

*Foreign Language Standards
& Proficiency Expectations*

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Introduction

Comprehensive Foreign Language Program Philosophy **Department of Defense Education Activity** **(DoDEA)**

*“Language and communication are at the heart of human experience.” **

The Department of Defense Education Activity (DoDEA) provides all students the opportunity to engage in a high quality foreign language experience as integral to the curriculum. The DoDEA Foreign Language Program is driven by the belief that the study of foreign languages builds global cultural awareness and enhances communication among cultures. In addition, the study of languages increases cognitive abilities, enriches life experiences and meets the ever-increasing demands of functioning in today's interdependent global community.

In accordance with the five goals of the National Standards for Foreign Language Learning, students will develop **communication** skills, gain knowledge of other **cultures**, make **connections** with other disciplines, develop insight into language and culture through **comparisons** and participate in multi-lingual **communities** both at home and around the world.

The DoDEA Foreign Language program:

- Is an integral part of the K-12 core curriculum;
- Provides a foreign language learning experience for all students beginning at the earliest age possible;
- Provides multiple entry points and extended opportunities for foreign language learning in a sequential curriculum;
- Incorporates research-based best practices;
- Ensures that students and teachers communicate extensively in the target language;
- Engages students in meaningful, purposeful communication in foreign languages in authentic situations;
- Provides sufficient time and intensity for students to reach high levels of proficiency;
- Utilizes authentic assessments “for learning” as well as assessments “of learning;”
- Utilizes technology to enhance teaching and learning;
- Is enjoyable, meaningful and motivating;
- Extends beyond the classroom.

The DoDEA Foreign Language Program enables students to use foreign language for personal enjoyment and enrichment, to pursue higher levels of language learning beyond secondary school, to advance career opportunities and become culturally aware and successful as members of the diverse communities in which they live.

*Standards for Foreign Language Learning in the 21st Century, p.7, and National Standards in Foreign Language Project, 1999.

Terminology

Elementary School:

FLES Spanish (Moderate Intensity) – Foreign Language in the **E**lementary **S**chool.

FLES Spanish Bands – Refers to a cluster of grades in the FLES Spanish program

- **Band K-2** – Refers to elementary school groupings of students, kindergarten through grade 2. These students are at the beginning point (entry level) of foreign language study and in the Novice Range (DoDEA Proficiency Rating Scale).
- **Band 3-5** – Refers to elementary school groupings of students, grades 3 through 5. These students are either at the beginning point (entry level) of foreign language study or are already moderately proficient in the foreign language. This band may be separated, therefore, into more than one proficiency level within the Novice Range (Novice-Low, -Mid, -High) depending on the students' proficiency in the foreign language. The goal is to place students in proficiency-appropriate levels so as to challenge and expand their language learning and, as much as possible, place students in their grade groups.

Partial Immersion (High Intensity): Programs that teach core content through a foreign language.
(Programmatic guidelines currently under re-construction)

Host Nation (Low Intensity): Intercultural classes taught in the Europe and Pacific Areas.
(Programmatic goals currently under review—program standards posted on DoDEA Host Nation Website)

Secondary School:

Course Level –Course level refers to articulated levels of secondary school foreign languages taught in middle school and high school in the DODEA system. Two years of a credit-bearing foreign language is required for DoDEA high school graduation.

Performance:

Proficiency Expectations for DoDEA Foreign Language Programs – Proficiency refers to competency in a foreign language. Proficiency expectations vary depending on program intensity and language type.

- **Proficiency Range** – Refers to a range of ability to communicate in a foreign language, i.e., “Novice Range” (contains 3 sub-levels). Proficiency Range speaks to a breadth of receptive and productive communication skills (listening comprehension, speaking, reading, and writing) in a foreign language. It considers cognitive abilities and the manner in which one expresses one’s thinking. It also considers knowledge of the culture(s) that use the foreign language.
- **Proficiency Level** – Refers to more specific ability within a given proficiency range, i.e.: “Novice-Mid” in the “Novice Range”. Charts shown on the next page represent DoDEA Proficiency Expectations for Anglo-phones learning European-based languages and Character-based languages currently taught in DoDEA.

DoDEA Foreign Language Proficiency Expectations

European-Based Foreign Languages

Category I & Category II Languages (French, German, Italian, Spanish, & Turkish)		
Band/Class/Course Level	Proficiency Range	Baseline Exit Proficiency Level
Band K-2 (FLES)	Novice	Novice-Low to Novice Mid (N-L/N-M)
Band 3-5 (FLES)	Novice	Up to Novice High (N-M/N-H)
Partial Immersion (ES 3 years)	Novice/Intermediate	Novice-High to Intermediate-Low (N-H/I-L)
Host Nation ES (ES 4-5 years)	Novice	Novice Low (N-L)
Foreign Language I	Novice	Novice-Mid (N-L/M)
Foreign Language II	Novice	Novice-High (N-M/H)
Foreign Language III	Intermediate	Intermediate-Low (I-L)
Foreign Language IV	Intermediate	Intermediate-Mid (I-M)
Foreign Language V	Intermediate	Intermediate-High (I-H)
Foreign Language VI	Pre-Advanced	Pre-Advanced (Pre-A)

Character-Based Foreign Languages

Category III & IV Languages (Arabic, Chinese, Korean, Japanese)		
Class/Course Level	Course Level	Course Level
Partial Immersion (ES 3 years)	Novice	Novice-Mid/Novice-High (N-M/N-H)
Host Nation (ES 4-5 years)	Novice	Novice-Low (N-L)
Foreign Language I	Novice	Novice-Mid (N-L)
Foreign Language II	Novice	Novice-Low/Novice-Mid (N-L/N-M)
Foreign Language III	Novice	Novice-Low/Novice-Mid (N-L/N-M)
Foreign Language IV	Novice	Novice-Mid/Novice-High (N-M/N-H)
Foreign Language V	Novice to Intermediate	Novice-High/Intermediate-Low (N-H/I-L)
Foreign Language VI	Intermediate	Intermediate-Low/Intermediate-Mid (I-L/I-M)

DoDEA Comprehensive K–12 Foreign Language Proficiency Expectations

Novice through Advanced Proficiency Ranges for Category I & Category II Languages

(Adapted, with permission, from the ACTFL Performance Guidelines for K-12 Learners, 1998 and from the Learner Range Descriptions of the New Jersey Core Curriculum Content Standards for World Language, 2004)

Exit Proficiency	Proficient Learner Expectations
Elementary Foreign Language <i>FLES Band K–2</i> (Novice Proficiency Range, Novice-Low Level)	By the end of 2nd grade, students comprehend and produce vocabulary related to everyday objects and actions on a limited number of familiar topics. Students imitate modeled words and phrases using intonation and pronunciation similar to the model. They demonstrate limited comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. Students imitate the use of culturally appropriate vocabulary. They predict a story line or event when it involves literature, folktales, fables, and stories culturally similar to their own.
Elementary Foreign Language <i>FLES Band 3–5</i> (Novice Proficiency Range, Up to Novice-High)	By the end of elementary school, students exhibit expanded ability in producing vocabulary related to everyday objects and actions on a limited number of familiar topics. Students demonstrate increased accuracy in pronunciation and intonation. They formulate oral and written presentations using a range of simple phrases and expressions based on familiar topics. They demonstrate increased comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. They imitate culturally appropriate behaviors and gestures.
Secondary Foreign Language FL Course Level I (Novice Proficiency Range, Novice-Low/Mid Level)	By the end of Level I in secondary school, students understand and present short, simple conversations and narratives within highly predictable and familiar contexts. When the text is enhanced by visual cues, students read short texts with comprehension. Students comprehend and produce vocabulary related to everyday objects and actions on familiar topics. They can interactively use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, relying on visuals to enhance oral and written comprehension. When speaking, students imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher or other authentic role models such as found through authentic video, TV programs, guest speakers, simple literature, and the internet.
Secondary Foreign Language FL Course Level II (Novice Proficiency Range, Novice-Mid/High Level)	By the end of Level II in secondary school, students exhibit increased comprehension through recognition of key words or phrases embedded in familiar contexts through a variety of media. They recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts. Students use illustrations and contextual clues to increase comprehension of written passages while reading simple documents and relatively simple literature. Students use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, often relying on visuals to help themselves be understood. Students recombine learned vocabulary and structures to form simple sentences, short messages, and notes to meet practical writing needs. Students demonstrate increasing accuracy in pronunciation and intonation when presenting well-rehearsed material. Students show some understandings of the target-culture's practices and perspectives on topics such as typical music, holidays, meals, family and social customs. Students have limited fluency in the language yet may be understood by a sympathetic native speaker who prompts for clarification.
Secondary Foreign Language FL Course Level III (Intermediate Proficiency Range, Intermediate-Low Level)	By the end of Level III in secondary school, students comprehend an expanded range of vocabulary, more complex conversations, narratives, and recorded material within familiar contexts, including high-frequency idiomatic expressions. They identify main ideas and some details on a number of topics, such as those presented in the target culture's TV, radio, video, or live and computer-generated presentations. Students communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. When interacting on familiar topics in present time, they express their own thoughts using sentences and strings of sentences. They are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures, demonstrating full control of present time and some control of other time frames such as the future and the past.

