfactory to the Superintendent that the applicant satisfies the requirements of:

(a) Paragraph (g) or (j) of subsection 1 of NRS 391.019; and

(b) Paragraph (h) of subsection 1 of NRS 391.019.

2. The Department shall develop and maintain a list of acceptable professional licensing boards for purposes of paragraph (h) of subsection 1 of NRS 391.019.

3. A special qualifications license must contain an endorsement for the subject area and grade level for which the licensee may teach that is based upon:

(a) The field of study of the bachelor's degree, master's degree or doctoral degree held by the licensee; and

(b) The relevant work experience of the licensee.

↳ The endorsement placed on a special qualifications license authorizes the licensee to teach only at the grade level and in the subject area designated on the license.

4. The subject areas for which an endorsement to the special qualifications license may be issued are:

(a) English, including, without limitation, reading, composition and writing.

(b) Mathematics.

(c) Science.

(d) Social studies, including, without limitation, history, geography, economics and government.

(e) Arts and humanities, including, without limitation, music, theater and visual arts.

(f) Computer education and technology.

(g) Health.

(h) Physical education, including, without limitation, dance.

(i) ~~Foreign~~ *World* language.

(j) Career and technical education.

5. If a school district or a private school that is licensed pursuant to chapter 394 of NRS employs a person who holds a special qualifications license, the school district or private school shall:

(a) Provide the holder of the special qualifications license at least 120 hours of training and orientation before he or she begins teaching.

(b) Assign a teacher who is unconditionally licensed to provide assistance, guidance and training to the holder of the special qualifications license during the first 2 years of employment as a teacher with a special qualifications license.

(c) Assist the holder of the special qualifications license in the development of an individualized plan for professional development to be carried out during the first 3 years of teaching with a special qualifications license.

6. The holder of a special qualifications license issued pursuant to subsection 1 who holds a bachelor's degree from an accredited postsecondary educational institution must, during the first 2 years for which the license is valid, complete 9 semester hours from a regionally accredited postsecondary educational institution with a teacher education program approved by the Department. The 9 semester hours must include:

(a) Except as otherwise provided in paragraph (b), if the endorsement on the license is in a subject area listed in paragraphs (a) to (i), inclusive, of subsection 4:

- (1) Three semester hours of teaching methods in the subject area of the endorsement; and
- (2) Six semester hours of professional course work in at least two of the following

subjects:

- (I) Classroom management;
- (II) Instruction of pupils with disabilities;
- (III) English as a second language;
- (IV) Technology in the classroom;
- (V) Reading or writing in the licensee's area of endorsement; or

(VI) Instructional methods for pupils who are socially or economically disadvantaged.

(b) If the endorsement on the license is in career and technical education:

(1) Three semester hours in a course involving career and technical education teaching methodology; and

(2) Six semester hours of professional course work in at least two of the following subjects:

(I) Professional career and technical education;

(II) Applied or work-based learning; or

(III) Pupil organization and management in career and technical education.

7. A special qualifications license is valid for 3 years and may be renewed by showing evidence of professional growth in the area of endorsement during the term of the special qualifications license.

Sec. 18. NAC 391.111 is hereby amended to read as follows:

391.111 1. To receive a license to teach middle school or junior high school education, a person must hold a bachelor's degree or a higher degree from an accredited college or university and have completed:

(a) A program of preparation for teaching middle school or junior high school education which is approved by the Board; or

(b) Twenty-four semester credits of course work in professional education which must include:

(1) Eight semester credits of supervised student teaching in a designated level of middle school or junior high school;

(2) A course in the methods and materials for teaching the major or minor field of specialization at the middle school, junior high school or secondary grade level, or a course in integrated methods at the middle school or junior high school level;

(3) Three semester credits in a course of study regarding education or curricular adaptation for pupils with disabilities or a course of study regarding foundations of education or methods in teaching English language learners;

(4) Six semester credits of course work in at least two of the following areas:

(I) The foundations, history, theory or philosophy of middle school;

(II) The curriculum, pedagogy or assessment for middle school;

(III) Adolescent growth and development;

(IV) The nature and needs of the adolescent, including social, emotional and cultural concerns;

(V) Classroom management strategies;

(VI) School, family and community collaboration; or

(VII) Supervision and evaluation of programs and pupils in a middle school; and

(5) Six semester credits of course work in any of the following subjects:

(I) English as a second language, bilingualism or biculturalism;

(II) Educational technology;

(III) Tests and measurement;

(IV) Educational psychology;

(V) Education of the exceptional child;

(VI) Multicultural education; or

(VII) Educational research.

