

LCB File No. R164-99

**PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION
STATE BOARD FOR OCCUPATIONAL EDUCATION**

**PROPOSED REVISIONS TO NEVADA ADMINISTRATIVE COURSE OF STUDY,
CHAPTER 389 FOREIGN LANGUAGE COURSE OF STUDY**

Explanation: Matter in italics is new, matter in **{brackets}** is material to be omitted.

AUTHORITY: NRS 385.080

SECTION 1: Chapter 389 is hereby amended as follows:

SECTION 2: NAC 389.291 Foreign language. Third grade.

3rd GRADE

NAC 389.291 Foreign language. (NRS 385.080, 385.110) 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 NAC 389.241 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} target** 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] target** language by performing skits, puppet shows or dialogs with limited vocabulary.

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

~~[(a)-E]~~ 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 **target** culture **[studied]** by:

(a) Exploring the products of the **target** 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] target** 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, mealtimes, folk tales, poems and songs.]~~

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

~~[9]~~ 8. Understand the concept of culture through comparisons of the **target** culture **[studied]** and ~~[the pupil's]~~ **their own** culture by:

(a) Exploring and recognizing the contributions of the **target** 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.

~~[[0]]~~ **9.** Use the ~~[[foreign]]~~ *target* language in and outside of school by participating in performances at school or in the community in the ~~[[foreign]]~~ *target* language or relating to the culture studied.

~~[[1]]~~ **10.** Develop an interest in continuing the study of the ~~[[foreign]]~~ *target* 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 *target* culture ~~[[studied]]~~.

(c) Planning real or imaginary travel to a country in which the ~~[[foreign]]~~ *target* language is spoken.

SECTION 3: NAC 389.2945. Foreign language. Fifth grade

5th GRADE

NAC 389.2945 Foreign language. (NRS 385.080, 385.110) 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 NAC 389.291 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]]~~ *target* 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]]~~ *target* 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] target** 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 **target** culture **[studied]** by:

(a) Becoming aware of the effects of important people, holidays, geography and history on the lives of the people of the **target** culture **[studied]**.

(b) Demonstrating an awareness of the different patterns of daily life within the **target** culture **[studied]** and the pupil's culture.

5. Understand the relationship between the products and perspectives of the target culture by comparing the products with the environments in which they are produced.

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

[6] 7. Understand the concept of culture through comparisons of the **target** culture **[studied]** and **[the pupil's] their own** culture by developing an awareness of cultural diversity and some of the contributions of the **[foreign] target** language to American culture.

[7] 8. 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] target** language.

[8] 9. 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.

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 target culture that are appropriate for the pupil's age.

(b) Listening to music, singing songs or playing musical instruments from the target culture.

(c) Planning real or imaginary travel to a country in which the target language is spoken.

SECTION 4: NAC 389.3925. Foreign language. 8th grade

8th GRADE

NAC 389.3925 Foreign language. (NRS 385.080, 385.110) 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 NAC 389.2945 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~~ *target* language by:

(a) Talking and writing about activities of daily life relying on memorized phrases, short sentences, numbers, date, time, and other basic thematic vocabulary.

(b) Giving and following simple ~~directions,~~ instructions and commands in oral and written form on familiar topics, utilizing visual cues when appropriate.

(c) Recognizing high frequency verbs and phrases in discussions ~~Talking~~ about past and future events.

(d) Participating in structured conversations on a variety of topics, including state of being and feelings.

(e) Making simple requests ~~for goods and services in public places~~ in oral and written form.

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

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

(h) Recognizing standard rules of usage and grammar.

(i) Demonstrating some accuracy in imitating modeled words.

(j) Occasionally demonstrating creativity in language production.

(k) Asking and/or responding to basic questions.

(l) Using appropriate expressions and gestures of courtesy.

