

Foreign Language Table of Contents

The Department of Defense Dependents Education Activity (DoDEA) Foreign Language program prepares students to meet the ever-increasing demands of an interdependent world community. The goal is to develop and improve students speaking, listening, and understanding skills during their language studies, with special emphasis on speaking.

The centerpiece of the DoDEA foreign language program is the belief that all students can learn other languages. The six-level foreign language program seeks to instruct all students, in year-long courses, emphasizing oral proficiency at all levels.

DoDEA recognizes the necessity and value of learning other languages and cultures, and is committed to providing students with opportunities to communicate effectively in a global society.

Level I	In Level I, students develop speaking, listening, and understanding skills that will enable them to function in everyday situations. The student also develops reading and writing skills appropriate to the level of study. The student demonstrates an appreciation of the culture and people of the target language.	Page 1
Level II	In Level II, students continue to develop oral proficiency skills. Students continue to develop reading and writing skills appropriate to the level of study. Students continue to demonstrate an appreciation of the culture and people of the target language.	Page 6
Level III	In Level III, students continue to develop oral proficiency skills. This enables them to perform routine language functions on a variety of topics. Students are able to ask and answer questions, sustain conversation and express ideas with increasing facility. Students continue to develop reading and writing skills appropriate to the level in cultural contexts. Students demonstrate increased appreciation of the culture and people of the target language..	Page 11
Level IV	In Level IV, students continue to develop and refine oral proficiency skills, enabling them to perform in a wider variety of situations. Students are able to create with language by combining and recombining learned elements. Students continue to develop reading and writing skills appropriate to the level in cultural contexts. Students demonstrate increased appreciation of the culture and people of the target language.	Page 16
Level V	In Level V, students continue to develop and refine oral proficiency skills, and are able to function in both familiar and unfamiliar contexts. Reading is expanded to include a variety of materials, and written production becomes more complex. Students demonstrate a deeper understanding and sensitivity to various cultural components of the target language.	Page 20
Level VI	In Level VI, students continue to develop and refine oral proficiency skills in order to be able to function in a variety of situations with increasing fluency and accuracy. Reading is expanded to include a variety of materials, and written production becomes more complex. Students continue to demonstrate a deeper understanding and sensitivity to various cultural components of the target language.	Page 25

Foreign Language: Level I

Performance Descriptions:	In Level I, students develop speaking, listening, and understanding skills that will enable them to function in everyday situations. The student also develops reading and writing skills appropriate to the level of study. The student demonstrates an appreciation of the culture and people of the target language.
Strand: FL1 Speaking, Listening, and Understanding	Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.
Standard:	FL1a: The student understands and interprets spoken expression in the target language on a variety of topics. The student:
Components:	FL1a.1: builds and expands a basic vocabulary in the target language; FL1a.2: understands the sound systems of the target language, discriminates individual sounds and intonation of the target language; FL1a.3: understands basic idiomatic expressions and cognates; FL1a.4: responds appropriately to spoken commands; and FL1a.5: comprehends the main ideas in simple spoken presentations.
Examples:	<i>Examples of activities through which students provide evidence of listening and understanding include:</i> <ul style="list-style-type: none">• Understand and respond to instructions and TPR exercises.• Listen to simple songs or nursery rhymes.• Answer simple questions about a listening activity with graphic fill-ins.• Listen for useful expressions in an oral presentation with visuals.
Standard:	FL1b: The student engages in conversations; provides and obtains information, expresses feelings and emotions, and exchanges opinions in the target language. The student:
Components:	FL1b.1: engages in basic classroom interactions; FL1b.2: uses basic idiomatic expressions and expressions of courtesy; and FL1b.3: uses the target language in everyday situations.
Examples:	<i>Examples of activities which provide evidence of speaking include:</i> <ul style="list-style-type: none">• Make introductions.• Respond to simple questions on basic topics.• Answer affirmatively or negatively.• Express likes and dislikes.• Identify classroom objects.
Strand: FL2 Reading and Writing	Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.
Standard:	FL2a: The student reads material in the target language. The student:
Component:	FL2a.1: reads and comprehends simple written directions;

FL2a.2: reads a passage;
FL2a.3: recognizes cognates and words in context; and
FL2a.4: reads aloud using correct pronunciation, inflection, and intonation.

Examples:

Examples of activities which provide evidence of speaking include:

- *Read basic forms of communications, such as lists, post cards, messages, and environmental print.*
- *Read simple dialogues on topics such as greetings and introductions, restaurants, school, shopping and family. Read simple biographies including descriptions of physical traits, personality, place of residence and pastimes.*
- *Read descriptions of friends and family members..*
- *Read shopping lists, to do lists and other interactions.*

Standard:

FL2b: The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:

Components:

FL2b.1: expands reading vocabulary; and
FL2b.2: predicts meaning of key words in a simple selection;

Examples:

Examples of activities through which students provide evidence of reading material in the target language include:

- *Use contextual clues in cultural readings to acquire new vocabulary and recognize cognates.*
- *Read simple children stories, myths, and legends.*
- *Write interview questions seeking biographical data.*
- *Read notes, post cards, and pen pal letters.*
- *Read simple restaurant and movie reviews.*

Standard:

FL2c: The student writes words and simple expressions in the target language. The student:

Components:

FL2c.1: writes forms of familiar spoken language.
FL2c.2: presents a simple written report on familiar topics;
FL2c.3: writes descriptions of familiar topics; and
FL2c.4: uses impersonal expressions.

Examples:

Examples of activities through which students provide evidence of writing in the target language include:

- *Collaborate in groups to create simple dialogues on topics such as greetings and introductions.*
- *Write simple biographies including descriptions of physical traits, personality, place of residence, and pastimes.*
- *Describe friends and family members for a photo album or family tree*
- *Write shopping lists, "to do" lists, and other interactions.*

Standard:

FL2d: The student demonstrates written communication in the target language for a variety of needs. The student:

Components:

FL2d.1: writes questions to obtain information;
FL2d.2: writes appropriate answers to questions or familiar topics; and
FL2d.3: creates a writing sample with point of view and purpose.

