

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 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 *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:** 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.