

BOARD OF EDUCATION
April 5, 2022

World Language

The Mission, Vision and Values of the World Language Department

The World Languages Department
Somers Central School District



21st Century Knowledge and Skills|
Social, Emotional and Physical Wellness
Global Citizenship

Mission, Vision, Values

Mission:

- We, the teachers of the world language department, will prepare Somers students to be engaged and productive 21st century citizens by inspiring them to embrace communication in world languages as a means to understanding the culture and perspectives of a global society.

Vision:

- The vision for our program includes an enriching curriculum and stimulating classroom environment where communication, cultures, connections, comparisons and communities provide the focus for student learning.

We value:

- Classrooms where the target language is the primary means of communication
- The ability of students to communicate in the target language
- Opportunities for students to work collaboratively to practice listening and speaking skills
- Time for students to explore different cultures including traditions, literature and the arts as a means to understand different people
- Opportunities for students to engage in advanced studies of a second language
- Learning opportunities outside of the classroom that provide purpose and context for using the target language – e.g. field trips, travel, cultural events, competitions
- Partnerships with professional organizations and teacher colleagues outside of our district to continue to expand and enrich our programs
- Collaborative work among teachers in our own department in order to foster clarity, creativity and coherence
- The opportunity to use technology as a learning tool and a means to connect our students to the world

World Readiness Standards for Learning Languages.

<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>

Goal

To integrate language acquisition at an earlier age to SCSD students to support future learning and cognitive development.

Benefits of language acquisition at the elementary level:

- Promotes understanding and appreciation of other cultures.
- Elementary students learn language more efficiently.
- Longer sequence of language learning ensures greater proficiency at high school and secondary levels.
- Improves students' cognitive flexibility, creativity, divergent thinking, and higher order thinking skills (Foster & Reeves; Landry; Rafferty).
- Improves students command of English.
- Higher standardized test scores in math and English (Lipton; Masciantonio; Mccaig; Rafferty).

Process

- Collaboration with World Language Department
- Work with regional partners
- Consultation with Greg Duncan

FLES Models

FLES – Overall term for world language instruction at the elementary level.

Sequential FLES	FLEX	Immersion
Introduction of one language with systematic sequential development of language skills and culture within parameters of themes, topics, and content areas. 	Introduction to one or more languages with few language skills expected.	The use of foreign language throughout all or part of the school day by teachers and students for teaching the various subjects in the curriculum.

2022-2023 School Year

- Implement a sequential in-person FLES model into 3rd and 4th grade.
- Scheduled with the understanding that *frequency trumps time*.
- Language Choice Should:
 - Develop the necessary skills and dispositions in students that will help them acquire other languages at the secondary level
 - Be reflective and inclusive of the local community
 - Help students find success in the future local and global marketplace.

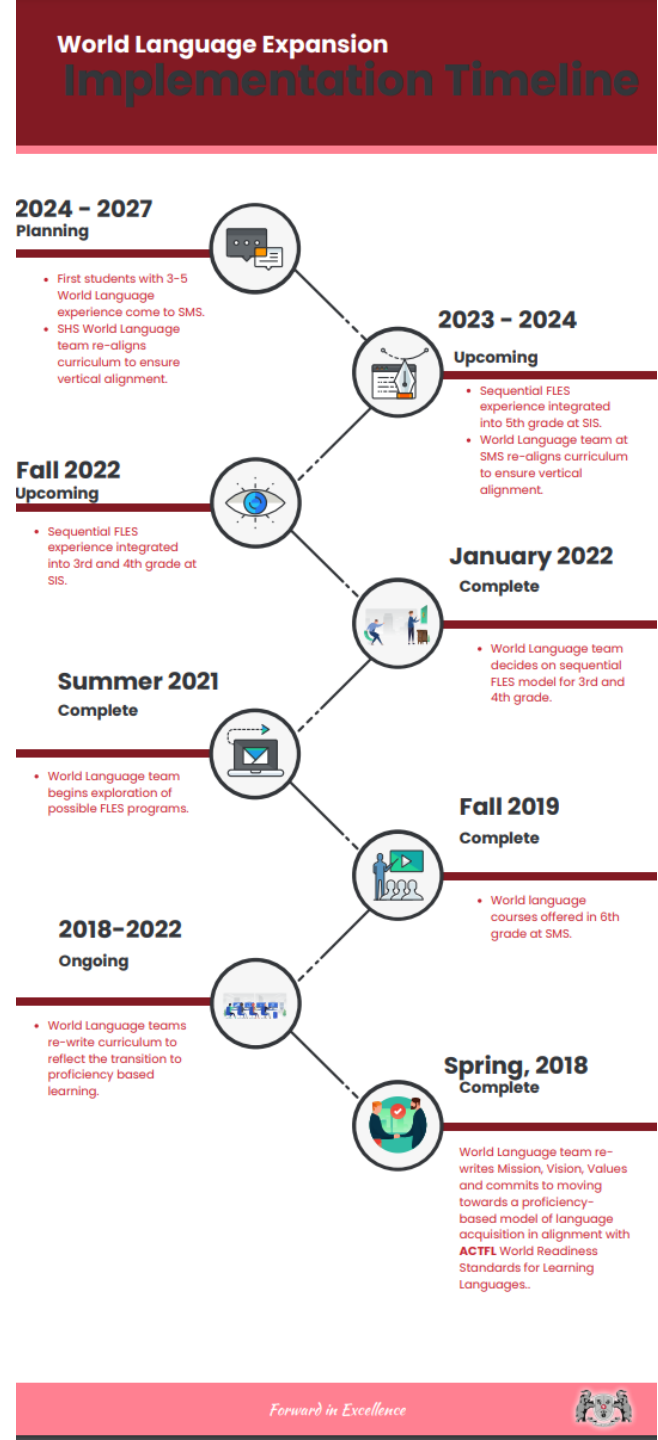
Spanish	French	Italian
• Popular in the United States with 41 million Americans are native Spanish speakers • 20 nations globally – official language of Spain and Central and South America	• Only language spoken on all 5 continents • One of the most widely spoken languages globally • Second working language of most international organizations • 2nd most learned language globally • Official language of IB	• Italy is one of top 7 economies in the world • Spoken by 55 million people in Italy and 62 million people throughout the world • Strong connection in community
❖ All are romance languages stemming from Latin roots with a shared vocabulary. ❖ Early development of one will help students develop the skills and dispositions necessary to be proficient in any future language.		

Success Indicators

Proficiency	Longevity	Diversity
Increase of students meeting ACTFL proficiency targets on AAPPL Assessments administered in: • Year 2 • Year 4 • Year 6	Increase in SHS students participating in the study of world language beyond the minimum state requirement.	Increase in students opting to engage in the study of multiple World Languages.

World Language Implementation Timeline

- [World Language Implementation Timeline](#)



Next Steps

- Position posted week of 3/21/22.
- Determine best candidate to grow the program.
- Decide the language.
- Work with SIS Administrative team to determine schedule.
- Engage 3rd and 4th grade teams in the planning and implementation.
- Determine model for 5th grade extension in the 2023-2024 school-year.
- Create time and space for 3-12 World Language team to adjust and vertically align curriculum.