

Foreign Language

Course Description

Although there are no state standards in foreign language, district standards for Levels I and II have been written. These standards reflect the expected learning outcomes from the beginning to advanced stages listed in the State Foreign Language Framework and Language Learning Continuum and are correlated to the National Standards for Foreign Language Learning. Successful completion of Level I and Level II courses fulfill the requirement for entrance into the UC system. When taken in middle school, the courses allow students to advance to the next level but do not fulfill the UC entrance requirements.

The major focus of the standards is the same in all levels of foreign language acquisition. Students in the higher levels move toward increasing the complexity/sophistication of the tasks in order to demonstrate greater depth or range of the acquired language.

In these courses students seek to attain proficiency in reading, writing, speaking, listening, and understanding of the culture of the second language. Students will be asked to perform the following general tasks in each area:

Speaking

Students ask and answer questions in the learned language. They are asked to describe familiar topics, express personal feelings and opinions, relate and discuss experiences, events, and printed material, and use the language to meet practical needs and to solve problems.

Listening

Students understand and respond appropriately to questions. They comprehend familiar vocabulary, understand expressions of personal feelings and opinions, discuss experiences, events, and printed material, and use the language to meet practical needs and solve problems.

Writing

Students apply appropriate writing conventions. They write to communicate and they write creatively.

Reading

Students recognize learned material. They understand main ideas, facts, and basic information in readings containing high-frequency material, and they extract meaning from authentic documents or realia.

Culture

Students demonstrate a working knowledge of world geography. They develop cultural proficiency in customs, manners, and social conventions, recognize the existence of global connections, and recognize the need for international cooperation and understanding.