



WESTPORT PUBLIC SCHOOLS

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TO: Westport Board of Education and Thomas Scarice, Superintendent of Schools
FROM: Dr. Anthony Buono, Assistant Superintendent of Teaching and Learning
SUBJECT: World Language Program
DATE: February 1, 2021

Dear Superintendent Scarice and Board of Education:

During my tenure in Westport, I have received a number of questions and comments about the Foreign Language in the Elementary Schools (FLES) Program. The FLES Program is a long standing program that began in Westport in the year 2000. Westport's K-5 FLES program is designed and implemented with alignment to The American Council on the Teaching of Foreign Languages ([ACTFL](#)) **World-Readiness Standards**. The curriculum has been developed using a thematic backwards design approach known as Understanding by Design (Wiggins and McTighe). The program respects the developmental nature of language acquisition while integrating listening, speaking, reading and writing skills with the students' growing cultural awareness and understanding.

During the past several years, the program has been carefully analyzed and areas in need of improvement have been identified and addressed. Therefore, a number of adjustments and improvements have been made to the curriculum. Modifications include increased alignment across schools, and articulation of changes needed to prepare students for the revised sequence at the Middle School. Ongoing efforts also include implementing best practices for meaningful instruction which have increased student engagement and also provided greater opportunities for self-assessment and differentiated instruction.

In response to the inquiries noted above, Maria Zachery, Coordinator of World Languages, has worked with her staff to compile information about the FLES/World Language Program in Westport. Attached you will find their detailed and thoughtful report. Below I've included some highlights and important considerations noted in the document. However, please be aware that these bullet points do not capture the full depth and scope of information provided in the full report.



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- Westport FLES program is nationally recognized and cited as evidence that strongly supports school-based language instruction beginning in kindergarten.
- Westport is aligned with neighboring districts that offer FLES classes beginning in kindergarten (Darien, Weston, New Canaan, Greenwich, Easton, Redding).
- Program has served as a model for other districts including Scarsdale and Darien
- Program provides a meaningful context for developing communication skills in a second language and prepares students to continue the study of Spanish or transition to another language in middle school.
- Program builds an understanding and appreciation for other cultures.
- The K-8 Spanish sequence was redesigned in order to prepare students to enter Spanish 3 at the high school level (2022).
- FLES curriculum revisions resulted in an increased level of rigor that allows students to move at a quicker pace and to be introduced to more complex grammar structures at an earlier time.
- Students benefit from second language instruction in a variety of ways including higher SAT-Verbal test scores, ACT test scores, math test scores, and English reading scores.
- AP Spanish Language and Culture, AP Spanish Literature, AP Latin, AP German, AP Mandarin Chinese, AP French, Italian 4 Honors/ UConn ECE are offered as part of the K-12 WL sequence.
- Since 2018, a total of 521 Seniors have been awarded The Seal of Biliteracy in recognition of attaining proficiency in two or more languages by high school graduation.
- Internal benchmark data is used as part of the ongoing curriculum review and revision process.

Sincerely, [Anthony Buono](#)



K-5 FLES PROGRAM

World Languages Department Coordinator: Maria Zachery

FLES INSTRUCTORS: Paul Fernandez-Carol, Naomi Weingart, Suzie Minogue, Ali Ritter, Holly Diamandis, Josie Lodewick, AnnaMaria Vazquez, Jennifer Lancia, Amanda Sharkey, Karen Galeas

Table of Contents

I. Introduction	1
II. Key Considerations	3
III. Advocacy	3
IV. Program Goals and Purpose	4
V. Instructional Time	4
VI. Curriculum Development Process and Program Revision	6
VII. District Comparisons	9
VIII. Differentiation for Native or Heritage Speakers	12
IX. Course Descriptions, Proficiency Benchmarks and Unit Outlines	12
X. Benefits of the Program	39
XI. Assessment Methods - Formative and Summative	40
XII. Evidence and Outcomes	41

I. Introduction:

The FLES Program (Foreign Language in the Elementary Schools) began in Westport in the year 2000 with a rich curriculum created by our FLES teachers who come from diverse backgrounds with heritage and academic study in countries such as Panama, Spain, Cuba, Peru, Dominican Republic, Guatemala, Argentina, Colombia and Mexico. Westport's K-5 FLES program is designed and implemented with alignment to The American Council on the Teaching of Foreign Languages ([ACTFL](#)) **World-Readiness Standards**. The curriculum is developed using a thematic backwards design approach (Wiggins and McTighe). The program respects the developmental nature of language acquisition while integrating listening, speaking, reading and writing skills with the students' growing cultural awareness and understanding. It prepares students to meet the challenges of becoming global citizens by enabling them to communicate effectively, interact with cultural competence and understanding, connect with other disciplines, acquire diverse perspectives, and participate in multilingual communities. Our World Languages courses emphasize oral communication while also building functional proficiency in reading and

writing. The ultimate goal is to build interpretive, interpersonal, and presentational skills while targeting proficiency goals and cultural competence. The K-5 FLES (Spanish) program allows students to begin their sequential study in a target language. Students have an opportunity to expand their studies at the Middle School level with choices in Spanish, Mandarin Chinese, and French. A continuation of those languages is offered at the High School level along with additional choices of Italian, Latin, and German. A minimum of two years in a single foreign language is required for graduation from Staples High School. We firmly believe that second language proficiency is a critical 21st century skill.

Teachers in the World Languages department consistently assist students in achieving functional levels of language proficiency and competence by exposing students to authentic opportunities and real-world situations in a supportive, non-judgemental environment. The students learn to value determination, persistence and discipline as they participate in genuine activities- mini and summative performance-based activities and assessments allow the students to engage in risk-taking and genuine interaction while receiving immediate peer and teacher feedback. Many lessons involve individual goal-setting and closing activities that allow for reflection as students address what they can do and how they can move forward. The program emphasizes critical thinking and challenges students to think about grammatical and cultural concepts at a deeper level.

As part of our continuous improvement efforts in curriculum, instruction and assessment, we continue to enumerate ways in which to strengthen the elementary school world language program. Over the past several years, we have carefully analyzed our FLES program, identified areas in need of improvement, increased alignment across schools, and articulated the changes needed to prepare students for the revised sequence at the Middle School. We have continued the work of aligning our curriculum to the ACTFL standards identifying what students have to know, understand, and be able to demonstrate at the end of each grade. The ACTFL Can Do Statements have become an integral part of our daily lesson planning. Teachers continue to use assessment tools and practices to evaluate established student learning outcomes. One of our goals is to expand and improve upon the use of assessments to monitor student progress and inform instruction. We also continue to implement best practices for meaningful instruction which have increased student engagement and also provided greater opportunities for self-assessment and differentiated instruction. We have placed a greater emphasis on interpersonal communication in the target language. Our teachers actively engage in District provided professional development opportunities that focus on instructional best practices and highlight student engagement strategies.

II. Key Considerations:

- Westport FLES program is nationally recognized and cited as evidence that strongly

supports school-based language instruction beginning in kindergarten.

- Westport is aligned with neighboring districts that offer FLES classes beginning in kindergarten (Darien, Weston, New Canaan, Greenwich, Easton, Redding).
- Program has served as a model for other districts including Scarsdale and Darien
- Program provides a meaningful context for developing communication skills in a second language and prepares students to continue the study of Spanish or transition to another language in middle school.
- Program builds an understanding and appreciation for other cultures.
- The K-8 Spanish sequence was redesigned in order to prepare students to enter Spanish 3 at the high school level (2022).
- FLES curriculum revisions resulted in an increased level of rigor that allows students to move at a quicker pace and to be introduced to more complex grammar structures at an earlier time.
- Students benefit from second language instruction in a variety of ways including higher SAT-Verbal test scores, ACT test scores, math test scores, and English reading scores.
- AP Spanish Language and Culture, AP Spanish Literature, AP Latin, AP German, AP Mandarin Chinese, AP French, Italian 4Honors/ UConn ECE are offered as part of the K-12 WL sequence.
- Since 2018, a total of 521 Seniors have been awarded The Seal of Biliteracy in recognition of attaining proficiency in two or more languages by high school graduation.
- Internal benchmark data is used as part of the ongoing curriculum review and revision process.
- As an extension of the cross-cultural experiences of the language classroom, students are able to participate in international partnerships and summits.

III. Advocacy:

- Beverly Boyson from the [Center for Applied Linguistics](#) (CAL)- 2010 Westport initiated research:
 - (Abstract) Educators have generally believed that foreign language instruction should begin in kindergarten or earlier to promote optimum oral language development (e.g., Rosenbusch, 1991; Swender & Duncan, 1998; Abbott, 1998; Curtain & Dahlburg, 2010; Rhodes & Pufahl, 2010). Two Spanish programs in the Westport, Connecticut, Public Schools were studied: the new, long-sequence K–8 program and the short-sequence Grade 5–8 program it replaced. A 5- year study examined students’ oral and listening comprehension proficiency levels in each program at the end of Grades 5 and 8. Results at these grade levels were compared to determine program effectiveness. Students who began in kindergarten attained statistically higher proficiency levels than those who began in Grade 5. This [longitudinal study](#) strongly supports school-based language instruction beginning in kindergarten. This research shows that students do gain expected levels of proficiency in the target language, gain vocabulary, conversational, and cultural knowledge, and learn grammar indirectly.