Examples:	<p><i>Examples of activities through which students provide evidence of writing in the target language include:</i></p> <ul style="list-style-type: none">• <i>Compose interview questions seeking biographical data.</i>• <i>Write a note inviting a friend to dinner, a movie or sporting event.</i>• <i>Write postcards and pen-pal letters.</i>• <i>Review a restaurant expressing likes and dislikes.</i>• <i>Make inquiries seeking geographical locations.</i>
Standard:	FL2e: The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	FL2e.1: reads and comprehends material, and produces written work that reflects understanding of text.
Examples:	<p><i>Examples of activities through which students provide evidence of reading material and writing in the target language include:</i></p> <ul style="list-style-type: none">• <i>Read a short letter and respond.</i>• <i>Read a cultural passage and summarize with a graph, comic strip or other written expression.</i>• <i>Read a passage and answer questions pertaining to the passage.</i>
Strand: FL3 Cultures	<p>The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.</p>
Standard:	FL3a: The student demonstrates an understanding of the different aspects of the culture studied. The student:
Components:	<p>FL3a.1: recognizes attitudes, values and beliefs; FL3a.2: explores formal social, political and economic institutions; FL3a.3: examines celebrations, holidays, traditions, folk stories, legends; FL3a.4: discovers foods; and FL3a.5: explores fine arts, literature and entertainment.</p>
Examples:	<p><i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i></p> <ul style="list-style-type: none">• <i>Study appropriate gestures in the culture studied.</i>• <i>Greet strangers with appropriate forms of address.</i>• <i>Learn and identify the main street signs and facilities in the country of the culture studied.</i>• <i>Learn about the form of government in the country of the culture studied.</i>• <i>Learn about general economy of the country of the culture studied.</i>• <i>Learn about the main holidays in the culture studied.</i>• <i>Learn a few proverbs in the target language.</i>• <i>Learn a tongue twister in the target language.</i>• <i>Make a dish based on a recipe of the culture studied.</i>• <i>Learn and sing a popular nursery rhyme in the target language.</i>• <i>Play a simple game from the culture studied.</i>• <i>Identify from flashcards or photos the most famous people in the history of the culture studied.</i>

Standard:	FL3b: The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:
Components:	FL3b.1: connects information studied in other subjects to their learning of the culture studied and vice versa; and FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• Draw a map of the country studied and show and describe it to the geography class.• Learn the units of measurement in the culture studied and change them into his/her metrical system, using math concepts.• Identify the major types of flowers and animals, learned in science class, in the culture studied.
Standard:	FL3c: The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:
Components:	FL3c.1: discovers and compares similarities and differences between the two cultures; FL3c.2: develops an awareness and understanding of alternative views. FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and FL3c.4: develops the ability to hypothesize about cultural systems in general.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• Learn and compare appropriate simple patterns of social behavior in public.• Study and identify a list of borrowings and cognates.• Guess names of cities based on similarities in the spelling (For Romance languages, teacher writes in the target language on the board a list of names of important cities in the culture studied).• Learn about the differences between the different ways to behave when introduced to new acquaintances and compare these ways to his/her own culture.• Guess which products belong to the culture studied and explain the reasons after being shown a picture representing many products.
Standard:	FL3d: The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:
Components:	FL3d.1: communicates on a personal level with target language speakers; FL3d.2: participates in community celebrations in the target culture; and FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.

Examples:

Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:

- *Write a postcard to a native speaker in the community of the culture studied.*
- *Write a short note to the florist shop, requiring a bouquet or a plant to give as a gift to a native speaker in order to celebrate his/her birthday.*
- *Prepare food from the culture studied in order to celebrate a holiday and tell the class about that specific holiday.*
- *Write a shopping list of food items to order at a local restaurant in the culture studied.*

Foreign Language: Level II

Performance Descriptions: In Level II, students continue to develop oral proficiency skills. Students continue to develop reading and writing skills appropriate to the level of study. Students continue to demonstrate an appreciation of the culture and people of the target language.

Strand:

FL1 Speaking, Listening, and Understanding

Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.

Standard: **FL1a:** The student understands and interprets spoken expression in the target language on a variety of topics. The student:

Components: **FL1a.1:** builds and expands basic vocabulary in the target language;
FL1a.2: refines understanding of the sound system of the target language, and discriminates individual sounds and intonation of the target language.
FL1a.3: understands basic idiomatic expressions and cognates; and
FL1a.4: responds appropriately to spoken commands;
FL1a.5: comprehends the main ideas in a variety of spoken presentations.

Examples: *Examples of activities through which students provide evidence of listening and understanding include:*

- *Understand and respond to instructions in classroom situations.*
- *Listen to folk songs and poetry.*
- *Answer simple questions about a listening activity.*
- *Paraphrase main ideas from a spoken presentation in the native language.*
- *Listen and take notes from a listening activity with visuals.*
- *Listen for and sort details in a listening activity with graphic fill-ins.*

Standard: **FL1b:** The student engages in conversations; provides and obtains information, expresses feelings and emotions, and exchanges opinions in the target language. The student:

Components: **FL1b.1:** engages in basic classroom interactions;
FL1b.2: uses basic idiomatic expressions and expressions of courtesy; and
FL1b.3: uses the target language in everyday situations.

Examples: *Examples of activities which provide evidence of speaking include:*

- *Engage in simple conversations.*
- *Identify classroom objects.*
- *Describe self and others.*
- *Create simple dialogues based upon everyday situations.*
- *Initiate and respond to simple questions.*

Strand:

FL2 Reading and Writing

Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a

process through which the writer shapes the target language to communicate effectively.

