

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 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 pictinary/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 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.

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.
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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).