



# Cheshire Public Schools



## *Expanding the Study of a World Language to the Elementary Schools*

**December 2015**

**Office of Curriculum & Instruction**

**Cheshire Public Schools**  
**World Language Timeline**  
**Expanding World Language to the Elementary School**

**Initial Request**

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.

**Preliminary Study – November 2014 - <http://goo.gl/5YA4CC>** Also attached at end of this report.

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

- 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

**Further Study**

The Cheshire Board of Education requested further study to determine what option would be best for implementation of world language in the elementary schools or at the elementary level.

**The World Language Task Force was formed in December 2014.**

**World Language Task Force Membership**

June Banfe, Community Member  
Artur Branco, World Language Department Head  
Scott Detrick, Assistant Superintendent  
Ron Gagliardi, Community Member  
Kelly Lenz, Adult Education Director  
Debrah Manke, Grade 6 Norton School  
Heather McElroy, Special Education, Norton School  
Megan Perez, Parent  
Kaitlyn Plant, Grade 4 Doolittle School  
Marlene Silano, Principal, Chapman School  
Jeff Solan, Principal, CHS  
Cathie Spignesi, Grade 4 Chapman School

The purpose for our World Language Task Force was to develop a plan for implementation that would expand world language instruction to the elementary level by studying our World Language Proposal and conducting a school community survey. Our goal was to provide a recommendation to the Curriculum Committee of the Board of Education in December 2015.

Our Task Force met six times formally, viewed two webinars, and visited three schools to develop a recommendation for the implementation of world language at the elementary level. All meetings were documented at the following website: [http://www.cheshire.k12.ct.us/district-departments/curriculum--instruction/world- language---elementary-feasibility-study](http://www.cheshire.k12.ct.us/district-departments/curriculum--instruction/world-language---elementary-feasibility-study)

The Task Force developed a recommendation with two implementation options after completing the following steps:

**1. Review and discuss various research related to the implementation of a world language at the elementary level.**

[http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum\\_Root\\_Web\\_Folder/BenefitsofSecondLanguage.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/BenefitsofSecondLanguage.pdf)

**Research**

**Why World Language in the Elementary School?**

- Enhances knowledge of English structure and vocabulary
- Helps struggling readers!
- Provides opportunities for cross-curricular connections
- Links Common Core and higher-order thinking skills
- Increases brain development
- Fosters global thinkers

**Ideas for Consideration:**

- Incorporate technology resources for language
- Exchange students from high school (visit K-6)
- Summer school options
- 6-day specials rotation
- Proposal needs to be ‘failproof’
- Phase in financially prudent
- Increased global awareness, cultural customs

## **2. Discuss the preliminary proposal and identification of pros and cons of each option.**

### **Option A**

#### **Pros**

- None
- Variety of languages offered
- Early start to learning a language
- Increase fluency in language of choice

#### **Cons**

- Time in teaching day
- Money for multiple languages to be offered
- Expecting proficiency from 2<sup>nd</sup> graders
- Some difficulty acquiring certified teachers in each language
- Scheduling classes based on enrollment at each school may be difficult

### **Option B**

#### **Pros**

- Starting in K more students become more fluent
- If students continue to stay with Spanish they will be able to express ideas and thoughts
- Opportunities to switch to other languages because of personal connection or ethnic background
- Early start to learning a language
- Increase fluency in Spanish

#### **Cons**

- TIME
- Difficulty acquiring certified teachers of Spanish
- Lack of choice of language until Grade 6

### **Option C**

#### **Pros**

- Choices match those offered in middle school and high school
- Variety of languages offered earlier than present system
- Earlier start to learning a language
- Increase fluency in language of choice

#### **Cons**

- Added responsibility to grade 3 students – may cause stress
- Unequal planning time for K-2 teachers vs 3-6 teachers
- Difficulty acquiring certified teachers in each language
- Scheduling classes based on enrollment at each school may be difficult