2. In addition to the requirements set forth in subsection 1, an applicant for a license to teach middle school or junior high school education must have completed 24 semester credits in a major field of endorsement or area of concentration. Subsequent minor fields of endorsement may be added to the license upon verification of 14 semester hours of credit.

3. The following subjects are recognized for an endorsement of a license to teach middle school or junior high school education:

- (a) Art;
- (b) English language arts;
- (c) ~~Foreign~~ *World* language, as specified in subparagraphs (1) to (14), inclusive, of paragraph (m) of subsection 1 of NAC 391.131;
- (d) Instrumental and vocal music;
- (e) Instrumental music;
- (f) Mathematics;
- (g) Science;
- (h) Social science; and
- (i) Vocal music.

4. An endorsement for mathematics requires the completion of three semester credits in a course in college algebra or the concepts of calculus, including, without limitation, an introduction to limits, derivatives and integrals, precalculus or differential calculus.

5. Except as otherwise provided in subsection 4, a major or minor field of endorsement or area of concentration identified in subsection 3 shall be deemed to be satisfied if the applicant holds a bachelor's degree or a higher degree with a major, minor or area of concentration

identified on the official transcript of record conferred by a regionally accredited college or university.

Sec. 19. NAC 391.131 is hereby amended to read as follows:

391.131 1. The Board recognizes the following single subjects in academic education as majors or minors, which require 30 or 16 semester hours of credit respectively:

- (a) Anthropology.
- (b) Biology.
- (c) Botany.
- (d) Chemistry.
- (e) Composition and rhetoric.
- (f) Computer science.
- (g) Dance.
- (h) Dramatic or theatrical arts.
- (i) Earth science.
- (j) Economics.
- (k) English or American literature.
- (l) Environmental science.
- (m) ~~Foreign~~ *World* languages, including:
 - (1) Arabic.
 - (2) Chinese.
 - (3) Filipino.
 - (4) French.
 - (5) German.

- (6) Hebrew.
- (7) Italian.
- (8) Japanese.
- (9) Korean.
- (10) Latin.
- (11) Russian.
- (12) Spanish.
- (13) Tagalog.
- (14) Turkish.
- (n) Geography.
- (o) Geology.
- (p) Health education.
- (q) History of the United States and the world.
- (r) Journalism and communication.
- (s) Linguistics.
- (t) Physics.
- (u) Physiology.
- (v) Political science.
- (w) Psychology.
- (x) Reading.
- (y) Sociology.
- (z) Speech.
- (aa) Zoology.

2. The Board recognizes the following single subjects in career and technical education as majors or minors, which require 30 or 16 semester hours of credit respectively:

- (a) Accounting.
- (b) Air frame and power plant.
- (c) Carpentry.
- (d) Commercial art.
- (e) Commercial photography.
- (f) Computer electronics.
- (g) Computer science.
- (h) Cosmetology.
- (i) Data processing.
- (j) Diesel mechanics.
- (k) Economics.
- (l) Electronics.
- (m) Fashion merchandising.
- (n) Food catering.
- (o) Gerontology assistant.
- (p) Graphic arts.
- (q) Heating, air-conditioning and refrigeration mechanics.
- (r) Horticulture.
- (s) Mining equipment operation.
- (t) Radio and television communications.
- (u) Welding, brazing and soldering.

(v) Photography.

Sec. 20. NAC 391.235 is hereby amended to read as follows:

391.235 To receive an endorsement to teach a ~~foreign~~ world language, a person must hold:

1. An elementary or secondary license; or
2. A license to teach middle school or junior high school education,

↳ with a designated major or minor in the ~~foreign~~ world language to be taught.

Sec. 21. NAC 391.240 is hereby amended to read as follows:

391.240 To receive an endorsement as a professional teacher of a ~~foreign~~ world language, a person must:

1. Have met all the requirements for an endorsement to teach a ~~foreign~~ world language;
2. Hold a master's degree; and
3. Have 3 years of verified experience as a teacher of a ~~foreign~~ world language in state-approved schools.