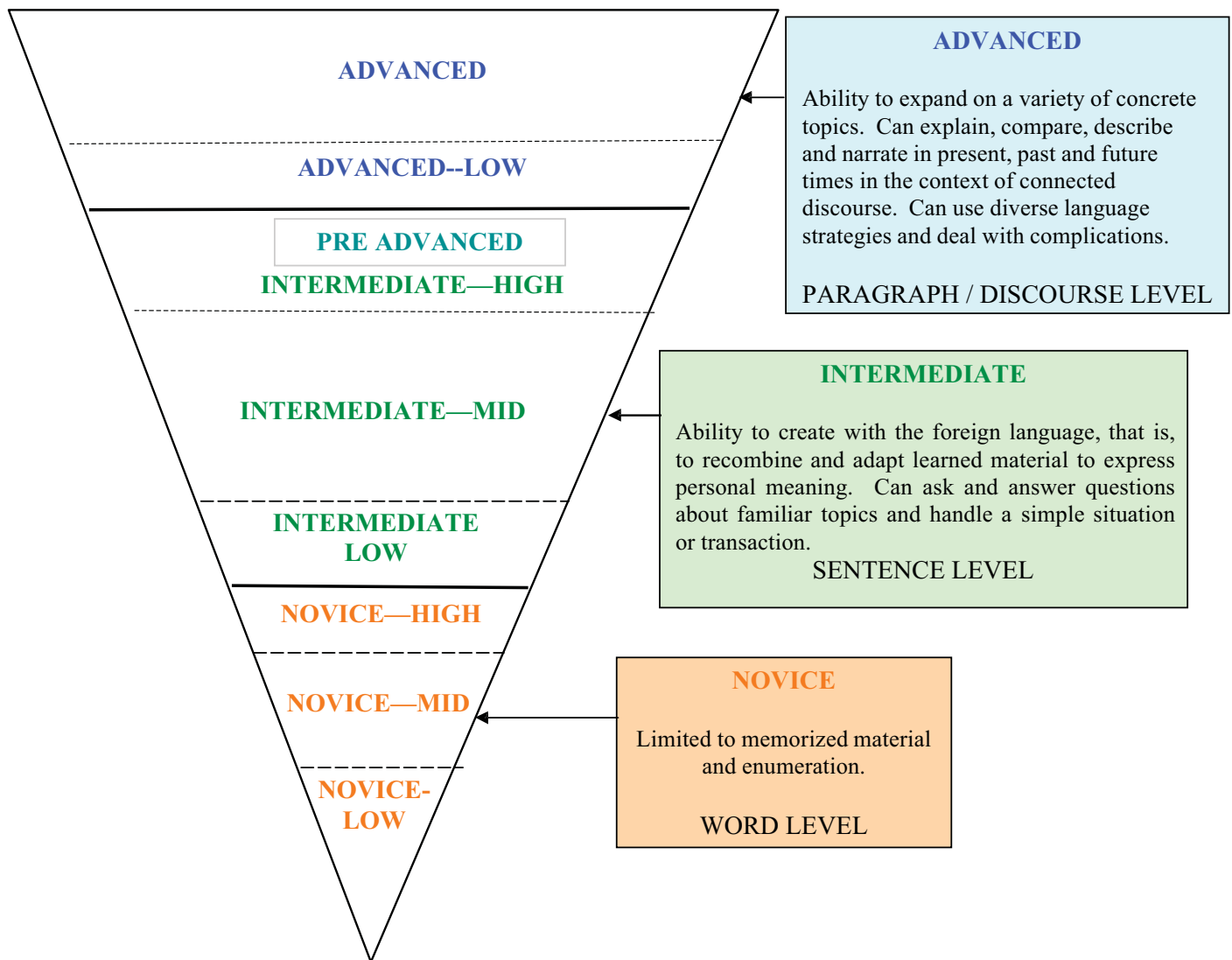
	When preparing oral and written presentations on familiar topics, they use a range of sentences and strings of sentences primarily in present time, but also in past and future time. Students demonstrate increasing cultural knowledge in oral and written presentations. They demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions. Students may be understood by sympathetic native speakers who are used to dealing with foreigners.
Secondary Foreign Language FL Course Level IV (Intermediate Proficiency Range, Intermediate-Mid Level)	By the end of Level IV in secondary school, students understand and retain most key ideas and some supporting details when reading and listening. When reading, they acquire knowledge and new information from relatively comprehensive authentic texts. When speaking, students use strings of sentences and are more able to connect several ideas on a topic. When writing, students create simple paragraphs. They begin to apply familiar structures to new situations, choosing appropriate vocabulary for familiar topics. They frequently use culturally appropriate behavior in social situations, using some gestures and body language of the target culture. Students are generally understood by sympathetic native speakers who are used to dealing with foreigners.
Secondary Foreign Language FL Course Level V (Intermediate Proficiency Range, Intermediate-High Level)	By the end of Level V in secondary school, students understand much authentic spoken language. When speaking and writing, students use relatively simple discourse, yet can often organize their expression in a series of coherent paragraphs. Students read and comprehend more sophisticated authentic literature. They demonstrate increased cultural awareness through appropriate language-use, gesture, and knowledge of target language cultural perspectives and practices. They engage in conversations with more accuracy, use a wide range of appropriate vocabulary, and are increasingly understood by native speakers with whom they interact.
Secondary Foreign Language FL Course Level VI (Pre-Advanced in the Intermediate Range, Pre-Advanced Level)	By the end of Level VI in secondary school, students demonstrate growing independence as readers or listeners, and comprehend what they read and hear without relying as much on formally learned vocabulary. They move beyond literal comprehension toward more critical and abstract reading and listening. Students use the language increasingly more appropriately and with confidence. They communicate with a high degree of facility when making oral and written presentations about familiar and well-researched topics. Students use culturally appropriate vocabulary and idioms, demonstrating a higher awareness of cultural perspectives and practices. When addressing literature students show they are developing an awareness of tone, style, and author perspective. Students demonstrate some notable fluency and may often be understood by natives not used to dealing with foreigners.
Secondary Foreign Language Level VII Course (TBD) (Advanced Range, Advance-Low Level)*	By the end of Level VII in secondary school, students narrate and describe in all time frames using connected sentences and paragraphs. They demonstrate increased independence as readers and interpreters of authentic novels and literature. They can incorporate more sophisticated grammar, with increasing accuracy, to support more complicated and extended discourse in their writing and speaking. They are quite consistent in using authentic pronunciation and intonation patterns. They understand and use expanded idiomatic expressions. They show knowledge of the practices and perspectives of the target culture by appropriately interacting with an increasingly wider range of native speakers on varied topics. They use an array of vocabulary to function in varied contexts. They can deal with the unexpected. Students are considerably fluent and can be understood by natives not used to dealing with foreigners. (Coursework to-be-developed)

*Advanced Proficiency assumes continuous study in the same foreign language, K–12; coupled with authentic and intensive target language learning experiences beyond the classroom.

ACTFL Foreign Language Proficiency Pyramid

Expectations for success in DoDEA's Foreign Language Program are represented in this adaptation of the ACTFL inverted Pyramid of Proficiency*. Factors such as length of access to foreign language instruction, number of languages studied and individual determination effect advancement up the cone. DoDEA's goal in its comprehensive foreign language program is to provide an equal opportunity for all students to succeed in meeting core requirements as well as to advance according to individual determination.

ACTFL Oral Proficiency Rating Scale



*Adapted with permission from the American Council on the Teaching of Foreign Languages

Foreign Language Elementary School Standards

Elementary K–2 Band

Proficient Learner Expectations: By the end of 2nd grade, students comprehend and produce vocabulary related to everyday objects and actions on a limited number of familiar topics. Students imitate modeled words and phrases using intonation and pronunciation similar to the model. They demonstrate limited comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. Students imitate the use of culturally appropriate vocabulary. They predict a story line or event when it involves literature, folktales, fables, and stories culturally similar to their own

Strand: **FL1: Communication** **Interpersonal mode** is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a.1:** Ask and answer questions and share preferences on familiar topics.

Examples:

- Ask and answer simple questions about personal information (name, age, favorite color, birthday month, weather, day of the week, supplies, or pets);
- Ask and answer questions about likes and dislikes, preferences;
- Tell about emotions and states of being (e.g., "I'm sad," "I'm fine".);
- Ask and tell how they are (e.g., "How are you?" "I'm okay".).

Component **FL1a.2:** Exchange personal information.

Examples:

- Exchange greetings;
- Copy and exchange simple messages (e.g., holiday greetings, thank- you notes, birthday wishes, telephone conversations).

Component **FL1a.3:** Request clarification.

Examples:

- Respond to questions seeking clarification (e.g., "Do you understand?" "What is this?" "Do you want red or blue?");
- Use memorized expressions to seek clarification;
- Ask questions related to daily classroom activities and classroom routines. (e.g., "What's for lunch?" "Who's the line leader?");
- Uses basic circumlocution to negotiate meaning.

Component: **FL 1a.4:** Give and follow a short sequence of instructions.

Examples:

- Follow simple classroom instructions (e.g., "Sit down." "Be quiet".);
- Repeat and follow a simple sequence of instructions (e.g., "Take out a sheet of paper and write your name," "Touch your nose and touch your toes.");
- Make simple requests for peers to follow. (e.g., "Turn around," "Listen," "Stand up.").

Strand: **FL1 Communication** **Interpretive mode** focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Standard: **FL1b:** Students understand and interpret written and spoken language on a variety of topics.

Component: **FL 1b.1:** Build and expands a basic vocabulary in the target language.

Examples:

- Talk about words and word meanings;
- Create a word wall;
- Make flash cards (paper or electronic);
- Listen to stories;
- Play word games;
- Create pictiionary/dictionary.

Component: **FL1b.2:** Understand the sound system of the target language; recognize individual sounds and intonation patterns of the target language.

Examples:

- Identify and say alphabet letters and sounds;
- Combine sounds into syllables and words;
- Categorize sounds;
- Compare or contrasts sounds.

Component: **FL1b.3:** Understand basic idiomatic expressions and cognates.

Examples:

- Telling age, tell about feeling hot or cold.
- List and identify cognates on a word wall.

Component: **FL1b.4:** Comprehend the main ideas in simple spoken presentations.

Examples:

- Use Natural Approach strategies like Total Physical Response (TPR) to connect meaning to language;
- Draw picture or picture sequence to demonstrate comprehension;
- Respond with appropriate gestures;

- Answer simple questions (who, what, where, when, and how).

Component: **FL1b.5:** Respond to simple oral or written directions.

Examples:

- Participate in interactive games such as Simon Says and TPR activities;
- Point to pictures;
- Respond appropriately to common classroom instructions.

Component: **FL1b.6:** Read appropriate authentic passages in the target language.

Examples:

- Read children's stories, fairy tales, comics, and dialogues.

Component: **FL1b.7:** Recognize cognates and words in context.

Component: **FL1b.8:** Comprehend and interprets the main idea of a variety of written materials in the target language.

Examples:

- Use Total Physical Response (TPR) to convey meaning;
- Draw picture or picture sequence to demonstrate comprehension;
- Respond with culturally appropriate gestures;
- Answer simple questions (who, what, where, when, and how).

Component: **FL1b.9:** Expand reading vocabulary.

Examples:

- Talk about words and word meanings;
- Create a word wall;
- Make flash cards (paper or electronic);
- Read stories;
- Play word games;
- Create pictictionary/-dictionary.

Component: **FL1b.10:** Predict meaning of key words in a reading selection.

Component: **FL1b.11:** Make predictions.

Examples:

- Draw or tell what happens next;
- Use storyboarding and graphic organizer.

Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Standard: **FL1c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Component: **FL1c.1:** Write about familiar topics.

Examples:

- Draw or label familiar people, objects;
- Match words to pictures;
- Create flash cards (paper or electronic);
- Create pictorial/-dictionary;
- Create vocabulary “Go Fish” cards.

Component: **FL1c.2:** Write questions to obtain information.

Examples:

- Write simple questions by grade 2 in a pen- pal letter.

Component: **FL1c.3:** Respond with appropriate answers to questions on familiar topics.

Examples:

- Draw a picture in response to a question;
- Answer with a gesture, or a short oral or written response;
- Answer a pen- pal letter.

Component: **FL1c.4:** Role-play simple dialogues and conversations.

Component: **FL1c.5:** Use correct pronunciation, inflection, and intonation to convey meaning.

Examples:

- Respond chorally;
- Sing;
- Imitate teacher;
- Read aloud.

Component: **FL1c.6:** Write or tell about an event or a personal experience.

Examples:

- Use oral and written picture narration;
- Write short sentences which that may incorporate inventive spelling.

Component: **FL1c.7:** Recite and dramatize songs, chants, poetry, and plays.

Component: **FL1c.8:** Tell or retell stories.

Examples:

- Draw picture based on a story or favorite scene;
- Sequence pictures;

- Participate in creative dramatics;
- Role -play stories.

Component:

FL1c.9: Apply appropriate writing- process strategies.

Examples:

- May incorporate inventive spelling;
- Apply strategies for prewriting, drafting, revising, editing, and publishing to words, phrases, and simple sentences.

Foreign Language Elementary School Standards

Elementary K–2 Band

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, games) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Observe, identify, and describe simple patterns of behavior of the target culture.

Component: **FL2a.2:** Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

Examples:

- Kindergarten:
 - Identify items or pictures relating to celebrations, traditions, holidays, or events of the target culture.
 - Imitate classroom gestures and courtesy expressions commonly used in target culture.
- Grade 1:
 - Name important customs, holidays, or events.
 - Sing or TPR songs, play games, and celebrate events from target culture.
- Grade 2:
 - Identify appropriate patterns of behavior, gestures, or expressions used with family or friends. Use appropriate gestures with target language expressions such as asking permission.

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Observe, identify, describe, and reproduce objects, images, and symbols of target culture.

Component: **FL2b.2:** Identify distinctive contributions made by people in the target culture.

Examples:

- Kindergarten:
 - Make or imitate simple cultural items. Identify various types of shelters, food, and clothing.
 - Identify some major contribution of the target culture.
- Grade 1:
 - List examples of cultural items.
 - Identify some major contribution of the target culture.
- Grade 2:
 - Make a tangible cultural product.
 - Identify well-known contemporary or historical people and major contributions of the target culture.

Foreign Language Elementary School Standards

Elementary K–2 Band

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Describe concepts and use skills across the curriculum.

Examples:

- Kindergarten:
 - Use numbers to count (1—31), add (1—9), and tell the date; describe the weather and seasons;
 - Sort objects according to attributes (e.g., color, shape, length, and size); identify units of time (e.g., days of the week, and months);
 - Name and demonstrate the relative position of objects (e.g., over, under, inside, and outside).
- Grade 1:
 - Identify simple land forms; identify common animals in students' own and the target cultures;
 - Categorize foods into groups (e.g., fruits, vegetables, grains, and meat);
 - Count forward to 100; identify elements (e.g., shape and color) in their own and others' art works.
- Grade 2:
 - Identify and use appropriate terms of measurement, currency, and time (e.g., measure clothing in centimeters, count target culture money, and tell time);
 - Locate target language country/countries on the globe or world map, using a visual or an oral cue;
 - Retell a story by charting or graphing important elements, with teacher assistance.

