

DoDEA College and Career Ready Standards for Host Nation Studies *Kindergarten – Grade 6*



COLLEGE AND CAREER READY
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



COLLEGE AND CAREER READY

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Introduction

The Host Nation Program provides DoDEA elementary school students with a cross-cultural and language acquisition focus to develop an appreciation and understanding of the culture and language of the country in which they are located.

Host nation education is a unique feature of the K-6 school program and is designed to provide elementary school students with an introduction to host nation languages, which are taught by host nation teachers, as an essential experience of the DoDEA curriculum. In addition, with host nation teachers as guides, students participate in activities that build appreciation and understanding of the culture of the country in which they are located.

As DoDEA endeavors to provide opportunities for students to communicate in multilingual and multicultural societies, Host Nation Studies offers students language skills and cross-cultural understanding that are needed in the interconnected and dynamic world.

Goals

The goals of Host Nation Studies are:

- Students will achieve personal, social, vocational competency and environmental adaptability in the host nation country.
- Students will be able to communicate short messages on highly predictable, everyday topics that affect them directly in the host nation language.
- Students will have the opportunity to study social studies topics relative to the host nation community.
- Classroom and host nation teachers will work collaboratively to provide integrated learning experiences for the students.
- Parents will have an opportunity to expand their knowledge of the host nation culture and language with their children.

Overview

Host Nation Studies combines components of the World-Readiness Standards for Learning Languages, elements of the C3 Framework for College, Career, and Civic Life (National Council for the Social Studies), and the College and Career Ready Standards for Literacy. The social studies topics for each grade level in Host Nation Studies are aligned to the Engage New York Standards for K-6 social studies adopted by DoDEA K-12 social studies as part of the DoDEA College and Career Ready Standards for History/Social Studies.

Host Nation Studies consolidates the “Five Cs” of language education: Communication, Cultures, Connections, Comparisons, and Communities into two anchor standards:

Standard 1: Communication Competency – The communication competency provides an opportunity for students to communicate in the host language face-to-face, virtually, in writing, or through reading age-appropriate texts.

Standard 2: Cultural Competency – The cultural competency provides opportunities for the student to investigate and reflect on the culture of the host nation, make connections to the host nation community, compare the culture of the host nation community to their own, and to interact and collaborate in their host nation community.



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Each anchor standard includes a supporting standard and the description of the knowledge and skills students need to know and be able to do to achieve the standard.

Kindergarten: Self and Others

In kindergarten, the students will learn about their host nation through the lens of “Self and Others.” The theme refers to the military-connected child and the host nation child growing up together in an interdependent society and exploring the immediate environment to discover the developing self and each other. Kindergarten students will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Standard 1: Communication Competency

K.1 Interpersonal Communication

- Imitate non-verbal communication of the host nation, such as gestures, body language and intonation used in the host nation language.
- Use simple host nation phrases and high-frequency words in daily routine conversations.
- Follow directions given in the host nation language when accompanied by gestures.
- Role play with puppetry high frequency words in the host language in daily routine conversations.
- Practice the host nation language with native speaker(s) including the host nation teacher.
- Imitate the sounds of the host nation language.

K.2 Interpretive and Presentational Communication

- Printed Material
 - Follow a story read aloud by the host nation teacher in the host language using the pictures to increase comprehension.
- Writing
 - Dictate sentences for the teacher to write in the host language using patterned language (e.g. I like to...).
- Presentation of Knowledge and Ideas
 - With prompting and support, use phrases in the host nation language in appropriate situations (for example –thank you and you’re welcome).
 - Use memorized phrases in the host nation language for parents or others to demonstrate their learning.
 - Use drawings and/or crafts to support their host nation language development.
 - Recite simple host nation songs and rhymes.
 - Sing popular children's songs and perform dances.

Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Action
 - Develop questions with the teacher about children in the host nation.
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers to the questions.
 - Create a visual to share with parents on the life of children in the host nation.



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Note: The Inquiry, Research, and Informed Action can be used for other inquiry projects.

- Play games, listen to and tell stories, and describe holidays and celebrations of the host nation.
- Prepare and participate in host nation arts and crafts projects associated with a holiday.
- Identify and try a snack popular among host nation children.
- Participate in host nation customs and traditions (manners, ceremonies, etc.).
- Identify and follow basic traffic signs and traffic safety rules of the host nation.
- Identify similarities and differences with children in the host nation.
- Locate the host nation on the map and globe.
- Participate in a study trip (virtual or actual) to a host nation site.
- Participate in an exchange (virtual or actual) to a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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First Grade: My Family and Yours

During the year, the children will be engaged in an in-depth exploration of, and interaction with, the host nation culture, customs, and people through a study of family members, family responsibilities, leisure time and family needs of shelter, food, and clothing. The student will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Standard 1: Communication Competency

1.1 Interpersonal Communication

- Use non-verbal communication for the host nation appropriately.
- Recognize and name host nation family members, pets, and clothing in the host nation language.
- Identify and practice simple host nation phrases in ordinary family situations and activities.
- Role play with puppetry, simple host nation phrases in ordinary family situations and activities.
- Follow simple directions given in the host nation language pertaining to family situations.
- Practice the host nation language with native speaker(s) including the host nation teacher.
- Answer simple questions in the host nation language about the host nation family.