Sec. 22. A person who on October 24, 2014, holds:

1. A special qualifications license with an endorsement to teach a foreign language issued pursuant to NAC 391.0583;
2. A license to teach middle school or junior high education with an endorsement to teach a foreign language as described in NAC 391.111;
3. A secondary license with an endorsement to teach a foreign language as described in NAC 391.125 and 391.131;
4. An endorsement to teach a foreign language described in NAC 391.235; or
5. An endorsement as a professional teacher of a foreign language received pursuant to NAC 391.240,

↪ shall be deemed to hold such license or endorsement in a world language on and after October 24, 2014.

Sec. 23. NAC 389.432, 389.434, 389.436, 389.438, 389.569, 389.5695 and 389.570 are hereby repealed.

TEXT OF REPEALED SECTIONS

389.432 Foreign language: Instruction in kindergarten. (NRS 385.080, 385.110) A course in a foreign language offered as an elective in a public kindergarten must include instruction designed to teach the pupil by the completion of kindergarten to:

1. Communicate in the foreign language by:
 - (a) Singing songs.
 - (b) Following simple directions.
 - (c) Naming familiar objects.
 - (d) Using appropriate expressions and gestures of courtesy.
 - (e) Recognizing numbers and counting from 1 to 10.
 - (f) Comprehending brief oral directions, commands and information.
 - (g) Responding to personal questions.
2. Understand the culture studied by:
 - (a) Identifying how people in the culture celebrate important traditions, holidays and events.

(b) Exploring the products of the culture, including, without limitation, the food, musical instruments, clothing and toys of the culture.

(c) Practicing familiar concepts in the foreign language, including, without limitation, numbers, colors, animals, nursery rhymes and fairy tales.

389.434 Foreign language: Instruction through third grade. (NRS 385.080, 385.110)

A course in a foreign language offered as an elective course in a public elementary school through the third grade must, in addition to the requirements set forth in NAC 389.432 and subject to the experience of the pupils with the foreign language in kindergarten through the second grade, include instruction designed to teach the pupil by the completion of the third grade to:

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the foreign language by:

(a) Counting and performing simple arithmetic problems.

(b) Participating in brief guided conversations.

(c) Making simple requests.

(d) Asking and answering simple questions.

(e) Expressing the pupil's state of being and feelings.

(f) Using simple commands.

2. Understand and interpret written and spoken material in the foreign language on a variety of topics by:

(a) Comprehending brief written and oral directions, commands and information.

(b) Reading familiar words.

(c) Reading numbers, dates, words related to the family and weather, and other thematic vocabulary.

(d) Recognizing a sound with its corresponding letter or symbol.

3. Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues with limited vocabulary.

4. Understand the relationship between the practices and perspectives of the culture studied by exploring the verbal and nonverbal communication of the culture, including, without limitation, gestures, body language, dance, art and music.

5. Understand the relationship between the products and perspectives of the culture studied by:

(a) Exploring the products of the culture studied.

(b) Understanding the relationship between those products and the environment in which they are produced.

6. Understand other disciplines through the foreign language by practicing familiar concepts in the foreign language, including, without limitation, numbers, colors, animals, nursery rhymes, fairy tales, the calendar, weather, money and mathematics.

7. Understand the nature of language through comparisons of the foreign language with the pupil's language by comparing cognates, word families and language patterns.

8. Understand the concept of culture through comparisons of the culture studied and the pupil's culture by:

(a) Exploring and recognizing the contributions of the culture studied to the American culture, including, without limitation, music, food, art, toys and folk tales.

(b) Demonstrating an awareness of ways of expressing respect and communicating differences in status in the pupil's language and the foreign language.

9. Use the foreign language in and outside of school by participating in performances at school or in the community in the foreign language or relating to the culture studied.

10. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by:

- (a) Playing sports or games from the culture studied that are appropriate for the pupil's age.
- (b) Listening to music, singing songs or playing musical instruments from the culture studied.
- (c) Planning real or imaginary travel to a country in which the foreign language is spoken.

389.436 Foreign language: Instruction through fifth grade. (NRS 385.080, 385.110) A course in a foreign language offered as an elective course in a public elementary school through the fifth grade must, in addition to the requirements set forth in NAC 389.434 and subject to the experience of the pupils with the foreign language in kindergarten through the fourth grade, include instruction designed to teach the pupil by the completion of the fifth grade to:

1. Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions in the foreign language by:

- (a) Identifying common objects after listening to an oral description.
- (b) Telling time.
- (c) Using the calendar.