Standard: **FL3b:** Students acquire information and recognize the distinctive perspectives that are only available only through the target language and its cultures.

Component: **FL3b.1:** Identify perspectives of the target culture through authentic sources and expressive products.

Examples:

- Kindergarten:
 - Identify names of characters and artifacts in a simple folktale or story using pictures and objects;
 - Name objects from target culture (e.g., simple musical instruments, toys, games, and food items) cued by visuals or the objects themselves; create a simple artifact of the target culture (e.g., eco-system, goods, and services).
- Grade 1:
 - Listen to a simple, adapted story or folktale from the target culture and name key characters and objects using visuals. Identify and demonstrate use of realia (culturally authentic learning tools) (e.g., simple musical instruments, craft materials, cooking and eating utensils).
- Grade 2:
 - Listen to an adapted story or folktale from the target culture and retell the story using visual cues and verbal prompts;
 - Listen to music from the target culture and identify, name, and label the instruments used;
 - Watch a video segment or demonstration of a target culture practice (e.g., celebration or food preparation) and identify, name, and label the key steps or elements involved, using visual cues and verbal prompts.

Foreign Language Elementary School Standards

Elementary K–2 Band

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings students gained about the nature of language and its interaction with culture carry over into future situations where they may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Identify and describe linguistic structures and writing systems of the target language and their own.

Component: **FL4a.2:** Recognize that linguistic structures carry meaning and vary across languages.

Examples:

- Kindergarten:
 - Identify and describe the sound-symbol association of their own language and the target language;
 - Imitate sounds of the target language;
 - Imitate formal and informal language.
- Grade 1:
 - Identify and describe the sound-symbol association of their own language and the target language.
 - Identify and describe writing systems of the target language and their own (e.g., alphabet symbols, reading system – left to right);
 - Identify formal and informal language;
 - Identify cognates, word elements (e.g., prefixes, suffixes, word roots).
- Grade 2:
 - Identify and describe the sound-symbol association of their own language and the target language.
 - Identify levels of politeness, and formal and informal language (e.g., greetings and titles);
 - Identify cognates, word elements (e.g., prefixes, suffixes, and word roots).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Identify, describe, and compare patterns of behavior in various cultural settings;

Component: **FL4b.2:** Identify, describe, and compare products of the target culture and students' own culture.

Examples:

- Kindergarten:
 - Identify common first and last names and naming practices between in the target culture and students' own culture;
 - Sort items into categories related to the target culture and students' own culture.
- Grade 1:
 - Identify and describe cultural patterns, behaviors, and activities (e.g., holidays and mealtimes);
 - Identify and describe symbols of the target culture and students' own culture (e.g., traffic signs, monuments, or famous buildings).
- Grade 2:
 - Identify and describe cultural behavior patterns behaviors and activities (e.g., families, and schools);
 - Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies, and toys);
 - Compare means of measurement, currency, and time in the target culture and students' own culture (e.g., inches versus centimeters; pesos or Euro versus dollars).

Foreign Language Elementary School Standards

Elementary K–2 Band

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Present information about the target language and culture to others.

Component: **FL5a.2:** Exchange information with people locally or around the world.

Examples:

- Kindergarten:
 - Identify items or pictures relating to celebrations, traditions, holidays, or events of the target culture (e.g., birthdays, and the New Year);
 - Sing or sign songs, play games, and celebrate events from the target culture;
 - Imitate classroom gestures and courtesy expressions commonly used in the target culture (e.g., greet teacher, wave good-bye, and say thank you).
- Grade 1:
 - Name important traditions, holidays, or events;
 - Sing or sign songs, play games, and celebrate events from the target culture;
 - Observe and imitate appropriate patterns of behavior (e.g., gestures used with friends and family) of the target culture.
- Grade 2:
 - Identify appropriate patterns of behavior (e.g., gestures used with friends and family);
 - Use appropriate gestures with target language expressions (e.g., asking permission, passing out materials, etiquette, greetings, and leave taking);
 - Sing or sign songs, play games, and celebrate events from the target culture.

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Use various products and media from the target culture and language for personal enjoyment;

Component: **FL5b.2:** Attend, participate in, or view target culture events and share with others;

Component:

FL5b.3: Organize and present basic information about various careers, including those that require understanding of the target language and culture.

Examples:

- Kindergarten:
 - Identify items from the target culture (e.g., clothing, foods, or toys, and God's eye);
 - Make or imitate simple cultural items (e.g., flag, or song);
 - Identify some major contributions from the target culture (e.g., food, sports, and music).
- Grade 1:
 - List examples of cultural items (e.g., food, clothing, and toys);
 - Imitate musical patterns and identify musical instruments from the target culture (e.g., Salsa rhythms, and guitar);
 - Identify some major contributions from the target culture (e.g., foods, sports, and music).
- Grade 2:
 - Make a tangible cultural product (e.g., a craft, toy, food, and flag);
 - Identify characteristics of cultural items (e.g., toys, clothing, and foods);
 - Identify well-known, contemporary or historical people from the target culture (e.g., athletes, and artists);
 - Identify some major contributions from the target culture (e.g., food, sports, and music).

Foreign Language Elementary School Standards

Elementary Grades 3–5 Band

Proficient Learner Expectations: By the end of elementary school, students exhibit expanded ability in producing vocabulary related to everyday objects and actions on a limited number of familiar topics. Students demonstrate increased accuracy in pronunciation and intonation. They formulate oral and written presentations using a range of simple phrases and expressions based on familiar topics. They demonstrate increased comprehension of vocabulary when enhanced by auditory and visual stimuli, pantomime, props, realia (culturally authentic learning tools), and videos. They imitate culturally appropriate behaviors and gestures.

FL1: Communication Interpersonal communication is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a.1:** Engage in oral or written conversations on familiar topics.

Examples:

- Carry on simple conversations about familiar topics (e.g., family and food);
- Exchange written communication (e.g., e-mail, e-pals, phone pals, notes, and letters).

Component: **FL1a.2:** Express personal preferences and feelings, and support opinions.

Examples:

- Share likes and dislikes and simple preferences in everyday situations;
- Express feelings, emotions, and opinions;
- Ask and answer questions about personal needs and wants;
- Support opinions about a given problem (e.g., directions, and relationships).

Component: **FL1a.3:** Request and provide clarification.

Examples:

- Ask questions to clarify instructions;
- Clarify meaning through logical sequencing and information (e.g., First..., Then..., Finally...);
- Uses basic circumlocution to negotiate meaning.

Component: **FL1a.4:** Give and follow multi-step directions.

Examples:

- Give and follow oral and written requests;
- Give and follow an oral short sequence and/or written requests.

Component: **FL1a.5:** Use culturally appropriate language and gestures in a variety of social settings.

Examples:

- Demonstrate understanding of cultural topics through role- play, Readers' Theater, and/or TPR (Total Physical Response);
- Use gestures in everyday social situations (e.g., greetings, farewells, and introductions).

Strand: **FL1 Communication** **Interpretive mode** focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Standard: **FL1b:** Students understand and interpret written and spoken language on a variety of topics.

Component: **FL 1b.1:** Build and expands a basic vocabulary in the target language;

Examples:

- Talk about words and word meanings;
- Build a word wall;
- Create and uses flash cards (paper or electronic);
- Listen to stories;
- Play word games;
- Create pictinary/dictionary;
- Use authentic electronic media.

Component: **FL1b.2:** Understand the sound system of the target language; recognize individual sounds and intonation patterns of the target language;

Examples:

- Identify sounds and symbols of target language;
- Combine sounds into syllables and words;
- Categorize sounds;
- Compare or contrast sounds.

Component: **FL1b.3:** Understand basic idiomatic expressions and cognates;

Examples:

- Telling age; tell about being feeling hot or cold;
- List and identify cognates on a word wall.

Component:	FL1b.4: Respond to multi-step directions;
	Examples: • Use Natural Approach strategies like TPR to connect meaning to language; • Draw picture or picture sequence to demonstrate comprehension; • Respond with appropriate gestures and actions; • Complete craft projects with minimal or diminishing help from teacher.
Component:	FL1b.5: Read appropriate authentic passages in the target language;
Component:	FL1b.6: Recognize cognates and words in context;
Component:	FL1b.7: Comprehend and interpret the main idea of a variety of written materials in the target language.
	Examples: • Use interactive strategies such as TPR to convey meaning; • Draw picture or picture sequence to demonstrate comprehension; • Respond with culturally appropriate gestures; • Create and use graphic organizers with decreasing teacher assistance.
Component:	FL1b.8: Expand reading vocabulary;
	Examples: • Talk about words and word meanings; • Create a word wall; • Create and use flash cards (paper or electronic); • Read appropriate authentic text; • Play word games; • Create picture dictionary/dictionary.
Component:	FL1b.9: Predict meaning of key words in a reading selection;
Component:	FL1b.10: Make predictions;
Component:	FL1b.11: Derives meaning using aural, visual, and contextual clues;
Component:	FL1b.12: Identify the purpose, main idea, characters, setting, and important events in age- appropriate media.
	Examples: • Create and use graphic organizers with decreasing teacher assistance.

Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Standard: **FL1c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Component: **FL1c.1:** Write about familiar topics;

Examples:

- Draw or label familiar people and objects;
- Match words to pictures;
- Create flash cards (paper or electronic);
- Create pictorial/dictionary (paper or electronic);
- Write simple sentences or series of sentences.

Component: **FL1c.2:** Write questions to obtain information;

Examples:

- Write simple questions;
- Incorporate simple questions in letters or electronic communication.

Component: **FL1c.3:** Write appropriate answers to questions on familiar topics;

Examples:

- Draw a picture in response to a question;
- Answer with a gesture, or a short oral or written response with increasing facility;
- Answer a pen- pal or an e-pal letter.

Component: **FL1c.4:** Role-play simple dialogues and conversations;

Component: **FL1c.5:** Use correct pronunciation, inflection, and intonation to convey meaning;

Examples:

- Respond chorally;
- Sing;
- Imitate teacher;
- Read aloud;
- Use interactive voice software;
- Produce an audio or a video.

Component: **FL1c.6:** Write or tell about an event or a personal experience;

Examples:

- Use oral and written picture narration;
- Write short sentences.

Component: **FL1c.7:** Dramatize songs, chants, poetry, plays, or activities;

- Component: **FL1c.8:** Recite poems, chants, and monologues;
- Component: **FL1c.9:** Tell or retells stories;
- Component: **FL1c.10:** Apply appropriate writing- process strategies.

Foreign Language Elementary School Standards

Elementary Grades 3–5 Band

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, games, etc.) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Investigate, discuss, and report on practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices.

Examples:

- Grade 3:
 - Tell about typical, daily activities of target culture peers.
 - Describe and use appropriate patterns of behavior of the target culture.
 - Dramatize songs, poetry, short stories, or dialogues.
- Grade 4:
 - Identify some common beliefs and attitudes within the target culture.
 - Describe daily routines of target culture peers learned through media technology.
- Grade 5:
 - Identify and discuss some common beliefs and attitudes within the target culture.
 - Describe and demonstrate daily routines of target culture peers learned through role- playing.

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Investigate, discuss, and report on products and perspectives of the target culture.

Component:

FL2b.2: Identify significant contributions and historical figures from the target culture.

Examples:

- Grade 3:
 - Research and discuss contributions of scientific and historical figures of the target language culture.
 - Identify and describe characteristics of products and symbols of the target culture.
 - Describe and produce a product from the target culture.
- Grade 4:
 - Identify contributions of people from the target culture.
 - Identify, read about, or participate in expressive products of target culture peers.
- Grade 5:
 - Describe and contrast cultural products between from the student's culture and the target culture.
 - Analyze target culture artifacts and produce an artifact that blends the two cultures.

Foreign Language Elementary School Standards

Elementary Grades 3–5 Band

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate and report on concepts, and use skills across the curriculum.

