

**Purchasing Department**  
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December 21<sup>st</sup>, 2021

## **CALL FOR RESOURCES CFR 2122-04** **CONTENT – FRENCH 1-4, AP**

Spokane Public Schools is looking for a French curriculum, Levels 1-4 and AP. The curriculum needs to be able to align to the [Washington State World Languages K-12 Learning Standards](#) that were adopted in September 2015 and encompass the five units determined critical to the [Spokane Public Schools World Language](#) curriculum.

Links for this material are available in this document at;  
<https://www.spokaneschools.org/Page/2586>

**The District expects the approved product would be in place for startup of the 2022-23 school year. Field testing starting early the spring of 2022 most likely will be required.**

Elements Required:

- The [ACTFL Performance Descriptors for Language Learners](#)
- The *Standards for Foreign Language Learning* (1996, 1999, 2006), describe what students need to know and be able to do as they learn another language, defining the “what” of language education.
- The *Performance Descriptors* form a roadmap for teaching and learning.
- The *Performance Descriptors* help language educators create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. These *Performance Descriptors* also help educators set realistic expectations at the summative assessment level
- Language learners benefit by understanding the ranges of performance, which describe a pathway for learners to keep track of progress made, to identify domains needing additional practice, and to gain a clear understanding of how to move into the next higher range of performance
- The *ACTFL Performance Descriptors for Language Learners*:
- Describe the language performance of language learners in Standards-based, performance-oriented learning environments
- Provide descriptive performance outcomes adaptable to fit differences in languages and learners
- Are organized according to:
  - Three Ranges of Performance – Novice Range, Intermediate Range, Advanced Range
  - Three Modes of Communication – Interpersonal, Interpretive, Presentational
  - Domains of Performance

- Parameters for the Language Learner's Performance
  - Functions (global tasks the learner can perform in the language)
  - Contexts (situations within which the learner can function) and Content (topics which the learner can understand and discuss)
  - Text Type (that which the learner is able to understand and produce in order to perform the functions of the level)
  - How and how well the language learner is able to be understood and to understand
  - Language Control (How accurate is the language learner's language?)
  - Vocabulary (How extensive and applicable is the language learner's vocabulary?)
  - Communication Strategies (How does the language learner maintain communication and make meaning?)
  - Cultural Awareness (How is the language learner's cultural knowledge reflected in language use?)
- Comprehensible Input compatible

Elements Desired But Not Required:

- In-chapter vocabulary/glossary and review questions
- CI compatible
- Ability to distribute content in print and pdf or online format
- Easily accessible content for teachers and students.
- Ability to keep content up-to-date
- Teacher Resources for Lesson Planning

For other District requirements for consideration of adoption, please refer to these documents on the District Website, and return the VPAT questionnaire for electronic curriculum;

<https://www.spokaneschools.org/callforresources>

<https://www.spokaneschools.org/shortvpat>

**Deadline to respond is 1:00 PM, Friday January 21<sup>st</sup>, 2022.**

Suggested/Sample materials should be sent to:

Attn: CFR 2022-01  
 SPS Central Warehouse  
 2815 E. Garland  
 Spokane, WA 99207

Thank you for contacting me with information or questions,

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