Standard:	FL2a: The student reads material in the target language. The student:
Component:	FL2a.1: reads and comprehends simple written directions; FL2a.2: reads a passage; FL2a.3: recognizes cognates and words in context; FL2a.4: reads aloud using correct pronunciation, inflection, and intonation.
Examples:	<i>Examples of activities which provide students evidence of reading material in the target language include:</i> <ul style="list-style-type: none">• <i>Read and comprehend a variety of authentic material such as menus, maps, short articles and graphs.</i>• <i>Read basic forms of communication, such as lists, post cards, messages, and environmental print and create a personal one.</i>
Standard:	FL2b: The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:
Components:	FL2b.1: expands reading vocabulary; FL2b.2: predicts meaning of key words in a simple selection; FL2b.3: understands new vocabulary with contextual clues; FL2b.4: recognizes impersonal expressions.
Examples:	<i>Examples of activities through which students provide evidence of reading material in the target language include:</i> <ul style="list-style-type: none">• <i>Use contextual clues in cultural readings to respond with new vocabulary.</i>• <i>Interpret and role play simple children's stories, myths and legends.</i>• <i>Retell current events obtained via the internet.</i>
Standard:	FL2c: The student writes words and simple expressions in the target language. The student:
Components:	FL2c.1: writes forms of familiar spoken language. FL2c.2: presents a simple written report on familiar topics; FL2c.3: writes descriptions of familiar topics; FL2c.4: utilizes impersonal expressions.
Examples:	<i>Examples of activities through which students provide evidence of writing in the target language include:</i> <ul style="list-style-type: none">• <i>Write a post card describing a real or imagined vacation.</i>• <i>Create a schedule describing daily routines..</i>• <i>Produce basic forms of communication including notes, invitations and basic instructions creates a pictorial menu.</i>• <i>Create a pictorial menu.</i>
Standard:	FL2d: The student demonstrates written communication in the target language for a variety of needs. The student:
Components:	FL2d.1: writes questions to obtain information; FL2d.2: writes appropriate answers to questions on familiar topics; and FL2d.3: creates a writing sample with point of view and purpose.

Examples:	<p><i>Examples of activities through which students provide evidence of writing in the target language include:</i></p> <ul style="list-style-type: none">• <i>Collaborate with other students writing questions and answers to simple interview questions about self and others.</i>• <i>Contact tourism board in target culture requesting travel information.</i>• <i>Write short functional messages in a variety of situations, including e-mail and internet resources.</i>• <i>Create a commercial, advertisement, or short recitation.</i>
Standard:	FL2e: The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	FL2e.1: reads and comprehends material, and produces written work that reflects understanding of text.
Examples:	<p><i>Examples of activities through which students provide evidence of reading material and writing in the target language include:</i></p> <ul style="list-style-type: none">• <i>Interpret cultural selections or other functional text and summarize, graph or produce other written expression.</i>• <i>Read simple short stories, legends or myths and write simple reviews expressing likes and dislikes.</i>• <i>Read and reply to letters, requests and e-mails.</i>
Strand:	FL3 Cultures
	The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.
Standard:	FL3a: The student demonstrates an understanding of the different aspects of the culture studied. The student:
Components:	FL3a.1: recognizes attitudes, values and beliefs; FL3a.2: explores formal social, political and economic institutions; FL3a.3: examines celebrations, holidays, traditions, folk stories, legends; FL3a.4: discovers foods; and FL3a.5: explores fine arts, literature and entertainment.
Examples:	<p><i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i></p> <ul style="list-style-type: none">• <i>Learn appropriate slang words/expressions used by teenagers in the culture studied.</i>• <i>Learn the difference between formal and informal expressions.</i>• <i>Learn how people from the culture studied express basic needs and/or seek help in cases of emergency.</i>• <i>Learn about the most important economical resources of the country (ex: fashion, farming, industry, etc.).</i>• <i>Identify on a map the main geographical areas of the country where certain typical products are made.</i>• <i>Dramatize a passage from a popular folk story.</i>• <i>Make candy grams for parents celebrating a holiday in the culture studied.</i>• <i>Study a simple recipe of the country of the culture studied.</i>• <i>Learn about the most common games in the culture studied.</i>• <i>Write an outline of the most important writers in the culture studied and place them into their historical time periods.</i>

- *Listen, record, and present to the class a selection of a radio program of the culture studied.*

Standard: **FL3b:** The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:

Components: **FL3b.1:** connects information studied in other subjects to their learning of the culture studied and vice versa; and

FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Learn the story of the capital of the country or a legend tied with the history of the culture studied and present it to his/her history class.*
- *Draw a picture representing a famous character from a folk story in the culture studied (Santa Claus, etc.) for an art project.*
- *Draw a food pyramid of the culture studied and compare it to his/her own in health class.*
- *Make a calendar in his/her computer class on which he/she marks the most important holidays of the culture studied.*

Standard: **FL3c:** The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:

Components: **FL3c.1:** discovers and compares similarities and differences between the two cultures;

FL3c.2: develops an awareness and understanding of alternative views.

FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and

FL3c.4: develops the ability to hypothesize about cultural systems in general.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Contrast verbal and nonverbal behaviors in the culture studied and his/her own.*
- *Learn simple proverbs in the target language and search for the corresponding ones in his/her native language.*
- *Explore the appropriate behaviors in the culture studied in certain situations, such as dining with guests; e.g., what is considered to be good manners during dinner in the culture studied.*
- *Analyze the differences on a given topic; such as work habits, between the culture studied and his/her own culture and write a report.*
- *Hypothesize what sports and pastimes are offered in the area after being given a postcard of a ski resort in the culture studied.*

Standard: **FL3d:** The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:

Components: **FL3d.1:** communicates on a personal level with target language speakers;

FL3d.2: participates in community celebrations in the target culture; and

FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.

