

Montag, der 19. September. 2022 finance committee

GENERAL
INFO
FOR MEETING ①

CURRICULUM:

Please see the document attached that shows the 5 Cs of the World Language standards. The national standards are also the state standards of Minnesota and the ones I use in my classroom / curriculum.

THESE ARE GRANTS AVAILABLE TO US AUTOMATICALLY FROM GAPP once :

1. GRANTS FOR TEACHERS & CHAPERONES (\$710 p.p.)

Accompanying GAPP teachers receive airfare subsidies. GAPP groups of more than 10 students are eligible for 2 teacher grants. The rate is calculated as a flat rate depending on the average regional fare.

2. GRANTS FOR GROUPS (\$70 p.p.)

GAPP groups receive airfare subsidies depending on the region of their departure. Finalize your participating students list and travel dates and apply for a travel grant.

THIS SCHOLARSHIP IS AN APPLICATION PROCESS:

3. EXCHANGE SCHOLARSHIPS FOR INDIVIDUAL STUDENTS

Individual GAPP scholarships are exclusively for financially challenged students. You can submit an application on behalf of your student by downloading and filling out the application form below. **Form is attached.**

Insurance: I can purchase group insurance, which includes health AND travel insurance (cancellation insurance) for about \$50 per person. The health insurance covers us as if we were German citizens.

Liability Insurance: There is a district liability waiver that I had the students sign last time. I presume this will be done again.

Insurance: A benefit of doing this trip with GAPP is that I can purchase personal liability insurance and trip insurance through a German company. I have also, in the past, purchased health insurance for students through this company. The health insurance covers us like we are German citizens for any and all injuries and illnesses, including hospital stays. **Documents attached**

Student insurance:

<https://www.klemmer-international.com/en/travel-insurance-students-pupils/>

Notary Public: I have a document that must be signed and notarized for any participant under the age of 18. It authorizes me to be the guardian of the student (for

2
TSA/customs) and it authorizes me to make medical decisions for the student should the need arise. I will absolutely call parents and get their input as well, if there is time/non-emergency/non-urgent. **Form is attached.**

Other fundraising opportunities: Eagles' Nights, Basilio's, bagging groceries at Cub in Northfield.

I have a friend who sells ColorStreet (nails) and said they do fundraisers. Or some local person who does home sales like Mary Kay or jewelry and is willing to donate to us for sales.

VISA / ETIAS: we may or may not need to file with the ETIAS system which is the system for entrance into the Schengen (EU) countries. The Website says "some time in mid to late 2023" the plan will be launched, so I have signed up for email updates on the status of this program.

If we need to apply for entry into the EU as US citizens, it will cost about \$10 (7 Euro) and will take two weeks for approval, so as soon as it is 2023, I will be monitoring the start date closely.

(3)

Faribault Public Schools
Extended Trip Form

School FHS Group Making Request GAPP Exchange
Principal Joel Olson Person in Charge Kate Falvey

Check One:

 Instructional Trip (Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. Fees may not be assessed against students to defray direct costs of instructional trips.)

X Supplementary Trips (This category pertains to those trips in which students voluntarily participate and which may or may not take place outside the regular school day. Financial contributions by students may be requested.)

1. Destination: Germany, Switzerland
2. Dates of Trip: June 2023 Number of School Days Missed: 2
3. Number of Students: will not know until October - hoping for 20
→ several options - see other doc.
4. Grade Levels Included: 9-12 (not incoming 9)
5. Suggested Supervision (one adult for 1-6 students; 2 adults for 7-12 students; and one adult for every 12 students thereafter.)
- a. Staff Accompanying: Dean Reiter - certain
Amanda Reed, Amelia Robinson-Griffith - possible
- b. Other Adults Accompanying: unsure at this time

6. Prior to the trip, parents will be informed of the following:
- | | | |
|--|--------------|------------------|
| a. Nature of the trip | Yes <u>✓</u> | No <u> </u> |
| b. Names of the adult sponsors | Yes <u>✓</u> | No <u> </u> |
| c. Emergency telephone number | Yes <u>✓</u> | No <u> </u> |
| d. Mode of transportation | Yes <u>✓</u> | No <u> </u> |
| e. Transportation waiver, if appropriate | Yes <u>✓</u> | No <u> </u> |
| f. Student Medical Insurance Coverage | Yes <u>✓</u> | No <u> </u> |
| g. Group Tour Insurance - coverage and cost | Yes <u>✓</u> | No <u> </u> |
| h. Procedure for sending a student home in case of emergency (medical, etc.) | Yes <u>✓</u> | No <u> </u> |
| i. Amount of spending money a child may need | Yes <u>✓</u> | No <u> </u> |
| j. Itinerary | Yes <u>✓</u> | No <u> </u> |

