

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 VI

Proficient Learner Expectations: By the end of Level VI in secondary school, students demonstrate growing independence as readers or listeners, and comprehend what they read and hear without relying as much on formally learned vocabulary. They move beyond literal comprehension toward more critical and abstract reading and listening. Students use the language increasingly more appropriately and with confidence. They communicate with a high degree of facility when making oral and written presentations about familiar and well-researched topics. Students use culturally appropriate vocabulary and idioms, demonstrating a higher awareness of cultural perspectives and practices. When addressing literature students show they are developing an awareness of tone, style, and author perspective. Students demonstrate some notable fluency and may often be understood by natives not used to dealing with foreigners

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: **FL1.a:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Component: **FL1a. 1:** Initiate, sustain, and conclude conversations on a wide variety of personal, general knowledge and academic topics:

Examples:

- Summarize current events and narrative passages;
- Discuss solutions to a variety of situations;
- Deliver an oral report;
- Perform dialogues with assigned roles;
- Summarize an oral presentation verbally.

Component: **FL1a.2:** Express a wide range of feelings and emotions, discuss and support opinions:

Examples:

- Develop and propose solutions to issues and problems of concern to the students' own communities or to the target culture community;
- Exchange, support, and discuss opinions and individual perspectives with peers and speakers of the target language on a variety of topics dealing with contemporary or historical issues.

Component: **FL1a.3:** Use correct pronunciation, inflection, and intonation. Understand the diversity of dialects of the target language;

- Component: **FL1a.4:** Understand idiomatic expressions and the use of cognates;
- Examples:
- Reuse idiomatic and colloquial expressions in a new context.
- Component: **FL1a.5:** Comprehend the main ideas in a variety of presentations;
- Examples:
- Listen to songs and understand meaning;
 - Summarize the main ideas in a listening activity.
- Component: **FL1a.6:** Initiate, sustain, and conclude conversations on a variety of personal, general knowledge, and academic topics;
- Component: **FL1a.7:** Give and follow complex directions, instructions, and requests;
- Examples:
- Follow written directions in a recipe or directional document;
 - Research media sources and report on the information;
 - Perform community service.
- Component: **FL1a.8:** Persuade, negotiate, or offer advice concerning personal or widely held viewpoints;
- Examples:
- Persuade, negotiate, or offer advice concerning environmental, human rights, or school issues.
- Component: **FL1a.9:** Interact in a wide range of situations, using culturally authentic language, and comprehend culturally authentic gestures.

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 upon and expands vocabulary in the target language;

Component: **FL1b.2:** Understand and interpret extended discourse in the target language on familiar topics and demonstrate emerging capability in unfamiliar situations;

Component: **FL1b.3:** Understand the diversity of dialects of the target language and continue to discern differences among dialects;

Component: **FL1b.4:** Understand more complex idiomatic expressions;

Example:

- Chinese: e.g. du wan juan shu, xing wan li lu
=读万卷书，行万里路/ It is very important to study hard and practice hard. [= Read ten thousand books and travel ten thousand miles]

Component: **FL1b.5:** Comprehend most standard, authentic spoken language;

- Component: **FL1b.6:** Follow complex oral or written directions or requests;
- Component: **FL1b.7:** Read and comprehend literature from a variety of genres;
- Component: **FL1b.8:** Read and demonstrate an understanding of a text as a whole;
- Component: **FL1b.9:** Identify complexities presented in the structure of a text;
- Component: **FL1b.10:** Use a variety of reading and listening strategies to derive meaning from texts;
- Component: **FL1b.11:** Identify complexities in structural patterns in a text;
- Component: **FL1cb.12:** Use 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: **FL1.c:** 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 in the target language for a varied purpose and audience with increasing facility;
- Component: **FL1c.2:** Respond in writing to reflect understanding of a variety of texts;
- Examples:
- Use informational materials to reach a conclusion regarding a controversial topic.
- Component: **FL1c.3:** Speak in the target language with a high degree of facility;
- Component: **FL1c.4:** Create and present personal, historical, cultural, and thematic texts in a variety of media: written stories, skits, monologues, plays, reports, slide shows, digital videos, and CD ROMS;
- Component: **FL1c.5:** Use information acquired from target language sources to solve everyday problems and situations, (e.g., using newspapers to make plans, to see a movie, and perusing a catalogue to shop for a birthday gift);
- Component: **FL1c.6:** Present and support an opinion, using information from articles, documentaries, or historical narratives;
- Component: **FL1c.7:** Analyze expressive products of the target culture, such as selections from various literary genres and fine arts;
- Component: **FL1c.8:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Foreign Language Secondary School Standards

Level VI

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:** 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:

- Explain and discuss aspects of the target culture that may lead to bias within the target society (e.g., indigenous peoples, rural versus urban communities, and social classes);
- Analyze how people in the target culture view the role of the United States in the world;
- Recognize and interpret elements of humor and satire in the target language and culture (Chinese e.g.: na zhen feng ba ni chui lai le? = 哪阵风把你吹来了?; What a surprise, you are here?![=which direction of wind blew you over here?]);
- Analyze social and geographic factors that affect cultural practices (e.g., family structure, political institutions, religious beliefs, climate, and terrain);
- Analyze the social, political, and economic institutions of the target culture (communist government-run economy versus capitalistic economies) and prepare discussions expressing opinions about those systems.

