

2013

CROW LANGUAGE

Standards

&

K-12 Curriculum Framework

Crow Language Consortium

Standards for the Crow Language

Purpose and General Description of Crow Language Standards

Standards are statements that define what students should know and be able to do after certain amounts of time and at various levels of instruction. Standards serve as a gauge for excellence and are typically differentiated across a range of outcomes from minimum competencies to high levels of achievement. In an effort to develop rigorous standards for a quality education, the CLC consulted current research on language acquisition, a number of exemplary state standards and models, and the national framework for language teaching and learning.

The American Council on the Teaching of Foreign Languages (ACTFL) national standards task force developed eleven national standards for language study. These standards are further classified into five goal areas that encompass all of the reasons to study a language, commonly referred to as the five C's of language education. The Crow language standards model is based on the goals outlined by these 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals:

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the ***cultures*** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides ***connections*** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through ***comparisons*** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual ***communities*** at home and around the Crow in a variety of contexts and in culturally appropriate ways (*Standards for Foreign Language Learning in the 21st Century*, 2006, p. 31).

The eleven ACTFL national standards are captured by eight standards in the new model, as shown in the following table. This modification is intended to ease implementation by educators.

	ACTFL National Standards	Crow Language Standards
Communication	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)
	Standard 1.2: Students understand and interpret written and spoken language on a	Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)

	variety of topics.	
	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)
Cultures	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.
	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	
Connections	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Standard 5: Learners use the Crow language to expand their knowledge of and make connections among multiple content areas.
	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.
Comparisons	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.
	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
Communities	Standard 5.1: Students use the language both within and beyond the school setting.	Standard 8: Learners use their knowledge of the Crow language and cultures both within and beyond the school setting for personal enrichment and civic engagement.
	Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

ACTFL Standards taken from *Standards for Foreign Language Learning in the 21st Century*, 2006, p. 9.

While this document is not meant to serve as the curriculum or describe how the content should be taught, it does assist teachers in designing curricula as well as ensure appropriate articulation, consistency, and learning outcomes statewide.

Throughout the standards document, a number of examples have been included to provide additional context and clarity. The examples, however, are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.

The Role of Grammar in Communicative Language Instruction

The primary intent of the *Standards for the Crow Language* is to facilitate language learning in a context that promotes fluent, authentic and accurate student communication and interaction in Crow. According to ACTFL, the key to successful communication is “knowing *how*, *when* and *why*, to say *what* to *whom*” (*Standards for Foreign Language Learning in the 21st Century*, 3rd edition, 2006, p. 11). The knowing *how* to communicate accurately (grammar) to the saying of

what (vocabulary) is an important element of communication. However, knowing the grammar and rules of a language is not the same as being able to communicate in that language.

According to Lee and VanPatten (2003), “Communicative language teaching...cannot be equated with first learning some vocabulary, then learning some grammar, and then finding something to talk about to use the grammar and vocabulary” (p.1). Therefore, a communicative approach to language learning must strike a balance between accuracy (grammar and vocabulary) and fluency (authentic communication), allowing neither to solely dominate the instruction.

Crow Language and English Language Use

In order to provide students with as much exposure to and practice with the Crow language as possible, Crow language instructors should use the language to the greatest extent possible when interacting with students both within and beyond the school setting. However, there are some appropriate and strategic uses for English in Crow language classrooms. For example, at beginning levels instructors may elect to use English judiciously with Standard 4 (Develop Awareness of Other Cultures) and Standard 5 (Make Connections to Other Content Areas) to provide more depth and richness when exploring and comparing cultures and content areas. The role of English should decrease as students’ language skills improve.

Language Sequences and Proficiency Levels

This document is divided into three sequences of study, with typical entry points occurring at kindergarten, sixth grade, and ninth grade. By providing multiple entry points, students will be able to maximize their language learning opportunities and experiences by being placed into the most appropriate entry levels.

Crow language in the elementary school programs (K through 5) should be sequential in nature and provide language learners with as much instructional time as possible (50 to 100 contact hours per year recommended or 1.5-2.5 hrs/week). From sixth to eighth grade, language learners should have approximately 130 to 150 contact hours of instruction per year (3.25-3.75 hrs/week). During high school, language learners should receive approximately 150 contact hours or more of instruction per year (3.75 + hrs./week.)

