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ABSTRACT

The manual provides information to assist elementary school level program and curriculum designers in the creation and administration of second language programs. It is not a how-to manual, but includes descriptive data about program types in existence and criteria for evaluating language proficiency. It contains: a list of terms used and their definitions; a chart detailing enrollments in 14 languages at each grade (kindergarten through sixth) and the percentage of total students they represent; a list of early foreign language program goals; descriptions of the characteristics of program models (total immersion, two-way immersion, partial immersion, content-based language instruction, Foreign Language in Elementary Schools/FLES, and Foreign Language Exploratory Programs/FLEX); American Council on the Teaching of Foreign Languages (ACTFL) guidelines for assessing second language proficiency at four levels; and a second language scoring guide for communication of messages, interviews, narration, and skit performance. Appended materials include a list of commonly-asked questions about elementary school language instruction, lists of characteristics and principles of effective second language teaching, legislative materials, lists of references and additional information sources, professional contacts, and lists of Oregon elementary school foreign language program sites, by program type. (MSE)

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Developing Second Language in the Elementary Grades

1995

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Developing Second Language in the Elementary Grades

August 1995

Oregon Department of Education
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For more information about developing second languages in the elementary grades, please contact Amy Alday-Murray at the Oregon Department of Education, Office of Curriculum, Instruction and Field Services, (503) 378-8004, ext. 231.

Complimentary copies have been sent to Oregon school districts, education service districts and all public schools. Additional copies are available at no charge. Funding was provided by a federal grant through the Foreign Language Assistance Act.

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INTRODUCTION

The Curriculum Content Framework for Oregon Public Schools states that all students will have access to: "The development of speaking, listening, reading and writing in a second language (with emphasis on speaking and listening) within the appropriate cultural contexts."

A copy of this document, Developing Second Language in the Elementary Grades, has been sent to all elementary schools, ESD and district superintendents in Oregon. It includes program models and lists school sites currently using these models. It also contains an extensive appendix that includes commonly asked questions with responses, further reading and research, and curriculum resources. This document will be updated, as the content standards for second language are currently being developed and reviewed.

The benchmarks that have been established apply to all languages. Although this may be challenging, districts are encouraged to consider offering choices to students.

Considering the length of time needed to meet required proficiency levels:

Much depends on when the student begins the study of the language. Districts need to consider the number of hours it will take to attain levels of proficiency as determined by the local school board.

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CLARIFICATION OF TERMS

Proficiency is a description of a level of ability to perform a skill. In second language, this term is used to describe the student's ability to use the language in real life situations.

ACTFL = American Council on the Teaching of Foreign Languages

ACTFL Proficiency Guidelines (1986) are levels of language ability along a continuum of progress. Each level is described by specific indicators of the performance at that level.

Oral Proficiency Interview (OPI): The ACTFL OPI is a face to face oral interview conducted by a trained ACTFL interviewer who probes to find the upper level of sustained proficiency of the interviewee.

Modified OPI: In Oregon, an age-appropriate oral proficiency interview for use in determining the student's proficiency level in meeting local proficiency requirements. Whenever possible, this interview should be conducted by someone other than the student's teacher.

Curriculum Content Framework: The second language goal in the Curriculum Content Framework for the state of Oregon has been adapted from the Provisional Learning Outcomes Framework of the Articulation and Achievement Project which is a collaborative effort of The College Board, ACTFL, and The New England Network of Academic Alliances in Foreign Languages. The project was funded by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

Benchmarks: Are roughly aligned with ACTFL levels. As school districts vary in their second language offerings, these levels are not tied to grade or age level benchmarks.

Curriculum-Embedded Tasks: These are skill building performance tasks and are samples of assessment strategies.

Curriculum-Embedded Scoring Guide: Is a scoring guideline for use in assessing the performance tasks.

Text Type: The way in which the speaker uses the language, e.g., words, formulaic expressions, simple sentences, strings of sentences, paragraphs, etc.

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MODELS OF ELEMENTARY PROGRAMS

Oregon Public School Enrollment In Second Language Programs K-6, Fall 1994

	Kinder.	1st	2nd	3rd	4th	5th	6th		Totals	% of K-6 Students
Spanish	1325	1969	2243	2392	2199	2219	3688		16035	6%
French	22	89	138	167	141	139	533		1229	0.50%
Japanese	184	193	159	103	156	226	46		1067	0.40%
Am. Sign L.	75	71	38	42	40	34	77		377	0.14%
Russian	33	50	47	54	45	49	12		290	0.10%
German	1	2	50	47	47	19	31		197	0.07%
Vietnamese	8	19	21	20	11	10			89	0.03%
Chinese	7	10	9	8	4	6			44	0.02%
Laotian	3	3	8	8	2	2			26	0.01%
Hmong				8	8	7			23	0.01%
Cambodian	2	1	3	1	4	1			12	0.00%
Hindi	1		1	2	1				5	0.00%
Exploratory							3		3	0.00%
Pharsi				1					1	0.00%
Totals	1661	2407	2717	2853	2658	2712	4390		19398	7.30%

This information was collected through a voluntary survey in the 1994 Fall Report sent to all public schools in Oregon. Because some surveys were not returned (13.5%), the results may be incomplete.

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EARLY FOREIGN LANGUAGE PROGRAM GOALS

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 *subject matter* 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 *subject matter* 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 students. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	**Approximately 50%** (Time is spent learning *subject matter* 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.

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 shore and/or infrequent sessions over an extended period of time.)	**1-5%** (Time spent sampling one or more languages and/or learning *about* 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 linguistics awareness.

Source: Nancy Rhodes, Center for Applied Linguistics, 1985. Adapted and revised by Pesola and Curtain, 1993.