7. Describe the nature and objectives of the trip:

GAPP = German American Partnership Program
- homestay / authentic German experience make lifelong friends
- Standard 5: Communities, Life-long Learning
→ all Standards are incorporated, I will explain
use what is learned in school in real life

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8. Transportation Information: How will students be transported:

- a. Bus _____ Name of Company _____
b. Plane ☒ Name of Airline unknown at this time
c. School District van/s N/A
d. Private vehicle driven by responsible adult N/A
e. Other trains, charter bus
f. School District not responsible for transportation correct

9. Cost Factors:

- a. Trip funded by:
1. School Account _____
2. Individual 100%
b. Cost per person ~ \$2500
c. What provision has been made for students where money is a problem?
GAPP scholarships GAPP/FAS scholarships
Basilio's Eagles' Club
other fundraising
d. For trips costing in excess of \$500 per person, what efforts have been made to acquire the most cost effective price?
working with travel agent
searching for best price online
I have done this many times and keep costs as low as possible

10. Insurance Issues

- a. Will students need additional medical insurance coverage? no
b. Is group tour insurance being purchase? If so, what is the coverage and cost?
yes

11. What is the procedure for sending a student home in case of emergency (medical, disciplinary, etc.) an adult and student will fly home together
OR parent will authorize self-travel OR parent will come get student.

12. Faculty members may not receive any salary remuneration relating to field trips from outside agencies nor arrange trips for financial gain. Is a portion of the funds provided by students paying for or reducing chaperone costs?

Yes _____ No ☒ Grant comes from GAPP to help teacher cost.

Sponsor Signature Kathy J. King Date 9-15-2022

Principal Signature Joel Olsen Date 9-15-2022

Superintendent Signature _____ Date _____

SPONSOR FORMS FOR SPECIAL EVENTS, TRIPS AND OVERNIGHT STUDENTS TRIPS (IN STATE, OUT-OF-STATE AND OUT-OF-COUNTRY)

PRELIMINARY PROCEDURES:

1. Name(s) of the teacher(s) sponsoring the trip Kate Falvey
Dean Reiter
2. Ratio of teachers to students 1 = 6
3. School FHS
4. Date of Trip June 2023
5. Is this trip in compliance with the school board policy? yes / supplemental
6. Identify the purpose of the trip:
Exchange continuation with sister city of
Würzburg
Provide students w/ authentic experience to apply
skills learned in classroom
7. RATIONALE: STATE TRIP OBJECTIVES IN RELATIONSHIP TO CURRICULUM GOALS WITH THE FARIBAULT ISD #656 PROGRAM (Also, attach a complete plan that will include the following: itinerary, cost per student, transportation, contact people and local telephone numbers at the trip site, special needs/conditions or circumstances to consider, requirements and evaluation of students, ratio of sponsors to students, ratio of male-female sponsors, expectations for student behavior and procedures to deal with disciplinary issues, etc.):
See Curriculum standards attached
trip hits ALL of them easily & in a short amount of
time

8. Approval of the building principal:

SIGNATURE Joelle

IN-STATE DAY TRIPS MAY BE APPROVED BY THE BUILDING PRINCIPAL. OVERNIGHT OUT-OF-STATE AND OUT-OF-COUNTRY TRIPS MUST HAVE DISTRICT APPROVAL.

Comment:



REGISTRATION FOR INSURANCE FOR GAPP COORDINATORS

Name:

U.S. School:

Private Address:

Departure U.S.:

Arrival in Germany:

Dept. from Germany:

**In case of emergency
please contact:**

**Klemmer International
Assekuranzmakler GmbH**

Tel.: 08041-7606-300

Fax: 08041-7606-350

travel@klemmer-gruppe.com

<http://www.klemmer-gruppe.com>

Professional Liability Insurance

This insurance covers the legal liability of the individual American teacher within the framework of GAPP. Coverage is given in accordance with the *General Conditions of Liability Insurance*, the *Special Conditions and Description of Risk*.

- Legal liability resulting from any possible breach of supervisory responsibilities toward exchange students is also covered.
- Insurance coverage is valid only for the duration of your stay in the Federal Republic of Germany or Europe, specifically up to two months including arrival and departure. Place of jurisdiction is Germany.

