

## 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 IV

**Proficient Learner Expectations:** By the end of Level IV in secondary school, students understand and retain most key ideas and some supporting details when reading and listening. When reading, they acquire knowledge and new information from relatively comprehensive authentic texts. When speaking, students use strings of sentences and are more able to connect several ideas on a topic. When writing, students create simple paragraphs. They begin to apply familiar structures to new situations, choosing appropriate vocabulary for familiar topics. They frequently use culturally appropriate behavior in social situations, using some gestures and body language of the target culture. Students are generally understood by sympathetic native speakers who are 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: **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 and obtaining information.

Examples:

- Discuss current events and issues (e.g., contemporary or historical issues; environmental, human rights, or school issues);
- Discuss solutions to a variety of situations.

Component:

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

Examples:

- Support opinions about topics appropriate to grade level (e.g., cars, dating, music, fashion, and sports).

Component:

**FL1a.3:** Use a wide range of strategies to negotiate meaning.

Examples:

- Demonstrate the ability to acquire goods, services, and information, such as using public transportation, making a hotel reservation, and shopping;
- 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;
- Summarize the main ideas in a listening activity.

Component: **FL1a.4:** Give and follow a series of complex directions.

Examples:

- Follow written directions in a recipe or directional document.

Component: **FL1a5:** Interact in a wide range of situations, using culturally authentic language and gestures.

Examples:

- Ordering food in a restaurant;
- Making and responding to an invitation.

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:** Demonstrate increasing control of vocabulary in the target language;

Component: **FL1b.2:** Understand and interpret extended discourse in the target language;

Component: **FL1b.23:** Begin to understand the diversity of dialects of the target language and discern differences among dialects;

Component: **FL1b.43:** Understand idiomatic expressions and cognates;

Component: **FL1b.45:** Comprehend the main ideas in a variety of spoken presentations with increasing facility;

Component: **FL1b.56:** Follow complex oral or written directions or requests;

Component: **FL1b.67:** Read and comprehends functional readings and literature from a variety of genres;

Component: **FL1b.78:** Comprehend and interpret the main idea of a variety of written materials in the target language with increasing facility;

Component: **FL1b.89:** Use a variety of reading and listening strategies to derive meaning from texts;

Component: **FL1b.910:** Read and demonstrate understanding of a text as a whole;

Component: **FL1b.101:** Identify complexities in structural patterns in a text;

Component: **FL1c.112:** 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:** 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 accuracy;

Component: **FL1c.2:** Research and write reports on a variety of topics;

Component: **FL1c.3:** Respond in writing to reflect understanding of a variety of texts;

Component: **FL1c.4:** Demonstrate increasing control of pronunciation, inflection, and intonation;

Component: **FL1c.5:** 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.6:** Use information acquired from target language sources to solve everyday problems and situations, (e.g., using newspapers to make plans, to see a movie, perusing a catalogue to shop for a birthday gift);

Component: **FL1c.7:** Summarize information from authentic language materials and artifacts;

Component: **FL1c.8:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

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## Foreign Language Secondary School Standards

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### Level IV

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:

- Analyze and discuss behavior patterns of target culture peers in the target culture;
- Interpret and use verbal and nonverbal cultural cues in a variety of situations (e.g., personal space, and eye contact);
- Interact with others using culturally appropriate gestures and patterns of behavior in everyday situations (e.g., welcoming a guest, ordering a meal, and conversing on the telephone);
- Become aware of the social, political, and economic institutions of target culture (communist government-run economy versus capitalistic economies) as well as explaining how these systems compare and contrast with their own culture or other cultures of interest.

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:

- Explain and discuss products of the target culture that may be unfamiliar or misunderstood (e.g., bidet, concierge, lower dining table, lararium, and Lederhosen);
- Explain the contributions of the target culture in literature and the fine arts;
- Identify and explain influences of the target culture on U.S. culture (borrowed words and expressions, food, organization of government).
- Chinese: Discuss the reasons for the Boat Festival and what motivated Qu Yuan to commit suicide.

- Identify, discuss, and analyze intangible 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).

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## Foreign Language Secondary School Standards

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### Level IV

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:

- Investigate economic conditions of the target culture and the home culture (e.g., standards of living, imports and exports, and welfare systems);
- Explain interdisciplinary topics (e.g., literary genres, ecosystems, and financial markets).

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:

- Examine how cultural institutions have changed over time (e.g., family, education, or government);
- Report on topics of personal interest or on topics with which they have limited experience (e.g., artists, musicians, authors, and scientists) using a variety of authentic texts.

# Foreign Language Secondary School Standards

## Level IV

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 the 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;
- Analyze and discuss how various linguistic elements are represented in the target language and the students' own language (e.g., syntactic structures, idiomatic expressions, word order, and use or omission of subject pronouns);
- Analyze comparable idiomatic expressions that represent a cultural awareness of the target language and the students' own language (e.g., *Hay moros en la costa*,/There are Moors on the coast [. The walls have ears]; *Shouji ni mimi ari*,/Be careful, you never know who is listening [=The walls have ears]; *Revenons aux moutons*,/Let's get back to the sheep.= [Let's get back to work]).

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 elements such as plot, theme, and character from literary works (e.g., poems, short excerpts, and short plays) from the target culture and the students' own culture;
- Compare and contrast availability and affordability of products and services (e.g., cell phones, cars, and cable TV) in the target culture and the students' own culture;
- Analyze how advertising reflects perspectives related to products and practices of the target culture and students' own culture.

# Foreign Language Secondary School Standards

## Level IV

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:

- Interact with groups outside the classroom to promote appreciation of the target culture (e.g., teaching simple songs, conversational expressions, and topics of cultural interest);
- Participate in collaborative projects with language students of other grade levels or school districts (e.g., present plays, write books, share folk tales, exchange letters, or develop Internet-based projects);
- Perform original or authentic works for a school or community event (e.g., sing, dance, and act);
- Establish and maintain personal communication links (e.g., pen pals, e-mail and video mail, or hosting) with speakers of the target language to obtain perspectives on world events;
- Explore target culture communities and share information on, and reactions to, areas of personal interest with others (e.g., journaling, charting, and photo essay);
- Use media (e.g., print media, movies, television, and Internet) in the target language for enjoyment and give a review to others;
- Contact target culture organizations (e.g., Sister Cities International, visitor's bureau, or sports leagues) to obtain information of personal interest through a variety of means (e.g., Internet inquiry and letters) and report findings to others.

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;

**FL5b.2:** Attend, participate in, or view target cultural events and share with others;

**FL5b.3:** Evaluate and discuss how understanding of the target language and culture enhances job skills and career options.

Examples:

- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibitions, and holiday and family celebrations) and describe to others;
- Participate in career exploration or school-/workplace projects (e.g., job shadowing, networking, participating in a job interview, contacting a job placement bureau, analyzing skills and requirements for employment opportunities) for a profession that requires proficiency in the target language or culture;
- Explain how a second language may enhance one's career choice (e.g., mobility, salary, and career advancement);
- Work cooperatively (e.g., evaluate and select options) to develop a persuasive piece (e.g., advertising campaign) for a product or service (e.g., food, housing, tickets to a performance, or a vacation);
- Teach music and songs in the target the language outside the classroom.