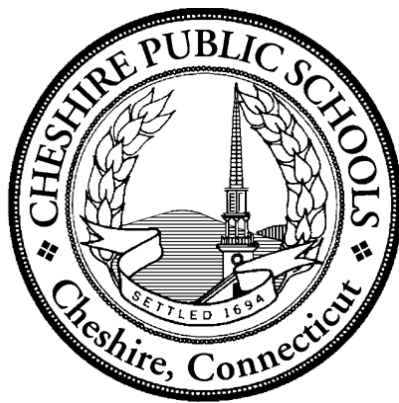


Cheshire Public Schools



Preliminary Information
*Expanding the Study of a
World Language to the
Elementary Schools*

November 2014

Office of Curriculum & Instruction

Cheshire Public Schools
World Language
Initial Report November 2014

Purpose

The Cheshire Public Schools Board of Education Curriculum Committee asked for an informational report regarding the expansion of the study of a world language to our elementary school students.

Study

Artur Branco, World Language District Department Head, and Scott Detrick, Assistant Superintendent for Instructional Services, performed the following tasks to prepare this report:

- Identified our current philosophy, practices, and sequence of studies
- Researched the scope of current world language practices in the State
- Reviewed research related to second language acquisition
- Identified various models for elementary world language programs:
 FLEX and FLES
- Developed options for consideration for implementation of world languages in our elementary schools and estimated costs
- Identified recommendations and next steps

Current World Language Philosophy, Current Practice, and Sequence of Studies

Philosophy

We live in a multilingual, multicultural world, therefore, the study of other languages and cultures should be an integral part of a child's education. From the moment of birth, the child begins to interact with the immediate world through sounds and languages. As the child matures and communication develops through reading and writing, language takes on more complex functions.

The study of modern and/or classic languages broadens intellectual perspectives, encourages participation in a wider community and fosters understandings of acceptance of and respect for other cultures. Cheshire Public Schools believe that all students can be successful learners of language and cultures, if they are given the following opportunities: programs that are integrated into the entire school experience; instructional approaches and strategies that address a variety of learning styles and needs; and expectations that are flexible and appropriate. Language and culture must be an integral part of the core curriculum. Learning a language is a sequential process leading to the acquisition of specialized skills.

Current Practice and Sequence

Grade Levels: 7-8

Languages: Spanish, French, German and Latin

Program description:

At Dodd Middle School, students begin the study of one of four languages, Spanish, French, German or Latin. In 7th grade, the students meet every other day throughout the entire year for a total of 90 days, while in 8th grade the students meet every day for a total of 180 days. The majority of students at Dodd Middle School participate in a world language course. At the middle school level all five skills of language acquisition, reading, writing, speaking, listening, and cultural understanding, are developed and assessed. At all levels, students study the history, geography, current events, government, art, literature and music that is characteristic of the target cultures.

Upon successful completion of language study, children who have taken a world language at Dodd Middle school will enter Cheshire High School at level 2 (year 2). Depending upon their achievement level in their middle school language classes, students may also opt to switch languages and or add a second language to their course load when they enter high school.

Grade Levels: 9-12

Languages: Spanish, French, German, Latin and Italian

Program description:

At Cheshire High School, we offer students five World Languages, Spanish, French, German, Latin, as well as Italian. The majority of students coming into the high school continue with their study of Spanish, French, German and Latin based on their middle school experience. Those students successfully continuing Spanish, French, German and Latin from the middle school enter at level 2 (year 2) and continue to the Advanced Placement courses. Students starting a language at the High School begin with level 1 (year 1). At the high school level all five skills of language acquisition, reading, writing, speaking, listening, and cultural understanding, continue to be developed and assessed. At all levels, students study the history, geography, current events, government, art, literature and music that is characteristic of the target cultures.

Technology is integrated into all levels of instruction, and students are encouraged to use target language resources for their writing, research, projects and homework. The world language laboratory at the high

school is well utilized and affords students the opportunity to improve their auditory and oral proficiency as well as providing access to a multitude of digital media.

