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TO: Members of the State Board of Education

FROM: Nancy S. Grasmick *Nancy*

DATE: March 24, 2009

SUBJECT: Results of the External Review of the Voluntary State Curriculum for World Languages

PURPOSE:

The purpose of this item is to report the results of an external review of the Maryland Voluntary State Curriculum for World Languages conducted by Westat and to present this curriculum for State Board acceptance.

BACKGROUND/HISTORICAL PERSPECTIVE:

Impetus to develop the Voluntary State Curriculum (VSC) resulted from the call for rigorous content standards articulated in NCLB legislation and the 2002 Maryland report, *Achievement Matters Most: The Final Report of the Visionary Panel for Better Schools*. An important recommendation of the Visionary Panel report was for state and local school systems “to align every aspect of education...to support the classroom teacher.” This initiative also recommended development of a statewide grade K – 12 curriculum that specifies by grade and subject area what students are expected to know and be able to do. The World Languages VSC defines what students should know and be able to do at four levels of language learning.

EXECUTIVE SUMMARY:

MSDE began the work of drafting the World Languages VSC in 2003. Representatives from Maryland’s local school systems and institutions of higher education joined with MSDE staff to develop initial drafts. The documents underwent a series of subsequent reviews where scope and sequence, assessable content, and consistency were examined and revised by MSDE and selected world language specialists from across the state.

The World Languages VSC design process and format were similar to those used earlier by other core content VSC development teams. At the top level, *content standards* are broad statements of what students should know and be able to do. Within each content standard are *indicator statements* that vary in number within and across content standards and language levels. Indicator statements break the content standards into “teachable components.” Finally, *objective statements*, written with the most specificity, describe what students are expected to know and be able to do at each proficiency level. They are intended to guide teachers in the delivery of instructional activities and, therefore, should be measureable.

Representatives from the local school systems and higher education participated in the various steps of the development, review, and revision of the VSC. Throughout the process, Division of Instruction staff conducted district visits to collect feedback and input from world language teachers and administrators about the VSC. Visitors to the mdk12 website have also had the opportunity to provide feedback on the document. In addition to collecting feedback, the district visits and focus groups provided opportunities to observe curriculum implementation and to collaboratively determine professional development needs, and discuss possible MSDE and local school system partnerships to address identified needs.

In 2008, Westat was awarded the contract to review the World Languages VSC. To carry out this review, Westat drew on the expertise of the three nationally recognized content experts from the Center for Applied Linguistics (CAL) and an expert educational measurement specialist. Westat developed review protocols and scoring rubrics to use in evaluating the World Languages VSC and then summarized that information and provided specific comments and suggestions for revisions to Maryland's world languages leadership. As soon as the preliminary report was available, supervisors of world languages from across the state began carefully reviewing and discussing the recommendations. The resulting draft of the World Languages VSC reflects the revisions and enhancements made in response to the expert review.

ACTION:

This item is presented for Board acceptance.

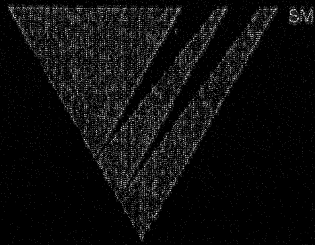
NSG/mlg

Attachment A	Executive Summary From the External Review of the Maryland World Languages Voluntary State Curriculum (VSC)
Attachment B	World Languages VSC
Attachment C	2008-09 Maryland World Languages Enrollment Report

World Languages

External Review of VSC

Attachment A



Findings From the External Review of the Maryland Foreign Language Voluntary State Curriculum (VSC)

Executive Summary

Authors

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and

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September 2008

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Findings From the External Review of the Maryland Foreign Language Voluntary State Curriculum

The purpose of this report is to present findings of an external review conducted by Westat and the Center for Applied Linguistics of the four learning levels of the Maryland foreign language Voluntary State Curriculum (VSC). This task represents the concluding effort in finalizing the foreign language state content standards before presentation to the State Board of Education for acceptance. Our report discusses the following:

- Westat and its subcontractor, the Center for Applied Linguistics (CAL), and their qualifications for carrying out this work;
- An overview of the process for developing the VSC in foreign language; and
- Findings of the external review of the foreign language VSC.

1.1 Westat and the Center for Applied Linguistics

Headquartered in Rockville, Maryland, Westat is an employee-owned research firm known for its quality of work and professional staff in a broad range of research areas including statistical design, survey research, and program evaluation. Since 1961, Westat has grown steadily by serving federal and local government agencies, private businesses, and other clients. Westat's most important resource is its staff of more than 1,900 social scientists, statisticians, data processing professionals, program area specialists, survey operations experts, and support personnel who offer expertise in every aspect of program evaluation, survey design, and implementation.

We have a history of involvement with education projects that have received national recognition for their quality, relevance, and capacity to help instructional leaders improve student achievement. Among these projects is our longstanding work as contractors for sample selection and field administration for the National Assessment of Educational Progress (NAEP), our evaluation of the city-state partnership between the Maryland State Department of Education (MSDE) and the city of Baltimore for the state of Maryland, and numerous other evaluation projects addressing school improvement on the national, state, and local levels.

The external review of the Maryland foreign language VSC draws on Westat's in-depth understanding and familiarity with instructional programs in Maryland, as well as the skills and knowledge of nationally recognized experts in foreign language and educational measurement who are supporting our efforts. This review of state content standards for foreign language is the fourth of such endeavors for the state of Maryland; our earlier efforts addressed the social studies, the fine arts, and physical education VSCs. Westat is also currently conducting an external review of the Maryland school library media VSC document.

Westat's history with MSDE regarding the agency's efforts to finalize state content standards began with a review of the PreK through 8 social studies standards. We analyzed input according to specified criteria from a team of nationally recognized experts and produced a report of the findings that was presented to the State Board of Education. For the review of the grade-by-grade Maryland fine arts VSC, Westat implemented a more formalized organizational structure to facilitate data collection, analysis, and reporting than that used for the social studies VSC review. To standardize the process, we developed scoring rubrics for each review criterion to help ensure that reviewers were basing their input on the same definition. We also developed a template of the VSC as a tool for content specialists for entering their scores and providing brief explanations of their score assignments. The same procedures were used in the review of the Maryland physical education VSC and for our current review of the state's foreign language content standards.

For the external review of the foreign language VSC, Westat partnered with curriculum specialists in second language acquisition from the Center for Applied Linguistics. CAL, a private, nonprofit organization headquartered in Washington, D.C., works to improve the teaching of foreign languages in the United States and for more than 45 years has contributed to seminal research and development in the fields of bilingual education and English as a second language. CAL has expertise in conducting language research, test development, curriculum development and evaluation, training seminars, and information collection and dissemination. One of CAL's strongest assets is its expert multi-disciplinary professional staff of applied linguists, psycholinguists, second language acquisition researchers, foreign and second language educators, and research and measurement specialists.