1.2 Interpretive and Presentational Communication

- Printed Resources
 - Recognize a limited number of letters, symbols or characters in taught words.
 - Follow a story read aloud by the host nation teacher in the host language and recognize characters and/or words.
 - Match printed materials and pictures of family with spoken word in host nation language.
- Writing
 - Copy or transcribe familiar words or phrases and form letters in an alphabetic system.
 - Copy and produce isolated, basic strokes in languages that use syllabaries or characters.
- Presentation of Knowledge and Ideas
 - Describe people, places, things, and events associated with family life in the host nation with relevant details, expressing ideas and feelings clearly.
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings with ideas and phrases in the host nation language.
 - Identify and sing simple popular host nation songs that emphasize family themes.
 - Identify and practice popular elementary school songs, dances and games and identify stories, holidays and celebrations related to the host nation language.

Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Action
 - Develop questions with the teacher about family life in the host nation.
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers to the questions.
 - Explain a unique feature of family life in the host nation to parents and have the family try the feature from host nation family life.



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- Create host nation arts and crafts projects associated with a celebration.
- Identify and participate in preparing a host nation food associated with a celebration.
- Participate in host nation customs and traditions.
- Describe seasonal host nation family activities for recreation, sports, and leisure.
- Identify traffic signs and traffic safety rules of the host nation.
- Identify similarities and differences in family life between a host nation family and one's own.
- Identify household chores and responsibilities of host nation family members.
- Locate the host nation and the United States on the map and globe recognizing that maps used in the United States may look different to the maps used in the host nation.
- Participate in a study trip (virtual or real) to a host nation site.
- Participate in an exchange (virtual or real) to a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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Second Grade: Our Neighborhood

Students will learn about life in the host nation neighborhood including the immediate area near their DoDEA school and housing. The student will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Standard 1: Communication Competency

2.1 Interpersonal Communication

- Use non-verbal communication of the host nation appropriately.
- Know and use host nation terminology related to neighborhoods in the host nation (house, store, restaurant, park, etc.).
- Practice host nation words of courtesy and respect.
- Identify and use host nation terminology related to local emergency and safety/protective systems and procedures for personal and neighborhood safety.
- Use terminology related to host nation money.
- Identify host nation terminology related to host nation transportation.
- Role play with puppetry host nation language in situations associated with living in a host nation neighborhood (e.g. going to the store).
- Follow directions given in the host nation language.
- Practice the host nation language with native speaker(s) including the host nation teacher.
- Answer simple questions in the host nation language about the host nation neighborhood.

2.2 Interpretive and Presentational Communication

- Printed Material
 - Follow a story read aloud in the host language and recognize characters and/or words without prompting from the teacher.
 - Recognize and identify the location of local play areas for recreation and leisure.
 - Recognize and understand signs and symbols in public spaces (safety, no littering, etc.)
- Writing
 - Copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters.
 - Reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
- Presentation of Knowledge and Ideas
 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details about life in the host nation neighborhood, speaking audibly using memorized words and phrases in the host nation language appropriately.
 - Recite a story or poem in the host language; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
 - Practice host nation songs, dances, games in the host nation language.



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Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Action
 - Develop questions about life in the host nation community.
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers to the questions.
 - Create a “What you need to know” guide for parents about visiting the local community.
- Practice customs and traditions related to the host nation neighborhood.
- Identify and participate in preparing a host nation food popular in the neighborhood and learn table manners important in the host nation.
- Participate in host nation customs and traditions.
- Prepare and participate in host nation arts and crafts project associated with a holiday.
- Identify and understand the values of host nation coins.
- Role play using host nation coins for shopping and leisure activities in the neighborhood.
- Identify traffic signs and traffic safety rules of the host nation neighborhood.
- Name similarities and differences between one's own and the host nation neighborhood.
- Identify and explore the major physical features (mountains, rivers, etc.) of the host nation.
- Participate in a study trip (virtual or real) to a host nation site.
- Role play using transportation in the host nation neighborhood.
- Participate in an exchange (virtual or real) to a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Demonstrate positive relationships with people of the host nation.
- Demonstrate individual responsibility for success of an intercultural encounter.
- Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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Third Grade: Our Community

The different kinds of communities (rural, town, and urban) in the host nation and the United States are investigated through their characteristics. The host nation community located near the DoDEA school will be the primary focus. Emphasis is placed on similarities more than differences. The student will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Standard 1: Communication Competency

3.1 Interpersonal Communication

- Use non-verbal communication for the host nation appropriately.
- Recognize and use host nation words of courtesy and respect.
- Identify host nation terminology related to shopping, transportation, and safety.
- Role play with puppetry host nation terminology related to shopping, transportation, and safety.
- Follow directions given in the host nation language.
- Answer simple questions in the host nation language related to the host nation community.
- Participate in simple dialogues.
- Practice the host nation language with a native speaker(s) including the host nation teacher.

