SUSD Elementary World Language Program Models and Update/Status Recommendations for Resources

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Context – SUSD Continuous School Improvement Plans
Why World Language?

• Learning another language:
  - Impacts the brain – creating new neuronal networks
  - Fosters higher mental flexibility
  - Develops problem solving abilities – less tasking and more fluid
  - Promotes better communication skills
  - Results in higher performance on achievement tests
  - Promotes career readiness: JOBS – Government, business, medicine, healthcare, technology, military, etc.
World Language Program Models

**Exposure Class – K-5**
- Approximately 30-36 hours per year
- Purpose: Primes the young brain for another language(s)
- Before, after or during school (1 class period per week)
- Can be structured to allow independent languages selected by each student – or whole class facilitated in one language.
- Can be taught by classified or certified person.

**Modified FLES - Foreign Language in Elementary Schools**
- Approximately 30 minutes, 2 to 3 times per week
- Purpose: Provides all students in an elementary with language opportunities and develops multi-cultural awareness.
- Whole class instruction -- facilitated in one language
- One Language Development (same language offered year after year)
- Recommended to be taught by certified person.
- Recommended languages – consistent with current language opportunities offered in SUSD (French, Japanese, Mandarin Chinese, Russian, Spanish)

**FLI – Elementary**
- Recommended 2.5 – 3 hours per day – with two core subjects taught in the target language
- Purpose: To foster bilingualism and develop proficiency in a target language.
- One Language Development (same language offered year after year in immersion)
- Certified teachers required.
Goals:

- Situate SUSD Context - Specific to Program Offerings
- Evaluate WL Resources (including Open Source)
- Recommend Resources that meet Criteria for SUSD Program Offerings
“Best” Practices - World Language Materials & Instruction

4 Key Areas of Language Learning
Listening  
Speaking  
Reading  
Writing

RESOURCES:

EVALUATING ACCORDING TO THE 5 CS

<table>
<thead>
<tr>
<th>EVALUATING ACCORDING TO THE 5 CS</th>
<th>Communication (Section total: 20 points)</th>
<th>Yes</th>
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<tbody>
<tr>
<td>1. Are students introduced to essential vocabulary and grammatical structures? (4 pts.)</td>
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<td>2. Do the activities move from controlled to transitional to communicative? Is there a balance between listening, speaking, reading, and writing? (4 pts.)</td>
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<td>3. Are there a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities? (4 pts.)</td>
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<td>4. Are the activities set in an age-appropriate context and are they level-appropriate? (4 pts.)</td>
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<td>5. Is there a spiraling presentation of concepts that builds in a perpetual review of vocabulary and grammar concepts? (4 pts.)</td>
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<tr>
<th>EVALUATING ACCORDING TO THE 5 CS</th>
<th>Cultures (Section total: 8 points)</th>
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<td>1. Are there a wide variety of authentic, up-to-date visual images of the target culture? (2 pts.)</td>
<td>2. Is the cultural information age-appropriate to stimulate interest? (1 pts.)</td>
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ACTFL National Standards “the 5 Cs”

- Communication: Communicate in languages other than English
- Cultures: Gain knowledge and understanding of other cultures
- Connections: Connect with other disciplines and acquire information
- Communities: Participate in multilingual communities at home and around the world
- Comparisons: Develop insight into the nature of language and culture
Next Steps…

- Continue program conversations to support K-12 vertical articulation
- Continue to meet with principals to clarify program options
- Complete the work of modified adoption committee
- Continue to communicate WL offerings with our community.
Thank You!

Questions?