Each point of entry for the Crow languages standards may appear similar in the tasks that students are able to do by grade twelve. However, given the duration of instruction that each student will have received up to that point, their skills and proficiencies will be quite different. The descriptions below outline what the “typical” student should know and be able to do at the end of the given instructional sequence. It is important to note that there are many factors which contribute to an individual student’s success. For this reason, students may achieve at lower or higher levels than those defined as “typical.”

Elementary Entry Point (K-12 Sequence): Students having completed the full 13-year Crow language program will be capable of communicating in many oral and written contexts with

comfort and ease. Students will have developed strong skills in listening and reading comprehension and will therefore be capable of reading and understanding selections intended for native speakers. Students at this level will be able to utilize reasoning skills and learning strategies from other content areas to enhance their Crow language experiences. Additionally, students will have deeper cultural understanding and awareness.

At the end of the kindergarten through twelfth grade sequence, students studying Crow will likely reach between *intermediate-mid* and *intermediate high* in all skills on the ACTFL proficiency scale.

Middle School Entry Point (6-12 Sequence): Students having completed the 7-year Crow language program will have reasonable communication skills, but may have neither the fluency nor the spoken accent of those students who complete the longer, more comprehensive instructional sequence. Students in this sequence will have adequate listening and reading comprehension skills, but may struggle with some authentic selections intended for native speakers. Students may be able to make connections among other content areas and the Crow language classroom, but these students may lack some of the extensive cultural knowledge gained through additional years of exposure.

At the end of the sixth through twelfth grade sequence, students Crow will likely reach between *intermediate-low* and *intermediate-mid* in all skills on the ACTFL proficiency scale.

High School Entry Point (9-12 Sequence): Students beginning their experience in high school will have the benefit of a more in-depth understanding of grammatical structures and functions from earlier in their learning process (learning and studying their first language). Students in the four-year sequence, though, may not achieve the ease of communication or the spoken accent comparable to students from the other two instructional sequences. At the end of this sequence, students will be able to listen to and read various selections in the Crow language; however, without additional outside experience, students will likely struggle with materials intended for native speakers, thus limiting their ability to communicate in environments other than the classroom. Students will be able to combine other content areas with the Crow language, but they may lack some of the extensive cultural knowledge gained through long-term exposure to various aspects of the Crow culture.

At the end of the ninth through twelfth sequence, students studying Crow will likely reach between *novice-high* to *intermediate-low* in all skills on the ACTFL proficiency scale.

It is highly recommended that schools introduce language learning at the earliest age possible. Although these three sequences show common entry points for language learners, local conditions will determine how schools implement the standards. Additionally, due to a highly mobile population, consideration should be given to providing options that allow all students to enter a program regardless of prior language learning experiences. Crow Language Departments can consult the CLC to better ascertain which language sequence is the most appropriate fit for their programs.

Grade Level Focus

These standards are informally divided into grade bands (K-2, 3-5, 6-8, and 9-12) with themes. These grade bands and themes take into account the cognitive development and maturation processes that children undergo from kindergarten through twelfth grade, as well as the settings in which the language instruction takes place.

Kindergarten through Second Grade: The focus of this band is *self*, taking into account the limited range of experiences of children at this age. The vocabulary that is introduced tends to focus on the students and the immediate, familiar environment. The communicative focus of the classroom is primarily interpersonal. Introductory print and written materials are present in the classroom setting to enable peripheral learning and to generate student interest, but interpretive skills related to reading are not explicitly taught. Instructional activities slowly transition from being heavily teacher-centered to student-centered, and the students transition from being primarily receptive and passive to being imitative, productive, and active. The principle objectives for these grades are developing listening comprehension skills and fostering confident communication.

Third through Fifth Grade: The focus of this band is *self* and *family*, taking into account the expanding awareness of children at this age. The vocabulary that is introduced emphasizes the familiar environment and family, though the focus is widened from the previous grade band. Interpretive skills involving word recognition and reading are explicitly taught, and there continues to be a heavy emphasis on interpersonal communication. Instructional activities continue to transition from being teacher-centered to student-centered across the grade band when dealing with the introduction of new vocabulary and other cultural materials. Students continue to develop productive language skills as well as receptive skills such as basic reading comprehension.

