

Appendix A

School Reference	Language	How was language selected	Parent/Community Response	Greatest Strengths	Weaknesses	Type of Program
1	French, Spanish, German	Reality (availability and sustainability of 3 programs); dual-track: immersion and FLES	Minor questions at first; great enthusiasm	Academic success, student interest, long-sequence articulation and greater subject matter of FL	People hopping on "hot ticket" languages, thus detracting from taught languages; teacher articulation; subject articulation	FLES, immersion
2	French and Spanish	Easiest to find materials for	Enthusiastic	Students have "impeccable accents and listening comprehension"; "End up loving language and sticking with it"	Students only come two times per week; hard to keep momentum	Sequential FLES
3	Spanish	Presence of Hispanic community members	"They support our program 100%"	See the students 30 minutes for 3 times a week; next year will be all classes for 30 minutes every day; Certified and enthusiastic Spanish teachers	Lack of K-12 articulation	FLES, immersion
4	Spanish	Huge Spanish-speaking population; proximity to Latin America	Has existed for 25 years; parents are very supportive, many push for "more intensive program"	Start early with 4 year olds; learn to enjoy language early on; since it's been around for many years, it's well-articulated and avoids repetition	Teacher turnover; want to incorporate more technology; hard to find materials for grades 3-5 that do not start with animals, number, etc. Need to have two tracks of Spanish for students who enter late	FLES, immersion
5	French	The contributions of French to fine arts	Enthusiastic	Increased awareness, increased vocab acquisition, appreciation of language	Not able to meet more than once a week	FLEX, emph. cultural awareness
6	Spanish	Parent opinion	Enthusiastic; "communication is key"	N/A	N/A	FLES; integrate social studies into language
7	N/A	N/A	N/A	N/A	N/A	N/A
8	Spanish	N/A	N/A	N/A	N/A	N/A

How was program chosen?	How often	Type of Teachers	Special v. Core	Modify anything?	Other information?
Partially court-ordered (magnet); partially community start-up	FLES: 40 min/day 3 days week; Immersion: every day	Certified language	Special	More money for materials development; faculty inservice of both FL and other staff	N/A
N/A	Pre-K: 30 minutes/class; K-5: 40 minutes/class; 2 times in a 6 day cycle	Certified language	Special	Have students spend more time studying the language; need more than one teacher	Pre-K/K: mostly music, thematic units; grades 1-2: Muzzy
Most logical	30 minutes, 3 times a week; next year, 30 minutes every day	Certified language	Special	More content-based instruction	Important to establish goals first -- is the goal exposure or fluency?
Well-noted substance	Varies	Pre-K-4: 2/3 teachers are certified Span. teachers or bilingual teachers	Special and core (core from gr. 3)	There are no native speakers in the elementary program; native speakers can lead to better accents	N/A
Students couldn't come more than once a week so FLEX was best	Once a week for 40 minutes; year-round	Certified language	Special	Would rather see kids 2x per week for 20 minutes rather than 1x for 40 minutes; kids would benefit from longer classes; needs to be better artiucltion from year to year	School schedule needs to accommodate WL classes
SS aligns with WL standards; does not "take away" from other studies	75 minutes per week	N/A	N/A	N/A	Program is new; Created pamphlet of FAQ from community members
N/A	N/A	N/A	N/A	N/A	Give students tools necessary to create own conversations; Natural Approach and Total Physical Response (TPR) used
N/A	N/A	N/A	N/A	N/A	Creates own curriculum; goal is use of language rather than study of language; emphasize students developing solid pronunciation

Currently Pine-Richland offers German, Spanish, and French starting in Middle School and Russian in High School. Pine-Richland wishes to extend foreign language instruction into the elementary school. Research has shown that young children are uniquely able to absorb and retain new languages. Pine-Richland wants to determine the level of support in the larger community for early foreign language instruction.

1) How many children do you have in Pine-Richland Schools?

Elementary _____

Middle School _____

High School _____

None _____

2) Please indicate how strongly you agree or disagree with each of the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
a. I support teaching foreign language in the elementary school.	0	0	0	0
b. My support would depend on which language(s) are selected.	0	0	0	0
c. Studying a foreign language will support my child's overall academic development.	0	0	0	0
d. Studying a foreign language will provide my child with a future competitive advantage both academically and professionally.	0	0	0	0
e. In order to compete successfully in a global economy, students should speak a foreign language.	0	0	0	0
f. In order to compete successfully in a global economy, students should understand international cultures and customs.	0	0	0	0

