



**World Languages
Middle School Curriculum
Approvals and Updates**

August 2026

Introductions



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Goal of Presentation



Objectives: To seek approval for the following courses of study: Passports & Perspectives, French 1A, French 1B, Spanish 1A, Spanish 1B.



10 minutes



Agenda



Background and Rationale



Courses of Study - Overview



Budget



Next Steps



Background



Dec 2024

CBSD decision to offer WL courses in 7th grade for realignment in 26-27

Spring 2025

French and Spanish teachers examine, rate, and decide on available resources for levels 1-4 in Spanish and 1-4H in French

Fall 2025

Spanish and French Courses of Study are rearranged to fit new trajectory for realignment which includes 1a and 1b in the middle school. Creation of the Passports & Perspective course.



Background

Elementary School

K - 5

Full Day K

Middle School

6 - 8

Introduction to World Languages in 7th Grade

High School

9 - 12

Support for Students Entering HS and Access to High School Program of Studies





World Languages Overview

6th Grade

- No WL Course

7th Grade

- French 1A
- Spanish 1A
- Passports & Perspectives*

*This is a new 1-semester course that will run as a supplement in the schedule and will be taught by a WL teacher. Students will compare and contrast their own culture and language with those of other countries. This is a graded course.

8th Grade

- French 1A
- French 1B
- Spanish 1A
- Spanish 1B
- Passports & Perspectives

We are excited to begin offering French and Spanish in 7th grade. All Academic levels 1-5 courses have been updated & aligned with ACTFL World Readiness Standards to reflect this change.



World Languages Overview

Courses offered in grades 9-12

Chinese 1 French 1 Latin 1 Spanish 1	Chinese 2 French 2 Latin 2 Spanish 2	Chinese 3 Chinese 3 Honors French 3 French 3 Honors Latin 3 Latin 3 Honors Spanish 3 Spanish 3 Honors	French 4 French 4 Honors Spanish 4 Spanish 4 Honors	AP French AP Spanish French 5 Spanish 5
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If a student completes levels 1a and 1b in MS, they will begin level 2 in HS.

All Academic levels 1-4 courses have been updated & aligned with ACTFL World Readiness Standards to reflect this change.

Passports & Perspectives

- Introduces middle school students to the **study of countries, languages, and cultures** from around the world.
- **Develops foundational language-learning skills**, including vocabulary acquisition, pattern recognition, and basic communication strategies.
- Engages students in interactive activities/tools that **build cultural understanding and global awareness**.
- Explores how **language reflects identity, values, and cultural perspectives**.
- Encourages students to **compare their own language and culture** with those of people around the world.
- **Fosters curiosity**, respect for diversity, and appreciation for multiple perspectives.
- Prepares students **for future world language study** and intercultural experiences.

Prerequisite – None.

*This course is assigned as needed and runs opposite 7th or 8th Grade Math Intervention and/or English Language Arts Intervention.

Passports & Perspectives

Unit 1 Countries of **Africa**: Land, Language and Life

Unit 2 Countries of **Asia**: Land, Language and Life

Unit 3 Countries of **Europe**: Land, Language and Life

Unit 4 Countries of **South America**: Land, Language and Life

**The teacher may continue the course if there is time by adding a 5th unit focusing on North America with the same requirements as the previous units.*

Required Texts and Software

None

Resources

Gale Resources and other CB approved resources accessible through Classlink

Microsoft 365 Tools

Online Tools: Geoguessr, Google Earth, Quizlet, Blooket, Gimkit, EdPuzzle etc.

Summative Unit Assessment Overview

Description:

Students complete a summative portfolio project for each unit that includes geography, elements of culture (food, music, art, language, celebrations, sports etc.), demographics, and language. This is broken down into several due dates and collected throughout the unit, culminating in a presentation to the class. Each of the tasks below collectively result in the portfolio project for each unit.

Students will:

- **Select** a country on the continent and use a graphic organizer to research.
- **Explore** and report on the **demographics and geography** of that country.
- **Research a language** spoken in their selected country and present their findings to the class. They will also teach several words and phrases from that language to the class.
- **Research a cultural topic** connected to their country (food, music, art, language, celebrations, sports etc.).
- **Conference with the teacher** about their research and findings.
- **Create a presentation** for the class encompassing all the above elements while classmates take notes with a provided note taker.