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

1. *Recognizing how a sound corresponds with a letter or symbol.*
2. ~~[Reading for comprehension from a variety of simple materials]~~ *Comprehending written and spoken numbers, date, time, and other basic thematic vocabulary.*

~~[(b)](c) Reading and [C]comprehending phrases, short sentences, brief written directions, and [a] simple narratives [about a personal experience or event].~~

~~[(e) Paraphrasing or expressing main ideas.]~~

~~(d) [Expressing an opinion about what the pupil has read or heard].~~ *Writing numbers, date, time, and other basic thematic vocabulary*

3. *Utilizing familiar thematic words and phrases, [Present information, concepts and ideas in the foreign language to an audience by:] perform skits, puppet shows and/or dialogs, using available resources and technology.*

~~[(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 **target** 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]~~ *Identifying how people in the culture celebrate important traditions, holidays and events.*

(b) ~~[Becoming familiar with major geographical features, historical events and the political structure of the culture studied]~~ *Recognizing verbal and nonverbal communications of culture, including gestures, body language, dance, art and music.*

(c) ~~[Using appropriate verbal and nonverbal behavior in various situations]~~ *Identifying important people, holidays, geography and history.*

5. Understand the relationship between the products and perspectives of the *target* culture ~~[studied]~~ by:

(a) ~~[Understanding the messages found in highly contextualized materials, including, without limitation, signs and posters]~~ *Recognizing some unique products of the target culture.*

(b) ~~[Identifying the achievements and contributions of the culture studied to the arts, including, without limitation, sculpture, architecture, opera, ballet and literature]~~ *Recognizing the messages found in highly contextualized materials, including signs and posters.*

(c) ~~[Discussing the impact of the culture studied on the pupil's culture]~~ *Recognizing some artistic achievements and contributions of the target culture.*

6. Reinforce and further the pupil's knowledge of other disciplines through the ~~[foreign]~~ *target* language by *using the target language to read, write and talk about familiar topics derived from other subject areas.*~~†~~

~~—(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]~~ 7. Understand the nature of language through comparisons of the ~~[foreign]~~ *target* language with the pupil's language by:

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

3. Analyzing and comparing the writing systems.

(d) Comparing and using language patterns and grammatical functions.

~~[9]~~ 8. Understand ~~[the concept of culture]~~ *cultural differences and similarities* through comparison of the *target* culture ~~[studied]~~ with ~~[the pupil's]~~ *their own* culture by demonstrating that there are culturally specific phrases and idioms that do not translate directly from one language to another.

~~[10]~~ 9. 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]~~ *reporting on target language use outside the classroom.*

10. Develop an interest in continuing the study of the target language for personal enjoyment and enrichment by planning real or imaginary travel to a country in which the target language is spoken by:

(a) Collecting travel information and planning a trip.

(b) Gathering information on careers requiring target language skills.

SECTION 5: NAC 389.xxx Foreign language. First year of high school study or 9th grade

NINTH GRADE OR FIRST YEAR OF HIGH SCHOOL FOREIGN LANGUAGE STUDY

NAC 389.xxx Foreign language. (NRS 385.080, 385.110) A course in a foreign language offered as an elective in a public high school as a first year foreign language course in ninth grade through twelfth grade 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 target language by:

(m) Talking and writing about activities of daily life relying on memorized phrases, short sentences, numbers, date, time and other basic thematic vocabulary.

(n) Giving and following simple instructions and commands in oral and written form on familiar topics, utilizing visual cues when appropriate.

(o) Recognizing high frequency verbs and phrases in discussions about past and future events.

(p) Participating in structured conversations on a variety of topics, including state of being and feelings.

(q) Making simple requests in oral and written form.

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

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

(t) Recognizing standard rules of usage and grammar.

(u) Demonstrating some accuracy in imitating modeled words.

(v) Occasionally demonstrating creativity in language production.

(w) Asking and/or responding to basic questions.

(x) Using appropriate expressions and gestures of courtesy.

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

4. Recognizing how a sound corresponds with a letter or symbol.

5. Comprehending written and spoken numbers, date, time, and other basic thematic vocabulary.

6. Reading and comprehending phrases, short sentences, brief written directions, and simple narratives.

7. Writing numbers, date, time and other basic thematic vocabulary.

3. Utilizing familiar thematic words and phrases, perform skits, puppet shows and/or dialogs, using available resources and technology.

