

13A.04.11.01 Programs in World Languages

.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:** Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes, including to:

- (a) Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- (b) Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- (c) 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) **Cultures:** Learners interact with cultural competence and understanding in order to:

- (a) Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- (b) Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

(3) **Connections:** Learners connect with other disciplines and acquire information and diverse perspectives in order to:

- (a) Use the language to function in academic and career-related situations.
- (b) Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- (c) Access and evaluate information and diverse perspectives that are available through the language and its cultures.

(4) **Comparisons:** Learners develop insight into the nature of language and culture in order to:

- (a) Interact with cultural competence.
- (a) Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- (b) Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

(5) **Communities:** Learners communicate and interact with others with cultural competence in order to participate in multilingual communities at home and around the world.

- (a) Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- (b) 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 *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.