Examples:

Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:

- *Contact one facility in the culture studied, such as the movie theater, the swimming pool, or the museum, to find out about opening and closing times.*
- *Fill out a form to subscribe to a local magazine.*
- *Make a costume celebrating a holiday in the culture studied, take a photo and send it to a native speaker friend, explaining how he/she celebrated that holiday.*
- *Prepare a telephone call to the local tourist office to find out about the excursion offered.*

Foreign Language: Level III

Performance Descriptions:	In Level III, students continue to develop oral proficiency skills. This enables them to perform routine language functions on a variety of topics. Students are able to ask and answer questions, sustain conversation and express ideas with increasing facility. Students continue to develop reading and writing skills appropriate to the level in cultural contexts. Students demonstrate increased appreciation of the culture and people of the target language.
Strand: FL1 Speaking, Listening, and Understanding	Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.
Standard:	FL1a: The student understands and interprets spoken expression in the target language on a variety of topics with increasing facility, and comprehends short conversations and narrative passages. The student:
Components:	FL1a.1: builds and expands vocabulary in the target language; FL1a.2: continues to refine an understanding of the sound system of the target language; and discriminates individual sounds and intonation of the target language; FL1a.3: understands basic idiomatic expressions and cognates; FL1a.4: responds appropriately to spoken commands; and FL1a.5: comprehends the main ideas in a variety of spoken presentations.
Examples:	<i>Examples of activities through which students provide evidence of listening and understanding include:</i> <ul style="list-style-type: none">• <i>Understand and respond to appropriately to teacher instructions.</i>• <i>Listen to popular songs and interpret meaning.</i>• <i>Answer simple questions about a listening activity in the target language with graphic fill-ins.</i>• <i>Listen for a series of events in a listening activity.</i>
Standard:	FL1b: The student engages in conversations; provides and obtains information, expresses feelings and emotions, and exchanges opinions in the target language. The student:
Components:	FL1b.1: engages in basic classroom interactions; FL1b.2: uses basic idiomatic expressions and expressions of courtesy; FL1b.3: uses the target language in everyday situations; and FL1b.4: demonstrates increasing control of vocabulary.
Examples:	<i>Examples of activities which provide evidence of speaking include:</i> <ul style="list-style-type: none">• <i>Create short conversations and narrative passages.</i>• <i>Formulate answers to questions based on personal experiences.</i>• <i>Initiate questions.</i>• <i>Discuss simple topics related to self and immediate environment.</i>• <i>Describe and compare qualities, people, and things.</i>

Strand:
FL2 Reading and Writing

Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.

Standard: **FL2a:** The student reads material in the target language. The student:

Component: **FL2a.1:** reads and comprehends written directions;
FL2a.2: reads a passage;
FL2a.3: recognizes cognates and words in context; and
FL2a.4: reads aloud using correct pronunciation, inflection, and intonation.

Examples: *Examples of activities through which students provide evidence of reading material in the target language include:*

- *Organize key information read using essays, newspapers, magazines and internet resources.*
- *Categorize newspaper clippings about employment opportunities, apartment availability, furniture, restaurants and entertainment.*
- *Recite a simple literary passage.*

Standard: **FL2b:** The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:

Components: **FL2b.1:** expands reading vocabulary;
FL2b.2: reads and comprehends functional readings and/or literature from a variety of genres;
FL2b.3: predicts meaning of key words in a selection; and
FL2b.4: understands new vocabulary with contextual clues.

Examples: *Examples of activities through which students provide evidence of reading material in the target language include:*

- *Analyze functional text as well as novice level literary text.*
- *Produce commercials from media sources.*
- *Summarize current event acquired via the internet.*

Standard: **FL2c:** The student writes words and simple expressions in the target language. The student:

Components: **FL2c.1:** writes forms of familiar spoken language using idiomatic expressions and colloquialisms;
FL2c.2: researches and writes reports on a variety of topics; and
FL2c.3: writes descriptions about diverse themes using variations of patterns previously learned.

Examples: *Examples of activities through which students provide evidence writing in the target language include:*

- *Write about current events.*
- *Investigate historical events and create time lines.*
- *Clarify directions.*
- *List recommendations on a variety of topics (e.g., how to be a good student, travel etc.).*
- *Creates travel or other brochures.*

Standard: **FL2d:** The student demonstrates written communication in the target language for a variety of needs. The student:

Components: **FL2d.1:**writes questions to obtain information;
FL2d.2:writes appropriate answers to questions on familiar topics; and
FL2d.3:creates a writing sample with point of view and purpose.

Examples: *Examples of activities through which students provide evidence writing in the target language include:*

- Write a “Dear Abby” letter seeking advice.
- Respond to a classmate’s “Dear Abby” letter.
- Produce pen pal letters, e-mails, and chat with other students via the internet.
- Review a movie or a restaurant.
- Complete an authentic document requesting information (e.g., job and visa application, or document from the internet).

Standard: **FL2e:** The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:

Component: **FL2e.1:**reads and comprehends material, and produces written work that reflects understanding of text.

Examples: *Examples of activities through which students provide evidence of reading material and writing in the target language include:*

- Interpret an essay question and write a response following set criteria.
- Read a selection on a controversial topic and write responses to be presented in a classroom debate.
- Read historical information and write about the importance of a particular event.
- Analyze cultural selections and write comparisons and contrasts to their own heritage.

Strand:
FL3 Cultures

The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.

Standard: **FL3a:** The student demonstrates an understanding of the different aspects of the culture studied. The student:

Components: **FL3a.1:**recognizes attitudes, values and beliefs;
FL3a.2:explores formal social, political and economic institutions;
FL3a.3:examines celebrations, holidays, traditions, folk stories, legends;
FL3a.4:discovers foods; and
FL3a.5:explores fine arts, literature and entertainment.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- Draw a picture that exemplifies the stereotype of the average person of the culture studied. (Students compare the pictures with those of the other students and tally the most recurrent traits.)
- Learn to associate the main accents with the different regions of the country.
- Choose a typical product of the culture studied and present it to the class (ex: model car, ice cream etc.).

- *Learn about the school system of the culture studied.*
- *Listen and learn the most popular fairy tales of the culture studied.*
- *Learn about dishes from different regions.*
- *Listen, learn, and sing a song from a popular pop singer.*
- *Bring the covers of the most popular magazines in the target language in order to identify and discuss the most famous people of the moment.*

Standard: **FL3b:** The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:

Components: **FL3b.1:** connects information studied in other subjects to their learning of the culture studied and vice versa; and

FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Search (and possibly visit) a statue or a famous piece of art of the country of the culture studied and make a model or a drawing for art class.*
- *Learn and identify some cognates and borrowings from the target language and his/her native language and report them in his/her English class.*
- *Report in geography class on the landscape of the culture studied as a project.*

Standard: **FL3c:** The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:

Components: **FL3c.1:** discovers and compares similarities and differences between the two cultures;

FL3c.2: develops an awareness and understanding of alternative views;

FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and

FL3c.4: develops the ability to hypothesize about cultural systems in general.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Identify and compare the different ways to express respect in the culture studied and his/her own culture.*
- *Learn about the most popular children's games in the culture studied.*
- *Compare the ads from two magazines of both cultures and look for the products that are advertised most frequently.*
- *Hypothesize how a newspaper from the culture studied would advertise a certain product (a simple catchy slogan, etc.) after being given a logo that represents a certain product.*

Standard: **FL3d:** The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:

Components: **FL3d.1:** communicates on a personal level with target language speakers;

FL3d.2: participates in community celebrations in the target culture; and

FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.