Examples:

- Grade 3:
 - Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, foods, natural resources);
 - Name and locate on a map the country/countries where the target language is used;
 - Introduce mathematical concepts through music (e.g., clapping rhythms and counting out, listening to repetition and counting).
- Grade 4:
 - Describe and write about topics (e.g., animals, fact/opinion, goods and services) in the target language;
 - Use skills (e.g., classifying and labeling) in the target language;
 - Use target language resources (community speakers and technology) to reinforce topics;
 - Read and interpret pictographs, bar graphs, line graphs, tables, or timelines;
 - Compare different responses (e.g., parent's, peer's, and teacher's) to the same work of art.
- Grade 5:
 - Gather, organize, and present information (e.g., historical or and geographical) on selected target language countries or communities;
 - Create, label, and describe a map (e.g., physical, political, economic, and or weather systems) of selected target language countries or communities;
 - Plan and present an interdisciplinary project (e.g., cook with metric measurements, create a mural, and or present a physics or science experiment).

Standard: **FL3b:** Students acquire information and recognize the distinctive perspectives that are only available only through the target language and its cultures.

Component **FL3b.1:** Obtain information and discuss perspectives from the target culture using authentic sources and apply new knowledge to topics of interest to them.

Examples:

- Grade 3:
 - Explore and discuss topics contained presented in popular media to gain perspectives about the target culture (e.g., songs, fashion, and food);
 - Use illustrations, graphics, and other visuals to explain how people and places differ (e.g., habitats, and transportation).
- Grade 4:
 - Use information from target language sources (e.g., article, web site, and brochures) to gain insights into other cultures;
 - Read, listen to, and identify elements in works of children's literature (e.g., characters, setting, and plot).
- Grade 5:
 - Communicate with an e-pal, a phone pal, or a pen pal to obtain information and viewpoints (e.g., protecting the environment, health and fitness);
 - Use predetermined questions to interview a target language speaker for information and viewpoints to complete a project;
 - Students demonstrate conceptual understanding of matter, motion, and energy of target culture.

Foreign Language Elementary Standards

Elementary Grades 3–5 Band

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where they students may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Identify and describe linguistic structures systems of the target language and their own;

Component: **FL4a.2:** Compare and contrast how linguistic structures carry meaning and vary across languages.

Examples:

- Grade 3:
 - Compare own sound-symbol combinations to the target language;
 - Identify cognates, word elements (e.g., prefixes, suffixes, word roots), and borrowed words (e.g., *Me gusta el chocolate*);
 - Identify placement of elements in the target language and their own (e.g., adjectives follow noun in Spanish; *villa romana*; verb precedes subject in Spanish questions);
 - Identify levels of formal and informal language (e.g., pronouns and verb endings).
- Grade 4:
 - Identify and describe writing systems of the target language and their own (e.g., characters and directionality);
 - Identify idiomatic expressions (e.g., *tener hambre*) in order to derive meaning from a variety of sources (e.g., authentic texts, stories, and drama);
 - Identify cognates and sentence and grammatical structures (e.g., subject versus indirect object) from oral, signed, or written text to derive meaning;
 - Differentiate formal and informal language in a variety of situations.
- Grade 5:
 - Identify connections between the target language and their own (e.g., borrowed words and cognates such as *patio*);

- Compare and contrast writing conventions of the target language and their own (e.g., possession and capitalization).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Compare and contrast practices and perspectives of the target culture and the students' own culture;

Component: **FL4b.2:** Compare and contrast products and perspectives of the target culture and the students' own culture.

Examples:

- Grade 3:
 - Identify and compare behavior patterns of the target culture and students' own culture (e.g., clothing, and school routines);
 - Identify similarities and differences between among basic products of students' own culture and the target culture (e.g., food, and shelter);
 - Identify the similarities and differences between among intangible products (e.g., rhymes, and songs) of the target culture and the students' own culture.
- Grade 4:
 - Identify and describe the meaning and importance of perspectives and practices of different cultures (e.g., mealtimes, and holidays);
 - Identify and describe similarities and differences between products (e.g., toys, and games) of the target culture and students' own culture.
- Grade 5:
 - Compare ways of expressing feelings and emotions in the target culture and students' own culture (e.g., voice inflection and volume, and facial expressions);
 - Compare and contrast products (e.g., sports equipment, food, and songs) and perspectives of the target culture and the students' own culture.

Foreign Language Elementary Standards

Elementary Grades 3–5 Band

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community using knowledge of the target language and culture;

Component: **FL5a.2:** Engage in communication with people locally and around the world.

Examples:

- Grade 3:
 - Tell about typical daily activities of target language peers (e.g., school and home);
 - Describe and use appropriate patterns of behavior (e.g., greetings or gestures used with friends or family) of the target culture;
 - Sing or sign, plays games, and celebrate events from the target culture;
 - Demonstrate formal and informal manners of communication.
- Grade 4:
 - Describe daily routines of target language peers learned through media or technology;
 - Identify some common beliefs and attitudes within the target culture (e.g., social etiquette and common roles of individual family members);
 - Participate in cultural activities (e.g., games, songs, or holiday celebrations).
- Grade 5:
 - Identify and report on selected practices of the target culture (e.g., table manners, gestures, personal distance, and holiday celebrations);
 - Perform age-appropriate songs, games, dances, and plays;
 - Role-plays appropriate ways to interact with individuals from the target culture (e.g., attracting the attention of a waiter).

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Exchange information about, and personal reactions to, various products and media of the target culture;

Component: **FL5b.2:** Attend, participate in, or view target culture events and share with others;

Component: **FL5b.3:** Identify and present basic information about various careers that require understanding of the target language and culture.

Examples:

- Grade 3:
 - Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, and colors of flags);
 - Discuss and reproduce a product from the target culture (e.g., flags, foods, and monuments);
 - Identify some major contributions from the target culture (e.g., in science, medicine, and fashion).
- Grade 4:
 - Identify and describe objects, images, and symbols of the target culture (e.g., monuments, flags, and dwellings);
 - Identify, read about, or participate in expressive products of target culture peers (e.g., selections from children's literature, types of art work, and dances);
 - Identify contributions of people from the target culture (e.g., explorers, musicians, and scientists).
- Grade 5:
 - Discuss the use of products of the target culture (e.g., music, clothing, food, and transportation);
 - Identify and describe well-known contributions of the target culture (e.g., art, music, clothing, food, and legends).

Foreign Language Secondary School Standards

Level I

Proficient Learner Expectations: By the end of Level I in secondary school, students understand and present short, simple conversations and narratives within highly predictable and familiar contexts. When the text is enhanced by visual cues, students read short texts with comprehension. Students comprehend and produce vocabulary related to everyday objects and actions on familiar topics. They can interactively use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, relying on visuals to enhance oral and written comprehension. When speaking, students imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher or other authentic role models such as found through authentic video, TV programs, guest speakers, simple literature, and the internet.

Strand: **FL1: Communication** *Interpersonal communication mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1a:** Students engage in conversations, provide and obtain information express feelings and emotions, and exchange opinions.

Component: **FL1a.1:** Engage in oral or written conversations on familiar topics.

Examples:

- Conduct conversations and interviews about familiar topics.
- Engage in oral, visual, or written exchanges to obtain and provide information related to target language cultures or topics from other content areas.

Component: **FL1a.2:** Express personal preferences and feelings, and support opinions.

Examples:

- Exchange opinions about familiar topics in written, oral, and signed form.
- Express, discuss, and support feelings, emotions, or opinions about familiar topics.

Component: **FL1a.3:** Request and provide clarification.

Examples:

- Clarify meaning through logical sequences (e.g., First, he opens the door, and then he comes in, finally he speaks.).
- Clarify meaning (e.g., restatement and asking questions).

Component: **FL1a.4:** Give and follow multi-step directions.

Examples:

- Give and follow short sequences of oral and written requests.

Component: **FL1a.5:** Use culturally appropriate language and gestures in a variety of social settings.

Examples:

- Use culturally appropriate gestures in a variety of social situations (e.g., greetings, farewells, and introductions).

Component: **FL1a.6:** Write and read exchanged messages.

Examples:

- Write and read post cards, e-mail, and notes.

Strand: **FL1 Communication** **Interpretive mode** focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Component: **FL 1b.1:** Build and expand a basic vocabulary in the target language.

Examples:

- Talk about words and word meanings;
- Create a word wall;
- Use flash cards, (paper or electronic);
- Listen to stories, conversations, songs, and media;
- Play word games;
- Create pictictionary/dictionary.

Component: **FL1b.2:** Understand the sound system of the target language, discriminate individual sounds and intonation of the target language;

Examples:

- Identify sounds;
- Recognize sound -symbol relationships;
- Combine sounds into syllables and words;
- Categorize sounds;
- Compare or contrast sounds.

Component: **FL1b.3:** Understand basic idiomatic expressions and cognates;

Examples:

- Telling age; tell about being/feeling hot or cold;
- List and identify cognates on a word wall.

Component: **FL1b.4:** Comprehend the main ideas in simple spoken presentations;

Examples:

- Respond to classroom directions.
- Take part in TPR activities.

Component: **FL1b.5:** Read and comprehend written directions;

Examples:

- Follow online or print directions.

Component: **FL1b.6:** Read and interpret the main idea in a variety of authentic written materials in the target language;

Examples:

- Read basic forms of communication such as lists, post cards, messages, and environmental print;
- Read simple dialogues on topics such as greetings and introductions, restaurants, school, shopping, and family;
- Read simple biographies, including descriptions of physical traits, personality, place of residence, and pastimes.

Component: **FL1b.7:** Recognize cognates and words in context;

Component: **FL1b.8:** Expand reading vocabulary;

Component: **FL1b.9:** Predict meaning of key words in a reading selection;

Examples:

- Use contextual clues in readings to acquire new vocabulary and recognize cognates.

Component: **FL1b.10:** Respond to commands.

Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Standard: **FL1c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Component: **FL1c.1:** Write about familiar topics;

Examples:

- Describe physical characteristics of a person in a magazine picture with two or three short sentences;
- Write about likes and dislikes;
- Make shopping or "to do" list.

Component: **FL1c.2:** Write questions to obtain information.

Examples:

- Ask pen pal or e-pal questions;
- Prepare questions for a simple interview.

Component: **FL1c.3:** Write appropriate answers to questions on familiar topics;

Component: **FL1c.4:** Create a writing sample with point of view and purpose;

Examples:

- Write a thank-you note;
- Express an opinion in writing;

- Write an invitation.

Component: **FL1c.5:** Create and present simple dialogues and conversations;

Component: **FL1c.6:** Respond in writing to a variety of written material;

Examples:

- Answer simple comprehension questions;
- Reply to a pen pal or an e-pal;
- Respond, using graphs, comic strips, and Power Point.

Component: **FL1c.7:** Demonstrate evidence of emerging pronunciation, inflection, and intonation to convey meaning;

Component: **FL1c.8:** Write or tell about an event or a personal experience;

Component: **FL1c.9:** Summarize and paraphrase spoken or written input;

Component: **FL1c.10:** Create and dramatize songs, chants, short anecdotes, poetry, or plays;

Component: **FL1c.11:** Recite poems, chants, and monologues;

Component: **FL1c.12:** Tell or retell stories;

Component: **FL1c.13:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Foreign Language Secondary School Standards

Level I

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, games, etc.) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices.

Examples:

- Research and report on a variety of topics from the target culture (e.g., entertainment, nutrition, health, gender roles, art, and literature);
- Interact verbally and non-verbally in a variety of situations, using culturally appropriate etiquette (e.g., in a restaurant, as guest in a home, at a sporting event, at a celebration such as Chinese New Year say “Happy New Year”- 新年快乐 xin nian kwai);
- Become aware of the social, political, and basic economic institutions of target culture (e.g., government-run economy versus capitalistic economies).

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Analyze, discuss, and report on a wide variety of products and perspectives of the target culture;

Component: **FL2b.2:** Analyze, discuss, and report on significant contributions from the target culture.

Examples:

- Identify important symbols associated with the target culture (e.g., Roman eagle, French *fleur-de-lis*) and explain their significance;
- Discuss impressions and perspectives gleaned from film and video (e.g., how people treat each other, the ways they view their families, the places where they live);
- Investigate and discuss how previous cultures influence modern cultures (e.g., legal practices, and holiday celebrations).

Foreign Language Secondary School Standards

Level I

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate, analyze, and present concepts and use skills across the curriculum:

Examples:

- Identify and/or demonstrate styles of authentic music or dance;
- Convert U.S. units of measurement to the measurement system of the target culture;
- Research and discuss health issues of adolescents from the target culture;
- Create and present a project about the target culture community that incorporates interdisciplinary content (e.g., graphics, artwork, maps, and points of interest);
- Investigate and share findings on how geography and climate influence the lives of people in the target culture.

