

**REVISED PROPOSED REGULATION OF
THE STATE BOARD OF EDUCATION**

LCB File No. R065-97

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

AUTHORITY: §§ 2-7, NRS 385.080.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 5, inclusive, of this regulation.

Sec. 2. *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 one to ten.

(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.

Sec. 3. *A course in a foreign language offered as an elective in a public elementary school through the third grade must, in addition to the requirements set forth in section 2 of this regulation 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 how a sound corresponds with a letter or symbol.

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

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

(a) Exploring the verbal and nonverbal communication of the culture, including, without limitation, gestures, body language, dance, art and music.

(b) Exploring the cultural similarities and differences between the pupil's family, school and community, and those of the culture being studied.

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. Reinforce and further the pupil's knowledge of 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. *Acquire information and recognize the distinctive viewpoints available through materials in the foreign language, including, without limitation, extended families, meal times, folk tales, poems and songs.*

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

9. *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.*

10. *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.*

11. *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.*

Sec. 4. *A course in a foreign language offered as an elective in a public elementary school through the fifth grade must, in addition to the requirements set forth in section 3 of this*

regulation 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. Reinforce and further the pupil's knowledge of other disciplines through the foreign language by practicing familiar concepts in the foreign language, including, without limitation, telling time and identifying the seasons.

6. 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.

7. 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.

8. Develop an interest in continuing the study of the foreign language for personal enjoyment and enrichment by viewing or participating in events and social activities of the culture studied.

Sec. 5. *A course in a foreign language offered as an elective in a public elementary school through the eighth grade must, in addition to the requirements set forth in section 4 of this regulation and subject to the experience of the pupils with the foreign language in kindergarten through the seventh grade, include instruction designed to teach the pupil by the completion of the eighth grade to:*

1. *Engage in conversations, provide information, express feelings and emotions and exchange opinions in the foreign language by:*
 - (a) *Talking about activities of daily life.*
 - (b) *Giving directions, instructions and commands.*
 - (c) *Talking about past and future events.*
 - (d) *Participating in structured conversations on a variety of topics.*
 - (e) *Making requests for goods and services in public places.*
 - (f) *Relating a simple narrative about a personal experience or event.*
 - (g) *Restating what another person has said.*
2. *Understand and interpret written and spoken material in the foreign language on a variety of topics by:*
 - (a) *Reading for comprehension from a variety of simple materials.*
 - (b) *Comprehending a simple narrative about a personal experience or event.*
 - (c) *Paraphrasing or expressing main ideas.*
 - (d) *Expressing an opinion about what the pupil has read or heard.*
3. *Present information, concepts and ideas in the foreign language to an audience by:*
 - (a) *Telling or retelling stories orally and in writing.*
 - (b) *Preparing stories or brief written reports about personal experiences.*
 - (c) *Reciting poetry known to his peers.*
 - (d) *Engaging in debate on various topics.*
4. *Understand the relationship between the practices and perspectives of the culture studied by:*

(a) Recognizing the differences between the routines of daily life and the value systems of the pupil's culture and the culture studied.

(b) Becoming familiar with major geographical features, historical events and the political structure of the culture studied.

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

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 achievements and contributions of the culture studied to the arts, including, without limitation, sculpture, architecture, opera, ballet and literature.

(c) Discussing the impact of the culture studied on the pupil's culture.

6. Reinforce and further the pupil's knowledge of other disciplines through the foreign language by:

(a) Presenting oral or written reports in the foreign language on topics being studied in other courses.

(b) Comprehending short articles or videos in the foreign language on topics being studied in other courses.

7. Acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language by:

(a) Acquiring information from a variety of sources written in the foreign language about a topic being studied in other courses.

(b) Using documents and other media in the foreign language and contacting members of the culture studied.

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

(a) Recognizing the use of grammatical functions, including, without limitation, gender and number.

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

9. Understand the concept of culture through comparison of the culture studied with the pupil's culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.

10. Use the foreign language in and outside of school by:

(a) Writing or illustrating simple stories which present information about the foreign language and culture studied.

(b) Exploring careers that require the ability to communicate in the foreign language.

(c) Communicating with speakers of the foreign language in writing, in person or by telecommunications.

(d) Communicating with his peers in the culture studied to discuss topics of personal and community interest and relating to world events.

Sec. 6. 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 on and after September 1, 1993, for pupils in sixth, seventh or eighth grade.

(b) Career and occupational guidance is prescribed on and after September 1, 1992, for pupils in seventh or eighth grade.

3. A local school board may offer [a] :

(a) A course in a foreign 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. 7. NAC 389.570 is hereby amended to read as follows:

389.570 A course [of study] in a foreign language *offered as an elective in a public high school* must , *in addition to the requirements set forth in section 5 of this regulation and subject to the experience of the pupils with the foreign language in kindergarten through the eleventh grade*, include instruction designed to teach the pupil *by the completion of the twelfth grade* to [do the following:

1. After 1 year of instruction:

- (a) Understand routine questions, statements, commands and conversation.
- (b) Recognize differences in intonation between questions, statements and commands.
- (c) Produce words and phrases used frequently in daily life.
- (d) Recognize written symbols of the language.
- (e) Read and identify highly contextualized cognates.
- (f) Understand simple reading material.
- (g) Put simple oral material into written form.
- (h) Be familiar with the location and geography of the country being studied.
- (i) Be familiar with important current events of the country being studied and prominent persons in that country.
- (j) Be familiar with some of the customs in the country being studied.
- (k) Be familiar with some of the major contributions to the culture of the United States made by the country being studied.