## **Option D**

### **Pros**

- Single language could provide ease of scheduling, hiring
- All kids learning Spanish across grades – united siblings
- Earlier start to learning a language
- Increase fluency in Spanish

### **Cons**

- No K, 1, 2
- Difficulty acquiring certified teachers of Spanish
- Lack of choice of language until Grade 7

### **3. Discuss scheduling alternatives and ideas to address the issue of how to find time to implement world language at the elementary level in an already very tight schedule:**

Ideas to consider in addressing the issue of TIME:

- As we move to a one-to-one learning environment in grades 3 - 6, the need to for computer lab time will be eliminated (45 minutes - 60 minutes).
- Currently, classroom teachers have one preparation period for four days in a week. The addition of a world language class would provide a fifth day for planning purposes.
- A review of current special subject area times to a consistent 45 minute block in grades 5 and 6 instead of 60 minutes would gain 60 minutes of additional instructional time for world languages.
- A review of special subject areas and the possible elimination of one in grades 4 - 6 would provide an additional 50 - 60 minutes of instructional time.

#### 4. Develop and implement a survey for parents and teachers:

##### World Language Parent and Teacher Survey Results - Summary

	Teachers K - 6		Parents
Numbers of Surveys Completed	123		761
Would you like to see instruction in a world language added to the elementary curriculum?	93%	YES	89%
	7%	NO	11%
When do you believe it would be best for our students to begin to explore and study a world language?	73%	Kindergarten	60%
	27%	Grade Three	40%
Should we offer all languages or just Spanish at the elementary level?	65%	Just Spanish	57%
	35%	ALL	43%
Should we offer other languages?	69%	NO	53%
	31%	YES	47%
Would you expect this subject, if added, to be graded and indicated on the report card?	64%	YES	69%
	36%	NO	31%

##### Benefits:

- Early exposure to another language as well multicultural connections
- The opportunity for our students to take a different language in middle school through high school
- More flexible thinking about vocabulary and language

##### Drawbacks:

- Time - Where will this fit into our daily schedule?
- Our schedule is tight as it is.

##### Other Comments:

- I think the idea is awesome!

##### General Comments:

\*Its time has come...be as proactive - All the studies show that kids can absorb languages at an earlier age. We wait too long to get them started.

\*Spanish only at the lower grades but other languages as an option later on.

\*Kids are like sponges when they're that young. They would learn quickly and easily.

## 5. Planned and visited elementary schools in the Glastonbury Public Schools

Ideas gained from visits:

- keep the lessons under 30 minutes and more often in the week
- provide other language options for students later in the elementary, middle, and high school
- start as early as possible
- align curriculum to grade level curriculum

## 6. Scheduled and viewed two webinar sessions related to using technology to support world language at the elementary level

Middlebury Interactive Languages:

<https://www.middleburyinteractive.com/>

Proximity Learning: <http://proxlearn.com/>

### RECOMMENDATION

Recommendation: Implement Spanish in the elementary school through a “phase in” approach beginning in kindergarten. The “phase in” method provides time during the previous summer/year to write a Spanish curriculum that closely aligns to the grade level curriculum to provide cross curricular connections and authentic learning experiences.

- Implement Spanish, beginning in Kindergarten with a FLEX sequential program and in Grades One - Six with the FLES sequential program.
- Establish a well-articulated sequence of language instruction K-12 taught by teachers certified as FLES educators.
- In addition, this implementation plan provides options for students in sixth grade to explore other languages as well as enroll in a different language if desired and/or take an additional language in grade seven.

**OPTION ONE** – Implement Spanish beginning in Kindergarten and Grade One in Year One

**OPTION TWO** – Implement Spanish beginning in Kindergarten Only in Year One

The following pages demonstrate the “Phase in” plan for Options One and Two and the estimated costs associated with implementation by year. The final implementation cost for either plan is \$838,970. Option One completes the “phase-in” implementation in 6 years and Option Two in 7 years.