Development of the Foreign Language Voluntary State Curriculum

The foreign language VSC was developed by MSDE as an outcome of the No Child Left Behind Act of 2001 requirement for rigorous content standards. The *Standards for Foreign Language Learning in the 21st Century*, developed in 1996 and revised in 1999 and 2006 as part of the Foreign Language Education Project, was also influential as it presented content standards defining what students should know and be able to do with foreign languages and the proficiency levels that should be attained by students.

In 2002, the report *Achievement Matters Most: The Final Report of the Visionary Panel for Better Schools* challenged the state and local school systems to align all components of education—curriculum, assessment, teacher preparation and professional development, leadership, and funding—to support the classroom teacher. In response to this report and challenges of the federal requirements, in 2003 MSDE staff and representatives from local school systems developed an initial draft of the foreign language VSC. The foreign language VSC is similar to the VSCs in other core content areas in format, but it delineates discrete instructional targets in four proficiency levels—*Beginning*, *Emerging*, *Developing*, and *Advancing*—rather than by grade as in the other content areas. The foreign language VSC committee used the five goals—Communication, Cultures, Connections, Comparisons, and Communities— and 11 associated standards of the *Standards for Foreign Language Learning in the 21st Century*¹ to develop the state foreign language content standards.

Consistent with other state VSC documents, content standards are broad statements of what students should know and be able to do. In the foreign language VSC document, each standard is paired with the associated goal at this top hierarchal level. Under each foreign language standard are indicator statements that vary across learning levels. Indicator statements break the standards into “teachable” components, and objective statements, written with the most specificity, describe what students are expected to know and be able to do at a given proficiency level. Objective statements are intended to guide teachers in the planning and delivery of daily instructional activities.

¹ American Council on the Teaching of Foreign Languages, Alexandria, VA, 1999.

The review process for foreign language was consistent with that of other core content areas. An external review by content specialists of national repute is one of the final activities before presentation to the State Board for acceptance and statewide implementation.

The review criteria addressed the following:

- Content rigor/developmental appropriateness;
- Scope and sequence;
- Alignment with national curricular expectations (i.e., 1999 foreign language standards);
- Clarity of language;
- Parallel levels of specificity across language learning levels; and
- Parallel levels of specificity in relation to the VSC for reading/English language arts (ELA) and mathematics.

The External Review of the Foreign Language VSC

The purpose of this report is to present findings of the external review of the four learning levels of the Maryland foreign language Voluntary State Curriculum (VSC). To carry out this review, we drew on the expertise of recognized experts in foreign language² and educational measurement. The foreign language specialists independently reviewed the VSC for the combined criteria of content rigor and appropriateness for the intended language learning level³, scope and sequence, and relation to national curricular expectations. A separate review of clarity of language and parallel specificity was conducted by the measurement specialist.

² Westat hired three foreign language specialists to independently review the VSC. However, one reviewer unexpectedly withdrew before the beginning of the review period because of scheduling conflicts.

³ While developmental appropriateness was addressed, its conventional definition— age- and grade-appropriate dimensions of responsiveness (i.e., physical, emotional, social, cognitive, and aesthetic capabilities) — was not suitable for this review. This is because rather than providing grade-by-grade instructional targets, the foreign language VSC provides expectations for four language learning (proficiency) levels that may not necessarily be grade or even age dependent. Because the nature and scope of content rigor is closely related to its appropriateness for the intended level, in consultation with MSDE, a decision was made to combine the scoring rubrics of content rigor with “developmental appropriateness.” The resulting rubric is entitled “Content Rigor/Appropriateness for Intended Level of Language Learning” and adds “for the intended level of language learning” to each score scale description of content rigor.

To assist experts in their review and facilitate data collection, Westat developed two major review tools: Review Protocols, i.e., templates of the four learning levels of the foreign language VSC, and scoring rubrics. We created two versions of the Review Protocol: one for foreign language specialists to evaluate subject area content and one for the measurement specialist to assess clarity of language, and parallelism in the VSC.

The scoring rubrics provided reviewers with quantitative scales for assessing each criterion. They specify features to consider in assigning a rating and are based on dimensions and standards specified by MSDE in the scope of work for this activity, as well as language widely used in educational publications and current national discussions. Possible scores range from 1 to 4, with 4 being considered as *outstanding* or *exemplary* and *consistently* meeting criteria; 3, *satisfactory* and *generally* meeting criteria; 2, *weak* or *uneven* and only *sometimes* meeting criteria; and 1, *poor* and *rarely* or *never* meeting the criteria.

A holistic scoring method was used. Reviewers assigned a single score that reflected the “best overall fit” to the set of descriptors for each scale point. In addition, we required reviewers to provide comments and suggestions, particularly if their assigned score was less than 4 (exemplary). This requirement was to ensure that the panel provided MSDE not only with quantitative ratings of adequacy, but also a rationale for weaknesses noted and possible guidance for VSC refinement.

At the outset of the two-week review period, we provided the panel with documents critical to the VSC review. They included detailed written Instructions for Reviewers, a draft of the foreign language VSC, scoring rubrics, and four separate Review Protocols for each proficiency level of language learning. To ensure that reviewers clearly understood our expectations, we required that they submit for approval a sample of their completed review for one content standard prior to beginning the full review.

At the end of the review period, Westat staff examined the Review Protocols for completeness and, if necessary, contacted reviewers for clarification. When data resolution issues were completed by Westat, the quantitative and descriptive data were more closely examined by CAL for analysis. MSDE agreed to have the senior content consultant serve as arbitrator in instances of reviewer disagreement in lieu of Westat recruiting a substitute for the third reviewer. The consultant assumed an additional role reviewing supporting commentary to confirm the alignment between assigned scores.

Findings and Recommendations⁴

Reviewers found the draft foreign language VSC to be comprehensive and closely aligned with the national foreign language standards. One of its key strengths is the use of language learning levels to accommodate the wide variety of languages and language programs in Maryland. The following is a summary profile of the review by criterion.

- **Content Rigor/Appropriateness for the intended language learning level.** Although the estimated mean score for this criterion was acceptable (3.22), there was significant disagreement between the two reviewers in standard 3 (across all learning levels) and in standard 4 (for the Beginning and Emerging levels). These differences, affirmed by the senior content consultant, were attributable to the choice of language used to describe the instructional targets. Instances of ambiguous, redundant, and inconsistent wording of indicators and objectives often compromised the instructional intent of the targets, the extent to which they were “teachable,” and their appropriateness for the intended language learning level.

We recommend that MSDE consider incorporating language revisions suggested by reviewers in the completed Review Protocols.