2. Understand and interpret written and spoken material in the foreign language on a variety of topics by:

- (a) Reading combinations of familiar words in short sentences.
- (b) Reading all words that the pupil is able to use orally.

- (c) Comprehending brief written directions, narratives and other information.
3. Present information, concepts and ideas in the foreign language to an audience by:
 - (a) Responding to personal questions.
 - (b) Writing familiar words or phrases, including, without limitation, colors, dates, numbers, lyrics of songs and words related to the family and weather.
 - (c) Writing simple text on familiar topics, including, without limitation, filling in the blanks or labeling pictures in simple stories.
 4. Understand the relationship between the practices and perspectives of the culture studied by:
 - (a) Becoming aware of the effects of important people, holidays, geography and history on the lives of the people of the culture studied.
 - (b) Demonstrating an awareness of the different patterns of daily life within the culture studied and the pupil's culture.
 5. Understand the relationship between the products and perspectives of the culture studied by comparing the products with the environments in which they are produced.
 6. Understand other disciplines through the foreign language by practicing familiar concepts in the foreign language, including, without limitation, telling time and identifying the seasons.
 7. Understand the concept of culture through comparisons of the culture studied and the pupil's culture by developing an awareness of cultural diversity and some of the contributions of the foreign language to American culture.
 8. Understand the concept of language by recognizing some of the contributions of the foreign language to American culture.
 9. Use the language in and outside of school by:

- (a) Writing format letters, including, without limitation, letters to a pen pal.
- (b) Identifying professions that require proficiency in another language.
- (c) Exploring careers that require the ability to communicate in the foreign language.

10. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by:

- (a) Playing sports or games of the culture studied that are appropriate for the age of the pupil.
- (b) Listening to music, singing songs or playing musical instruments from the culture studied.
- (c) Planning a real or imaginary trip to a country in which the foreign language is spoken.

389.438 Foreign language: Instruction in middle school or junior high school through ninth grade. (NRS 385.080, 385.110) A course in a foreign language offered as an elective course in a public middle school or junior high school through the ninth grade must, in addition to the requirements set forth in NAC 389.436 and subject to the experience of the pupils with the foreign language in kindergarten through the eighth grade, include instruction designed to teach the pupil by the completion of the ninth grade to:

1. Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:

- (a) Talking and writing about activities of daily life using memorized phrases, short sentences, numbers, dates, times and other basic thematic vocabulary.
- (b) Giving and following simple oral and written instructions and commands using visual cues when appropriate.
- (c) Recognizing commonly used verbs and phrases in discussions about past and future events.

- (d) Participating in structured conversations on a variety of topics, including, without limitation, state of being and feelings.
 - (e) Making simple oral and written requests.
 - (f) Telling and writing a simple narrative about a personal experience or event in the present tense.
 - (g) Restating in the present tense, with assistance, what another person has said.
 - (h) Recognizing the standard rules of usage and grammar.
 - (i) Demonstrating accuracy in the imitation of modeled words.
 - (j) Demonstrating occasional creativity in the production of language.
 - (k) Asking and responding to basic questions.
 - (l) Using appropriate expressions and gestures of courtesy.
2. Understand and interpret written and spoken material in the foreign language on a variety of topics by:
- (a) Recognizing a sound with its corresponding letter or symbol.
 - (b) Comprehending written and spoken numbers, dates, times and other basic thematic vocabulary.
 - (c) Reading and comprehending phrases, short sentences, brief written directions and simple narratives.
 - (d) Writing numbers, dates, times and other basic thematic vocabulary.
3. Use familiar thematic words and phrases by performing skits, puppet shows or dialogues.
4. Understand the relationship between the practices and perspectives of the culture studied by:

(a) Identifying the manner in which important traditions, events and holidays are celebrated in the culture.

(b) Recognizing various forms of communications in the culture, including gestures, body language, dance, art and music.

(c) Identifying the important persons, holidays, geography and history of the culture.

5. Understand the relationship between the products and perspectives of the culture studied by:

(a) Understanding the messages found in highly contextualized materials, including, without limitation, signs and posters.

(b) Identifying the artistic achievements and contributions of the culture.