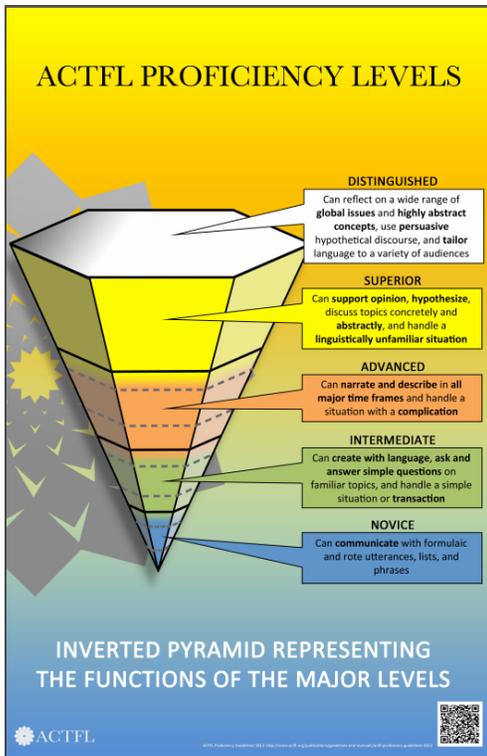
- Researched program, designed with help of a variety of leading World Language education experts including: Dr. Myriam Met, Dr. Helena Curtain, Mari Haas, Greg Duncan, Paul Sandrock
- Program observed by districts during design and implementation of their FLES programs, including Scarsdale, NY & Darien, CT

IV. Program Goals and Purpose:

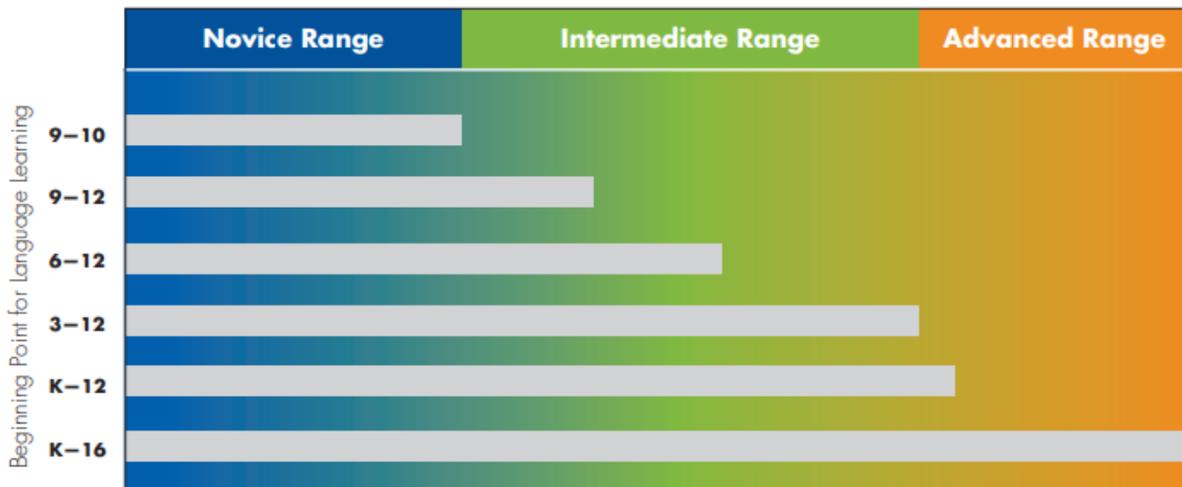
- To develop levels of [proficiency](#) at the Novice-Low to Novice-High in speaking, listening, reading and writing at the beginning stage of language acquisition.
- To provide a meaningful context for developing communication skills in Spanish.
- To build an understanding and appreciation for the cultures of the Spanish-speaking world.
- To promote academic excellence by teaching students to communicate effectively in at least two languages.
- To develop increased cognitive skills.
- To promote the development of “Ethical and Global Citizens” who are open to, acknowledge and understand diverse perspectives and cultures and contribute to solutions that benefit the broader community, as defined in the *Contributing Citizen* document.
- To develop increased functional proficiency in all aspects of the language with each year of study.
- To meet national world language standards.
- To provide a nurturing environment where students feel comfortable learning a second language.
- To develop proficiency in oral and written communication in Spanish through the integration of language skills and concepts taught in other content areas.

V. Instructional Time:

- We offer a proficiency-based model- 90 minutes of weekly (three 30 minute sessions) instruction with greater focus on meaningful and purposeful communication than on grammatical mastery. Students are encouraged first to understand and then to produce in the language.
- ACTFL Proficiency Scale:



- Time is a critical component for developing language proficiency as indicated by the ACTFL chart below:



- The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice High level as described in the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages.

ELEMENTARY FLES* PROFICIENCY TARGETS FOR LEVEL 1 & 2 DIFFICULTY LANGUAGES (includes Spanish which is a level 1)

These include modern alphabetic languages taught via elementary school FLES programs at a minimum of 3 times per week and a minimum of 90 minutes of instruction per week.

MODE AND SKILL	End of 2nd year	End of 3rd year	End of 4th year	End of 5th year	End of 6th year	End of 7th year	End of 8th year
INTERPRETIVE Listening	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High	Int. Low
INTERPRETIVE Reading	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High
INTERPERSONAL Speaking	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High	Int. Low
PRESENTATIONAL Speaking	Novice Low	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High
PRESENTATIONAL Writing	Novice Low	Novice Mid	Novice Mid	Novice Mid	Novice High	Novice High	Novice High

- At a Novice-Mid level, the student can engage in simple conversations, can speak and write short sentences, and can read and understand a brief text, among other skills.

VI. Curriculum Development Process and Program Revision:

- Yearly Curriculum review and revision
 - In 2014, we identified the need to restructure our Spanish sequence leading to 9th grade. We began additional revision of the FLES curriculum to include more rigorous opportunities for interpersonal speaking, writing and grammar exposure in preparation for the creation of a more rigorous and faster paced program at the MS level. We also began the revision of the MS Spanish program; those students now joined the newly established course sequence for Spanish at the Middle School. The 6th grade Spanish program was revised and renamed to reflect the content of Spanish 1. That curriculum was implemented in the 2019-2020 school year. The revised seventh grade program (now called Spanish 2.1) was implemented in 2020-2021. The 8th grade curriculum (will be Spanish 2.2) is currently being revised. The work will be finalized this summer for initial

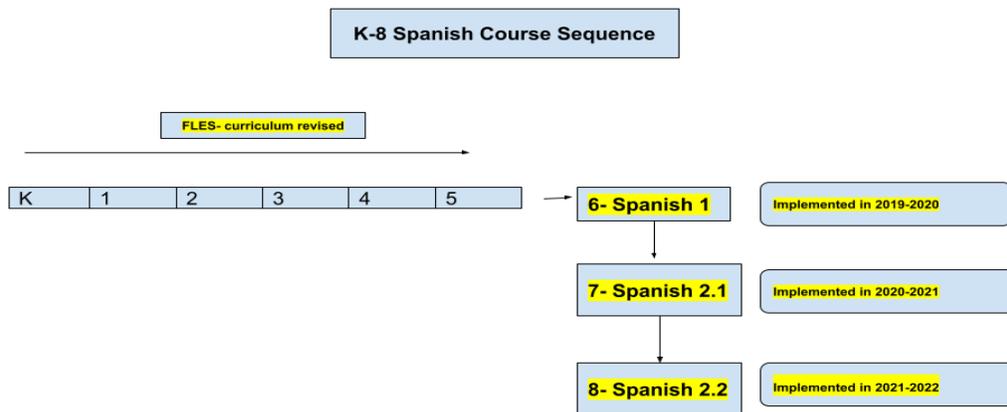
implementation in 2021-2022. The upcoming 8th graders will enter Spanish 3 in the fall of 2022 as part of the 9th grade program. New Spanish 6 Honors/ A level will be created for the cohort of students as part of the expansion of the program.

○ **K-12 Sequence:**

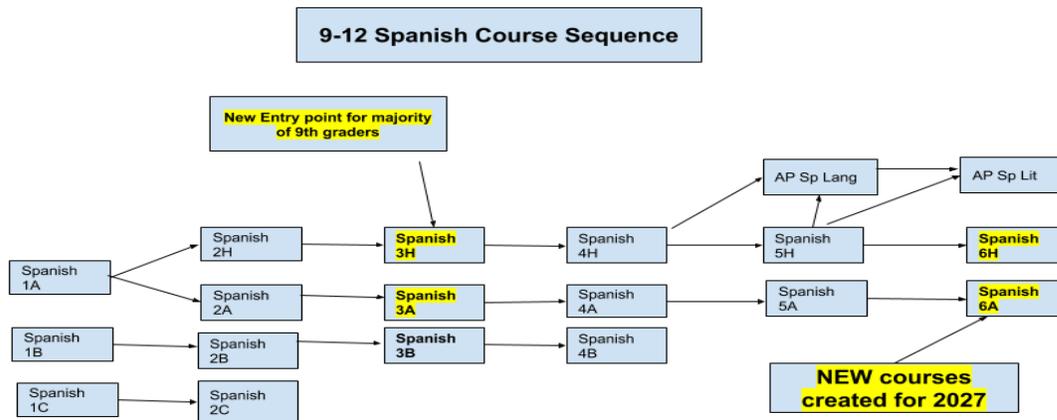
■ Curriculum review and revision of MS Spanish program

- Spanish 1- sixth grade (curriculum writing started in 2018, implemented 2019-2020)
- Spanish 2.1- seventh grade (curriculum writing started in 2019, implemented 20120-2020)
- Spanish 2.2- eighth grade (currently under development for 2021-2022 implementation)
- 8th grade/Class of 2022-transition to Spanish 3 Honors/ A level