A FEW DEFINITIONS

(Adapted from Elementary Foreign Language Programs FLES* An Administrator's Handbook by Gladys Lipton)

FLES* (Foreign **L**anguage in **E**lementary **S**chools) is the overall term for all types of foreign language instruction in the elementary and middle schools (K-8).

FLEX (Foreign **L**anguage **EX**ploratory) is the introduction to one or more languages, with few language skills expected. This model emphasizes cultural awareness. (This type of program **will not** bring students to the proficiency levels for local requirements and college entrance).

Sequential FLES is an introduction to one foreign language for two or more years, with a systematic and sequential development of language skills (listening, speaking, reading, and writing) and culture within the parameters of themes, topics, or content areas. Good fluency is expected if classes are scheduled five times a week (thirty minutes a day) for four or more years. (Approximately 49% of all elementary foreign language programs are in this category.)

Content-Based FLES is subject content from the regular school curriculum taught in the foreign language; the focus is not on (explicit) language instruction alone. Language development activities and content (i.e., social studies, math, science, health) are integrated and language is acquired in a meaningful context.

Immersion is use of the foreign language throughout all or part of the school day by teachers and students for teaching the various subjects of the elementary school curriculum. Fluency in the foreign language is expected after four or more years in this program. (Approximately 2% of all elementary foreign language programs are in this category.)

Note: There may be many variations of each program model regarding goals, expectations, schedules, and student performance outcomes.

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TOTAL IMMERSION

Program Type	% of Class Time	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning *subject matter* 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.

Advantages:

* Language is acquired in a meaningful context.
* No additional salary costs for classroom teacher.
* Students perform as well or better than those in monolingual classes, in addition to learning a second language (see appendix articles).
* Comprehension can reach near-native levels by high school (Genessee, Swain et al.).
* Students use language in culturally appropriate context.
* Students in total immersion programs tend to out-perform their peers in partial immersion models.
* Provides blend of language, content and culture.
* Proficiency level developed by students is expected to be high.
* Language is learned as the medium of instruction rather than the object of instruction.

Considerations:

* Availability of qualified staff (need near-native language skills) with elementary certification.
* Access to adequate resources including curriculum.
* Requires separation of two languages once English is introduced.
* Additional funding and planning needed for implementation.

SEE APPENDIX FOR A LIST OF TOTAL IMMERSION SITES.

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TWO-WAY IMMERSION

Program Type	% of Class Time	Goals
Two-Way Immersion Grades K-6 (Also called two-way bilingual, dual language, or developmental bilingual education.)	At least 50% (Time is spent learning *subject matter* 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.

Advantages:

* Language is acquired in a meaningful context.
* Students are expected to develop high levels of proficiency in both languages.
* Students act as language models for each other.
* Students perform as well or better in English than those in monolingual classes, in addition to learning a second language (see appendix articles).
* Comprehension can reach near-native levels by high school (Genessee, Swain et al.).
* Students use language in culturally appropriate context.
* Gives students whose native language is not English a chance to be equally successful and knowledgeable in school.
  - Increases self confidence.
  - Increases parents' confidence in the school system as they can understand better what their student is doing and learning.
  - Gives the native English speaking children a chance to get help from their peers and give help to their peers so that every student is successful in both language situations.
* Provides blend of language, content and culture.
* Proficiency level developed by students is expected to be high.
* Students develop positive intergroup relations.
* Language is learned as the medium of instruction rather than the object of instruction.

Considerations:

* Availability of qualified staff (need near-native language skills) with elementary certification.
* Access to adequate resources including curriculum development.
* Possible "school within a school" administrative considerations.
* Additional resource or assistant teachers may be needed.
* Additional funding and planning needed for implementation.

SEE APPENDIX FOR A LIST OF TWO-WAY IMMERSION SITES.

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PARTIAL IMMERSION

Program Type	% of Class Time	Goals
Partial Immersion Grades K-6	Approximately 50% (Time is spent learning *subject matter* taught in the 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.

Advantages:

* Language is acquired in a meaningful context.
* Students perform as well or better in English than those in monolingual classes, in addition to learning a second language (see appendix articles).
* Comprehension can reach near-native levels by high school (Genessee, Swain et al.).
* Students use language in culturally appropriate context.
* Students generally do not experience any initial lag in English skills.
* Academic mastery tends to be at the same level as non-immersion peers.
* Provides blend of language, content and culture.
* Proficiency level developed by students is expected to be high.
* Language is learned as the medium of instruction rather than the object of instruction.

Considerations:

* Availability of qualified staff (need near-native language skills) with elementary certification.
* Access to adequate resources including curriculum development.
* Possible "school within a school" administrative considerations.
* Additional resource or assistant teachers may be required.
* Additional funding and planning needed for implementation.

SEE APPENDIX FOR A LIST OF PARTIAL IMMERSION SITES.

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CONTENT-BASED FLES

Program Type	% of Class Time	Goals
Content-Based FLES Grades K-6	15-50% (Time is 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.

Advantages:

* Increases knowledge of vocabulary specific to content.
* Increases awareness of usability of language.
* Comprehension can reach near-native levels by high school (Genessee, Swain et al.).

Disadvantages:

* Given the language proficiency of the student, learning rate may be slowed.
* Availability of qualified staff.
* Access to adequate resources including curriculum development and textbooks.
* Possible "school within a school" administrative considerations.

SEE APPENDIX FOR A LIST OF CONTENT-BASED FLES SITES.

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FLES

Program Type	% of Class Time	Goals
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).

Advantages:

* Realistic program model for all elementary schools.
* Multiple models available to meet various financial and resource needs of districts.

