

# World Languages

## Grades 7-12

### Overview

The World Languages program (Grades 7-12) fosters learners' language proficiency and understanding of world languages so they can connect and relate to others in a culturally competent manner and become members of multi-lingual communities locally, nationally, and abroad. By developing language proficiency, students will have a broader array of career choices and be able to assume more complex responsibilities both now and in the future.

The Grades 7-12 World Languages program is designed both for learners with no previous language learning experience and for those with language learning experience at the elementary and middle/junior high grades. This program provides appropriate learning experiences for native English speakers, second and third generation bilinguals, first generation immigrant students, and newly arrived immigrant students. These experiences include maintenance, retrieval, and acquisition of language competencies, transference of literacy skills developed in English, and development of literacy skills in the home language when appropriate.

Combined with effective classroom instruction, these standards enable students at various proficiency levels to perform appropriate language and culture-specific tasks. Students in Level I use the target language in basic oral and written form and acquire a basic understanding of target cultures. Level II students interpret spoken and written language on new and familiar topics, identify practices and traditions within the target cultures, and make comparisons between English and the target languages and cultures. In addition, students can connect the use of the target language to other disciplines, as well as local and global communities.

Students progressing through advanced language courses use language to discuss current events, history, literature, and the arts. They also communicate about more abstract topics such as government and educational systems. At all levels, the context determines the instructional approach. Language learning can occur in a traditional, formal environment as well as alternate settings. For example, technology can provide face-to-face interaction when speakers of target languages are not available. Skype, YouTube, chats and other social networks facilitate real-world contact with speakers. Additionally, communities and schools where a target language is common can be used as a language acquisition piece as well.

The Mountain Brook World Language Curriculum Framework is comprised of content standards organized around the five goal areas of world languages education – Communication, Cultures, Connections, Comparisons, and Communities. The standards within the five goal areas indicate to stakeholders the level of proficiency at which learners can perform. These standards describe the minimum required content for the secondary levels of world languages, Latin, and ASL from grades 7 through 12. The added rigor of advanced courses prepares students for success in Advanced Placement and/or Dual Enrollment programs. The document *World-Readiness Standards for Learning Languages*, developed by the American Council on the Teaching of Foreign Languages (ACTFL), is the foundation for these standards.