

The Concord Public Schools K-5 Spanish Program



CPS Spanish Program: *AN OVERVIEW*

- K-5 Program overview
- Why learn a world language in K-5?
- Mission Statement
- Vision
- Alignment and Standards
 - ACTFL; MA DESE Frameworks; NNELL
- Examples of student work



Program Description

The Concord Public Schools K-5 Spanish Program aims to support students to become linguistically and culturally equipped to communicate in a pluralistic American society, and in an increasingly connected global society. The program is based on the ACTFL World-Readiness Standards for Learning Languages, also known as the five Cs: *Communication, Cultures, Connections, Comparisons, and Communities*.



It aims to promote proficiency: what students can do with language in terms of speaking, listening, writing and reading in real-world situations in a spontaneous and non-rehearsed context. The focus in this area is on developing proficiency in Spanish through interpersonal listening and speaking skills. Students in grades K-5 receive Spanish instruction for twenty five minutes two times per week.

Vision Statement



- ★ To use play, music and fun to foster a safe and supportive environment that promotes developmentally appropriate communication in Spanish and sparks curiosity, excitement and continued interest in learning Spanish and other languages
- ★ To build proficiency in the second language by aligning our practices with national and state standards. These are based on research which shows that students need to engage in active, meaningful use of the target language for successful second language acquisition
- ★ To create enthusiasm for other world cultures as well as a desire to learn about, and embrace multiple perspectives
- ★ To inspire students to share their culture with their peers and their community, and in the process, develop an appreciation and respect for cultural similarities and differences

Mission Statement

The CPS Elementary Spanish Program aspires to empower students to communicate in Spanish at their developmental level by building proficiency, starting with listening and speaking.

The program aims to do this while cultivating a deep understanding and appreciation of other cultures, as well as strengthening the students' understanding of themselves and their own culture.



Curriculum Overview

- **Curricula for k-5**
 - Thematic by grade
- **Practices**
 - Proficiency-based
 - Comprehensible Input
 - TPRS



Grade 1 **2017-18**

Grade 2 **2018-19**

Kindergarten **2018-29**

Grade 3 **2019-20** Grades 4 and 5 2020-21

Our Program is aligned with:



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES



NNEEL

The National Network for Early Language Learning

Advocate. Collaborate. Educate.



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Massachusetts Foreign Language Curriculum Framework





ACTFL

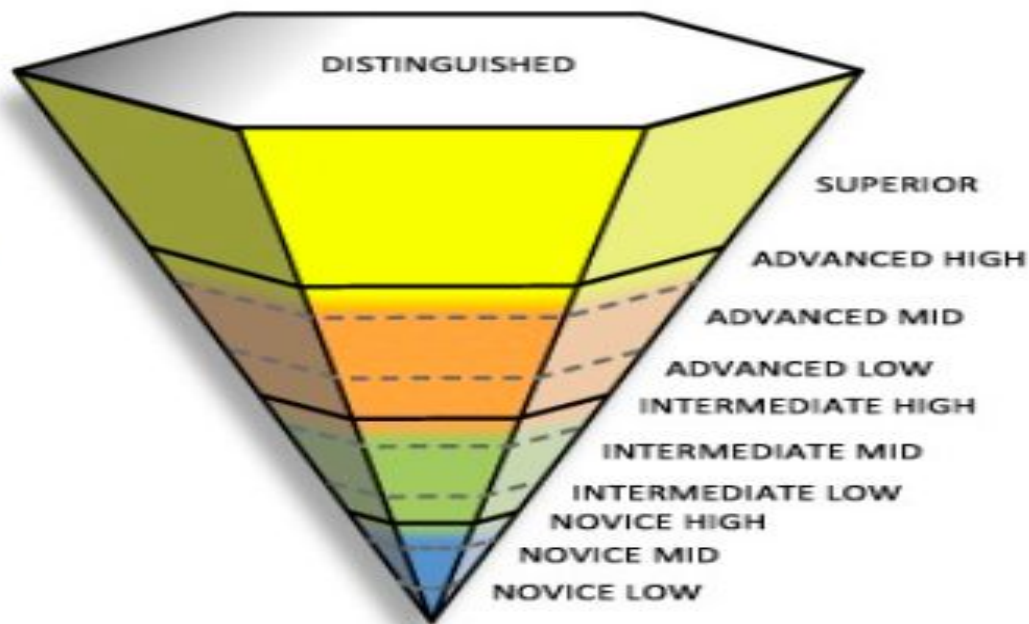
AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

WHAT DOES RESEARCH SHOW ABOUT THE BENEFITS OF LANGUAGE LEARNING?

