

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.

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 pictorial/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 pictictionary/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 Presentational 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 pictiionary/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).