

OTHER MODERN LANGUAGES

The growing international network and the pluralistic nature of a global society demand that the United States develop citizens with a sound understanding of international and cross-cultural issues and with the ability to communicate in more than one language. Developing the ability to interact effectively in a second language is a challenging task. In addition to acquiring mastery of the linguistic components of the language, the learner must become familiar with the culture of people who speak the language in order to be able to function within the cultural context in which communication occurs.

The study of one or more foreign languages and the corresponding culture(s), is an essential component in the total school curriculum. It is also responsive to the needs of the whole spectrum of the student population, as it strengthens the development of the basic skills of communication, and provides a powerful experience in the continuing development of the reasoning abilities of the student. The ability to communicate in more than one language contributes to an enriched, responsible, and meaningful life. Additionally, this skill enhances employment opportunities across a broad range of careers and reinforces every other area of endeavor, both in school and beyond.

The foreign language component of the total school curriculum is designed so that it addresses both the cognitive and the affective needs of the students. These curriculum objectives enables the students to develop the ability to use the language functionally, both orally and in writing. At the same time, they reinforce the student's broader understanding of the phenomenon of language and communication, both in the native and in the second language. Toward that end, outcomes and expectancies reflect realistic and attainable goals for each age-group/level and are stated in linguistic (vocabulary, grammar, fluency and pronunciation) as well as in communicative (function, content/context, and accuracy) terms. In addition, the objectives state specific features of the culture that the student is expected to be familiar with. Affectively, student outcomes are stated in terms of attitude toward speakers of the language and toward language learning itself.

- * The Competency-Based Curriculum has been correlated to the Sunshine State Standards in Foreign Languages as well as the Standards for Foreign Language Learning developed by the American Council on the Teaching of Foreign Languages (ACTFL). It reflects the vision of a linguistically interdependent world and prepares students to meet the challenges of the 21st century.