Considerations:

* Focus can be on language and culture only in isolation from the rest of the curriculum.
* Adds to the school day.
* Availability of qualified staff.
* Access to adequate resources including curriculum development and textbooks.
* Additional staff may be required.
* Conscious effort needs to be placed on literacy skills because focus tends to be on oral skills.

SEE APPENDIX FOR A LIST OF FLES SITES.

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FLEX

Program Type	% of Class Time	Goals
FLEX Grades K-6 (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 is spent sampling one or more languages and/or learning about 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.

Advantages:

* Increases awareness of language study.
* Increases awareness of cultures other than the student's own.

Considerations:

* Students will not meet local proficiency requirements with just this model.
* Non-continuous study of a language.
* Lack of consistency of curriculum.
* If it is a before-or after-school program:
  - Children view second language study as an addition to the school day rather than an important part of it.
  - Reaches only a few students whose parents sign them up and can pay for it.
  - Transportation.
  - Arranging for use of a classroom.
  - Liability insurance costs.
  - Staffing.

SEE APPENDIX FOR A LIST OF FLEX SITES.

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SECOND LANGUAGE PROFICIENCY

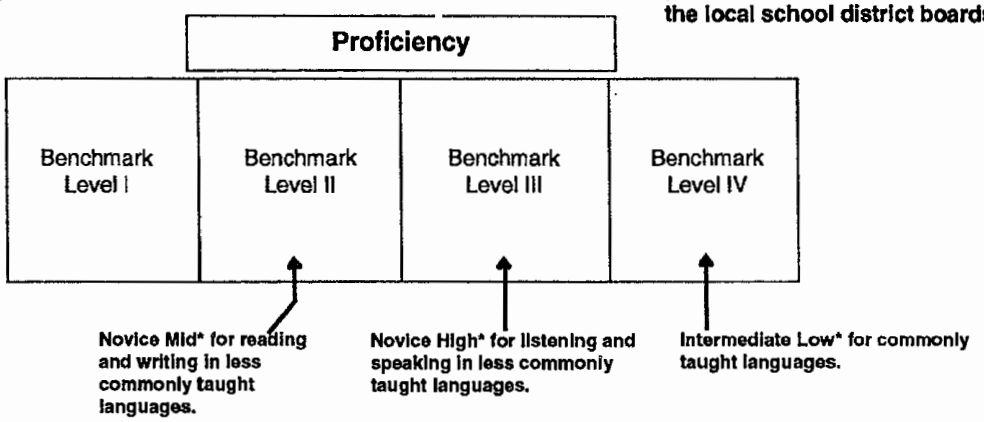
Districts may choose the grade level at which they begin the study of a second language. Consequently, the benchmark levels of 1 to 4 represent a developmental acquisition of language proficiency and are not attached to a specific grade level.

The second language goal for the Curriculum Content Framework is based on work begun in 1992 by the Articulation and Achievement Project which was funded by a grant from the U.S. Department of Education. It was then modified by the Student Performance Assessment Network (SPAN) work group in June, 1994.

Overview of
Second Language Proficiency

ACTFL Guidelines**

Certificate of Initial Mastery proficiency to be determined by the local school district boards.



Notes:
Assessment will be an unrehearsed modified oral proficiency interview of 5-7 minutes.

**ACTFL = American Council on the Teaching of Foreign Languages. Oral proficiency guidelines established in 1986.

BENCHMARK LEVEL I

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level I, students will develop the ability to:				
formal/informal address	greet and respond to greetings, introduce and respond to introductions	in social interaction which is face-to-face	using discrete, learned words, phrases and formulaic expressions	which demonstrate awareness of culturally appropriate behavior (are effectively communicated). The message is generally compre-	Speaking: Role plays, situational interactive activities.
about people, places and things	engage in conversations	in social interaction which is face-to-face	using discrete, learned words and phrases		Simulations, informal interactions.
Any of the following may be included in Stage I content: Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes Size and Quantity	express likes and dislikes	in social interaction which is face-to-face,	using learned words and phrases.		Writing: Lists, notes with

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BENCHMARK LEVEL II

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level II, students will develop the ability to:				
Any of the following may be included in Stage II content: Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes Size and Quantity	perform all the functions described in Stage I plus:.				
	make requests	in social interaction which is face-to-face, lists, surveys, notes and postcards	using simple questions and short sentences in the productive mode	which demonstrate awareness of culturally appropriate behavior. The message will be effectively communicated.	Speaking, writing, listening, reading: Role-plays, situational interactive activities, guided composition.
	obtain information	from culturally authentic materials, e.g., menus, schedules, charts, graphs, maps, video, texts, signs, posters, computer networking, and face-to-face interactions	using simple questions and understanding short texts enhanced by visual clues	In the productive mode, the questions will be effectively communicated. In the receptive mode, most important information will be understood with few errors in comprehension.	Simulations, short notes, telephone messages, video texts. Listening, reading: comprehension activities, interviews.
	understand some ideas and some familiar details	in classroom conversations with teacher and in short readings, poems and proverbs	presented in measured speech and in uncomplicated paragraphs		

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BENCHMARK LEVEL III

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level III, students will develop the ability to:				
Topics included in Stages I and II content/ culture.	Perform all the functions described in Stages I & II plus:			which demonstrate increasing proficiency and control of vocabulary with no significant pattern of errors. The message will be comprehensible and culturally appropriate but some pattern of error may prevent full comprehension.	Modified oral proficiency interviews, class interaction and discussion of topical material, role-playing.
Any of the following may be included in Stage III content/culture area: Important historical and cultural figures, places and events. Clothing City and Town Buildings Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel Geography Topography Directions	Engage in conversations	in social interaction which is face-to-face	using sentences		Modified oral proficiency interviews, role-playing, informal conversations teacher/ students and student/ student, short discourse, questions; short paragraphs, opinion surveys, letters.
	Express likes and dislikes	in social interaction which is face-to-face; in lists, surveys, notes and postcards	using sentences		
	Provide and obtain specific information	in social interaction which is face-to-face, from letters, ads, tickets, brochures, signs, readings and video	using questions, polite commands and short sentences		Modified oral proficiency interviews, role-playing, situational interactive activities, questions and answers, checklists, surveys, guided composition, notes and letters.
	Understand important ideas and a few details	from culturally authentic spoken and written discourse; visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues		Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
	Express important ideas and a few details	in face-to-face interaction, notes and letters, short paragraphs	at the sentence level in the oral mode and in simple paragraph form in the written mode.		Brief summaries or commentaries, responses to pertinent questions; guided composition.

