

**WORLD LANGUAGES PROGRAM
SIX-YEAR INSTRUCTIONAL PLAN
January 9, 2006**

ABSTRACT

The World Languages Program prepares students linguistically and culturally to live and work harmoniously in multilingual communities at home and around the world. The six-year plan ensures that more students will have an opportunity to learn a second language and culture.

Learning a language takes time, and the earlier students begin language study, the better. The six-year plan includes more elementary and middle school language options for all students. As more students begin language study earlier, there will be a consistent increase in the number of students in advanced level high school courses. The addition of Spanish for Native Speaker courses at the middle school gives heritage students an opportunity to gain literacy skills in their primary language that will, in effect, increase academic achievement in English. Building a broader base of language learners in the earlier years throughout the district via elementary and middle school programs widens the range of students, including more students from underrepresented groups.

The world languages framework and state and local standards are the infrastructure for the six-year plan and support “proficiency-based” instruction and assessment. Teachers will be trained to measure student performance and degree of proficiency for oral and written skills with defined program benchmarks. Instructional support will model the “best practices” for the communicative classroom.






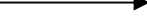
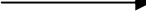
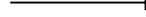
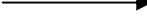
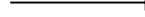
Ultimately, the six-year plan for world languages strengthens the partnerships between district and community. More opportunities for students to engage in meaningful interactions with native speakers from the local and global communities are a positive extension of the classroom experience.

Year 1 FY 2003 - 2004	Year 2 FY 2004 - 2005	Year 3 FY 2005 - 2006	Year 4 FY 2006 - 2007	Year 5 FY 2007 - 2008	Year 6 FY 2008 - 2009
GOAL 1: <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<i>Develop high school World Languages curriculum guides: Estudios Latinoamericanos pilot and AP</i>	Estudios Latinoamericanos guide in use in the classroom. Pilot course adopted: June				
				<i>Develop curriculum/pacing guides for all AP world languages courses.</i>	→
		<u>Develop AP Russian Language course curriculum guide.</u>			
<i>Develop middle school Spanish Immersion curriculum guides for grades seven and eight.</i>	Middle school Spanish Immersion curriculum guides in use in the classroom.				
			Each year 70% of World Languages students progress one level on the oral language proficiency scale, e.g., Novice-low to Novice-mid.	→	→
<i>K-12 World Languages teachers learn models for performance standards and assessing oral language proficiency.</i>	→	Baseline oral language proficiency levels are established for all World Languages students, K-12.	→	<i>Develop K-12 articulated oral proficiency performance assessment and performance assessments for the World Languages program that are established and aligned across the World</i>	→

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<p>More students begin second language study at elementary/middle schools.</p> <p>More students enroll in advanced World Languages courses. (i.e., Levels IV, V, AP) each year.</p>	<p>↑ 5% students begin earlier</p> <p>↑ 10% students in advanced courses</p> <p><u>Equalize opportunities for middle school students to reach higher level course work.</u></p>	<p>↑ 6% students begin earlier</p> <p>↑ 10% students in advanced courses</p> <p><u>Add more sections of 1A and 1B courses at the middle school level.</u></p>	<p><i>Pilot a computerized assessment program to measure students' oral proficiency levels at benchmark years in all languages as a means to implement a formative assessment for world languages.</i></p> <p><i>K-12 World Languages teachers learn models for written performance standards. Move to 07/08.</i></p> <p>↑ 7% students begin earlier</p> <p>↑ 10% students in advanced courses</p> <p>—————→</p>	<p><i>Languages curriculum.</i></p> <p><i>Begin implementation of districtwide computerized assessment program to measure students' oral proficiency.</i></p> <p>K-12 articulated written proficiency standards and performance Move to 08/09</p> <p><i>K-12 World Languages teachers learn models for written performance standards.</i></p> <p>↑ 8% students begin earlier</p> <p>↑ 5% students in advanced courses</p> <p>—————→</p>	<p>K-12 World Languages students are assessed each year for writing proficiency. Move to 09/10.</p> <p>K-12 articulated written proficiency standards and performance</p> <p>↑ 9% students begin earlier</p> <p>↑ 5% students in advanced courses</p> <p>—————→</p>
	<p><u>Increase the numbers of students enrolled in longer, uninterrupted sequences of World Languages courses.</u></p>	<p><u>Add Russian 1A course at the middle school level.</u></p>	<p><u>Add Japanese 1A and Russian 1B courses at the middle school level.</u></p>	<p><u>Add Japanese 1B at the middle school level.</u></p>	<p>—————→</p>