K-8 Spanish Course Sequence



9-12 Spanish Course Sequence



- Changes made at FLES level since 2014:
 - FLES teachers continually calibrate learning expectations, grading practices, and teaching strategies to ensure equitable access to material. They participate in regularly scheduled professional meetings within the district and have taken part in inter-district learning walks. They focus their collaborative sessions on regular updates to curricula.
 - Sample grammar/content moved from MS to FLES level: MS Spanish has been able to implement the revised sixth and seventh grade curriculum, move at a quicker pace and introduce more complex structures earlier
 - telling time
 - interrogative words
 - emphasis on use of full sentences in spoken and written language; increase the length of written activities- move from sentence to paragraph (SLO goals)
 - regular use of common classroom expressions
 - opportunities for *situaciones* for students to create a situation with partner/group and produce more language and practice complete sentences in an authentic context
 - implement the idea of a *Haz ahora* warm-up activity in each class to work with a partner to help with transition and connect to homework
 - increased opportunities for conjugating a wider list of verbs (1st and 3rd person)
 - greater inclusion of listening comprehension activities for exposure to speakers with varied accents
 - use of the verb *gustar*

- regular implementation of ACTFL [Can Do Statements](#) as a lesson planning tool
- focus on articles (el, la, los, las) and noun/adjective agreement
- noun/ adjective agreement
- exposure to *usted* in the market and the restaurant unit dialogues
- Goal is to continue articulation and alignment meetings across levels

VII. District Comparisons:

<i>District</i>	<i>Grade WL begins in:</i>	<i>Languages per Grade Level</i>	<i>Published Program or Locally Developed</i>	<i># of Teachers to deliver program</i>	<i>Is the program infused into the regular curriculum by the world language teacher?</i>	<i>Is the program taught as a separate special?</i>	<i>Is the program offered as part of a gifted or enrichment program?</i>	<i>How many hours per week is world language instruction given per class?</i>	<i>Formal Assessments</i>
Easton	Kindergarten	Grade K-5: Spanish Grades 6-8: French & Spanish	Locally developed	2 for K-5 2 for grades 6-8	Yes	No	No		
Redding	Kindergarten	Grades K-3: Spanish Grades 5-8: French, Spanish & Latin	Locally developed	1 for 1-4 3 for grades 5-8	Yes	No	No		
Darien	Kindergarten	Grades K-5: Spanish Grades 6-8: Spanish or French Grades 9-12: Spanish, Mandarin or Latin	Locally-developed K-8 Spanish, 6-8 French; <i>Cambridge Latin</i> 9-12; <i>Integrated Chinese</i> 9-12, <i>Descubre 2</i> and <i>Descubre 3</i> , <i>Imaginez</i> from VHL support 9-10 Spanish and French; <i>Temas</i> and <i>Themes</i>	5 (K-5), 13 (6-8); 14 (9-12)	Yes	K-5 yes, 6-12 no	No	K-2: 45 min, 1x/6 days 3-5: 45 min, 2x/6 days 6-8: 42 min, 5x/wk 9-12: approx. 42 min, 7x/8 day rotation (9-12 may adopt block for SY 21-22)	AAPPL K-5 Spanish; STAMP 8th Spanish/French; STAMP 9-12 Mandarin, ALIRA 9-12 Latin, STAMP 10-12 Spanish/French; STAMP, WorldSpeak,

			support AP						ALTA for LCTL heritage speakers
Ridgefield	Grade 6	Grades 6-8: Spanish, French Grades 9-12:	Locally developed	MS: 11 HS: 15	N/A, stand alone at MS	N/A	No	6-8: 41 min, 5x/wk	
Weston Public Schools	Kindergarten	K-12 Spanish 6-12 French 9-12 Mandarin 9-12 Latin	Spanish K-5: locally developed Spanish 6-8: locally developed + Realidades Spanish 9-12: locally developed + VHL Series French 6-8: locally developed + Bon Voyage French 9-12: locally developed + VHL series + Echo Series Madarin 9-12: locally developed + Integrated Chinese Series Latin 9-12: Ecce Romani Series	K-5: 2 / 6-8: 5 / 9-12: 8 Total: 15	Yes	Yes	No	K-2: 10 min, 4x/wk 3-5: 20 min, 3x/wk	
Wilton	Grade 3	Grades 3-5: Spanish, French Grades 6-8: Spanish, French Grades 9-12: Spanish,	Locally developed	4 for grades 3-5 9 for 6-8 13 for 9-12	No	Yes	No	4: 30 min, every other day 5: 30 min, every day 6-8: 42 minutes every day	AAPPL test in 5th, 8th and 10th or 11th grade depending on course track

		French, German, Latin, Greek (independent study)							
New Canaan	K (spanish only)	Grades K-5: Spanish Grades 6-12: Spanish, French, Latin Mandarin	Locally developed K-8	6 for K-5 20 6-12	Yes K-5	Not in K-5 it's a core class 6-12	No	K: 10 min, 5x/wk 1-4: 18 min, 4x in a 6 day rotation 5: 20 min 3x a week	AAPPL/ALI RA test in, 8th and Level 3 and Level 5
Westport	K	Grades K-5: Spanish Grades 6-8: Spanish, Mandarin or French Grades 9-12: Spanish, French, Mandarin, German, Italian or Latin	Locally developed Spanish K-8, Published Programs 6-12 for all others (majority VHL products), UConn ECE program offered in 12th grade in German, French and Italian	9 for K-5 11 for 6-8 18 for 9-12	No	Yes	No	K-5: 30 min, 3x/wk 6-8: 42 min, 5x/wk 9-12: 50 min, average 4x/wk	STAMP/ALI RA test in 11th and 12th
Fairfield	3	3,4,5 - Spanish, 6,7,8 - French and Spanish, 9,10,11,12 - French, Spanish, Latin, Italian, Mandarin	local	50 plus	no	yes	no	3,4,5 - 1 hour in a six day rotation	STAMP, ALIRA
Greenwich	K in 4 magnet schools; 3rd grade in the other 7		Locally Developed but use Avancemos 1 & 2 as a resource for Spanish levels 1 & 2	13 for K - 5; 15 for 6 - 8 and 25 for 9 - 12	No	Yes	No		AAPPL in 5th; exploring giving the AAPPL to 11th and 12th graders

VIII. Differentiation for Native and Heritage Spanish Speakers:

In 2017, the District piloted use of the digital [Middlebury Interactive Languages](#) program to

meet the needs of the native and heritage Spanish speakers enrolled in the fourth and fifth grade FLES and MS WL program. Our students continue to be individually assessed and then placed into the appropriate level with online teacher support. There are currently 12 students enrolled in the program.

- CES- 2 students
- KHS- 3 students
- GFS- 6 students
- BMS- 1 student

IX. Course Descriptions, Proficiency Benchmarks and Unit Outlines:

- **Curriculum at a Glance: K-5**

¡Bienvenidos! Welcome to Spanish class! **Kindergarten** students will begin to speak the Spanish language as they listen to their teacher using the language in a natural manner. They will be exposed to high frequency words associated with greetings, introductions and farewells, basic courtesies, asking someone how they are, and basic responses. Students will also learn how to identify and describe common objects and animals, tell what their names are and what they like. Students will acquire high frequency words through the use of gestures, repetition and physical movement. Students will listen to and participate in stories, as well as other engaging activities related to the Spanish-speaking world.

Proficiency Benchmark: Novice

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

Kindergarten Spanish	
Unit	Learning

	<p>Target Performance Indicators: Novice Low</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. ● understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● introduce self using practiced or memorized words and phrases, with the help of gestures or visuals. ● express likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. ● name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● identify products and practices, related to familiar everyday life. ● communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness ● use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
Unit 1: Los Colores de México	<p>Students will...</p> <ul style="list-style-type: none"> ● introduce themselves when meeting someone ● greet and take leave in a polite way ● tell someone whether or not they understand them ● recognize the current month in print ● recognize Mexico on a map ● identify the colors of the Mexican flag ● listen to, imitate, use gestures in simple songs ● listen to and imitate gestures in simple songs. ● comprehend simple questions and commands on classroom topics by responding correctly either orally or physically ● pronounce words correctly ● identify vocabulary connected to the lesson theme. ● listen to and recognize words in songs of the target culture

	<ul style="list-style-type: none"> ● participate in a children's game representative of the target culture. ● read a map or globe ● identify the regions where the target language is spoken. ● listen to/sing/recite a song from the target culture
Unit 2: ¿Cómo estás?	<p>Students will...</p> <ul style="list-style-type: none"> ● express their feelings. ● describe the weather ● describe sizes ● imitate feelings, match feelings with pictures and ask classmates how they feel ● match words in songs to a supporting visual ● identify and label vocabulary connected to a theme ● perform a short conversation ● listen and respond to stories, songs, and rhymes of the target culture ● follow simple directions ● listen to/sing/recite songs and nursery rhymes from target culture ● tell someone whether or not they understand ● say if they feel well, so-so, or sick
Unit 3: La Granja	<p>Students will...</p> <ul style="list-style-type: none"> ● use cultural resources to identify animals ● Subject (animal) & adjective (color) agreement ● Classify selected objects by color. ● recognize the similarities and differences in the representation of animal sounds in the two languages / cultures ● recognize individual written words in a picture book, song and poem ● classify selected objects by color ● recognize the similarities and differences in the representation of animal sounds in the two languages /cultures ● describe animal size and color
Unit 4: La Escuela	<p>Students will...</p> <ul style="list-style-type: none"> ● identify school supplies orally in in written form ● identify locations ● perform simple commands

