

Elementary World Language Proposal

November 2018

Committee Members:

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Spring 2018 - Fall 2018

Research, Review and Recommendation

Recommendation:

Goal for the Irvington Elementary World Language Program

To provide a learning environment that reflects cultural experiences to promote an appreciation and understanding of people, places and the world around us.

To develop a FLEX world language program at the elementary schools, designed collaboratively across classrooms and disciplines, in order to build student confidence and openness to language learning, and establish a foundation of the target language.

Rationale:

After careful consideration developed through research, reading, and other school's experiences, we reflected on our current programs, curriculum, structures and demands of the school day to develop our recommendation. While recognizing the advantages of FLES and Immersion programs, we also recognized the challenges for our schools. A valuable component of our process was the articulation of our current specials (art, music PE and library) and the recognition of the development of students over the six years of elementary school. It is through this lens that we have confidence that we can expand the opportunities for our students, creating a sequence of language learning that will provide a valuable and rich experience that prepares them for targeted language learning in middle school.

Approach

- Students in grades K-5 will engage in one 45 minute class per week as part of the Specials Rotation schedule.
- Students will be exposed to both French and Spanish in all grades
- Two teachers will be required to meet the needs of grades K-5, one French, and one Spanish

Implementation

Through instruction provided by certified FLES (Foreign Language Exploration Elementary School) teachers, we will develop a **FLEX** program focused on:

- Developing an appreciation, tolerance and understanding of other cultures and those different than ourselves
- Encouraging lifelong interest and love for world languages and cultures;
- Helping to eliminate racism, prejudice, and bias
- Cultivating the ability to communicate with a range of people
- Developing 21st century global citizens

The program will be developed through the lens of art, music, and culture of all countries where the targeted language(s) are spoken. Through the use of both traditional materials and technology, students will be provided with experiences that provide exposure to the lives and languages of other people. Over time, this program can become more integrated with grade level learning allowing for an interdisciplinary approach that supports grade level curricula.

Results

Each year defined expectations will be measured based on program goals. Students will exit their elementary years with:

- an understanding of other cultures, languages and people around world
- exposure to two languages supporting the selection of language of focus for middle school

Process:

How did we get here and why this recommendation?

The committee began its work learning about language programs at the elementary level; the different types of programs, what research says, and structures to be considered. We reviewed the information Erin and Jasena collected and contacted schools to learn more about their program.

The Committee evaluated the options of immersion, FLEX and FLES (see below) to determine viability of implementation in Dows Lane and Main Street School. In addition, we collected information from five Westchester elementary schools (Rye City, Scarsdale, Pelham, Harrison, Dobbs Ferry) who either have or had FLES/FLEX programs. The information gathered informed our recommendation.

FLEX Foreign Language Exploration or Experience	The goals of FLEX programs are to introduce students to a foreign language and culture and to motivate them to pursue further language study. FLEX classes are usually conducted in English, with some basic communication in the foreign language.
FLES Foreign Language in the Elementary School	FLES programs focus less on the teaching of grammar and more on the development of listening and speaking skills and on cultural awareness. FLES programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary stress is on understanding and speaking. FLES classes usually meet two to five times a week for 20 to 40 minutes at a time The level of proficiency attained by the students is usually directly related to the amount of time they spend using the foreign language.
Immersion	Total Immersion programs all instruction during the school day is conducted in the target language Partial Immersion programs provide curriculum in English for half the day (or time) and the target language in the other half

Cost structure for FLEX vs. FLES

FLEX	FLES
As a Special 45 minutes 1x per week 2.0 teachers = 200,000	Daily for 15 minutes 15 minutes per class 1 period = 3 classes = 45 min 3 teachers to meet 39 classes daily 3 teachers = 300,000