(c) Recognizing certain unique products of the culture.

6. Understand other disciplines by using the foreign language to read, write and discuss familiar topics studied in other courses.

7. Understand the nature of language through comparisons of the foreign language with the pupil's language by:

(a) Recognizing cognates, adopted words and expressions, and word families.

(b) Demonstrating that languages have important sound distinctions that must be mastered to communicate meaning.

(c) Analyzing and comparing the writing systems of both languages.

(d) Comparing and using language and grammatical patterns.

8. Understand the cultural differences and similarities between the culture studied and the pupil's culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.

9. Use the foreign language in and outside of school by reporting about the use of the foreign language outside the classroom.

10. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by planning a real or imaginary trip to a country in which the foreign language is spoken and collecting information concerning travel to that country and careers that require the use of that foreign language.

389.569 Foreign language: First year. (NRS 385.080, 385.110) A course in a foreign language offered as an elective course in a public high school as a first-year foreign language course must include instruction designed to teach the pupil by the completion of the first year of high school study to:

1. Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:

(a) Talking and writing about activities of daily life using memorized phrases, short sentences, numbers, dates, times and other basic thematic vocabulary.

(b) Giving and following simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate.

(c) Recognizing commonly used verbs and phrases in discussions about past and future events.

(d) Participating in structured conversations on various topics, including, without limitation, state of being and feelings.

(e) Making simple oral and written requests.

(f) Telling and writing a simple narrative about a personal experience or event in the present tense.

(g) Restating in the present tense, with assistance, what another person has said.

(h) Recognizing the standard rules of usage and grammar.

(i) Demonstrating accuracy in the imitation of modeled words.

(j) Demonstrating occasional creativity in the production of language.

(k) Asking and responding to basic questions.

(l) Using appropriate expressions and gestures of courtesy.

2. Understand and interpret written and spoken material in the foreign language on various topics by:

(a) Recognizing a sound with its corresponding letter or symbol.

(b) Comprehending written and spoken numbers, dates, times and other basic thematic vocabulary.

(c) Reading and comprehending phrases, short sentences, brief written directions and simple narratives.

(d) Writing numbers, dates, times and other basic thematic vocabulary.

(e) Using familiar thematic words and phrases by performing skits, puppet shows or dialogues.

3. Present information, concepts and ideas to an audience in the foreign language by performing skits, puppet shows or dialogues.

4. Understand the relationship between the practices and perspectives of the culture studied by:

(a) Identifying the manner in which persons in the culture celebrate important traditions, events and holidays.

(b) Recognizing various forms of communications in the culture, including gestures, body language, dance, art and music.

(c) Identifying the important persons, holidays, geography and history of the culture.

5. Understand the relationship between the products and perspectives of the culture studied by:

(a) Recognizing the messages in highly contextualized materials, including, without limitation, signs and posters.

(b) Identifying certain artistic achievements and contributions of the culture.

(c) Recognizing certain unique products of the culture.

6. Understand other disciplines by reading, writing and discussing in the foreign language familiar topics studied in other courses.

7. Understand the nature of language through comparisons of the foreign language with the pupil's language by:

(a) Recognizing cognates, adopted words and expressions, and word families.

(b) Demonstrating that languages have important sound distinctions that must be mastered to communicate meaning.

(c) Analyzing and comparing the writing systems of both languages.

(d) Comparing and using language and grammatical patterns.

8. Understand the cultural differences and similarities between the culture studied and the pupil's culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.

9. Use the foreign language in and outside the school by reporting about the use of the foreign language outside the classroom.

10. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by planning a real or imaginary trip to a country in which the foreign language is spoken and collecting information concerning travel to that country and careers that require the use of that foreign language.

389.5695 Foreign language: Second year. (NRS 385.080, 385.110) A course in a foreign language offered as an elective course in a public high school as a second-year foreign language course must, in addition to the requirements set forth in NAC 389.569, include instruction designed to teach the pupil by the completion of the second year of high school study to:

1. Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:

- (a) Asking and responding to a variety of questions concerning activities of daily life.
- (b) Giving and following oral or written directions, instructions and commands.
- (c) Using various verbs and phrases to discuss and write about past and future events.
- (d) Participating in conversations on various topics by expressing opinions and emotions.
- (e) Making requests for goods and services in public places.
- (f) Telling or writing effectively a narrative about a personal experience or event.
- (g) Restating an event or an account of an event in various tenses.
- (h) Applying standard rules of usage and grammar.
- (i) Speaking in a manner that is comprehensible to speakers of the foreign language.
- (j) Demonstrating creativity in the production of language.