	<ul style="list-style-type: none"> ● Identify needs using courtesy phrases ● comprehend and respond to simple questions and commands on classroom topics by responding orally or physically ● initiate and respond to routine courtesy exchanges ● classify selected objects by color, size and shape
Unit 5: Me Gusta/No me Gusta	<p>Students will...</p> <ul style="list-style-type: none"> ● express likes and dislikes using memorized phrases ● state information about preferences ● answer questions about preferences ● express preference
Unit 6: Joan Miró	<p>Students will...</p> <ul style="list-style-type: none"> ● describe shape and color of items in art work ● describe shapes ● ask and respond to questions about shape
Unit 7: Trencitas	<p>Students will...</p> <ul style="list-style-type: none"> ● describe family members ● comprehend greetings and farewells and statements of feelings ● identify the main idea of a familiar fairytale ● distinguish differences between simple binary opposites ● predict events in a story orally or through illustrations ● write familiar words, phrases or simple sentences in a meaningful context. ● recognize a character's name in a folktale ● recognize common opening and closing words in oral storytelling ● recognize a few individual written words in the title of a story ● name members of the family
Unit 8: Cumpleaños	<p>Students will...</p> <ul style="list-style-type: none"> ● identify their birthdate ● list cultural components of birthdays ● recall familiar words associated with stories ● read aloud familiar words demonstrating initial awareness of pronunciations, interaction, and stress ● identify and label vocabulary connected to the lesson theme ● produce simple sentences, phrases and/or short dialogues to accompany illustrations

	<ul style="list-style-type: none"> ● describe pictures based on simple stories, rhymes or songs. ● classify selected objects by color, size, and shape ● write simple words in target language
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In **First Grade**, Spanish students continue to practice basic greetings, responses and descriptions. They will begin to explore their daily lives in school. Throughout the year they will describe what they need for their classes and what they like to do in their classes. Students will also describe their schedules, as well as locations in their school. Students will acquire high frequency words using comprehensible input. Students will learn using gestures and demonstrate listening comprehension by connecting accurate images to gestures. High frequency vocabulary for the year include expressions of weather, family members, and basic verbs.

Proficiency Benchmark: Novice

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

1st Grade Spanish	
Unit	Learning
	<p>Target Performance Indicators: Novice Low</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. ● understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with

	<p>the help of gestures or visuals.</p> <ul style="list-style-type: none"> ● express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● introduce self using practiced or memorized words and phrases, with the help of gestures or visuals. ● express likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. ● name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● identify products and practices, related to familiar everyday life. ● communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness ● use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
Unit 1:Saludos	<p>Students will...</p> <ul style="list-style-type: none"> ● identify the day and date ● introduce themselves and greet others using familiar question and answer phrases ● describe date and weather, utilizing counting skills and identification of familiar words related to weather ● utilize counting skills in a variety of situational applications, to express their age, the calendar date, and enumeration of familiar classroom items (books, pencils, markers, etc) ● recall practiced or memorized words or phrases, ● express basic information such as name, age, name of their school
Unit 2: La Escuela	<p>Students will...</p> <ul style="list-style-type: none"> ● identify and describe various objects and people found at school ● use practiced or memorized words and phrases with the help of visuals and gestures ● recognize and respond appropriately to questions, statements, or commands ● connect new information to other disciplines to expand their personal knowledge

Unit 3: Calendario	<p>Students will...</p> <ul style="list-style-type: none"> ● recognize and name classes in their class schedule ● express the days of the week as they relate to their class schedule ● identify which classes occur on each day ● identify actions that relate to each of their classes ● express their likes and dislikes of certain actions relating to specific classes
Unit 4:¿Cómo estás?	<p>Students will...</p> <ul style="list-style-type: none"> ● express basic personal feelings ● identify feelings using a variety of modalities (imitation, recognition, matching) ● ask others how they feel ● identify missing words to a song, rhyme, game or story, and orally supply missing words ● listen to, imitate, and use gestures in simple songs, rhymes, and stories ● engage in short conversations to express feelings ● listen to, identify, and respond to culturally appropriate stories, songs, and rhymes of the target culture.
Unit 5:Familia y Mascota	<p>Students will...</p> <ul style="list-style-type: none"> ● introduce and describe themselves, family members, and pets. ● Name and explain the cultural significance of a national festival ● identify and label vocabulary connected to the lesson theme
Unit 6: Cultura de Puerto Rico	<p>Students will...</p> <ul style="list-style-type: none"> ● perform in various games or other activities with partners or groups ● recognize and express simple instructions ● identify and describe objects in their environments using orally and in writing ● recognize, identify, and describe simple themes or ideas of the target culture ● identify and describe some cultural beliefs and perspectives relating to family, school, work, and play across cultures ● recognize the similarities and differences across cultures

Unit 7: ¿Dónde está?	<p>Students will...</p> <ul style="list-style-type: none"> ● recognize, identify, and name various locations within their school ● recognize and identify the relative distances between school locations ● identify where their classmates and teachers are located
Unit 8: Cumpleaños	<p>Students will...</p> <ul style="list-style-type: none"> ● ask and respond to simple questions about self ● read aloud familiar words demonstrating awareness of pronunciation and stress. ● express simple thoughts verbally ● recognize and respond to questions about birthdays and age ● complete simple sentences ● Say numbers 0-31.
Unit 9 Pingüino	<p>Students will...</p> <ul style="list-style-type: none"> ● give and follow simple instructions by participating in various games or other activities with partners or groups. ● identify and name parts of the body ● use appropriate gestures and oral expressions to make their messages comprehensible ● recognize and respond appropriately to questions, statements and commands ● recite culturally relevant poetry and songs ● identify and experience expressive products of the target culture ● use simple words and phrases to express similarities and differences ● recognize regional locations on a map, ● express relative distances between two locations ● recognize and describe weather differences ● recognize simple themes, ideas or perspectives of the target culture

In **Second** Grade, Spanish students will explore and compare Central America and their own communities. They will describe countries and their locations, the weather, and appropriate clothing needed for travel. Through role playing, students will learn about the value of learning a second language. They will perform portions of authentic cultural texts using high frequency vocabulary and expressions. Students will continue to acquire high frequency words using comprehensible input and movement and gestures. High frequency vocabulary for the year include clothing, expressions of needing/finding something, and interrogative words.

Proficiency Benchmark: Novice

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

2nd Grade Spanish	
Unit	Learning
	<p>Target Performance Level: Novice Low</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. ● understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● introduce self using practiced or memorized words and phrases, with the help of gestures or visuals. ● express likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. ● name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● identify products and practices, related to familiar everyday life. ● communicate with others from the target culture in familiar everyday

	<p>situations, using memorized language and showing basic cultural awareness</p> <ul style="list-style-type: none"> ● use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
<p>Unit 1: Los dientes</p>	<p>Students will...</p> <ul style="list-style-type: none"> ● count from 1-31 and count by tens to 100 ● state and read the date and day of the week ● recognize instructions for simple class routines ● recognize characters' names in a fairy tale ● recognize the title, common opening and closing words and a few individual written words within a picture book ● exchange basic information about personal events ● comprehend the main idea of orally related personal anecdotes, familiar fairy tales and other narrative based on well-known themes ● recognize and respond appropriately to questions, statements, or commands ● participate in age-appropriate activities such as dramatization or role-playing of the target culture ● demonstrate knowledge of the patterns of behavior across cultures that are related to recreation and celebrations ● recognize simple themes, ideas, or perspectives of the target culture
<p>Unit 2: La Viejecita</p>	<p>Students will...</p> <ul style="list-style-type: none"> ● give and follow simple instructions by participating in various activities. ● use appropriate gestures to make their message comprehensible. ● comprehend main ideas and identify principal characters when reading illustrated stories ● demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language ● describe various objects and people found at home and school ● recognize characters names in a fairy tale ● recognize the title, common opening and closing words and a few individual written words within a picture book ● recognize the title, common opening and closing words and a few

	individual words from a story that is read aloud
Unit 3: ¿Qué llevas?	<p>Students will...</p> <ul style="list-style-type: none"> ● identify people and objects in their environments, based on oral and written descriptions. ● recognize and respond appropriately to questions, statements or commands. ● give simple oral reports or presentations about objects in their everyday environment. ● create lists of items necessary to plan activities that might take place in their daily lives or in the target culture. ● identify tangible products of the target culture ● describe clothing ● describe weather ● write about or verbally explain what clothing items are needed in different weather situations ● list items needed for travel
Unit 4: Una Visita a Centroamérica	<p>Students will...</p> <ul style="list-style-type: none"> ● greet others and exchange essential information, including names and nationalities, and residence ● give and follow simple instructions by participating in various games or other activities with partners or groups ● perform in age-appropriate cultural activities such as dramatizations or role-playing of the target culture ● list the main ideas of poems ● use a map to identify locations ● name countries and their capitals
Unit 5: Nuestra Comunidad	<p>Students will...</p> <ul style="list-style-type: none"> ● give and follow simple instructions ● list multiple ways to express an idea ● recognize brief notes on familiar topics, including daily activities ● recognize and respond appropriately to questions, statements or commands ● reproduce simple information learned in other subjects ● name locations in the community

Unit 6: Miranda y Las Frutas	<p>Students will...</p> <ul style="list-style-type: none"> ● describe objects and people found at home and school ● express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments ● list and identify tangible products of the target language, such as toys, dress, types of dwellings, musical instruments and typical foods ● identify expressive products of the target culture, such as children’s songs, selections from children’s literature and types of artwork and websites that are enjoyed or produced by their peer group in the target culture ● arrange a written text in a logical sequence
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In **Third Grade**, students will continue to deepen their knowledge of Spanish as they use the language to describe their daily lives. Students will explore cultures of different Spanish speaking countries through the study of food and celebrations. They will experience the customs of buying and selling in a spanish-speaking marketplace. Throughout the year, students will collaborate with peers while speaking Spanish in order to increase their proficiency. In addition, students will read and interpret authentic cultural texts and demonstrate comprehension through gestures and voice inflection.

