



World Languages Middle School Program

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

According to the American Council on the Teaching of Foreign Languages (ACTFL) and the World-Readiness Standards for Learning Languages...

“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.”

What are the World Languages Curriculum's Goals in Henry County Schools?

GOAL

The goal of the World Languages curriculum is to develop Georgia language learners with strong Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading skills in the areas of “Communication, Cultures, Connections, Comparisons, and Communities.” Georgia language learners will be able to apply the World Languages skills acquired beyond the instructional setting in order “to bring a global competence to their future careers and experiences.”



Fig. 2-3-1 ©ACTFL

HCS Middle School World Languages Programs currently offered

- 2 year sequence model- Spanish 1 for high school credit (2 - one year long classes)
- 1 year model- Spanish 1 for high school credit (1- one year long class)
- Spanish Connections 6, 7, 8 (18 week classes)
- Spanish Career Pathways model 6, 7 (18 week classes) 8 (1 one year long class)

2 year sequence model- Spanish 1 for high school credit (2- one year long classes commitment)

- **Grade 6- Connections Spanish 6 (18 weeks)**
- **Grade 7- Advanced Spanish 1A (High School Spanish 1 Full Year)**
- **Grade 8- Advanced Spanish 1B (High School Spanish 1 Full Year)**
- 9th Grade- Honors Spanish 2
- 10th Grade- Honors Spanish 3 (*3 credit requirement for WL pathway complete)
- 11th Grade- Honors Spanish 4 (Optional)
- 12th Grade- AP Spanish (Optional for College Credit)

1 year model- Spanish 1 for high school credit (1 - one year long class commitment)

- **Grade 6- Connections Spanish 6 (18 weeks)**
- **Grade 7- Connections Spanish 7 (18 weeks)**
- **Grade 8- Advanced Spanish/ Spanish 1 (High School Spanish 1 Full Year)**
- 9th Grade- Honors Spanish 2
- 10th Grade- Honors Spanish 3 (*3 credit requirement for WL pathway complete)
- 11th Grade- Honors Spanish 4 (Optional)
- 12th Grade- AP Spanish (Optional for College Credit)

Spanish Connections 6, 7, 8 (18 week classes)

- **Grade 6- Connections Spanish 6 (18 weeks/ *Performance will determine participation in 8th grade Advanced Spanish for 2 year sequence model)**
- **Grade 7- Connections Spanish 7 (18 weeks/ *Performance will determine participation in 8th grade Advanced Spanish for 1 year model)**
- **Grade 8- Connections Spanish 8 (18 weeks)**

Note: Middle Schools may opt to offer one 7th grade Advanced Spanish and one Connections Spanish 7 course and one 8th grade Advanced Spanish and one Connections Spanish 8 course with the 2 year sequence model. Middle Schools may also offer one 8th grade Advanced Spanish for high school credit (30 students) and one 8th grade Spanish Connections course with the 1 year model.

Spanish Career Pathways model 6, 7 (18 weeks), 8 (1 one year long class)

The Georgia Department of Education on Middle School Exceeding the Bar Indicators for CCRPI and World Languages-

“Middle School ETB 1: Percent of students earning a passing score in **three middle school courses** in the fine arts, or career exploratory, or **world languages by the end of grade 8 (courses must be in the same area of concentration)** The denominator value is the count of grade 8 students who are Active Year End. The numerator value is the count of grade 8 students who are Active Year End who have also passed three courses in fine arts, or career exploratory, or **world language courses**. Passing courses is determined by Course Grade (2012 and 2013) and Content Completer (2014).”

World Languages Career Pathway Description

Interpreters and translators convert information from one language to another. Interpreters work in spoken or sign language, translators in written language. Interpreters work in settings such as schools, hospitals, courtrooms, and conference centers. Many translators work from home. Both interpreters and translators who are self-employed frequently have variable schedules. Although interpreters and translators typically need a bachelor's degree, the most important requirement is that they be fluent in English and at least one other language. Many complete job specific training programs. Employment of interpreters and translators is expected to grow 42 percent from 2010 to 2020, much faster than the average for all occupations (nationally). Nationally Interpreters and Translators are considered to have a “bright outlook” because jobs will grow rapidly in the next several years. Employment growth will be driven by broadening international ties and by large increases in the number of non-English-speaking people in the United States. Job opportunities should be best for those who have professional certification. Proficiency in a World Language adds a competitive advantage in all career fields. Employees who possess the ability to communicate effectively with global partners are consider vital to all business currently doing business abroad or who which to expand internationally. It should be noted that world language proficiency at the advanced level can increase an employee's salary by 20% or more. Specific occupations might include interpreters and translators in the health and medical field, the legal field, judiciary field, entertainment and film field; literary translators; sign language interpreters; guide or escort interpreters; and conference interpreters.

Middle School Spanish Pathway

- A 3 year commitment based on:
 - 6th grade performance in Spanish Connections 18 weeks course
 - 7th grade performance in Spanish Connections 18 weeks course
- The 8th grade Spanish class would consist of a selection of a maximum of 60 students (30 per class) who would work toward earning one high school credit for completing all three levels of study

- Prerequisite: 5th grade students must have an “A” as their final grade in Language Arts

Spanish Pathway course sequence

- Grade 6- Connections Spanish 6 (18 weeks)
- Grade 7- Connections Spanish 7 (18 weeks)
- Grade 8- Advanced Spanish/ Spanish 1 (High School Spanish 1 Full Year)
- 9th Grade- Honors Spanish 2
- 10th Grade- Honors Spanish 3 (3 credit requirement for WL pathway completion)
- 11th Grade- Honors Spanish 4 (Optional)
- 12th Grade- AP Spanish (Optional for College Credit)

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.

In the Exceeding the Bar Companion to the College and Career Ready Performance Index Model for Middle Schools, middle schools may earn an additional point for the following: Percent of students earning at least one high school credit by the end of grade 8 in a World Language.”

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:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/website_guidance_middle_school_models%20rev.pdf

World Languages Career Pathways information retrieved from:

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/POS-World-Language-Pathway\[1\].pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/POS-World-Language-Pathway[1].pdf)

High School College and Career Ready Performance Index Pathways Guidance: Indicator Number 9 retrieved from:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/CCRPI%20Guidance%20on%20High%20School%20Indicator%209%20-%202011.07.13.pdf>

