

## 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 V

**Proficient Learner Expectations:** By the end of Level V in secondary school, students understand much authentic spoken language. When speaking and writing, students use relatively simple discourse, yet can often organize their expression in a series of coherent paragraphs. Students read and comprehend more sophisticated authentic literature. They demonstrate increased cultural awareness through appropriate language-use, gesture, and knowledge of target language cultural perspectives and practices. They engage in conversations with more accuracy, use a wide range of appropriate vocabulary, and are increasingly understood by native speakers with whom they interact.

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: **FL1.a:** 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:

- Initiate, sustain, and conclude conversations on a wide variety of personal, general knowledge, and academic topics;
- Listen to songs and media presentations and discuss meaning.

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

Examples:

- 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;
- Develop and propose solutions to issues and problems of concern to the students' own communities or to the target culture community.

Component: **FL1a.3:** Use a wide range of 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;
- Use the target language in everyday situations;
- Negotiate meaning through use of questions, interjections, and circumlocution.

- Component: **FL1a.4:** Give and follow a series of complex directions.
- Examples:
- Follow a set of oral directions to create a product (e.g., craft or recipes).
- Component: **FL1a.5:** Interact in a wide range of situations, using culturally authentic language and gestures.
- Examples:
- Role- play in a wide range of culturally authentic social and professional contexts, using appropriate language and gestures (e.g., family gathering, job interview, and recitation).
- Component: **FL1a.6:** Comprehend material in the target language in a variety of genres.
- 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:** (*Interpretive*) 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 expand vocabulary in the target language;
- Component: **FL1b.2:** Understand and interpret extended discourse in the target language;
- Component: **FL1b.3:** Understand the diversity of dialects of the target language and continue to discern differences among dialects;
- Component: **FL1b.4:** Use idiomatic expressions and cognates;
- Component: **FL1b.5:** Comprehend the main idea in most authentic, spoken Language;
- Component: **FL1b.6:** Follow complex oral or written directions or requests;
- Component: **FL1b.7:** Read and comprehend functional texts and literature from a variety of genres;
- Component: **FL1b.8:** Comprehend and interpret a variety of written materials in the target language;
- Component: **FL1b.9:** Use a variety of reading and listening strategies to derive meaning from texts;
- Component: **FL1b.10:** Read and demonstrate understanding of a text as a whole;
- Component: **FL1b.11:** Identify complexities in structural patterns in a text.

Component: **FL1cb.12:** Use culturally appropriate verbal and non-verbal communication: gestures, proximity, and 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 in the target language for a varied audience and purpose with increasing accuracy;

Component: **FL1c.2:** Write a series of coherent paragraphs;

Component: **FL1c.3:** Research and write reports on a variety of topics;

Component: **FL1c.4:** Respond in writing to reflect understanding of a variety of texts;

Component: **FL1c.5:** Speak in the target language with increased ease, fluency, and accuracy;

Component: **FL1c.6:** Create and present personal, historical, cultural, and thematic texts in a variety of media: written, written skits, monologues, plays, reports, slide shows, digital videos, and CD ROMS;

Component: **FL1c.7:** Use information acquired from target language sources to solve everyday problems and situations;

Examples:

- Using newspapers to make plans, to see a movie;
- Peruse a catalogue to shop for a birthday gift.

Component: **FL1c.8:** Summarize information from authentic language materials and artifacts;

Component: **FL1c.9:** Apply writing- process strategies with increasing facility, pre-writing, drafting, revising, editing, and publishing.

# Foreign Language Secondary School Standards

## Level V

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:

- Identify, analyze, and discuss various patterns of behavior or interactions typical of the target culture (e.g., use of public transportation, dating, and salutations);
- Analyze and discuss how words, proverbs, and idiomatic expressions reflect the target culture;
- Investigate and participate in appropriate cultural activities (e.g., festivals, sports, and entertainment);
- Research and analyze the social, political, and economic institutions of the target culture (communist government-run economy versus capitalistic economies) and write a comparison/contrastive essay expressing and supporting opinions about the target culture's 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:

- Identify, analyze, and evaluate themes, ideas, and perspectives related to the products being studied (e.g., public transportation, architecture, and music);
- Examine media from the target culture to determine social, political, and economic trends;
- Identify styles and influences of artistic forms (e.g., dance, music, literature, and art) from various historical and literary periods of the target culture.

# Foreign Language Secondary School Standards

## Level V

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 discuss topics common to people in both the home and target cultures (e.g., economic, political, and geographical);
- Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, or nutrition);
- Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Goethe, and Cousteau).

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:

- Analyze contemporary social, economic, environmental, or political issues (e.g., corporal punishment, divorce, or pollution) using authentic, target language resources;
- Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, and dress) after emigration to the United States or to another country;
- Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.

# Foreign Language Secondary School Standards

## Level V

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 how words are interrelated across languages (e.g., word families, prefixes, and suffixes);
- Analyze and explain how the target language and the students' own language express such forms as time and tense relationships (e.g., conditional clauses or the use of subjunctive versus simple indicative).

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, contrast, and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, or the bureaucracy);
- Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the United States, spread of fast-food restaurants abroad, or democracy);

- Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, and humor).

# Foreign Language Secondary School Standards

## Level V

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: **L5a.2:** Sustain communication with people locally and around the world.

Examples:

- Participate in a community and/or school service projects (e.g., tutoring, teaching, translating or interpreting, and assisting speakers of other languages);
- Perform original or authentic works for a school or community event (e.g., sing, dance, and 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 of mutual interest;
- Explore the opportunity to host individuals from a target language country and report findings to others;
- Discuss content from a variety of target language sources (e.g., print media, movies, television, and Internet) with others;
- Contact target cultural organizations (e.g., business associations, embassies, and youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, 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;

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:

- Attend, participate in, or view via media, target cultural events (e.g., fairs, festivals, exhibits, and performances; programs given by Japanese-/American society, Red Cross, and consulates) and describe to others;
- Prepare documents (e.g., application for job, visa, passport, and résumé) necessary to obtain a job, internship, or volunteer position in the target language country;
- Examine needs of corporations, businesses, government agencies, and private international organizations to identify jobs requiring foreign language proficiency;
- Work cooperatively (e.g., create and devaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crisis, and colonization);
- Teach dance, music, and/or songs in the target language outside the classroom.