Scope of Current Practice in Connecticut

After a review of the Connecticut State Department of Education Strategic School Profiles and the Connecticut Education State Department Data and Research in World Language Instruction of 35 or more hours in Elementary/Middle Schools, thirty-nine (39) districts currently maintain an ongoing and **systematic world language program at the elementary level, 5th grade or below**. Ten (10) districts are in DRG B and represent a similar school setting in size, wealth and level of parental educational background. The following table provides at a glance current practice in Connecticut.

Elementary World Language Programs in Connecticut Districts

District	DRG	Start of Instruction	Spanish	French	Other
Andover	C	5	X		
Avon	A	5	X		
Bethany	C	4	X		
Brookfield	B	K	X		
Darien	A	K	X		
Easton	A	K	X		
East Lyme	D	5	X	X	
Fairfield	B	4	X		
Farmington	B	5	X	X	
Glastonbury	B	K	X	X	
Greenwich	B	K	X		
Hebron	C	3	X		
Manchester	F	2	X		
Madison	B	1	X		
Mansfield	C	2	X		
Marlborough	B	3	X		
Montville	F	2	X		
New Cannon	A	1	X		
New Hartford	C	5	X		
New Haven	I	4	X		
Norfolk	E	1	X		
Orange	B	3	X		
Redding	B	5	X	X	Latin
Sharon	E	5	X		
Stratford	G	K	X		
Suffield	C	3	X		
Simsbury	A	5	X		
Wallingford	F	3	X		
Waterford	F	2	X		
Westbrook	C	1	X		
West Hartford	B	K	X	X	
Weston	A	3	X		

Westport	A	K	X		
Wilton	A	3	X	X	
Windsor Locks	F	3	X		
Woodbridge	A	3	X		
Region 10	C	3	X		
Region 12	D	K	X		
Region 17	C	3	X		
Total	39				

Elementary World Language Programs in Connecticut Districts

It should also be noted that some school districts begin world language instruction in grade 6 because it is part of the middle school structure. These districts include:

District	DRG	Start of Instruction	Spanish	French	Other
Ansonia	H	6	X		
East Haddam	E	6	X	X	
Groton	F	6	X	X	
Milford	F	6	X		
New Fairfield	B	6	X	X	
Newington	D	6	X	X	
North Haven	D	6	X	X	Italian
Norwalk	H	6	X	X	Japanese
Ridgefield	B	6	X	X	German
Trumbull	B	6	X	X	
Waterbury	I	6	X	X	
Total	11				

Table from page 7

Number of districts with elementary programs:

DRG A 9
DRG B 10
DRG C 9
DRG D 2
DRG E 2

DRG F 5
DRG G 1
DRG H 0
DRG I 1

Table from above (page 8)

Number of districts with world language programs beginning in Grade 6:

DRG A 0
DRG B 3
DRG C 0
DRG D 2
DRG E 1

There are 19 districts in DRG B – 10 districts or 53% offer world language instruction before grade 7.

DRG A – 100%

DRG B – 53%

DRG C – 30%

Second Language Acquisition Information

Second Language Acquisition (Taken from the COLT Website) 9-19-2014

THE ISSUE:

Second language learning should begin at the elementary level.

VISION:

As we enter the 21st century, we recognize the need for our citizens to communicate in a culturally diverse community, nation, world. Language is the key to that communication. To understand and use another language in a cultural context is to internalize diversity. The elementary school is the ideal setting for initiating the study of world languages.¹

(¹Connecticut COLT has adopted the terminology of world language in place of foreign language in accordance with the State Board of Education's publication: *World Languages-A Guide to K-12 Program Development*, 1999.)

GOAL:

All children will have the opportunity to have an extended sequence of a second language beginning in kindergarten.

RATIONALE:

Living in a culturally changing society and within the larger global community, students need to become proficient in other languages and to develop an awareness and understanding of other cultures.