- Language learning provides cognitive benefits
- It benefits students across curricula
- It affects attitudes and beliefs about other cultures
- It supports academic achievement



ACTFL PROFICIENCY GUIDELINES



Mi helado: proficiency, one scoop at a time

Proficiency:

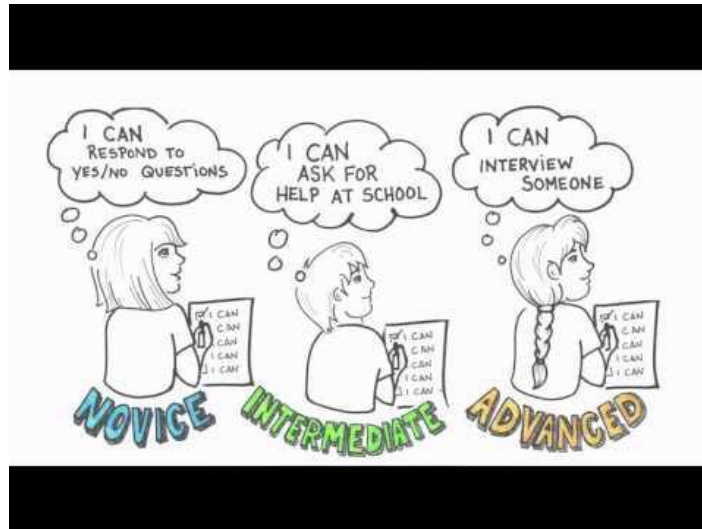
"I can speak MORE Spanish"

Kindergarten



AMERICAN COUNCIL for TEACHING FOREIGN LANGUAGES: World Readiness Standards Overview

ACTFL



The Benefits of Early Language Learning

THE INTEGRATION OF CONTENT AND LANGUAGE LEARNING, AND THE DEVELOPMENT OF POSITIVE ATTITUDES TOWARDS PEOPLE WHO SPEAK OTHER LANGUAGES, OCCUR MORE EASILY WHEN LONG, ARTICULATED SEQUENCES OF SECOND LANGUAGE INSTRUCTION BEGIN IN EARLY CHILDHOOD AND BECOME AN INTEGRAL PART OF SCHOOL LEARNING.

(SHRUM & GLISAN, 2005)



The Bilingual Brain

[The benefits of a bilingual brain - Mia Nacamulli](#)

