

Every Student
Future Ready:

*Prepared for
College*

*Prepared for the
Global Workplace*

*Prepared for
Personal Success*



World Languages

EL-7: Academic Program

ER 2: Content Knowledge

ER 3: Interdisciplinary Skills and Attributes

Connecting Ends (ERs) and Means (ELs)

End Results specify the results that we want for our students and we expect them to know and be able to do

Executive Limitations specify the strategies and methods that we use to achieve End Results

ER 1: Mission and Vision	ER 2: Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
<p>Mission Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.</p> <p>Vision Every Student Future Ready:</p> <ul style="list-style-type: none"> • Prepared for College • Prepared for the Global Workplace • Prepared for Personal Success 	<ul style="list-style-type: none"> • Literacy & Language • Mathematical & Scientific Reasoning • Social Studies • Information & Communication Technology • Culture & the Arts • Career Planning & Life Management 	<ul style="list-style-type: none"> • Academic Thinking Skills & Strategies • Communication & Collaboration Skills • Local & Global Citizenship Skills • Personal Attributes

1. Global Executive Constraint
2. Emergency CEO Succession
3. Communication and Counsel to the Board
4. Annual Report and District Calendar
5. Parents and Community
6. Student Learning Environment
7. **Academic Program**
8. Instructional Materials Selection
9. District Staff
10. Budgeting/Financial Planning
11. Financial Administration
12. Asset Protection
13. Facilities
14. Technology

World Languages

End Results specify what students are expected to know and be able to do

ER 2: Interdisciplinary Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
<ul style="list-style-type: none">• Literacy and Language<ul style="list-style-type: none">• Writes clearly and effectively in English for a variety of audiences and purposes• Reads, interprets, analyzes and evaluates both literary and informational texts• Understands and applies commonly accepted rules and conventions• Communicates effectively in language other than English	<ul style="list-style-type: none">• Communication and Collaboration Skills• Local and Global Citizenship Skills

Executive Limitations specify the strategies and methods used to achieve End Results

EL 7: Academic Program

- 7.1 Develop and implement an academic program that specifies:
 - Academic content and technology standards that meet or exceed state and nationally-recognized model standards;
 - Curriculum aligned with and designed to enable students to meet or exceed the established standards;
 - Assessments that will adequately measure each student's progress toward achieving the standards



World Languages Standards

World Languages Standards: “5 C’s”

1.0 Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



2.0 Cultures

Interact with cultural competence and understanding



2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

World Languages Standards: “5 C’s”

3.0 Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.



4.0 Comparisons

Develop insight into the nature of language and culture in order to interact with cultural competence

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.0 Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

World Languages Standards

Examples of Standards by Language:

- Spanish
 - ▣ Engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions (**Communication**)
 - ▣ Demonstrates an understanding of the relationship between practices and perspectives of Hispanic cultures (**Culture**)

- French
 - ▣ Explains and interprets spoken and written French on a variety of topics (**Communication**)
 - ▣ Acquires information and recognizes the distinctive viewpoints that are only available through the French language and its cultures (**Connections**)

- Japanese
 - ▣ Demonstrates understanding of the nature of language through comparisons of Japanese & English (**Comparisons**)
 - ▣ Uses Japanese both within and beyond the school setting (**Communities**)



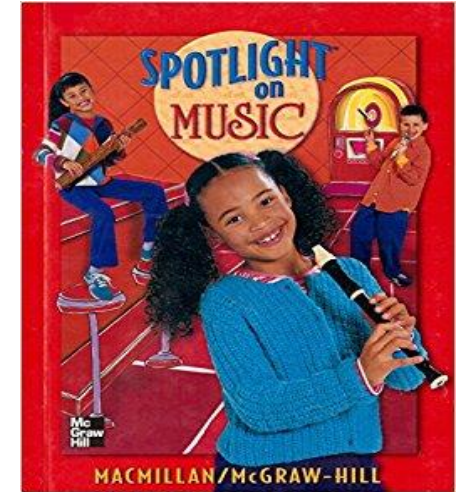
World Languages Program

World Languages: Elementary School



Students at Muir Elementary perform *Cantare, Cantaras* in an elementary music class

