

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 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 *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;
- 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.

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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.