



A Guide to World Language:

NUSD Policy for World Language Instruction Overview

NOVEMBER 2021

Our Why

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, it is important for students to be provided opportunities to develop communicative and cultural proficiency and literacy in one or more world languages.

The district's instructional program for world languages is designed to help students gain knowledge about language systems, develop a cultural understanding, and use that knowledge to communicate. NUSD has developed multiple approaches and pathways to World Language Instruction for students:

1. **Access and Exposure in elementary, middle and high school** - The goal for these experiences is providing access to open students' minds to the wonder and possibilities of learning other languages. At the middle and high school levels, the goal of ACCESS is to provide opportunities for students to meet the UC/CSU a-g requirements. Students experience these opportunities and the instructional approaches behind them are not necessarily about becoming bilingual or multilingual.
2. **Develop bilingualism or multilingualism through course of study** - Students can become BILINGUAL or MULTILINGUAL or have their bilingualism/multilingualism be recognized through course of study or appropriate alternative means. This is most traditionally recognized when students take UC/CSU a-g approved course(s) in middle or high school in progress levels (for example, Spanish 1 to Spanish AP Language) and students demonstrates the personal drive to become bilingual or multilingual through class achievement, taking and passing the appropriate AP exam, passing the Seal of Biliteracy exam/requirements, and/or other available options.
3. **Enroll in Dual-Language Immersion School (Two-Way Immersion) (Under Development)** - Students can enroll in the district's Dual-Language Immersion (Two-Way Immersion) School which offers language learning and academic instruction for native speakers of English and



native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. The district's program shall start at the Heredia-Arriaga School and shall matriculate through an identified middle school and high school path that meets the dual immersion needs for students K-12. NUSD graduates who matriculate through the program should be bilingual/biliterate and be able to both read and write in at least two languages.

Board Policy 6142.2 on World Languages