- Recent brain research and the research in second language acquisition indicate that young children have a natural aptitude for language development.
- The young student is attitudinally more receptive to learning about other cultures and people and is developmentally at a critical period for language acquisition.
- The organization of the elementary school curriculum lends itself to the study of a second language as an integrated part of the curriculum.
- The learning and strengthening of basic skills, curriculum integration, enhanced student creativity, improved self-concept, and future career awareness are outcomes of elementary school second language programs.

RESEARCH:

The National Commission on Excellence in Education has maintained that achieving proficiency in a second world language takes from four to six years of study, and is best begun in the elementary grades.

Recent research on the developing brain supports the initiation of learning a second language during the early elementary school years in order to take advantage of the natural processes of language acquisition during this "critical period of development."²

Helena Curtain and Carol Pesola (1994), Gladys Lipton (1992) and Myriam Met (1998), all widely known educators in the field of language acquisition in the elementary school, have summarized a variety of research findings in their books. They provide significant rationale for early world language learning, including the following:

1. Children have the ability to learn and excel in the pronunciation of foreign language (Krashen, et al. 1982).
2. Participation in early foreign language learning shows no sacrifice of basic skills, but rather shows positive results in areas of standardized testing. English, Language Arts, Math and SAT scores were shown to have significant gains. (Rafferty, 1986; Garfinkel & Tabor, 1991; Armstrong & Rogers, 1997).
3. Children who had studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills. (Landry, 1974; Hakuta, 1990)
4. Foreign language study has shown to enhance listening skills, memory and a greater understanding of one's own language. (Lapkin, et al., 1990)
5. Children studying a foreign language have an improved self-concept and sense of achievement in school. (Holobrow, et al., 1987; Caine & Caine, 1997)
6. Children who have studied a foreign language develop a sense of cultural pluralism, openness and appreciation of other cultures. (Pesola, 1991; Curtain, 1993; Met, 1995)

(²Research notes: Language Learning and the Developing Brain. *Learning Languages*, Winter, 1996, p.17.)

BACKGROUND:

Connecticut has seventy school districts that offer a second language below grade 7, including twenty-one starting before grade 4. Each year more school districts make inquiries of the Connecticut State Department of Education regarding the process for developing and implementing a second language program at the elementary school level. The Connecticut Parent Teacher Association reaffirmed its Foreign Language Education Resolution in 1993. This resolution states that "the Connecticut PTA promotes the concept of establishing programs in foreign language in the elementary schools." In 1999, the State Board of Education in Connecticut published *A Guide to K-12 Program Development in World Languages* to help districts in the development of world language programs. A project called *Connections* (Lyons, M.D.; Peel, E. S.) is also being developed to show how world language curricula support and reinforce the Connecticut K-8 Content Standards and the Connecticut Mastery Test (CMT) objectives for language arts and mathematics.

On the national level, in 1990, the National Council of State Supervisors of Foreign Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) issued a joint statement in support of Foreign Languages in the Elementary Schools (FLES) programs. In 1996, the *Goals 2000* initiative resulted in the development of student standards for foreign language learning for all students in grades K-12 (National Standards, 1996). The U.S. Department of Education also offers grants such as the Foreign Language Assistance Program (FLAP) to help states and local agencies establish and improve foreign language instruction in elementary and secondary schools. Arizona, Arkansas, Idaho, Iowa, Louisiana, Maine, Michigan, Montana, New Jersey, North Carolina and Oklahoma have some form of state requirements for world language instruction at the elementary school level. The Georgia PTA has passed a resolution promoting and endorsing world language programs in the elementary school.

RECOMMENDATION:

The Board of Directors of the Connecticut Council of Language Teachers (CT COLT) recognizes the support of the Commissioner of the Connecticut State Department of Education. The Board recommends that the leaders at the district level:

- Provide all students with the opportunity to study a second language in the elementary school.
- Establish a well-articulated, extended sequence of language instruction K-12 that is optimal for learning and teaching.
- Staff schools with teachers certified as FLES educators to teach world languages below grade four.

