

Canyons School District
Recommended High School World Language Course Pathways 2018-19

GRADES	DUAL IMMERSION PATHWAYS		MIDDLE SCHOOL START PATHWAYS		HIGH SCHOOL START PATHWAY
	Option 1	Option 2	Option 1	Option 2	
6	Dual Language Immersion 2H			World Language Level 1A	N/A
7	Dual Language Immersion 3H Culture, History, and Media Dual Language Immersion		World Language Level 1A	World Language Level 1B	
8	Dual Language Immersion 4H Culture, History, and Media Dual Language Immersion		World Language Level 1B	World Language Level 2	
9	Dual Language Immersion 5H		World Language Level 2	World Language Level 3H	World Language Level 1
10	World Language 3000 Level College Course	AP Language and Culture	World Language Level 3H	World Language Level 4H	World Language Level 2
11	World Language 3000 Level College Course	World Language 3000 Level College Course	World Language Level 4H	AP Language and Culture	World Language Level 3H
12	World Language 3000 Level College Course	World Language 3000 Level College Course	AP Language and Culture	World Language 3000 Level College Course	World Language Level 4H

Concurrent Enrollment Courses

1010
1020

Students planning to apply to selective colleges should take AP courses

World Language Graduation Requirements

No courses are required for the standard diploma

Two credits of consecutive world language courses in 9-12 grade are required for some scholarships

Two credits of consecutive world language courses in 8-12 grade are required for the Advanced and Honors Diplomas

Many colleges and universities require at least two credits of consecutive world language courses for admission

Advanced Placement (AP) world language courses are strongly encouraged for all students. AP world language courses help develop key skills needed to succeed in college by improving science writing skills, sharpening problem-solving abilities, and developing better study habits.

World Languages

Course recommendations (college & career ready v. basic Utah diploma):

On the path to becoming college and career-ready, students should take *at least three consecutive years of one world language* in order to develop the ability to speak with ease, in unrehearsed situations, with native speakers, and to satisfy the entrance requirements of selective colleges and universities. Continuity of study is important, and students are encouraged to study a language through their senior year. To earn a basic diploma, Utah students currently have no world language requirement.

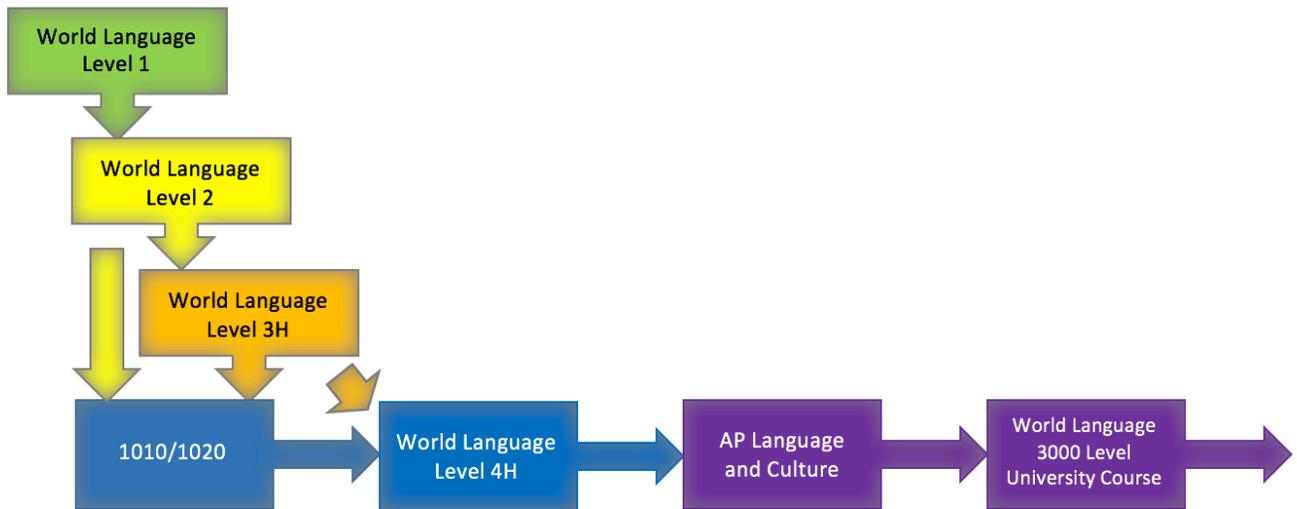
Why taking 3 or more years of a World Language is important:

- The economic power or knowing a second language in an increasingly global economy
- The demand for global competency in order to understand diversity of cultural ideas and values
- Changing demographics across the U.S.

Question: When should students begin a World Language? To achieve college- and career-readiness, CSD recommends...	Question: What should students be able to do with the language at the end of each year of language study?
Year One:	
<u>Begin Level 1</u> In 6 th , 7 th , 8 th , or 9 th grade (Chinese 1, French 1, Spanish 1, ASL 1)	Upon completion of Level 1, students will be able to: <ul style="list-style-type: none"> • Use single words and lists of words to provide basic information. • Communicate in highly predictable situations (e.g. introduce themselves and a friend, describe themselves and their family, and express likes and dislikes). • Be understood with difficulty by a native speaker.
Year Two:	
<u>Begin Level 2</u> in 8 th , 9 th , or 10 th grade (Chinese 2, French 2, Spanish 2, ASL 2)	Upon completion to Level 2, students will be able to: <ul style="list-style-type: none"> • Use highly repetitive phrases and extended lists to provide basic information. • Begin to express themselves in unique and personalized ways. • Be understood with difficulty by a native speaker.
Year Three:	
<u>Begin Level 3</u> in 9 th , 10 th , or 11 th grade (Chinese 3, French 3, Spanish 3)	Upon completion of Level 3, students will be able to: <ul style="list-style-type: none"> • Use spontaneous, complete sentences in a variety of social settings to communicate needs and ideas. • Comprehend short, authentic texts that are produced by native speakers. • Be understood by a native speaker, but be limited to a narrow range of topics.
Year Four:	
<u>Begin Level 4:</u> in 10 th , 11 th , or 12 th grade (Chinese 4, French 4, Spanish 4, or 1010/1020)	Upon completion of Level 4, students will be able to: <ul style="list-style-type: none"> • Gain confidence and control, showing independent thought and greater detail. • Comprehend longer, more complex authentic texts produced by native speakers. • Use a variety of tenses (present, past, future, etc.) with control. • Be understood by a native speaker in a broader range of topics
Year Five & Six:	
<u>Begin in 11th or 12th grade</u> (AP Language and Culture)	Upon completion of Level 5/6, students will be able to: <ul style="list-style-type: none"> • Utilize information from authentic texts to form arguments and make comparisons. • Engage in communication about abstract topics (e.g. politics, culture, ethics). • Be clearly understood by a native speaker.

Possible Course Sequencing:

The following represent recommended course sequencing for world languages. It is recommended that you contact the world language teacher directly for questions regarding exceptions to recommended sequencing.



Planning for high education

- University, colleges, and technical schools independently set entrance requirements for world languages. It is highly recommended that parents and students make direct contact with their school(s) of choice to decide the correct world language pathway.
- Although many colleges and universities do not require world language specifically for admission, they do look at degree of course difficulty. Though the minimum requirement for some universities is 2 years of consecutive world language, taking the same world language for 3-5 years will often optimize a student's chance for admission.

Scholarship requirements:

It is highly recommended that parents and students make direct contact with the scholarship provider to determine if a world language is required.