Amount of coverage in the case of damages during a GAPP exchange:

- | | |
|----------------|---|
| € 5,000,000.-- | lump sum for personal and/or property damages |
| € 100,000.-- | financial losses |

Professional Accident Insurance

This insurance covers all accidents which may befall American teachers within the framework of the GAP-Program, as provided by the *General Conditions of Accident Insurance*, the *Special Condition for Inclusion of Salvage Costs* (and the *Additional Conditions for Group Accident Insurance*. (Please note: Does not include costs for transport back to U.S. Salvage charges and salvage expenses are included!)

Insurance coverage begins when the individual teacher leaves his/her private residence to commence the trip, but no earlier than 24 hours before arrival at his/her destination; it ends with the return to that residence, but no later than 24 hours after departing from the Federal Republic of Germany. Place of jurisdiction is Germany.

The amount of coverage per person is:

- | | |
|-------------|---|
| € 52,500.-- | in case of disability |
| € 25,000.-- | in case of death |
| € 6,000.-- | salvage costs |
| € 6,000.-- | cosmetic operations |
| € 5,000.-- | costs for adaption of work place |
| € 600.-- | rehabilitation benefit |
| € 25.-- | per diem (in hospital after accident/cost of convalescence) |

Please Note! The optional Professional Liability and Accident Insurance **does not** include Personal Liability and Health Insurance for the teacher and **is not** travel insurance coverage for your student group. Place of jurisdiction is Germany.

For your personal coverage you may include up to two chaperones with your student group insurance. **GAPP students must be covered by insurance (liability, health & accident) when traveling.** Insurance for the group must be purchased. Please refer to: Group Insurance for GAPP Travel 2018 in your grant application package.

Dear GAPP Coordinator,

We are glad to hear that you are planning an exchange trip to Germany and invite you to complete the following individual scholarship application for up to 5 students travelling with you that would benefit from financial assistance.

Application Requirements:

- ☐ **GAPP Grant Application** - Submitted by the GAPP coordinator to GAPP for the upcoming exchange.
- ☐ **Student Essay** - (700 word minimum)
Question: Why is participating in the GAPP exchange program important to you and how would receiving a scholarship help you reach those goals? Please include a description of your financial need.
- ☐ **Letter of recommendation** - written by you, the GAPP coordinator, or any other school administrator.
- ☐ **Completed Individual Scholarship Application** - Complete and sign the following form. The form must be signed by the GAPP Coordinator. Please submit one application per applying student (up to 5 per school)
- ☐ (Optional) **Supporting Documents** - Documentation can include proof of "free or reduced lunch," tax returns, or other documents that show your student's financial need

SUBMIT

Submit the signed and completed application, along with the above required documents by email to gapp@goethe.de

Application Deadline for travel in 2022:

June 1, 2022 - Fall / winter 2022 exchange | Groups departing to Germany August 1 - December 31, 2022

Applications will be reviewed after the respective deadline. We will do our best to support as many students as possible but cannot guarantee that all students will receive a scholarship.

Should we receive applications from more schools than we are able to support, our criteria will be based on the following: full completion of application and financial need.

→ The scholarship apps for 2023 are not yet available (KCF)

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GAPP INDIVIDUAL SCHOLARSHIP APPLICATION

GAPP Coordinator and Exchange Information

US GAPP Coordinator

Ms/Mr/Mrs/Dr: _____ First Name: _____ Last Name: _____

School Email: _____ Alternative email: _____

** School Email server security will often block emails coming from gapp@goethe.de. To ensure you receive important emails from us, please provide us with an alternative to your school email address, and ask your school to allow emails from gapp@goethe.de.*

Coordinator Phone: _____

Name of your School: _____

School Address, Street: _____

City: _____ State: _____ Zip: _____

School Phone: _____

Name of German Partner School: _____

Student Information:

First Name: _____ Last Name: _____

School Email: _____

Home Address, Street: _____

City: _____ State: _____ Zip: _____

Date of Birth: _____

Grade: _____

Scholarship Distribution

Please provide us with the name and address where the scholarship funds should be directed.

Funds will not be awarded directly to students or families. Scholarship funds will be awarded to the GAPP Coordinator or school. The GAPP Coordinator is responsible for making any adjustments to the amount the scholarship recipient is responsible to pay to participate in the exchange.