FEASIBILITY:

The recommendations contained herein allow individual districts to design and implement programs that reflect local needs and constraints.

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Models of Elementary World Language Programs

World Language Program in the Elementary Schools

FLEX / FLES

Cheshire Public schools



Languages: French / German / Italian / Latin / Spanish / Chinese
Grade levels: K-1 Flex
2-6 Fles

The **FLEX** (foreign language experience or exposure) program in the Cheshire Public Schools will provide experiences in and exposure to many world languages. Basic words and phrases will be taught on an informal basis while fostering careful listening and communicative skills. It is the goal of the program to also provide cultural knowledge associated with the language studied. The nature of this program exploratory rather than proficiency based.

The **FLES** (foreign language in the elementary school) program in the Cheshire Public Schools is a sequential content-connected program which uses an interdisciplinary model to deliver both language and content instruction through a communicative approach. The target language is used by both teachers and students for a minimum of 90% of the instructional time, following the guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

The following are characteristics of our FLES methodology

- Words and expressions are taught in context, not in isolation.
- Meaning is expressed through visuals, gestures, manipulative, mime, and context, not through translations.

- There is an emphasis on integration of productive and receptive abilities
- Associations are made between the target language and the object, action and concept, rather than English equivalent.
- A wide range of materials of instruction are used during the class, including audio, visual, manipulative, etc.
- The emphasis is on functional communication activities based in real-life situations
- Grammatical structures are learned in context and through repetition.
- Each lesson includes a great deal of review, reentry, and reinforcement of previously learned material.
- The content-based instruction reinforces the concepts and core knowledge taught in other disciplines.
- Students are expected to participate on a regularly by asking and responding to questions, working in pairs, small groups, role-playing, etc.
- Most of the instruction is delivered in the target language. Clarifications may be given in English when needed.

All elementary language classes will be based upon the five C's of language learning: "Communication, Cultures, Comparisons, Connections and Communities" and will be aligned with both state and national world language standards as well as the American Council of the Teaching of Foreign Languages (ACTFL) guidelines. We strongly believe in teaching multi-modal lessons that hone students' reading, writing, speaking and listening skills while attaining cultural knowledge of the target language.

CHESHIRE HIGH SCHOOL

WORLD LANGUAGE K-12 SEQUENCE OF STUDIES LANGUAGE PROPOSAL

Cheshire High School- 56 min. Total Hours-126 (135 Days)

Year 1	Spanish
Year 2	French
Year 3	Latin
Year 4	German
Year 5	Italian
Year 6	Chinese
Year 7	

Dodd Middle School

8th Grade- 5 X WK 42 min. Total Hours 126 (180 Days)	French/German/Italian/Latin/Spanish/Chinese Year 3 – B/C/D -----&----- Year 1-C/D
7th Grade- Every other day X 42 min. Total hours- 63 (90 days)	French/German/Italian/Latin/Spanish/Chinese Year 2-D / 3- A -----&----- Year 1-A/B

Elementary Schools

6th grade Exploratory:
 French/German/Italian/Latin/Spanish/Chinese
 4 X WK 30 min. Total Hours per language- 14.4 (28.8
 days per lang)

6th Grade Year 2-B/C FLES Sequential 4 X WK 30 min-Total Hours-72 (144 Days)
5th Grade Year 1-D / 2-A FLES Sequential 4 X WK 30 min. Total Hours-72 (144 Days)
4th Grade Year 1-C FLES Sequential 3 X WK 30 min. Total Hours- 54 (108 Days)
3rd Grade Year 1-B FLES Sequential 3 X WK 20 min. Total Hours- 36 (108 Days)
2nd Grade Year 1-A FLES Sequential 3 X WK 20 min. Total Hours- 36 (108 Days)
1st Grade FLEX Sequential 2 X WK 20 min. Total Hours- 24 (72 Days)
Kindergarten FLEX Sequential 1 X WK 20 min. Total Hours- 12 (36 days)