3.2 Interpretive and Presentational Communication

- Printed Materials
 - Recognize a limited number of words, phrases and signs in the host nation language.
 - Identify high-frequency words and/or phrases when strongly supported by context.
 - Recognize the words for common items when shopping in the local community.
- Writing
 - Reproduce from memory a modest number of words and phrases in context.
- Presentation of Knowledge and Ideas
 - Report on a topic or text, tell a story, or recount an experience about the host nation with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using words and phrases from the host language as appropriate.
 - Recite stories/poems in the host nation language at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
 - Perform simple plays, songs, dances and shows in the host nation language

Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Action
 - Develop questions about places to visit in the local community of the host nation.
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers.
 - Select their “Top Five” and place in a visible location (bulletin board, school website, etc.) with the “why” for each selection.
- Demonstrate knowledge of games, holidays and celebrations of the host nation community.
- Prepare and participate in host nation arts and crafts project associated with a celebration or holiday.



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- Identify and participate in preparing a host nation food associated with a celebration or holiday and practice table manners important in the host nation.
- Participate in host nation customs and traditions.
- Role play shopping skills in host nation markets.
- Identify traffic signs and traffic safety rules of host nation communities.
- Collect data to demonstrate similarities and differences among American and host nation communities.
- Identify and explore the political geography of the host nation region.
- Participate in planning and attending a study trip (virtual or real) to a host nation site.
- Practice using various means of transportation in host nation communities.
- Plan and participate in an activity (virtual or real) with a partner class in a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Demonstrate positive relationships with people of the host nation.
- Demonstrate individual responsibility for success of an intercultural encounter.
- Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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Fourth Grade: Our Region

The students gain knowledge of their natural surroundings through the study of geographical regions (political and geographic) of the host nation. In addition, they learn the history of people of the host nation through their original traditions, customs, and legends related to geographic regions. The student will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Standard 1: Communication Competency

4.1 Interpersonal Communication

- Use non-verbal communication for the host nation appropriately.
- Recognize and use host nation words of courtesy and respect.
- Know and use host nation terminology related to money, shopping, sports, and leisure activities of the region.
- Follow directions given in the host nation language
- Ask simple questions in the host nation language (e.g. Where is the train? What time is it? Where is the restroom?).
- Participate in simple dialogues in host nation language.
- Practice the host nation language with native speaker(s) including the host nation teacher.

4.2 Interpretive and Presentational Communication

- Printed Materials
 - Recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language.
 - Identify a number of highly contextualized words and phrases including cognates and borrowed words.
 - Recognize the words for common items on a menu when dining in the local community.
- Writing
 - Reproduce what he/she can say in the form of lists or other short communications.
- Presentation of Knowledge and Ideas
 - Create a presentation incorporating key phrases in the in the host language and visual aids demonstrating knowledge of the host nation country.
 - Report on a topic or text, tell a story, or recount an experience about the host nation in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace utilizing terms and phrases from the host nation language in context (placing the host nation words or phrases appropriately in context).
 - Perform simple plays, songs, dance and shows in the host nation language.



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Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Action
 - Develop questions about the different geographic regions (political (e.g. states) and/or geographic (e.g. The Great Plains)) of the host nation (the host nation teacher may limit the number of geographic regions to those which include DoDEA schools).
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers.
 - Create a brochure or web-based solution to share information about the regions of the host nation with school families.
- Learn the history of a host nation tradition and recreate in the classroom, including an arts or crafts project associated with tradition.
- Research the history of host nation food and participate in its preparation.
- Practice table manners important in the host nation.
- Participate in regional host nation customs and traditions.
- Identify all coins and paper money of the host nation.
- Research a typical day of a 4th grader from the host nation (weekend, after school, during school) and compare to own.
- Identify the people who support safety in the region (who are they, what do they wear, different/similar to base and/or US).
- Describe how the host nation region and the base support each other.
- Research a historical host nation sites.
- Select a historical site to visit, participate in the planning and visit the site (virtual or real).
- Establish pen pals or email pals with a partner class in a host nation school.
- Plan and participate in an activity (virtual or real) with the partner class in a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Demonstrate positive relationships with people of the host nation.
- Demonstrate individual responsibility for success of an intercultural encounter.
- Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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Fifth Grade: My Host Nation Country

The development of the host nation country related to its geography, history, customs, traditions and economics is the focus for fifth grade. Students will explore, discover and discuss the history of the host nation. Emphasis is placed on the host nation's participation and role in international as well as regional organizations, contributions to the world community, the use of the host nation language with the world community, and importance of intercultural relationships. The student will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Standard 1: Communication Competency

5.1 Interpersonal Communication

- Use non-verbal communication for the host nation appropriately.
- Recognize and use host nation words of courtesy and respect.
- Know and use host nation common words and phrases effectively inside and outside the classroom.
- Follow directions given in the host nation language.
- Ask and answer simple questions related to navigating the community (transportation, ordering food, asking directions) in the host nation language.
- Participate in conversations about daily life using words and phrases in the host nation language.
- Practice host nation language with native speaker(s) including the teacher.