Name for payment

Address for payment

GAPP INDIVIDUAL SCHOLARSHIP APPLICATION

TERMS AND CONDITIONS

GAPP does not charge a fee for any of its services nor does GAPP make any arrangements for the exchange.

The implementation of the program is solely the responsibility of the school administration.

The Individual Scholarship grants are available only if the exchange is conducted in accordance with the **Guidelines for the Implementation of the German American Partnership Program** (available for download on www.goethe.de/GAPP).

To qualify for an Individual Scholarship the GAPP Coordinator must first apply for a GAPP Travel Grant for the same exchange trip.

The scholarship funds may only be used for the specified student in this application, during the associated exchange during 2022 and is non-transferable.

In case of trip cancellation for any reason, or the student does not travel, the scholarship funds must be returned to GAPP before the end of the calendar year 2022.

The applicant is responsible for submitting the scholarship application and the supportive materials as requested on the enclosed instruction sheet (page 1). GAPP, Inc. will not follow up on incomplete applications.

Application Deadline for Travel in 2022:

June 1, 2022 - Fall / winter 2022 exchange | Groups departing to Germany August 1 - December 31, 2022

Applications will be reviewed after the respective deadline. We will do our best to support as many students as possible but cannot guarantee that all students will receive a scholarship. Should we receive applications from more schools than we are able to support, our criteria will be based on the following: full completion of application and financial need.

☐ I have read and agree to the above Terms and Conditions.

☐ I hereby confirm that all statements made in this application are true to the best of my knowledge.

Date (MM/DD/YYYY) _____

Digital Signature _____

Your Name _____

DATE...

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RE: Permission for _____ to Travel with Teacher-Leaders from
GAPP of Faribault High School

To Whom It May Concern,

Our dependent _____

(Passport Number: _____), will be traveling throughout Europe with teacher leaders of the German-American Partnership Program of Faribault High School.

Neither of _____'s parents will be accompanying. He/She will be in Europe from approximately June 11 to June 30, 2020.

Here is some more personal information:

Full Name: _____

Passport Number: _____

Birth Date: _____

Place of Birth: _____

- Arriving in Zürich, Switzerland at approximately 8:00 a.m. on Thursday, 11 June 2020.
- They will be staying Grindelwald, Switzerland for the weekend: 11 June to 14 June 2020
- Departing Zürich by train to Würzburg, Germany: 14 June 2020.
- Staying with a host family in Würzburg, Germany: 14 June to 27 June 2020.
- Departing Würzburg, Germany by train to Munich, Germany on Saturday, 27 June 2020.
- Staying in Hosteling-International Munich-Park Youth Hostel in Munich, Germany from 27 to 30 June 2020.
- Departing from Munich, Germany at approximately 10:30 a.m. on Tuesday, 30 June 2020.

info is specific for each trip year
KF

We also give permission to the GAPP of Faribault High School leaders to make medical decisions (including dental) for our dependent, or to access medical or dental care on his or her behalf while in Europe. Our dependent _____ HAS _____ HAS NO known allergies or pre-existing medical conditions.

Please do not hesitate to contact us if you have any questions.

Mother's name: _____ Father's name: _____

Mother's phone: _____ Father's phone: _____

Thank you,

PARENT FULL NAME sig. (INCLUDING MIDDLE)

PARENT FULL NAME sig. (INCLUDING MIDDLE)

Mother of _____

Father of _____

Notary Public signature:

Stamp:

My Commission Expires:

4. Students

During their time at the partner school, students are expected to:

- Participate in classes and in everyday school life
- Participate in family life and converse in the target language as much as possible
- Observe the rules and regulations established by the families and the school

During the return visit, students are expected to:

- Host the students from the partner school and include them in curricular and extracurricular activities

5. Host Family

Host families are of particular importance to ensure the success of the exchange. They assume the parental role and the responsibility for proper supervision, while hosting guest students.

Host families are expected to:

- Be active in the school's preparations for the exchange as early as possible
- Include guest students in their family life and spend leisure time together
- Whenever possible, communicate only in the language of the host country
- Participating students and host families are encouraged to submit evaluation reports

6. Financial Support

If the above-mentioned eligibility criteria are met, both American and German accompanying teachers, as well as their students, qualify for subsidies.

- American and German accompanying teachers receive airfare subsidies from German Foreign Ministry funds. They are calculated as a flat rate depending on the average regional fare and depend on the region of departure. Groups of more than 10 students receive two teacher grants
- Additional funds for projects based on the specific topic the schools have agreed upon have to be applied for separately with the PAD, Bonn.