Options: A, B, C, D for Implementation of World Languages in our Elementary Schools

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN A – All Languages**

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
FLEX 1X Wk 20 min	FLEX 2x wk 20 min	FLES 3x wk 20 min	FLES 3x wk 20 min	FLES 3x wk 30 min	FLES 4x wk 30 min	FLES 4x wk 30 min	Chinese French German Italian Latin Spanish	Chinese French German Italian Latin Spanish	Staffing 9.5 teachers = \$712,500
Exploration of Languages Chinese French German Italian Latin Spanish	→	Choice of Language: Chinese French German Italian Latin Spanish	Continue Study of Language of Choice	→	→	→	Year 2D & 3A	Year 3B, C, D	Supplies = \$12,000
		----- 1A	----- 1B	----- 1C	----- 1D & 2A	----- 2B & 2C	----- OR Year 1A/B	----- OR Year 1C/D	Texts/ Resources = \$50,000
									Equipment = \$28,170
									Curriculum Writing = \$28,800
									TOTAL = \$831,470

Number of Classes per Grade Estimated at 18

PROS

- *Variety of Languages offered
- *Early start to learning a language
- *Increase fluency in language of choice

CONS

- *Some difficulty acquiring certified teachers in each language
- *Scheduling classes based on enrollment at each school may be difficult

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN A – All Languages**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
1	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	X	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$119,300
2	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$138,690
3	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 20 min	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$138,690
4	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 30 min	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$138,690

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN A – All Languages**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
5	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$129,300
6	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	Choice Language 4x wk 30 min ----- OR Exploratory Chinese French German Latin Spanish Italian	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$150,000 Total - \$166,800
7	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	Choice Language 4x wk 30 min ----- OR Exploratory Chinese French German Latin Spanish Italian	Chinese French German Italian Latin Spanish Year 2D/3A ----- Year 1A/B	French German Latin Spanish Year 1C/D	

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN A – All Languages**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
8	Exploratory 1X Wk 20 min	Exploratory 2x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 20 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	Choice Language 4x wk 30 min ----- OR Exploratory Chinese French German Latin Spanish Italian	Chinese French German Italian Latin Spanish ----- Year 2D/3A ----- Year 1A/B	Chinese French German Italian Latin Spanish ----- Year 3B,C,D ----- Year 1C/D	

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN B - Spanish Focus**

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
FLEX 1X Wk 20 min Exploration of Spanish	FLEX 2x wk 20 min Exploration of Spanish	FLES 3x wk 20 min Spanish 1A	FLES 3x wk 20 min Spanish 1B	FLES 3x wk 30 min Spanish 1C	FLES 4x wk 30 min Spanish 1D & 2A	FLES 4x wk 30 min Spanish 2B & 2C ----- OR Exploratory Chinese French German Latin Italian	Spanish Year 2D & 3A ----- OR Year 1A/B	Spanish Year 3B,C,D ----- OR Year 1C/D	Staffing 9.5 teachers = \$712,500 Supplies = \$12,000 Texts/ Resources = \$50,000 Equipment = \$28,170 Curriculum Writing = \$28,800 TOTAL = \$831,470

Number of Classes per Grade Estimated at 18

PROS

- *Early start to learning a language
- *Increase fluency in Spanish

CONS

- *Difficulty acquiring certified teachers of Spanish
- *Lack of choice of language until Grade

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN B - Spanish Focus**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
1	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	X	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$119,300
2	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$138,690
3	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 20 min	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$138,690
4	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 30 min	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$138,690

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN B - Spanish Focus**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
5	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$112,500 Total = \$129,300
6	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	Spanish 4x wk 30 min OR Exploratory Chinese French German Latin Italian	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$150,000 Total = \$166,800
7	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	Spanish 4x wk 30 min ----- OR Exploratory Chinese French German Latin Italian	Spanish Year 2D & 3A ----- Year 1A/B Chinese French German Latin Italian	French German Latin Spanish Year 1C/D	