Sixth through Eighth Grade: The focus of this band is *friends* and all things social, which takes into account adolescents' interest in friendship and social activities. Instructional activities continue to transition from being teacher-centered to student-centered across this grade band when referring to the introduction of new vocabulary and other cultural materials. Students are now improving both productive and receptive language skills, and their educational background and cognitive development allow them to expand their understanding of structural differences between languages as well as gain a more in-depth cultural awareness. Students beginning study within the sixth through eighth grade band should be directed to vocabulary and introductory language skills of the previous grade bands to allow for personalization of and a strong foundation in the language.

Ninth Grade through Twelfth Grade: The focus of this band is *others*, taking into account the growing maturity of students at this age. Students are capable of understanding and discussing the Crow around them, both in their local communities and in other countries, and they are able to gain an increased cultural awareness. Students bring extensive background information to the Crow language classroom, which allows for greater understanding of structural similarities and differences between languages as well as quicker development of interpersonal skills. It should be noted, though, that communication skills and language proficiency (as well as instructional

strategies and techniques) will vary depending upon the entry point and the previous experiences at this level. Students beginning study within the ninth through twelfth grade band should be directed to vocabulary and introductory language skills of the previous grade bands to allow for personalization of and a strong foundation in the language. Additionally, students beginning at this point of entry may lack the extensive vocabulary needed to discuss in-depth cultural information in the Crow language.

CROW LANGUAGE K-12 Curriculum Framework

Introduction

The content of the K-12 Crow Language Curriculum framework is designed for the students with no or minimum Crow language background. The curriculum for those students is similar to curriculum written for students learning any second language. It includes Crow instruction and Crow cultural awareness components. This curriculum framework is adapted from the Indiana Department of Education , Language Guidelines.

Crow is a complete language with its own structure, grammatical rules, and semantic expressions. Crow is a highly complex language, allowing the free and natural expression of any thoughts and concepts that might be produced in a spoken language.

In instructing students, emphasis will be given fluency in communication based on developmental expectation. Standards and benchmarks would have different expectations at different levels of student development. Thus the primary students' performance skills would be different than the high school students. Considering the length of time needed to meet required proficiency levels much depends on when the student begins the study of the language, however, the school district should consider that it will take 300 - 500 hours of language instruction to attain the standards approved by the Tribe.

Vision

The Crow Language classrooms are characterized by students actively engaged in learning and by teachers serving as guides and facilitators for frequent interaction in the Crow language. Students develop language proficiency as they use the language in relevant and meaningful situations through the use of simulations, small group work, technology and authentic materials. Students are encouraged to increase their sensitivity to the Crow culture, its values, customs, and traditions, and increase their understanding of Crow and respect the cultural and linguistic differences that they encounter in the classroom and the Crow Community.

STATEMENT OF MISSION

All students can benefit from Crow Language study which:

- Fosters a sense of humanity and friendship;
- Provides insights into the human mind and language itself;
- Develops knowledge, lines of communication, cross-cultural understanding between Crow people in the United States and Canada;
- Provides a foundation for life-long learning;
- Leads students to discover and examine their own cultural values;
- Is an asset to careers and to professional advancement.

Content Standards and Benchmark Stages

The Framework for Crow Language instruction presented in this document is based on upon the development of student understanding and skills in five strands or the five organizing principles identified by the National Standards in Foreign Language Project. These principles (strands) are considered “the five C’s of language education as follows:

- **Communication**
- **Culture**
- **Connections**
- **Comparisons**
- **Communities**

Kindergarten

Standard 1

COMMUNICATION: Write and speak in the Crow language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- K.1.1 Recognize and express basic greetings and farewells.
- K.1.2 Recognize and state basic personal information.
Examples: Name and age
- K.1.3 Recognize and express basic likes, dislikes, and feelings through single-word responses.
- K.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Crow language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- K.2.1 Demonstrate comprehension of oral or visual cues verbally and/or non-verbally.

Standard 3

COMMUNICATION: Present information in the Crow language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- K.3.1 Recite developmentally appropriate songs and poetry of the Crow cultures.
- K.3.2 Present simple prepared material with teacher guidance.
Examples: Dialogues, short skits, etc.
- K.3.3 Sing simple developmentally appropriate songs of the Crow language and cultures.
- K.3.4 Describe familiar objects in simple terms with teacher guidance.
Examples: Shapes, colors, etc.

Standard 4

CULTURES: Develop awareness of Crow culture

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- K.4.1 Recognize basic routine practices of the Crow cultures.
Examples: Greetings, handshakes, etc.
- K.4.2 Identify products and symbols of the Crow cultures.
Examples: Traditional Clothes, Kinship, Food and Drink, animals, etc.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use the Crow language to expand their knowledge of and make connections among multiple content areas.

- K.5.1 Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.
Examples: Recognize and count in numbers, plants and animals location.
- K.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Count a number of objects, label basic plants and animals, respond to directions using location terms

Standard 6**CONNECTIONS: Access and connect information through various media**

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- K.6.1 Use digital media and culturally authentic resources to build vocabulary.
Examples: Developmentally appropriate language websites, children’s programming

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- K.7.1 Recognize Crow reflecting modern life.
- K.7.2 Recognize and use authentic simple forms of address in everyday situations.
- K.7.3 Recognize celebrations and holidays of other cultures and compare them to those of the learner’s culture.
- K.7.4 Recognize contributions from Native American cultures.
Examples: Music, art, customs, famous people, etc.

Standard 8**COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings**

Learners use their knowledge of the Crow language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- K.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Use the Crow language to teach basic vocabulary to friends and family
- K.8.2 Recognize the use of the Crow language in the learner’s community.

Examples: Signs, restaurants

K.8.3 Experience the food, music, activities, folklore, etc. from the Crow culture.

Grade 1

Standard 1

COMMUNICATION: Write and speak in the Crow language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 1.1.1 Recognize and express multiple greetings and farewells.
- 1.1.2 Recognize and state basic personal information.
Examples: Name, age, origin, etc.
- 1.1.3 Recognize and express a variety of likes, dislikes, and feelings in single-word responses.
- 1.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Crow language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 1.2.1 Demonstrate comprehension of oral and visual cues verbally and/or non-verbally.
- 1.2.2 Recognize letters, sounds and special characters of the Crow language.

Standard 3

COMMUNICATION: Present information in the Crow language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 1.3.1 Recite developmentally appropriate songs and poetry of the Crow cultures.
- 1.3.2 Present simple prepared material with teacher guidance.
Examples: Dialogues, short skits, etc.
- 1.3.3 Sing simple developmentally appropriate songs of the Crow language and cultures.
- 1.3.4 Describe objects and self in simple terms with teacher guidance.
Examples: Shapes, colors, numbers, sizes, etc.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 1.4.1 Recognize basic routine practices of the Crow cultures.
Examples: Greetings, Asking your Name, Where are you from ? etc.
- 1.4.2 Identify products and symbols of the Crow cultures.
Examples: Food, dress, toys, flags, etc.

Standard 5**CONNECTIONS: Make connections to other content areas**

Learners use the Crow language to expand their knowledge of and make connections among multiple content areas.

- 1.5.1 Use simple vocabulary and phrases to identify familiar objects and basic concepts from other content areas.
Examples: Recognize numbers to 100 animals, cardinal directions
- 1.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Count a number of objects, describe what animals eat, identify cardinal directions in the classroom

Standard 6**CONNECTIONS: Access and connect information through various media**

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 1.6.1 Use digital media and culturally authentic resources to build vocabulary.
Examples: Developmentally appropriate language websites, children’s programming

Standard 7**COMPARISONS: Investigate the nature of language and culture**

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 1.7.1 Recognize Crow reflecting modern life.
- 1.7.2 Recognize similarities and differences in structural patterns of languages.
Example: Singular versus plural forms
- 1.7.3 Recognize and use authentic simple forms of address in everyday situations.
- 1.7.4 Identify some daily living patterns of other cultures and the learner’s own culture.
Examples: Food and table manners
- 1.7.5 Recognize celebrations and holidays of other cultures and compare them to those of the learner’s culture.
- 1.7.6 Recognize contributions from other Native American cultures.
Examples: Music, art, customs, famous people, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Crow language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 1.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Use the Crow language to teach basic vocabulary to friends and family
- 1.8.2 Recognize the use of the Crow language in the learner’s community.
Examples: Signs, restaurants, stores
- 1.8.3 Experience the food, dances, music, literature, etc. from the Crow culture.

