



## **Our Savior Christian Academy Curriculum Framework for: Foreign Language**

*Our Savior Christian Academy's "Curriculum Framework for Foreign Language" is designed as a tool that will follow the same format for all grades K-7. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions. Our Savior Christian Academy's "Curriculum Framework for Foreign Language" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.*

### **✠ PHILOSOPHY ✠**

*We must recognize God as the Creator of all human language. God created Adam and Eve with the ability to speak and understand a language, and in Genesis, [Chapter 11](#), God introduced new and multiple languages. Secondly, it is evident from Scripture that through all of history, both written and spoken language has been one of the primary means through which God has revealed himself to the world.*

## **Our Savior Christian Academy**

### **Broad Goals**

#### ***From a Christ-Centered Perspective, Teachers will:***

- o Incorporate Jesus Christ in all core areas of Foreign Language.
- o Provide the children with a wide range of knowledge, skills, & related activities that help him/her to develop an understanding of the physical world & social exchanges.
- o Give the child a language and a system through which he/she may analyze, describe and explain a wide range of experiences, make predictions, & solve problems.
- o Foster creative and aesthetic development that enhances the growth of reasoning.
- o Encourage the children to be confident and to communicate effectively through Foreign Language.

#### ***This will be obtained by:***

- o Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- o Fascinating and significant Foreign Language experiences through multi-sensory activities
- o Applying Foreign Language to other core areas of learning
- o Adapting other subjects to add valuable perspectives to the Foreign Language curriculum.
- o Stair stepping on an individual basis with the knowledge that children acquire an understanding of Foreign Language ideas in an uneven way.
- o Continuous assessment for analysis and planning in Foreign Language.
- o Focuses on the identification of the children's existing knowledge, misconceptions, and strategies.
- o Updating curriculum to meet changing state standards along with student needs
- o Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mechanical mastery.
- o Work samples and results that are shared with the parents, congregants, and community.

**Missouri Department of Elementary and Secondary Education  
February, 2011**

# Communication

1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions					
	Level I	Level II	Level III	Level IV	Level V
<b>Interpersonal Mode</b>	<ul style="list-style-type: none"> <li>a. Ask and answer questions about very familiar topics.</li> <li>b. Engage in common classroom interactions such as, greetings, stating needs and preferences.</li> <li>c. Share likes and dislikes.</li> <li>d. Exchange descriptions of people and places, in addition to products of the target culture.</li> <li>e. Use common social amenities such as please, thank you, excuse me.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Use target language to acquire goods, services or information.</li> <li>c. Exchange information about personal events, memorable experiences and/or other topics.</li> <li>d. Ask for repetition and repeat to ensure comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Extend, accept, and refuse invitations appropriate to varied situations.</li> <li>c. Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.</li> <li>d. Develop and propose solutions to issues and problems.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.</li> <li>c. Discuss aspects of a field of study and/or employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze and express personal reactions to expository and literary texts.</li> </ul>
<b>Listening and Speaking</b>					
<b>National Standards</b>	1.1	1.1	1.1	1.1	1.1
<b>Missouri Standards</b>	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e	1.1a, 1.1b, 1.1c, 1.1d, 1.1e

2. Students understand and interpret written and spoken language on a variety of topics					
	Level I	Level II	Level III	Level IV	Level V
<b>Interpretive Mode</b>	<ul style="list-style-type: none"> <li>a. Identify people, places and things based on oral and written descriptions.</li> <li>b. Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements.</li> <li>c. Interpret gestures, intonation and other visual and auditory clues in target language materials.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify principal characters and main ideas in oral and written narratives in the target language.</li> <li>c. Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.</li> </ul>
<b>Reading and Listening</b>					
<b>National Standards</b>	1.2	1.2	1.2	1.2	1.2
<b>Missouri Standards</b>	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d	1.2a, 1.2b, 1.2c, 1.2d

# Communication

<b>3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Presentational Mode</b>	<ul style="list-style-type: none"> <li>a. Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.</li> <li>b. Prepare illustrated stories about activities or events and share them orally or in writing.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing.</li> <li>c. Write brief messages such as postcards, short letters or e-mails on very familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Prepare a formal, research-based written analysis of a field of study, including perspectives from both the native and target cultures, making extensive use of target language sources.</li> </ul>
<b>Speaking and Writing</b>					
<b>National Standards</b>	1.3	1.3	1.3	1.3	1.3
<b>Missouri Standards</b>	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e	1.3a, 1.3b, 1.3c, 1.3d, 1.3e