- Cultures, Connections and Communities
 - Music
 - Social Studies
 - Assemblies and seasonal celebrations
 - International Nights
 - PTSA sponsored after school language programs
 - Elementary schools offer world language (French, Mandarin, and/or Spanish) courses before or after school



World Languages: Middle School



Spanish class at Inglewood Middle School

Courses	<ul style="list-style-type: none">• Spanish 1*• French 1*• Japanese 1* (at Redmond Middle)• Latin (at Stella Schola) <p><i>*Student may receive high school credit for these courses</i></p>
Core Materials	<ul style="list-style-type: none">• Glencoe <i>Asi Se Dice</i>• <i>Bien dit!</i>• <i>Adventures in Japanese</i>
Supporting Resources	<ul style="list-style-type: none">• Power Standards• Proficiency Scales

World Languages: High School



ASL class at Juanita High School

Courses	<ul style="list-style-type: none">• Spanish 1-5, AP Spanish Language• French 1-5 , AP French Language• Japanese 1- 5, AP Japanese Language• American Sign Language 1-3• Mandarin Chinese
Core Materials	<ul style="list-style-type: none">• <i>Glencoe Asi Se Dice</i>• <i>Bien dit!</i>• <i>Adventures in Japanese</i>• <i>Signing Naturally</i>
Supporting Resources	<ul style="list-style-type: none">• Proficiency Scales
Extracurricular	<ul style="list-style-type: none">• World Language Clubs in 86% of our high schools

World Languages: High School Credit Requirements

Credit Requirements at a Glance

Subject	Classes of 2016-2018	Class of 2019
Language Arts	4.0	4.0
Science	2.0*	3.0^
Mathematics	3.0**	3.0+
World Language (same language)	2.0***	2.0^^^ (2 can be PPR)
Social Studies	3.0	3.0
Arts	1.0	2.0^^^ (1 can be PPR)
Physical Education (P.E.)	1.5^^	1.5^^
Health	0.5	0.5
Occupational / Career & Technical Education	1.0	1.0
Electives	4.0	4.0
Total	22.0	24.0

^^^ Personalized Pathway Requirements (PPR)

*** World Language Competency Credit

World Languages: High School Credit Options

World Language Credit Options

Two options available in addition to taking world language courses

1. **Alternative courses based on career plan**

- ▣ Students may pursue credits in area other than world language
- ▣ Two credits still required for graduation
- ▣ Parent/guardian must agree other credit better serves student's career goals and acknowledge that world language is a college-entrance requirement

2. **World Language competency/proficiency credit**

- ▣ Students may complete a state-sponsored assessment to demonstrate proficiency
- ▣ Up to 4 credits awarded based on level of proficiency
- ▣ Four testing sessions in Lake Washington (October, November, January, March)

World Languages: Competency Credit

Number of Students Receiving World Language Competency Credit by Year

School Year	Number of Students
2013-14	20
2014-15	47
2015-16	203
2016-17	194*

*Some students are still completing world language competency assessments so this number will likely be higher.

World Languages: Competency Credit

Top languages for students receiving world language competency credit

Language	2014	2015	2016	2017	Total
Spanish	3	9	44	41	97
Russian	5	9	25	27	66
Mandarin/Chinese	4	8	22	24	58
Japanese	2	2	16	21	41
Hebrew	1	5	6	10	22
French		4	13	3	22
Portuguese			10	11	21
Arabic		3	11	5	19
Hindi		1	8	9	18
German	5	3	7	3	18

Total of 38 different languages that we have awarded competency credit since 2013-14