Standard: **FL3b:** Students acquire information and recognize distinctive perspectives that are only available only through the target language and its cultures.

Component: **FL3b.1:** Investigate, analyze, and present information and perspectives from the target language using authentic sources and apply new knowledge to topics of interest to them.

Examples:

- Summarize coverage of a current event from the a target language news source;
- Interview a target language speaker to obtain information for a project in another discipline.

Foreign Language Secondary School Standards

Level I

Strand: FL4 Comparisons The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where they students may have to interact in other cultural settings.

Standard: FL4a: Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component **FL4a.1:** Analyze and discuss linguistic structures and conventions of the target language and their own;

Component: **FL4a.2:** Analyze and explain how the target language and their own language vary in style in order to express meaning.

Examples:

- Identify prefixes and suffixes to determine word meanings;
- Use the radical to identify the category/meaning of the character. (e.g. Chinese: wood-木mu; grove- 树林shu lin; forest-森林sen lin)
- Recognize the concept of grammatical gender (e.g., Spanish: *el chico/la chica*);
- Hypothesize about the relationships among languages based on their awareness of cognates and similarities of idioms (e.g., Spanish: University/*Universidad*; French: politics/*la politique*);
- Demonstrate an awareness of differences in ways to express respect and communicate status in their own language and in the target language;
- Demonstrate awareness that languages have critical sound distinctions that are necessary to communicate meaning.

Standard: **FL4b:** Demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ;

Component: **FL4b.2:** Discuss the concepts of culture through analysis of products, practices, and perspectives of the target culture and the students' own culture.

Examples:

- Compare and contrast grammatical categories such as tense, gender, and agreement in the target language and in their own;
- Compare and contrast cultural attitudes and perspectives about various topics (e.g., physical fitness, driving, and education);

- Compare products and perspectives from the target culture and students' own culture (e.g., clothing, automobiles, and cosmetics).

Foreign Language Secondary School Standards

Level I

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community, using knowledge of the target language and culture;

Component: **FL5a.2:** Sustain communication with people locally and around the world.

Examples:

- Present information about the target language and culture to younger students (e.g., celebrations, holidays, and the arts);
- Participate in activities for the school/for the community (e.g., service projects or assisting speakers of other languages);
- Perform for, or participate in, school and community celebrations of the target culture.

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment:

Component: **FL5b.1:** Report information about, and personal reactions to, various products and media of the target culture;

Component: **FL5b.2:** Attend, participate in, or view target cultural events and share with others;

Component: **FL5b.3:** Evaluate and discuss how understanding of the target language and culture enhances job skills and career options.

Examples:

- Communicate with e-pals or pen pals about topics of personal and/or community interest;
- Play sports or games from the target culture;
- Listen to and discuss music, sing songs, or play musical instruments from the target culture;
- Read short narratives or poems and share with others;
- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibitions, holiday and family celebrations) and describe to others;
- Prepare food from the culture studied and visit a local restaurant and market; and then share reactions.

Foreign Language Secondary School Standards

LEVEL II

Proficient Learner Expectations: By the end of Level II in secondary school, students exhibit increased comprehension through recognition of key words or phrases embedded in familiar contexts through a variety of media. They recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts. Students use illustrations and contextual clues to increase comprehension of written passages while reading simple documents and relatively simple literature. Students use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, often relying on visuals to help themselves be understood. Students recombine learned vocabulary and structures to form simple sentences, short messages, and notes to meet practical writing needs. Students demonstrate increasing accuracy in pronunciation and intonation when presenting well-rehearsed material. Students show some understandings of the target-culture's practices and perspectives on topics such as typical music, holidays, meals, family and social customs. Students have limited fluency in the language yet may be understood by a sympathetic native speaker who prompts for clarification.

Strand: **FL1: Communication** *Interpersonal communication mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1Aa:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a.1:** Interact, using extended spoken or written communication, by providing and obtaining information;

Component: **FL1a.2:** Express a wide range of feelings and emotions, and discuss and support opinions;

Component: **FL1a.3:** Use a wide range of strategies to negotiate meaning.

Examples:

- Clarify meaning by paraphrasing, questioning, and elaborating.
- Uses circumlocution to negotiate meaning.

Component: **FL1a.4:** Give and follow a series of directions;

Component: **FL1a.5:** Interact in a wide range of situations, using culturally authentic languages and gestures.

Examples:

- Exchange information via letters, e-mail/video mail, notes, conversations, or interviews on familiar topics (e.g., school events, week end activities, memorable experiences, family life).

Strand: **FL1 Communication *Interpretive mode*** focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Standard: **FL1b:** Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Component: **FL 1b.1:** Build and expands a basic vocabulary in the target language;

Examples:

- Uses electronic media;
- Listens to stories, conversations, songs, and media.

Component: **FL1b.2:** Refine understanding of the target language's sound system; discriminate among individual sounds and intonations of the target language;

Examples:

- Combine sounds into syllables, words, and phrases;
- Categorize sounds;
- Compare and contrast sounds;
- Participate in dictation activities.

Component: **FL1b.3:** Understand basic idiomatic expressions and cognates;

Component: **FL1b.4:** Comprehend the main ideas in a variety of spoken presentations;

Examples:

- Listen for and sort details in a listening activity with graphic fill-ins;
- Follow classroom directions.

Component: **FL1b.5:** Read and comprehend more complex written directions;

Component: **FL1b.6:** Read appropriate, authentic passages in the target language;

Examples:

- Read menus, maps, short articles, graphs, dialogues, and children's stories.

Component: **FL1b.7:** Recognize cognates and words in context;

Component: **FL1b.8:** Comprehend and interpret the main idea of a variety of written material in the target language;

Examples:

- Interpret and role-play simple children's stories;
- Retell current events obtained via various media.

- Component: **FL1b.9:** Expand reading vocabulary;
- Examples:
- Use contextual clues in readings to respond with new vocabulary.
- Component: **FL1b.10:** Predict meaning of key words in selected readings through visual and context clues;
- Examples:
- Use contextual clues in readings to acquire new vocabulary and recognize cognates.
- Component: **FL1b.11:** Respond appropriately to commands;
- Examples:
- Follow simple written directions.
- Component: **FL1b.12:** Predict the outcome or provide a different ending to age-appropriate media, (print, audio, or visual);
- Component: **FL1b.13:** Recognize structural patterns in the target language;
- Examples:
- Recombine words, using learned patterns to create sentences (sentence strip game).
- Component: **FL1b.14:** Interpret and imitate culturally appropriate verbal and non-verbal communication: gestures, proximity, interjections.
- Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts and ideas in spoken and written modes. It is concerned with one-way speaking and writing.
- Standard: **FL1c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.
- Component: **FL1c.1:** Write about familiar topics;
- Component: **FL1c.2:** Write questions to obtain information;
- Component: **FL1c.3:** Write appropriate answers to questions on familiar topics;
- Component: **FL1c.4:** Create a writing sample with point of view and purpose;
- Component: **FL1c.5:** Create and present simple dialogs and conversations;
- Component: **FL1c.6:** Respond in writing to a variety of written material;
- Component: **FL1c.7:** Use correct pronunciation, inflection, and intonation to convey meaning;
- Component: **FL1c.8:** Write or tell about an event or a personal experience;

Component:	FL1c.9: Summarize and paraphrase;
Component:	FL1c.10: Create and dramatize songs, chants, short anecdotes, poetry, and plays;
Component:	FL1c.11: Recite poems, chants, and monologues;
Component:	FL1c.12: Tell or retell stories;
Component:	FL1c.13: Write about past, present, or future events;
Component:	FL1c.14: Present a simulation of a cultural event: (celebration or holiday);
Component:	FL1c.15: Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, publishing;

Foreign Language Secondary School Standards

Level II

Strand: **FL2: Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, and games) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a: S** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices.

Examples:

- Observe, identify, and discuss behavior patterns of the target culture peer group;
- Identify variations of cultural practices among target language communities (e.g., Senegal/France, Basques in Spain, emperor worship in various regions of ancient Roman Empire);
- Participate in age-appropriate cultural practices (e.g., games, sports, entertainment, celebrations, and holidays);
- Become aware of and present information on the social, political, and basic economic institutions of target culture (e.g., communist government-run economy versus capitalistic economies).

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Analyze, discuss, and report on a wide variety of products and perspectives of the target culture;

Component: **FL2b.2:** Analyze, discuss, and report on significant contributions from the target culture.

Examples:

- Reproduce artifacts from the target culture (e.g., painting, origami, ancient Roman lamp, and *piñatas*);
- Discuss expressive products of the target culture (e.g., art, literature, music, and dance);
- Identify major contributions and historical figures from the target culture (e.g., paper making, textiles, aqueducts, medicine, leaders, and inventors).
- Chinese: Use calligraphy for Chinese New Year celebration written expressions such as: *Wishing you a prosperous year* = 恭喜发财(gong xi fa cai).

Foreign Language Secondary School Standards

Level II

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate, analyze, and present concepts and use skills across the curriculum;

Examples:

- Present reports orally, visually, and in writing on interdisciplinary topics (e.g., types of government, nutrition, and the environment);
- Investigate and report on artwork and artists of the target culture;
- Use knowledge of the target language to clarify and expand the vocabulary of students' own language (e.g., cognates, derivatives, prefixes, and suffixes).

Standard: **FL3b:** Students acquire information and recognize distinctive perspectives that are only available only through the target language and its cultures.

Component: **FL3b.1:** Investigate, analyze, and present information and perspectives from the target language, using authentic sources, and apply new knowledge to topics of interest to them.

Examples:

- Use a target language sources to identify and discuss alternate points of view about topics studied in other disciplines (e.g., current events, colonization, or use of pesticides).

Foreign Language Secondary School Standards

LEVEL II

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where they students may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Analyze and discuss linguistic structures and conventions of the target language and their own;

Component: **FL4a.2:** Analyze and explain how the target language and their own language vary in style in order to express meaning.

Examples:

- Identify and discuss less familiar cognates (e.g., culpable, inevitable) and sentence structure comparisons (e.g., placement of prepositions: *magna cum laude* = with great praise) to improve language skills;
- Discuss how idiomatic expressions and proverbs are used and compare similar expressions in both languages (e.g., *Tout est bien qui finit bien*./All's well that ends well);
- Compare and contrast target language writing conventions with those in the student's own language (e.g., paragraph structure, rhetorical devices, and placement of topic sentence).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ;

Example:

- Chinese: Compare and discuss the policy of child rearing and birth rates between China and United States. (listing mode)

Component: **FL4b.2:** Discuss the concepts of culture through analysis of products, practices, and perspectives of the target culture and the students' own culture.

Examples:

- Compare and contrast differences in cultural traditions and celebrations (e.g., Independence Day, Saturnalia, and Holy Week);
- Compare and contrast themes and characters in age-appropriate literature from the target culture and students' own culture;
- Compare and contrast similarities and differences between

among the political systems of the target culture, other cultures,
and the students' own culture.

Foreign Language Secondary School Standards

LEVEL II

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community, using knowledge of the target language and culture.

;

Component: **FL5a.2:** Sustain communication with people locally and around the world.

Examples:

- Gather information and opinions from target culture sources through a variety of means (e.g., video, Internet sites, and questionnaires) and present to others;
- Present information about the target language and culture to others (e.g., celebrations, holidays, the arts, use of Latin in biological terminology);
- Perform for, or participate in, school and community celebrations of the target culture;
- Contact some facility in the culture studied (e.g., movie theater, swimming pool, museum, or school) to inquire about opening and closing hours;
- Prepare a telephone call to an organization outside the school organization (e.g., heritage societies, local restaurant, or business operated by speakers of the target language).

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Report information about, and personal reactions to, various products and media of the target culture;

Component: **FL5b.2:** Attend, participate in, or view target cultural events and share with others;

Component: **FL5b.3:** Evaluate and discuss how understanding of the target language culture enhances job skills and career options.

