



# World Language in the Elementary Schools

**June 19, 2024**

# World Language in the Elementary Schools - Past Years



Prior to  
2016-2017

Homeroom Teachers taught World Language in their classrooms with district-provided resources

2017-2018

4 WL certified teachers were hired part-time to deliver instruction - 1 at each elementary school

2021-2022

2 WL certified teachers were hired full-time to deliver instruction in 4 elementary schools

# World Language in the Elementary Schools for School Year 2024-2025



## 2024-2025

One World Language certified teacher will deliver instruction one Marking Period in each Elementary School

World Language will take place during the Library Media Center block.

The Media Specialist will support the Spanish class, while executing functions of the Media Specialist role. Students will still have time to exchange books from the library.

# Rationale for Change in the World Language Elementary Structure



After an evaluation of our Elementary World Language program and the implementation of the 2020 World Language standards, the following challenges have been identified by teachers and administrators:

- Significant disruption to the daily class schedule
  - The addition of Dance and Health into the grade level schedule resulted in a fragmented week for students and teachers
  - Inconsistent days for World Language instruction (every 6 days)
  - Instructional time for core classes and intervention instruction was impacted

# Rationale for Change in the World Language Elementary Structure



- Achieve a uniform base of World Language skills and knowledge for students entering 5th grade Spanish.
- Gain in Core Content instructional time
- Disruptive schedules for students and teachers are minimized
- Improved use of instructional time for all content areas

# World Language NJ Student Learning Standards



## Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A:8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

***All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school.***

## Impact of this change



	School Year 2023-2024	School Year 2024-2025
Elementary Schools	9 hours per grade Total K-4: 45 hours	6.5 hours per grade Total K-4: 32.5 hours
Middle School	67.5 per grade Total 5-8: 270 hours	67.5 per grade Total 5-8: 270 hours
High School - 1 year	135 hours	135 hours
<b>Total Number of Hours</b>	450 hours	437 hours

# Vision for World Language Instruction in the Elementary Schools



## NJDOE Vision

An education in world languages fosters a population that:

- Cultivates **communication and cultural understanding** in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace;
- Exhibits attitudes, values, and skills that indicate **a positive disposition and understanding of cultural differences and that enhances cross-cultural communication**;
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems; and
- **Values language learning for its long-term worth** in advancing personal, work-related, and/or financial success in our increasingly interconnected world.



## District Vision for World Language Instruction in the Elementary Schools



Leverage more impactful ways of infusing language and culture into the school day through practices that promote the value of **bilingualism** in **authentic** and enriching ways:

- Special presentations delivered by cultural organizations
- Schoolwide cultural events (i.e. International Day, World Language Expo)
- Increased exposure to World Language print across all schools
- Students will continue to use an online program in addition to World Language class to continue building language skills and exposure