Format options:

PowerPoint/Canva/Sway, Video, Poster

Evidence of learning:

Students accurately research and communicate information about a selected country.
Students present findings about a language and demonstrate effective presentation skills.
Students create a visual product that explains a cultural element and its significance.

Course Grading

A Special
'Thank You' to
Kat Eberts and
Gina Willcox at
Lenape!

One summative assessment per unit in the form of a **project portfolio**. The elements of the portfolio are supported by graphic organizers, templates, and teacher conferences and are due at different check points in the unit. Several formative assessments per unit as assigned by the teacher.

Course Grading:

Fall

Marking Period 1 50% - made up of daily formative assessments and unit summative assessments.

Marking Period 2 50% - made up of daily formative assessments and unit summative assessments.

No Final Exam

Spring

Marking Period 3 50% - made up of daily formative assessments and unit summative assessments.

Marking Period 4 50% - made up of daily formative assessments and unit summative assessments.

No Final Exam

Levels 1A & 1B Rationale

Research suggests that students develop stronger language proficiency when introductory language instruction is spread across **Level 1A and Level 1B** rather than compressed into a single Level 1 course.

Extended learning time allows students **more opportunities for meaningful practice in listening, speaking, reading, and writing**, which promotes long-term retention and deeper language acquisition.

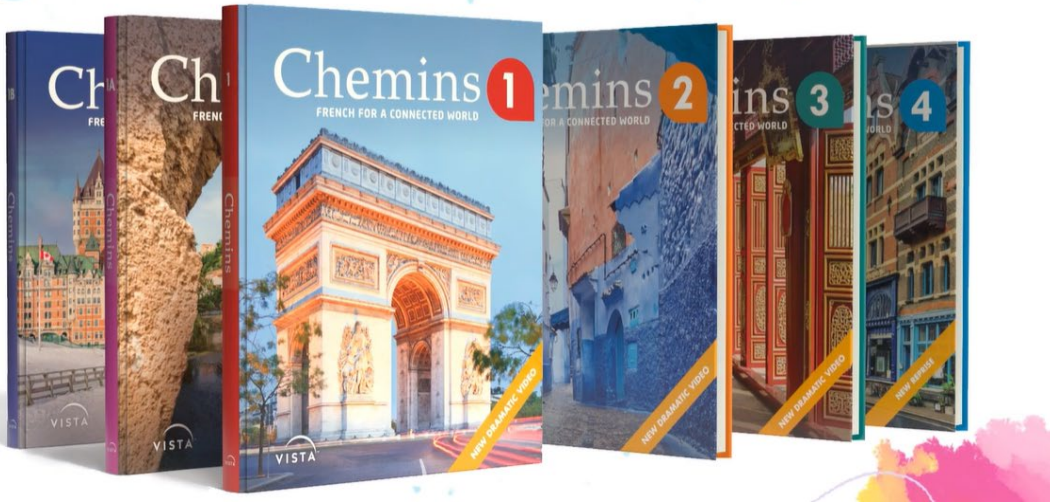
Language learning research emphasizes that **proficiency develops through repeated exposure, interaction, and application over time** rather than through rapid coverage of content.

A 1A/1B sequence also allows students to **build a stronger foundation in vocabulary, grammar, and cultural understanding** before advancing to higher-level coursework, resulting in greater confidence, improved communication skills, and higher rates of success in subsequent language study.

Studies in second language acquisition consistently show that **sustained instruction and increased time on task are key factors in achieving higher levels of language proficiency and intercultural competence**.

Sources: ACTFL Position Statement on Time for Language Learning; American Council on the Teaching of Foreign Languages (ACTFL); Center for Applied Linguistics; National Standards Collaborative Board.

Vista Higher Learning Resources



Take a look at
SIX STEPS.

1. Context
2. Vocabulary
3. Media
4. Culture
5. Grammar
6. Synthesis



= student motivation and success.



