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Spectrum, W1983

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# OFLC OFFERS FL PROG

The Oregon Foreign Language Council has established the following set of criteria for an outstanding or exemplary secondary school foreign language program.

- I. SCOPE AND SEQUENCE: The number of languages offered and the number of offerings in each language.
  - A. The choice of language offered will be made with input from the community and the students.
  - B. The program will offer at least a two year sequence.
    - 1. The ideal program will expand to accommodate the needs and aspirations of students, e.g., advanced level language study.
    - 2. The ideal program will initiate additional foreign languages whenever feasible.
  - C. Where there is a FLES program, the high school will provide continued instruction in the same language(s).

## II. CONTENT AND GOALS

- A. District Goals
  - 1. Students will be able to get information and communicate ideas by listening, speaking, reading and writing in the target language.
  - 2. Students will understand and value the target culture.
- B. Program Goals
  - 1. Students will be able to reproduce the sounds and patterns of the target language.
  - 2. Students will be able to read in the second language.
  - 3. Students will be able to write in the second language.
  - 4. Students will know the advantages and possible uses of a second language, including vocational pursuits.
  - 5. Students will be able to communicate with native speakers of the target language.
  - 6. Students will value the culture of native speakers of the target language.

# PROGRAM GUIDELINES



- e. Students will be able to name countries in which the second language is spoken and know cultural differences and similarities among them.
- f. Students will know careers in which a second language is a primary skill, a supportive skill, and an advantage.

### 3. Levels III and IV: Third and fourth-year foreign language courses will improve and expand oral written skills.

For example, in third-year courses:

- a. Students will be able to give oral presentations of varying lengths.
- b. Students will be able to write paragraphs, short themes, and perhaps poetry.
- c. Students will be able to understand culture written in the target language.
- d. Students will understand how language skills are used in careers.

For example, in fourth-year courses:

- a. Students will be able to initiate and participate in discussions and conversations.
- b. Students will be able to read a variety of materials for information and pleasure.
- c. Students will be able to write compositions and paraphrase literature.
- d. Students will understand how language skills are used in careers.

### III. CLASS SIZE AND PHYSICAL FACILITIES

- A. Maximum class size will be 25 students.
- B. Teachers will have a classroom designed for their convenience. Language classrooms will ideally include the following:
  - 1. Adequate A-V equipment, including blinds
  - 2. Maps
  - 3. Storage facilities
  - 4. Stove
  - 5. Sink

7. Advanced language students will be exposed to representative examples of literature in the language.
8. Students will have access to and use of current materials of topical interest.
9. Students will understand the nature and functions of language.

#### C. Course Goals

1. Level I: Assuming a traditional four-year secondary sequence, goals for a first-year second language course focus on helping students acquire skills in understanding, speaking and writing a second language - including pronunciation, vocabulary, spelling, word formation, and sentence patterns. Students will begin to compare American and second language cultures. For example:
  - a. Students will be able to identify sounds and key words.
  - b. Students will use pronunciation intelligible to native speakers.
  - c. Students will be able to understand and respond appropriately to simple statements, questions and commands.
  - d. Students will be able to read and understand simple written material.
  - e. Students will be able to write complete sentences.
  - f. Students will know that language study increases knowledge of other cultures.
  - g. Students will know ways languages can be used in careers and leisure.
2. Level II: Goals for a second-year foreign language course will include both active and passive skills. Students will continue to learn culture as an integral part of language study. For example:
  - a. Students will be able to listen with comprehension.
  - b. Students will be able to respond orally to questions, and participate in conversation.
  - c. Students will be able to read with comprehension.
  - d. Students will be able to write simple paragraphs.



IV. QUALIFICATIONS OF INSTRUCTORS:

- A. Continuing contact with the culture of the language taught, i.e., at least one summer for a beginning teacher and recurring summer or sabbatical experiences at least once every five years.
- B. A college/university major in the target language and certification by the State.
- C. Dedication to improving skills indicated by completion of at least a Masters or a comparable number of hours.
- D. Active participation in professional organizations.
- E. Capability in a second foreign language is desirable for program flexibility and expansion.
- F. Temporary replacements used for extended periods will have like qualifications.

V. DESIRABLE EXTRA-CURRICULAR ACTIVITIES:

- A. Summer language camps
- B. Language clubs
- C. Field Trips
- D. Foreign Language Day or Week
- E. Exchange programs

VI. DESIRABLE COMMUNITY INVOLVEMENT:

- A. Local media support
- B. An advisory committee of lay people to:
  - 1. Identify suitable promotional resource people
  - 2. Help with promotional assistance
  - 3. Facilitate and promote exchange programs

VII. DESIRABLE SUPPORT SERVICES:

- A. Administrative support
  - B. Counseling support
  - C. Other support personnel
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