

MIDDLE SCHOOL PROGRAMS GUIDE

Why are successful World Languages Programs essential in today's society?

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”- American Council on the Teaching of Foreign Languages (ACTFL)

What is the primary purpose of World Language instruction in Henry County Schools?

The primary purpose of World Languages instruction in Henry County Schools is to promote effective interpersonal, interpretive, and presentational communication skills to enhance speaking, listening, reading, and writing skills in more than one language. The Henry County model for World Languages instruction balances the gathering of knowledge with the analysis of diverse cultures in order to make the connections within the global community.



Fig. 2-3-1 ©ACTFL

Created by R. Morrison – Henry County Schools – 2015 – Revised 2020

Approved HCS Middle School World Language Programs

****Prior to starting a new Middle School World Language program, please reach out to the World Languages Coordinator to seek program approval and design a program plan aligned to Balanced Models of Instruction.***

- **8th grade 1 year Model-** Honors Spanish 1 for HS credit (1- one year long course)- Offered at the majority of HCS middle schools
- **7th & 8th grade 2 year Sequence Model-** Honors Spanish 1 for HS credit (2- one year long courses)- Offered at WMS only
- **6th, 7th, 8th grade Spanish Connections Part A & Part B** (9 or 18 week courses)- Offered at all HCS middle schools
- **Honors Spanish 2-** SMS Only

1 year Model- Honors Spanish 1 for HS credit (1- one year long course commitment)

State Course Number Spanish 1: 60.0710014

HCS Course Number Honors Spanish 1: 1515.0Y

Recommended MS courses:

- 6th Grade- Connections Spanish A (9 or 18 weeks)
- 7th Grade- Connections Spanish B (18 weeks)
- **8th Grade- Honors Spanish 1 (High School Spanish 1 Full Year)**

Recommended HS courses:

- 9th Grade- Honors Spanish 2
- 10th Grade- Honors Spanish 3 (*3 credit requirement for WL pathway complete and to meet International Skills Diploma Seal requirements)
- 11th Grade- Honors Spanish 4, AP Spanish, or Dual Enrollment Spanish (Optional for College Credit and to meet Seal of Biliteracy and International Skills Diploma Seal requirements)

- 12th Grade- AP Spanish (Optional for College Credit and to meet Seal of Biliteracy and International Skills Diploma Seal requirements)

2 year Sequence Model- Honors Spanish 1 for HS credit (2- one year long course commitment)

State Course Number Spanish 1: 60.0710014

HCS Course Number Honors Spanish 1: 1515.0YA (7th grade) 1515.0YB (8th grade)

Recommended MS courses:

- 6th Grade- Connections Spanish A (18 weeks)
- **7th Grade- Honors Spanish 1A (High School Spanish 1 Full Year)**
- **8th Grade- Honors Spanish 1B (High School Spanish 1 Full Year)**

Recommended HS courses:

- 9th Grade- Honors Spanish 2 or Honors Spanish 3 (Depending on teacher recommendation and placement assessment at the HS level)
- 10th Grade- Honors Spanish 3 (*3 credit requirement for WL pathway complete and to meet International Skills Diploma Seal requirements)
- 11th Grade- Honors Spanish 4, AP Spanish, or Dual Enrollment Spanish (Optional for College Credit and to meet Seal of Biliteracy and International Skills Diploma Seal requirements)
- 12th Grade- AP Spanish (Optional for College Credit and to meet Seal of Biliteracy and International Skills Diploma Seal requirements)

Spanish Connections A- 6th grade (9 or 18 week course)

Spanish Connections B- 7th or 8th grade (18 week course)

State Course Number Connections Spanish: 60.0840002

HCS Course Number Connections Spanish A (6th Grade): 0706.0S

HCS Course Number Connections Spanish B (7th Grade): 0707.0S

HCS Course Number Connections Spanish B (8th Grade): 0708.0S

- **6th Grade- Connections Spanish A (9 or 18 weeks/ *Performance will determine participation in Honors Spanish 1- year long course or Honor Spanish 1- 2 year sequence course commitment)**
- **7th Grade- Connections Spanish B (18 weeks/ *Performance will determine participation in 8th grade Honors Spanish 1- year long course)**
- **8th Grade- Connections Spanish B (18 weeks)**

Note: Middle Schools may opt to offer one 7th grade Honors Spanish 1 segment and one Connections Spanish B course and one 8th grade Honors Spanish 1 segment and one Connections Spanish B course with the 2 year sequence model. Middle Schools may also offer one 8th grade Honors Spanish 1 for high school credit (30 students) and one 8th grade Connections Spanish B course with the 1 year long course model. 6th grade Connections Spanish B may be offered in a 9 weeks or 18 weeks course.