- **Scope and Sequence.** The estimated mean score for this criterion was acceptable (3.38). However, the senior consultant felt the scores overestimated the extent to which scope and sequence was acceptable given reviewer concerns. Distinctions between proficiency levels are not sufficiently clear, in large part because of the identical wording of many indicators across the VSC. Therefore, the systematic progression of expected knowledge and skills across the VSC is not clearly articulated. Other concerns include presumption of prior knowledge of the language at the most basic proficiency levels and instructional targets that are too advanced for the designated level.

We recommend that MSDE revise the terminology used to characterize each language learning level. The language used to describe the instructional targets should be explicit and provide clear distinctions appropriate to each learning level as this will help define the scope and progression of skills across levels.

- **Relation to National Curricular Expectations.** Reviewers found that the VSC aligned with *Standards for Foreign Language Learning in the 21st Century*, the national standards for foreign language learning. Both the mean score for this

⁴ The data in this summary present only part of the picture. A more detailed, informative, and practical source of information for MSDE to consult when considering document modifications is conveyed by reviewer comments and suggestions presented in each Review Protocol.

criterion, 3.74, and reviewer comments indicated that this criterion was acceptable.

- **Clarity of Language.** The estimated mean score of 2.20 indicated several problematic issues. Although the educational measurement specialist was the primary reviewer of this criterion, the foreign language specialists also expressed concerns about the ambiguous, vague, and redundant language of many indicators and objectives across the VSC. The vague wording of objective statements, specific wording of indicator statements, and redundancy of standards and/or topics sometimes compromise the alignment of content standards, indicators, and objectives. Distinctions between parallel indicators and/or objectives across grades are not always clearly articulated, particularly when the same or nearly identical wording is repeated across levels. When it does occur, variation in language is not sufficiently nuanced to distinguish the instructional intent of different types of languages that may be taught (e.g., classical languages) nor differences between each proficiency level.

As previously stated, we recommend that MSDE reexamine the VSC to ensure consistent and unambiguous use of terminology. Language choices should be meaningful and show clear and appropriate distinctions between language learning levels, and provide unambiguous articulation of what students should know and be able to do.

- **Parallelism Within the Foreign Language VSC.** Parallelism within the foreign language VSC was acceptable. The score of 3.00 for each learning level indicated consistency in the degree of specificity with which expected knowledge and skills is articulated.
- **Parallelism Between the Foreign Language VSC and the Reading/English Language Arts and Mathematics VSC Documents.** The score of 2.00 indicated that the articulation of expected knowledge and skills is inconsistent with that of the reading/ELA and mathematics VSC documents. The hierarchal format of the foreign language VSC does not completely align with the reading/ELA and mathematics documents. The reading and math VSCs present multiple topics within a given content standard and usually present multiple indicators within a single topic. The foreign language VSC does neither. In comparison with the other VSC documents, the foreign language VSC provides less elaboration of the instructional targets and fewer examples. It also does not provide assessment limits. However, this may be considered a moot point considering foreign language learning is unlikely to be assessed statewide in the near future.

We recommend that MSDE revise the structural organization of the VSC to better align with that of the hierarchal convention of other Maryland VSC documents. MSDE should also reexamine the VSC language to ensure there is sufficient

elaboration of instructional targets so they have clear and consistent meaning to a wide audience.

Summary

The findings of this external review reveal that the draft foreign language VSC is acceptable pending recommended revisions. The major areas of concern are clarity of language with respect to the need for clear and unambiguous instructional targets, appropriate and well-defined distinctions between the four unique levels of language learning, and a logical organization of the VSC to better align with that of the reading/ELA and mathematics VSC documents.

In addition to specific recommendations offered in the previous section, we strongly suggest that MSDE develop a preface that explains the principles and assumptions under which the foreign language VSC was written and organized. An introductory overview that explains the structure and organizing principles of the VSC could help address many of the issues cited above. We also suggest that MSDE refer to the Wisconsin foreign language standards document (www.dpi.wi.gov/standards/pdf/fl.pdf) as a model for revisions. Its framework is similar to Maryland's standards document, but it is more comprehensive. It provides a rationale for the organizing structure of the document and, relevant to concerns raised in the Maryland document, provides an explanation of the wording of their performance standards (comparable to Maryland's indicator level statements). These and other explanations may assist MSDE in providing the clarity that reviewers found lacking in the Maryland document.

An explanatory preface to the document will provide clear guidance to Maryland foreign language teachers and other stakeholders. It will also serve as a valuable tool to help ensure that all Maryland students receive quality foreign language instruction.

Appendix. External Review of the Maryland Foreign Language Voluntary State Curriculum

Project Staff

Westat Staff

Joy Frechtling
Vice President
Corporate Project Officer

Sandra Rieder
Senior Study Director
Project Director

Panel of National Content Experts

Eileen Lorenz, a Senior Project Consultant at the Center for Applied Linguistics, is currently project advisor to the K-5 Chinese FLES Curriculum Project. Ms. Lorenz has served on the ACTFL Young Learners Task Force, a national committee whose purpose was to develop the *ACTFL Performance Guidelines for K-12 Learners*. Previously, Ms. Lorenz was an elementary school principal, a K-6 foreign language curriculum specialist, and an immersion and foreign language teacher, with over 30 years experience in public schools. She supervised the development of K-5 curricular units for French immersion classes and K-3 curricular materials for Chinese immersion. As principal, Ms. Lorenz was responsible for using formative and summative data to monitor local- and district-wide initiatives (including NCLB) to ensure that standards in English language arts and mathematics were implemented. She holds a B.A. degree from Miami University, Oxford, Ohio, with a major in French and a minor in Education and Spanish as well as a Master's of Education from George Washington University.

Marty Abbott is currently the Director of Education for the American Council on the Teaching of Foreign Languages (ACTFL). Prior to this, Marty served in the Fairfax County Public Schools as a language teacher, foreign language coordinator, and Director of High School Instruction. She was responsible for the development of the school system's foreign language curriculum and assessments. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in foreign languages. She was President of the American Council on the Teaching of Foreign Languages in 2003. Marty also was co-chair of the national public awareness campaign 2005: *The Year of*

Languages. She holds a B.A. degree in Spanish with a minor in Latin from the University of Mary Washington and a Master's Degree in Spanish Linguistics from Georgetown University. She has been involved in developing and reviewing state standards and local curriculum in foreign languages for numerous states and school districts.