5.2 Interpretive and Presentational Communication

- Printed Material
 - Derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.
 - Utilize maps and other resources in the host language to effectively navigate public transportation.
- Writing
 - Complete information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality.
 - Write a brief communication using words and phrases in the host nation language such as those found while using social media.
- Presentation of Knowledge and Ideas
 - Report on a host nation topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant/descriptive details to support main ideas or themes and speak clearly at an understandable pace, utilizing terms and phrases from the host nation language in context.
 - Create a presentation incorporating terms and phrases in the host nation language appropriately on a theme related to the host nation country.
 - Perform simple plays, songs, dance and shows in the host nation language.



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Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Actions
 - Develop questions about the history of the host nation.
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers.
 - Create a timeline of historic events and share the information with parents in a public forum.
- Identify and describe samples of host nation art, literature, and music.
- Identify and use the measurement units utilized in the host nation country.
- Plan and prepare a meal with host nation foods, practice table manners important in the host nation.
- Participate in host nation customs and traditions.
- Describe characteristics and rules of a typical host nation sport and participate in a demonstration of the sport.
- Compare and contrast cultural norms of the host nation to cultural norms of the United States.
- Investigate and report imports and exports between the host nation and the United States.
- Collect historical data and develop a history timeline of the host nation country.
- Outline host nation country geographical attributes and compare to other countries.
- Research nature related host nation sites.
- Select a nature site to visit, participate in the planning and visit the site (virtual or real).
- Establish pen pals or email pals with a partner class in a host nation school communicating in the host nation language.
- Plan and participate in an activity (virtual or real) with the partner class in a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Demonstrate positive relationships with people of the host nation.
- Demonstrate individual responsibility for success of an intercultural encounter.
- Plan (with the guidance of the host nation teacher) and participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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Sixth Grade: Our World

The study of the host nation and its relationship to the world and extends to study of the host nation's contributions to the world culture, building upon previous knowledge. Emphasis is placed on the students' use of the host nation language.

Standard 1: Communication Competency

6.1 Interpersonal Communication

- Use non-verbal communication for the host nation appropriately.
- Recognize and use host nation words of courtesy and respect.
- Know and use host nation terminology related to life as a teenager in the host nation country.
- Follow directions given in the host nation language.
- Ask and answer questions in the host nation language related to life as a teenager in the host nation country.
- Engage in simple conversations in the host nation language.
- Practice host nation language with native speaker(s) including the host nation teacher.
- Express likes, dislikes, preferences in the host nation language for leisure activities, food, spots, and school activities.
- Use the target language in familiar situations (e.g. thanking the teacher).

6.2 Interpretive and Presentational Communication

- Printed Materials
 - Understand, fully and with relative ease, key words and formulaic phrases across a range of highly contextualized texts.
 - Where vocabulary has been learned, understand predictable language and messages.
- Writing
 - Exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.
- Presentation of Knowledge and Ideas
 - Present claims and findings on a topic related to the host nation, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, clear pronunciation, and host nation language (terms and phrases) in context.
 - Create a multimedia (books, films, magazines, Internet, etc.) presentation utilizing the host nation language (e.g., graphics, images, music, and sound) and visual displays to clarify information about the host nation.



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Standard 2: Intercultural Competency

- Inquiry, Research, and Informed Action
 - Develop questions about the life of a teenager in the local community.
 - Use multimedia (books, films, magazines, Internet, etc.) to find the answers.
 - Connect with a local school to validate the information found online.
 - Based on the research and validation, create a “Good to Know” document for onboarding of 6th graders new to the host nation.
- Identify songs, dances, and games popular with local teenagers.
- Listen to the music and participate in games that are popular with host nation teenagers.
- Study an artist from the host nation and create a piece of art following the technique.
- Plan and prepare a meal associated with a celebration that includes host nation foods, and practice table manners important in the host nation.
- Participate in host nation customs and traditions.
- List and assess host nation sports in international competitions.
- Follow a host nation sports team for the course of the season.
- Compare the life style of teenagers in the host nation to teenagers on base and in the United States.
- Prepare a timeline of host nation history in the context of world history.
- Identify specific, important facts about the structure and functions of the host nation government.
- Research and design a problem-solving project related to host nation ecological problems in today's world.
- Compare relationships of the host nation to the international community.
- Research host nation locations (e.g. movie theater, mall) that are popular with host nation teenagers.
- Select a site to visit, and participate in the planning and visit the site (virtual or real).
- Establish pen pals or email pals with a partner class in a host nation school communicating in the host nation language.
- Plan and participate in an activity (virtual or real) with the partner class in a host nation school.
- Demonstrate age-appropriate social norms for the host nation.
- Demonstrate respect for the people of the host nation.
- Demonstrate positive relationships with people of the host nation.
- Demonstrate individual responsibility for success of an intercultural encounter.
- Plan (under the guidance of the host nation teacher) and participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).



