**![C:\Users\rsdines\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\K4NT580W\MC900157761[1].wmf]()![C:\Users\rsdines\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FR31X5CD\MC900434355[1].wmf]()Honors or On-level World Language Courses:**

**Decision Guide for the Best Fit**

The decision to enroll in an on-level or honors course is very personal and important. Students and their parents/guardians should carefully consider the current teacher’s recommendation as well as the student’s interest level in the language, motivation, and demands outside of school. Decisions should not be made based on teachers since teaching assignments and staff may change from year to year. It is important to make the correct choice during course requests the year before as it is difficult to change classes after the school year starts.

**All World Language courses**:

* Concentrate on 5 skills: listening, reading, speaking, writing, and culture
* Provide opportunities for developing speaking and listening proficiency
* Address vocabulary and structures necessary to master the standards of each level
* Prepare students for the next level of language study
* Provide opportunities to experience culture of countries studied

**On-Level World Language courses**:

* More emphasis is put on practice with vocabulary, structures, speaking and listening
* Assessments are less rigorous than in honors classes
* Instruction involves more repetition

**Honors World Language courses**:

* Move at a quicker pace
* Do more in-depth assignments
* Feature more rigorous assessments
* Teachers and students use the target language
* More projects & pre-AP strategies
* More complex language production expected
* Designed to culminate in AP courses
* 7 extra points added to grade

**Sample learning statements that may indicate on-level is the best fit:**

* I am more comfortable working on one task at a time.
* I prefer more guidance and specific directions from teachers.
* I usually complete the minimum requirements on assignments/projects because I have so many other things going on.
* Memorizing is a challenge for me.
* When I am absent, I sometimes have difficulty completing make-up assignments.
* I would rather complete a simple, straight forward assignment than a project that requires lots of time and imagination.
* I prefer to receive more reinforcement from teachers and more practice.
* I’m taking a world language just to get the credit.
* I have a hard time focusing in remote learning

**Sample learning statements that may indicate honors is the best fit:**

* I am a self-directed learner.
* I tend to get bored in class because I understand the material before my classmates do.
* I am consistently prepared for class and complete makeup work right away.
* I can easily memorize information and multi-task.
* I enjoy using the target language in the classroom.
* I think projects that require creativity are fun, and I like the challenge of completing them.
* I prefer open-ended assignments to structured ones.
* I’m taking a world language to develop a skill and help me in my career, travel, or family.
* I really enjoy learning the language and culture.

**What about online classes?**

The ideal setting for learning a language is the traditional classroom, where students can hear and practice the language with others on a regular basis and benefit from the teacher’s expertise and cultural knowledge. ACTFL (the American Council on Teaching Foreign Languages) recommends the face-to-face classroom for achieving maximum proficiency. Online classes (FVS and GAVS) use a different curriculum that is not always compatible with the FCS proficiency-based philosophy and curriculum. Online classes are considered on-level and do not support the honors trajectory towards AP classes. The format of online classes is to give many small assignments, which sometimes leave a student feeling overwhelmed. Two years’ worth of Cambridge online student data shows a much higher failure rate in online vs. traditional classroom: Spanish 1—3 x higher; Spanish 3—3 x higher; Spanish 3—2 x higher. (No French data available.) We work very hard in our World Languages Department at striving for consistency among the languages and levels. Therefore, students who continue their language studies within the department will benefit from these efforts. Please talk to a Cambridge world languages teacher if you have further questions.