

WORLD LANGUAGE INSTRUCTION

Content of Instruction

The district's instructional program for world languages shall be designed to help students gain knowledge about new language systems and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following five categories:

1. Content: Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.

(cf. 6011 - Academic Standards)

2. Communication: Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages.
3. Cultures: Students shall receive instruction that allows them to make connections and comparisons between language and culture.

(cf. 6142.94 - History/Social Science Instruction)

4. Structures: The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.
5. Settings: To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.

Two-Way Immersion Programs

The district may establish two-way immersion programs based on either or both of the following models:

1. A 50:50 model in which instruction is provided in the non-English target language for 50 percent of the time and in English for 50 percent of the time, throughout the duration of the program
2. A 90:10 model in which instruction is provided in the non-English target language for 90 percent of the time and in English for 10 percent of the time during the first year of the program, decreasing the percentage of time in the non-English language in each subsequent year until there is a 50:50 balance of languages

WORLD LANGUAGE INSTRUCTION (continued)

English-only speakers shall be accepted into the program only during the first grade level at which the program is offered. English Learners may be admitted into the program during the first or second grade level at which the program is offered. Bilingual students may enter the program at any time.

In enrolling students for the program, the district shall strive to maintain a ratio of half English speakers and half non-English speakers and such ratio shall not fall below one-third for either language group except under exceptional circumstances.

(cf. 6174 - Education for English Language Learners)

Regulation
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SAN DIEGO UNIFIED SCHOOL DISTRICT
San Diego, California