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Communication Competency: Vertical Articulation Grades K-6

Interpersonal Communication	K	1	2	3	4	5	6
Gesture	Imitate non-verbal communication of the host nation such as gestures, body language and intonation used in the host nation language.	Use non-verbal communication for the host nation appropriately.	Use non-verbal communication for the host nation appropriately.	Use non-verbal communication for the host nation appropriately.	Use non-verbal communication for the host nation appropriately.	Use non-verbal communication for the host nation appropriately.	Use non-verbal communication for the host nation appropriately.
Vocabulary and Phrases	<p>Use simple host nation phrases and high-frequency words in various situations.</p> <p>Role play with puppetry high frequency words in the host language in daily routine conversations.</p>	<p>Recognize and name host nation family members, pets, and clothing in the host nation language.</p> <p>Identify and practice simple host nation phrases in ordinary family situations and activities.</p> <p>Role play with puppetry simple host nation phrases in ordinary family situations and activities.</p>	<p>Know and use host nation terminology related to neighborhoods (house, store, restaurant, park, etc.) in the host nation.</p> <p>Practice host nation words of courtesy and respect.</p> <p>Identify and use host nation terminology related to local emergency and safety/protective systems and procedures for personal and neighborhood safety.</p> <p>Use terminology related to host nation money.</p> <p>Identify host nation terminology related to host nation transportation.</p> <p>Role play with puppetry host nation language in situations associated with living in a host nation neighborhood (e.g. going to the store).</p>	<p>Recognize and use host nation words of courtesy and respect.</p> <p>Identify and practice host nation terminology related to shopping, transportation, and safety.</p> <p>Role play with puppetry host nation terminology related to shopping, transportation, and safety.</p>	<p>Recognize and use host nation words of courtesy and respect.</p> <p>Know and use host nation terminology related to, money, shopping, transportation, sports, and leisure activities of the region.</p>	<p>Recognize and use host nation words of courtesy and respect.</p> <p>Know and use host nation terminology effectively inside and outside the classroom.</p>	<p>Recognize and use host nation words of courtesy and respect.</p> <p>Know and use host nation terminology related to life as a teenager in the host nation country.</p>
Listening Skills – Following Directions	Follow directions given in the host nation language when accompanied by gestures.	Follow simple directions given in the host nation language pertaining to family situations.	Follow directions given in the host nation language	Follow directions given in the host nation language	Follow directions given in the host nation language	Follow directions given in the host nation language	Follow directions given in the host nation language
Conversation	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Imitate the sounds of the host nation language.</p>	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Answer simple questions in the host nation language about the host nation family.</p>	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Answer simple questions in the host nation language about the host nation neighborhood.</p>	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Answer simple questions in the host nation language related to the host nation community.</p>	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Ask simple questions in the host nation language (e.g. Where is the train? What time</p>	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Ask and answer simple questions related to navigating the community (transportation, ordering food,</p>	<p>Practice the host nation language with native speaker(s) including the host nation teacher.</p> <p>Ask and answer questions in the host nation language related to life as a teenager in the</p>



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Interpretive and Presentational Communication	K	1	2	3	4	5	6
Printed Material	Follow a story read aloud by the host nation teacher in the host language using the pictures to increase comprehension.	Recognize a limited number of letters, symbols or characters. Follow a story read aloud in the host language and recognize characters and/or words. Match printed materials and pictures of family with spoken word in host nation language.	Follow a story read aloud in the host language and recognize characters and/or words without prompting from the teacher. Recognize and identify the location of local play areas for recreation and leisure. Recognize and understand signs and symbols in public places (safety, no littering, etc.).	Recognize a limited number of letters, symbols or characters. Identify high-frequency words and/or phrases when strongly supported by context. Recognize the words for common items when shopping in the local community.	Recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. Identify a number of highly contextualized words and phrases including cognates and borrowed words. Recognize the words for common items on a menu when dining in the local community.	Derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support. Utilize maps and other resources in the host language to effectively navigate public transportation.	Understand, fully and with relative ease, key words and formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, understand predictable language and messages
Writing	Dictate sentences for the teacher to write in the host language using patterned language (e.g. I like to...)	Copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters.	Copy or transcribe familiar words or phrases, form letters in an alphabetic system, and produce isolated, basic strokes in languages that use syllabaries or characters. Reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.	Reproduce from memory a modest number of words and phrases in context.	Reproduce what he/she can say in the form of lists or other short communications.	Complete information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Write short-brief communication using words and phrases in the host nation language such as you might find while using social media.	Exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.
Presentation of Knowledge and	With prompting and support,	Describe people, places, things, and	Tell a story or recount an experience with	Report on a topic or text, tell a	Report on a topic or text, tell a	Report on a host nation topic or	Present claims and findings on a