Proficiency Benchmark: Novice

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

Unit	Learning
	<p>Target Performance Indicators: Novice Low</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify memorized or familiar words when they are supported by gestures or visuals in informational texts. ● identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. ● understand memorized or familiar words when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. ● express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● introduce self using practiced or memorized words and phrases, with the help of gestures or visuals. ● express likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. ● name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● identify products and practices, related to familiar everyday life. ● communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness ● use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
Unit 1: Pasatiempos	<p>Students will...</p> <ul style="list-style-type: none"> ● recognize and respond appropriately to questions, statements or commands. ● identify products of the target language ● participate in age-appropriate cultural activities such as game of the target culture ● recognize perspectives of the target culture ● list patterns of behavior that are related to recreation
Unit 2: Día de Los Muertos	<p>Students will...</p> <ul style="list-style-type: none"> ● exchange basic information about events and meals ● list the main ideas and identify the principle characters when reading

	<p>illustrated stories</p> <ul style="list-style-type: none"> ● identify tangible products of the target language ● organize in a logical sequence a written text provided by the teacher ● identify behavior across cultures that are related to celebrations. ● compare and contrast their experiences with those of their peers in the target culture ● name parts of the face
Unit 3: La Vida Diaria	<p>Students will...</p> <ul style="list-style-type: none"> ● relate favorite pastimes (sports and hobbies) ● state a time framework (time of day and when activities are performed) ● describe daily routines ● explain everyday events (school, sports, shopping) which occur in the target culture
Unit 4: De aquí para allá	<p>Students will...</p> <ul style="list-style-type: none"> ● greet others, and exchange names and addresses ● express ideas in the target language ● state the main ideas of an illustrated story ● use the simple information learned in other subjects in their study of a world language ● demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language
Unit 5: El Mercado	<p>Students will...</p> <ul style="list-style-type: none"> ● create lists of items necessary to plan activities that might take place in the target culture ● give and follow simple instructions by participating in various activities with partners or groups ● observe and identify tangible products of the target language such as typical foods ● recognize simple themes, ideas or perspectives of the target culture ● develop listening and speaking skills on a range of topics to facilitate reading skills ● use new information and cultural awareness to recognize the similarities and differences across cultures

Unit 6: Oaxaca, Mexico	<p>Students will...</p> <ul style="list-style-type: none"> ● identify and describe animals ● ask and state the location of things ● read aloud a familiar passage with correct interaction and pronunciation ● read short narrative text (culturally authentic) ● perform a short skit ● write simple descriptive sentences ● name and identify major topographical features on maps ● identify simple indicators of gender and numbers in target language
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In **Fourth Grade**, students will continue to explore the Spanish-speaking world and its cultures. They will explore cultural heritage as an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions, and values. Through the use of comprehensible input, students will develop a deeper understanding of the structures of the Spanish language and the need to adapt language to different situations and for different audiences. This also includes an in-depth look at letters and their sounds within the Spanish language. High frequency words for the year include expressions describing self, common activities, and exchanging information about locations.

Proficiency Benchmark: Novice

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

4th Grade Spanish	
Unit	Learning

Target Performance Indicators: Novice Low/Mid

Interpretive Communication-

- identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
- identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.
- identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

Interpersonal Communication-

- request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

Presentational Communication-

- present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
- express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.
- present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

Intercultural Communication-

- identify products and practices, related to familiar everyday life.
- communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness
- use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

<p>Unit 1: ¿Quién soy yo?</p>	<p>Students will...</p> <ul style="list-style-type: none"> • Indicate that they do not understand a message or that they cannot express their intended message adequately • recite poetry, songs, proverbs or short anecdotes that are familiar to their peers in the target culture • demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language • describe self • name places where Spanish is spoken • describe locations • use the Spanish alphabet to communicate high frequency information such as their names • recognize/ share familiar songs and poems
<p>Unit 2:El Escudo</p>	<p>Students will...</p> <ul style="list-style-type: none"> • introduce themselves using high frequency vocabulary reflecting their interests • state free time activities that they like/ don't like • state interests, personal information, and activities that are important to them • ask and answer questions related to their personal lives • tell about themselves, including who they are, birthday, interests and age • write about themselves including who they are, birthday, interests and age • describe others • illustrate a shield that reflects who they are

<p>Unit 3: Mi Calaca y yo</p>	<p>Students will...</p> <ul style="list-style-type: none"> ● use high frequency verbs and clothing to describe outfits ● produce a simple activity involving a series of steps related to Day of the Dead ● identify traditional products of Day of the Dead ● describe what someone does ● write simple descriptive sentences ● identify and present culturally relevant works of art ● answer questions about culturally relevant works of art ● answer questions orally ● recognize simple cognates ● identify activities and actions
<p>Unit 4: Sudamerica</p>	<p>Students will...</p> <ul style="list-style-type: none"> ● identify location of Spanish speaking countries ● list South American countries and capitals ● label a map to show the location of South American countries
<p>Unit 5: Música de los Andes</p>	<p>Students will...</p> <ul style="list-style-type: none"> ● identify musical instruments and the materials they are made ● name the instruments they play in Westport, as well as of which materials they are made ● state the musical instruments they play ● compare and contrast how music is/ was used in the Andes and their lives
<p>Unit 6: Regiones de Perú</p>	<p>Students will...</p>

	<ul style="list-style-type: none"> ● name the regions in Peru ● describe Peru’s climate, plants and animals. ● describe the geography of Peru, including important cities and archeological sites ● describe the regions of Peru ● ask and answer questions about the regions ● describe an arpillera (authentic Andean art) depicting one of the regions ● present culturally authentic realia that depicts various regions/ geography
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In **Fifth Grade**, students will continue to incorporate their previous knowledge of Spanish as they concurrently acquire new language. Students will gain a more in depth understanding of cognates and their value in improving their Spanish listening and reading comprehension. They will experience an authentic “Spanish Comida” (meal) while using their knowledge of the Spanish language. Students will also collaborate to compare and contrast foods from Spanish speaking countries with foods in their own culture. Throughout the year, students will express their likes and dislikes, describe what time things are happening, and identify context specific nouns and verbs (first person, third person, present tense).

Proficiency Benchmark: Novice

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

5th Grade Spanish	
Unit	Learning

	<p>Target Performance Indicators: Novice Mid</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. ● identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. ● identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. ● express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. ● express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. ● express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. ● present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● identify products and practices, related to familiar everyday life. ● communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness ● use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
<p>Unit 1: Fruta de Colombia</p>	<p>Students will...</p> <ul style="list-style-type: none"> ● identify traditional fruits and juices and why they are common ● describe the weather and geography of Colombia ● identify how the climate and products of the region affect what

	<p>people drink</p> <ul style="list-style-type: none"> ● describe the taste of fruit juice and other beverages ● state the cost of fruits and juices using Colombian pesos ● purchase and provide change using numbers 0-10,000 ● use high frequency words to purchase and sell fruits and fruit juices. ● present descriptions of fruit juices/ smoothies
Unit 2: Chumba la Cachumba	<p>Students will...</p> <ul style="list-style-type: none"> ● tell the time illustrated on a clock ● illustrate time ● illustrate the actions of a story ● recognize events from a story timeline ● reproduce a culturally traditional song/poem ● recognize lines from a memorized poem ● list parts of a story ● tell someone their activities and schedule
Unit 3: La Vida Diaria	<p>Students will...</p> <ul style="list-style-type: none"> ● describe a daily schedule and compare it to others' schedules ● compare and contrast daily life to the life of the Inca ● ask another person about their daily schedule ● describe activities ● say the time throughout the hour ● use time of day expressions ● present their daily schedule ● list activities and tell what time they start or end
Unit 4: La Cultura de Los Inca	<p>Students will...</p>

	<ul style="list-style-type: none"> ● identify geographical forms and how they affect a country's natural resources and cultural practices ● describe Incan culture ● describe daily routines ● compare and contrast their daily life to the life of the Inca
Unit 5: La Comida de España	<p>Students will...</p> <ul style="list-style-type: none"> ● identify authentic Spanish foods and ingredients ● state personal taste preferences ● state how much they like or don't like food ● order food and drinks at a restaurant ● describe location and geography of Spain ● compare and contrast Spanish and American dining schedules, including when and how meals are eaten

● **New/ Revised Sixth (Spanish 1) and Seventh (Spanish 2.1) Grade Curriculum**

The **grade 6 Spanish** curriculum builds off the speaking, listening and writing skills that have been taught at the elementary level. During this school year, students will talk about and describe their school life, families, and the activities they do in their free time. Students will learn about cultural points of view of these topics in the Spanish speaking world and make connections to their own personal lives. Through a variety of fun and engaging activities, students will be able to apply their knowledge outside of the classroom in real world situations.

Proficiency Benchmark: Novice High

- Interpretive Communication- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Interpersonal Communication- communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Presentational Communication- present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language
- Intercultural Communication-
 - Investigate- identify products and practices to help me understand perspectives.
 - Interact- interact at a survival level in some familiar everyday contexts.