**CHESHIRE HIGH SCHOOL**  
**WORLD LANGUAGE K-12 SEQUENCE OF STUDIES LANGUAGE PROPOSAL**

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

<b>Year 1</b>	Spanish
<b>Year 2</b>	French
<b>Year 3</b>	Latin
<b>Year 4</b>	German
<b>Year 5</b>	Italian
<b>Year 6</b>	

**Dodd Middle School**

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

**Elementary Schools**

6 <sup>th</sup> grade <b>Exploratory:</b> French/German/Latin 1 X WK 30 min. Total Hours per language- 18.2 (36 days per lang)
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6 <sup>th</sup> Grade Year 2-A/B <b>FLES Sequential</b> 3 X WK 30 min-Total Hours- <b>54 (108 Days)</b>
5 <sup>th</sup> Grade Year 2-A <b>FLES Sequential</b> 3 X WK 30 min. Total Hours- <b>54 (108 Days)</b>
4 <sup>th</sup> Grade Year 1-C/D <b>FLES Sequential</b> 3 X WK 30 min. Total Hours- <b>54 (108 Days)</b>
3 <sup>rd</sup> Grade Year 1-B/C <b>FLES Sequential</b> 3 X WK 25 min. Total Hours- <b>45 (108 Days)</b>
2 <sup>nd</sup> Grade Year 1-A/B <b>FLES Sequential</b> 3 X WK 25 min. Total Hours- <b>45 (108 Days)</b>
1 <sup>st</sup> Grade Year 1-A <b>FLES Sequential</b> 2 X WK 25 min. Total Hours- <b>30 (72 Days)</b>
Kindergarten <b>FLEX Sequential</b> 2 X WK 25 min. Total Hours- <b>30 (72 days)</b>



**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED  
Recommended Plan - Spanish Focus  
Beginning in Kindergarten**

GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
FLEX 2x wk 25 min	FLES 2x wk 25 min	FLES 3x wk 25 min	FLES 3x wk 25 min	FLES 3x wk 30 min	FLES 3x wk 30 min	FLES 3x wk 30 min	Spanish Year 2B/C	Spanish Year 2D 3A/B	Staffing 9.0 teachers = \$720,000
Exploration of Spanish	Spanish 1A	Spanish 1A/B	Spanish 1B/C	Spanish 1C/D	Spanish 2A	Spanish 2A/B	-----	-----	Supplies = \$12,000
						----- 1x wk 30 min Exploratory French German Latin	OR Year 1A/B French German Latin Spanish	OR Year 1C/D French German Latin Spanish	Texts/ Resources = \$50,000
						Consider: Chinese Italian			Equipment = \$28,170
									Curriculum Writing = \$28,800
									TOTAL = \$838,970

Number of Classes per Grade Estimated at 16 per grade level

**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED**

**Recommended Plan - Spanish Focus**

**OPTION 1 - Beginning in Kindergarten/Grade One in YearOne**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
1	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	X	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Elem Teachers = \$160,000  Total = \$166,800
2	Exploratory Spanish 2x wk 20 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.0 Elem Teachers = \$80,000  Total = \$106,190
3	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.0 Elem Teachers = \$80,000  Total = \$106,190
4	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 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 = \$120,000  Total = \$146,190

**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED**

**Recommended Plan - 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 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$120,000  Total = \$136,800
6	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min  AND Exploratory French German Latin 1x wk 30 min  Consider: Chinese Italian	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$160,000  Total = \$176,800
7	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min  ----- AND Exploratory French German Latin 1x wk 30 min  Consider: Chinese Italian	Spanish Year 2B/C  ----- Year 1A/B Spanish French German Latin  Consider: Chinese Italian	French German Latin Spanish Year 1C/D	TBD