Lynn Thompson, a Research Associate at the Center for Applied Linguistics, served as senior foreign language consultant for this review. She has over 20 years of experience in both foreign language and English as a second language test development, teacher training, and foreign language curriculum development and evaluation and has directed numerous language program evaluations at the local, district, and state levels. Ms. Thompson is nationally known for her work in designing assessment instruments for the measurement of language proficiency, achievement, attitudes, and motivation, especially for elementary and secondary school students. She has directed numerous language program evaluations at the local, district, and state levels. Most recently, Ms. Thompson led comprehensive evaluations of the K-8 Chinese curriculum for the Chinese American International School (San Francisco, CA) and the K-5 Spanish curriculum for Poquoson City Schools (Poquoson, VA). Her publications include: *Foreign Language Assessment: 30 Years of Evolution and Change* (ERIC/CLL News Bulletin, 2001), *Student Oral Proficiency Assessment (SOPA): A Foreign Language Listening and Speaking Assessment for Children Grades K-7. Administrator's Manual* (Thompson, Boyson & Rhodes, 2001), and *Directory of K-12 Foreign Language Assessment Instruments and Resources* (2000). Ms. Thompson has an M.S. degree and Ph.D. course work from Georgetown University in Applied Linguistics and an M.A. in International Communication from The American University in Washington, D.C.

Gail Goldberg is an educational measurement specialist. Her areas of expertise are the design, development, and review of formative and summative assessments, scoring design, and implementation processes for student assessments. Her work also includes providing teacher professional development in instructional practice and assessment. In addition to her contributions in the technical review and scoring of fine arts assessments developed for the State of Maryland, Dr. Goldberg has served as a consultant for state agencies in New Jersey, Pennsylvania, Indiana, Missouri, Ohio, and Colorado. She has reviewed student assessments ranging from grades 3 through 12 and studies relating to curriculum alignment for national organizations such as Achieve, HumRRO, and the National Assessment of Educational Progress. Her work reflects familiarity with state curriculum standards and alignment with assessment and instructional practice. Dr. Goldberg is also the author of numerous publications and scholarly articles.

World Languages

Voluntary State Curriculum

Attachment B

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

Introduction

As a nation we are increasingly aware of our interdependence with diverse cultures and of our need to participate in the global community. Closer to home, the growing diversity of Maryland's population requires the preparation of a citizenry that is sensitive to other languages and cultures.

The *No Child Left Behind Act of 2001 (NCLB)* includes world languages as one of the core academic subject areas, requiring states to develop standards and implement challenging academic content. In addition, *Achievement Matters Most*, the final report of the Visionary Panel for Better Schools, recommended that the Maryland State Department of Education (MSDE) develop a state curriculum in all content areas that would be voluntary for local school systems. Thus, in response to the federal and state requirements and to the need to prepare internationally literate graduates, MSDE staff and representatives from local school systems and higher education drafted and revised the World Language Voluntary State Curriculum (VSC). The development team drew upon the latest research and expertise in the field by aligning Maryland's VSC to the *Standards for Foreign Language Learning: Preparing for the 21st Century* developed by the National Standards in Foreign Language Education Project in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL).

The Maryland World Language VSC assists Maryland teachers and administrators in planning, developing, and implementing world language curricula. This document provides a broad framework from which local systems may construct comprehensive world language programs for all students. The VSC shares the same format as all content areas and comprises the following components: content **standards**, **indicator** statements, and **objective** statements.

Because Maryland schools provide a variety of language program models with various entry points across elementary, middle, and high school, the standards are not tied to specific grade levels. Rather, the four levels of language learning: **beginning**, **emerging**, **developing**, and **advancing**, characterize stages of language and culture acquisition and provide a common vision for determining student ability to make the transition from high school to postsecondary instruction. The four levels of language learning are aligned to the proficiency levels developed by the American Council of Teachers of Foreign Languages (ACTFL *Performance Guidelines for K-12 Learners*) as follows:

BEGINNING	EMERGING	DEVELOPING	ADVANCING
(Receptive-Imitative)	(Imitative-Interactive)	(Interactive-Reflective)	(Reflective-Refining)
Novice Low – Novice Mid	Novice Mid – Novice High	Novice High – Intermediate Low	Intermediate Low-Mid-High

The **standards** remain consistent across the four levels of language learning. The focus of the standards is student learning: They tell us what students should know and be able to do. This document describes the target performance for students, not what

MARYLAND VOLUNTARY STATE CURRICULUM

WORLD LANGUAGES

Introduction

the teacher does to create that performance. **Indicator** statements break the standard statements into teachable component parts and more specifically describe what students should know and be able to do at a particular level. **Objective** statements are written with a further level of specificity and describe individual student knowledge and skills. Objectives are intended to guide teachers in daily unit and lesson planning.

Maryland schools offer a variety of languages with unique vocabulary, sound and writing systems, structures, and cultures. For example, the focus of Latin and Ancient Greek study is reading comprehension rather than oral competence. American Sign Language (ASL) does not have an oral or written component. Chinese, Japanese, and Arabic offer a different set of challenges to English-speaking students than Western languages, such as French, German, and Spanish. Heritage language programs focus on enhancing the language skills that students already have. The standards included in the World Language VSC were developed to accommodate all of Maryland's world language programs. They are not language-specific; therefore, modifications are necessary to make them applicable to a specific language.

Regardless of these differences, communication (oral/written/signed) and culture are the organizing principles of language learning. The national *Standards for Foreign Language Learning* summarize the "key to successful communication: knowing *how, when, and why to say what to whom*." The ability to communicate in another language enables one to access a world not previously known: new people, new ideas, new cultures, and new experiences. We use language to describe the surrounding environment, to share thoughts and feelings with others, and to understand another culture and the roots of civilization.

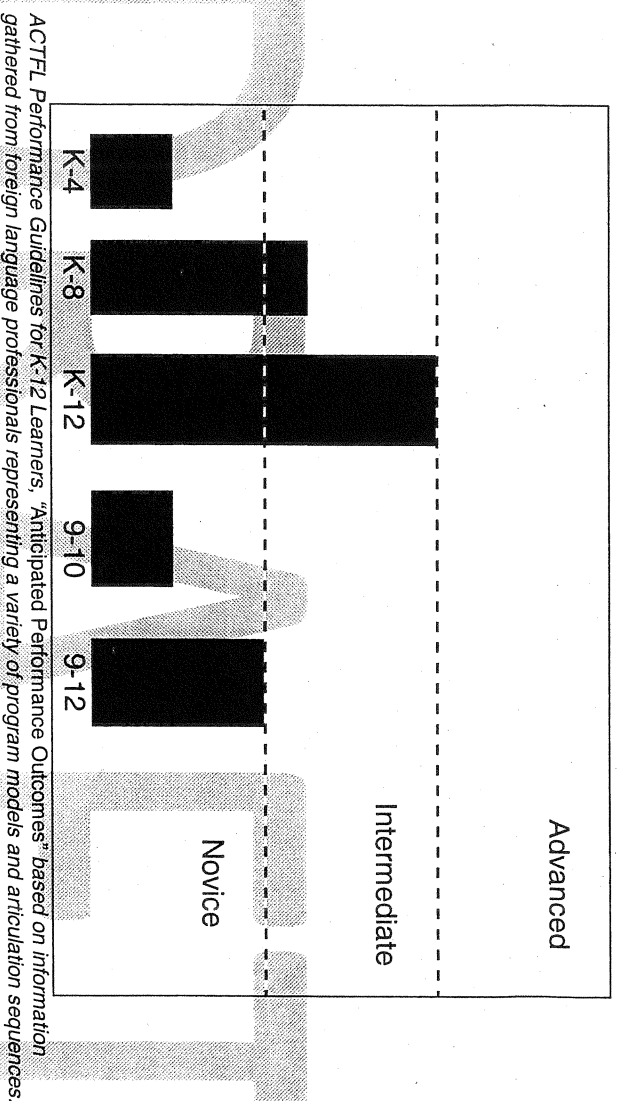
As Maryland and the United States become more culturally diverse and their participation in the world community grows, effective cross-cultural communication is an essential component of good citizenship. The skills developed in the world language classroom are of great value in interpersonal relationships, education, business, world trade, travel, scientific research, national security, and diplomacy. World language study is one means of developing cultural sensitivity and an understanding of the changing cultural dynamics of local, state, national, and international communities.