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BENCHMARK LEVEL IV

Content/Culture	Function	Context	Text Type	Accuracy in Familiar Situation	Assessment Strategy
	Throughout Level IV, students will develop the ability to:				
Topics included in Stages I, II and III content/culture. Any of the following may be included in Stage IV content/culture area: Important historical and cultural figures, places and events. Clothing City and Town Buildings Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel Geography Topography Directions	Perform all the functions described in Stages I through III, plus:				
	Expressing important ideas and a few details	from culturally authentic spoken and written discourse, visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues	with few errors in comprehension.	Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
	Describe and compare	in social interactions, notes, letters, postcards and short, simple paragraphs.	In the written mode, the message will be communicated at the paragraph level. In speaking, the message will be communicated in sentences and strings of sentences	The message will be comprehensible but some pattern of error may interfere with full comprehension.	Interviews, oral presentations, short compositions and letters.
	Express needs	in correspondence and in personal and social interaction	using sentences and strings of sentences		Role-playing, communicative activities, interviews, guided composition, letters and notes.
Spontaneous use of idiomatic expressions.	Use and understand expressions indicating emotion	in social interaction, in the media and in authentic texts	using learned expressions	accurately with a demonstrated awareness of socio-linguistic propriety.	Role-playing.

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SECOND LANGUAGE SCORING GUIDE
OVERVIEW

Scoring guides have been developed to provide consistency of scoring of student performance.

- **The teacher does not need to use every category of a scoring guide for each task.**
- **Many teachers and students will find it helpful to focus on the assessment of a few skills at a time.**
- **The task and scoring guide can be shared with the student to establish clear expectations.**
- **It may also be used for peer or self-evaluation providing a basis for self reflection and an understanding of the skills gained through the task.**
- **Refined writing pieces may be assessed with the ACTFL writing guidelines and included in the student's collection of work samples.**

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Communication of Message

Scoring Guide

	Message is...	Delivery is...	Information:	Language Structure:	Pronunciation:	Vocabulary...
6	easily understood in its entirety.	effortless and smooth.	Expands on all relevant information.	Employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety.
5	comprehensible in its entirety with a few minor flaws.	has no unnatural pauses. Sounds like natural speech.	Includes all relevant information.	Employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	generally comprehensible.	fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	Includes most relevant information.	Generally uses correct structures with some errors.	influenced by first language.	is appropriate.
3	somewhat comprehensible.	occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	Includes a fair amount of relevant information. May include contradictions, informational gaps or redundancies.	Demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	difficult to understand.	halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	Little relevant information is presented.	Shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	incomprehensible.	very halting and fragmentary with excessive unnatural pauses.	Vague or confusing information is presented.	Has no apperent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used.

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Interview

Scoring Guide

	Questions & Answers...	Word Order & Intonation...	Delivery:	Language Structure...	Pronunciation/ Intonation...	Vocabulary...
6	are elaborate and varied. Tailors questions to previous responses (employs some circumlocution).	are correct.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	are varied.	are correct.	Has no unnatural pauses.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	are basic.	are mostly correct.	Fairly smooth with few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate.
3	are simplistic or inappropriate.	are influenced by first language.	Occasionally halting and fragmentary with some unnatural pauses.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	are very simplistic or inappropriate.	are heavily influenced by first language.	Halting and fragmentary with many unnatural pauses.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	are minimal and may be inappropriate (yes/no type; one-word responses).	are inappropriate.	Halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language from first language.

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Narration

Scoring Guide

	Organization of Story:	Details:	Delivery:	Language Structure...	Pronunciation/ Intonation...	Vocabulary..
6	• Story has creative or unusual beginning, middle and end. • Sequencing is highly evident with excellent use of transitions.	Rich use of details or specifics.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	• Story has well developed beginning, middle and end. • Sequencing is evident with good use of transitions.	Use of many details or specifics.	No unnatural pauses. Sounds like natural speech.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	• Story has adequate beginning, middle and end. • Sequencing is evident with some use of transitions.	Some use of details or specifics.	Fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	Is appropriate
3	• Story has beginning, middle and end, but may be unclear. • Sequencing is very simple with few transitions.	Few details and specifics included.	Occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	Is simple with some inappropriate use.
2	• Story is sketchy. • Sequence is difficult to follow.	Audience is left with many questions.	Halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	• Story is incompre-hensible.	No evidence of unfolding of significant events.	Very halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	Interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language from first language.

