

## 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 21<sup>st</sup> Century, p.7, and National Standards in Foreign Language Project, 1999.

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# Foreign Language Secondary School Standards

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## 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 pictiography/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 *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:

- 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.