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN B - Spanish Focus**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
8	Exploratory Spanish 1X Wk 20 min	Exploratory Spanish 2x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 20 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	Spanish 4x wk 30 min	Year 2D/3A Spanish	Year 3B,C,D Spanish	
							----- OR Exploratory Chinese French German Latin Italian	----- Year 1 A/B Chinese French German Latin Italian	----- Year 1C/D Chinese French German Latin Italian	

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN C – All Languages - Start in Grade 3**

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
<p>FLEX 2x wk 30 min</p> <p>Exploratory of Languages: Chinese French German Italian Latin Spanish</p>	<p>FLES 3x wk 30 min</p> <p>Choice of Language: Chinese French German Italian Latin Spanish</p> <p>1A</p>	<p>FLES 4x wk 30 min</p> <p>→</p> <p>1B & 1C</p>	<p>FLES 4x wk 30 min</p> <p>→</p> <p>1C/1D</p>	<p>Chinese French German Italian Latin Spanish</p> <p>Year 2A/B</p> <p>----- OR Year 1A/B</p>	<p>Chinese French German Italian Latin Spanish</p> <p>Year 2C/D</p> <p>----- OR Year 1C/D</p>	<p>Staffing 6.5 teachers = \$487,500</p> <p>Supplies = \$8,000</p> <p>Texts = \$30,000</p> <p>Equipment = \$18,780</p> <p>Curriculum Writing = \$19,200</p> <p>TOTAL = \$563,480</p>

Number of Classes per Grade Estimated at 18

PROS

- *Variety of languages offered earlier than present system
- *Earlier start to learning a language
- *Increase fluency in language of choice

CONS

- *Difficulty acquiring certified teachers in each language
- *Scheduling classes based on enrollment at each school may be difficult

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN C – All Languages - Start in Grade 3**

YEAR	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
1	Exploratory 2x wk 30 min	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1 Teacher = \$75,000 Total = \$81,800
2	Exploratory 2x wk 30 min	Choice Language 3x wk 30 min	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Teachers = \$112,500 Total = \$138,690
3	Exploratory 2x wk 30 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$150,000 Total = \$176,190
4	Exploratory 2x wk 30 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	Choice Language 4x wk 30 min	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$150,000 Total = \$166,800

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN C – All Languages - Start in Grade 3**

YEAR	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
5	Exploratory 2x wk 30 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	Choice Language 4x wk 30 min	Chinese French German Italian Latin Spanish Year 2A/B OR Year 1A/B	French German Latin Spanish Year 1C/D	
6	Exploratory 2x wk 30 min	Choice Language 3x wk 30 min	Choice Language 4x wk 30 min	Choice Language 4x wk 30 min	Chinese French German Italian Latin Spanish Year 2A/B OR Year 1A/B	Chinese French German Italian Latin Spanish Year 2C/D OR Year 1 C/D	

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN D – Spanish Focus - Start in Grade 3**

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
FLEX 2x wk 30 min Exploratory of Spanish	FLES 3x wk 30 min Spanish 1A	FLES 4x wk 30 min Spanish 1B & 1C	FLES 4x wk 30 min Spanish 1C/1D ----- OR Exploratory Chinese French German Italian Latin	Spanish Year 2A/B ----- Chinese French German Italian Latin Year 1A/B	Spanish Year 2C/D ----- Chinese French German Italian Latin Year 1C/D	Staffing 6.5 teachers = \$487,500 Supplies = \$8,000 Texts = \$30,000 Equipment = \$18,780 Curriculum Writing = \$19,200 TOTAL = \$563,480

Number of Classes per Grade Estimated at 18

PROS

- *Earlier start to learning a language
- *Increase fluency in Spanish

CONS

- *Difficulty acquiring certified teachers of Spanish
- *Lack of choice of language until Grade 7