French 1A

Chemins 1A Book

Preliminary Unit French Foundations- *Greeting, Alphabet, Classroom Expressions, French-Speaking Countries and Capitals, Days, Months, Colors, Numbers 0-31, the verb être (to be)*

Unit 1 Introductions – *Expressions of Courtesy, Classroom Objects, People, Nouns, Articles, Numbers 0-60, Subject Pronouns with être, Adjective Agreement, Diversity of France*

Unit 2 Academic Life – *Everyday Activities, School Life in France and Québec, Present Tense –er Verbs, Forming Questions and Expressing Negation, The Verb avoir and Telling Time*

Unit 3 Family & Friends – *Family, Friends, Pets, Descriptive and Possessive Adjectives, Numbers 61-100, Prepositions, Relationships, Le Maghreb*

French 1B

Chemins 1B Book

French Essentials Reprise Unit - *Students apply foundational vocabulary and grammar, including **être**, **avoir**, regular -er verbs, adjective agreement, possessive adjectives, question formation, Numbers, and expressions of location to communicate meaning. Review vocabulary, cultural information and skills from French 1A, review, incorporate new information about Haiti and the U.S.*

Unit 4 Around Town – *Places, Activities, Café Culture, Verbs aller, prendre and boire, regular -ir verbs, Partitives (some, any), *La France d'outre-mer*

Unit 5 Sports & Hobbies – *Leisure activities, Weather, The Verb faire and expressions with faire, Irregular –ir verbs, Numbers 101 and up, Spelling Change –er verbs, Soccer in the Francophone world, Le tour de France, Loire Valley, Normandy, Brittany.*

Unit 6 Celebrations – *Parties for different stages of life, Clothing, Demonstrative Adjectives, Regular and Irregular –re verbs, Passé Composé with avoir, Le Carnaval, Fashion, Paris.*

**La France d'outre-mer* (Overseas France) is the collective name for the 13 territories of the French Republic located outside Europe, mostly remnants of the former French colonial empire. (Guadeloupe, Martinique, French Guyana etc.)

Spanish 1A

Encuentros Level 1 Book

Preliminary Unit First Steps – *Greetings, Colors, Numbers, Alphabet, Days, Dates, Interrogatives, Classroom Expressions, Spanish-speaking countries, Language Learning Strategies*

Unit 1 Family and Friends – *People, Pets, The verbs Ser, Estar and Tener, Adjectives, Possession, Mexico*

Unit 2 Life at Home- *Household Items, Chores, Nouns, Articles, Adverbs of Frequency, Present Tense Regular –ar, –er and –ir verbs, Puerto Rico*

Unit 3 Shopping and Clothing - *Stores, Products, Stem-changing verbs, The Verbs gustar and ir, Demonstrative and Comparative Adjectives, Guatemala*

Unit 4 Food- *Stores, Products, Expressing Preferences, The verbs querer and preferir, Irregular verbs in the yo form, Perú*

Spanish 1B

Encuentros Level 1 Book

Unit 4 Food/Review of 1A - *Stores, Products, Expressing Preferences, Numbers, The verbs querer and preferer, Irregular verbs in the yo form, Perú*

Unit 5 Health and Wellness- *Healthy Habits, Remedies, Advice, Reflexive Verbs, The verbs doler, sentirse, Commands (regular verbs), Spain*

Unit 6 Pastimes- *Hobbies, Sports, Work, Future Actions (IR), Stem Changers, Present Progressive Tense, *Imperfect Tense (regular verbs) United States*

Unit 7 Travel – *Lodging, Transportation, Directions, Preterite Tense (ar, er, ir regular verbs), Preterite Tense (ser/ir), Argentina*

Unit 8 Nature – *Geography, Space, Irregular Verbs in the Preterite Tense (decir, hacer, estar, tener), Chile*

Updates to HS Curriculum

- Less review time in high school because students have a solid, 2 year foundation
- Level 2 the past tense will be a review and the irregulars will be new information allowing more time to actually apply the past tense in context
- Level 3 focus on future and subjunctive tenses
- Level 4 focus on hypothetical situations using past subjunctive and conditional, putting everything together
- Still using district unit IPAs and Final IPAs for each course

Questions?



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And Gina
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Lenape!