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:

- Research and report on themes, ideas, and perspectives related to the products of the target culture and how these products have changed over time;
- Identify, discuss, and analyze social, economic, and political intangible products of the target culture (e.g., conversion to the Euro, and limited versus universal suffrage);

- Experience, discuss, and analyze selections from various literary genres and the fine arts of the target culture;
- Assess the economic and social impact of tangible products of the target culture on the world (e.g., aqueducts, printing press, and abacus).

Foreign Language Secondary School Standards

Level VI

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:

- Prepare and deliver a presentation using various media about a specific time in history, focusing on events that affected both the students' own cultures and the target culture (e.g., the Great Depression or World War II);
- Discuss, propose, and justify solutions to interdisciplinary issues (e.g., political issues, historical concepts, or health issues);
- Acquire and analyze information from a variety of authentic, target language resources to complete projects in other disciplines (e.g., *Le Monde* for information on French political elections or references to Livy for a report on the history of Rome);
- Combine information from other disciplines with information from authentic, target language sources to complete activities in the foreign language classroom (e.g., tessellations from geometry for Arabic project, or ecosystems).

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:

- Develop, propose, and justify solutions to global issues and problems (e.g., drunk driving or treatment of the elderly) from the perspective of diverse various political or social groups;
- Read, view, listen to, and discuss topics in popular media to analyze viewpoints of the target culture.

Foreign Language Secondary School Standards

Level VI

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

- Students demonstrate an awareness that there are many phrases and idioms that are untranslatable from language to language (e.g., *on s'y fait*/you sort of get used to it);
- Students Recognize that cognates have the same, as well as different, meanings among languages and speculate about how language evolves;
- Analyze and discuss etymological roots of words from the target culture (e.g., Latin *porto* [carry] leads to transport, portable, porter, port);
- Analyze literary allusions that represent a cultural awareness of the target language and the students' own language (quixotic, seize the day, waiting for Godot, Murasaki, Shikibu, Don Juan);
- Students compare the writing systems of the target language and their own. They also examine other writing systems and report about the nature of those systems (e.g., logographic, syllabic, and alphabetic).

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;

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 graphs and statistical information on various topics (e.g., population and income) about the target culture with similar information about the United States;

- Analyze how the media presents how political or historical events in the target culture and in the students' own culture;
- Analyze unique differences between the target culture and the students' own culture and explain the reasons for such differences (e.g., driving habits or the use of eating utensils);
- Explain how actions in the target culture and the students' own cultures are reflections of peoples' beliefs and attitudes (e.g., outside footwear not worn inside).

Foreign Language Secondary School Standards

LEVEL VI

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:

- Help organize and participate in activities for the school or community (e.g., tutoring, teaching, translating and interpreting, assisting speakers of other languages, or hosting an international dinner);
- Perform original or authentic works for a school or community events (e.g., sing, dance, or act);
- Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, and people in the community) to exchange perspectives on issues and problems of mutual concern.

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:

- Explore opportunities to live, travel, or study in a target language country and report findings to others (e.g., research programs offered by service organizations, universities, and government agencies);
- Report on interactions (e.g., teleconferencing, face-to-face meeting, and instant messaging) with target language speakers related to common interests (e.g., teaching each other dances or

songs, sharing recipes, comparing strategies for electronic games or simulations);

- Discuss with others oral, print, and visual texts from a variety of media (e.g., print media, movies, television, and Internet);
- Contact target cultural organizations (e.g., business alliances, universities, and service organizations) to obtain information of personal interest through a variety of means (e.g., Internet inquiry, letter, and videoconference) and report findings to others;
- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibitions and performances, programs given by Japanese/-American Society, Red Cross, and consulates) and describe to others;
- Participate in a mock job interview for a position in which proficiency in the target language is an asset;
- Contact corporations, government agencies, and volunteer organizations and report on the specific job benefits of being proficient in a second language;
- Work cooperatively (e.g., define a problem, evaluate options, develop consensus, propose and justify solutions) on tasks related to a wide variety of issues and problems;
- Teach an aspect of art, literature, or music outside the classroom.