# Cultures

<b>1. Students demonstrate an understanding of the practices and perspectives of the cultures studied</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Practices of the Culture</b>	<ul style="list-style-type: none"> <li>a. Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.</li> <li>b. Describe the practices of common cultural activities and holiday celebrations.</li> <li>c. Identify common social etiquette within the cultures studied.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations.</li> <li>c. Compare everyday social etiquette within the culture studied to their native culture.</li> <li>d. Identify common beliefs, attitudes and characteristics within the culture studied.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Observe and imitate appropriate patterns of social behavior in the culture studied.</li> <li>c. Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.</li> <li>d. Compare the similarities and differences in the social etiquette within the culture studied to their own culture.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Interact with culturally appropriate patterns of behavior in familiar situations.</li> <li>c. Describe the historical significance of activities and celebrations in the culture studied.</li> <li>d. Investigate and explain how previous cultures influenced the modern culture studied.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze how beliefs, perspectives and attitudes affect behaviors within the culture studied.</li> </ul>
<b>Practices and Perspectives</b>					
<b>National Standards</b>	2.1	2.1	2.1	2.1	2.1
<b>Missouri Standards</b>	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c	2.1a, 2.1b, 2.1c

<b>2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Products of the Culture</b>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify objects and symbols commonly used to represent the culture studied.</li> <li>c. Identify important historical and contemporary figures and events of the culture studied.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Compare the most common objects and symbols used to represent the target culture and their own culture.</li> <li>c. Compare important historical and contemporary figures and events of the culture studied and their own culture.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify contributions of important historical and/or contemporary figures in the culture studied.</li> <li>c. Identify historical and contemporary influences that the culture studied has had on their own culture.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify major contributions and historical figures from the cultures studied that are significant in the world today.</li> <li>c. Identify some historical and contemporary influences from other cultures that impact the culture studied.</li> </ul>
<b>Products and Perspectives</b>					
<b>National Standards</b>	2.2	2.2	2.2	2.2	2.2
<b>Missouri Standards</b>	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c	2.2a, 2.2b, 2.2c

# Connections

<b>1. Students reinforce and further their knowledge of other disciplines through the world language</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.</li> <li>c. Use target language vocabulary to refer to items and concepts learned in other subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts.</li> <li>c. Summarize articles or short videos in the target language on topics being studied in other classes.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Present information orally or in writing on topics being studied in other classes.</li> <li>c. Elaborate on their study of other classes by studying similar topics in target language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Acquire information from a variety of sources written in the target language about topics being studied in other school subjects.</li> <li>c. Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Obtain and use information available in the target language related to field of study and topics of interest.</li> <li>c. Use target language resources to gather information on the work and knowledge of professionals in their fields of study.</li> </ul>
<b>National Standards</b>	3.1	3.1	3.1	3.1	3.1
<b>Missouri Standards</b>	3.1a	3.1a	3.1a	3.1a	3.1a

<b>2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Distinctive Viewpoints of Information</b>	<ul style="list-style-type: none"> <li>a. Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language.</li> <li>b. Broaden understanding of world culture through authentic spoken and written information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</li> <li>b. Broaden understanding of contributions of target civilization to development of present-day information.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.</li> <li>b. Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.</li> </ul>	<ul style="list-style-type: none"> <li>a. Distinguish the viewpoints in print and in on-line newspapers, magazines and e-mails to identify perspectives of target culture.</li> <li>b. Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.</li> </ul>	<ul style="list-style-type: none"> <li>a. Acquire information on research topics assigned in other classes through target-language sources.</li> <li>b. Interview target-language speakers to gain insights into sociological and cultural issues such as life in France or life in interment camps in the US for Japanese Americans during World War II.</li> </ul>
<b>National Standards</b>	3.2	3.2	3.2	3.2	3.2
<b>Missouri Standards</b>	3.2a	3.2a	3.2a	3.2a	3.2a

# Comparisons

<b>1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Language Comparisons</b>	<ul style="list-style-type: none"> <li>a. Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.</li> <li>b. Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages can not be interpreted literally.</li> <li>c. Report similarities and differences between the sound and writing system of target and native language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Use cognates to enhance spoken and written language.</li> <li>c. Recognize familiar false cognates and use appropriately.</li> <li>d. Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions.</li> <li>e. Recognize critical sound differences in the target language that must be mastered.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.</li> <li>c. Report similarities and differences between the sound and writing system of target and native language, including time and tense.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.</li> <li>c. Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze elements of the target language and reflect on how language influences the way cultures organize information and view the world.</li> </ul>
<b>National Standards</b>	4.1	4.1	4.1	4.1	4.1
<b>Missouri Standards</b>	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c	4.1a, 4.1b, 4.1c

