



## Arabic World Language in Elementary School (WLES) Program Description

### Students and Proficiency Goals

SFUSD Arabic WLES program is designed to serve **all students**, including native Arabic speakers, at Redding Elementary School. Redding has a rich demographic composition that serves students from different linguistic, cultural, and ethnic backgrounds. For some students, Arabic will be their second or third language, as they develop their multilingualism.

Proficiency in Arabic is measured by the [California World Language Standards](#) and the [American Council of Foreign Languages Proficiency Guidelines](#). Typically, an elementary student will reach novice to intermediate levels in a World Language Program. However, each student's goals for growth in proficiency will be determined on an individual basis.

### Descriptors for language proficiency Standard 2: Interpersonal Communication

Novice	Intermediate	Advanced	Superior
WL.CM2.N Participate in real-world, spoken, written, or signed conversations on very familiar topics. Use memorized words, phrases, and simple sentences, and questions in highly predictable common daily settings.	WL.CM2.I Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.	WL.CM2.A Participate in real-world, spoken, written, or signed conversations and discussions in major time frames on topics of general public interest. Use connected sentences and paragraph-level discourse in most informal and formal settings.	WL.CM2.S Participate fully and effectively in real-world, spoken, written, or signed discussions and debates, on topics ranging from broad general interests to unfamiliar, abstract, and hypothetical areas of specialized professional and academic expertise. Use a wide variety of text types with cohesive discourse in informal and formal settings, and problem situations.

### Sample Goals for Proficiency for students who enter Arabic WLES Program in Pre/K

The amount of time it takes to learn another language and its cultures is linked to the linguistic and cultural similarities and differences among the languages and cultures a student already knows. The foreign service institute provided a designation of how difficult a language is to learn for native English speakers on a spectrum of I to IV. Arabic is category IV: Languages with the most significant linguistic and cultural differences from English.

Grade Level	PreK/TK	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Proficiency Range	Novice Low	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High

### Time to develop trajectory:

Students will have the option to continue learning Arabic by enrolling at Marina MS and later to Mission High School. Below is a sample of how students may reach an advanced range of proficiency in a K-12 trajectory.

K-12	Novice Range		Intermediate Range		Advanced Range	
Instruction						
Following the CA state and the American Council guidelines for language instruction, World Language class is offered in <b>at least 30-minute</b> sessions four times per week.						
See example below:						
Day	Monday	Tuesday	Thursday	Friday		
Minutes	30 minutes	30 minutes	30 minutes	30 minutes		
Two Arabic Rotating teachers PK-5 at Redding.						
<b>Note:</b> World Language programs differ from <b>Biliteracy and Dual Language programs</b> where instruction is up to 80% of the time of daily instruction in the target language (i.e. Spanish or Cantonese) with the expectation of biliteracy in both English and the target language. These programs instruct according to the <a href="#">California Common Core Standards</a> .						
Curriculum						
All SFUSD WLES programs will shift instruction to the <a href="#">California World Language Standards</a> which were adopted by the state in 2019. The focus of these standards are communication, cultures, and connections.						
This is a sample of what students will learn at these levels and themes. The Arabic WLES program began in 2018 at Redding and is in its 3rd year of implementation. Each year, the teachers develop new curriculum. The themes are subject to change according to student needs and deeper learning of the World Language Standards.						
Levels	Level 1 Students	Level 2 Students	Level 3 Students			
Fall Units	<b>All about me</b> How to introduce yourself and talk about yourself with others	<b>Making friends</b> Language to interact with friends	<b>Healthy Habits</b> What we do to stay healthy. Comparisons of what people do in Arabic speaking countries and the US			
Spring Unit	<b>Playing games</b> Colors, numbers, basic body parts	<b>School</b> School items, people at school, school subjects	<b>Communities</b> What makes a community? Cultural comparisons			
Program Supports						
Currently, the Multilingual Pathways Department supports WLES programs in the following:						
<ul style="list-style-type: none"><li>Professional development and curriculum development for teachers</li><li>Collaboration opportunities with families and the community</li><li>Administrator support for program scheduling and implementation</li></ul>						

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