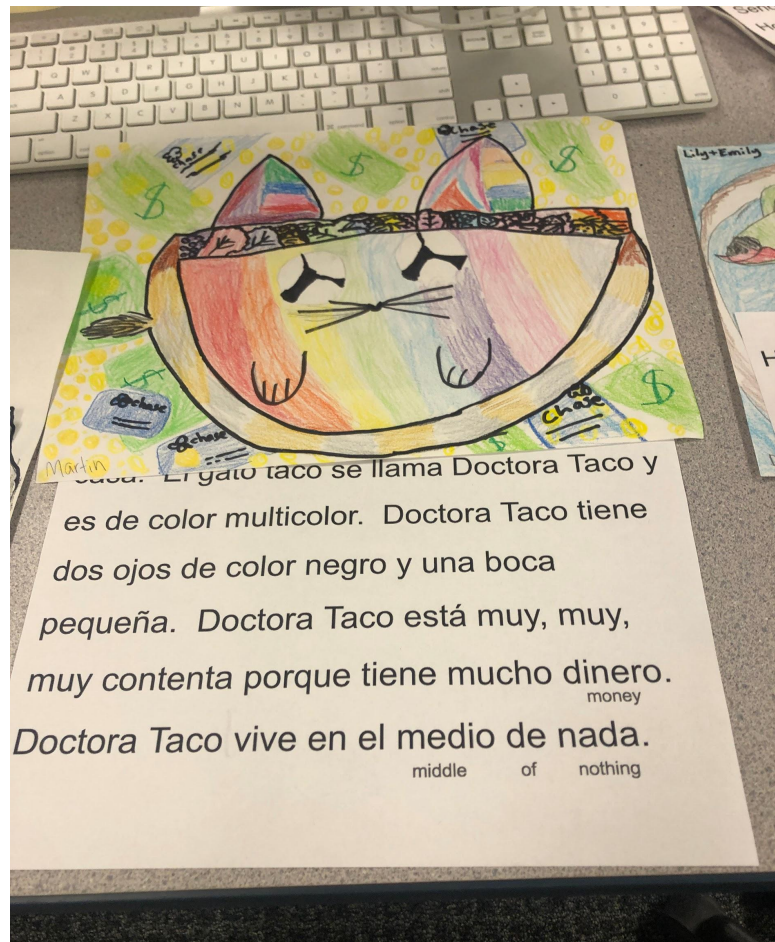
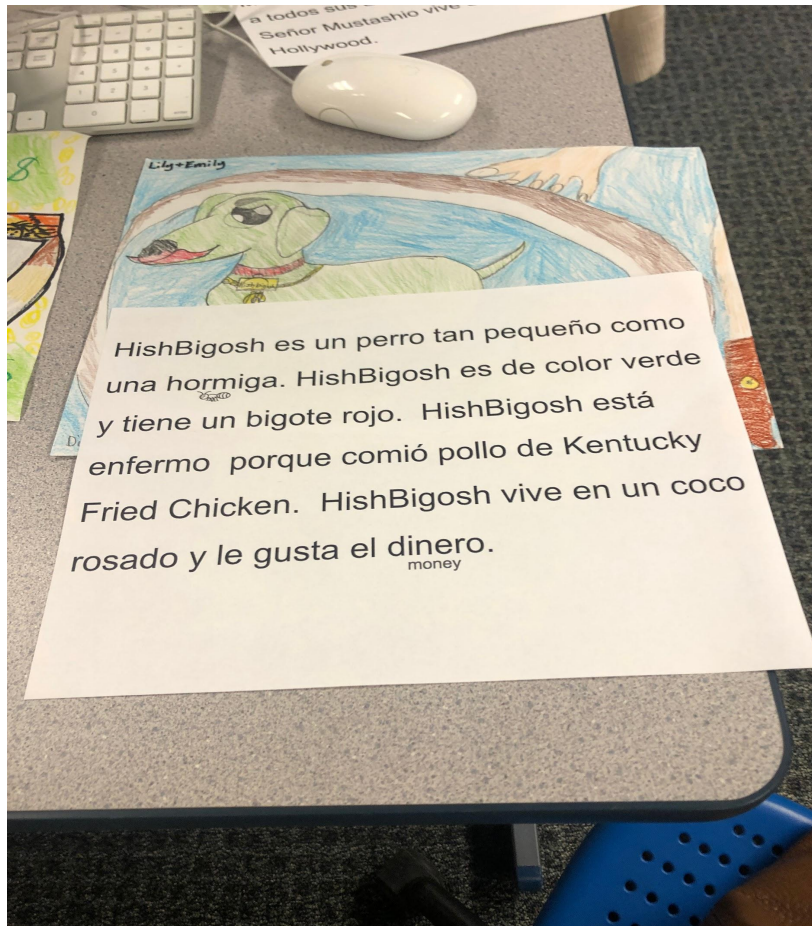


Reasons to Learn a Second Language

Middlebury College Poster



Student Work: Thoreau



Student Work: Thoreau

Thoreau students pair work

Grade 1 Thoreau Student



Student Work: Alcott

Alcott grade 5 - pairs- describing my family

Pair work describing my family



Student Work: Willard

First grade students

Second grade students



Student Work: Kindergarten

Kindergarten students counting

K students:balia

Ledda Krauss

Alcott School
Thoreau School
Willard School
lkrauss@concordps.org



A Summary

- At CPS, we believe that the most effective way to learn a second language in the earlier grades is through play, and by using practices that engage students and create excitement for learning a second language.
- We believe that when students learn a second language by using it in meaningful ways, they benefit cognitively and also gain multicultural perspectives and appreciation for our interconnected global society.



A Summary (cont.)

- K-5 students in CPS are learning Spanish in a proficiency based program that uses Comprehensible Input and TPRS.
- Teachers and students use Spanish the majority of the time, if not all of the time, in all classes at each developmental level.



We believe in practicing:



- **Proficiency:** what students can do with language in listening, speaking reading and writing in authentic, not rehearsed situations, using language in a spontaneous way, not memorized.
- **Comprehensible Input:** Comprehensible Input, C.I. is language input that can be understood by listeners despite them not understanding all the words and structures in it. It is described as one level above that of the learners if it can only just be understood. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.

We believe in practicing:



- **Language Acquisition:** (SLA, second language acquisition) is the way we learn our first language, i.e. through being involved in real communication, and without formal teaching. Learners can be encouraged to acquire language by exposure to authentic spoken or written language and authentic communicative tasks, such as watching TV in order to summarise what they understand, rather than to analyze the language they hear in depth. In the classroom, the teacher creates contexts for students that simulate real life communication.
- **TPRS:** Teaching Proficiency through Reading and Storytelling.