2. Understand and interpret written and spoken material in the foreign language on various topics by:

(a) Reading selected materials with a certain degree of fluency, accuracy, intonation and expression.

(b) Using background knowledge to comprehend narratives, personal correspondence and other contextualized print.

(c) Paraphrasing or expressing main ideas of written and spoken material.

3. Present information, concepts and ideas in the foreign language to an audience by:

(a) Creating and presenting stories or brief written reports on various topics.

(b) Reciting selected forms of literature or singing songs.

(c) Engaging in debate on various topics.

4. Understand the relationship between the practices and perspectives of the culture studied by:

(a) Explaining the value systems and routines of daily life of the culture.

(b) Identifying important geographical features, historical events and political structures of the culture.

(c) Using appropriate verbal and nonverbal behavior in various situations.

(d) Experiencing entertainment of the culture.

(e) Identifying important persons in entertainment and the arts of the culture.

5. Understand the relationship between the products and perspectives of the culture studied by:

(a) Discussing the artistic contributions of the culture.

(b) Describing certain unique products of the culture.

(c) Identifying the perspectives of the culture that are manifested in its commercial advertisements.

(d) Understanding messages conveyed in the media.

6. Understand other disciplines by:

(a) Comprehending short articles, news broadcasts, commercial advertisements and videos in the foreign language on topics studied in other courses.

(b) Presenting oral and written reports in the foreign language on topics studied in other courses.

7. Understand the nature of language through comparisons of language structures by:

(a) Recognizing the equivalent meaning of idiomatic expressions and other linguistic concepts.

(b) Demonstrating that languages have important distinctions in sounds that must be mastered to communicate meaning.

8. Understand cultural differences and similarities by developing an awareness of cultural diversity and the contributions of the culture studied made to American culture.

9. Use the foreign language in and outside the school by corresponding in the foreign language.

10. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by:

(a) Researching and presenting information concerning traveling to and studying in a country where the foreign language is spoken.

(b) Participating in a project to explore careers that require interaction in the foreign language.

389.570 Foreign language: Fourth year. (NRS 385.080, 385.110) A course in a foreign language offered as an elective course in a public high school as a fourth-year foreign language

course must, in addition to the requirements set forth in NAC 389.5695 and subject to the experience of the pupils with the foreign language in kindergarten through the 11th grade, include instruction designed to teach the pupil by the completion of the 12th grade to:

1. Engage in conversations, provide information, express feelings and emotions, and exchange opinions in the foreign language by:
 - (a) Responding effectively to factual and interpretive questions.
 - (b) Using increasingly complex verb tenses and forms.
 - (c) Interacting in increasingly complex situations.
 - (d) Analyzing and discussing competently personal reactions to selected materials.
 - (e) Using familiar idiomatic and nonverbal expressions and appropriate vocabulary.
 - (f) Applying effectively strategies for questions, paraphrasing, circumlocution and self-correction.
 - (g) Demonstrating adequately patterns of pronunciation and intonation.
 - (h) Expressing appropriately opinions and emotions.
 - (i) Determining meaning by using contextual cues.
 - (j) Demonstrating creativity in the production of language.
2. Understand and interpret written and spoken material in the foreign language on a variety of topics by:
 - (a) Advancing from a literal and interpretive comprehension of the foreign language to a more critical appreciation of reading and listening skills.
 - (b) Comprehending increasingly complex vocabulary.
 - (c) Understanding and paraphrasing increasingly complex spoken and written material.

(d) Obtaining and analyzing information from original materials by using background knowledge and contextual cues.

3. Present information, concepts and ideas in the foreign language to an audience by:

(a) Composing and presenting an original report on a topic of interest.

(b) Playing roles in various situations.

(c) Giving presentations on current events and cultural topics using appropriate expressions and intonation.

4. Understand the relationship between the practices and perspectives of the culture studied by:

(a) Analyzing the manner in which history influences the present.

(b) Adjusting communication to the situation and audience.

(c) Identifying important persons in entertainment and the arts in the culture and recognizing their achievements and contributions.