Examples:

- Establish personal communication links (e.g., pen pals, e-mails, and exchange programs) with peers in the target culture to discuss perspectives on familiar topics;
- Explore target culture communities, physically or virtually, and share findings and reactions about areas of personal interest with others;
- Read selections of prose or poetry (e.g., short stories, articles, and poems) and share with others;
- Participate in target culture activities (e.g., weddings or other family events) and describe to others;
- Share music and songs in target language outside the classroom.

Foreign Language Secondary School Standards

Level III

Proficient Learner Expectations: By the end of Level III, students comprehend an expanded range of vocabulary, more complex conversations, narratives, and recorded material within familiar contexts, including high-frequency idiomatic expressions. They identify main ideas and some details on a number of topics, such as those presented in the target culture's TV, radio, video, or live and computer-generated presentations. Students communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. When interacting on familiar topics in present time, they express their own thoughts using sentences and strings of sentences. They are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures, demonstrating full control of present time and evidence some control of other time frames. When preparing oral and written presentations on familiar topics, they use a range of sentences and strings of sentences primarily in present time, but also in past and future time. Students demonstrate some cultural knowledge in oral and written presentations. They demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions.

Strand: **FL1: Communication** *Interpersonal mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a.1:** Interact, using extended spoken or written communication by providing or obtaining information.

Examples:

- Exchange information via e-mail, pen pal letters, conversations or interviews on familiar topics such as school events, family life, memorable experiences, and weekend activities;
- Write and respond to a "Dear Abby" letter, seeking advice from another student.

Component: **FL1a.2:** Express a wide range of feelings and emotions, and discuss and support opinions.

Examples:

- Engage in short conversations;
- Formulate answers to questions based on personal experiences;
- Initiate questions, respond to questions;
- Discuss simple topics related to self and immediate environment;
- Describe and compare qualities, people, and things;
- Express and compare opinions and preferences; about events, experiences, and other school subjects.

Component:	FL1a.3: Interact in a wide range of situations, using multiple strategies to negotiate meaning.
	Examples: • Demonstrate the ability to acquire goods, services, and information (e.g., using public transportation, making a hotel reservation, and buying food); • Clarify directions (e.g., paraphrasing and questioning); • Listen to popular songs and negotiate meaning; • Uses the target language in everyday situations; • Uses circumlocution to negotiate meaning.
Component:	FL1a.4: Give and follow a series of directions, instructions, and requests.
	Examples: • Understand and respond appropriately to teacher instructions; • Engages in basic classroom interactions.
Strand: FL1 Communication <u>Interpretive mode</u> focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.	
Standard:	FL1b: Interpretation- Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.
Component:	FL 1b.1: Build and expand a basic vocabulary in the target language;
Component:	FL1b.2: Continue to refine understanding of the target language's sound system and discriminates among individual sounds and intonations of the target language;
Component:	FL1b.3: Understand commonly used idiomatic expressions and cognates;
Component:	FL1b.4: Comprehend the main ideas in a variety of spoken presentations with increasing facility;
Component:	FL1b.5: Follow complex oral or written directions or requests;
Component:	FL1b.6: Read and comprehend functional readings and literature from a variety of genres;
Component:	FL1b.7: Comprehend and interpret the main idea of a variety of written materials in the target language with increasing facility;
Component:	FL1b.8: Use a variety of reading and listening strategies to derive meaning from texts;
Component:	FL1b.9: Predict the outcome in or provides a different ending to age-appropriate media in (print, audio, or visual);
Component:	FL1b.10: Recognize structural patterns in target language;

Component: **FL1cb.11:** Interpret and imitate culturally appropriate verbal and non-verbal communication: gestures, proximity, interjections.

Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Standard: **FL1c: *Presentation-*** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes.

Component: **FL1c.1:** Write about information or ideas on a range of topics, using idiomatic expressions and colloquialisms;

Component: **FL1c.2:** Write for a variety of purposes with increasing accuracy and complexity;

Component: **FL1c.3:** Create a writing sample with point of view and purpose;

Component: **FL1c.4:** Research and write reports on a variety of topics;

Component: **FL1c.5:** Respond in writing to reflect understanding of a variety of texts;

Component: **FL1c.6:** Use correct pronunciation, inflection, and intonation to convey meaning;

Component: **FL1c.7:** Create and present a wide range of personal and thematic texts in a variety of media: written stories skits, monologues, plays, reports, slide shows, digital videos, and CD ROMS;

Component: **FL1c.8:** Use information acquired from target language sources to solve everyday problems and situations, (e.g., using newspaper to make plans, to see a movie, perusing a catalogue to shop for a birthday gift);

Component: **FL1c.9:** Summarize information from authentic language materials and artifacts to give personal reactions;

Component: **FL1c.10:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Foreign Language Secondary School Standards

Level III

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, games) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

Component: **FL2a.1:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices.

Examples:

- Investigate and report on cultural events (e.g., rites of passage);
- Participate in appropriate cultural practices (e.g., music, dance, and drama);
- Become aware of the social, political, and economic institutions of target culture (e.g., Korean jaebol, communist government-run economy versus capitalistic economies) and compare and contrast with own or other culture.

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Analyze, discuss, and report on a wide variety of products and perspectives of the target culture;

Component: **FL2b.2:** Analyze, discuss, and report on significant contributions from the target culture.

Examples:

- Identify and explain cultural and literary elements of a variety of texts;
- Describe the impact of tangible products from the target culture (e.g., handicrafts and commercial goods) on the global community and target culture.

Foreign Language Secondary School Standards

Level III

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate, analyze, and present concepts, and use skills across the curriculum;

Examples:

- Summarize articles or short videos on interdisciplinary topics (e.g., art, metric system, and weather);
- Investigate and discuss interdisciplinary topics (e.g., world health issues, fine arts concepts, geographical terms, and math calculations).

Standard: **FL3b:** Students acquire information and recognize distinctive perspectives available only through the target language and its cultures.

Component: **FL3b.1:** Investigate, analyze, and present information and perspectives from the target language, using authentic sources, and apply new knowledge to topics of interest to them

Examples:

- Interview a native speaker or expert in the field to develop new insights on topics of interest (e.g., foreign workers' experience in the United States, and access to technologies);
- Research and explain new points of view on social issues (e.g., political, and environmental), using authentic target language resources.

Foreign Language Secondary School Standards

Level III

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where they students may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Analyze and discuss linguistic structures and conventions of the target language and their own;

Component: **FL4a.2:** Analyze and explain how the target language and their own language vary in style in order to express meaning.

Examples:

- Demonstrate an awareness that there are many phrases and idioms untranslatable from language to language (e.g., *on s'y fait*/you sort of get used to it);
- Analyze and discuss how various linguistic elements are represented in the target language and the students' own language (e.g., past tense, cognates, and gender);
- Explain and use conventions of language (e.g., capitalization, punctuation, and levels of formality/register).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Analyze and discuss how products, practices, and perspectives of the students' own cultures and the target culture overlap and differ;

Example:

- Chinese: Compare China's Joint Entrance Exams and the United States' SAT Exams.

Component: **FL4b.2:** Discuss the concepts of culture through analysis of products, practices, and perspectives of the target culture and the students' own culture.

Examples:

- Compare and contrast social conventions of peers in the target culture and students' own culture (e.g., dating customs, school, family, and leisure activities);
- Investigate and compare how people meet basic needs (e.g., food, clothing, and shelter);
- Analyze how the same current issue is covered in the media of the target culture and the students' own culture;
- Compare and contrast appropriate literary works (e.g., popular

literature) from the target culture and the students' own culture;

- Explain how products, practices, and perspectives of the target culture vary from those of the students' own culture (e.g., sports, celebrations, and school).

Foreign Language Secondary School Standards

Level III

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community, using knowledge of the target language and culture;

Component: **FL5a.2:** Sustain communication with people locally and around the world.

Examples:

- Present information about the target language and culture to others (e.g., celebrations, holidays, the arts);
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, and exchange letters);
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act).

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Report information about, and personal reactions to, various products and media of the target culture;

Component: **FL5b.2:** Attend, participate in, or view target cultural events and share with others;

Component: **FL5b.3:** Evaluate and discuss how understanding of the target language and culture enhances job skills and career options.

Examples:

- Establish personal communication links (e.g., pen pals, e-mail and video mail, hosting) with speakers of the target language to obtain perspectives on topics of mutual interest;
- Explore opportunities to travel or study in the target culture countries and report findings to others (e.g., research options based on specific criteria, such as budget, location, students' interests, and climate);
- Use media in the target language for personal enjoyment (e.g., print media, movies, television, and Internet) and report on the activity to others (e.g., activity log, oral or written summary);
- Contact target cultural organizations (e.g., music ensembles, museums, or athletic associations) to obtain information of

personal interest through a variety of means (e.g., letters, and Internet inquiry) and report findings to others;

- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibitions, and holiday and family celebrations) and describe to others;
- Obtain and examine information about careers that require linguistic and cultural proficiency;
- Investigate how the knowledge, skills, and interests learned in the foreign language class apply to potential career choices;
- Work cooperatively (e.g., evaluate and select options) on tasks related to a social issue (e.g., censorship);
- Perform music and songs in the target language outside the classroom.

Foreign Language Secondary School Standards

Level IV

Proficient Learner Expectations: By the end of Level IV in secondary school, students understand and retain most key ideas and some supporting details when reading and listening. When reading, they acquire knowledge and new information from relatively comprehensive authentic texts. When speaking, students use strings of sentences and are more able to connect several ideas on a topic. When writing, students create simple paragraphs. They begin to apply familiar structures to new situations, choosing appropriate vocabulary for familiar topics. They frequently use culturally appropriate behavior in social situations, using some gestures and body language of the target culture. Students are generally understood by sympathetic native speakers who are used to dealing with foreigners.

Strand: **FL1: Communication** *Interpersonal mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component:

FL1a.1: Interact, using extended spoken or written communication, by providing and obtaining information.

Examples:

- Discuss current events and issues (e.g., contemporary or historical issues; environmental, human rights, or school issues);
- Discuss solutions to a variety of situations.

Component:

FL1a. 2: Express a wide range of feelings and emotions, and discuss and support opinions.

Examples:

- Support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, and sports).

Component:

FL1a.3: Use a wide range of strategies to negotiate meaning.

Examples:

- Demonstrate the ability to acquire goods, services, and information, such as using public transportation, making a hotel reservation, and shopping;
- Clarify directions (e.g., paraphrasing and questioning);
- Listen to popular songs and negotiate meaning;
- Uses the target language in everyday situations;
- Uses circumlocution to negotiate meaning;
- Summarize the main ideas in a listening activity.

Component: **FL1a.4:** Give and follow a series of complex directions.

Examples:

- Follow written directions in a recipe or directional document.

Component: **FL1a5:** Interact in a wide range of situations, using culturally authentic language and gestures.

Examples:

- Ordering food in a restaurant;
- Making and responding to an invitation.

Strand: **FL1 Communication *Interpretive mode*** focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Standard: **FL1b:** *Interpretation* Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Component: **FL 1b.1:** Demonstrate increasing control of vocabulary in the target language;

Component: **FL1b.2:** Understand and interpret extended discourse in the target language;

Component: **FL1b.23:** Begin to understand the diversity of dialects of the target language and discern differences among dialects;

Component: **FL1b.43:** Understand idiomatic expressions and cognates;

Component: **FL1b.45:** Comprehend the main ideas in a variety of spoken presentations with increasing facility;

Component: **FL1b.56:** Follow complex oral or written directions or requests;

Component: **FL1b.67:** Read and comprehends functional readings and literature from a variety of genres;

Component: **FL1b.78:** Comprehend and interpret the main idea of a variety of written materials in the target language with increasing facility;

Component: **FL1b.89:** Use a variety of reading and listening strategies to derive meaning from texts;

Component: **FL1b.910:** Read and demonstrate understanding of a text as a whole;

Component: **FL1b.101:** Identify complexities in structural patterns in a text;

Component: **FL1c.112:** Interpret and imitate culturally appropriate verbal and non-verbal communication: gestures, proximity, interjections.

Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Standard: **FL1c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Component: **FL1c.1:** Write in the target language for a varied purpose and audience with increasing accuracy;

Component: **FL1c.2:** Research and write reports on a variety of topics;

Component: **FL1c.3:** Respond in writing to reflect understanding of a variety of texts;

Component: **FL1c.4:** Demonstrate increasing control of pronunciation, inflection, and intonation;

Component: **FL1c.5:** Create and present personal, historical, cultural, and thematic texts in a variety of media: written stories, skits, monologues, plays, reports, slide shows, digital videos, and CD ROMS;

Component: **FL1c.6:** Use information acquired from target language sources to solve everyday problems and situations, (e.g., using newspapers to make plans, to see a movie, perusing a catalogue to shop for a birthday gift);

Component: **FL1c.7:** Summarize information from authentic language materials and artifacts;

Component: **FL1c.8:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Foreign Language Secondary School Standards

Level IV

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, and games) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices.

Examples:

- Analyze and discuss behavior patterns of target culture peers in the target culture;
- Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, and eye contact);
- Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, and conversing on the telephone);
- Become aware of the social, political, and economic institutions of target culture (communist government-run economy versus capitalistic economies) as well as explaining how these systems compare and contrast with their own culture or other cultures of interest.

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Analyze, discuss, and report on a wide variety of products and perspectives of the target culture;

Component: **FL2b.2:** Analyze, discuss, and report on significant contributions from the target culture.

Examples:

- Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, and Lederhosen);
- Explain the contributions of the target culture in literature and the fine arts;
- Identify and explain influences of the target culture on U.S. culture (borrowed words and expressions, food, organization of government).
- Chinese: Discuss the reasons for the Boat Festival and what motivated Qu Yuan to commit suicide.

- Identify, discuss, and analyze intangible social, economic, and political intangible products of the target culture (e.g., conversion to the Euro, and limited versus universal suffrage);
- Experience, discuss, and analyze selections from various literary genres and the fine arts of the target culture;
- Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, and abacus).

Foreign Language Secondary School Standards

Level IV

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate, analyze, and present concepts, and use skills across the curriculum.

Examples:

- Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports and exports, and welfare systems);
- Explain interdisciplinary topics (e.g., literary genres, ecosystems, and financial markets).

Standard: **FL3b:** Students acquire information and recognize distinctive perspectives that are only available only through the target language and its cultures.

Component: **FL3b.1:** Investigate, analyze, and present information and perspectives from the target language, using authentic sources, and apply new knowledge to topics of interest to them.

Examples:

- Examine how cultural institutions have changed over time (e.g., family, education, or government);
- Report on topics of personal interest or on topics with which they have limited experience (e.g., artists, musicians, authors, and scientists) using a variety of authentic texts.

Foreign Language Secondary School Standards

Level IV

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where the students may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Analyze and discuss linguistic structures and conventions of the target language and their own.

Component: **FL4a.2:** Analyze and explain how the target language and their own language vary in style in order to express meaning.

Examples:

- Students demonstrate an awareness that there are many phrases and idioms that are untranslatable from language to language (e.g., *on s'y fait*/you sort of get used to it);
- Students Recognize that cognates have the same, as well as different, meanings among languages;
- Analyze and discuss how various linguistic elements are represented in the target language and the students' own language (e.g., syntactic structures, idiomatic expressions, word order, and use or omission of subject pronouns);
- Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and the students' own language (e.g., *Hay moros en la costa*,/There are Moors on the coast [. The walls have ears]; *Shouji ni mimi ari*,/Be careful, you never know who is listening [=The walls have ears]; *Revenons aux moutons*,/Let's get back to the sheep.= [Let's get back to work]).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ;

Component: **FL4b.2:** Discuss the concepts of culture through analysis of products, practices, and perspectives of the target culture and the students' own culture.

Examples:

- Compare elements such as plot, theme, and character from literary works (e.g., poems, short excerpts, and short plays) from the target culture and the students' own culture;
- Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, and cable TV) in the target culture and the students' own culture;
- Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.

Foreign Language Secondary School Standards

Level IV

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community, using knowledge of the target language and culture;

Component: **FL5a.2:** Sustain communication with people locally and around the world.

Examples:

- Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, and topics of cultural interest);
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, or develop Internet-based projects);
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act);
- Establish and maintain personal communication links (e.g., pen pals, e-mail and video mail, or hosting) with speakers of the target language to obtain perspectives on world events;
- Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, and photo essay);
- Use media (e.g., print media, movies, television, and Internet) in the target language for enjoyment and give a review to others;
- Contact target culture organizations (e.g., Sister Cities International, visitor's bureau, or sports leagues) to obtain information of personal interest through a variety of means (e.g., Internet inquiry and letters) and report findings to others.

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Report information about, and personal reactions to, various products and media of the target culture;

FL5b.2: Attend, participate in, or view target cultural events and share with others;

FL5b.3: Evaluate and discuss how understanding of the target language and culture enhances job skills and career options.

Examples:

- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibitions, and holiday and family celebrations) and describe to others;
- Participate in career exploration or school-/workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture;
- Explain how a second language may enhance one's career choice (e.g., mobility, salary, and career advancement);
- Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a performance, or a vacation);
- Teach music and songs in the target the language outside the classroom.

Foreign Language Secondary School Standards

Level V

Proficient Learner Expectations: By the end of Level V in secondary school, students understand much authentic spoken language. When speaking and writing, students use relatively simple discourse, yet can often organize their expression in a series of coherent paragraphs. Students read and comprehend more sophisticated authentic literature. They demonstrate increased cultural awareness through appropriate language-use, gesture, and knowledge of target language cultural perspectives and practices. They engage in conversations with more accuracy, use a wide range of appropriate vocabulary, and are increasingly understood by native speakers with whom they interact.

Strand: **FL1: Communication** *Interpersonal communication mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1.a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a.1:** Interact, using extended spoken or written communication, by providing and obtaining information.

Examples:

- Initiate, sustain, and conclude conversations on a wide variety of personal, general knowledge, and academic topics;
- Listen to songs and media presentations and discuss meaning.

Component: **FL1a.2:** Express a wide range of feelings and emotions, and discuss and support opinions.

Examples:

- Exchange, support, and discuss opinions and individual perspectives with peers and speakers of the target language on a variety of topics dealing with contemporary or historical issues;
- Develop and propose solutions to issues and problems of concern to the students' own communities or to the target culture community.

Component: **FL1a.3:** Use a wide range of strategies to negotiate meaning.

Examples:

- Demonstrate the ability to acquire goods, services, and information (e.g. using public transportation, making a hotel reservation, and buying food);
- Clarify directions (e.g. paraphrasing and questioning);
- Listen to popular songs and negotiate meaning;
- Use the target language in everyday situations;
- Negotiate meaning through use of questions, interjections, and circumlocution.

Component:	FL1a.4: Give and follow a series of complex directions.
	Examples: Follow a set of oral directions to create a product (e.g., craft or recipes).
Component:	FL1a.5: Interact in a wide range of situations, using culturally authentic language and gestures.
	Examples: Role- play in a wide range of culturally authentic social and professional contexts, using appropriate language and gestures (e.g., family gathering, job interview, and recitation).
Component:	FL1a.6: Comprehend material in the target language in a variety of genres.
Strand: FL1 Communication <i>Interpretive mode</i> focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.	
Standard:	FL1b: (<i>Interpretive</i>) Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.
Component:	FL 1b.1: Build upon and expand vocabulary in the target language;
Component:	FL1b.2: Understand and interpret extended discourse in the target language;
Component:	FL1b.3: Understand the diversity of dialects of the target language and continue to discern differences among dialects;
Component:	FL1b.4: Use idiomatic expressions and cognates;
Component:	FL1b.5: Comprehend the main idea in most authentic, spoken Language;
Component:	FL1b.6: Follow complex oral or written directions or requests;
Component:	FL1b.7: Read and comprehend functional texts and literature from a variety of genres;
Component:	FL1b.8: Comprehend and interpret a variety of written materials in the target language;
Component:	FL1b.9: Use a variety of reading and listening strategies to derive meaning from texts;
Component:	FL1b.10: Read and demonstrate understanding of a text as a whole;
Component:	FL1b.11: Identify complexities in structural patterns in a text.

Component: **FL1cb.12:** Use culturally appropriate verbal and non-verbal communication: gestures, proximity, and interjections.

Strand: **FL1 Communication Presentation mode** involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Standard: **FL1c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

Component: **FL1c.1:** Write in the target language for a varied audience and purpose with increasing accuracy;

Component: **FL1c.2:** Write a series of coherent paragraphs;

Component: **FL1c.3:** Research and write reports on a variety of topics;

Component: **FL1c.4:** Respond in writing to reflect understanding of a variety of texts;

Component: **FL1c.5:** Speak in the target language with increased ease, fluency, and accuracy;

Component: **FL1c.6:** Create and present personal, historical, cultural, and thematic texts in a variety of media: written, written skits, monologues, plays, reports, slide shows, digital videos, and CD ROMS;

Component: **FL1c.7:** Use information acquired from target language sources to solve everyday problems and situations;

Examples:

- Using newspapers to make plans, to see a movie;
- Peruse a catalogue to shop for a birthday gift.

Component: **FL1c.8:** Summarize information from authentic language materials and artifacts;

Component: **FL1c.9:** Apply writing- process strategies with increasing facility, pre-writing, drafting, revising, editing, and publishing.

Foreign Language Secondary School Standards

Level V

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, and games) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices.

Examples:

- Identify, analyze, and discuss various patterns of behavior or interactions typical of the target culture (e.g., use of public transportation, dating, and salutations);
- Analyze and discuss how words, proverbs, and idiomatic expressions reflect the target culture;
- Investigate and participate in appropriate cultural activities (e.g., festivals, sports, and entertainment);
- Research and analyze the social, political, and economic institutions of the target culture (communist government-run economy versus capitalistic economies) and write a comparison/contrastive essay expressing and supporting opinions about the target culture's systems.

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Analyze, discuss, and report on a wide variety of products and perspectives of the target culture;

Component: **FL2b.2:** Analyze, discuss, and report on significant contributions from the target culture.

Examples:

- Identify, analyze, and evaluate themes, ideas, and perspectives related to the products being studied (e.g., public transportation, architecture, and music);
- Examine media from the target culture to determine social, political, and economic trends;
- Identify styles and influences of artistic forms (e.g., dance, music, literature, and art) from various historical and literary periods of the target culture.

Foreign Language Secondary School Standards

Level V

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate, analyze, and present concepts, and use skills across the curriculum.

Examples:

- Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, and geographical);
- Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, or nutrition);
- Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Goethe, and Cousteau).

Standard: **FL3b:** Students acquire information and recognize distinctive perspectives that are only available only through the target language and its cultures.

Component: **FL3b.1:** Investigate, analyze, and present information and perspectives from the target language, using authentic sources, and apply new knowledge to topics of interest to them.

Examples:

- Analyze contemporary social, economic, environmental, or political issues (e.g., corporal punishment, divorce, or pollution) using authentic, target language resources;
- Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, and dress) after emigration to the United States or to another country;
- Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

Foreign Language Secondary School Standards

Level V

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where they students may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Analyze and discuss linguistic structures and conventions of the target language and their own;

Component: **FL4a.2:** Analyze and explain how the target language and their own language vary in style in order to express meaning.

Examples:

- Students Demonstrate an awareness that there are many phrases and idioms that are untranslatable from language to language (e.g., *on s'y fait/you sort of get used to it*);
- Students Recognize that cognates have the same, as well as different, meanings among languages and speculate about how language evolves;
- Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, and suffixes);
- Analyze and explain how the target language and the students' own language express such forms as time and tense relationships (e.g., conditional clauses or the use of subjunctive versus simple indicative).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ;

Component: **FL4b.2:** Discuss the concepts of culture through analysis of products, practices, and perspectives of the target culture and the students' own culture.

Examples:

- Compare, contrast, and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, or the bureaucracy);
- Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the United States, spread of fast-food restaurants abroad, or democracy);

- Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, and humor).

Foreign Language Secondary School Standards

Level V

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community, using knowledge of the target language and culture;

Component: **L5a.2:** Sustain communication with people locally and around the world.

Examples:

- Participate in a community and/or school service projects (e.g., tutoring, teaching, translating or interpreting, and assisting speakers of other languages);
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act);
- Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, and people in the community) to exchange perspectives on issues of mutual interest;
- Explore the opportunity to host individuals from a target language country and report findings to others;
- Discuss content from a variety of target language sources (e.g., print media, movies, television, and Internet) with others;
- Contact target cultural organizations (e.g., business associations, embassies, and youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Internet inquiry, and letters) and report findings to others.