Examples:

Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:

- *Write a letter or email to a student of the same grade in a school in the culture studied.*
- *Call the weather forecast office and inquire about the forecast in the culture studied for the weekend.*
- *Send a birthday holiday card to a native speaker in the community of the culture studied.*
- *Write a letter of recommendation for a friend who would like to work as a volunteer in the local hospital during the weekends.*

Foreign Language: Level IV

Performance Descriptions: In Level IV, students continue to develop oral proficiency skills, enabling them to perform in a wider variety of situations. Students are able to create with language by combining and recombining learned elements. Students continue to develop reading and writing skills appropriate to the level in cultural texts. Students demonstrate increased appreciation of the culture and people of the target language.

Strand:

FL1 Speaking, Listening, and Understanding

Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.

Standard: **FL1a:** The student understands and interprets spoken expression in the Target language on a variety of topics with increasing facility, and comprehends short conversations and narrative passages. The student:

Components: **FL1a.1:** builds and expands vocabulary in the target language;
FL1a.2: begins to understand the diversity of dialects of the target language, and begins to discern differences between dialects;
FL1a.3: understands idiomatic expressions and cognates;
FL1a.4: responds appropriately to indirect commands and suggestions; and
FL1a.5: comprehends the main ideas in a variety of spoken presentations.

Examples: *Examples of activities through which students provide evidence of listening and understanding include:*

- *Understand and respond appropriately to instructions.*
- *Listen to popular songs and understand meaning.*
- *Answer questions about a short narrative presented by a native speaker.*
- *Summarize the main ideas in a listening activity in the target language.*
- *Listen to and take notes from a short narrative.*
- *Listen to and check for details in a short presentation.*

Standard: **FL1b:** The student expresses feelings and emotions, engages in sustained discourse on familiar and unfamiliar topics, makes suggestions and offers advice, and supports opinions in the target language. The student:

Components: **FL1b.1:** uses idiomatic expressions and expressions of courtesy;
FL1b.2: demonstrates increasing control of vocabulary;
FL1b.3: initiates conversation on familiar subjects and in daily life situations; and
FL1b.4: speaks in the target language with increased ease.

Examples: *Examples of activities through which students provide evidence of speaking include:*

- *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.*

Strand:	
FL2 Reading and Writing	Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.
Standard:	FL2a: The student reads material in the target language. The student:
Component:	FL2a.1: reads and comprehends multi-tasked written directions; FL2a.2: reads and demonstrates an understanding of a text as a whole; FL2a.3: identifies complexities presented in the structure of a text; and FL2a.4: reads aloud using correct pronunciation, inflection, and intonation.
Examples:	<i>Examples of activities through which students provide evidence of reading material in the target language include:</i> <ul style="list-style-type: none">• Follow written directions in a recipe or directional document.• Research media sources and report on the information.• Perform community service by participating in reading groups.
Standard:	FL2b: The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:
Components:	FL2b.1: expands reading vocabulary to include idiomatic and colloquial expressions; FL2b.2: reads and comprehends literature from a variety of genres; FL2b.3: predicts meaning of key phrases in a selection; and FL2b.4: understands new vocabulary with contextual clues.
Examples:	<i>Examples of activities through which students provide evidence of reading material in the target language include:</i> <ul style="list-style-type: none">• Reuse idiomatic and colloquial expressions in a new context.• Critique literature from a variety of genres.• Write predictions of meanings of key phrases in a selection.• Interpret new vocabulary with contextual clues.
Standard:	FL2c: The student writes in the target language for a varied audience and purpose. The student:
Components:	FL2c.1: writes forms of familiar spoken language using idiomatic expressions and colloquialisms; FL2c.2: researches and writes reports on a variety of topics; and FL2c.3: writes questions to obtain information and provides answers when appropriate.
Examples:	<i>Examples of activities through which students provide evidence writing in the target language include:</i> <ul style="list-style-type: none">• Write stories to perform in other classrooms or at community events.• Present a Power Point presentation to a panel of peers.
Standard:	FL2d: The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	FL2d.1: reads and comprehends material, and produces written work that reflects understanding of text:

Examples: *Examples of activities through which students provide evidence reading material and writing in the target language include:*

- *Create an assessment to administer to peers.*
- *Re-write a story from different points of view.*
- *Add an epilogue to a selection.*

Strand:
FL3 Cultures

The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.

Standard: **FL3a:** The student demonstrates an understanding of the different aspects of the culture studied. The student:

Components: **FL3a.1:** recognizes attitudes, values and beliefs;
FL3a.2: explores formal social, political and economic institutions;
FL3a.3: examines celebrations, holidays, traditions, stories, legends;
FL3a.4: discovers foods; and
FL3a.5: explores fine arts, literature and entertainment.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Learn about the dress code and styles of the culture studied ad present them in a fashion show.*
- *Learn the historical backgrounds of the different language varieties in the regions of the culture studied.*
- *Draw an outline of how the main political parties developed in the history of the culture studied.*
- *Search for historical reasons for different economies in the regions of the culture studied.*
- *Summarize a popular fairy tale and give a moral.*
- *Give instructions to his/her classmates on how to make a recipe from the culture studied.*
- *Watch a musical or a movie in the target language and discuss it.*
- *Research a most representative poet of the culture studied and present the information to the class.*
- *Simulate a segment of a radio talk show that is famous in the culture studied.*

Standard: **FL3b:** The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:

Components: **FL3b.1:** connects information studied in other subjects to their learning of the culture studied and vice versa; and
FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- *Study the mathematical proportions of an ancient monument in the culture studied and report the findings to the math teacher.*
- *Write the instructions of how to operate a simple machine popular in the culture studied (coffee maker, etc.) and present the instructions to his/her life skills class.*