Beginning as early as possible, all Maryland students should have the opportunity to learn languages in extended, uninterrupted sequences. Many experts agree that the ideal time to begin studying a foreign language is in elementary school; children in that age group who study a language have been shown to have greater mental flexibility, creativity, divergent thinking skills, and higher-order thinking skills, as well as improved listening skills and memories. Longer sequences of instruction result in higher proficiency levels; the table below illustrates the influence of time on language performance ability.

MARYLAND VOLUNTARY STATE CURRICULUM

WORLD LANGUAGES

Introduction



The notion that instruction in world languages should be reserved for advanced or college-bound students is not supported by research. In fact, the research shows that virtually all students – students with different learning needs and styles – can learn a second or third language in today's interactive world language classroom. The research also shows that world language programs benefit all students: Across student subgroups, language learning correlates with higher standardized test scores.

The Maryland World Language VSC guides the development of curriculum at the local school system level. It identifies, for a variety of audiences, what to learn, what progress to make, what skill levels to achieve, and what to measure. The VSC establishes:

- For students: a real-world context for learning a new language
- For classroom teachers: guidelines for vertical teaming and lesson planning that focus on broad goals which allow teachers to make choices to meet student needs and interests
- For administrators: criteria for classroom observations
- For teachers, administrators, parents and the community: a basis for accountability.

MARYLAND VOLUNTARY STATE CURRICULUM

WORLD LANGUAGES

Introduction

The fundamental purpose of world language instruction is to enable students to communicate in a world language in a culturally appropriate way. The VSC integrates the five C's of the national standards at all levels: **Communication, Culture, Connections, Comparisons, and Communities.**

COMMUNICATION: The Communication standard is the heart of the world language classroom. Central to world language learning is *using* the second language to communicate, to learn, and to become part of another culture, rather than talking *about* the second language or another culture in English. Communication comprises three modes that represent different purposes of language:

- to engage in conversation, exchange ideas, or negotiate meaning with another person (interpersonal mode).
- to understand information received through reading, listening, or viewing (interpretive mode), and
- to express ideas or deliver information through speaking, writing, or showing (presentational mode).

CULTURES: The Cultures standard stresses the awareness of differing perspectives behind the products and practices of the target cultures. The goal is to consider why the similarities or differences exist and how they help students understand another culture's perspective or view of the world.

CONNECTIONS: The Connections standard links world language study with other disciplines to create interesting, meaningful and authentic contexts for communication in the classroom. As a result, the pool of potential content in a language classroom is virtually limitless, allowing students to use language as a tool for learning in a more natural context.

COMPARISONS: The Comparisons standard helps students recognize that language and culture interrelate and evolve to meet the dynamic needs of people and society. As a result, students encounter not only cultural and linguistic differences, but also similarities between the language and culture studied and their own.

COMMUNITIES: The Communities standard reminds teachers to look beyond the four walls of the classroom to ensure that students learn how to apply the skills and knowledge gained in the classroom. This may take the form of actual or virtual field trips locally and abroad, student or teacher exchanges, authentic materials used for specific purposes, or written or verbal communication with people from another culture. The teacher designs lessons that help students use their new language in purposeful and meaningful ways to provide personal enrichment and lifelong learning.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 1.0: COMMUNICATION

1.1. INTERPERSONAL: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
<p>Students engage in brief exchanges about personal interests in the target language.</p> <p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Ask and answer simple questions related to family and self. b. Exchange personal preferences, emotions, and opinions c. Express personal needs. d. Ask for repetition and repeat to ensure understanding. e. Exchange brief messages, emails, postcards, and letters. 	<p>Students engage in exchanges about familiar and personal topics in the present, past and future in the target language.</p> <p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Ask a variety of simple questions, answer, and give reasons for answers. b. Talk about personal preferences and feelings and provide limited explanation. c. Make suggestions in response to personal needs or circumstances. d. Ask for clarification to ensure understanding. e. Write short messages, letters, lists, and simple rhymes. 	<p>Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.</p> <p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions that elicit follow-up questions and requests for more information with elaboration. b. Talk about and explain personal preferences, feelings, and opinions. c. Suggest options for solving problems related to personal needs and needs of others. d. Ask for clarification and suggest alternative words to ensure understanding. e. Write in a variety of formats, for multiple purposes, and for a variety of audiences. 	<p>Students discuss or debate a wide variety of topics in the target language from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.</p> <p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions that elicit elaboration and substantiation of opinions. b. Express, defend, and provide complete explanation with substantive detail about personal preferences, feelings, and opinions. c. Discuss options and negotiate solutions to problems. d. Ask for clarification and paraphrase to ensure understanding. e. Write in a variety of formats, for multiple purposes, and for a variety of audiences, incorporating sophisticated linguistic structures.

**MARYLAND VOLUNTARY STATE CURRICULUM
WORLD LANGUAGES**

STANDARD 1.0: COMMUNICATION

1.1. INTERPERSONAL: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students engage in brief exchanges about personal interests in the target language.	Students engage in exchanges about familiar and personal topics in the present, past and future in the target language.	Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.	Students discuss or debate a wide variety of topics in the target language from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
f. Give and follow simple directions.	f. Give and follow directions in order to complete a multi-step task.	f. Give and follow a series of directions with coaching in order to complete the task.	f. Give and follow a series of detailed instructions with suggestions on how to complete the task.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 1.0: COMMUNICATION

1.2. INTERPRETIVE: Students understand and interpret the target language in its spoken and written form on a variety of topics.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
<p>Students understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures</p>	<p>Students understand spoken and written language on familiar topics that incorporates descriptive vocabulary and linguistic structures in the target language.</p>	<p>Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.</p>	<p>Students understand spoken and written language that incorporates abstract ideas and complex linguistic structures across a wide variety of topics in the target language.</p>
<p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Interpret the basic message from spoken and written texts that are on very familiar topics. b. Identify the main idea and some supporting details from authentic spoken and written texts that have visual support. c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context. 	<p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Use prediction, connections to prior experiences, contextual clues, word order, word attack skills, and various reference materials to derive meaning. b. Identify the main idea and some supporting details from selected authentic materials from various media. c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context. 	<p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning. b. Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature. c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context. 	<p>OBJECTIVES:</p> <p>In the target language:</p> <ul style="list-style-type: none"> a. Use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently. b. Comprehend, analyze, and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials. c. Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.

