

Summary

3/2/2000 meeting at Lincoln High School 1:00-3:00 PM  
of the newly formed "World Language Planning Team" of  
the John Stanford International School

~~~~~  
John Stanford International School at Latona Elementary  
Mission: To Educate and prepare all students to achieve today  
and tomorrow in a global community and economy.  
~~~~~

recorder: Michele Anciaux

PRESENT:

Paul Aoki, UW  
Klaus Brandl, UW  
Sandra Hernandez, UW  
Donna Andrews, UW  
Karen Kodama, JS Intl School principal  
Michele Anciaux, JS Intl School (consultant)

SUMMARY:

1. Sandra is going to be working on organizing the archives showing how the school has come about: how decisions have been made about language models, etc. with the idea of sharing this information more widely.
  
2. Michele is on contract with the JSIS to help integrate the National Foreign Language Standards into the Spanish language curriculum and integrate all of this with the WA state standards (Essential Academic Learning Requirements) and Seattle S.D. grade-level standards. Karen is interested in how we can incorporate the "5 C's" of the National FL Standards all along the way.
  
3. Karen has many resources to draw from:
  - \* Tahoma S.D. integrated curriculum for Social Studies focusing on world communities
  - \* Primary Years Program provides a framework of developing curriculum that explores central questions
  - \* Latona teachers have developed a curriculum map based on the district standards

This all helps with the "international" portion of the program, but not the Spanish language (or Math and Science) parts.

4. After some discussion, we determined that we need to

have a very clear picture of the Math and Science curriculum for K-1. Klaus and Michele would like a very complete syllabus, with lesson plans (showing which books/resources are being used), sample student work (to show the range of student performance on classroom work and homework), and assessments (quizzes, tests, etc.).

Based on that information (in English), we can begin to determine what Spanish language skills (including vocabulary and sentence structures) will be needed to support the content instruction in Math and Science.

Finally, we can determine what other language skills are necessary/desired beyond those that support learning the Math and Science. (These could include classroom management expressions, creative stuff in Spanish, such as songs, poems, etc.)

5. Michele mentioned her presentation to the Latona faculty on 3/1/2000 of the US Dept of Education resource:

<http://www.ed.gov/pubs/CompactforReading/>

Teachers are evaluating whether to use this as a school-to-home homework link for (English) reading in K-3. If they are interested, Michele will investigate getting Spanish versions or adaptations, where possible, to support development of Spanish literacy concurrently.

#### NEXT STEPS:

~~~~~

1. Sandra and Michele (and possibly Donna) will meet March 9 8-12 at Lincoln to begin organizing and cataloguing the various resources Karen has.

2. Michele will consult with Karen and K-1 teachers about the Math and Science curriculum and put together a distillation to present at the next UW Partnership meeting March 28 at UW.