11. Understand the relationship between the practices and perspectives of the target culture by:

(c) Identifying how people in the culture celebrate important traditions, holidays and events.

(d) Recognizing verbal and nonverbal communications of culture, including gestures, body language, dance, art and music.

(e) Identifying important people, holidays, geography and history.

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

(a) Recognizing some unique products of the target culture.

(b) Recognizing the messages found in highly contextualized materials, including signs and posters.

(c) Recognizing some artistic achievements and contributions of the target culture.

6. Reinforce and further the pupil's knowledge of other disciplines through the target language by using it to read, write and talk about familiar topics derived from other subject areas.

(a) Understand the nature of language through comparisons of the target language with the pupil's language by:

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

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

(c) Analyzing and comparing the writing systems.

(d) Comparing and using language patterns and grammatical functions.

(b) Understand cultural differences and similarities through comparison of the target culture with the American way of life.

(c) Use the target language in and outside of school by reporting on target language use outside the classroom.

(d) Developing an interest in continuing the study of the target language for personal enjoyment and enrichment by planning real or imaginary travel to a country in which the target language is spoken by:

(a) Collecting travel information and planning a trip.

(b) Gathering information on careers requiring target language skills.

SECTION 6: NAC 389.xxx Foreign language. Second year of study or 10th grade

***TENTH GRADE OR SECOND YEAR
OF FOREIGN LANGUAGE STUDY***

NAC 389.xxx___ Foreign language. (NRS 385.080, 385.110) A course in a foreign language offered as an elective in a public high school as a second year course in tenth grade through twelfth grade must, in addition to the requirements set forth in NAC 389.3925, include instruction designed to teach the pupil by the completion of two years of foreign language instruction to:

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

- (a) Asking and responding to a variety of questions about activities of daily life.*
- (b) Giving and following oral and written directions, instructions, and commands.*
- (c) Using a variety of verbs and phrases to talk and write about past and future events.*
- (d) Participating in conversations on a variety of topics, expressing opinions and emotions.*
- (e) Making appropriate requests for goods and services in public places.*
- (f) Effectively telling or writing a narrative about a personal experience or event.*
- (g) Restating an event or what another person has said In a variety of tenses.*
- (h) Applying standard rules of usage and grammar.*
- (i) Speaking in a manner comprehensible to target language speakers accustomed to interacting with language learners.*
- (j) Demonstrating creativity in language production.*

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

- (a) Reading selected materials with some 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 target language to an audience by:

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

(b) Reciting selected forms of literature and/or performing songs.

(c) Engaging in debate on various topics.

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

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

(b) Identifying major geographical features, historical events, and political structures.

(c) Using appropriate verbal and non-verbal behaviors in various situations.

(d) Experiencing entertainment from the target culture.

(e) Identifying major figures in the arts and entertainment fields.

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

(d) Discussing artistic contributions.

(e) Describing some unique products.

(c) Identifying the perspectives of the target culture embedded in advertising.

(d) Understanding media messages.

6. Reinforce and further the pupil's knowledge of other content areas through the target language by:

(a) Comprehending short articles, news broadcasts, commercials, and videos in the target language on topics being studied in other content areas.

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

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

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

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

8. *Understand cultural differences and similarities by:*

(c) *Recognizing cultural diversity.*

(b) *Illustrating some ways in which the target culture has influenced the American way of life.*

9. *Use the target language in and outside of school by corresponding through various means.*

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

(a) *Researching and presenting information about opportunities for traveling to or studying in a target culture or country.*

(b) *Participating in a project to explore careers which require interaction in the target language.*

SECTION 7: NAC 389.570 Foreign language. Fourth year of high school study or 12th grade

**12th GRADE
OR FOUR YEARS OF FOREIGN LANGUAGE STUDY**

NAC 389.570 Foreign language. (NRS 385.080, 385.110) A course in a foreign language offered as an elective in a public high school *as a fourth year foreign language course or a twelfth grade course* must, in addition to the requirements set forth in NAC 389.3925 and NAC 389.xxx, include instruction designed to teach the pupil by the completion of four years or the end of the 12th grade, to:

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

(a) *Effectively* ~~IR~~ responding to factual and interpretive questions.

