

Instructional Recommendations for World Languages – Native Speakers



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

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

Native Speakers in Henry County Schools

“Proficiency in a World Language adds a competitive advantage in all career fields”

In an effort to provide Henry County Schools' Native Speakers of languages other than English with Personalized Learning in the World Languages Program, the opportunity to enhance their language skills, and to develop their full potential as learners, these students will *“be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language”* as recommended by the Georgia Department of Education.

In addition to facilitating the credit in lieu of enrollment option, the Henry County Schools World Languages Department also recommends and encourages Native Speakers of languages other than English to continue their World Language education by pursuing a language pathway in their native language which will help obtain the highest levels of proficiency in their native language. Obtaining higher levels of proficiency in more than one language will lead students to earn the Seal of Biliteracy and the International Skills Diploma Seal, both seals sought after by colleges and the workforce nationwide.

Awarding Credit to Native Speakers According to the Georgia Department of Education

The Georgia Department of Education provides an opportunity for an exemption from the high school graduation requirements for foreign language for students whose native language is not English.

"Two Carnegie units of the same foreign language shall be required for the College Preparatory (CP) program of study in grades 9-12. Students whose native language is not English may be considered to have met the foreign language requirement by exercising the credit in lieu of enrollment option if they are proficient in their native language."

Please identify this course on the student's record as:

- Native Language (Not English)
- 65.01000 Native Language (Not English)
- 65.02000 Native Language Reading and Literacy I (Not English)
- **Note the language spoken by the student on the transcript by using the List of State Approved Courses*
- *List of State Approved K-8 Subjects and 9-12 Courses*
<http://www.gadoe.org/documents/doe/legalservices/160-4-2-.20.pdf>

Henry County Schools World Languages Department Recommendations for Native Speakers

(Adapted from Georgia Department of Education Rule: Awarding Credit to Native Speakers in Lieu of Enrollment)

- Students whose native language is not English may be granted up to two credits for a World Language course level 1 and 2 if the student demonstrates proficiency in the native language. Course should be noted as 65.01000 Native Language (Not English) and 65.02000 Native Language Reading and Literacy I (Not English) on the student's transcript as well as the language spoken.
- The student's high school may use the end of Level I or II test or a performance based assessment/proficiency assessment approved by the school district.
- Students may receive credit for Level 1 and 2 on their transcripts which includes course name and numerical grade based on performance on proficiency assessment. (Example: 65.01000 Native Language (Not English) Spanish 1 Grade: 100)
- Rule 160-4-2-.13, Statewide Passing Score, specifies that numerical grades must be assigned if credit is given for a course.
- How the grade is assigned will differ depending on the individual, the native language, and the method of evaluation chosen. The grade should reflect the level of proficiency in the language.
- **It is highly recommended that Native Speakers continue with their World Language education after being awarded credit in lieu of enrollment as the University System of Georgia may not give credit for the Native Language courses. Therefore, it is important that Native Speakers continue their WL Pathway at least two years in the upper levels to meet the USG foreign language requirement.**
- **Students who have not already achieved a high degree of literacy in their native language will benefit greatly from taking upper-level foreign language courses in**

their native language and open opportunities for obtaining the Seal of Biliteracy and the International Skills Diploma Seal.

Seal of Biliteracy (Approved by Governor Nathan Deal May, 2016)

The Georgia Seal of Biliteracy recognizes “high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.”

- In order to qualify for the Georgia Seal of Biliteracy, a high school graduate shall meet the following criteria:
 - (1) **Completion of all English language arts requirements for graduation with an overall grade point average of 3.0 or above in those classes;** and
 - (2) Proficiency in one or more languages other than English, demonstrated by passing a **foreign language advanced placement examination with a score of 4 or higher** or an international baccalaureate examination with a score of 5 or higher
- To obtain this Seal, students must **demonstrate the determined level of proficiency in English, as well as one or more additional languages, be that language a native language, a heritage language,** or a language learned in school or another setting.

International Skills Diploma Seal (ISDS)

The ISDS requires students to take 3 years in the same World Language. The recommendation for Native Speakers are as follows:

- a. Taking the Proficiency Exam, registering for the recommended courses, and completing the courses (Example: Honors Spanish 2, Honors Spanish 3, Honors Spanish 4, and AP Spanish)
- b. Completing an upper level language online course through Impact Academy

*Additional languages such as French 1 or German 1 in 12th grade count towards the International Focus coursework for the ISDS.

Native Speaker Recommended Pathway Course Sequence

- **Native Language Proficiency Assessment provided upon arrival to high school.**
- Placement into **Honors Level 2 or 3 Spanish, French, or German (Depending on Proficiency Assessment score)**
- Placement into **Honors Level 3 or 4, or AP Spanish, French, or German (with teacher recommendation and depending on progress)**
- Honors Level 4 or **AP Spanish, French, or German**, or a language other than the native one if AP language course was taken in 9th or 10th grade (A third language counts as International Focus course for International Skills Diploma Seal)
- AP Spanish, French, or German, or a language other than the native one if AP language course was taken in 9th, 10th, or 11th grade (A third language counts as International Focus course for International Skills Diploma Seal)

***It is strongly encouraged that Native Speakers take 3 upper level courses in their Native language or a third language of their choice in addition to their *credit in lieu of enrollment* in**

order to complete the World Languages Pathway, meet requirements for the Seal of Biliteracy and International Skills Diploma Seal, and meet the 2 year World Languages requirement for most colleges and universities.

*Schools offering semester World Languages courses (Block Schedule) may proceed with the sequence listed above with the recommendation that students take the courses back to back to maximize results.

References:

Georgia Department of Education Rules: Awarding Credit to Native Speakers in Lieu of Enrollment retrieved from **GA World Languages Data, Policies, and Initiatives:**

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/World-Languages-and-International-Education.aspx>

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)