Grade 2

Standard 1

COMMUNICATION: Write and speak in the Crow language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 2.1.1 Accurately use multiple greetings and farewells.
- 2.1.2 Accurately state personal information.
Examples: Name, age, origin, phone number, etc.
- 2.1.3 Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
- 2.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Crow language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 2.2.1 Demonstrate comprehension of familiar words and phrases.
- 2.2.2 Recognize letters, sounds and special characters of Crow language.
- 2.2.3 Identify familiar words or phrases, including cognates and words shared between languages.

Standard 3

COMMUNICATION: Present information in the Crow language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 2.3.1 Recite developmentally appropriate songs and poetry of the Crow cultures.
- 2.3.2 Present simple prepared material with greater independence.
Examples: Dialogues, short skits, plays, etc.
- 2.3.3 Read words and phrases aloud to practice appropriate intonation and pronunciation.
- 2.3.4 Write familiar words and phrases.
- 2.3.5 Sing simple developmentally appropriate songs of the Crow language and cultures.
- 2.3.6 Describe objects and self in familiar terms with greater independence.
Examples: Shapes, colors, numbers, sizes, etc.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the Crow culture.

- 2.4.1 Recognize basic routine practices of the Crow cultures.
Examples: Greetings, handshakes, Where do you live? etc.

- 2.4.2 Identify products and symbols of the Crow cultures.
 Examples: Food, dress, toys, flags, etc.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Crow language to expand their knowledge of and make connections among multiple content areas.

- 2.5.1 Use simple vocabulary and phrases to label objects and concepts from other content areas.
 Examples: Terms for mathematical operations, seasons and weather
- 2.5.2 Integrate content area concepts and skills through relevant activities.
 Examples: Add and subtract in the Crow language, identify and describe seasons and weather patterns, Learn about variety of geological feature within Crow Country.

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 2.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
 Examples: Developmentally appropriate language websites, DVD's, children's programming and children's literature

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 2.7.1 Recognize and use words shared between English and the Crow language.
- 2.7.2 Recognize similarities and differences in structural patterns of languages.
 Example: Word order
- 2.7.3 Recognize and use authentic forms of address with family and friends.
- 2.7.4 Examine the daily living patterns of other cultures and the learner's own culture.
 Example: School schedule
- 2.7.5 Describe traditions of the Crow cultures' celebrations and holidays.
- 2.7.6 Recognize contributions from other Native American cultures.
 Examples: Music, art, customs, famous people, etc.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Crow language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 2.8.1 Share experiences from the language classroom within the school and/or community.
Example: Use the Crow language to teach basic vocabulary to friends and family
- 2.8.2 Recognize the use of the Crow language in the learner’s community.
Examples: Signs, restaurants, pow-wows
- 2.8.3 Experience the cuisine, music, drama, literature, etc. from the Crow cultures.

Grade 3

Standard 1

COMMUNICATION: Write and speak in the Crow language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 3.1.1 Participate in brief guided conversations emphasizing previously-learned material.
Examples: Greetings and farewells, likes, dislikes, feelings, etc.
- 3.1.2 Recognize and state information about self and family (and extended family).
Examples: Name, physical attributes, etc.
- 3.1.3 Make basic requests.
- 3.1.4 Recognize and use situation-appropriate non-verbal communication.

Standard 2

COMMUNICATION: Interpret information in the Crow language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 3.2.1 Understand and respond to simple requests, commands, and directions.
- 3.2.2 Identify familiar words or phrases.
- 3.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: Identify familiar vocabulary from picture books or posters

Standard 3

COMMUNICATION: Present information in the Crow language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 3.3.1 Recite developmentally appropriate songs and poetry of the Crow cultures.
- 3.3.2 Present simple prepared material.
Examples: Dialogues, short skits, descriptions, etc.
- 3.3.3 Read sentences aloud to practice appropriate intonation and pronunciation.
- 3.3.4 Write complete sentences with teacher guidance.
- 3.3.5 Sing simple developmentally appropriate songs of the Crow language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 3.4.1 Recognize and report on basic family practices of the Crow cultures.
Examples: Family structure, giving and receiving, mealtimes, etc.

3.4.2 Describe products and symbols of the Crow cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Crow language to expand their knowledge of and make connections among multiple content areas.

3.5.1 Describe objects and concepts from other content areas.

Examples: Shapes, sizes, and colors, computer skills – Typing in Crow

3.5.2 Integrate content area concepts and skills through relevant activities.

Examples: Label and describe familiar objects, type sentences in the Crow language

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

3.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.