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EDRS

Skit

Scoring Guide

	Development & Sequencing:	Cultural Behaviors:	Delivery:	Language Structure...	Pronunciation:	Vocabulary...
6	• Creatively developed in detail. • Entertaining. • Rich, unusual story elements.	Exhibits obvious and subtle cultural behaviors.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	Is used accurately with creative variety. Reveals breadth of knowledge.
5	• Well developed. • Many details. • Holds audience's interest. • Strong beginning middle and end.	Exhibits many appropriate cultural behaviors.	No unnatural pauses. Sounds like natural speech.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	• Adequately developed. • Includes all required story elements. • Has beginning middle and end.	Exhibits some cultural behaviors.	Fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate.
3	• Partially developed. • Missing a few required story elements. • Beginning, middle and end may be unclear.	Exhibits only the most obvious cultural behaviors.	Occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	• Minimal development. • Missing many required story elements. • Hard to follow.	Exhibits little target cultural behaviors.	Halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	• Unsatisfactory development. • Inadequate amount of material. • No sequencing.	Exhibits no target cultural behaviors.	Very halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may invent words based on first language.

APPENDIX

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MOST COMMONLY ASKED QUESTIONS

How long will it take to reach the benchmark levels?
There is varied information available as to how long it will take a student to achieve a given level of proficiency. Much depends on when the student begins the study of the language; however, the district should consider the number of hours that it will take to attain levels of proficiency as determined by the local school board (see ACTFL Guidelines).

What languages are recommended?
As school districts begin planning second language programs, they are encouraged to offer choices to students. Districts may use community, parent and student input to determine which languages the district will emphasize. The benchmarks that have been established apply to all languages.

Is there a special fund to support the second language requirement?
The legislature intentionally left this strictly up to local funding. That is why each district may decide the proficiency level for each student. Districts may wish to form local consortiums with other schools and ESDs to leverage resources to provide second language programs.

Is there a state mandated curriculum for each grade level?
There will be no state mandated curriculum. However, districts are still responsible for providing second language instruction to students based on the second language content standards.*

How do we deal with transfer students?
Individual districts have the flexibility to design their own programs and must consider this just as they do in all curriculum areas.

What happens if the student reaches a higher level of proficiency while still in elementary school?
Students may very well reach higher proficiency levels, especially if enrolled in an immersion program. Options for these students include:

1) more advanced study,
2) beginning the study of another language,
3) community volunteer experiences,
4) using the time to explore other educational opportunities.

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* Content standards are being developed and reviewed. State Board adoption is expected in 1996.

What resources might be used to strengthen a district's second language program?
Districts may wish to form local consortiums with other schools and ESDs, utilize community resources with experience in second language, and public broadcasting programs.

Does the national proficiency standard interfere with local control of the school?
State content standards* will provide information and guidelines for the districts to make decisions regarding student second language proficiency in each district. Programs will be developed at the local level.

Can a student decide to change languages?
A student may elect to study any second language offered by the school or district, subject to course offerings. The second language requirement specifies proficiency in only one second language, but in no way restricts a student's choice of study.

May a school that has no possibility of live language instruction allow a student to get a CIM certificate through television or other media?
Rural districts in particular may have no choice but to rely on distance learning and other avenues. Using the ESD as a resource may be an option.

Special Note: Although districts need only to provide two years of second language instruction, districts might consider course offerings at higher levels to articulate with the Oregon State System of Higher Education Proficiency-based Admissions Standards (PASS).

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* Content standards are being developed and reviewed. State Board adoption is expected in 1996.

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CHARACTERISTICS OF EFFECTIVE SECOND LANGUAGE INSTRUCTION

Developed by the
National Association of District
Supervisors of Foreign Language Programs (NADSFL)

The teacher uses the target language extensively and encourages the students to do so.

The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.

Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.

Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of students.

Culture is systematically incorporated into instruction.

The teacher uses a variety of student groups.

Most activities are student-centered.

The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities which focus on communication.

Assessment reflects the way students are taught.

Student tasks and teacher questions reflect a range of thinking skills.

Instruction addresses student learning styles.

Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.

The teacher enables all students to be successful.

Characteristics of Effective Second Language Instruction (continued)

The teacher establishes an effective climate in which the students feel comfortable taking risks.

Students are enabled to develop positive attitudes toward cultural diversity.

The physical environment reflects the target language and culture.

The teacher uses the textbook as a tool, not as a curriculum.

The teacher uses a variety of print and non-print materials including authentic materials.

The teacher engages in continued professional development in the areas of language, skills, cultural knowledge, and current methodology.

PRINCIPLES OF EFFECTIVE PRACTICE FOR HIGH QUALITY SECOND LANGUAGE INSTRUCTION

(From ASCD 1993)

Principle 1: As much as possible, language learning should emulate authentic language use. (Heidi Byrnes)

Principle 2: The goal of language learning is performance with language rather than knowledge about language. (Myriam Met)

Principle 3: Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (Rebecca Oxford)

Principle 4: Language develops in series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (Heidi Byrnes)

Principle 5: Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (Myriam Met)

Principle 6: Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (Jayne Osgood)

Principle 7: Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (Rebecca Oxford)

Principle 8: The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language learning tasks. (Myriam Met)

A SUMMARY OF RESEARCH FINDINGS: ELEMENTARY SECOND LANGUAGE STUDY

Research studies yield the following significant information concerning the implementation of second language instruction in elementary schools (K-8):

1. Children who have studied a foreign language in elementary school achieve expected gains and even have higher scores on standardized tests in reading, language arts, and mathematics than those who have not. (See Lipton; Masciantonio, McCaig: Rafferty.)

2. Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills. (See Foster and Reeves; Landry: Rafferty.)

3. Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures). (See Carpenter and Torney; Hancock and Lipton et al.; Lambert and Tucker; Lambert and Klineberg: Broward County, Florida, Schools.)

4. Children studying a foreign language have an improved self-concept and sense of achievement in school. (See Genesee; Masciantonio.)

5. Children have the ability to learn and excel in the pronunciation of a foreign language. (See Dulay and Krashen; Fathman; Krashen; Krashen and Long, et. al.; Krashen and Terrell.)

