

World Languages in Albemarle County Schools: Visioning for the Future

In 2011-12 we have an estimated 4656 students in grades 6-12 taking a course in one of six languages. Students in high school also have opportunities to take Virtual Virginia Courses in Chinese (levels 1-4) or Arabic (levels 1-2).

	Grade 6	Grade 7	Level 1	Level 2	Level 3	Level 4	AP
Exploratory	413						
Spanish		416	707	669	520	263	82
French		158	218	141	128	68	19
German			145	140	90	34	21
Latin			178	97	70	29	11
Chinese			13	3	5	1 (VV)	1 (VV)
Japanese			34	32	18	10	22

GOAL 1: **Prepare all students to succeed as members of a global community and in a global economy**

World Languages Division Goal 1: **Prepare more students for language fluency and proficiency**

- Support for Goal: Many of the national and regional organizations (ACTFL, DOE) who attempt to estimate how many hours it will take for students to reach second language proficiency, cite the same research as Malcolm Gladwell, who asserts that it takes about 10,000 hours of foreign language instruction, study, and practice to be fluent in that language. Currently, students enrolled in a world language course in grades 7-12 receive, on average, 120 hours per year of language instruction. The total number varies dependent on the number of years of study.

<p>CURRENT State of Secondary WL In ACPS: More and more students are opting into Level 3 and higher world language classes, yet we see a sharp decline in Level 4. We would strive to improve upon World Languages retention in our higher level classes, including looking at differentiation for Advanced Placement.</p>	<p>IDEAL State to Support Goal 1: Students enter high school with significant background knowledge and schema to continue language acquisition. All students have at least one Level 1 credit in a target language.</p>
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<p>Indicator: Increased enrollment in Level 3-AP World Languages Courses</p> <ul style="list-style-type: none"> ● Strategy 1.1: Work with teachers, students, and counselors to develop a four-year plan that includes 3 plus years of a foreign language. Cost: \$0. ● Strategy 1.2: Implement Teaching Reading Proficiency Through Storytelling (TPRS) to improve students' achievement in a world language course AND increase enrollment in WL courses (increased engagement, increased achievement, etc.) Cost: Professional Development and Follow up Coaching and Curriculum, Assessment, and Instruction Work Varies dependent on cost of trainer, subs, and hourly wage/daily rate 	<p>Indicator: Proficiencies mastered in a high school course are now mastered in the elementary or middle schools. Students receive earlier instruction in a foreign language; therefore, develop stronger proficiencies in reading, writing, speaking, and listening.</p> <ul style="list-style-type: none"> ● Strategy 1.1: Develop elementary foreign language programs, academies, or immersion programs where certified teachers instruct students in a target language for a specified time each week. ● Strategy 1.2: Expose students to Language and Culture through developmentally appropriate virtual programs (e.g. Rosetta Stone)-flexible language selections Cost: Licenses vary in pricing from \$59-\$109 per student
<p>CURRENT STATE of Middle School WL in ACPS</p> <p>Students take a 6th grade language exploratory class, offering them exposure to a variety of cultures and languages</p> <p>Students have the option of selecting Spanish or French as a elective class, taught over 2 years in grades (7-8), resulting in a Level One high school credit.</p>	<p>IDEAL State of Middle School WL in ACPS</p> <p>More students will take courses in World Languages in middle school.</p> <p>Strategy 1.1 Work with counselors, principals, teachers, and students to strengthen the Exploratory Curriculum so that students continue to take a WL course the next year.</p> <p>Strategy 1.2 Work with teachers, counselors, and students to strengthen the curriculum, assessment, and instruction to build students' proficiency levels in the target language.</p> <p>Learning a language in an aligned elementary program provides an opportunity to continue language acquisition in sixth grade. In middle school the language offerings expand to include</p>

	<p>French and other languages (perhaps online).</p> <p>Students can continue to explore cultures and languages so that they build their schema to take on another language other than those offered.</p>
<p>CURRENT STATE of Elementary WL in ACPS Schools work and struggle to find ways to fit the recommended time in the regular school day.</p> <p>Several schools have been creative in using the Espanol Para Ti or Rosetta Stone Spanish Program</p> <p>We have one grade level at Murray Elementary School piloting the Rosetta Stone Spanish Program. They integrate online Spanish instruction into their literacy stations. Students participate in the program one hour weekly.</p> <p>Strategy 1.1 Study the effects of the Rosetta Stone Program to determine if kids have fun, develop a schema for the target language, and culture, and want to continue using the program in their third grade.</p> <p>Strategy 1.2 Study the Master Schedule in elementary schools struggling to implement the Language Program and discern more effective ways to expose students to culture and second languages.</p>	<p>IDEAL State of Elementary WL in ACPS Develop higher levels of target language proficiency through:</p> <p>Full Immersion Elementary Programs-students are instructed entirely in the target language</p> <p>Partial Immersion Elementary Programs-students are equally instructed in English and the target language</p> <p>Foreign Language Instruction-certified teachers instruct in target language for specified times during the instructional day/week Staffing and scheduling would be calculated in similar ways as PE, Music, Art, etc. Cost=\$65,500 X number of teachers needed to staff the program in each of the 16 elementary schools.</p> <p>Strategy 1.1 Build a long term plan to finance and institute an Elementary Language Program that responds to the successes in other levels (middle and high)</p>

Examples of other division models:

Charlottesville City Schools: In 2008, CCS began instituting their Spanish Program with kindergarten students. They have expanded their program K-4. Four elementary Spanish teachers across 6 elementary schools instruct students twice a week for 30 minutes. Their program goals emphasize core skills and cognitive development; the curriculum supports the SOLs in other content areas and focuses on meaningful communication in the target language.

Fairfax County Public Schools:

Immersion and Partial Immersion Elementary Programs in One or More Elementary Schools in the Division

Elementary Spanish Program: Students in elementary school receive 30 minutes of Spanish instruction, twice weekly

Henrico: Spanish, German, Latin, Chinese, and Spanish Immersion at one HS site

Newport News: Introduction to World Language-Elementary Program One day weekly; Spanish, German and French in Middle School; French, German, and Spanish offered at HS level and Japanese/Latin at one high school

Virginia Beach: Languages in High School in addition to Global Studies and World Languages Academy at the high school level; French, German, Spanish, and Japanese (1 credit in middle school); Foreign Language Partial Immersion at Christopher Farms Elementary School

Manassas

French, Latin, Spanish, German, Arabic, Chinese (online availability)