

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

**LCB File No. R164-99**

November 30, 1999

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

AUTHORITY: §§1-7, NRS 385.080 and 385.110.

**Section 1.** Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 and 3 of this regulation.

**Sec. 2.** *A course in a foreign language offered as an elective course in a public high school as a first-year foreign language course must, in addition to the requirements set forth in NAC 389.3925, 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. 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.*

*4. 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.*

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

*6. 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 patterns and grammatical functions.*

*7. Understand the cultural differences and similarities between the culture studied and American culture.*

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

*9. 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.*

*Sec. 3. 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 section 2 of this regulation, 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.*

**Sec. 4.** NAC 389.291 is hereby amended to read as follows:

389.291 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 389.241 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 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]~~ *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 ~~[dialogs]~~ *dialogues* with limited vocabulary.

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

~~—(a) Exploring~~ **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]~~ **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. ~~[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 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 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.

~~{H0}~~ **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.

~~{H1}~~ **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.

**Sec. 5.** NAC 389.2945 is hereby amended to read as follows:

389.2945 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 389.291 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 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]~~ *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.

~~[6.]~~ 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.

~~[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 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 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.*

**Sec. 6.** NAC 389.3925 is hereby amended to read as follows:

389.3925 A course in a foreign language offered as an elective *course* 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 language by:

(a) Talking *and writing* about activities of daily life ~~F~~.

~~—(b) Giving directions,] using memorized phrases, short sentences, numbers, dates, times and other basic thematic vocabulary.~~

(b) *Giving and following simple oral and written* instructions and commands ~~F~~.

~~—(c) Talking] 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 ~~F~~, *including, without limitation, state of being and feelings.*

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

~~—(f) Relating]~~

(f) *Telling and writing* a simple narrative about a personal experience or event ~~F~~ *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) [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.]~~ *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) [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.] 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 . ~~[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.] (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 ~~[the use of grammatical functions, including, without limitation, gender and number.]~~ *cognates, adopted words and expressions, and word families.*

(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]~~

*(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 ~~[with]~~ *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.

~~[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 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.*

**Sec. 7.** NAC 389.570 is hereby amended to read as follows:

389.570 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 389.3925]~~ *section 3 of this regulation* 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) ~~[Obtaining new information from reading materials in the foreign language.~~

~~—(b) Understanding simple application forms.]~~ *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) ~~[Experiencing entertainment from the culture studied.]~~ *Analyzing the manner in which history influences the present.*

(b) Adjusting communication to the situation and audience.

(c) ~~[Developing a greater understanding of how history influences and shapes the present.]~~

*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) ~~[Experiencing and viewing the artistic]~~ *Analyzing the important* 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]~~

**6. Understand** other disciplines through the foreign language by:

(a) ~~[Exchanging information in the foreign language about]~~ *Presenting increasingly complex oral and written reports in the foreign language concerning topics studied in* other courses.

(b) ~~[Acquiring information from a variety of sources written]~~ *Discussing brief articles, news broadcasts, commercial advertisements and videos* in the foreign language ~~[about a topic studied in another course.]~~ *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) ~~[Recognizing]~~ *Describing* 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]~~

*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) [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.]~~ *Using complex idiomatic expressions and language structures.*

*(b) Identifying dialects from different regions, cultures and contexts.*

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]~~ *cultural similarities and differences by analyzing* the perspectives of the culture *studied* 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 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)] 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 ~~†~~:

~~—(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.]~~ *preparing a project using various media concerning traveling and studying in a country where the foreign language is spoken.*