**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN D – Spanish Focus - Start in Grade 3**

YEAR	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
1	Exploratory 2x wk 30 min	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1 Teacher = \$75,000 Total = \$81,800
2	Exploratory 2x wk 30 min	Spanish 3x wk 30 min	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Teachers = \$112,500 Total = \$138,690
3	Exploratory 2x wk 30 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$150,000 Total = \$176,190
4	Exploratory 2x wk 30 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	Spanish 4x wk 30 min	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$150,000 Total = \$166,800

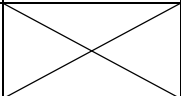
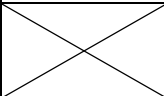
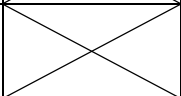
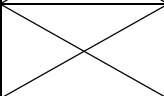
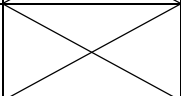
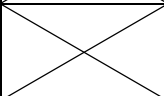
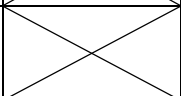
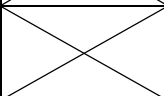
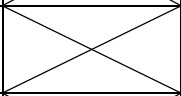
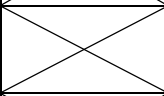
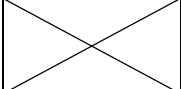
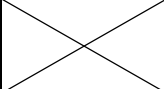
**CHESHIRE PUBLIC SCHOOLS
WORLD LANGUAGE PROPOSAL
PHASE-IN COMPLETED
PLAN D – Spanish Focus - Start in Grade 3**

YEAR	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
5	Exploratory 2x wk 30 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	Spanish 4x wk 30 min	Spanish Year 2A/B ----- Chinese French German Italian Latin Year 1A/B	French German Italian Latin Year 1 C/D	
6	Exploratory 2x wk 30 min	Spanish 3x wk 30 min	Spanish 4x wk 30 min	Spanish 4x wk 30 min	Spanish Year 2A/B ----- Chinese French German Italian Latin Year 1A/B	Spanish Year 2C/D ----- Chinese French German Italian Latin Year 1C/D	

Estimated Cost Summary
OPTIONS A & B

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Teachers	\$112,500	\$112,500	\$112,500	\$112,500	\$112,500	\$150,000	\$712,500
Supplies	2,000	2,000	2,000	2,000	2,000	2,000	12,000
Texts/Resources	0	10,000	10,000	10,000	10,000	10,000	50,000
Equipment	0	9,390	9,390	9,390	0	0	28,170
Curriculum Writing	4,800	4,800	4,800	4,800	4,800	4,800	28,800
TOTAL	\$119,300	\$138,690	\$138,690	\$138,690	\$129,300	\$166,800	\$831,470

Estimated Cost Summary
OPTIONS C & D

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Teachers	\$75,000	\$112,500	\$150,000	\$150,000			\$487,500
Supplies	2,000	2,000	2,000	2,000			8,000
Texts/Resources	0	10,000	10,000	10,000			30,000
Equipment	0	9,390	9,390	0			18,780
Curriculum Writing	4,800	4,800	4,800	4,800			19,200
TOTAL	\$81,800	\$138,690	\$176,190	\$166,800			\$563,480

Recommendations and Next Steps

Recommendations:

1. Gather and analyze survey data from parents and teachers in order to:
 - Survey interest in world language program options
 - Identify grade level preferences for introduction of world language instruction
 - Prioritize preference of language or offering options
 - Clarify issues and concerns
2. Explore alternatives to elementary scheduling, funding resources, and cost saving measures
3. Explore technology applications that could support and enhance elementary world language instruction at all levels
4. Involve teachers and parents in the process of developing a plan for implementation with a recommendation for the Curriculum Committee of the BOE due on or before November 2015 to allow the BOE to include a WL proposal in budget recommendations for 2016 – 2017 if desired.

Next Steps:

Form a feasibility task force to study how world language instruction could be implemented successfully at the elementary level as well as support the recommendations listed above.