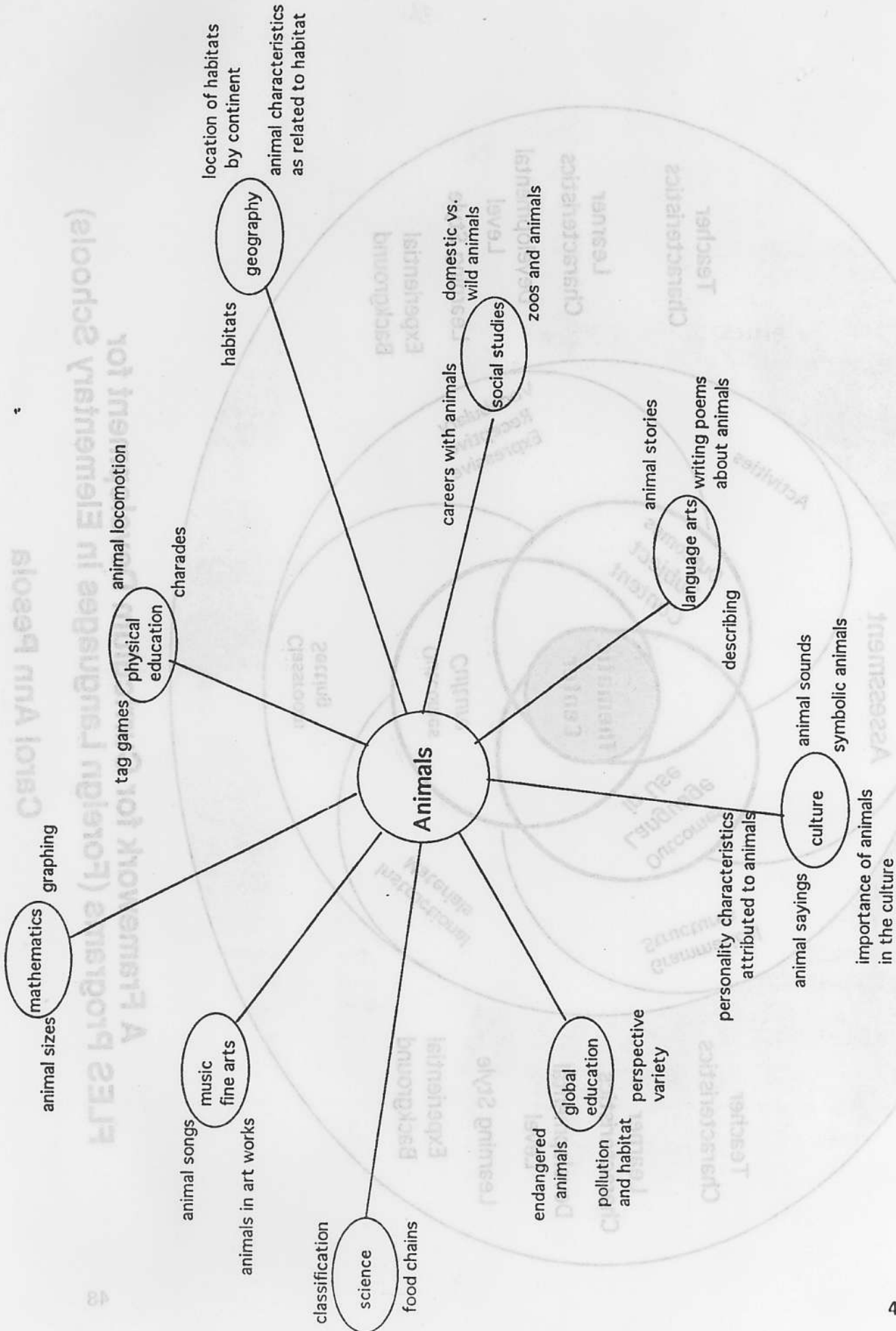


A Framework for Curriculum Development for FLES Programs (Foreign Languages in Elementary Schools)

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THEMATIC PLANNING WEB : ANIMALS

EARLY FOREIGN LANGUAGE PROGRAM GOALS

0084-3

Programs That Are Sequential • Cumulative • Continuous • Proficiency-Oriented • Part of an Integrated K-12 Sequence		
Program Type	Percent of Class Time Spent in Foreign Language per Week	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the foreign language. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Two-Way Immersion Grades K-6 (Also called two-way bilingual, dual language, or developmental bilingual education)	At least 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum. Student population is both native speakers of English and of the foreign language.)	To become functionally proficient in the language that is new to the student. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	Approx. 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the language (although to a lesser extent than is possible in total immersion). To master subject content taught in the new language. To acquire an understanding of and appreciation for other cultures.
Content-Based FLES Grades K-6	15-50% (Time spent learning language per se as well as learning subject matter in the foreign language.)	To acquire proficiency in listening, speaking, reading, and writing the foreign language. To use subject content as a vehicle for acquiring foreign language skills. To acquire an understanding of and appreciation for other cultures.
FLES Grades K-6	5-15% (Minimum 75 minutes per week, at least every other day.) Time is spent learning language per se.	To acquire proficiency in listening and speaking (degree of proficiency varies with the program). To acquire an understanding of and appreciation for other cultures. To acquire some proficiency in reading and writing (emphasis varies with the program).

Programs That Are Noncontinuous and Not Usually Part of an Integrated K-12 Sequence		
FLEX Grades K-8 (Frequent and regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time.)	1-5% (Time spent sampling one or more languages and/or learning <i>about</i> language—sometimes taught mostly in English.)	To develop an interest in foreign languages for future language study. To learn basic words and phrases in one or more foreign languages. To develop careful listening skills. To develop cultural awareness. To develop linguistic awareness.