6. Research from Canada's second language programs and from the Milwaukee, WI Public Schools shows that foreign language students achieved higher in English vocabulary, reading, and mathematics, and exhibited greater creativity and better work study habits. The greatest positive effect was noted for students who were not in the top quarter of their classes. This notion runs counter to the assumptions inherent in traditional foreign language programs that only above average students should enroll and be expected to succeed in sequential foreign language study. (See Rafferty; Rubio.)

7. The Louisiana study found that students in foreign language classes outperformed those who were not taking a foreign language in the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests, regardless of their race, sex, or academic level. The results of this study suggest that foreign language study aids, not hinders, the acquisition of English language arts skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study. (See Rafferty.)

CONGRESSIONAL FINDINGS:
ELEMENTARY AND SECONDARY EDUCATION ACT
Title II (Part B)
Foreign Language Assistance Program

SECTION 7202. FINDINGS.

The Congress finds as follows:

1. Foreign language proficiency is crucial to our Nation's economic competitiveness and national security. Significant improvement in the quantity and quality of foreign language instruction offered in our nation's elementary and secondary schools is necessary.

2. All Americans need a global perspective. To understand the world around us, we must acquaint ourselves with the languages, culture, and history of other nations.

3. Proficiency in two or more languages should be promoted for all American students. Multilingualism enhances cognitive and social growth, competitiveness in the global marketplace, national security and understanding of diverse people and cultures.

4. The United States lags behind other developed countries in offering foreign language study to elementary and secondary school students.

5. Four our of five new jobs in the United States are created from foreign trade.

6. The optimum time to begin learning a second language is in elementary school, when children have the ability to learn and excel in several foreign language acquisition skills, including pronunciation, and when children are most open to appreciating and valuing a culture other than their own.

7. Foreign language study can increase children's capacity for critical and creative thinking skills and children who study a second language show greater cognitive development in areas such as mental flexibility, creativity, tolerance, and higher order thinking skills.

8. Children who have studied a foreign language in elementary school achieve expected gains and score higher on standardized tests of reading, language arts, and mathematics than children who have not studied a foreign language.

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CURRICULUM RESOURCES

COMMERCIALLY AVAILABLE ELEMENTARY CURRICULUM MATERIALS

(Please note that although these programs are listed, this does not in any way constitute an endorsement. Listings are purely informational.)

FLEX -type

Saludos
Consists of 36 15-min. video lessons for primary-intermediate English-speaking students. Cost: approximately $650.00 for videos, audio tapes, and teachers resource guide.
GPN, University of Nebraska-Lincoln, P.O. Box 80-669, Lincoln, NE 68501-0669. Telephone (800) 228-4630.

Amigos
Consists of 30 15-min. video programs, one 15-minute Teacher's Instructional Video, 2 audiocassettes - vocabulary & songs, and a teacher's guide. *Amigos uses the FLEX (Foreign Language Experience) approach to instruction, which emphasizes oral practice within real-life situations. Students hear and repeat Spanish words and phrases relating to numbers, colors, foods, family members, animals, clothing, body parts, and much more.*
Information is available through: AIT, Box A, Bloomington, IN 47402-0120. Telephone: (812) 339-2203 or (800) 457-4509. Cost: @ $2300.

A Taste for Language
by Mary Jo. Ervin, Melting Pot Press, P.O. Box 2005, Howell, Michigan 48844.

Sequential FLES

National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975. Regional Rep: Mary Forman, (206) 649-8950. Sequential FLES programs available in French and Spanish as well as FLEX programs in Japanese, Spanish, French and more.

Ferndale Public Schools, 881 Pinecrest, Ferndale, Michigan 48220. Tel: (810) 548-8600. Their K-8 French, German, and Spanish elementary curriculums can be purchased. These include Curriculum Guides, Instructional materials and activity sheets, Cassettes, Worksheets, Testing materials, Readers, etc.

Cheng & Tsui Company, Inc., 25 West Street, Boston, MA 02111-1268. Tel: (617) 426-6074. Fax: (617) 426-3669. They now have available a newly published (1994) sequential K-12 Japanese curriculum.

Languages for Kids, 7403 - 5th Avenue, Brooklyn, NY 11209-2710. Tel: (718) 748-1879, Fax: (718) 921-3020. Available in Spanish, Italian, French, German, and Japanese. A five-level program with nine units on each level for each target language.

MEP School Division - Foreign Languages, 8220 N. Christiana Avenue, Skokie, IL 60076-2911. Tel: (708) 676-1199, Fax: (800) 433-9229. Text/video programs and teacher resources.

SUPPLEMENTARY MATERIALS

Teacher's Discovery, (French, Spanish and German) 2741 Paldan Drive, Auburn, MI 48326. Tel: (800) TEACHER. Great source for incentives, videos, posters, song cassettes (e.g. Sing, Laugh, Dance, and Eat Tacos), etc.

Gessler Publishing Co., (French, Spanish, German) 55 West 13th Street, New York, NY 10011-7958. Tel: (800) 456-5825. Fax: (212) 627-5948. Good source for videos, software, posters, realia.

Carlex (Spanish/French)1790 Livernois, Ste. 206, P.O. Box 081786, Rochester Hills, MI 48308-1786. Tel: (800) 526-3768. A good source for videos, posters, stickers and other incentives/motivators, etc.

The Kiosk (Spanish, French, German, Latin, Japanese) 19223 De Havilland Drive, Saratoga, California 95070. Tel: (408) 996-0667, Fax: (408) 996-1226.

Applause Learning Resources (Spanish, French, German, Italian, Latin, Russian, Chinese, Japanese) 85 Fernwood Lane, Roslyn, NY 11576-1431. Tel: (800) 277-5287.

