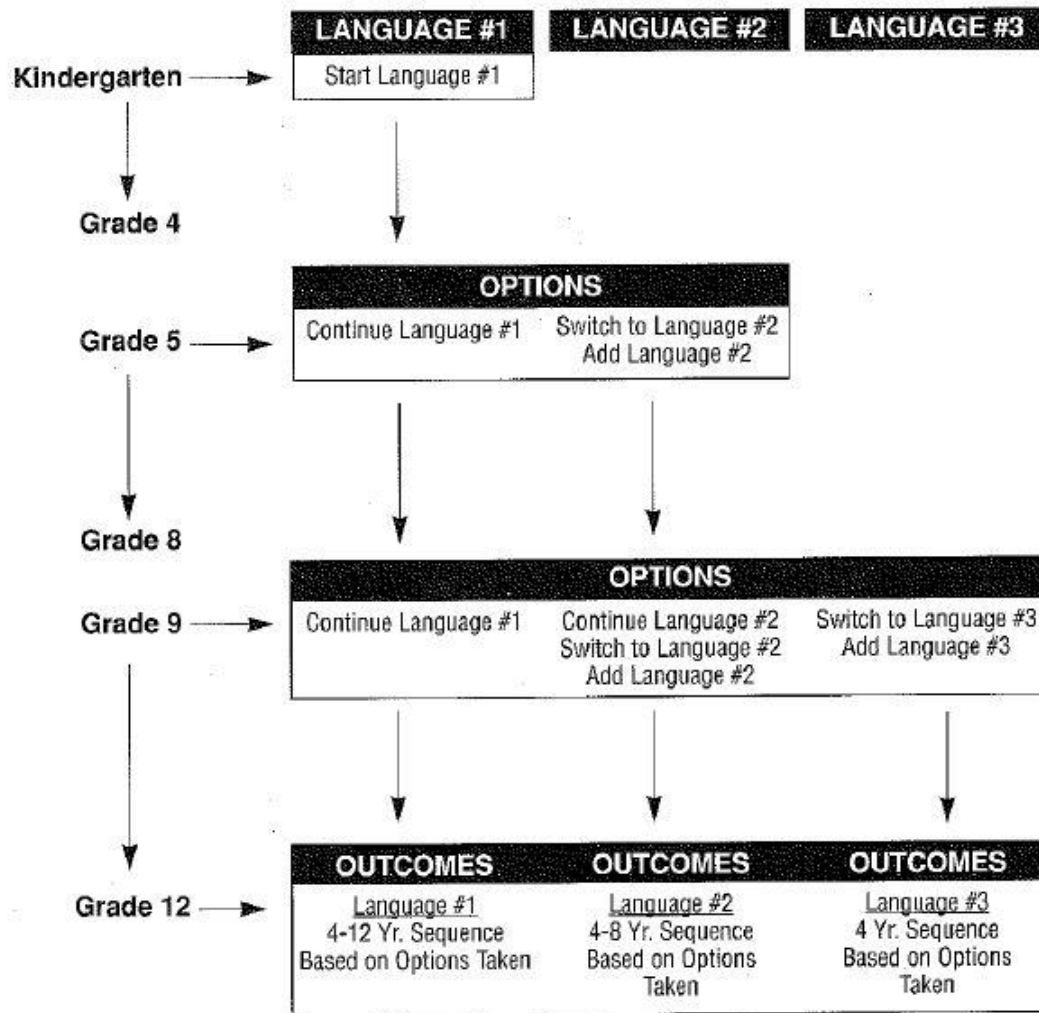


Figure 2. Multiple Entry Points and Language Layering

The chart below illustrates the concepts of multiple entry points and language layering. Multiple entry points will vary from district to district depending upon grade configurations (e.g., K-4, K-5, K-6, K-8).



- Key Concepts**
- Students may elect to study a second world language once some measurable competency has been achieved in their first world language.
 - Students may study the language begun at the elementary level while adding ("layering") a second and/or third language in middle and/or high school.

From *New Jersey World Languages Curriculum Framework, 1999, p. 47.*