	<ul style="list-style-type: none">• <i>Write a report of a famous battle that took place in the culture studied and research historical causes in his/her history class.</i>
Standard:	FL3c: The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:
Components:	FL3c.1: discovers and compares similarities and differences between the two cultures; FL3c.2: develops an awareness and understanding of alternative views. FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and FL3c.4: develops the ability to hypothesize about cultural systems in general.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Learn a list of idiomatic expressions that relate to a certain activity and give the corresponding expression in his/her language.</i>• <i>Research the most popular TV shows in the culture studied by consulting the data related to the audiences for each program.</i>• <i>Bring to class a picture of two paintings representing the culture studied and his/her own culture and discuss the differences, considering both the art and the historical perspectives.</i>• <i>Speculate about the origin of the borrowings and cognates of the two languages after being given a list of words.</i>
Standard:	FL3d: The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:
Components:	FL3d.1: communicates on a personal level with target language speakers; FL3d.2: participates in community celebrations in the target culture; and FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Contact a library in the culture studied to find out about the availability of a certain book.</i>• <i>Leave a message on the answering machine of the local telephone company, complaining about the telephone not working at home.</i>• <i>Videotape the class singing a song celebrating an important holiday in the culture studied.</i>• <i>Take gym lessons for a few weeks at the local gym or obtain a videotape with workout exercises in the target language.</i>

Foreign Language: Level V

Performance Descriptions:	In Level V, students continue to develop and refine oral proficiency skills and are able to function in both familiar and unfamiliar contexts. Reading is expanded to include a variety of materials, and written production becomes more complex. Students demonstrate a deeper understanding and sensitivity to various cultural components of the target language.
Strand: FL1 Speaking, Listening, and Understanding	Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar and unfamiliar situations to enhance vocabulary development and oral proficiency skills.
Standard:	FL1a: The student understands and interprets spoken expression in the target language on a variety of topics with increasing facility, and comprehends extended conversations and narrative passages. The student:
Components:	FL1a.1: builds upon and expands vocabulary in the target language; FL1a.2: understands the diversity of dialects of the target language, and continue to discern differences amongst dialects; FL1a.3: understands idiomatic expressions and cognates; FL1a.4: responds appropriately to indirect commands and suggestions; and FL1a.5: comprehends the main ideas in a variety of spoken presentations.
Examples:	<i>Examples of activities through which students provide evidence of listening and understanding include:</i> <ul style="list-style-type: none">• <i>Understand and respond appropriately to instructions.</i>• <i>Listen to popular songs and interpret meaning.</i>• <i>Answer questions about an extended narrative presented by a native speaker. Summarize main ideas in a listening activity in the target language.</i>• <i>Summarize main ideas from native speakers in selections from popular media.</i>• <i>Listen for positive and negative comments within a presentation.</i>
Standard:	FL1b: The student expresses feelings and emotions, initiates and sustains discourse on familiar and unfamiliar topics with increasing autonomy. The student makes suggestions and offers advice, and supports opinions in the target language. The student:
Components:	FL1b.1: uses idiomatic expressions and expressions of courtesy; FL1b.2: uses basic idiomatic expressions and expressions of courtesy; FL1b.3: initiates conversation on familiar and unfamiliar subjects and in daily life situations; and FL1b.4: speaks in the target language with increased ease, fluency and accuracy.
Examples:	<i>Examples of activities through which students provide evidence of speaking include:</i> <ul style="list-style-type: none">• <i>Create oral narrative based on a series of pictorial prompts.</i>• <i>State an opinion on a current controversial issue.</i>

- *Initiate questions.*
- *Manage conversations, show interest in what others say, take the floor, and ask for help or check comprehension.*
- *Use language to acquire goods, services or information.*

Strand:

FL2 Reading and Writing

Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.

Standard:

FL2a: The student reads material in the target language. The student:

Component:

FL2a.1: reads and comprehends multi-tasked written directions;
FL2a.2: reads and demonstrates an understanding of a text as a whole;
FL2a.3: identifies complexities presented in the structure of a text; and
FL2a.4: reads aloud using correct pronunciation, inflection, and intonation.

Examples:

Examples of activities through which students provide evidence of reading material in the target language include:

- *Follow and perform multi-tasked written directions.*
- *Research multiple media sources and report on the information.*
- *Perform community service by participating in reading programs.*

Standard:

FL2b: The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:

Components:

FL2b.1: expands reading vocabulary to include idiomatic and colloquial expressions;
FL2b.2: reads and comprehends literature from a variety of genre;
FL2b.3: predicts meaning of key phrases in a selection; and
FL2b.4: understands new vocabulary with contextual clues.

Examples:

Examples of activities through which students provide evidence of reading material in the target language include:

- *Use idiomatic and colloquial expressions in responses.*
- *Participate in a Socratic literature circle.*
- *Use informational materials to reach a conclusion regarding a controversial topic.*
- *Incorporate opinions into speech.*
- *Include new lexicon in discourse.*

Standard:

FL2c: The student writes words in the target language for a varied audience and purpose. The student:

Components:

FL2c.1: writes forms of familiar spoken language using idiomatic expressions and colloquialism;
FL2c.2: researches and writes detailed reports on a variety of topics; and
FL2c.3: writes questions to obtain information and provides answers when appropriate.