**MARYLAND VOLUNTARY STATE CURRICULUM
WORLD LANGUAGES**

STANDARD 1.0: COMMUNICATION

1.3. PRESENTATIONAL: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

A. BEGINNING INDICATOR (Receptive-Imitative) Students make short presentations and write simple communications on very familiar topics in the target language.	B. EMERGING INDICATOR (Imitative-Interactive) Students make presentations and write simple paragraphs on familiar topics in the target language.	C. DEVELOPING INDICATOR (Interactive-Reflective) Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.	D. ADVANCING INDICATOR (Reflective-Refining) Students compose oral, written, and multi-media presentations in a variety of formats, for a variety of audiences and purposes in the target language.
OBJECTIVES: In the target language: a. Write and deliver short descriptions about very familiar topics of personal interest. b. Tell or write a brief story, journal entry, or blog. c. Present songs, short poems, impromptu skits, or dialogues.	OBJECTIVES: In the target language: a. Write and deliver short presentations about familiar topics of personal interest. b. Tell or write a story, journal entry, or blog incorporating some description and detail. c. Present songs, poems, skits, extended dialogues, and stories	OBJECTIVES: In the target language: a. Write and deliver presentations on selected topics. b. Present and write with description and detail in a variety of formats for multiple purposes and audiences. c. Present excerpts from authentic music, media, or literature.	OBJECTIVES: In the target language: a. Research and deliver presentations on a variety of topics for multiple purposes. b. Present and write with description and detail in a variety of formats for multiple purposes and audiences incorporating sophisticated linguistic structures. c. Present authentic music, media, or literature.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 2.0: CULTURE

2.1. PRACTICES AND PERSPECTIVES: Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

A. BEGINNING INDICATOR (Receptive-Imitative) Students identify and describe practices and perspectives of the cultures studied.	B. EMERGING INDICATOR (Imitative-Interactive) Students describe the relationship between practices and perspectives of the cultures studied in the target language.	C. DEVELOPING INDICATOR (Interactive-Reflective) Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.	D. ADVANCING INDICATOR (Reflective-Refining) Students discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in the target language in order to determine their global significance.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Observe, identify, and replicate in appropriate contexts patterns of behavior used with family, friends, and acquaintances in everyday situations.	In the target language: a. Continue the process of identifying and replicating appropriate patterns of behavior and expand upon those patterns by interacting appropriately with others in everyday situations.	In the target language: a. Interact according to the social and cultural patterns of behavior in real-life situations.	In the target language: a. Interact according to the social and cultural patterns of behavior in a variety of formal or informal contexts.
b. Describe and participate in school-based cultural activities such as games, songs, and holiday celebrations which are representative of the cultures studied.	b. Describe and participate in a wider variety of cultural and social activities or experiences common to the cultures studied.	b. Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.	b. Examine the role and importance of various events and activities or experiences within the cultures studied.
c. Identify some common beliefs and attitudes within the cultures studied and their relationship to practices in the cultures studied.	c. Expand knowledge of beliefs and attitudes within the cultures studied and compare them to their own.	c. Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.	c. Analyze, and evaluate how beliefs and attitudes influence the position of the countries studied on global issues.

**MARYLAND VOLUNTARY STATE CURRICULUM
WORLD LANGUAGES**

STANDARD 2.0: CULTURE

2.1. PRACTICES AND PERSPECTIVES: Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

A. BEGINNING INDICATOR (Receptive-Imitative) Students identify and describe practices and perspectives of the cultures studied.	B. EMERGING INDICATOR (Imitative-Interactive) Students describe the relationship between practices and perspectives of the cultures studied in the target language.	C. DEVELOPING INDICATOR (Interactive-Reflective) Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.	D. ADVANCING INDICATOR (Reflective-Refining) Students discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in the target language in order to determine their global significance.
OBJECTIVES: d. Identify the historic and/or contemporary influences that underlie selected cultural practices.	OBJECTIVES: d. Expand understanding of the historic and/or contemporary influences that underlie different patterns of behavior.	OBJECTIVES: d. Explain historic and contemporary influences on cultural patterns of behavior and use of language.	OBJECTIVES: d. Discuss the historical, contemporary, and/or philosophical basis underlying cultural and linguistic patterns of interaction and in selected literary works and the media.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 2.0: CULTURE

2.2. PRODUCTS AND PERSPECTIVES: Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

A. BEGINNING INDICATOR (Receptive-Imitative) Students identify and describe the products within the cultures studied.	B. EMERGING INDICATOR (Imitative-Interactive) Students compare the products within the cultures studied and how they reflect the perspectives of those cultures.	C. DEVELOPING INDICATOR (Interactive-Reflective) Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.	D. ADVANCING INDICATOR (Reflective-Refining) Students discuss and analyze in the target language the products from the political, economic, social, educational, religious, and fine arts arenas in order to determine their global significance.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Identify objects and symbols that are used day-to-day and how they are representative of the cultures studied. b. Identify selected contributions, notable figures, and historic events from the cultures studied. c. Identify some significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes. d. Identify countries, regions, and geographic features where the target language is spoken.	a. Compare objects and symbols from the cultures studied to those found in their own. b. Compare contributions and historic events from the cultures studied to those of their own. c. Expand knowledge of some historic and contemporary influences from the target culture that impact today's society. d. Describe the impact of the geography of the countries studied on daily life.	a. Explain the historic background of objects and symbols and how they came to represent aspects of the cultures studied. b. Explain the role of contributions, notable figures, and historic events of the cultures studied in today's world. c. Discuss how historic and contemporary influences from the cultures studied shape people's views of the world and their own attitudes toward issues facing the world. d. Discuss the geography of the countries studied with respect to the impact on politics, economics, and history.	a. Discuss and analyze the relationship between objects and symbols of the cultures studied to the underlying beliefs and values of its people. b. Analyze, discuss, and evaluate the impact of the target cultures' historic and contemporary events on their own culture. c. Explain the impact of the target cultures' views on what is happening and could happen in the world today. d. Evaluate the impact of the geography of the countries studied on the people's beliefs, perspectives, and attitudes.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 3.0: CONNECTIONS