2. After 2 years of instruction:

- (a) Understand simple conversation.
- (b) Understand the language of simple social conventions.

- (c) Distinguish phonemes of the language in familiar context.
- (d) Participate in familiar situations, such as asking and answering questions, giving and following simple directions, ordering a meal and introducing oneself.
- (e) Begin a paraphrase and use an alternate means of communicating ideas.
- (f) Retell familiar material.
- (g) Understand main ideas and facts from a simple text.
- (h) Follow written directions.
- (i) Infer meaning from the context of the material studied and cognates.
- (j) Write short messages, notes, statements and questions.
- (k) Write guided compositions and dialogues.
- (l) Begin to refine spelling, punctuation and other writing skills.
- (m) Explore major aspects of the geography, daily life, holidays, social customs, body language and proximity, perception of time and major historical events of the regions where the language is spoken.
- (n) Continue to demonstrate an awareness of current events and prominent persons of the regions where the language is spoken.

3. After 3 years of instruction:

- (a) Understand native speakers in controlled situations.
- (b) Comprehend main ideas in context, simple explanations and narrations, interviews, short lectures and television and radio broadcasts.
- (c) Become more familiar with the role of body language and social context.
- (d) Demonstrate some spontaneity in speaking.

- (e) Hold limited conversations on familiar subjects.
 - (f) Improve his ability to paraphrase, ask and answer questions, narrate and explain familiar topics.
 - (g) Demonstrate his comprehension of ideas in increasingly complex materials.
 - (h) Write a simple letter.
 - (i) Write short compositions, dialogues, explanations and narrations.
 - (j) Refine punctuation, capitalization and spelling skills.
 - (k) Demonstrate an increasing ability to manipulate basic inflectional endings and other syntactic structures.
 - (l) Use appropriate vocabulary and idiomatic expressions.
 - (m) Identify major cultural and historical figures, events and periods of the regions where the language is spoken.
 - (n) Be familiar with the daily life, political structure and customs of the regions where the language is spoken.
 - (o) Demonstrate a continued awareness of current events and prominent persons of the regions where the language is spoken.
4. After 4 years of instruction:
- (a) Understand the main ideas of most speech about daily conversational topics.
 - (b) Demonstrate spontaneity in speaking.
 - (c) Communicate in the appropriate language in uncomplicated social situations.
 - (d) Converse with native speakers accustomed to dealing with foreigners.
 - (e) Understand main ideas and details from longer selections of prose.

- (f) Read selections of prose and poetry of moderate difficulty.
- (g) Write more sophisticated dialogues, explanations and narrations.
- (h) Use complex syntactic structures, idiomatic expressions and vocabulary.
- (i) Demonstrates self-editing skills.
- (j) Reconstruct and respond to information from an oral or written source.
- (k) Develop a knowledge of major cultural and historical figures of the regions where the language is spoken, their works and accomplishments.
- (l) Develop a knowledge of major cultural and historical events and periods of the regions where the language is spoken.
- (m) Develop a greater understanding of current events of the regions where the language is spoken.] :

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

- (a) Responding to factual and interpretive questions.*
- (b) Using increasingly complex verb forms.*
- (c) Interacting in increasingly complex situations.*
- (d) Analyzing and discussing personal reactions to selected materials.*

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

- (a) Obtaining new information from reading materials in the foreign language.*
- (b) Understanding simple application forms.*
- (c) Understanding and paraphrasing increasingly complex written material.*

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

- (a) Composing an original report on a topic of interest.*
- (b) Playing roles in various situations.*
- (c) Giving presentations on current events and cultural topics.*

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

- (a) Experiencing entertainment from the culture studied.*
- (b) Adjusting communication to the situation and audience.*
- (c) Developing a greater understanding of how history influences and shapes the present.*

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

- (a) Experiencing and viewing the artistic contributions of the culture.*
- (b) Correlating major historical events, literary works and other art forms to cultural practices.*
- (c) Analyzing and explaining the effects of the culture on other societies.*

6. *Reinforce and further the pupil's knowledge of other disciplines through the foreign language by:*

- (a) Exchanging information in the foreign language about other courses.*
- (b) Acquiring information from a variety of sources written in the foreign language about a topic studied in another course.*

7. *Acquire information and recognize the distinctive viewpoints that are only available through materials in the foreign language by:*

- (a) Recognizing the cultural differences and their distinctive viewpoints.*
- (b) Using documents and other media in the foreign language and contacting members of the culture studied.*
- (c) Examining issues from perspectives that are only available through the materials in the foreign language.*

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

- (a) Comparing how various linguistic elements are expressed in English and in the foreign language.*
- (b) Understanding the use of idiomatic expressions in the foreign language.*
- (c) Analyzing and comparing the writing system and the alphabet of the foreign language with the pupil's language.*

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

- (a) Using appropriate verbal and nonverbal language in a variety of situations with his peers and adults.*
- (b) Analyzing the perspectives of the culture as they are reflected in a variety of literary works in the foreign language, including, without limitation, folk tales, fables and dramas.*

10. Use the language in and outside of school by:

- (a) Interacting with members of the pupil's community to learn how they use the foreign language in various fields of work.*
- (b) Sharing presentations using the foreign language with the community.*

(c) Participating in a project to explore careers which requires interaction in the foreign language.

(d) 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:

(a) Exploring opportunities to live and study in a country in which the foreign language is spoken.

(b) Experiencing a greater awareness of the art, music and literature of the culture studied.

(c) Initiating and pursuing discussions about the foreign language and the culture studied outside of the classroom.

(d) Using media in the foreign language for entertainment and personal growth.