Spanish 1

Unit	Learning
	<p style="text-align: center;">Target Performance Indicators: Novice High</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify the topic and some isolated facts from simple sentences in informational texts. ● identify the topic and some isolated elements from simple sentences in short fictional texts. ● understand familiar questions and statements from simple sentences in conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. . ● interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● present personal information about my life and activities, using simple sentences most of the time. ● express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. ● present on familiar and everyday topics, using simple sentences most of the time. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● identify products and practices, related to familiar everyday life. ● communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness ● use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
Unit: 1 Mi Colegio	<p>Students will...</p> <ul style="list-style-type: none"> ● use high frequency terms to identify classroom materials. ● describe what their classes and teachers are like. ● exchange information about their school schedule. ● understand information about their school life. ● ask and respond to simple questions about school. ● share activities that they do during the school day.

	<ul style="list-style-type: none"> ● write messages/emails to their friends
Unit 2: Mi familia en la casa	<p>Students will...</p> <ul style="list-style-type: none"> ● describe the people in their family. ● ask and respond to questions about their families and their homes. ● understand when people describe a person or a place. ● share descriptions of their families and homes. ● exchange information about where people and things are located. ● read and interpret passages from a variety of texts about family and home life in Spanish speaking countries. ● write a description of their home and what they do there. ● exchange opinions on activities they like to do at home.
Unit 3: De Moda en Mi Tiempo Libre	<p>Students will...</p> <ul style="list-style-type: none"> ● ask and answer questions about the weather, what they wear and what they do. ● share descriptions of what they and others wear and do in different seasons. ● understand when people describe the weather, what they are wearing and what they do in their free time or during different seasons. ● exchange information about clothing and prices while shopping. ● understand simple conversations while in a clothing store. ● compare and contrast culturally relevant products and brands in the Spanish speaking world. ● read and interpret passages or websites about clothing and shopping.

The **grade 7 Spanish** curriculum is a continuation of the skills students have learned in 6th grade. Students will continue to study grammar and work on literacy skills, but will be expected to function more exclusively in Spanish in the language classroom with their teacher and peers. For listening skills, students will hear their teacher speaking almost entirely in Spanish each day, but English will always be allowed for clarification. Listening activities including listening to popular music songs or songs designed to teach certain grammar points will be a regular staple in learning. For speaking skills, students will be expected to attempt speaking in sentence length discourse, with guidance and assistance always provided by their teachers as needed. For reading skills, students will read passages from a variety of sources, always supporting their first language literacy and building their second language literacy by applying the skills they learn in their language arts classes. In writing skills, students will be expected to write in sentence length discourse and demonstrate proper grammar and syntax with guidance and assistance provided by their teacher.

Proficiency Benchmark: Intermediate Low

- Interpretive Communication- understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- Interpersonal Communication- participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- Presentational Communication- communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
- Intercultural Communication-
 - Investigate- make comparisons between products and practices to help me understand perspectives.
 - Interact- interact at a functional level in some familiar contexts.

Spanish 2.1	
Unit	Learning
	<p style="text-align: center;">Target Proficiency Level: Intermediate Low</p> <p>Interpretive Communication-</p> <ul style="list-style-type: none"> ● identify the topic and related information from simple sentences in short informational texts. ● identify the topic and related information from simple sentences in short fictional texts. ● identify the main idea in short conversations. <p>Interpersonal Communication-</p> <ul style="list-style-type: none"> ● request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. ● interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. ● express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. <p>Presentational Communication-</p> <ul style="list-style-type: none"> ● present personal information about my life, activities and events, using simple sentences. ● express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. ● present on familiar and everyday topics, using simple sentences. <p>Intercultural Communication-</p> <ul style="list-style-type: none"> ● compare products and practices related to everyday life and personal interests or studies. ● converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and

	<p>differences.</p> <ul style="list-style-type: none"> ● recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.
Unit 1: En la Comunidad	<p>Students will...</p> <ul style="list-style-type: none"> ● Identify places in their own community and compare those to communities in the Spanish-speaking world. ● Describe professions and understand their importance in the community. ● Ask and answer questions about people’s daily lives. ● Give and follow directions around a community. ● Share information on past events with others. ● Read and interpret articles about Spanish cities. ● Exchange information with a friend to navigate through a Spanish-speaking city ● Interact to ask for clarification by asking specific questions. ● Describe what I want or need to do on a particular day ● Write about events that took place at school, in a workplace, or in a place I have visited. ● Provide a description of a place I have visited or want to visit.
Unit 2: A Comer	<p>Students will...</p> <ul style="list-style-type: none"> ● Interpret and order from an authentic restaurant menu ● Demonstrate culturally appropriate behaviors and discuss unfamiliar food and drink. ● Ask for and provide restaurant recommendations. ● State multi-step instructions for completing a process, such as preparing a recipe. ● Compare authentic cuisines from their families with others ● Identify differences in foods in various Spanish-speaking countries and consider the possible cultural influences. ● Interact in a restaurant setting to ask for clarification using specific questions. ● Write a review about a previous experience at a restaurant.
Unit 3: La Vida Sana	<p>Students will...</p> <ul style="list-style-type: none"> ● Express what hurts them and the functions of different body parts. ● Discuss their daily routines and how to maintain a healthy lifestyle. ● Describe how they feel and what ails them. ● Give recommendations on how others can maintain a healthy lifestyle. ● Create public service announcements in order to draw awareness to important global health concerns. ● Investigate information about healthcare around the world. <p>Interact to ask for clarification by asking specific questions about living a healthy lifestyle.</p>

X. Benefits of the Program:

- Introduce students to the [ACTFL Five C's](#) - Communication, Comparisons, Culture, Connections, Communities.
- Studies show that children who learn more than one language score higher on all standardized tests, as opposed to students who do not have that opportunity. Studies have shown that students who study a foreign language perform better on standardized tests than their monolingual peers. As a result of their language studies, students have higher SAT-Verbal test scores, ACT test scores, math test scores, and English reading scores.
- The average learner participating in the program from K-12, will exit the Spanish program scoring at the ACTFL levels of Intermediate Mid - Advanced Low- this is based on the current amount of Spanish classroom instruction starting at the kindergarten level (30 minutes/class, 3 times/week) in classroom where communication is 90% in the target language.
- Provides a strong foundation for language learning, which then leads to more rapid acquisition of language in middle school.
- Learning Spanish K-5 helps students understand and appreciate other languages, make connections with classmates who speak English as a second language, and, on a deeper level, promotes self-reflection and heightened emotional awareness.
- Intentional curriculum alignment supports classroom content, literacy, and numeracy standards.
- Program offers cultural awareness from Kindergarten through 5th grade including: geography of Spanish-speaking world, foods from around the world, celebrations, holidays and festivals from Spanish-speaking countries, music and instruments, various folktales/legends, direct focus on specific countries, animals, plants and climates of different parts of the world, sports and activities.
- Builds a deeper understanding of similarities and differences among Spanish-speaking cultures, and students' own culture. It also builds an understanding of others' perspectives and a greater appreciation for diverse cultures..
- Student understanding/reception of the language is at a novice high level, which indicates that they can understand most of the language they hear in the classroom by the end of 5th grade (ACTFL standard Interpretive Communication).
- Activities presented in class meet the needs of all types of learners including: visual, spatial, kinesthetic, auditory/musical, social emotional, linguistic.
- Students can make practical applications using the language such as: speaking with a peer, purchasing and selling specific authentic items within a structured context and describing the geography of many Spanish-speaking countries, among many other applications.
- Curriculum provides students the opportunity for critical thinking and problem solving in the context of the Spanish language.
- Program provides opportunity for students to be well-rounded citizens of a diverse world, as indicated in the Westport Contributing Citizen document and

addresses the challenges presented by an increasingly complex global environment.

- World language programs positively affect students' intellectual development; they encourage and build mental flexibility, superiority in concept formation, and diversification of cognitive abilities.
- World language programs enhance students' career opportunities. Today's students will graduate into an increasingly interconnected world. The global economy necessitates that students understand other languages and cultures in order to secure the most competitive careers.
- A young child's second language development correlates to the development of print awareness.
- Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language

XI. Assessment Methods- Formative and Summative:

As part of the effort to increase the level of rigor at the FLES level, changes were made to the assessments methods used to collect formative performance data. Teachers use a variety of assessment methods that are also closely tied to the Student Learning Objectives (SLOS) that they generate on a yearly basis.

- **Sample assessments** added to program:
 - Performance Based Assessment (PBA)- a PBA measures students' ability to apply the skills and knowledge learned to a real-world situation.
 - Integrated Performance Assessment (IPA)-an IPA is a classroom-based performance assessment model developed by ACTFL that can be used for evaluating student's communication skills in the three modes of communication (Interpretive, Interpersonal, Presentational) identified in the World-Readiness Standards
 - Pre and Post unit assessments- series of oral multiple choice questions designed to assess relevant vocabulary that will be or was taught in that unit along with vocab from previous or upcoming units.
 - Paired interview activities to check for expressive and receptive skills
 - Total Physical Response (TPR)- the pairing of movement with language
 - Retelling of stories- an opportunity to analyze stories and build oral language as students acquire related vocabulary
 - Creation of Situational Dialogues with Rubrics

XII. Evidence and Outcomes:

A. CAL SOPA report- cited above (2013 publication)

B. AP Offerings-

- AP Spanish Language and Culture, AP Spanish Literature, AP Latin, AP German, AP Mandarin Chinese, AP French (Italian 4H is part of the UConn ECE program)
- C. Spanish Exam results:** (Students enrolled in the course are not required to take the AP exam)
- 2015-
 - **26** students scored 4 or 5 in AP Span. Lang and Culture
 - **3** students scored 4 or 5 in AP Span. Literature
 - 2016
 - **20** students scored 4 or 5 in AP Span. Lang and Culture
 - **1** student scored 3 in AP Span. Literature
 - 2017
 - **16** students scored 4 or 5 in AP Span. Lang and Culture
 - **1** student scored 5 in AP Span. Literature
 - 2018
 - **25** students scored 4 or 5 in AP Span. Lang and Culture
 - **3** students scored 3 or 5 in AP Span. Literature
 - 2019
 - **17** students scored 4 or 5 in AP Span. Lang and Culture
 - **4** students scored 4 or 5 in AP Span. Literature
 - 2020
 - **21** students scored 4 or 5 in AP Span. Lang and Culture
 - **2** students scored 3 or 5 in AP Span. Literature

In 2018, the FLES program again reviewed curriculum and responded to the changes in the AP Language and Culture course by incorporating a pre-AP thematic approach. A thematic structure enables students to study a variety of concepts in meaningful and engaging contexts. Students are motivated to explore the various themes through essential questions that drive inquiry and curiosity. The FLES program provides students with the foundational building blocks to meet the requirements as they move through the Spanish program. The goal is to incorporate the themes into all courses at all levels. The goal is to prepare students to be able to discuss and respond to themes and the preparation begins in the FLES classroom.

