

BAINBRIDGE ISLAND SCHOOL DISTRICT

K-12 WORLD LANGUAGES CURRICULUM REVIEW
PROCESS & TIMELINE

Fall 2007-Spring 2009

1. Publish notice of curriculum and program reviews in parent bulletins/local papers to solicit community input and patron participation
2. Establish curriculum review committee
3. Review tasks and projected timelines with committee
4. Identify key questions and issues to be addressed during curriculum review
5. Review state and national standards, current research, and “best practices” for curriculum
6. Gather program and curriculum data from other districts, OSPI
7. Visit and/or gather information about exemplary programs
8. Share committee research/findings with teacher and parent groups
9. Develop guiding beliefs and program goals
10. Submit guiding beliefs and program goals for School Board review
11. Develop instructional materials selection criteria
12. Survey community on world language program offerings
13. Analyze data and make program recommendations
14. Contact publishers and request sample materials
15. Review materials/pilot lessons
16. Select core instructional materials/programs
17. Submit materials to Instructional Materials Committee (IMC) for approval
18. Make program recommendations to Superintendent for School Board approval
19. Develop implementation and professional development plans
20. Write curriculum and student learning objectives
21. Order textbooks and instructional materials
22. Begin curriculum and program implementation
23. Monitor implementation and professional development activities and make necessary modifications

Committee Membership:

District Administrator
School Administrator (BHS)
Spanish Teacher (BHS)
Spanish Teacher (BHS)
Spanish Teacher (BHS)
French Teacher (BHS)
French Teacher (BHS)
French Teacher (Woodward)
Japanese Teacher (BHS)
World Languages Teacher (Commodore, K-8)

Community Member
Community Member
Community Member
Community Member

Faith Chapel/Julie Goldsmith
Dean Fritts
Bernardo Alonso
Beatriz Fuentes
Cindy Beck
Barbara Dahn
Julie Unruh
Susan Knell
Kristin Henshaw

Denise Melton-Todd
Randi Evans
Tony Kehlhofer
Linda Sohlberg
Erika Thompson

Guiding Vision & Beliefs for World Languages Education

I. Vision: Instruction in the languages of the world provides students with an opportunity to learn about not only new ways to communicate but also new cultures and perspectives. By studying languages intensively, students improve their reading and writing skills while enhancing their academic and professional resumes. Research has shown that instruction in other languages improves students' understanding of their native tongue and promotes overall academic achievement. Moreover, the ability to communicate in multiple languages enables students both to get involved in business, trade, and exchanges with people from around the world and to form closer bonds with neighbors.

II. Beliefs: While grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom. While

grammar and vocabulary of language are indeed crucial, the current organizing principle for foreign language study is **communication**, which also highlights the **why**, the **whom**, and the **when**. Core elements of this goal are:

- We envision a future in which ALL students will develop and maintain proficiency in at least one language other than English. To accomplish this it is essential for language study to begin when children are young and the most receptive to learning a second language.
- We believe that all children should have the opportunity to learn other languages and support full access for students of all ages to language programs.
- Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.
- Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker.
- Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
- Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.
- Given the goals of a standards-based language program, there must be opportunity for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

III. Curriculum & Instruction: Teachers design curriculum and instruction specifically for proficiency outcomes by balancing the three components of proficiency: **Content** (the topics of communication), **Function** (a task; the purpose of a spoken or written communication), and **Accuracy** (correctness or appropriateness in pronunciation, writing, grammar, culture, and vocabulary choice). In addition, instruction includes:

- Activities that allow learners to practice single modalities (listening, speaking , reading, writing) as well as linked modalities (e.g., listening and speaking, reading and writing).
- Both achievement-oriented tasks (i.e., those reflecting a specific skill component) and proficiency-oriented (i.e., Communicative) tasks into the classroom.
- Activities that continue to include grammar practice in their instruction while working toward the goal of proficiency to ensure that learners develop a certain level of grammatical control to communicate in the language.
- Authentic texts are selected for practice and evaluation of listening and reading from the beginning of instruction. Teachers may substitute texts created for specific classroom tasks, provided that the language is linguistically and culturally appropriate. Learners also need opportunities to practice speaking and writing in meaningful contexts.
- Integration of culture into all levels and aspects of instruction.
- Activities that provide access to technology that will enable learners to work directly with native speakers (i.e. web-based programs such as Skype).

**Comparison of World Language Offerings
February 2008**

District	Elementary	Middle School	High School
Bellevue	Puesta del Sol K-12 Spanish Immersion program. The elementary program is K-5, content is presented in English and Spanish.	Puesta del Sol K-12 Spanish Immersion program, taught at Tillicum Middle School-2 courses a day in Spanish. French, Chinese, and Spanish instruction offered starting w/ gr. 6.	Puesta del Sol K-12 Spanish Immersion program taught at Newport H.S. Spanish 1-4, Ap/IP, Spanish for Spanish speakers, AP Spanish Literature, IB Spanish 6. French 1-6, AP/IB French, AP French Literature, IB French 6 Chinese 1-6, AP Chinese Language, Japanese 1-6, AP Japanese Language German 1-6, AP German
Seattle School District	K-5, Spanish and Japanese immersion at the John Stanford School in the Wallingford area. Seattle has proposed opening a dual language Spanish and Mandarin Chinese		

	program at Beacon Hill for elementary students.		
Mercer Island	Before School Tuition Based Program for Gr. 2-8. Spanish, French, Japanese and Mandarin Chinese, dependent on enrollment. October-June, \$250. Parents drive students to the program; the district provides busing to the student's home school.	All 6th graders take one semester of Spanish. Spanish offered during the school day for grade 7 (Level 1 A) & grade 8 (Level 1 B). Before School Tuition Based Program for Gr. 2-8 for French, Japanese and Mandarin Chinese; dependent on enrollment. October-June, \$250.	Spanish: Level 1, 2, 3, 4/AP French: Level 1, 2, 3, AP (Level 3 uses the textbook used by the UW.) Mandarin Chinese: Levels 1-4
North Kitsap	Before or after school enrichment programs. Taught by community volunteers. Languages can vary based on volunteers and enrollment, usually Spanish is one of the languages. Sometimes tuition based. Starts at 1st grade. 2 Native American languages taught in the evening for all grades. Funded by the Tribal Education Dept. Proposing a Spanish immersion class at Vinland Elementary (K-5). They will start with K and 1st grades next year.	Spanish and French are offered beginning at 7th grade. Taught in an A & B format. Currently no world language instruction at grade 6.	Staffing issues due to new high school. They do not have French, this year, at Kingston High School. NK High is offering Russian, French, Spanish, Japanese and German. Their committee considered Korean, Chinese, and Arabic based on their research from John Stanford Immersion School in Seattle. Not able to add new languages due to staffing and budget.
Issaquah	No programs offered during the school day, K-5. Some programs are offered by PTO or community groups but are not part of the school program.	Grades 6-8 Middle Schools. Languages offered as an elective at grade 8. Spanish, French, and Japanese. Japanese is offered at 2 of the 4 middle schools.	Freshman campus-Spanish, French and Japanese are offered. Grades 10-12 high schools also offer Spanish, French, and Japanese.

Program Components:

Grade Level	Elementary K-6	Middle School	High School
French	Pilot 09-10	2-year program	4 year Program
Japanese	Pilot 09-10		4 year Program
Spanish	Pilot 09-10	2-year program	4 Year Program
Other Languages	Community-based Chinese Offering	Non-credit options: Community-based Chinese Offering *25 different languages of RosettaStone Offering at COS	*25 different languages of RosettaStone Offering at COS