5. Understand the relationship between the products and perspectives of the culture studied by:

(a) Analyzing the important contributions of the culture.

(b) Correlating major historical events, literary works and other art forms to cultural practices.

6. Understand other disciplines through the foreign language by:

(a) Presenting increasingly complex oral and written reports in the foreign language concerning topics studied in other courses.

(b) Discussing brief articles, news broadcasts, commercial advertisements and videos in the foreign language concerning topics studied in other courses.

7. Acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language by:
- (a) Describing the cultural differences and their distinctive viewpoints.
 - (b) Preparing reports using sources in the foreign language.
8. Understand the nature of language through comparisons of the foreign language with the pupil's language by:
- (a) Using complex idiomatic expressions and language structures.
 - (b) Identifying dialects from different regions, cultures and contexts.
9. Understand cultural similarities and differences by analyzing the perspectives of the culture studied as they are reflected in art and literature.
10. Use the language in and outside of school by:
- (a) Interacting with members of the pupil's community on various topics using the foreign language.
 - (b) Participating in a program to make the transition from school to work which requires proficiency in the foreign language and knowledge of the culture studied.
11. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by preparing a project using various media concerning traveling and studying in a country where the foreign language is spoken.

LEGISLATIVE REVIEW OF ADOPTED REGULATIONS—NRS 233B.066
Informational Statement
LCB File No. R063-14

1. A clear and concise explanation of the need for the adopted regulation:

To revise the performance standards for courses of study in world languages; replacing the term “foreign language” with “world language”.

2. Description of how public comment was solicited, a summary of public response, and an explanation of how other interested persons may obtain a copy of the summary.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of Proposed Amendments was filed at the following locations on June 6, 2014: The offices of the Nevada Department of Education in Carson City and Las Vegas, at the 17 Nevada School District Superintendent’s Offices, the 17 county main public libraries, the Nevada State Library and Archives, the Department of Education website and the Legislative Council Bureau website.

A summary may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225 or by writing to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

3. The number of persons who:

- (a) Attended each hearing: 60**
- (b) Testified at each hearing; 1**
- (c) Submitted written comments: 0**

4. For each person identified in paragraphs (b) and (c) of number 3 above, the following information if provided to the agency conducting the Hearing:

- (a) Name: Jennifer Newman-Cornell**
- (b) Business Address;**
- (c) Business telephone number; 702-799-4640**
- (d) Electronic mail address;**
- (e) Name of entity or organization represented: Teacher, Clark County and president of Professional Language Association of Nevada**

Ms. Newman-Cornell said she wholeheartedly supports the new standards. It is no longer about what students know, but what they can do. It is not just students filling in a worksheet, but having conversations without promptings. As a teacher the standards are friendly and she looks forward to using them to guide classroom instruction. As president of the state organization, they want state standards that reflect what is going on nationally and has a proficiency basis that shows what kids can do. Resources are already for teachers as the standards begin to roll out.

5. A description of how comment was solicited from affected businesses, a summary of their response and an explanation of how other interested persons may obtain a copy of the summary.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of Proposed Amendments was filed at the following locations on June 6, 2014: The offices of the Nevada

Department of Education in Carson City and Las Vegas, at the 17 Nevada School District Superintendent's Offices, the 17 county main public libraries, the Nevada State Library and Archives, the Department of Education website and the Legislative Council Bureau website.

A summary may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225 or by writing to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

- 6. If the regulation was adopted without changing any part of the proposed regulation, a summary of the reasons for adopting the regulation without change.**
The proposed regulations were adopted as submitted; there was no public comment
- 7. The estimated economic effect of the regulation on the business which it is to regulate and on the public:**
 - (a) Estimated economic effect on the businesses which they are to regulate**
None.
 - (b) Estimated economic effect on the public which they are to regulate**
None
- 8. The estimated cost to the agency for enforcement of the proposed regulation:** None
- 9. A description of any regulations of other State of governmental agencies which the regulation overlaps or duplicates and a statement explaining why the duplication or overlap is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.** None.
- 10. If the regulation includes provisions that are more stringent than a federal regulation that regulates the same activity, a summary of such provisions.** None.
- 11. Of the regulation provides a new fee or increases an existing fee, the total annual amount of the agency expects to collect and the manner in which the money will be used.** None.