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State Superintendent of Schools

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TO: Members of the State Board of Education

FROM: Nancy S. Grasmick *Nancy*

DATE: September 21, 2009

SUBJECT: COMAR 13A.04.11 (NEW)
World Languages
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this item is to present a new regulation, COMAR 13A.04.11 for World Language Instruction. The proposed regulation will provide guidance to school systems for the design of World Languages instructional programs for students in middle and high school.

BACKGROUND/HISTORICAL PERSPECTIVE:

World Languages is designated as a core content area in *No Child Left Behind (NCLB)* legislation; however, it is not included as a subject under the *Instructional Programs* subtitle in COMAR. The proposed regulation will ensure that Maryland students have the opportunity to select courses that meet graduation requirements as well as elective courses. The need to provide a sequential language program for all students is recommended in *The Critical Middle*, the 2008 report of the Maryland Middle School Steering Committee: “By choosing a language of study in the middle grades or earlier, and continuing that study in an articulated sequence throughout high school, Maryland students will graduate with practical proficiency in that language and with the cross-cultural experiences needed to collaborate and compete in a dynamic, global workplace.”

Local school system leadership have supported the proposed regulation, provided input, and commented that it was long overdue. It was presented and discussed at the meeting of local school system Assistant Superintendents of Instruction in February 2009. Superintendents received the draft and were asked to review and provide input in May 2009.

On March 24, 2009, the Board accepted the Maryland State Curriculum for World Languages which is comprised of content standards, indicators, and objectives across four levels of language learning. The Maryland content standards mirror the five Cs of the national standards: *Communication, Culture, Connections, Comparisons, and Communities*. The proposed COMAR 13A.04.11 provides regulatory guidance for the design of world language instructional programs aligned to the State Curriculum in local school systems.

EXECUTIVE SUMMARY:

COMAR 13A.04.11 requires each local school system to provide a comprehensive, sequential world language instructional program beginning at the middle school level. It includes the content standards that are the basis of the Maryland State Curriculum for World Languages approved by the Board on March 24, 2009. Local school systems will need to certify that their instructional programs meet these requirements effective September 1, 2011, and every five years thereafter.

ACTION:

It is requested that the State Board grant permission to publish COMAR 13A.04.11 .

NSG/mlg

Attachment : Draft COMAR 13.A.04.11

DRAFT COMAR: WORLD LANGUAGES

Chapter 11 World Language Programs

Authority: Education Article §§ 2-205(h); 4-111;

.01 Program

- A. Each local school system shall provide a comprehensive, sequential world language instructional program beginning no later than the middle learning years that:
- (1) Provides for the diversity of student needs, abilities, and interests of students at the middle and high school years;
 - (2) Offers a variety of languages;
 - (3) Includes the Maryland World Language Content Standards set forth in § B of this regulation;
 - (4) Enables students to meet graduation requirements; and
 - (5) Allows students to select world language electives.
- B. The World Language Program shall include all the following content standards:
- (1) **Communication:** Students exchange information orally and in writing in the target language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret the target language in its spoken and written form on a variety of topics. Students present information, concepts and ideas to an audience of listeners or readers on a wide variety of topics in the target language.
 - (2) **Culture:** 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. Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.
 - (3) **Connections:** Students reinforce and further knowledge of other content areas through a language other than English. Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.
 - (4) **Comparisons:** Students demonstrate understanding of the nature of language through comparisons of the language studied and English. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.
 - (5) **Communities:** Students use the language both within and beyond the school setting. Students use the language for personal enjoyment and enrichment.

C. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall provide world language curriculum documents for the secondary schools under its jurisdiction that:

- (1) Include the content standards set forth in § B of this regulation; and
- (2) Are aligned with the Voluntary State curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.

D. Student Participation. Each student shall have the opportunity to participate in the world language program required by this chapter.

.02 Certification Procedures

By September 1, 2011, and each 5 years after that, each local superintendent of schools shall have certified to the State Superintendent of Schools that the instructional programming within grades 6-12 meets, at a minimum, the requirements set forth in Regulation .01. This certification shall describe how the regulations are being met at each learning level in accordance with reporting standards developed by the Department of Education.

IMPACT STATEMENTS

Part A

(check one option)

Estimate of Economic Impact

The proposed action has no economic impact.

or

X The proposed action has an economic impact. Complete the following form in its entirety.

I. Summary of Economic Impact.

II. Types of Economic Impacts.

Revenue (R+/R-)
Expenditure (E+/E-) Magnitude

A. On issuing agency: None

B. On other State agencies: None

C. On local governments: Estimated cost of textbooks and materials to add World Language courses in 2 middle schools in 2 LEAs (only 2 LEAs do not offer World Language courses at the middle level) would be maximum \$10,000 per LEA

Benefit (+)
Cost (-) Magnitude

D. On regulated industries or trade groups: None

E. On other industries or trade groups: None

F. Direct and indirect effects on public: None

III. Assumptions. (Identified by Impact Letter and Number from Section II.)

Part B
(check one option)

Economic Impact on Small Businesses

X The proposed action has minimal or no economic impact on small businesses.

or

The proposed action has a meaningful economic impact on small businesses. An analysis of this economic impact follows.

Impact on Individuals with Disabilities
(Check one option)

X The proposed action has no impact on individuals with disabilities.

or

The proposed action has an impact on individuals with disabilities as follows:

Part C

(For legislative use only; not for publication.)

- A. Fiscal Year in which regulations will become effective: **FY 2011**
- B. Does the budget for fiscal year in which regulations become effective contain funds to implement the regulations?
- Yes No
- C. If "yes," state whether general, special (exact name), or federal funds will be used:
- D. If "no," identify the source(s) of funds necessary for implementation of these regulations:
- E. If these regulations have no economic impact under Part A, indicate reason briefly:
- F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.

Comparison to Federal Standards

(Check one option)

There is no corresponding federal standard to this proposed regulation.

or

There is a corresponding federal standard to this proposed regulation. Please give corresponding federal standard and if the regulation is not more restrictive or stringent give justification.

or

In compliance with Executive Order 01.01.1996.03, this proposed regulation is more restrictive or stringent than corresponding federal standards as follows:

- (1) Regulation citation and manner in which it is more restrictive than the applicable federal standard:
- (2) Benefit to the public health, safety or welfare, or the environment:
- (3) Analysis of additional burden or cost on the regulated person:
- (4) Justification for the need for more restrictive standards: