



Syosset Central School District

FLEX World Language Program

Dr. David Balsamo: *World Language Coordinator*

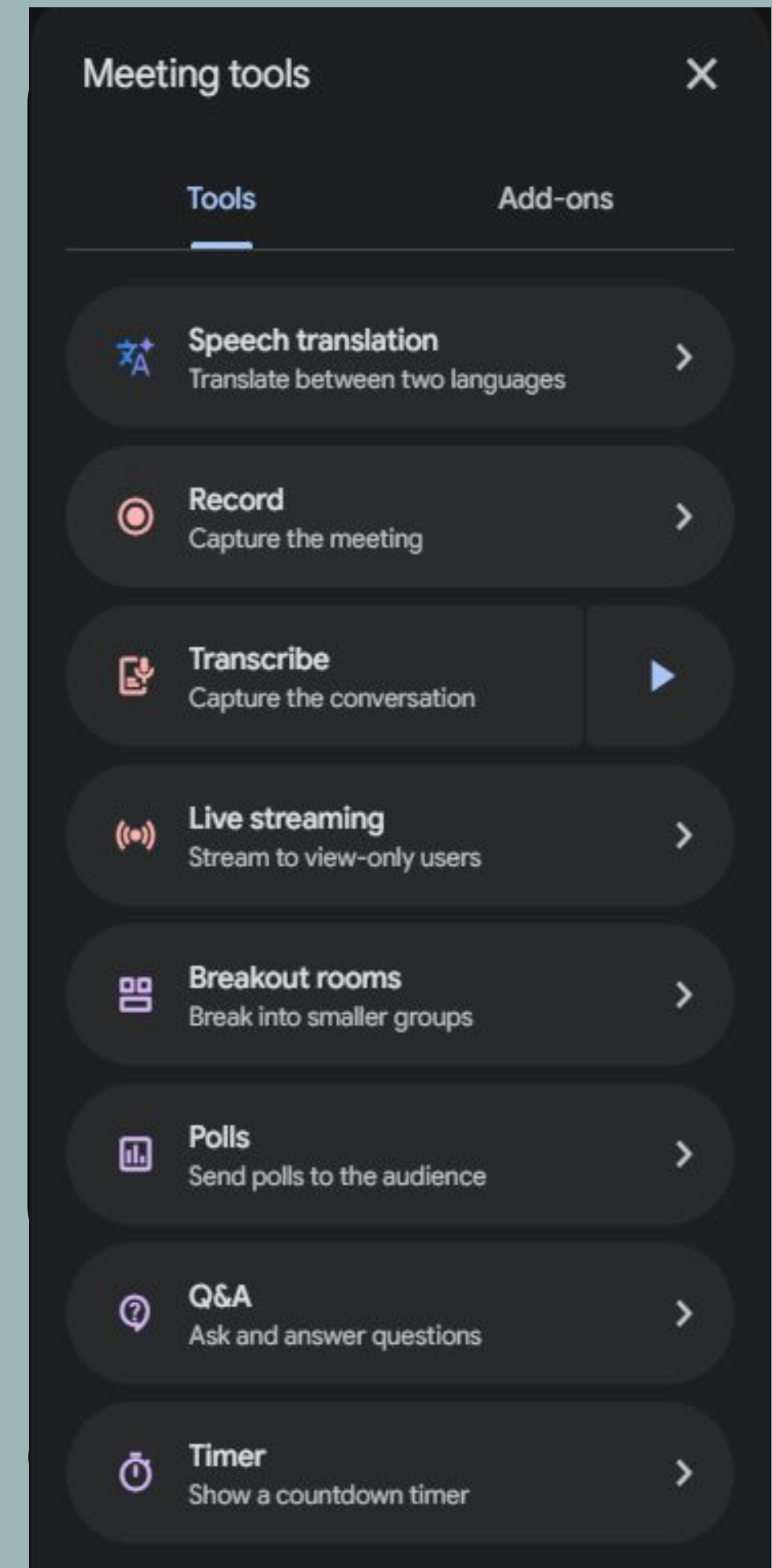
Dr. Jeanette Wojcik: *Assistant Superintendent for Elementary Curriculum, Instruction, & Assessment*

Christina Arata, Abigail Maher, Emily Nigro: *FLEX Teachers*

Syosset Central School District

Welcome!