(b) Using increasingly complex verb forms *and tenses*.

(c) Interacting in increasingly complex situations.

(e) *Competently* ~~IA~~ analyzing and discussing personal reactions to selected materials.

(f) *Generally using familiar idiomatic and nonverbal expressions and appropriate vocabulary.*

(g) Effectively applying self-correction, paraphrasing, circumlocution and question strategies.

(h) Adequately demonstrating pronunciation and intonation patterns.

(i) Appropriately expressing opinions and emotions.

(j) Frequently determining meaning by using contextual clues.

(k) Demonstrating creativity in language production.

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

(a) ~~[Obtaining new information from reading materials in the [foreign]~~ *target* language] *Moving beyond literal and interpretive comprehension towards more critical reading and listening skills.*

(b) ~~[Understanding simple application forms]~~ *Comprehending a wide variety of vocabulary in both concrete and abstract contexts.*

(c) Understanding and paraphrasing increasingly complex *spoken and* written material.

(d) Obtaining and analyzing information from authentic materials using background knowledge and contextual clues.

3. Present information, concepts and ideas in the **[foreign]** *target* 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 language control, including proper expression, fluency and intonation.*

4. Understand the relationship between the practices and perspectives of the *target* culture ~~[studied]~~by:

(a) ~~[Experiencing entertainment from the culture studied]~~ *Analyzing how history influences and shapes the present.*

(b) Adjusting communication to the situation and audience.

(c) ~~[Developing a greater understanding of how history influences and shapes the present]~~ *Identifying major figures in the arts and entertainment fields of the target culture, and analyzing their achievements and contributions to the target culture.*

5. Understand the relationship between the products and perspectives of the *target* culture ~~[studied]~~ by:

(a) ~~[Experiencing and viewing]~~ *Evaluating* the *major* ~~[artistic]~~ contributions of the *target* 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]~~ *target* language by:

(a) ~~[Exchanging information in the foreign language about other courses]~~ *Presenting increasingly complex oral and written reports in the target language on topics from other content areas.*

(b) ~~[Acquiring information from a variety of sources written in the foreign language about a topic studied in another course]~~ *Discussing short articles, news broadcasts, commercials and videos in the target language on topics being studied in other content areas.*

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

(a) ~~[Recognizing the]~~ *Describing* cultural differences and their distinctive viewpoints.

(b) ~~[Using documents and other media in the foreign language and contacting members of the culture studied]~~ *Preparing reports using a variety of sources in the target language.*

~~[(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]~~ *structures* by:

(a) ~~[Comparing how various linguistic elements are expressed in English and in the foreign language]~~ *Using complex idiomatic expressions and language structures.*

(b) ~~[Understanding the use of idiomatic expressions in the foreign language]~~ *Identifying some language dialects from a variety of contexts, regions and cultures.*

~~[(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]~~ *cultural differences and similarities* ~~[by:~~

~~—(a) Using appropriate verbal and nonverbal language in a variety of situations with his peers and adults.~~

~~—(b)] Analyzing the perspectives of the *target* culture as they are reflected in [a variety of literary works in the foreign language, including, without limitation, folk tales, fables and dramas] *art and literature*.~~

10. Use the *target* 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]~~ *Sustaining a conversation in the target language on a variety of topics.*

(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] *a* transition from school to work which requires *target language* proficiency [in the foreign language] and *cultural* knowledge[~~of the culture studied~~].~~

11. Develop an interest in continuing the study of the ~~[foreign]~~ *target* 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] *creating a multimedia project about traveling to or studying in a target language country, using available resources.*~~