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	<u>Add new AP language courses: AP Russian Language and AP Latin Literature.</u>	<u>Pilot AP Japanese Language course</u>	<u>Implement AP Japanese Language course.</u>	—————→	—————→
	Establish baseline of under-represented groups in world languages program.	↑ 10% proportion of under-represented groups	↑ 10% proportion of under-represented groups	↑ 10% proportion of under-represented groups	↑ 10% proportion of under-represented groups
	<i>Implement Spanish for Fluent Speakers, targeting Spanish first-language speakers on the middle school level.</i>	—————→	—————→	—————→	—————→
Establish elementary Russian Language Immersion Program.	<u>Establish Russian Immersion Kindergarten and Grade One.</u>	<u>Add Russian Immersion Grade Two.</u>	<u>Add Russian Immersion Grade Three.</u>	<u>Add Russian Immersion Grade Four.</u>	<u>Add Russian Immersion Grade Five.</u>
				Implement content-based Foreign Language in the Elementary School (FLES) in two elementary schools/enrollment areas.	Add FLES in two additional elementary schools/enrollment areas.
<i>Government Hill/Romig/West K-9 Spanish immersion adds 10th grade.</i>	<i>Government Hill/Romig/West K-10 Spanish immersion adds 11th grade.</i>	<i>Government Hill/Romig/West K-11 Spanish immersion adds 12th grade.</i> <u>Government Hill/Romig/West Spanish immersion is K-12.</u>			
<i>Chugiak Elementary/Mirror Lake/Chugiak High K-11 Spanish immersion adds 12th grade.</i> <u>Chugiak Elementary/Mirror Lake/Chugiak High School Spanish immersion is K-12.</u>					

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	<p>Complete and use AP Curriculum/Pacing Guide for all AP World Languages. Moved to Goal 1, Row 2.</p>	→	→	→	→
			<p>Spanish International Baccalaureate course is introduced.</p>	<p>Spanish and Russian International Baccalaureate courses are offered.</p>	<p>Spanish, Russian, and French International Baccalaureate courses are offered.</p>
<p>Goal 2: Supportive and Effective Learning Environment</p>					
	<p>All K-12 World Languages teachers learn and apply upgraded strategies for the three modes of communication standard (Interpersonal, Interpretive, Presentational).</p>	→	→	→	→
<p><i>K-12 cohorts of teachers in every enrollment area will learn and implement Kagan Cooperative Learning strategies: Summer Institute and year-long site follow-up with peers.</i></p>	<p><i>Two more K-12 cohorts in every enrollment area learn and implement Kagan Cooperative Learning strategies and site follow-up with peers. ASD Kagan trainers trained.</i></p>	<p><i>Two more K-12 cohorts learn, use, share Kagan Cooperative Learning strategies.</i></p>	<p><i>Two more K-12 cohorts learn, use, share Kagan Cooperative Learning strategies.</i></p>	<p>All World Languages classrooms use Kagan Cooperative Learning strategies.</p>	
			<p><i>Design ASD Teacher Observation Matrix for Best Practices in the World Languages Classroom.</i></p>	<p><i>Principals and pilot school teachers learn how to use matrix to improve instruction. Matrix piloted, revised.</i></p>	<p>Teacher Observation Matrix in use for improvement of second language instruction districtwide, all languages, all levels.</p>

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Goal 3: Public Accountability					
Strengthen linkages with community in language and culture learning.					
<i>Work with Alaska universities to continue articulating AP and advanced level language courses.</i>					
	<p><u>Fill the need for certificated advanced level World Languages teachers.</u></p> <p><i>Work with UAA to address ongoing critical shortage of advanced level World Languages secondary teachers.</i></p> <p><i>Work with UAA to design MAT program.</i></p>	<p><i>Pilot MAT program with UAA to prepare cadre of World Languages teachers.</i></p>	<p><u>Establish MAT program for secondary World Languages teachers.</u></p> <p><i>Design MAT elementary immersion teacher program.</i></p>	<p><i>Pilot MAT elementary immersion teacher program.</i></p>	<p><u>Establish MAT elementary immersion teacher program.</u></p>
<p><i>Implement local/national foreign language standards for "communities."</i></p>					
<p><i>Work with community partners (e.g., Japanese, Dominican Republic consulates, international businesses) to draw in resources and link students with native speakers and authentic experience.</i></p>					

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		National Flagship K-16 Russian Program: National Security Education Program, National Foreign Language Resource Center.			