

# High School Principals' Brief

## Second (Foreign) Languages

### *The Revised Second Language Standard Course of Study and Classroom Applications*

The Revised *Second Language Standard Course of Study* was approved by the State Board of Education in November 1999 and went into effect July 1, 2000. It addresses the following goals:

**INTERPERSONAL COMMUNICATION** - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

➔ *In the foreign language class, you should see teacher and students using the target language in a variety of interactive and real-life situations involving group and pair work, conversations, questions and answer activities, letters, or e-mail exchanges. Frequent opportunities for interaction in the language, especially with their peers, help students develop oral language proficiency.*

**INTERPRETIVE COMMUNICATION** - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

➔ *In the foreign language class, you should see students listening to or reading a variety of print and non-print materials including some authentic materials such as newspapers, magazines, advertisements, posters, tv, radio, video or live presentations, and literature.*

**PRESENTATIONAL COMMUNICATION** - The learner will present information, concepts, and ideas to an audience of

listeners or readers on a variety of topics in the target language.

➔ *In the foreign language class, you should see students performing songs and skits, presenting poems and speeches, making oral presentations, giving messages, reports, or retelling stories orally or in writing for a variety of audiences.*

**CULTURES** - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

➔ *In the foreign language class, you should see students using appropriate verbal and non-verbal behavior from the target cultures and participating in age-appropriate cultural practices. You should see students examining how the different products, patterns of social interaction, and beliefs and values of the culture influence one another.*

**COMPARISONS** - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

➔ *In the foreign language class, you should see students relating vocabulary (e.g., cognates, loan words, idiomatic expressions), sound system, and syntax to their own language. You should also see students contrasting cultural elements (e.g., verbal and non verbal language,*