3.1. ACROSS DISCIPLINES: Students reinforce and further knowledge of other content areas through a language other than English.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students access new information and reinforce existing knowledge of other content areas through the target language.	Students access new information and reinforce existing knowledge of other content areas through the target language.	Students access new information and reinforce existing knowledge of other content areas through the target language.	Students access new information and reinforce existing knowledge of other content areas through the target language.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
a. Use limited vocabulary and structures in the target language to increase knowledge of other content areas.	a. Use expanded vocabulary and structures in the target language to increase knowledge of other content areas.	a. Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.	a. Use specialized language and structures in the target language to increase knowledge of other content areas.
b. Apply knowledge and skills gained in the target language to make connections to other content areas and personal situations.	b. Apply knowledge and skills gained in the target language to make connections to other content areas and familiar situations.	b. Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.	b. Apply knowledge and skills gained in the target language to make connections to other content areas and complex real world situations.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 3.0: CONNECTIONS

3.2. ADDED PERSPECTIVES: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students examine various topics from the perspectives of cultures where the language is spoken.	Students demonstrate a basic understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.	Students demonstrate an in-depth understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.
OBJECTIVES: a. Describe perspectives gained from teacher-prepared print and non-print materials written in the target language. b. Apply knowledge of the perspectives of the cultures studied to other content areas or to personal situations.	OBJECTIVES: In the target language: a. Demonstrate a basic understanding of perspectives gained from selected or edited authentic print and non-print materials to extend knowledge and skills. b. Apply knowledge of the perspectives of the cultures studied to other content areas or to familiar situations.	OBJECTIVES: In the target language: a. Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied. b. Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.	OBJECTIVES: In the target language: a. Describe and analyze the perspectives gained from a wide variety of authentic sources from the cultures studied. b. Apply knowledge of the perspectives of the cultures studied to other content areas or to complex real world situations.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 4:0: COMPARISONS

4.1. LANGUAGE: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
<p>Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.</p> <p>OBJECTIVES:</p> <p>Between the two languages:</p> <ul style="list-style-type: none"> a. Compare basic grammatical structures between the target language and English. b. Compare and use the sound-symbol association between the target language and English. c. Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English. d. Compare and identify the use of idiomatic expressions between the target language and English. 	<p>Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.</p> <p>OBJECTIVES:</p> <p>Between the two languages:</p> <ul style="list-style-type: none"> a. Compare expanded grammatical structures between the target language and English. b. Refine the use of the sound-symbol association and compare it to the target language and English. c. Compare, identify, and use cognates, word roots, prefixes, suffixes, or sentence structures between the target language and English. d. Compare and identify more complex idiomatic expressions between the target language and English. 	<p>Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.</p> <p>OBJECTIVES:</p> <p>Between the two languages:</p> <ul style="list-style-type: none"> a. Compare more advanced grammatical structures between the target language and English. b. Refine the use of the sound-symbol association and compare it between the target language and English. c. Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English. d. Compare, identify, and use abstract idiomatic expressions between the target language and English. 	<p>Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.</p> <p>OBJECTIVES:</p> <p>Between the two languages:</p> <ul style="list-style-type: none"> a. Compare complex grammatical structures between the target language and English. b. Refine the use of the sound-symbol association and compare it between the target language and English. c. Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English. d. Compare and identify the use of abstract idiomatic expressions that have no equivalent between the target language and English.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 4:0: COMPARISONS

4.1. LANGUAGE: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

A. BEGINNING INDICATOR (Receptive-Imitative) Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	B. EMERGING INDICATOR (Imitative-Interactive) Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	C. DEVELOPING INDICATOR (Interactive-Reflective) Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.	D. ADVANCING INDICATOR (Reflective-Refining) Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.
OBJECTIVES: e. Compare cultural characteristics of the target language, such as levels of politeness, between the target language and English.	OBJECTIVES: e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in simulated situations.	OBJECTIVES: e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.	OBJECTIVES: e. Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 4.0: COMPARISONS

4.2. CULTURE: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
Students identify and compare the products, practices, and perspectives from the target cultures to their own.	Students identify and compare the products, practices, and perspectives from the target cultures to their own.	Students identify and compare the products, practices, and perspectives from the target cultures to their own.	Students identify and compare the products, practices, and perspectives from the target cultures to their own.
OBJECTIVES:	OBJECTIVES:	OBJECTIVES:	OBJECTIVES:
<p>a. Identify similarities and differences of selected practices, products, and perspectives, from the target cultures as compared to their own.</p> <p>b. Identify the form, meaning, and importance, of common perspectives, practices, and products of the target culture and compare it to their own.</p>	<p>a. Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own.</p> <p>b. Explain the form, meaning, and importance, of certain perspectives, practices and products of the target culture and compare it to their own.</p>	<p>a. Identify and analyze the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own.</p> <p>b. Analyze the form, meaning, and importance, of perspectives, practices and products of the target culture and compare it to their own.</p>	<p>a. Interpret the form, meaning, and importance of perspectives, practices, and products in different cultures as compared to their own.</p> <p>b. Interpret the form, meaning, and importance, of perspectives, practices and products of the target culture and compare it to their own.</p>

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 5.0: COMMUNITIES

5.1. PRACTICAL APPLICATIONS: Students use the language both within and beyond the school setting.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-R refining)
<p>Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.</p>	<p>Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.</p>	<p>Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.</p>	<p>Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.</p>
<p>OBJECTIVES:</p> <p>a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with limited use of the target language.</p> <p>b. Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented partially in the target language.</p> <p>c. Participate in activities where the ability to communicate with the target language is beneficial (i.e., dining in a restaurant, target language-related field trips).</p>	<p>OBJECTIVES:</p> <p>a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with increased use of the target language.</p> <p>b. Identify and describe available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented mostly in the target language.</p> <p>c. Participate in activities where communication in the target language is expected (i.e., dining in a restaurant or participating in an online discussion community).</p>	<p>OBJECTIVES:</p> <p>a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.</p> <p>b. Identify and describe available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.</p> <p>c. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended the classroom (i.e., podcast).</p>	<p>OBJECTIVES:</p> <p>a. Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with more proficient use of the target language.</p> <p>b. Research, describe, and present with target language proficiency available media (i.e., TV news broadcasts), print (i.e., library), and commercial establishments in the local and world community.</p> <p>c. Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).</p>