Examples:	<p><i>Examples of activities through which students provide evidence of writing in the target language include:</i></p> <ul style="list-style-type: none">• <i>Collaborate with other students and produces a newsletter/newspaper.</i>• <i>Produce a series of papers on the same topic, each serving a different purpose.</i>• <i>Manage a writing portfolio or an electronic portfolio.</i>• <i>Incorporate into revised drafts, suggestions taken from critiques made by peers and teachers.</i>
Standard:	FL2d: The student demonstrates communicative and interpretative skills in both reading and writing in the target language. The student:
Component:	FL2d.1: The student reads and comprehends material, and produces written work that reflects understanding of text.
Examples:	<p><i>Examples of activities through which students provide evidence of reading material and writing in the target language include:</i></p> <ul style="list-style-type: none">• <i>Produce a series of distinctly different drafts that result in a polished piece of writing.</i>• <i>Read a literary piece and condense it for a dramatic presentation.</i>• <i>Modernize a classic selection.</i>
Strand:	FL3 Cultures
	The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.
Standard:	FL3a: The student demonstrates an understanding of the different aspects of the culture studied. The student:
Components:	FL3a.1: recognizes attitudes, values and beliefs; FL3a.2: explores formal social, political and economic institutions; FL3a.3: examines celebrations, holidays, traditions, folk stories, legends; FL3a.4: discovers foods; and FL3a.5: explores fine arts, literature and entertainment.
Examples:	<p><i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i></p> <ul style="list-style-type: none">• <i>Research the historical background of a given practice (ex: the bow, give 3 kisses when greeting, etc.) in the target language.</i>• <i>Identify and analyze the role of the family and/or the patriotic spirit in the culture studied.</i>• <i>Interview a student who acts as a famous politician of the culture studied and ask him/her different questions on the most relevant problems in the culture studied.</i>• <i>Read a popular fairy tale of the culture studied and supply an original ending.</i>• <i>Prepare a list of the calories contained in the basic foods of the culture studied.</i>• <i>Recite a portion of a popular opera/musical in the target language.</i>• <i>Play a real game on TV or one recorded from the TV of the country of the culture studied with the rest of the class.</i>• <i>Study and analyze the expressions and images in the advertisements of the culture studied.</i>

Standard:	FL3b: The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:
Components:	FL3b.1: connects information studied in other subjects to their learning of the culture studied and vice versa; and FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Write and report on 3 people from the past from the culture studied who became famous in his/her home country and present it to his/her history class.</i>• <i>Read a selection of newspaper articles from the culture studied and write a summary for his/her journalism class about current events in the country of the culture studied.</i>
Standard:	FL3c: The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:
Components:	FL3c.1: discovers and compares similarities and differences between the two cultures; FL3c.2: develops an awareness and understanding of alternative views; and FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and FL3c.4: develops the ability to hypothesize about cultural systems in general.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Draw a chart of the most popular sports/activities in the two cultures.</i>• <i>Prepare a survey with sample questions on leisure time and ask the questions to a native speaker (in the community or over the internet)</i>• <i>Discuss what various concepts (liberty, friendship, etc.) represent in both cultures.</i>• <i>Hypothesize what people are buying and saying, according to what he/she learned about the eating habits in the culture studied after being given a real picture of a local market.</i>
Standard:	FL3d: The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:
Components:	FL3d.1: communicates on a personal level with target language speakers; FL3d.2: participates in community celebrations in the target culture; FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.

Examples:

Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:

- *Contact a movie retailer in the culture studied to ask which are the most sold movies of the week.*
- *Write to personnel at the local school and ask about the availability of jobs.*
- *Contact the local youth club or write to one in the culture studied in order to find out about the activities offered during a particular holiday.*
- *Write an application form to apply for a summer job at one of the local stores or restaurants.*

Foreign Language: Level VI

Performance Descriptions:	In Level VI, students continue to develop and refine oral proficiency skills in order to be able to function in a variety of situations with increasing fluency and accuracy. Reading is expanded to include a variety of materials, and written production becomes more complex. Students continue to demonstrate a deeper understanding and sensitivity to various cultural components of the target language.
Strand: FL1 Speaking, Listening, and Understanding	Speaking, listening, and understanding are fundamental processes which people use to express, explore, and learn about ideas. The student speaks and understands the target language as a result of various instructional strategies focusing on oral proficiency. These include use of the target language in familiar situations to enhance vocabulary development and oral proficiency skills.
Standard:	FL1a: The student understands and interprets spoken expression in the target language on a variety of topics with increasing facility, and comprehends short conversations and narrative passages. The student:
Components:	FL1a.1: builds and expands vocabulary in the target language; FL1a.2: understands the diversity of dialects of the target language in greater depth, and differentiates between dialects; FL1a.3: understands more complex idiomatic expressions, cognates and false cognates; FL1a.4: responds appropriately to indirect commands and suggestions in unexpected situations; and FL1a.5: comprehends the main ideas in a variety of spoken presentations.
Examples:	<i>Examples of activities through which students provide evidence of listening and understanding include:</i> <ul style="list-style-type: none">• Understand and respond appropriately to instructions.• Listen to popular songs and interpret meaning.• Answer questions about an extended narrative presented by a native speaker.• Paraphrase main ideas in a listening activity in the target language.• Summarize main ideas from native speakers in selections from popular media.• Infer meaning from an oral presentation.
Standard:	FL1b: The student expresses feelings and emotions, initiates and sustains discourse on familiar and unfamiliar topics with ever increasing autonomy. The student makes suggestions, offers advice, and elaborates on opinions in the target language. The student:
Components:	FL1b.1: increases use of idiomatic expressions; FL1b.2: demonstrates increasing control of vocabulary and circumlocution when appropriate; FL1b.3: initiates conversation on familiar and unfamiliar subjects and in predictable or unexpected situations; and FL1b.4: speaks in the target language with a high degree of accuracy, fluency and ease.

- Examples: *Examples of activities through which students provide evidence of speaking include:*
- *Critique a novel, film or popular TV show.*
 - *Use appropriate expressions for managing conversations, i.e. they can interrupt, apologize, express agreement and disagreement.*
 - *Participate in mock job interviews.*
 - *Use language in group activities in which they develop and propose solutions to issues and problems of concern to members of their own cultures.*
 - *Act as interpreters in mock encounters between monolinguals from respective languages.*
 - *Exchange information about personal events, memorable experiences and other school subjects, classmates and/or peers in target language communities. Use these data to compare, contrast, and express opinions and preferences.*

Strand:
FL2 Reading and Writing

Reading is a process of understanding the written target language. It requires students to recognize the printed word, interpret the text, and demonstrates comprehension of the text in the target language. Writing is a process through which the writer shapes the target language to communicate effectively.

