The Colorado Academic Standards for

**LANGUAGE SOUP,**

**A TASTE OF HOW DIVERSE PEOPLE AROUND THE WORLD COMMUNICATE**

Understanding of, and interest in, global communications will continue to play an increasingly vital role in education, business, politics, and relationships. Language Soup opens doors of understanding about how different people communicate and how languages work.

Here is an excerpt from philosophy of the National American Council on the Teaching of Foreign Languages (ACTFL) :

*Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.*

The National ACTFL standards include developing knowledge and skill in the areas of Communications, Cultures, Connections, Comparisons, and Communities. Standard 4 is especially relevant to this book:

Standard 4: Develop Insight into the Nature of Language and Culture

• Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

• Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

*Language Soup, A Taste of How Diverse People Around the World Communicate* increases understanding of the nature of language through an extensive overview of language, and language change, a history of English, language families around the world, vocabulary improvement, sharing how pronunciation varies, differences in writing, the development of the alphabet in contrast to syllabaries and hieroglyphs, why English spelling is difficult, language entymology with examples, sentence structures, the development of dictionaries and the keyboard arrangements, language changes (including borrowing, combining, adding, creating, adapting, acronyms and new words).

* The main chapters include:
* **Latin**: affixes, word origins in English, insect names and anatomical parts, chemical elements, abbreviations, state mottos, Roman numerals, selected word comparisons between English, Spanish, Italian, French, German, Irish, Greek, Sanskrit and Latin, and phrases to learn.
* **Spanish**: the tilde, pronunciation and vocabulary rules and comparison with French and English, place names with Spanish origins, creating a weather calendar in Spanish, punctuation and capitalization, definite articles and gender, colors in translation with articles and gender, a game of Yo Tengo, common names in Spanish, greetings, guessing opposites, tongue twisters and proverbs, and what conjugation means.
* **French:** diversity of countries speaking French, articles and gender with nouns, words that are false friends (comparing French and English), country names, basic French pronunciation, sentence structure, negation and forming questions, conjugation, numbers, responding to questions, and selected names in French.
* **Japanese:** how to write and decode Japanese words, Kanji, Hiragana and Katakana, building vocabulary with Kanji, word-creating, vocabulary for animals with Kanji to sort, decoding a proverb, being a detective with Kanji word meanings, place names in Katakana, making a Japanese calendar, the syllabary and basic sounds, onomapoetic words, counting and the number 4, weather vocabulary and pronunciation, about grammar, gender and names, speaking in Japanese, Japanese words for scrabble players, cultural extension, and some proverbs and sayings.
* **Mandarin Chinese:**  language families, syntax and grammar compared to Japanese and English, difficulties of learning Mandarin, tones and word change, speaking Chinese, questions and replies, decoding and creating ideograms, reading Chinese, making the strokes in writing, analyzing words, Chinese and Japanese names compared, months of the year with pronunciation and characters, numbers and number questions, and colors in Chinese.
* **Russian:** comparing and pronouncing the Russian alphabet, counting in Russian, comparing Russian words in other languages, speaking simple phrases, Russian names, colors, memory quiz and cultural extension.
* **Greek:** comparing Russian and Greek, pronouncing Greek, choosing correct response, word guessing, Greek holidays, using colors and numbers, making friends, Greek words used in English, the Greek alphabet, and boys’ and girls’ names.
* **Arabic:** Arabic numerals, counting and subtracting, making a clock, comparing Arabic and Hebrew, the Semitic language family, sentence order compared to English, cases, sounding out Arabic, left to right, Arabic phrases, family terms, base consonants for meaning, writing Arabic, common boys’ and girls’ names, the Arabic alphabet, and the Islamic calendar and holidays.
* **Hebrew:**  city name meanings, Hebrew and Arabic comparisons, a bit about grammar, the Jewish calendar and holidays, masculine and feminine noun forms, speaking Hebrew, common girls’ and boys’ names, and the Hebrew alphabet.
* **Yoruba:**  Niger Congo language family, greetings in Yoruba, using tones and pitch, translation, stages of life, boys’ and girls’ names, going to a market, creating words, speaking Yoruba, days and months of the year, the alphabet compared to the English alphabet, some African languages and language groups, short quiz and map extension.
* **Finnish:** Uralic language family, pronouncing Finnish, a bit about grammar, case, endings of Finnish words, a paragraph to read, cities in Finland, mid-summer festival, words for snow, counting and adding in Finnish, making Finnish words negative, season words, a game Missa Se On, boys’ and girls’ names compared to names in Norway and Sweden, family names, creating new words,
* **More About Language:** language trivia, popularity of names, unusual languages, Native American languages and language families, place names, names of money in different countries, cultural extensions; questions and challenges to test language memory and knowledge. Also a research activity regarding word associations and analysis, inquiry questions about the data, map identifications, language review and quick visual quiz, research and reflections about language—inquiry questions.

**Colorado's Description of** **21st Century Skills**

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today’s students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Reading, Writing, and Communicating are inherently demonstrated in each of Colorado’s 21st century skills, as follows:

* Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

*Language Soup, A Taste of How Diverse People Around the World Communicate, contributes to comparing and contrasting linguistic information, meeting ACTFL standard 4 and sub-skills, gives interesting information to reason and evaluate, draw conclusions, develop inquiry questions about language, and reflect on results of a simple linguistic research project.*

* Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

*Language Soup, A Taste of How Diverse People Around the World Communicate, contributes to information literacy by being an ebook with a wide range of language information in one place. The iTunes version includes native speakers introducing various chapters. Further research in one or two languages can be extended using various media and synthesis, evaluating information critically, determining primary and secondary source relevance, and distinguishing between fact, point of view, and opinion, about languages.*

* Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others’ ideas.

*Language Soup, A Taste of How Diverse People Around the World Communicate, encourages collaboration with the various chapters sharing some of the same topics which groups can compare and contrast. They can also create independent or group presentations on language and culture using the information in the various chapters. Book discussions using inquiry questions in the final chapter are yet another contribution to collaboration.*

* Self Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner’s automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

*Language Soup, A Taste of How Diverse People Around the World Communicate, encourages personalized learning and enrichment in English and history/social studies classes as well as language classes. Students who are interested in learning more can easily extend their foundational knowledge.*

* Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

*Language Soup, A Taste of How Diverse People Around the World Communicate, provides flexibility in use of the information about languages, language development, and similarities and differences in world languages. Students can create graphic illustrations of connections between different languages, maps of distribution of language families, create roleplays for presentation, and learn about cultures who use the various languages.*

**Two of the Four Standards in the CAS area of Reading, Writing and Communicating followed by selected grade level expectations related to LANGUAGE SOUP, A TASTE OF HOW DIVERSE PEOPLE AROUND THE WORLD COMMUNICATE**

* Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

* *Language Soup, A Taste of How Diverse people Around the World Communicate provides a rich and engaging source of linguistic information, word meaning and change, adaptation and synthesis, and provides opportunities for inquiry, collaboration, self-direction, and invention, as noted above.*
* *Reading and writing grade level expectations can be met by lessons enriched by history of English information in the first chapters of the book, as well as connecting content writing from lessons in history and social studies such as geographical movements of peoples and language families. Science and technology courses can be enriched by including vocabulary and word roots, from the Latin and Greek chapters.*