- The theme of Global Challenges may incorporate lessons on – economic issues; environmental issues; philosophical thought and religion; population and demographics; social welfare; and social conscience. Teachers and students may wish to engage in class discussions and projects that focus on socialism in Venezuela; pre-Hispanic religions; or social movements in Spain vs. Argentina. Students may be asked to discuss the influence of socialism and Latin America’s “Leftist turn” on economic and social issues, based on readings and audio extracts in a given unit.

- The theme of Science and Technology may incorporate lessons on –access to technology; effects of technology on self and society; health care and medicine; natural phenomena; and science and ethics. Teachers and students may engage in class discussions and projects that focus on the history of medical developments in Cuba; the impact of climate change in the Caribbean; or access to and effects of Smartphone use in Spanish-speaking communities. Students may be asked to discuss the social effects of new communication technologies based on existing news sources in Latin American, the Caribbean, or Spain.
- The theme of Contemporary Life may incorporate lessons on—education and careers; entertainment; travel and leisure; lifestyles; relationships; social customs and values; and volunteerism. Teachers and students can engage in class discussions and projects that may focus on improving quality of life for Indigenous peoples; travel in South America; or same sex marriage laws in the Spanish-speaking Caribbean. Students may be asked to research social media and technology in Spanish-speaking populations and debate its impact on individual’s well-being.
- The theme of Personal and Public Identities may incorporate lessons on – alienation and assimilation; heroes and historical figures; national and ethnic identities; personal beliefs; personal interests; and self-image. Teachers and students may engage in class discussions and projects that focus psychoanalysis in Buenos Aires, Argentina; ethnic identity in Dominican Republic; or heroes and historical figures in Mexican murals. Students may be asked to research the biography of an important heroic or historical figure in Latin America and discuss how various events in their life helped to form their personal beliefs and values.
- The theme of Family and Communities may incorporate lessons on – customs and values; education communities; family structure; global citizenship; human geography; and social networking. Teachers and students may implement class discussions and projects that focus on the changing family structure in Central America due to immigration; Latina parenting groups in Los Angeles’ education communities; preserving family ties while immigrating abroad through the use of the internet. Students may be asked to research and generate diaspora maps based on Latino immigration in city life over a set period of time.
- The theme of Beauty and Aesthetics may incorporate lessons on architecture, describing beauty, defining creativity, fashion and design, language and literature, or visual and the performing arts. Teachers may introduce any number of specific discussions and class projects that focus on fashion trends in Mexico City, Mexico; plastic surgery in Buenos Aires, Argentina and Rio de Janeiro, Brazil; or modern architecture in Barcelona, Spain. Students may be asked to watch documentary films or study advertisements for clothing and weight loss products in magazines, or discuss cultural conceptions of beauty and body image in various countries they’ve visited or are familiar with because of their own cultural history.

AP Themes in FLES program:

1. GLOBAL CHALLENGES
 - a. Gr.K Mexico
 - b. Gr.1 -Puerto Rico
 - c. Gr.2 - America Central (especially weather)
 - d. Gr.3- Fútbol en España
 - e. Gr4.- S. America and Peru
 - f. Gr. 5- Comida de España
2. SCIENCE AND TECHNOLOGY
 - a. K La Granja en el otoño
 - b. Gr. K Oso Café
 - c. Gr.1 Familia y mascotas
 - d. Gr. 1 Coqui (Puerto Rico)
 - e. Gr. 1 Pinguinos
 - f. Gr.2 Clothing and weather
 - g. Gr. 3: Desde Aquí hasta alla
Gr. 4: Regions of Peru
 - h. Gr. 5 La Vida Inca
 - i. Gr. 5 Reading Clocks, Time, Chumba Unit
3. CONTEMPORARY LIFE
 - a. Gr. 1 Birthdays
 - b. Gr. 2 Ratoncito and Tooth-Loss Traditions
 - c. Gr.2- Community
 - d. Gr. 2- Central America (especially travel conversations)
 - e. Gr. 3 Fútbol en España
 - f. Gr.3- Holidays and Traditions
 - g. Gr. 3 Pasatiempos
 - h. Gr. 3 Mercado
 - i. Gr.5- Mi Vida (especially comparisons with Inca life)
 - j. Gr.5- Comida de España
4. PERSONAL AND PUBLIC IDENTITIES
 - a. Gr. K- Feelings
 - b. Gr. 1: El Piñatero Story
 - c. Gr. 2: La Viejecita Story
 - d. Grade 3: Murcielago Play
 - e. Gr. 5 Béisbol en Venezuela
5. FAMILIES AND COMMUNITIES
 - a. Grade 1 -La familia,
 - b. Grade 1: Birthdays
 - c. Gr. 2 -Mi Comunidad
 - d. Gr. 2- América Central y el Caribe
 - e. 3 and 4 Dia de los Muertos
 - f. Gr. 4 - Escudo
 - g. Gr.5- Inca
6. BEAUTY AND AESTHETICS
 - a. Grade K- Art of Joan Miro
 - b. Grade 1: Vejigante masks (Puerto Rico Unit)

- c. Grade 3: Alebrijes
- d. Grade 4: Arpillera
- e. Grade 4 Calacas (Dia de los Muertos)
- f. Grade 4: Instruments of the Andes
- g. Gr. k- Colors

D. CONNECTICUT SEAL OF BILITERACY

What is the Seal of Biliteracy?

- The Seal of Biliteracy is an award given in recognition of students who have attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy is a statement of accomplishment for gaining competency in two or more languages and is viewed as an asset when applying for a job or for college admission. The Seal serves to certify attainment of biliteracy for students, employers and institutions of higher education. It is a statement of accomplishment that helps to signal evidence of a student’s readiness for career and college, and for engagement as a global citizen.

What are the Benefits to our Students?

- Highlight second language ability as a key 21st Century Skill in college, career, and life.
- Show universities and potential employers that a student has the ability to effectively communicate with people from 2 or more languages and cultures, both orally and in writing.
- Encourage all students to pursue proficiency in at least one language other than their native language.
- Reward students for their level of proficiency or mastery of a language, rather than focusing on how many years they have studied it.
- Strengthens relationships, affirms the value of diversity, and honors the multiple cultures and languages of a community.

How is the Seal of Biliteracy Administered in Westport?

- Juniors and Seniors are offered the opportunity to take the assessment in February-April. Those not currently enrolled in a WL class have an opportunity to test utilizing remote proctoring (assessments are available in other languages beyond those that we currently offer at SHS).
- All students who earn **Intermediate-3** or higher on **all four** parts of the test are eligible to receive the Seal of Biliteracy. They must also complete four years of Language Arts.
- Award is added to student transcripts. All students who have met both the ELA and the WL requirements have a category titled “Seal of Biliteracy Spanish”, “Seal of Biliteracy French”, etc. added to their official transcripts to be shared with colleges upon graduation.

- All students also have the opportunity to take the AP exam for Seal eligibility (**must score 3 or higher**).
- Evidence that can be submitted for Seal eligibility:
 - **AAPPL or STAMP**- Intermediate 3 on ALL four domains
 - **AP exam**- 3 or higher
 - **OPIc** (Speaking & Listening) & **WPT** (Reading & Writing)- Potential for College credit
 - **ASL** Proficiency Interview or **Sign Language Proficiency** test- 3 or Intermediate
 - **ALIRA** Latin Interpretive Reading Assessment- Intermediate 3
 - **DELE** or **DELFB** (Diplomas from Ministry of Education)- B1