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<p>Ideas (CCRS- ELA-LITERACY.SL)</p>	<p>use phrases in the host nation language in appropriate situations (for example – saying thank you and you are welcome) Use drawings and/or crafts to support host nation language development.</p> <p>Use memorized phrases in the host nation language for parents or others to demonstrate their learning.</p> <p>Use drawings and/or crafts to support their host nation language development.</p> <p>Recite simple host nation songs and rhymes.</p> <p>Sing popular children’s songs and perform dances.</p>	<p>events associated with family life in the host nation with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings with ideas and phrases in the host nation language.</p> <p>Identify and sing simple popular host nation songs that emphasize family themes</p> <p>Identify and practice popular elementary school songs, dances and games in the host nation language.</p>	<p>appropriate facts and relevant, descriptive details about life in the host nation neighborhood, speaking audibly using memorized words and phrases from the host nation language appropriately.</p> <p>Recite a story or poem in the host language; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Practice and perform host nation songs, dances, and games in the host nation language.</p>	<p>story, or recount an experience about the host nation with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using words and phrases from the host language appropriately.</p> <p>Recite stories/poems in the host nation language at an understandable pace; add visual displays when appropriate to emphasize certain facts or details.</p> <p>Perform simple plays, songs, dances, and shows in the host nation language.</p>	<p>story, or recount an experience about the host nation in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace, utilizing terms and phrases from the host nation language in context.</p> <p>Create a presentation incorporating key phrases in the in the host language and visual aids demonstrating knowledge of the host nation country.</p>	<p>text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace, utilizing terms and phrases from the host nation language in context.</p> <p>Create a presentation in utilizing terms and phrases from the host nation language demonstrating a theme related to the host nation country.</p> <p>Perform simple plays, songs, dance and shows in the host nation language.</p>	<p>topic related to the host nation, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, clear pronunciation, and host nation language (terms and phrases) in context.</p> <p>Create a multimedia (books, films, magazines, Internet, etc.) presentation utilizing terms and phrases from the host nation language (e.g., graphics, images, music, sound) and visual displays to clarify information about the host nation.</p>
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Intercultural Competency: Vertical Articulation Grades K-6

	K	1	2	3	4	5	6
<p>Inquiry, Research and Action (IRA) NOTE: IRA can be used for other inquiry projects in addition to the inquiry project as states.</p>	<p>Develop questions with the teacher about children in the host nation.</p> <p>Use multimedia (books, films, magazines, Internet, etc.) to find the answers to the questions.</p> <p>Create a visual to share with parents on the life of children in the host nation.</p>	<p>Develop questions with the teacher about family life in the host nation.</p> <p>Use multimedia (books, films, magazines, Internet, etc.) to find the answers to the questions.</p> <p>Explain a unique feature of family life in the host nation to parents and have the family try the feature of host nation family life.</p>	<p>Develop questions about life in the host nation community.</p> <p>Use multimedia (books, films, magazines, internet, etc.) to find the answers to the questions.</p> <p>Create a “What you need to know” guide for parents about visiting the local community.</p>	<p>Develop questions about places to visit in the host nation.</p> <p>Use multimedia (books, films, magazines, Internet, etc.) to find the answers.</p> <p>Select their “Top Five” and place in a visible location (bulletin board, school website, etc.) with the “why” for each selection.</p>	<p>Develop questions about the different geographic divisions (political (e.g. states) and/or physical (e.g. the Great Plains)) of the host nation (the host nation teacher may limit the number of geographic regions to those which include DoDEA schools).</p> <p>Use multimedia (books, films, magazines, Internet, etc.) to find the answers.</p> <p>Create a brochure or web-based solution to share information about the regions of the</p>	<p>Develop questions about the history of the host nation.</p> <p>Use multimedia (books, films, magazines, Internet, etc.) to find the answers.</p> <p>Create a timeline of historic events and share the information with parents in a public forum.</p>	<p>Develop questions about the life of a teenager in the local community.</p> <p>Use multimedia (books, films, magazines, Internet, etc.) to find the answers.</p> <p>Connect with a local school to validate the information found online.</p> <p>Based on the research and validation, create a “Good to Know” document for onboarding of 6th graders new to the host nation.</p>



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					host nation with school families.		
Holidays, Celebrations, Customs, Traditions, Arts & Crafts, and Food	<p>Play games, listen to and tell stories, describe holidays and celebrations of the host nations.</p> <p>Create host nation arts and crafts projects associated with a holiday.</p> <p>Identify and try a snack popular among host nation children.</p> <p>Participate in host nation customs and traditions (manners, ceremonies, etc.).</p>	<p>Create host nation arts and crafts projects associated with a celebration.</p> <p>Identify and participate in preparing a host nation food associated with a celebration.</p> <p>Participate in host nation customs and traditions.</p>	<p>Practice customs and traditions related to the host nation neighborhood.</p> <p>Identify and participate in preparing a host nation food popular in the neighborhood and learn table manners important in the host nation.</p> <p>Participate in host nation customs and traditions.</p>	<p>Demonstrate knowledge of games, holidays, and celebrations of the host nation community.</p> <p>Create a host nation craft project associated with a celebration or holiday.</p> <p>Identify and participate in preparing a host nation food associated with a celebration or holiday and practice table manners important in the host nation.</p> <p>Participate in host nation customs and traditions.</p>	<p>Learn the history of a host nation tradition and recreate in the classroom including an arts or crafts project associated with tradition.</p> <p>Research the history of host nation food and participate in its preparation.</p>	<p>Identify and describe samples of host nation art, literature, and music</p> <p>Plan and prepare a meal with host nation foods, practice table manners important in the host nation.</p> <p>Participate in host nation customs and traditions.</p>	<p>Identify songs, dances, and games popular with local teenagers.</p> <p>Listen to the music and participate in the dances and games.</p> <p>Study an artist from the host nation and create a piece of art following the technique.</p> <p>Plan and prepare a meal associated with a celebration with host nation foods, practice table manners important in the host nation.</p> <p>Participate in host nation customs and traditions.</p>
Shopping, Leisure Activities, and Sports		Describe seasonal host nation family activities for recreation, sports, and leisure.	<p>Identify and understand the values of host nation money.</p> <p>Role play using the host nation coins for shopping and leisure activities in the neighborhood.</p>	Role play shopping skills in host nation markets.	<p>Identify all coins and paper money of the host nation.</p> <p>Role play the use host nation money in the local community.</p> <p>Research popular activities students of the host nation participate in outside of the school day.</p>	<p>Describe characteristics and rules of a typical host nation sport and participate in a demonstration of the sport.</p> <p>Identify and use the measurement units utilized in the host nation country.</p>	<p>List and assess host nation sports in international competitions.</p> <p>Follow a sports team for the course of the season.</p>
Safety	Identify and follow basic traffic signs and traffic safety rules of the host nation.	Identify traffic signs and traffic safety rules of the host nation.	Identify traffic signs and traffic safety rules of the host nation neighborhood	Identify traffic signs and traffic safety rules of host nation communities.	Identify the people who support safety in the local community (who are they, what do they wear, different/similar to base and/or US).		
Similarities and Differences	Identify similarities and differences with children in the host nation.	<p>Identify similarities and differences in family life between a host nation family and one's own.</p> <p>Identify household chores and roles of host nation family members.</p>	Name similarities and differences between one's own and the host nation neighborhood.	Collect data to demonstrate similarities and differences among American and host nation communities.	Research a typical day of a 4th grader from the host nation (weekend, after school, during school) and compare to own.	Compare and contrast cultural norms of the host nation to cultural norms of the United States.	Compare the life style of teenagers in the host nation to teenagers on base and in the United States.



