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TO: Members of the State Board of Education
FROM: Jack R. Smith, Ph.D.
DATE: May 24, 2016
SUBJECT: Code of Maryland Regulations (COMAR) 13A.04.11 Programs in World Languages
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this action is to request that the State Board grant permission to publish amended regulations that govern the Programs in World Languages. The amended regulation incorporates revised standards.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the AELR Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, MSDE staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND/HISTORICAL PERSPECTIVE:

The State Board of Education adopted the regulation for programs in World Languages in 2010 that incorporated the national standards for learning languages, first published in 1996. The *World-Readiness Standards for Learning Languages* were revised in 2014 based on what language educators have learned from more than 15 years of implementing the standards. The “refreshed” standards include important changes to focus on literacy and real-world applications. MSDE has worked with local school systems to familiarize teachers with the new standards through World Language Academies in summer 2014 and three sessions at each Maryland College and Career Ready Conference in the summer of 2015.

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EXECUTIVE SUMMARY:

The adoption of these changes will align COMAR with the revised standards for world languages.

ACTION:

Request permission to publish the changes to COMAR 13A.04.11 for public comment.

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 11 Programs in World Languages

Authority: Education Article, §§2-205(h) and 4-111, Annotated Code of Maryland

.01 Program.

A. Each local school system shall provide a comprehensive, sequential world languages instructional program beginning not later than the middle learning years that:

- (1) Provides for the diversity of student needs, abilities, and interests at the middle and high school years;
- (2) Offers a variety of languages;
- (3) Includes the Maryland World Languages Content Standards set forth in §B of this regulation;
- (4) Enables students to meet graduation requirements; and
- (5) Allows students to select world languages electives.

B. The world languages 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.] *Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.*

(a) Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

(b) Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

(c) Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

(2) **[Culture] Cultures:** [Students demonstrate knowledge and understanding of another people's way of life, 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.] *Learners interact with cultural competence and understanding.*

(a) Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

(b)Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

(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.] *Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.*
(a) Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
(b)Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the 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.] *Learners develop insight into the nature of language and culture in order to interact with cultural competence.*
(a)Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
(b)Cultural Comparisons: Learners use the language to investigate, explain, and reflect on 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.] *Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.*
(a)School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
(b)Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

C. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall provide world languages 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 [State curriculum] *Maryland College- and Career-Ready Standards for World Languages* 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 languages program required by this chapter.