**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED**

**Recommended Plan - 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 2x wk 25 min	Exploratory Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Year 2B/C Spanish	Year 2D 3A/B Spanish	TBD
							----- AND Exploratory French German Latin 1x wk 30 min  Consider: Chinese Italian	----- Year 1 A/B Spanish French German Latin  Consider: Chinese Italian	----- Year 1C/D Spanish French German Latin  Consider: Chinese Italian	

**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED**

**Recommended Plan - Spanish Focus**

**OPTION 2 - Beginning in Kindergarten in YearOne**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
1	Exploratory Spanish 2x wk 25 min	X	X	X	X	X	X	X	X	1.0 Elem Teacher = \$80,000  Total = \$83,400
2	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	X	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.0 Elem Teachers = \$80,000  Total = \$83,400
3	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	X	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.0 Elem Teachers = \$80,000  Total = \$106,190
4	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	X	X	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.0 Elem Teachers = \$80,000  Total = \$106,190
5	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 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 = \$120,000  Total = \$146,190

**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED**

**Recommended Plan - Spanish Focus**

YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
6	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	X	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	1.5 Elem Teachers = \$120,000  Total = \$136,800
7	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min AND Exploratory French German Latin 1x wk 30 min  Consider: Chinese Italian	French German Latin Spanish Year 1A/B	French German Latin Spanish Year 1C/D	2 Teachers = \$160,000  Total = \$176,800
8	Exploratory Spanish 2x wk 25 min	Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min ----- AND Exploratory French German Latin 1x wk 30 min  Consider: Chinese Italian	Spanish Year 2B/C  ----- Year 1A/B Spanish French German Latin  Consider: Chinese Italian	French German Latin Spanish Year 1C/D	TBD

**CHESHIRE PUBLIC SCHOOLS  
WORLD LANGUAGE PROPOSAL  
PHASE-IN COMPLETED**

**Recommended Plan - Spanish Focus**

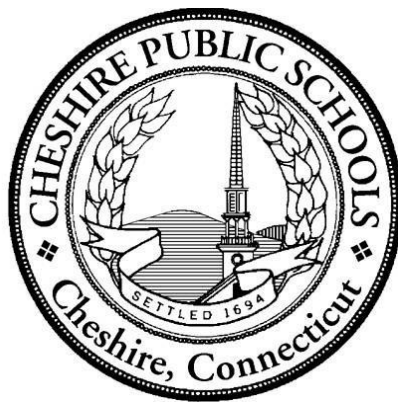
YEAR	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	COST
9	Exploratory Spanish 2x wk 25 min	Exploratory Spanish 2x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 25 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Spanish 3x wk 30 min	Year 2B/C Spanish	Year 2D 3A/B Spanish	TBD
							----- AND Exploratory French German Latin 1x wk 30 min  Consider: Chinese Italian	----- Year 1 A/B Spanish French German Latin  Consider: Chinese Italian	----- Year 1C/D Spanish French German Latin  Consider: Chinese Italian	

<b>ESTIMATED COST SUMMARY</b> (Implementation of Spanish Beginning in Kindergarten and Grade 1 in Year One)							
<b>OPTION 1</b>							
	<b>Year 1 K &amp; 1</b>	<b>Year 2 K-2</b>	<b>Year 3 K-3</b>	<b>Year 4 K-</b>	<b>Year 5 K-</b>	<b>Year 6 K-</b>	<b>TOTAL</b>
Teachers	\$160,000	\$80,000	\$80,000	\$120,000	\$120,000	\$160,000	\$720,000
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
CurriculumWriting	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800	\$28,800
<b>TOTAL</b>	<b>\$166,800</b>	<b>\$106,190</b>	<b>\$106,190</b>	<b>\$146,190</b>	<b>\$136,800</b>	<b>\$176,800</b>	<b>\$838,970</b>