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Report information about, and personal reactions to, various products and media of the target culture;

Component: **FL5b.2:** Attend, participate in, or view target cultural events and share with others;

Component: **FL5b.3:** Evaluate and discuss how understanding of the target language and culture enhances job skills and career options.

Examples:

- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibits, and performances; programs given by Japanese-/American society, Red Cross, and consulates) and describe to others;
- Prepare documents (e.g., application for job, visa, passport, and résumé) necessary to obtain a job, internship, or volunteer position in the target language country;
- Examine needs of corporations, businesses, government agencies, and private international organizations to identify jobs requiring foreign language proficiency;
- Work cooperatively (e.g., create and devalue alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crisis, and colonization);
- Teach dance, music, and/or songs in the target language outside the classroom.

Foreign Language Secondary School Standards

LEVEL VI

Proficient Learner Expectations: By the end of Level VI in secondary school, students demonstrate growing independence as readers or listeners, and comprehend what they read and hear without relying as much on formally learned vocabulary. They move beyond literal comprehension toward more critical and abstract reading and listening. Students use the language increasingly more appropriately and with confidence. They communicate with a high degree of facility when making oral and written presentations about familiar and well-researched topics. Students use culturally appropriate vocabulary and idioms, demonstrating a higher awareness of cultural perspectives and practices. When addressing literature students show they are developing an awareness of tone, style, and author perspective. Students demonstrate some notable fluency and may often be understood by natives not used to dealing with foreigners

Strand: **FL1: Communication** *Interpersonal mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

Standard: **FL1.a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a. 1:** Initiate, sustain, and conclude conversations on a wide variety of personal, general knowledge and academic topics:

Examples:

- Summarize current events and narrative passages;
- Discuss solutions to a variety of situations;
- Deliver an oral report;
- Perform dialogues with assigned roles;
- Summarize an oral presentation verbally.

Component: **FL1a.2:** Express a wide range of feelings and emotions, discuss and support opinions:

Examples:

- Develop and propose solutions to issues and problems of concern to the students' own communities or to the target culture community;
- Exchange, support, and discuss opinions and individual perspectives with peers and speakers of the target language on a variety of topics dealing with contemporary or historical issues.

Component: **FL1a.3:** Use correct pronunciation, inflection, and intonation. Understand the diversity of dialects of the target language;

- Component: **FL1a.4:** Understand idiomatic expressions and the use of cognates;
- Examples:
- Reuse idiomatic and colloquial expressions in a new context.
- Component: **FL1a.5:** Comprehend the main ideas in a variety of presentations;
- Examples:
- Listen to songs and understand meaning;
 - Summarize the main ideas in a listening activity.
- Component: **FL1a.6:** Initiate, sustain, and conclude conversations on a variety of personal, general knowledge, and academic topics;
- Component: **FL1a.7:** Give and follow complex directions, instructions, and requests;
- Examples:
- Follow written directions in a recipe or directional document;
 - Research media sources and report on the information;
 - Perform community service.
- Component: **FL1a.8:** Persuade, negotiate, or offer advice concerning personal or widely held viewpoints;
- Examples:
- Persuade, negotiate, or offer advice concerning environmental, human rights, or school issues.
- Component: **FL1a.9:** Interact in a wide range of situations, using culturally authentic language, and comprehend culturally authentic gestures.

Strand: **FL1 Communication Interpretive mode** focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

Standard: **FL1b:** Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

- Component: **FL 1b.1:** Build upon and expands vocabulary in the target language;
- Component: **FL1b.2:** Understand and interpret extended discourse in the target language on familiar topics and demonstrate emerging capability in unfamiliar situations;
- Component: **FL1b.3:** Understand the diversity of dialects of the target language and continue to discern differences among dialects;
- Component: **FL1b.4:** Understand more complex idiomatic expressions;

Example:

- Chinese: e.g. du wan juan shu, xing wan li lu
=读万卷书，行万里路/ It is very important to study hard and practice hard. [= Read ten thousand books and travel ten thousand miles]

Component: **FL1b.5:** Comprehend most standard, authentic spoken language;

- Component: **FL1b.6:** Follow complex oral or written directions or requests;
- Component: **FL1b.7:** Read and comprehend literature from a variety of genres;
- Component: **FL1b.8:** Read and demonstrate an understanding of a text as a whole;
- Component: **FL1b.9:** Identify complexities presented in the structure of a text;
- Component: **FL1b.10:** Use a variety of reading and listening strategies to derive meaning from texts;
- Component: **FL1b.11:** Identify complexities in structural patterns in a text;
- Component: **FL1cb.12:** Use culturally appropriate verbal and non-verbal communication: gestures, proximity, interjections.

Strand: **FL1 Communication *Presentation mode*** involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

- Standard: **FL1.c:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.
- Component: **FL1c.1:** Write in the target language for a varied purpose and audience with increasing facility;
- Component: **FL1c.2:** Respond in writing to reflect understanding of a variety of texts;
- Examples:
- Use informational materials to reach a conclusion regarding a controversial topic.
- Component: **FL1c.3:** Speak in the target language with a high degree of facility;
- Component: **FL1c.4:** Create and present personal, historical, cultural, and thematic texts in a variety of media: written stories, skits, monologues, plays, reports, slide shows, digital videos, and CD ROMS;
- Component: **FL1c.5:** Use information acquired from target language sources to solve everyday problems and situations, (e.g., using newspapers to make plans, to see a movie, and perusing a catalogue to shop for a birthday gift);
- Component: **FL1c.6:** Present and support an opinion, using information from articles, documentaries, or historical narratives;
- Component: **FL1c.7:** Analyze expressive products of the target culture, such as selections from various literary genres and fine arts;
- Component: **FL1c.8:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Foreign Language Secondary School Standards

Level VI

Strand: **FL2 Culture** The Culture strand focuses on understanding the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (e.g., food, books, and games) of a society. It is important that students become skilled observers and analysts of other cultures.

Standard: **FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Component: **FL2a.1:** Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture;

Component: **FL2a.2:** Participate in and discuss appropriate cultural practices;

Examples:

- Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, and social classes);
- Analyze how people in the target culture view the role of the United States in the world;
- Recognize and interpret elements of humor and satire in the target language and culture (Chinese e.g.: na zhen feng ba ni chui lai le? = 哪阵风把你吹来了?; What a surprise, you are here?![=which direction of wind blew you over here?]);
- Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, and terrain);
- Analyze the social, political, and economic institutions of the target culture (communist government-run economy versus capitalistic economies) and prepare discussions expressing opinions about those systems.

Standard: **FL2b:** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Component: **FL2b.1:** Analyze, discuss, and report on a wide variety of products and perspectives of the target culture;

Component: **FL2b.2:** Analyze, discuss, and report on significant contributions from the target culture;

Examples:

- Research and report on themes, ideas, and perspectives related to the products of the target culture and how these products have changed over time;
- Identify, discuss, and analyze social, economic, and political intangible products of the target culture (e.g., conversion to the Euro, and limited versus universal suffrage);

- Experience, discuss, and analyze selections from various literary genres and the fine arts of the target culture;
- Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, and abacus).

Foreign Language Secondary School Standards

Level VI

Strand: **FL3 Connections** The Connections strand focuses on reinforcing and expanding knowledge of other disciplines through the target language. The conscious effort to connect the target language curriculum with other parts of students' academic lives opens doors to information and experiences which that enrich the students' entire school and life experiences.

Standard: **FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied.

Component: **FL3a.1:** Investigate, analyze, and present concepts, and use skills across the curriculum.

Examples:

- Prepare and deliver a presentation using various media about a specific time in history, focusing on events that affected both the students' own cultures and the target culture (e.g., the Great Depression or World War II);
- Discuss, propose, and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, or health issues);
- Acquire and analyze information from a variety of authentic, target language resources to complete projects in other disciplines (e.g., *Le Monde* for information on French political elections or references to Livy for a report on the history of Rome);
- Combine information from other disciplines with information from authentic, target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, or ecosystems).

Standard: **FL3b:** Students acquire information and recognize distinctive perspectives that are only available only through the target language and its cultures.

Component: **FL3b.1:** Investigate, analyze, and present information and perspectives from the target language, using authentic sources, and apply new knowledge to topics of interest to them;

Examples:

- Develop, propose, and justify solutions to global issues and problems (e.g., drunk driving or treatment of the elderly) from the perspective of divers various political or social groups;
- Read, view, listen to, and discuss topics in popular media to analyze viewpoints of the target culture.

Foreign Language Secondary School Standards

Level VI

Strand: **FL4 Comparisons** The Comparisons strand focuses on gaining insight into the nature of language, linguistic, and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture. The understandings gained about the nature of language and its interaction with culture carry over into future situations where they students may have to interact in other cultural settings.

Standard: **FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own.

Component: **FL4a.1:** Analyze and discuss linguistic structures and conventions of the target language and their own;

Component: **FL4a.2:** Analyze and explain how the target language and their own language vary in style in order to express meaning.

Examples

- Students demonstrate an awareness that there are many phrases and idioms that are untranslatable from language to language (e.g., *on s'y fait*/you sort of get used to it);
- Students Recognize that cognates have the same, as well as different, meanings among languages and speculate about how language evolves;
- Analyze and discuss etymological roots of words from the target culture (e.g., Latin *porto* [carry] leads to transport, portable, porter, port);
- Analyze literary allusions that represent a cultural awareness of the target language and the students' own language (quixotic, seize the day, waiting for Godot, Murasaki, Shikibu, Don Juan);
- Students compare the writing systems of the target language and their own. They also examine other writing systems and report about the nature of those systems (e.g., logographic, syllabic, and alphabetic).

Standard: **FL4b:** Students demonstrate understanding of the concept of culture through comparison of the cultures studied and their own.

Component: **FL4b.1:** Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ;

Component: **FL4b.2:** Discuss the concepts of culture through analysis of products, practices, and perspectives of the target culture and the students' own culture;

Examples:

- Compare and contrast graphs and statistical information on various topics (e.g., population and income) about the target culture with similar information about the United States;

- Analyze how the media presents how political or historical events in the target culture and in the students' own culture;
- Analyze unique differences between the target culture and the students' own culture and explain the reasons for such differences (e.g., driving habits or the use of eating utensils);
- Explain how actions in the target culture and the students' own cultures are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

Foreign Language Secondary School Standards

LEVEL VI

Strand: **FL5 Communities** The Communities strand deals specifically with use of the target language beyond the classroom walls. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Standard: **FL5a:** Students use the target language both within and beyond the school setting.

Component: **FL5a.1:** Provide information or services to individuals, the school, or the community, using knowledge of the target language and culture;

Component: **FL5a.2:** Sustain communication with people locally and around the world;

Examples:

- Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating and interpreting, assisting speakers of other languages, or hosting an international dinner);
- Perform original or authentic works for a school or community events (e.g., sing, dance, or act);
- Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, and people in the community) to exchange perspectives on issues and problems of mutual concern.

Standard: **FL5b:** Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.

Component: **FL5b.1:** Report information about, and personal reactions to, various products and media of the target culture;

Component: **FL5b.2:** Attend, participate in, or view target cultural events and share with others;

Component: **FL5b.3:** Evaluate and discuss how understanding of the target language and culture enhances job skills and career options;

Examples:

- Explore opportunities to live, travel, or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, and government agencies);
- Report on interactions (e.g., teleconferencing, face-to-face meeting, and instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or

songs, sharing recipes, comparing strategies for electronic games or simulations);

- Discuss with others oral, print, and visual texts from a variety of media (e.g., print media, movies, television, and Internet);
- Contact target cultural organizations (e.g., business alliances, universities, and service organizations) to obtain information of personal interest through a variety of means (e.g., Internet inquiry, letter, and videoconference) and report findings to others;
- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibitions and performances, programs given by Japanese/-American Society, Red Cross, and consulates) and describe to others;
- Participate in a mock job interview for a position in which proficiency in the target language is an asset;
- Contact corporations, government agencies, and volunteer organizations and report on the specific job benefits of being proficient in a second language;
- Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems;
- Teach an aspect of art, literature, or music outside the classroom.