<b>2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</b>					
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
<b>Cultural Comparisons</b>	<ul style="list-style-type: none"> <li>a. Recognize common tangible and intangible products of the culture studied.</li> <li>b. Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.</li> <li>c. Demonstrate an awareness of the role of gestures and nonverbal cues in communication.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Compare and contrast tangible and intangible products of the target and native cultures such as, clothing, housing, foods, toys, music, myths and folktales.</li> <li>c. Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of every day life.</li> <li>d. Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Analyze the relationship between cultural perspectives and products from the target culture and their own.</li> <li>c. Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.</li> <li>d. Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and analyze cultural perspectives as reflected in a variety of non-fiction and fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Identify and analyze cultural perspectives as reflected in a variety of literary genres.</li> </ul>
<b>National Standards</b>	4.2	4.2	4.2	4.2	4.2
<b>Missouri Standards</b>	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c	4.2a, 4.2b, 4.2c

# Communities

1. Students use the target language within and beyond the school setting					
	Level I	Level II	Level III	Level IV	Level V
<b>Language Use Within and Beyond the Classroom</b>	<ul style="list-style-type: none"> <li>a. Recognize the target language when encountered outside the world language classroom.</li> <li>b. Recognize words borrowed from the target language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Share knowledge and skills from the target language with family and others in the school community.</li> <li>c. Communicate on a personal level with speakers of the target language via letters, e-mail, etc.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Perform for a school or community celebration, using their knowledge of the target language and culture.</li> <li>c. Participate in activities in the target language that benefit other members of the school or community, such as tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Present information about the target language and culture to others.</li> <li>c. Write a newsletter (class, school, etc.) for peers in country of target language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Explore avenues for interaction with native speakers.</li> <li>c. Interview native speakers within and beyond the school setting through avenues such as E-mail, face-to-face encounters, pen pals, internships, exchange programs, etc.</li> </ul>
<b>National Standards</b>	5.1	5.1	5.1	5.1	5.1
<b>Missouri Standards</b>	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c	5.1a, 5.1b, 5.1c

2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment					
	Level I	Level II	Level III	Level IV	Level V
<b>Language Use for Personal Enjoyment and Enrichment</b>	<ul style="list-style-type: none"> <li>a. Attend or view via media cultural events and social activities.</li> <li>b. Explore topics of personal interest from the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Explore hobbies, activities and topics of personal interest related to the target culture.</li> <li>c. Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.</li> <li>d. Identify careers where skills in another language or cultural understanding are needed.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Plan real or imaginary travel.</li> <li>c. Make connections with local groups and communities where the target language is spoken.</li> <li>d. Explore careers and businesses where skills in another language or cultural understanding are needed.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Access or acquire cultural information through community sources.</li> <li>c. Read, listen or watch authentic materials or media for personal enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate competencies previously introduced</li> <li>b. Learn more about personal interests by consulting various target language references.</li> <li>c. Develop or maintain face-to-face or media relationship with members of the target culture.</li> <li>d. Explore a self-selected career where target language and cultural skills are needed.</li> </ul>
<b>National Standards</b>	5.2	5.2	5.2	5.2	5.2
<b>Missouri Standards</b>	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f	5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f



## **Integrating Faith**

Any philosophy statement concerning the teaching and study of foreign language in a Christian school needs to begin with an understanding of language and culture from God's point of view.

First and foremost, we must recognize God as the Creator of all human language. God created Adam and Eve with the ability to speak and understand a language, and in Genesis, [Chapter 11](#), God introduced new and multiple languages. Secondly, it is evident from Scripture that through all of history, both written and spoken language has been one of the primary means through which God has revealed himself to the world. Considering these two facts leads us to conclude that language is a gift from God to man, intended to be used for his glory. It is God's design to use men as his agents to demonstrate God's love to people of all cultures, and to be his witnesses and spread the gospel of his grace to the world. **Therefore, the goal of our foreign language curriculum is to develop and further the growth of:**

\* Wise students who, through the study of foreign language and culture, benefit from a broader revelation of God's image reflected in man. Our goal is to help our students identify the fingerprints of God on every culture, and to brighten the picture of God in our students' minds with the illumination that each culture can add.

\* Passionate students who experience the love of God through foreign language and cultures, and understand that Jesus is the Savior for all cultures, not just their own. (Rev. 5:9).

\* Articulate students who are able to effectively communicate and ultimately share the gospel in a foreign language. (Matt 28:19) We are to imitate Jesus, our great example. Through the incarnation he entered a foreign culture in order to bring the knowledge of his gospel to lost men. Our goal is to ignite in our students the desire to help, befriend, and share the gospel with people from other cultures. (John [1:1,14](#))

The study of foreign language is often the means by which greater respect and appreciation for other cultures is developed. Though all cultures (including our own) are fraught with the sinfulness of man (Romans 3:23), God desires from his heart of gracious love to save men from every nation to bring praise to his name (Rev. 5:9). As Christ's ambassadors, learning a foreign language is one means by which we can mirror this same kind of love.