***Students may only take Connections Spanish A and Connections Spanish B once during their middle school experience.**

Georgia Department of Education

College and Career Ready Performance Index (CCRPI) Indicators

***Readiness**

Elementary, Middle, and High School Beyond the Core with regards to World Languages

Elementary

- Literacy: Percent of students in grades 3- 5 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.
- Student Attendance: Percent of students in grades K- 5 absent less than 10% of enrolled days.
- **Beyond the Core: Percent of students earning a passing score in fine arts or world language.**

Middle

- Literacy: Percent of students in grades 6- 8 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.

- Student Attendance: Percent of students in grades 6- 8 absent less than 10% of enrolled days.
- **Beyond the Core:** Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.

High

- Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each course.
- Student Attendance: Percent of students in grades 9- 12 absent less than 10% of enrolled days.
- **Accelerated Enrollment:** Percent of 12th- grade students earning credit for **accelerated enrollment via Dual Enrollment, Advanced Placement,** or International Baccalaureate courses.
- **Pathway Completion:** Percent of 12th- grade students completing an advanced academic, CTAE, fine arts, or **world language pathway.**
- **College and Career Readiness:** Percent of 12th- grade students entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, **two or more AP exams,** or two or more IB exams; passing a pathway- aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work- based learning program.

High School Course Credit in Middle School

Students in middle school have the opportunity to earn high school credit in a number of classes, including world languages.

- Courses offered in middle school will follow the same standards, curriculum, assessments, and grading procedures found in the high schools.
- High School credit-bearing courses taken while a student is in middle school, will be recorded on the student's official high school transcript and will be factored into the determinations of class rank, Latin Honors, status, and valedictorian and salutatorian. (For additional information please see the HCS Learning and Performance Division High School Course Credit in Middle School “Honors” Designation Document)
- All coursework completed in middle school for high school credit will not be calculated in the HOPE GPA.
- All coursework completed in middle school for high school credit will appear on the high school transcript and will impact the overall high school GPA.
- **Students taking Spanish 1 for high school credit in 8th grade, are strongly advised of the following:**

In order to complete the World Language Pathway, it is recommended that students complete the following course sequence at a minimum:

- 9th grade - Spanish 2 Honors

- 10th grade - Spanish 3 Honors

***Additionally, in order to meet the requirements for the Seal of Biliteracy and the International Skills**

Diploma Seal, students should complete Spanish 4 Honors or AP Spanish in the 11th grade.

Georgia Department of Education

RECOMMENDED MODELS: MIDDLE SCHOOL PROGRAM

“One of the most effective methods to ensure students access to a quality long-series program of study is to offer standards-based language instruction at the middle school level. Districts across Georgia have developed programs of instruction that include

eligibility best suited to the needs of their community and school. Benefits of language learning at the middle school level include: - Students who begin language study at an earlier age develop greater cognitive flexibility, increased attention control, better memory, and superior problem-solving skills as well as an enhanced understanding of their primary language - Students who begin study at an earlier age are more aware of and show more positive attitudes toward other cultures.

Two Year Model (most common statewide model)

Overview: Level one of GPS is split over two years – 7th and 8th grades.

Students earn one high school credit for completing two levels of study.

Benefits:

- Students gain from the ability to begin language study at a an earlier age
- Language study becomes ingrained as a regular curricular pursuit at an earlier age
- Greater time is given to the basic forms of the language, providing a strong foundation
- Eligibility requirements can be moderate, as students will have an opportunity to focus on foundational skills.

This allows for language study access to a moderate number of students Challenges:

- Lateral entry points for students who transfer into the school after 7th grade can present a challenge

One Year Model (most common countywide model)

Overview: Level one is taught in 8th grade only.

Students earn one high school credit for completing 8th grade.

Benefits:

- Students gain from the ability to begin language study at a an earlier age
- Language study becomes ingrained as a regular curricular pursuit at an earlier age
- Lateral entry points are not an issue -Lowest number of teachers required (however, this teacher may need to teach two subject areas in order to be considered full-time)

Challenges:

- Eligibility requirements must be high since students will need to complete a high school level course in one year of study
- Fewer students might be able to take part in this program due to rigor

References

- **Georgia Department of Education Recommended Models** information retrieved from: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/website_guidance_middle_school_models%20rev.pdf
- **Redesigned College and Career Ready Performance Index. College and Career Ready Performance Index (CCRPI) Indicators.** Retrieved from: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Resdesigned%20CCRPI%20Support%20Documents/Redesigned%20CCRPI%20Indicators%20011918.pdf>