- Please mute your microphone.
- The meeting is being recorded.
- To ask a question, please click on the Q&A function found in the meeting tools waffle.



Syosset Central School District Mission Statement

The mission of the Syosset Central School District is to prepare students to thrive in both the future we imagine and one which may evolve in ways yet to be envisioned.



World Languages &
Cultures

Why K-12 World Languages?

- Learning languages is good for the brain
- Engage learners in understanding other cultures
- Practical reasons: College and Career Readiness
- New York State Portrait of a Graduate:
 - Academically Prepared
 - Creative Innovator
 - Reflective and Future Focused
 - Global Citizen
 - Effective Communicator
 - Critical Thinker



World Languages K-12

Elementary School

FLEX Program
Grades K-5



Middle School

Checkpoint A
Grades 6-8
Novice Level



High School

Checkpoint B
Grades 9-12
Intermediate Level
NY State Seal of
Biliteracy



Elementary FLEX Program

Grades K & 1

**American Sign
Language**

**Early Literacy
Skills**

Grades 2 & 3

**Asian Languages
& Cultures**

Grades 4 & 5

**Romance
Languages &
Cultures**

Intercultural Skills & Global Citizenship

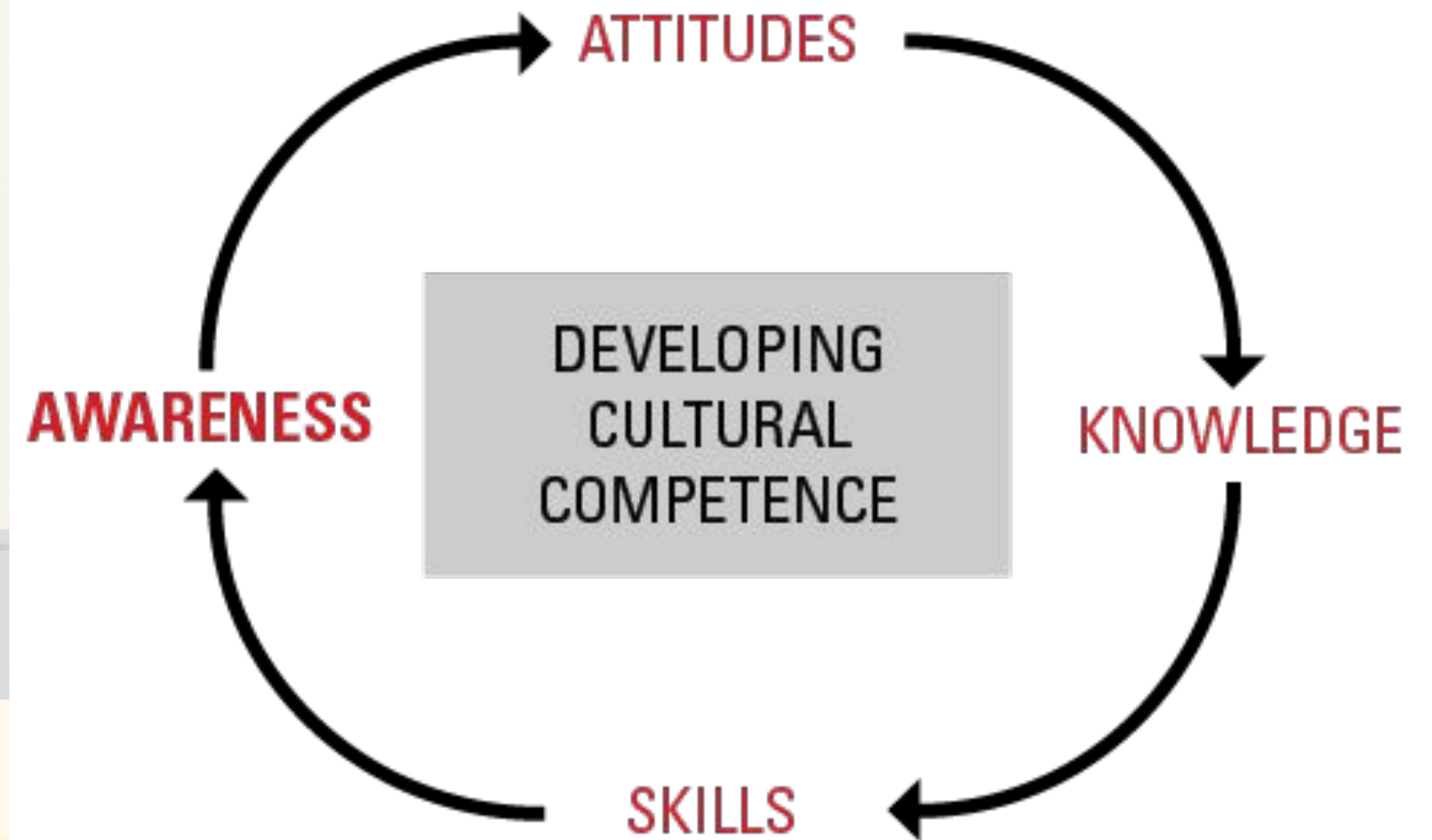
Products
Practices
Perspectives

- Perspective– Taking
- Ethical and Critical Thinking
- Respect for Diversity
- 22 different home languages

Cultural Competence

What Is Cultural Competence?

Understanding and valuing different backgrounds supports authentic connections.



Elementary FLEX Topics 2-5

World Geography, Languages & Cultures

Holidays, Festivals & Celebrations

Foods from Around the World

School Life Around the World

The Arts

Hobbies, Games, Sports & Pastimes

Sample Lessons



Kindergarten ASL

Feelings & Colors



3rd Grade Asian
Languages & Cultures

Music & Dance Across Asia

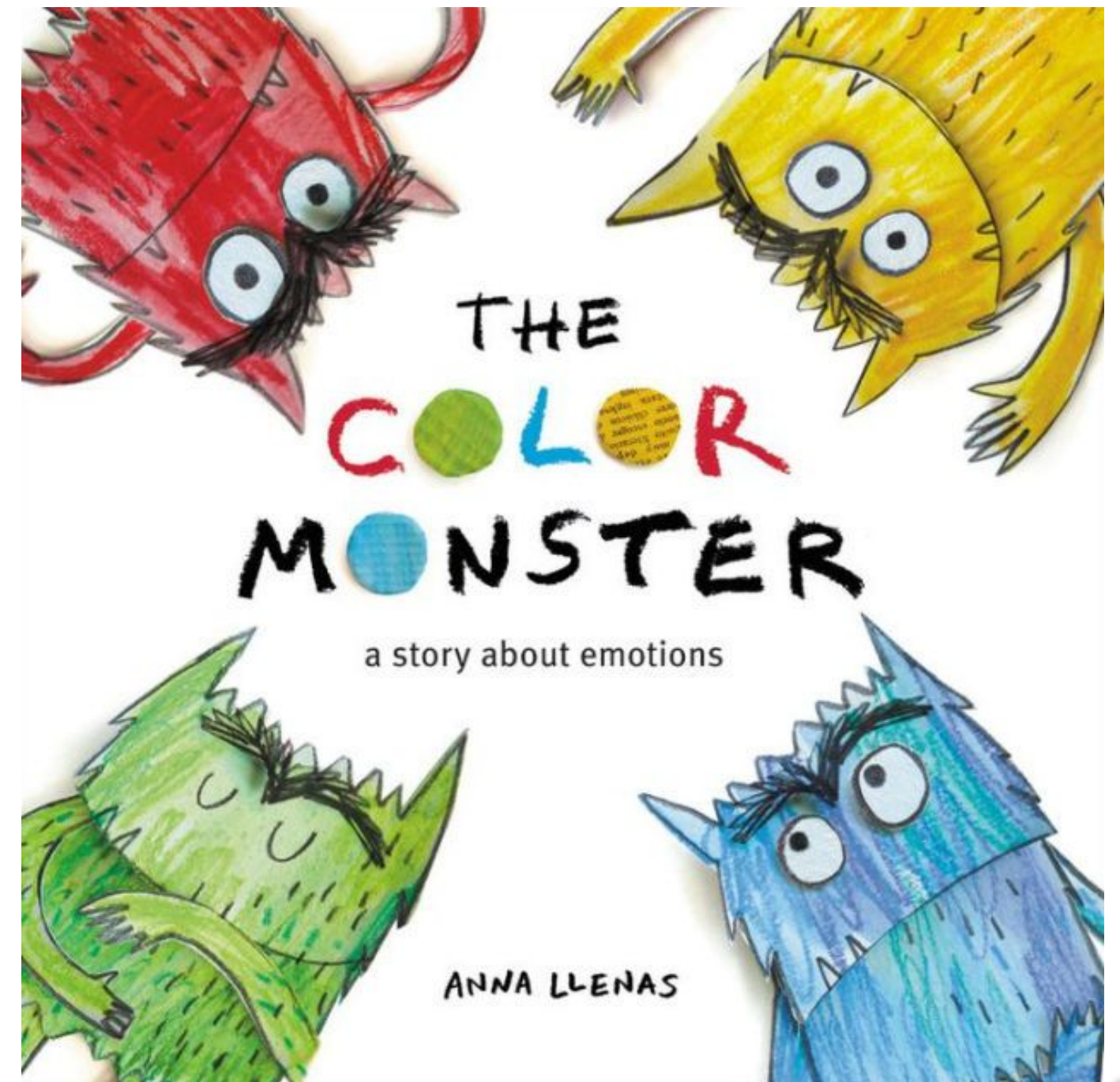


4th Grade Romance
Languages & Cultures

Winter Olympics

ASL Sample Lesson Objectives:

1. Students will be able to identify feelings in target language.
2. Students will be able to express their emotions in the target language.



Sample Lesson: American Sign Language

Feelings & Colors

Start class with our Hello Song and hand warm-up exercises. Review vocabulary from previous classes and build upon it using videos and practice activities.

Read the book *The Color Monster* by Anna Llenas. While reading, show students signs from the story & ask comprehension questions.

The story focuses on using colors to identify feelings. This crosscuts with SEL. After the story, review the new signs as a class. Students then practice signing with a partner.

Students to show what they learned by completing a worksheet. This worksheet asks students to identify & express their feelings. End class with our Goodbye Song.

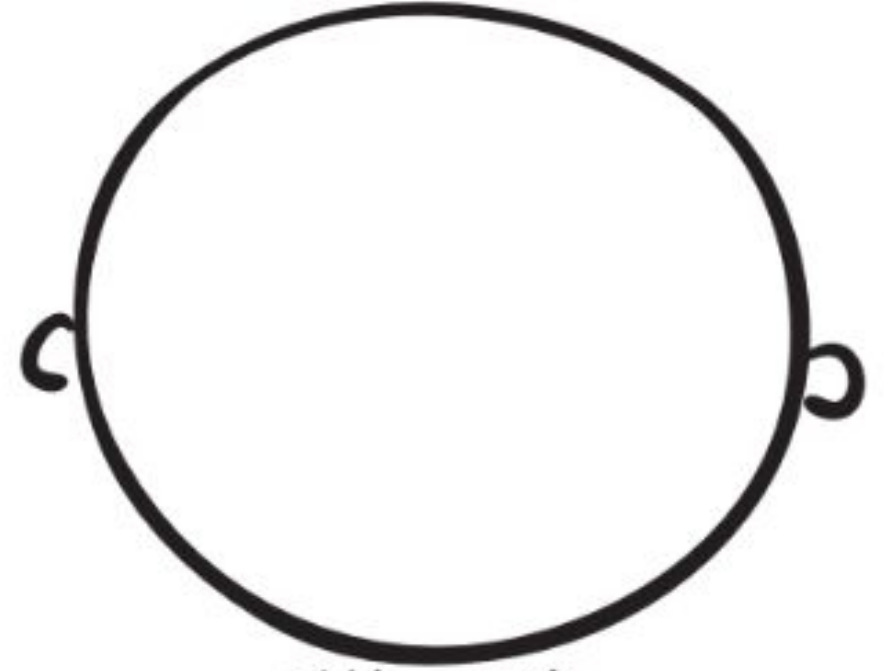


Sample Lesson: American Sign Language

Sign	Draw a picture to represent the feeling
	
	
	
	
	



Today I am feeling:







Sample Lesson:

Music and Dance Across Asia

Music and Dance in India:

- Bharatanatyam Dancing
- Mudra hand movements
- Sitar music

Music and Dance in China:

- Ribbon Dancing
- Fan Dancing
- Erhu instrument

Music and Dance in Japan:

- Japanese Taiko drumming
- Learn to Taiko drum



Indian Bharatanatyam

This style of dance uses Mudra hand movements to tell a story



Mudra

These hand movements are symbols and tell a story



Gyan Mudra



Anjali Mudra



Dhyana Mudra



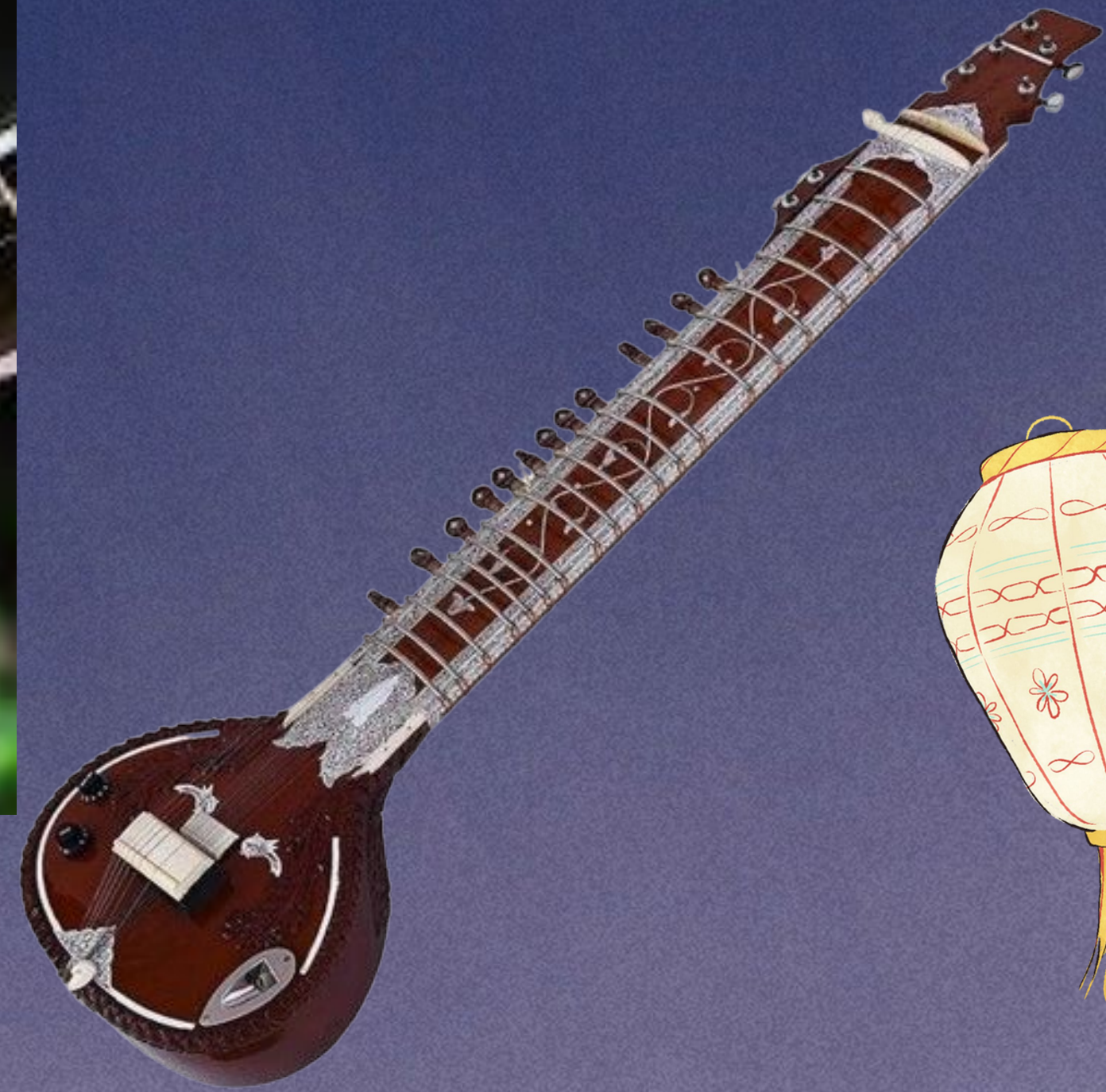
Lotus Mudra



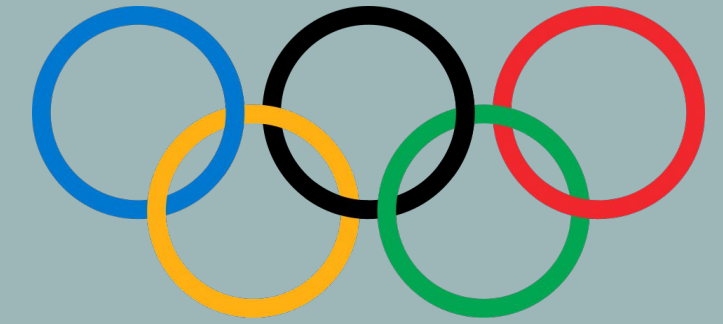
Prithivi Mudra



Sitar



Sample Lesson: Olympics 2026



Objective: How does geography influence sports in my community and around the world?

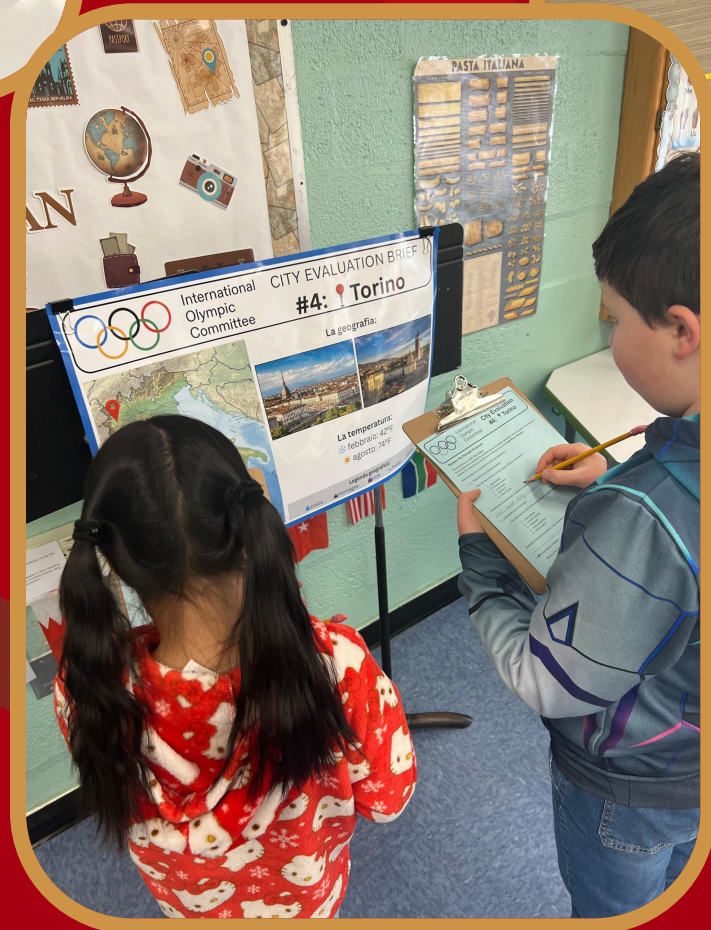
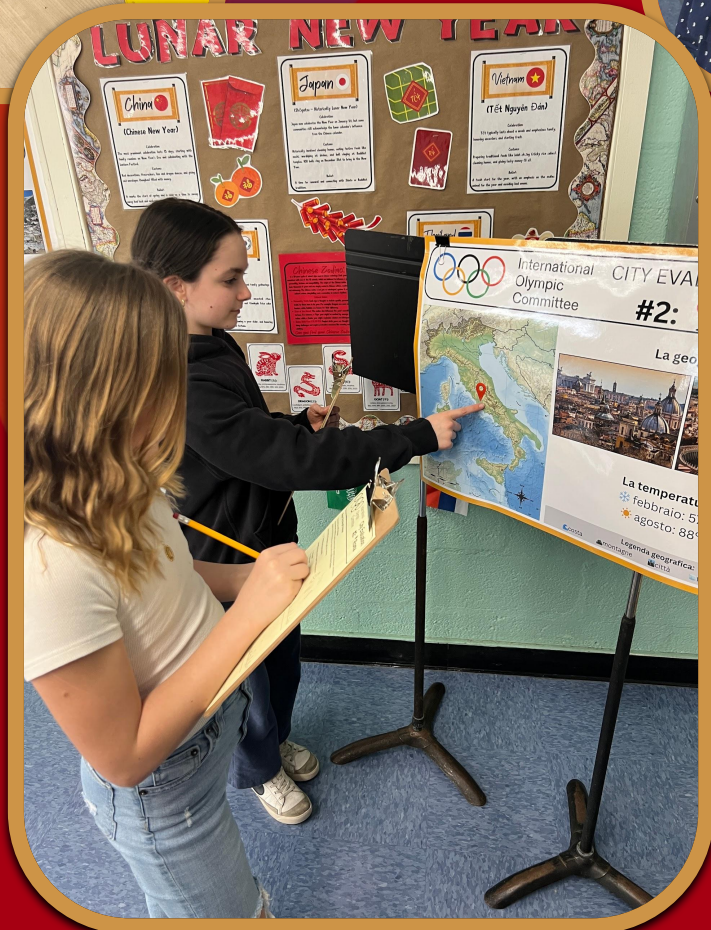
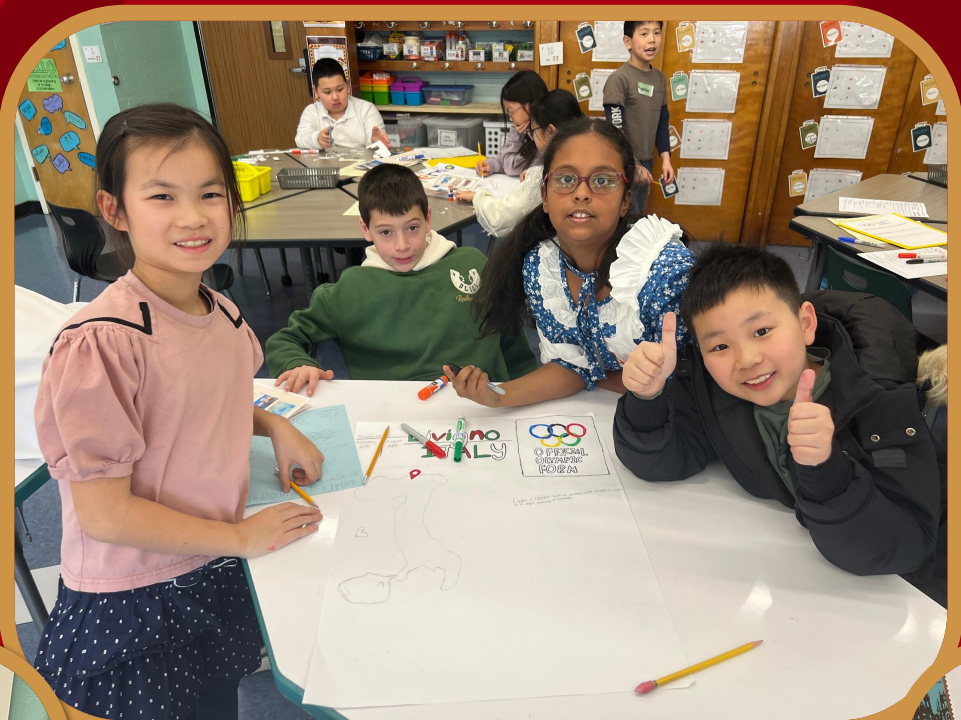
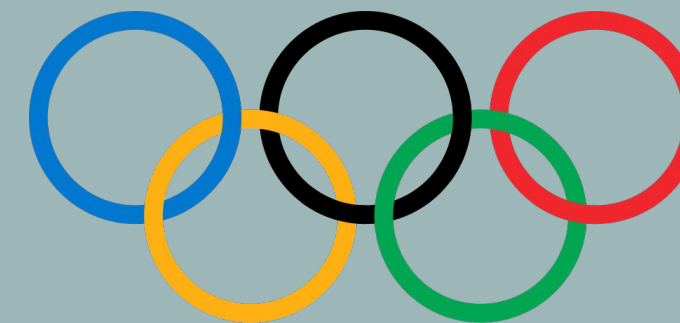
Students explore the history and global significance of the Olympic Games, including its symbols and traditions.

Through comprehensible input strategies (TPRS), students acquire Italian vocabulary related to sports and geography in meaningful context.

They analyze real climate and geographic data from Italian cities to determine whether each is better suited for the Winter or Summer Olympics.

Students collaborate to create an Olympic bid proposal, using evidence and Italian language structures to justify their decisions.

Olympics 2026 Photos



How Can Parents Support?

- Ask your child what they have learned lately in ASL/World Language
- World geography games website: <https://world-geography-games.com/>
- Resources in Google classroom shared by teachers
- Listen to music and watch content in other languages
- Apps like Duolingo
- Encourage use of heritage language at home
- CultureGrams in Classlink - discover information about countries all over the world
- LOTE for Kids (Syosset Public Library): Books in every language <https://www.syossetlibrary.org/kids>
- Travel when able and encourage the use of a few phrases in the language where you're visiting
- PTA Multicultural Events: Each school has their own version, whether during the school day or at night.

Report Cards

Demonstrates appreciation of language and culture

Consistently	Progressing	Not Yet Evident
Makes relevant comments about language and culture. Identifies aspects of the target culture. Demonstrates self-awareness of interculturality. Independently uses the target language in class.	Makes relevant comments about language and culture when prompted. Understands culture and interculturality when illustrated by teacher. Uses the target language in class when prompted.	Does not make relevant comments about language and culture yet. Does not yet understand culture and interculturality. Does not use the target language in class yet.

Understands and makes connections.

Consistently	Progressing	Not Yet Evident
Independently makes connections between the target language and English. Independently makes connections between their own culture and the target cultures. Identifies cross-curricular connections.	Understands connections between the target language and English when shown. Understands connections between their own culture and the target cultures when shown. Understands cross-curricular connections when explained.	Does not makes connections between the target language and English yet. Does not make connections between their own culture and the target cultures yet. Does not make cross-curricular connections yet.

Participates and is engaged.

Consistently	Progressing	Not Yet Evident
Independently completes assignments. Independently performs individual, pair and group activities. Contributes to whole-class discussions. Asks and answers questions.	Completes assignments when prompted. Performs individual, pair and group activities with assistance. Contributes to whole-class discussions when prompted. Answers questions.	Does not complete assignments yet. Does not performs individual, pair and group activities yet. Does not contribute to whole-class discussions yet. Does not ask or answer questions yet.

Students' grades are determined by where they fall on this rubric for each category.

FLEX Teachers

Elementary School	Teacher	Email
AP Willits	Lauren Lustig Weill	llustig@syosetschools.org
Baylis	Tamara Nikitina	tnikitina@syosetschools.org
Berry Hill	Christina Arata	carata@syosetschools.org
Robbins Lane	Abigail Maher	amaher@syosetschools.org
South Grove	Emily Nigro	enigro@syosetschools.org
Village	Marissa DeMarco	mdemarco02@syosetschools.org
Walt Whitman	Karen Wilkens	kwilkens@syosetschools.org
Dr. David Balsamo, World Language Coordinator, dbalsamo@syosetschools.org		

Thank You!