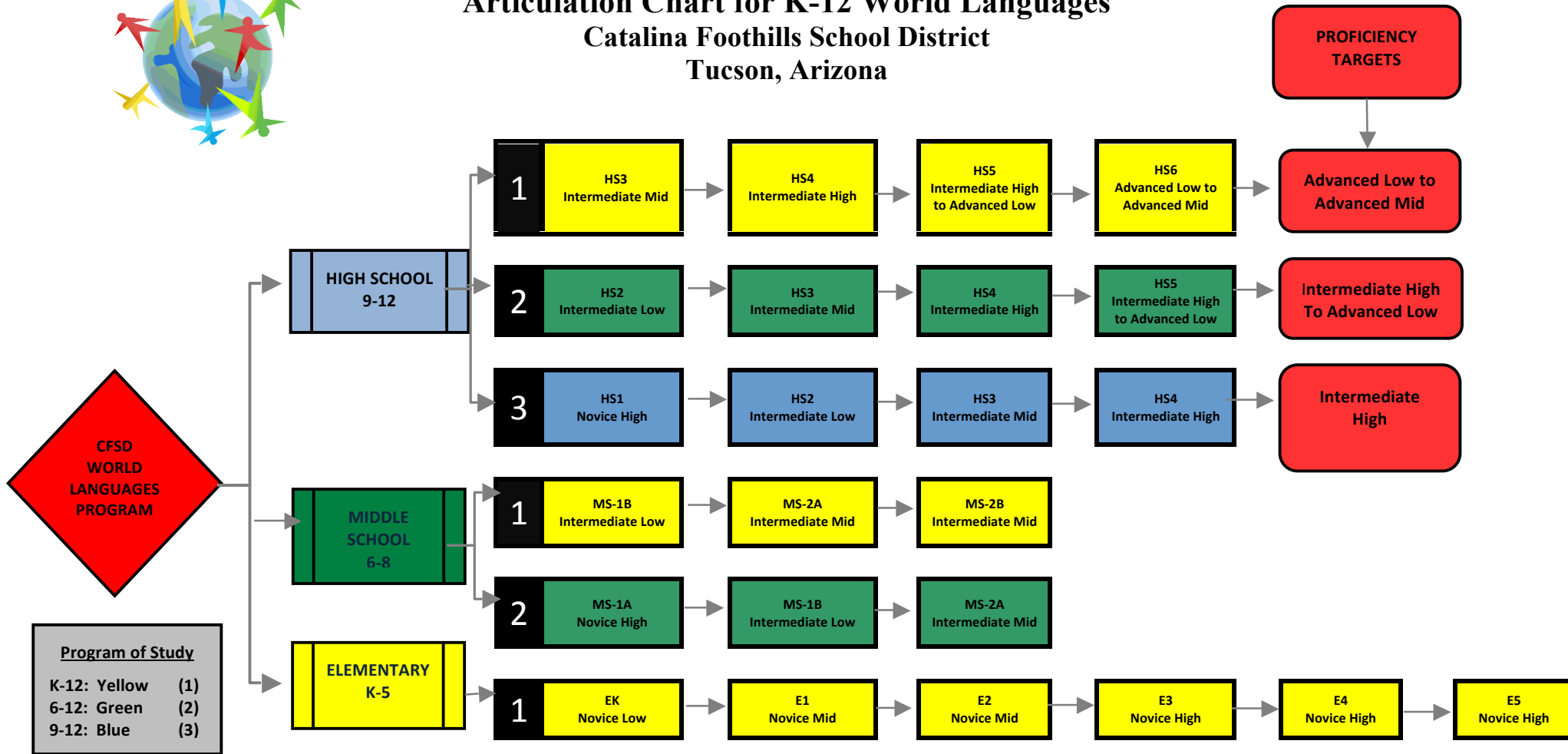




Articulation Chart for K-12 World Languages

Catalina Foothills School District Tucson, Arizona



The articulation chart for World Languages is intended to provide guidance on the *typical* pathways (1, 2, 3) for students. At some grades/levels there is a range of proficiency due to length of study and communicative ability in the language. Although proficiency targets may be the same at some grades/levels, there are increased curriculum expectations from year to year.

Key for Articulation Chart

Yellow: K-12 Program of Study (pathway #1); Green: 6-12 Program of Study (pathway #2); Blue: 9-12 Program of Study (pathway #3)

EK = Elementary/Kindergarten; MS1-A = Middle School/Level 1, MS1-B = Middle School/Level 2; HS1 = High School/Level 1

The pathways (indicated by color and number) represent multiple entry and exit points based on proficiency; students may advance based on proficiency after E5.

To attain the proficiency target for grades K-12 (yellow) in CFSD, students enrolled in the elementary program in 1st through 5th grades meet 3-4 times a week (120 minutes/week) while kindergartners meet 2 times a week (60 minutes/week). Middle school classes meet 5 days a week (234 minutes/week). High school classes meet 4 days a week (240 minutes/week).

The proficiency target for each sequence of study is based on anticipated language acquisition as aligned to the National Standards and the CFSD Standard for World Languages (Measurement Topics and Benchmarks), American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, ACTFL Performance Guidelines for K-12 Learners, and the National Foreign Language Center (NFLC) Culture Proficiency Guidelines.

Articulation Chart for CFSD World Languages Program: Correlation Between Length of Study and Proficiency

There are multiple entry points for language instruction depending on when a student enrolls in the Catalina Foothills School District. A student who begins the study of a second language in the early elementary grades and continues an uninterrupted sequence of instruction will advance further than a student who does not begin language study until high school. However, student proficiency in a second language may be achieved over different periods of time depending on such factors as:

- Age of learner
- Varying learning speeds and learning styles of students
- Teaching methodologies
- Abilities and interests of the instructor
- Scheduling patterns of the language program
- Scope and sequence of the language program
- Authenticity of the cultural environment and materials (*Standards for Foreign Language Learning in the 21st Century*, Allen Press, 2006)

The Standard for K-12 World Languages in CFSD presumes that sequential study for an extended period of time is the ideal for achieving the highest levels of performance in the six measurement topics: (1) Person-to-Person Communication (Interpersonal Mode), (2) Listening and Reading for Understanding (Interpretive Mode), (3) Oral and Written Presentation (Presentational Mode), (4) Cultural Competence, (5) Making Connections Through Language, (6) Communication Across Communities), and that instruction has begun in the early grades and continues throughout the middle and high school years. While the level- and course-specific benchmarks reflect differences in student cognitive development, maturity, and interests, the measurement topics at all levels offer a vision of what students should know and be able to do in another language.

Elementary Program (E): EK – E5

Grade	K-12 Program
Kindergarten	EK
First Grade	E1
Second Grade	E2
Third Grade	E3
Fourth Grade	E4
Fifth Grade	E5

Middle School Program (M): 6-8

Grade	K-12 Program	6-12 Program
Sixth Grade	MS-1B	MS-1A
Seventh Grade	MS-2A	MS-1B
Eighth Grade	MS-2B	MS-2A

High School Program (H): 9-12

Grade	K-12 Program	6-12 Program	9-12 Program
Ninth Grade	HS3 or HS4	HS2 or HS3	HS1
Tenth Grade	HS4 or HS5	HS3 or HS4	HS2
Eleventh Grade	HS5 or HS6	HS4 or HS5	HS3
Twelfth Grade	HS6	HS5 or HS6	HS4