Please fold!



GAPP

GERMAN AMERICAN PARTNERSHIP PROGRAM

Guidelines for Implementation

As of August 2019

GAPP
Requirements
re: Curriculum
and Objectives

GOETHE
INSTITUT

Goethe-Institut Bonn

Guidelines for the Implementation of the German American Partnership Program

Preamble

The German American Partnership Program (GAPP) is part of Germany's foreign cultural and education policy. It is jointly administered by the Educational Exchange Service (PAD) of the Standing Conference of Ministers of Education and Cultural Affairs of the States of the Federal Republic of Germany, Coe-Institut New York, and GAPP, Inc.

The Program is funded by the German Foreign Ministry, which also bears responsibility for the overall concept. Additional funding is provided by the U.S. Department of State.

1. Objectives

The program has been designed to achieve the following goals:

- Establish long-lasting interest in the partner country and deepen relations between Germany and the USA
- Promote the study of the German language at high schools in the USA
- Expand students' and teachers' knowledge of the partner country
- Provide intercultural encounters for all participants
- Facilitate acquisition and improvement of proficiency in the target language
- Provide continuing education for exchange coordinators

2. Schools

2.1 Eligibility and Application

Eligibility: American schools interested in a reciprocal and sustainable partnership with Germany.

In order to be eligible for financial subsidies, interested schools have to meet one of the following criteria:

- U.S. schools have an established German program
- U.S. schools without a German program may apply for a grant if they incorporate a jointly planned teaching project into their exchange visits

2.2 Terms and Conditions of the Exchange

Exchange visit should last at least 14 days (including arrival and departure). A minimum of 10 days is to be spent with host families, including at least 5 days of attendance at the partner school. During this time, American and German students are to attend classes together or to work on a joint project or topic

Recommended group size: 10 to 20 students. Visiting students and host students should be around the same age

- Exchanges take place reciprocally annually or every other year
- Each reciprocal exchange must center on a specific topic that the schools have agreed upon. In addition, American students may fill out a travel journal to document the work on the specific topic
- Travel around the host country, as well as to neighboring countries, cannot be part of the GAPP exchange visit. Such travel is the sole responsibility of and subject to agreements between coordinators and students' parents

Duties of the Host School

The host school plays an active role in welcoming and hosting guests. This goal can be met by:

- Organizing special events to welcome and say goodbye to exchange students at school
- Involving exchange students in classes and extracurricular activities
- Understanding exchange students as assets and integrating them into various classes
- Spreading the word about the exchange in the local media and/or on social media

3. Teachers

3.1 Program Coordination

Schools nominate a Program coordinator who is responsible for the Program and its coordination at the school, as well as for the planning and evaluation of the exchange. The coordinator must be reported to the Educational Exchange Service (PAD) respectively to GAPP, Inc. The duties of the coordinator include:

- Introducing the Program at the school
- Obtaining the necessary information and distributing it to participants and other interested parties
- Documenting the Program and its implementation
- Cooperating with parents and out-of-school entities

3.2 Accompanying Teachers

One or two teachers, depending on the group size and the school's regulations, will accompany the student group. For a group of more than 10 students, two adult chaperones are required.

The person responsible for the coordination does not have to be an accompanying teacher.

In addition to German and English teachers, teachers of other subjects, as well as school administrators, are welcome to participate in the exchange.

Accompanying teachers ideally speak English and German.

Program coordinators or accompanying teachers are asked to submit a report upon completion of the exchange. The report should provide a summary of the exchange experience as well as funds received. It should be submitted to GAPP, New York or to PAD, Bonn. Reports will be used for the further development of the Program, and possibly for publications by GAPP and the PAD. This is optional but greatly appreciated.

3.3 Duties and Obligations of Accompanying Teachers

- The planning, implementation and evaluation of the exchange
- Students are to be carefully prepared for the exchange, in particular for living with a host family, as well as their role as representatives of their country
- Teachers should be available to the students at all times during the stay at the partner school and with the host families
- Teachers are expected to act as a contact person for their students as well as for teachers and parents at the partner school
- Host families are to be involved in the organization of the exchange at an early stage, in order to prepare them for their role as hosts and to encourage them to actively participate in the program



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five “C” goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five “C” goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the “refreshed” Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the “refreshed” Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

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GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: ☆ Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: PROJECT Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

ALL STANDARDS UTILIZED!