Examples: Developmentally appropriate language websites, children’s programming and children’s literature

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

3.7.1 Recognize and use words shared between English and the Crow language.

3.7.2 Recognize and use simple language structures.

Example: Agreement of adjectives and nouns

3.7.3 Recognize idiomatic expressions in the Crow language.

3.7.4 Recognize and use authentic forms of address with family and friends.

3.7.5 Examine the daily living patterns of other cultures and the learner’s own culture.

Examples: Personal hygiene, At a pow-wow

3.7.6 Describe traditions of the Crow cultures’ celebrations and holidays.

3.7.7 Recognize and share contributions from other cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Crow language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 3.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations in the Crow language to family members
- 3.8.2 Recognize and show the use of the Crow language in the learner's community.
- 3.8.3 Experience and report on the cuisine, music, drama, literature, etc. From the Crow cultures.

Grade 4

Standard 1

COMMUNICATION: Write and speak in the Crow language

Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 4.1.1 Participate in brief guided conversations emphasizing previously-learned material.
Examples: Greetings and farewells, simple descriptions, etc.
- 4.1.2 Recognize and state information about self and family.
Examples: Physical attributes, likes and dislikes, etc.
- 4.1.3 Make requests and ask basic questions. Example: What are you doing?, Who is This?
- 4.1.4 Recognize and use situation-appropriate non-verbal communication.
- 4.1.5 Recognize speaking and listening strategies that facilitate communication.
Example: Ask for clarification, Simple interrogative sentences

Standard 2

COMMUNICATION: Interpret information in the Crow language

Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 4.2.1 Understand and respond to simple requests, commands, and directions.
- 4.2.2 Identify familiar words or phrases.
- 4.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
Example: List main characters from a short authentic children's story

Standard 3

COMMUNICATION: Present information in the Crow language

Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 4.3.1 Recite developmentally appropriate songs and poetry of the Crow cultures.
- 4.3.2 Present prepared material on a variety of topics.
Examples: Dialogues, short skits, plays, etc
- 4.3.3 Read short passages aloud to practice appropriate intonation and pronunciation.
- 4.3.4 Write complete sentences with teacher guidance.
- 4.3.5 Sing simple developmentally appropriate songs of the Crow language and cultures.

Standard 4

CULTURES: Develop awareness of other cultures

Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

- 4.4.1 Recognize and report on basic family practices of the Crow cultures.
Examples: Family structure, giving and receiving, mealtimes, etc.
- 4.4.2 Describe products and symbols of the Crow cultures.

Standard 5

CONNECTIONS: Make connections to other content areas

Learners use the Crow language to expand their knowledge of and make connections among multiple content areas.

- 4.5.1 Describe objects and concepts from other content areas.
Examples: Classification of living things telling time, Different habitats (Farm, Mountains, Plains, At a Lake)
- 4.5.2 Integrate content area concepts and skills through relevant activities.
Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the Crow language

Standard 6

CONNECTIONS: Access and connect information through various media

Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 4.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
Examples: Developmentally appropriate language websites, children’s programming and children’s literature
- 4.6.2 Use digital media and/or culturally authentic resources to study Crow cultures.
Examples: Developmentally appropriate language websites

Standard 7

COMPARISONS: Investigate the nature of language and culture

Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 4.7.1 Recognize and use words shared between English and the Crow language.
- 4.7.2 Recognize and use simple language structures.
Example: Agreement of nouns and verbs
- 4.7.3 Recognize and use idiomatic expressions in the Crow language.
- 4.7.4 Recognize and use authentic forms of address with family and friends.
- 4.7.5 Examine the daily living patterns of other cultures and the learner’s own culture.
Examples: Clothing, In Town, In the Classroom
- 4.7.6 Describe traditions of the Crow cultures’ celebrations and holidays.
- 4.7.7 Recognize and share contributions from other cultures.

Standard 8

COMMUNITIES: Become culturally-aware by experiencing languages and cultures in multiple settings

Learners use their knowledge of the Crow language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 4.8.1 Share experiences from the world language classroom within the school and/or community.
Example: Make presentations in the Crow language to family members
- 4.8.2 Recognize and show the use of the Crow language in the learner's community.
- 4.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the Crow cultures.