<b>ESTIMATED COST SUMMARY</b> (Implementation of Spanish in Kindergarten Only in Year One)								
<b>OPTION 2</b>								
	<b>Year 1 K</b>	<b>Year 2 K &amp; 1</b>	<b>Year 3 K-2</b>	<b>Year 4 K-</b>	<b>Year 5 K-</b>	<b>Year 6 K-</b>	<b>Year 7 K-</b>	<b>TOTAL</b>
Teachers	\$80,000	\$80,000	\$80,000	\$80,000	\$120,000	\$120,000	\$160,000	\$720,000
Supplies	\$1,000	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$12,000
Texts/Resources	\$0	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Equipment	\$0	\$0	\$9,390	\$9,390	\$9,390	\$0	\$0	\$28,170
CurriculumWriting	\$2,400	\$2,400	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800	\$28,800
<b>TOTAL</b>	<b>\$83,400</b>	<b>\$83,400</b>	<b>\$106,190</b>	<b>\$106,190</b>	<b>\$146,190</b>	<b>\$136,800</b>	<b>\$176,800</b>	<b>\$838,970</b>



# 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 understanding 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 7<sup>th</sup> grade, the students meet every other day throughout the entire year for a total of 90 days, while in 8<sup>th</sup> 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, 5<sup>th</sup> 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**

<b>District</b>	<b>DRG</b>	<b>Start of Instruction</b>	<b>Spanish</b>	<b>French</b>	<b>Other</b>
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 F	5
DRG B	10	DRG G	1
DRG C	9	DRG H	0
DRG D	2	DRG I	1
DRG E	2		

#### Table from above (page 8)

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

DRG A	0	DRG F	2
DRG B	3	DRG G	0
DRG C	0	DRG H	2
DRG D	2	DRG I	1
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.<sup>1</sup>

(<sup>1</sup>Connecticut 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."<sup>2</sup>

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)

(<sup>2</sup>Research 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 (CTCOLT) 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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*Connections* is a project being developed by Mary Donna Lyons, Enfield High School, Enfield, CT & Emily S. Peel of Wethersfield High School, Wethersfield, CT.



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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 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)

<b>Year 1</b>	Spanish
<b>Year 2</b>	French
<b>Year 3</b>	Latin
<b>Year 4</b>	German
<b>Year 5</b>	Italian
<b>Year 6</b>	Chinese
<b>Year 7</b>	

### Dodd Middle School

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

### Elementary Schools

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

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

**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
FLEX 2x wk 30 min  Exploratory of Languages: Chinese French German Italian Latin Spanish	FLES 3x wk 30 min  Choice of Language: Chinese French German Italian Latin Spanish  1A	FLES 4x wk 30 min  →   1B & 1C	FLES 4x wk 30 min  →   1C/1D	Chinese French German Italian Latin Spanish  Year 2A/B  ----- OR  Year 1A/B	Chinese French German Italian Latin Spanish  Year 2C/D  ----- OR  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**

- \*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
<b>Teachers</b>	\$112,500	\$112,500	\$112,500	\$112,500	\$112,500	\$150,000	\$712,500
<b>Supplies</b>	2,000	2,000	2,000	2,000	2,000	2,000	12,000
<b>Texts/Resources</b>	0	10,000	10,000	10,000	10,000	10,000	50,000
<b>Equipment</b>	0	9,390	9,390	9,390	0	0	28,170
<b>Curriculum Writing</b>	4,800	4,800	4,800	4,800	4,800	4,800	28,800
<b>TOTAL</b>	\$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
<b>Teachers</b>	\$75,000	\$112,500	\$150,000	\$150,000	X	X	\$487,500
<b>Supplies</b>	2,000	2,000	2,000	2,000	X	X	8,000
<b>Texts/Resources</b>	0	10,000	10,000	10,000	X	X	30,000
<b>Equipment</b>	0	9,390	9,390	0	X	X	18,780
<b>Curriculum Writing</b>	4,800	4,800	4,800	4,800	X	X	19,200
<b>TOTAL</b>	\$81,800	\$138,690	\$176,190	\$166,800	X	X	\$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.