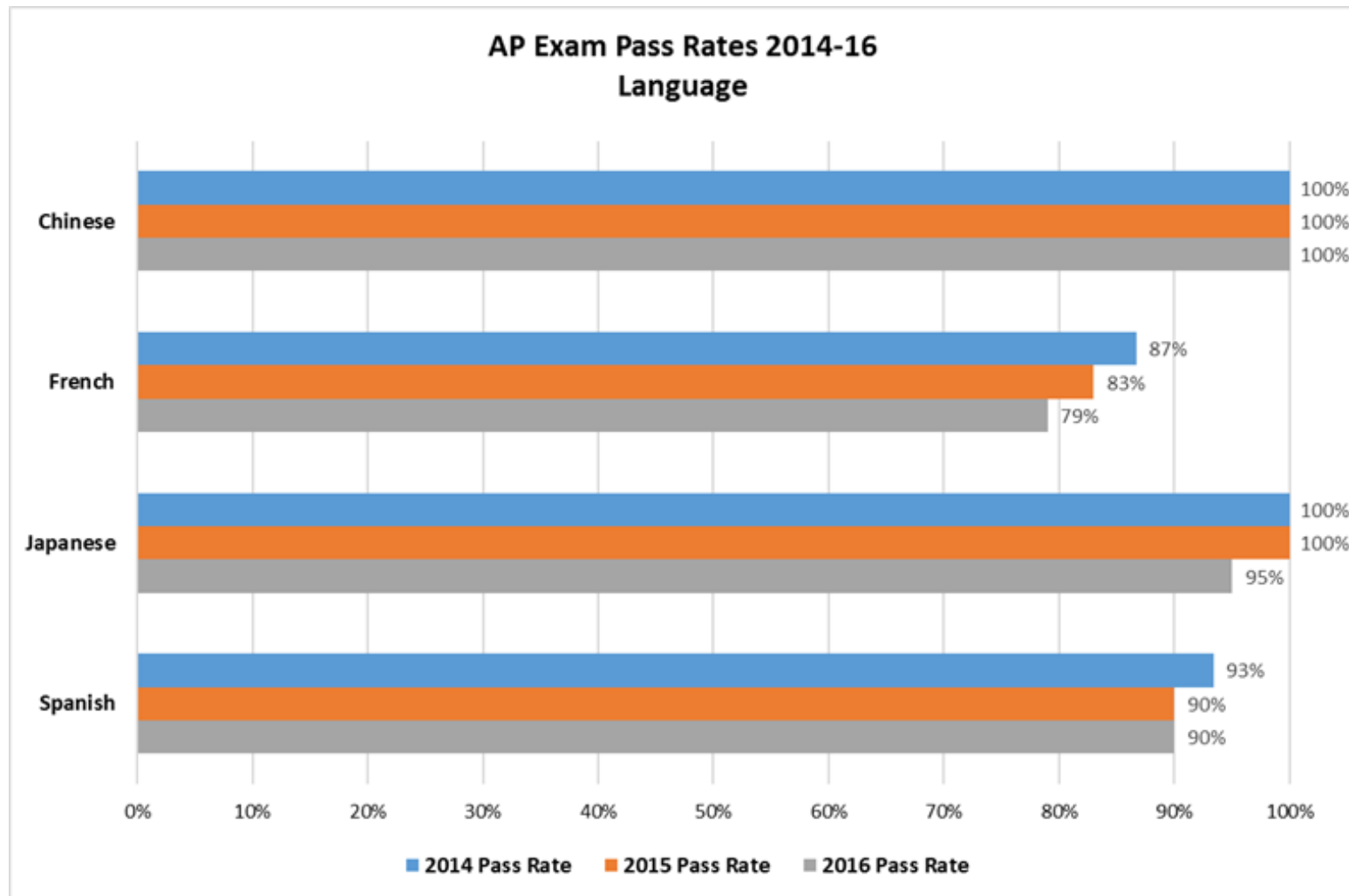
World Languages Performance

Advanced Placement World Languages

Historical AP World Languages Data

Language	2014 Pass Rate	2015 Pass Rate	2016 Pass Rate	2014 # Students	2015 # Students	2016 # Students
Chinese	100%	100%	100%	21	16	15
French	87%	83%	79%	15	12	19
Japanese	100%	100%	95%	9	19	21
Spanish	93%	90%	90%	61	60	84

Advanced Placement World Languages



Washington Seal of Biliteracy



- OSPI has created criteria for awarding the Seal of Biliteracy:
 - Students must be on track to meet ELA graduation requirements and pass the ELA state assessments.
 - They must also demonstrate proficiency on one or more world languages through one of the following:
 - AP test score of 3 or higher
 - IB test of 4 or higher
 - Achieved four credits (intermediate high proficiency) through a language competency test.

- Each spring, the Assessment Office will determine which 12th graders are eligible to receive the Seal.

- Schools then receive the lists of students who qualify and will add the notation to the transcript and diploma.