Edumate Educational Materials (Spanish) 2231 Morena Blvd., San Diego, CA 92110. Tel: (619) 275-7117, Fax: (619) 275-7120.

Song Tapes, Etc.

Sing, Laugh, Dance and Eat Quiche (Tacos), Barbara MacArthur, 6945 Hwy. 14 East, Janesville, WI 53545. Tel: (608) 752-1112. Also available from Teacher's Discovery.

Teach Me Tapes, Inc., 10500 Bren Road East, Minnetonka, MN 55343-9045. Tel: (800) 456-4656. Song tapes available in: French, Japanese, Russian, German, Spanish, Hebrew, Italian, English.

Japanese Materials Resources*

Kinokyniya Bookstores of America

519 6th Avenue South
Seattle, WA 98104
Tel: 206-587-2477
Fax: 206-587-0160

1581 Webster
(Japanese Trade Center)
San Francisco, CA
Tel: 415-567-7625

JAPANESE MATERIALS RESOURCES* (continued)

Anzen Bookstore
4005 S.W. 117th, Ste. B
Beaverton, OR 97005
Tel: 503-626-7252
Fax: 503-626-7388

Claudia's Caravan Catalog
Multicultural/Multilingual Materials
P.O. Box 1582
Alameda, CA 94501
Tel: 415-521-7871

Bonjinsha Co., Ltd.
The Store of Japanese Language Teaching Materials
13-4-4A Rokubancho Chi Yoda-ku
Tokyo 102 Japan
Tel: 03-3263-4129
Fax: 03-3263-3116

Additional sources:
Local Japanese Consulates
University Societies
Historical Societies
Japanese Gardens
Japan America Society
Mayor's Office - International Relations
Sister Cities
Japan Foundation
National and State Organizations for Teachers of Japanese

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*List provided by:
PORTLAND PUBLIC SCHOOLS, Japanese Magnet Program: Richmond Elementary

SATELLITE LANGUAGE PROVIDERS:
Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
IDEANET STEP/Star 4022 East Broadway Spokane, WA 99202 1-800-545-5008 Ext 2901 Contact: Kevin McMann	Japanese I (Gr 9-12; 1 Year) Japanese II (Gr 9-12; 1 Year) Emphasizes reading, writing, speaking, and listening. Video resources from Japan introduce East/West cultural differences. College credit is available.	IDEANET Membership $2950 annually $150 per site for each additional site	$490/student for 1-7 students $175 /student for 8 or more students
IDEANET STEP/Star 4022 East Broadway Spokane, WA 99202 1-800-545-5008 Ext 2901 Contact: Kevin McMann	Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Emphasizes reading, writing, speaking, and listening. Varied activities and special projects enhance understanding of Spanish neighbors overseas and south of the border. College credit is available.	IDEANET Membership $2950 annually $150 per site for each additional site	$490/student for 1-7 students $175 /student for 8 or more students
IDEANET Northern Arizona University (NAU) PO Box 5751 Flagstaff, AZ 86011-5751 1-800-628-6266 Contact: Lorrie Whorton	Elementary Spanish (Gr 1-2; 1 Year) Elementary Spanish (Gr 3-4; 1 Year) Elementary Spanish (Gr 5-6; 1 Year) Includes: orientation; 25-minute lessons via twice weekly interactive satellite broadcast; printed support materials; Macintosh computer programs; site support. Program model is content-enriched FLES.	IDEANET Membership $2950 annually $150 per site for each additional site	Fees currently awaiting approval. Call provider contact. Cost of materials.
IDEANET Northern Arizona University (NAU) PO Box 5751 Flagstaff, AZ 86011-5751 1-800-628-6266 Contact: Lorrie Whorton	Middle School Spanish (Gr 7-8; 1 Year) Includes: This is a 5-day/week program (4 live broadcasts, 1 off-air day) designed to be offered for secondary credit for Spanish I. Focus will be on language fundamentals in the five skill areas: listening, speaking, reading, writing, and culture. A student taking this class in 7th grade, would be encouraged to take the STEP 2nd	IDEANET Membership $2950 annually $150 per site for each additional site	$490/student for 1-7 students $175 /student for 8 or more students

Provider	Language / Program Description	Membership Fee	Course Fees
IDEANET Arts & Science Extension (ASE) Oklahoma State University 205 Life Sciences East Stillwater, OK 74078 405-744-5647 Contact: Myra Trainer	German I (Gr 9-12; 1 Year) German II (Gr 9-12; 1 Year) German III (Gr 9-12; 1 Year) These courses place equal emphasis on speaking, listening, reading and writing within a contemporary cultural context, contrasting various aspects of daily life in German-speaking countries with its American counterpart. About half of the basic German grammar will be presented in continuous comparison to English grammar.	IDEANET Membership $2950 annually $150 per site for each additional site	$490/student for 1-7 students $175 /student for 8 or more students plus cost of materials.
IDEANET Arts & Science Extension (ASE) Oklahoma State University 205 Life Sciences East Stillwater, OK 74078 405-744-5647 Contact: Myra Trainer	Elementary German (Gr K-3; 26 lessons) Includes: orientation for non-German speaking classroom teachers; 26 pre-recorded 15-minute episodes; teacher's manual; pronunciation guide; videotape transcription and translation; German songs; toll-free telephone assistance. [NOTE: This is a non-broadcast program offered via videotape only.]	IDEANET Membership $2950 annually $150 per site for each additional site	$555/site
IDEANET Arts & Science Extension (ASE) Oklahoma State University 205 Life Sciences East Stillwater, OK 74078 405-744-5647 Contact: Myra Trainer	Elementary German (Gr 4-5; 1 Year) Includes: 30-minute twice weekly satellite interactive broadcasts; supplementary video and classroom material; student textbooks; teacher manual; teacher training; toll-free telephone support.	IDEANET Membership $2950 annually $150 per site for each additional site	$20/student plus cost of materials.
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	Japanese I (Gr 9-12; 1 Year) Japanese II (Gr 9-12; 1 Year) Includes: televised classes three days/week, with telephone tutors to reinforce conversational skills. Students will develop skills in listening, speaking, reading and writing the Japanese language. Language practice is done within context of everyday situations.	None	$650/student /course Cost of materials and specialized equipment.