MARYLAND VOLUNTARY STATE CURRICULUM WORLD LANGUAGES

STANDARD 5.0: COMMUNITIES

5.2. PERSONAL ENRICHMENT: Students use the language for personal enjoyment and enrichment.

A. BEGINNING INDICATOR (Receptive-Imitative)	B. EMERGING INDICATOR (Imitative-Interactive)	C. DEVELOPING INDICATOR (Interactive-Reflective)	D. ADVANCING INDICATOR (Reflective-Refining)
<p>Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.</p>	<p>Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.</p>	<p>Students explore opportunities to use the target language both at home and abroad while accessing an extensive variety of resources where students can pursue topics of personal interest.</p>	<p>Students explore opportunities to use the target language both at home and abroad while accessing an extensive variety of resources where students can pursue topics of personal interest.</p>
<p>OBJECTIVES:</p>	<p>OBJECTIVES:</p>	<p>OBJECTIVES:</p>	<p>OBJECTIVES:</p>
<p>a. Participate in activities to learn more about languages and cultures through various media.</p>	<p>a. Utilize various media to learn more about languages and cultures.</p>	<p>a. Create activities that utilize various media to ensure that students learn more about languages and cultures.</p>	<p>a. Research and create a multi-media presentation which facilitates an in-depth understanding of languages and cultures.</p>
<p>b. Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understanding are needed.</p>	<p>b. Investigate careers where skills in another language and/or cross-cultural understanding are needed.</p>	<p>b. Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.</p>	<p>b. Research a self-selected career and develop a presentation encompassing both oral and written components for which skills in another language and/or cross-cultural understanding are needed.</p>
<p>c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.</p>	<p>c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced.</p>	<p>c. Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.</p>	<p>c. Research activities sponsored by local, national, and/or international groups and communities (real/virtual) through which the target culture will be experienced in the target language.</p>

Maryland

World Languages

2008-09 Enrollment Report

Attachment C

MARYLAND WORLD LANGUAGE ENROLLMENT

2008-2009

ELEMENTARY
SCHOOL

LEA	CHINESE	CHINESE IMMERSION	FRENCH	FRENCH IMMERSION	RUSSIAN IMMERSION	SPANISH	SPANISH IMMERSION	SPANISH DUAL LANGUAGE	WORLD LANGUAGE EXPLORATORY	TOTAL
ALLEGANY										0
ANNE ARUNDEL										0
BALTIMORE CITY	69		265	248	20	2,529	48			3,179
BALTIMORE			327	113						440
CALVERT										0
CAROLINE										0
CARROLL										0
CECIL										0
CHARLES										0
DORCHESTER										0
FREDERICK										0
GARRETT										0
HARFORD										0
HOWARD										0
KENT										0
MONTGOMERY		242		564			617	145		1,568
PRINCE GEORGE'S				703		188	192		1,009	2,092
QUEEN ANNE'S										0
ST. MARY'S										0
SOMERSET										0
TALBOT										0
WASHINGTON						1,742	320			2,062
WICOMICO			80							80
WORCESTER						242			279	521
TOTAL	69	242	672	1,628		4,701	1,177	145	1,288	9,942

MARYLAND WORLD LANGUAGE ENROLLMENT

2008-2009

MIDDLE
SCHOOL

LEA	AMERICAN SIGN LANGUAGE	CHINESE	CHINESE EXPLORATORY	CHINESE IMMERSION	FRENCH	FRENCH IMMERSION	FRENCH EXPLORATORY	GERMAN	GERMAN EXPLORATORY	ITALIAN	JAPANESE	LATIN	LATIN EXPLORATORY	RUSSIAN	SPANISH	SPANISH FOR HERITAGE SPEAKERS	SPANISH IMMERSION	SPANISH EXPLORATORY	WORLD LANGUAGE EXPLORATORY	TOTAL
ALLEGANY															157			336		493
ANNE ARUNDEL		30	234		627		948	18	13					8	2,102	34		2,530	1,579	8,123
BALTIMORE CITY					271							256			2,064					2,591
BALTIMORE		150			946						155	189	23		8,414					9,877
CALVERT					143										1,213					1,356
CAROLINE					9		267								53			628	278	1,235
CARROLL					134										2,205					2,339
CECIL		22			56										90				2,476	2,644
CHARLES					85			12							828				92	1,017
DORCHESTER																				0
FREDERICK					208										2,146				581	2,935
GARRETT																			987	987
HARFORD					79			64							195				2,113	2,451
HOWARD					1,074										3,018				376	4,468
KENT																		471		471
MONTGOMERY		325		21	2,862	133				175	9			1	11,939	422	146		894	16,927
PRINCE GEORGES	173				859	217				200	37	210			3,880	102	30			5,708
QUEEN ANNE'S															365				479	844
ST. MARY'S					130										314					444
SOMERSET																			25	25
TALBOT																				0
WASHINGTON					221					78					961				659	1,919
WICOMICO					106							5			421				429	961
WORCESTER				251															620	871
TOTAL	173	527	234	272	7,810	350	1,215	94	13	453	201	660	23	9	40,365	558	176	3,965	11,588	68,686

MARYLAND WORLD LANGUAGE ENROLLMENT

2008-2009

HIGH SCHOOL

LEA	AMERICAN SIGN LANGUAGE	ARABIC	CHINESE	FRENCH	FRENCH FOR NATIVE SPEAKERS	FRENCH IMMERSION	GERMAN	GREEK	ITALIAN	JAPANESE	LATIN	LATIN EXPLORATORY	RUSSIAN	SPANISH	SPANISH FOR HERITAGE SPEAKERS	TOTAL
ALLEGANY				184							57			903		1,144
ANNE ARUNDEL	508			1,519			714				300		69	8,107	35	11,252
BALTIMORE CITY			377	2,939			95			46	473		128	7,299		11,357
BALTIMORE			77	2,627			79		215	37	715	31		13,372		17,153
CALVERT				312			167				22			2,102		2,603
CAROLINE				73										650		723
CARROLL	150			625			531				202		5	3,787		5,300
CECIL			35	538			532							1,665		2,770
CHARLES	14			795			13				456			3,798		5,076
DORCHESTER														674		674
FREDERICK	489		82	723			289		12		1,072			3,994	15	6,676
GARRETT				68			155							399		622
HARFORD				1,257			706							4,078		6,041
HOWARD	64		84	1,788			660		283		470		6	7,236	100	10,691
KENT				16										390		406
MONTGOMERY	323	179	810	4,835			171		473	399	1,081		188	17,010	1,651	27,120
PRINCE GEORGE'S	155	6	222	3,983	6	36	22		736	560	452		80	13,714	976	20,948
QUEEN ANNE'S				191										1,184		1,375
ST. MARY'S	98		27	357			108				133			1,619		2,342
SOMERSET				24										258		282
TALBOT											128			491		619
WASHINGTON			58	388			256			40	254		23	1,962		2,981
WICOMICO				260							133			1,421		1,814
WORCESTER				219										1,059		1,278
TOTAL	1,801	185	1,772	23,721	6	36	4,498	0	1,719	1,082	5,948	31	499	97,172	2,777	141,247