For more information, visit the website: www.SealofBiliteracy.org

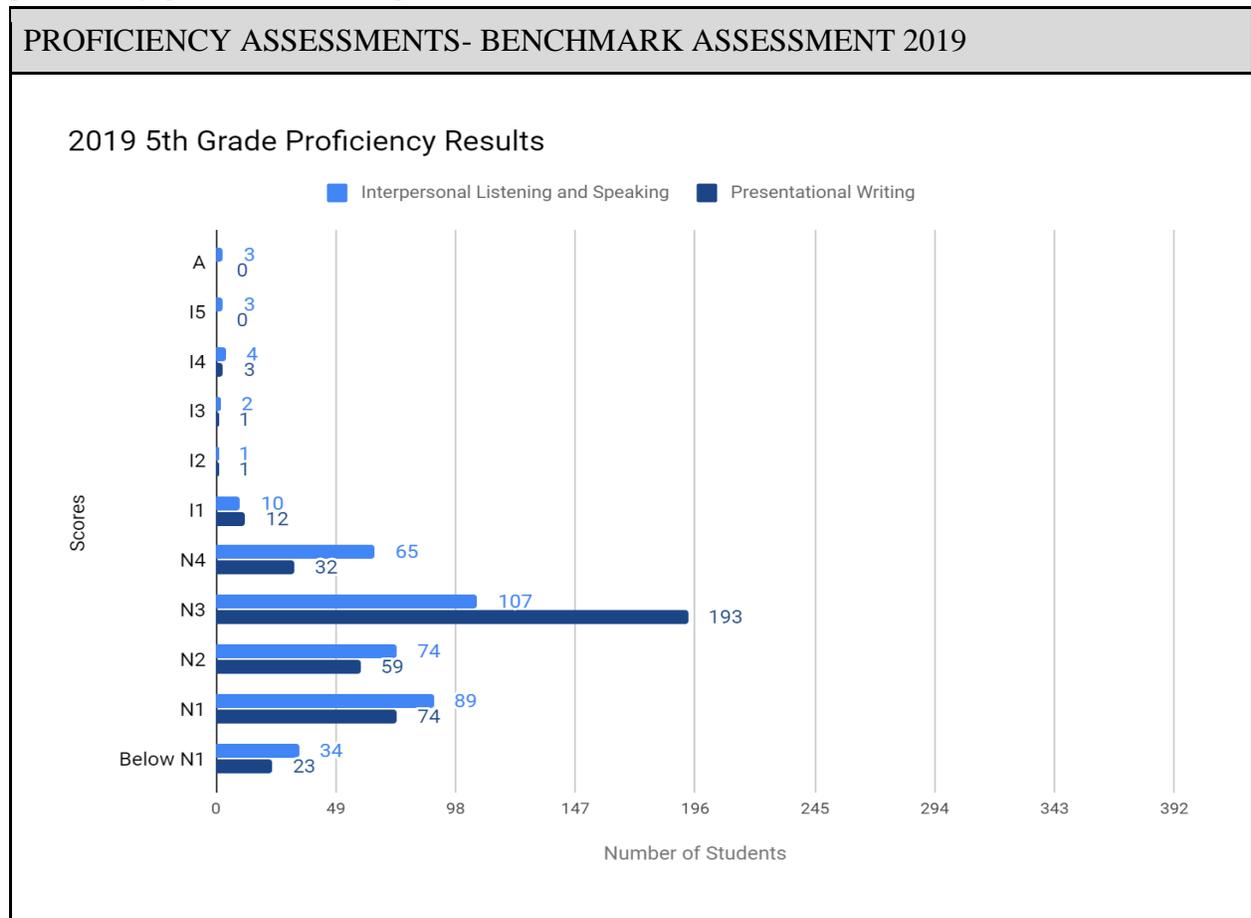
LANGUAGE	2018	2019	2020	2021
Chinese	4	11	2	
French	20	36	14	
German	2	9	4	
Italian	17	26	9	
Latin	9	8	7	
Portuguese	0	2	0	
Spanish	112	147	81	
Swedish	0	1	0	
TOTAL RECIPIENTS	164	240	117	
TOTAL GRADUATES	460	473	437	469
PERCENTAGE	36%	51%	27%	

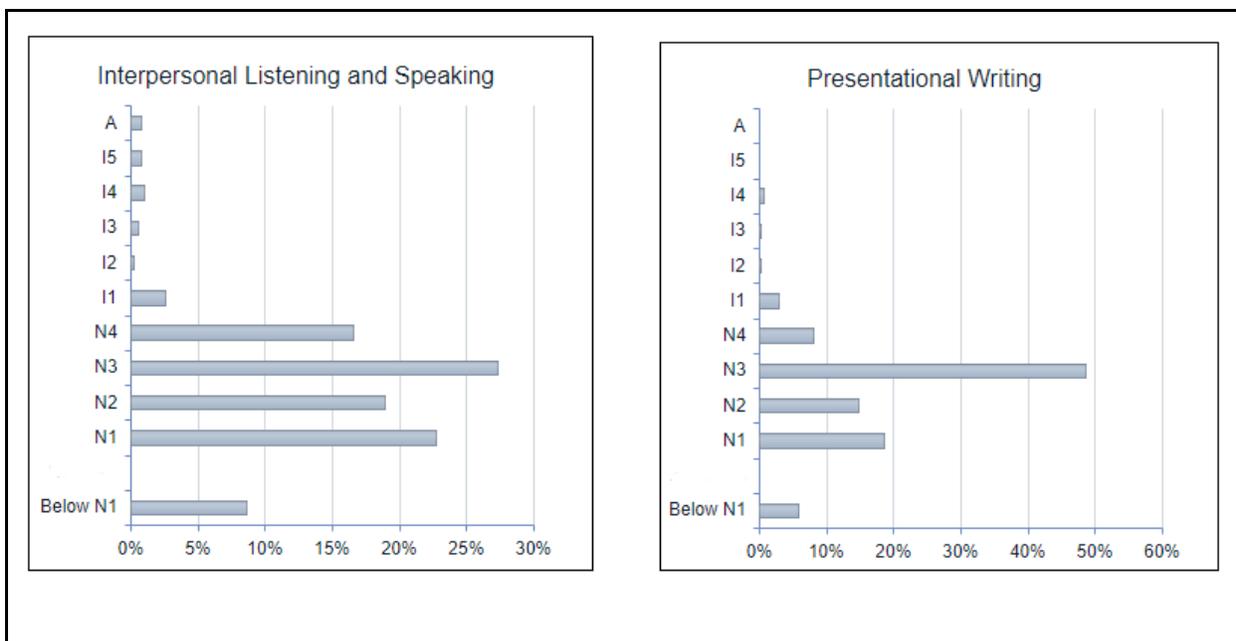
- 2017-2018 (first year of testing in Westport)
 - 164 Senior Seal of Biliteracy recipients
 - **112 in Spanish**
- 2018-2019
 - 240 Senior Seal of Biliteracy recipients
 - **147 in Spanish**

- Bilingual **Medal of Distinction** awarded to 11 Seniors who achieved an Advanced level of proficiency in Spanish in all four modes of communication, listening, reading, speaking and writing
- 2019-2020
 - 117 Senior Seal of Bilingual recipients
 - **81 in Spanish** (testing did not occur as planned due to the pandemic)

E. AAPPL Benchmark Results 2019-

The pilot AAPPL assessment was administered to fifth graders in 2019 across the five elementary schools in order to determine an internal benchmark proficiency level (baseline) in the expressive skills- interpersonal speaking/listening and writing. While curriculum review and revision occurs yearly to promote growth in these areas, additional information was needed in order to guide the work of our ongoing curriculum review process. The data showed that these are areas of the curriculum that need further modification and development. We recommend an increase in instructional minutes in order to provide more opportunities to reach the target proficiency goal of Novice High across all four skill areas.





PROFICIENCY ASSESSMENT RECOMMENDATION for 2020-2021

Implementation of the STAMP assessment

- More reliable , cost effective and more representative of proficiency levels
- Adaptive assessment
- Will be used to inform ongoing curriculum revision and instructional approaches

F. International Programs- cultural exposure (starting at the FLES level) creates the foundation for interest in cross-cultural experiences.

APYLS- Westport has participated in international summits in Singapore since 2013. As one of the premier schools in Singapore, the Hwa Chong Institution (HCI) contributes to their nation's endeavor to be an outstanding economy. Hwa Chong Institution is eager to share its success with other high performing schools and to learn from others. For that reason, HCI has organized the *Hwa Chong Asia-Pacific Young Leaders Summit* which takes place annually in July. HCI invites only the top student leaders from some of the best schools around the world to the Summit. In previous years, student participants came from Australia, China, France, India, Indonesia, Japan, Malaysia, Oman, Philippines, South Africa, South Korea, United Kingdom, US (Staples, Scarsdale and Old Dominion) and Singapore. For the past seven years, Westport has been invited to send three juniors who are both high performing students and interested in world affairs with a special interest in Asia. Student delegates must possess enthusiasm and a strong interest in forging ties with fellow students from around the world.

Exchange Program- The Singapore-Westport Exchange program also started in 2013. Students from Staples High School have visited Singapore to participate in a cultural exchange program. Westport students and their families have also hosted HCI students in our community. At the height of the program, 19 visiting students participated in the Westport visit which includes cultural highlights as well as school activities.

NIYLS- In 2018, The Institution Saint Joseph invited Staples High School to the sixth edition of the *'Normandy International Youth Leadership Summit'* in Le Havre, France. Student delegates selected are both high performing and interested in world affairs. Throughout the week, the delegates had the opportunity to meet and exchange ideas with students from all over the world. Students developed action plans to address an issue affecting their community and the world. They are expected to implement their action plan upon their return to their home country. Delegations from across the globe discussed topics such as globalization, creating a sustainable society, and the impact of media, urbanism, education, politics, science and technology, culture, trade and diplomacy. The young leaders actively contributed to tomorrow's challenges and represented their culture and learned about others.

International Science Youth Forum- This is a science enrichment program for students from all over the globe. Students from across the Asia-Pacific region come together to network and dialogue with Nobel laureates who share their experiences in the scientific field. ISYF aims to provide high-ability students with opportunities to be engaged in Science. To inspire students, the Nobel Laureates and other eminent scientists speak on their life experiences. This creates greater awareness among the youth about the importance of broad-based knowledge, keen curiosity, relentless tenacity and a global outlook in the pursuit of scientific excellence. Participants also have opportunities to discuss their own research with fellow students from different countries and take part in hands-on science activities.