Standard: **FL2a:** The student reads material in the target language. The student:

- Components: **FL2a.1:** reads and comprehends multi-tasked written directions;
FL2a.2: reads and demonstrates an understanding of a text as a whole;
FL2a.3: identifies complexities presented in the structure of a text; and
FL2a.4: reads aloud using correct pronunciation, inflection, and intonation.

Examples: *Examples of activities through which students provide evidence of reading material in the target language include:*

- *Follow and perform multi-tasked written directions.*
- *Research multiple media sources and report on the information.*
- *Perform community service by participating in reading programs.*

Standard: **FL2b:** The student comprehends and interprets the main idea of a variety of written materials in the target language. The student:

- Components: **FL2b.1:** expands reading vocabulary to include idiomatic and colloquial expressions;
FL2b.2: reads and comprehends literature from a variety of genre;
FL2b.3: predicts meaning of key phrases in a selection; and
FL2b.4: understands new vocabulary with contextual clues.

Examples: *Examples of activities through which students provide evidence of reading material in the target language include:*

- *Use idiomatic and colloquial expressions in responses.*
- *Participate in a Socratic literature circle.*
- *Use informational materials to reach a conclusion regarding a controversial topic.*
- *Incorporate opinions into speech.*
- *Include new lexicon in discourse.*

Standard: **FL2c:** The student writes in the target language for a varied audience and purpose. The student:

Components: **FL2c.1:** writes forms of familiar spoken language using idiomatic expressions and colloquialisms;
FL2c.2: researches and writes detailed reports on a variety of topics; and
FL2c.3: writes questions to obtain information and provides answers when appropriate.

Examples: *Examples of activities through which students provide evidence of writing in the target language include:*

- Collaborate with other students and produces a newsletter/newspaper.
- Produce a series of papers on the same topic, each serving a different purpose.
- Manage a writing portfolio or an electronic portfolio.
- Incorporate into revised drafts, suggestions taken from critiques made by peers and teachers.

Standard: **FL2d:** The student demonstrates written communicative and interpretative skills in both reading and writing in the target language. The student:

Component: **FL2d.1:** The student reads and comprehends material, and produces written work that reflects understanding of text.

Examples: *Examples of activities through which students provide evidence of reading and writing in the target language include:*

- Produce a series of distinctly different drafts that result in a polished piece of writing.
- Read a literary piece and condense it for a dramatic presentation.
- Modernize a classic selection.

Strand:
FL3 Cultures

The understanding of another culture includes the relationships among the perspectives (attitudes, values), the practices (patterns of social interactions), and the products (foods, book, games, etc.) of a society.

Standard: **FL3a:** The student demonstrates an understanding of the different aspects of the culture studied. The student:

Components: **FL3a.1:** recognizes attitudes, values and beliefs;
FL3a.2: explores formal social, political and economic institutions;
FL3a.3: examines celebrations, holidays, traditions, folk stories, legends;
FL3a.4: discovers foods; and
FL3a.5: explores fine arts, literature and entertainment.

Examples: *Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:*

- Identify and analyze how the social life in the culture studied is influenced by traditions and religious practices (big dinners on Sunday, etc.).
- Report on the families that for generations most influenced the economy of the culture studied and present it to the class.
- Choose a given issue (pollution, traffic, etc.) and read the newspapers in order to find out how the different political parties deal with the issue and the solutions they propose.
- Report on a famous musician of the culture studied.

	<ul style="list-style-type: none">• <i>Report on the different regional recipes and their historical backgrounds.</i>• <i>Act out a passage from a famous musical of the culture studied.</i>• <i>Recreate in a group the setting of a real TV show of the culture studied.</i>• <i>Present and discuss contemporary or historical events that are particularly significant in the culture studied.</i>
Standard:	FL3b: The student reinforces and expands their knowledge of other disciplines through the culture studied, and vice versa. The student:
Components:	FL3b.1: connects information studied in other subjects to their learning of the culture studied and vice versa; and FL3b.2: applies the concepts acquired in the culture studied in other curricular areas.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Study a sonnet/novel in English class and place it in the historical context of the culture studied; search for historical/social influences in the literature of the two cultures.</i>• <i>Make a brochure to advertise a popular beach resort in the country of the culture studied and prepare a PowerPoint presentation in his/her computer class.</i>• <i>Choose two representative writers of the two cultures who influenced each other and report in his/her English class.</i>
Standard:	FL3c: The student expands his/her views of the world through the exploration of the culture studied by making parallels between the culture studied and his/her own. The student:
Components:	FL3c.1: discovers and compares similarities and differences between the two cultures; FL3c.2: develops an awareness and understanding of alternative views; FL3c.3: analyzes and evaluates similarities and differences between the two cultures; and FL3c.4: develops the ability to hypothesize about cultural systems in general.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Search and present the rules of the two most common games with playing cards in the two cultures (different cards, favorite times to play, number of players, etc.).</i>• <i>Report on the history of the most popular sport in the culture studied.</i>• <i>Search for real statistics about given topics from magazines of the culture studied and prepare a report based on this data.</i>• <i>Compare the data collected from the survey in the magazines with other surveys from magazines of his/her own country.</i>• <i>Write a letter to the Admission Board of the college he/she wants to attend in the culture studied and explain how he/she will benefit from learning about the culture studied in his/her future studies.</i>• <i>Narrate a fashion show, after being given a video portion of a fashion show, hypothesizing how a spokesperson from the culture studied would comment on it.</i>

Standard:	FL3d: The student demonstrates cultural understandings by interacting in real-life situations, applying appropriate social protocols and language. The student:
Components:	FL3d.1: communicates on a personal level with target language speakers; FL3d.2: participates in community celebrations in the target culture; FL3d.3: involves him/herself in local community events and activities or simulated real-life situations.
Examples:	<i>Examples of activities through which students provide evidence of cultural understanding and sensitivity of the target language include:</i> <ul style="list-style-type: none">• <i>Send a request to the principal of a school in the culture studied, requesting information on how to carry out a cultural exchange.</i>• <i>Prepare a selection of songs in the target language that celebrate a certain holiday and send this selection to a native peer as a gift.</i>• <i>Apply to a summer school course at one of the colleges in the culture studied (or a correspondence course over the internet).</i>