

The Louisiana Department of Education supports well articulated middle school World Language programs that are proficiency based, content-rich, and lead to bilingualism and biliteracy.

To achieve this, a number of different program structures can be employed. Successful programs may include for-credit and/or non-credit courses, depending on the program's proficiency goals.

This document includes examples of program structures that can be implemented to achieve a variety of proficiency goals. This is not an exhaustive list. Multiple structures can be put in place to achieve different proficiency outcomes.

For further guidance and support on how to create well articulated middle school World Language programs, schools and districts are encouraged to contact LDOE.

### Programs Resulting in (1) Carnegie Unit Credit in Level 1

All programs that are to be deemed “for-credit” in Level 1 must have an exit proficiency target of Novice High.

#### *Three-Year Model*

Level 1 course is completed over three years in grades 6, 7 and 8. Classes meet daily for one standard class period, for the entire year, each year.

Carnegie credit for Level 1 is only earned after a student successfully completes course study, exiting with the proficiency level of Novice High.

#### *Two-Year Model*

Level 1 course is split over two years in grades 7 and 8. Classes meet daily for one standard class period, for the entire year, each year.

Carnegie credit for Level 1 is only earned after a student successfully completes course study, exiting with the proficiency level of Novice High.

#### *One-Year Model*

Entire Level 1 course is taught in grade 8. Classes meet daily for one standard class period, for the entire year.

Carnegie credit for Level 1 is only earned after a student successfully completes course study, exiting with the proficiency level of Novice High.

<b>Non-Credit Programs</b>	
<b><i>Definition</i></b>	
<p>Characteristics of world language programs that do not result in Carnegie Unit Credit - some or all characteristics may apply:</p> <ul style="list-style-type: none"> <li>● Do not lead to sufficient proficiency (Novice High) for level 1 credit</li> <li>● Non-graded</li> <li>● Often titled Exploratory, Enrichment, or Specials</li> <li>● Do not meet required instructional minutes</li> </ul>	
<b><i>Structure</i></b>	
<p>Schools and/or districts choosing to design quality non-credit middle school language programs should use the following guidelines:</p> <ul style="list-style-type: none"> <li>● Courses are a part of the normal school schedule and are included on the master schedule so instructional minutes are documented and preserved.</li> <li>● Courses meet for <u>no less than</u> 90 minutes per week for the entire school year.               <ul style="list-style-type: none"> <li>○ <i>Courses that meet less than 90 minutes per week are not considered to be programs of high quality.</i></li> <li>○ <i>LDOE recommends that classes meet for at least 30 minutes per class period to ensure progression in the target language.</i></li> </ul> </li> <li>● Courses are proficiency based and content-rich in design.</li> <li>● Courses are well articulated and demonstrate a natural progression of language learning over the years studied, i.e., students should not learn the same material from year to year.</li> </ul>	
<b><i>Expansion</i></b>	
<p>Non-credit courses fitting the structure above can be used as prerequisites to for-credit courses in middle school.</p>	
<b><i>Example 1</i></b>	<p>6th grade non-credit course 7th and 8th grade follow Two-Year Credit Model</p>
<b><i>Example 2</i></b>	<p>6th and 7th grade non-credit courses 8th grade follows One-Year Credit Model</p>