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<p>Economics, History, Government, and Geography</p>	<p>Locate the host nation on the map and globe.</p>	<p>Locate the host nation and the United States on the map and globe recognizing that maps used in the United States may look different to the maps used in the host nation.</p>	<p>Identify and explore the major physical features (mountains, rivers, etc.) of the host nation.</p>	<p>Identify and explore the political geography (cities, etc.) of the host nation.</p>	<p>Describe how the host nation region and the base support each other.</p>	<p>Investigate and report import and exports of the host nation and the United States.</p> <p>Collect historical data and develop a history timeline of the host nation country.</p> <p>Outline host nation country geographical attributes and compare to other countries.</p>	<p>Prepare a timeline of host nation history in the context of world history.</p> <p>Identify specific, important facts about the structure and functions of the host nation government.</p> <p>Research and design a problem-solving project related to host nation ecological problems in today's world</p> <p>Compare relationships of the host nation to the international community.</p>
<p>Study Trips and Exchanges</p>	<p>Participate in a study trip to a host nation site (virtual or real).</p> <p>Participate in an exchange to a host nation school (virtual or real).</p>	<p>Participate in a study trip to a host nation site (virtual or real).</p> <p>Participate in an exchange to a host nation school (virtual or real).</p>	<p>Participate in a study trip to a host nation sites (virtual or real).</p> <p>Practice using transportation in the host nation neighborhood.</p> <p>Participate in an exchange to a host nation school (virtual or real).</p>	<p>Participate in planning and attending a study trip to a host nation site (virtual or real).</p> <p>Practice using various means of transportation in host nation communities (virtual or real).</p> <p>Plan and participate in an activity (virtual or real) with a partner class in a host nation school.</p>	<p>Research historical host nation sites.</p> <p>Select a historic site to visit, participate in the planning and visit the site (virtual or real).</p> <p>Establish pen pals or email pals with a partner class in a host nation school.</p> <p>Plan and participate in an activity (virtual or real) with the partner class in a host nation school.</p>	<p>Research nature related host nation sites.</p> <p>Select a nature site to visit, participate in the planning and visit the site (virtual or real).</p> <p>Establish pen pals or email pals with a partner class in a host nation school communicating in the host nation language.</p> <p>Plan and participate in an activity (virtual or real) with the partner class in a host nation school.</p>	<p>Research host nation sites (e.g. movie theater, mall) that are popular with host nation teenagers.</p> <p>Select a site to visit, participate in the planning and visit the site (virtual or real).</p> <p>Establish pen pals or email pals with a partner class in a host nation school communicating in the host nation language.</p> <p>Plan and participate an activity (virtual or real) with the partner class in a host nation school.</p>
<p>Interactions</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Participate in a cultural project</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Participate in a cultural project</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Demonstrate positive relationships with</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Demonstrate positive</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Demonstrate positive</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Demonstrate positive</p>	<p>Demonstrate age-appropriate social norms for the host nation.</p> <p>Demonstrate respect for the people of the host nation.</p> <p>Demonstrate positive</p>



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	<p>involving the base community, parents, and local nationals (class, grade level or whole school).</p>	<p>involving the base community, parents, and local nationals (class, grade level or whole school).</p>	<p>people of the host nation.</p> <p>Demonstrate individual responsibility for success of an intercultural encounter.</p> <p>Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).</p>	<p>relationships with people of the host nation.</p> <p>Demonstrate individual responsibility for success of an intercultural encounter.</p> <p>Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).</p>	<p>relationships with people of the host nation.</p> <p>Demonstrate individual responsibility for success of an intercultural encounter.</p> <p>Participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).</p>	<p>relationships with people of the host nation.</p> <p>Demonstrate individual responsibility for success of an intercultural encounter.</p> <p>Plan (with guidance of host nation teacher) and participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).</p>	<p>relationships with people of the host nation.</p> <p>Demonstrate individual responsibility for success of an intercultural encounter.</p> <p>Plan (with guidance of host nation teacher) and participate in a cultural project involving the base community, parents, and local nationals (class, grade level or whole school).</p>
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Appendix

World-Readiness Standards for Learning Languages

The World-Readiness Standards for Learning Languages are the standards utilized in DoDEA’s World Language Program K-12. Host Nation Studies introduces elementary students to the language of the host nation. Therefore, Host Nation Studies incorporates the standards for learning languages.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	



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World Language Proficiency Targets and Can-Do Statements

One goal of Host Nation Studies is for students to communicate short messages on highly predictable, everyday topics that affect them directly in the host nation language. The Can-Do Statements define what a novice in the language can do to demonstrate language acquisition.

Host Nation – World Language Proficiency Targets	
Mode and Skill	K-6
Interpretive Listening	Novice Low
Interpretive Reading	Novice Low
Interpersonal	Novice Low
Presentational Speaking	Novice Low
Presentational Writing	Novice Low

DoDEA College and Career Ready Standards for World Languages

Can-Do Statements for Novice Low Learners

NOVICE LOW		
COMMUNICATION COMPETENCIES		Novice learners can:
Interpretive Listening		<ul style="list-style-type: none"> Understand and say a lot. Give personal information as well as information about others. Tell about likes, dislikes, preferences, and needs. Begin to use the language for some daily functions, such as asking for or giving directions. Provide information by making statements or answering questions using words, phrases, or short sentences (sometimes memorized) based on the situation. May need to have things repeated, but will probably be able to figure it out as long as the speaker remembers they are language learners. Ask easy questions to get needed information. Understand the main idea(s) and can pick out a few details in brief oral and written texts on familiar topics supported by visuals. Write much of what they can say by making lists and writing short messages and notes. Write brief Internet-based social communications, using words, phrases, or short sentences. Make mistakes when they communicate.
NL-1	I can recognize a few memorized words and phrases when I hear them spoken.	
NL-1A	I can occasionally identify the sound of a character or a word.	
NL-1B	I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.	
Interpretive Reading		
NL-2	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	
NL-2A	I can recognize a few words or characters.	
NL-2B	I can connect some words, phrases, or characters to their meanings.	
Interpersonal Communication		
NL-3	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	
NL-3A	I can greet my peers.	
NL-3B	I can introduce myself to someone.	
NL-3C	I can answer a few simple questions.	
Presentational Speaking		
NL-4	I can present information about myself and some other very familiar topics using single words or memorized phrases.	
NL-4A	I can recite words and phrases that I have learned.	
NL-4B	I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	
NL-4C	I can introduce myself to a group.	
NL-4D	I can recite short memorized phrases, parts of poems, and rhymes.	
Presentational Writing		
NL-5	I can copy some familiar words, characters, or phrases.	
NL-5A	I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.	
NL-5B	I can write words and phrases that I have learned.	
NL-5C	I can label familiar people, places, and objects in pictures and posters.	



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Can-Do Statements for Novice Low Learners

NOVICE LOW	
INTERCULTURAL COMPETENCIES	
Investigation of Products, Practices, and Perspectives	
NL-6	I can identify products and practices to help me understand perspectives within other cultures and my own.
NL-6A	I can identify some typical products related to daily life within other cultures and my own.
NL-6B	I can identify some typical practices related to daily life within other cultures and my own.
Interaction in Another Culture	
NL-7	I can interact at a survival level in some familiar contexts.
NL-7A	I can communicate with others from the target culture in familiar situations using memorized language and showing basic cultural awareness.
NL-7B	I can use appropriate rehearsed behaviors in familiar situations and recognize some obviously inappropriate behaviors.
Students apply the above when they:	
<ul style="list-style-type: none"> Connect content from other disciplines to the target language. Access information only available in the target language. Compare English to the target language. 	<ul style="list-style-type: none"> Compare their culture to the target language. Experience the target language and culture both in their community and within their classroom. Discover how they can use their target language skills for personal enjoyment and lifelong learning.

Source: DoDEA College and Career Ready Standards for World Languages

The C3 Framework

[The College, Career, and Civic Life \(C3\) Framework for State Standards in Social Studies](#) was published by the National Council for the Social Studies (NCSS) in September 2013. The C3 Framework has three foundations:

- **Disciplinary Literacy** – emphasizing the foundation of literacy through an integration of the CCRS-H/SS and through unique disciplinary literacies of Social Studies in civics, economics, geography, and history.
- **Civic Life** – promoting civic engagement for students in the school and the local and global community.
- **The Inquiry Arc** – a set of interlocking and mutually reinforcing ideas that feature the [Four Dimensions of Informed Inquiry in Social Studies](#).

Dimension 1	Developing questions (student and teacher generated) and planning inquiries
Dimension 2	Applying disciplinary concepts and tools
Dimension 3	Evaluating sources using evidence
Dimension 4	Communicating conclusions and taking informed action