WE BELIEVE

- All students can succeed linguistically and culturally in our global economy and society.

- Second language acquisition provides the vision and skills necessary to be a global citizen.

- A primary goal of world language education is real-life communication as represented by the common core state standards for reading, writing, speaking and listening, and language.

- World language education develops critical thinking skills.

- Formative and summative assessment must reflect the goals and learning targets set forth in this curriculum document.

- World languages must be part of the common core curriculum and aligned with common core state standards in 21st Century schools.

- A K-12 articulated world language program should be available to all learners at all levels as they increase their language performance from novice to intermediate to advanced.

(As adapted from the Common Core Framework and World Languages: A Wake-up Call for All – www.actfl.org)

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve learning targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

Students at all ability levels benefit as they explore concepts in depth through inquiry-based learning.