Provider	Language / Program Description	Membership Fee	Course Fees
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	Russian I (Gr 9-12; 1 Year) Russian II (Gr 9-12; 1 Year) Includes: basic foundation in Russian grammar, syntax, vocabulary and construction, Soviet history and culture. Second year will focus on extensive speech practice and frequent translations. Required tutorial telephone support for language practice and conversational exchange.	None	$650/student /course Cost of materials and specialized equipment.
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	Latin I (Gr 9-12; 1 Year) Latin II (Gr 9-12; 1 Year) Includes: study of vocabulary and structure for improved understanding of English derivatives of Latin roots and build a foundation for studying other languages. Roman history and culture will also be studied.	None	$650/student /course Cost of materials and specialized equipment.
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Includes: emphasis on listening, speaking, reading and writing skills. Study of grammar focuses on effective conversational use of language; historical and cultural aspects of Spanish-speaking countries is part of content.	None	$650/student /course Cost of materials and specialized equipment.
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	Spanish III (Gr 9-12; 1 Year) Reading and writing tasks are based on authentic materials and situations from Spanish-speaking cultures. 4 weekly broadcasts	None	$650/student /course Cost of materials and specialized equipment.
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	German I (Gr 9-12; 1 Year) German II (Gr 9-12; 1 Year) Includes: 3 weekly broadcasts; 2 off-air conversational tutoring sessions; pre-recorded video segments to introduce and develop basic skills of speaking, listening, reading, writing and cultural context.	None	$650/student /course Cost of materials and specialized equipment.

Provider	Language / Program Description	Membership Fee	Course Fees
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Spanish III (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	German I (Gr 9-12; 1 Year) German II (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Japanese I (Gr 9-12; 1 Year) Japanese II (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Latin I (Gr 9-12; 1 Year) Latin II (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	French I (Gr 9-12; 1 Year) French II (Gr 9-12; 1 Year) Includes: emphasis on speaking, reading, and writing from everyday situations. French culture is part of course content. Year II covers additional vocabulary and grammar patterns.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.

Provider	Language / Program Description	Membership Fee	Course Fees
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Beginning Spanish (Gr 2-3; 1 Year) Beginning Spanish (Gr 4-5; 1 Year) Includes: three weekly 25-minute broadcasts, lesson plans and scheduled interaction with instructor; learning outcomes in listening, speaking, reading, writing, culture and language. Broadcast portions are pre-recorded.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Continuing Spanish (Gr 3-4; 1 Year) Continuing Spanish (Gr 5-6; 1 Year) Includes: three weekly 25-minute broadcasts and scheduled interaction with instructor; learning outcomes in listening, speaking, reading, writing, culture and language. Broadcast portions are pre-recorded.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Languages Around the World (Gr 6-8; 1 Year) Includes: 4 weekly 25-minute broadcasts explore six languages in 6-week units each: (Latin, French, Japanese, Spanish, German and Chinese) and focus on skills necessary to language learning; thematic units of instruction.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance	PentaLingual 5 (Gr K-2; 9 Weeks) Includes: 15-minute sessions designed to immerse children in five languages: Spanish, French, German, Italian, and Arabic. Lessons are supported by printed material. Developed and taught by Lee K. Riethmiller, Director of the Intercontinental Foreign Language Program in Cambridge, Massachusetts.	Fees Vary; Inquire of MCET Contact	Fees Vary; Inquire of MCET Contact
Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance	QuintaLingual 7 (Gr 3-5; 9 Weeks) Includes: 30-minute sessions designed to immerse students in seven languages: Spanish, French, German, Italian, Arabic, Portuguese, and Japanese. Lessons are supported by printed material. Developed and taught by Lee K. Riethmiller, Director of the Intercontinental Foreign Language Program in Cambridge, Massachusetts.	Fees Vary; Inquire of MCET Contact	Fees Vary; Inquire of MCET Contact

Provider	Language / Program Description	Membership Fee	Course Fees
Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance	French: Tour de France (Gr 9-12; Short course) Developed by The French Library and Cultural Center, the short course will be taught entirely in French and will focus on aspects of French culture and history with an emphasis on interactive dialogue. Requires proficiency in spoken French or be at French II level.	Fees Vary; Inquire of MCET Contact	Fees Vary; Inquire of MCET Contact
Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance	German: Komm mit Nach Deutschland (Gr 9-12; Short course) Intended for third-year German students, this is an interactive cultural enrichment series about German culture and history developed by The Goethe-Institut Boston, the series is taught entirely in German and will focus on aspects of German culture and history with an emphasis on interactive dialogue between participating sites and the studio. Requires two years of German.	Fees Vary; Inquire of MCET Contact	Fees Vary; Inquire of MCET Contact
Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance	Spanish: Los Caminos del Espanol (Gr 9-12; Short course) Course explores the art, history, and social issues of Latin America and Spain to deepen awareness of language and cultures of the Spanish-speaking world, including the United States. Requires proficiency in spoken Spanish or be at Spanish II level.	Fees Vary; Inquire of MCET Contact	Fees Vary; Inquire of MCET Contact
North Dakota Department of Public Instruction Division of Independent Study (NDDIS) Box 5036 State University Station Fargo, ND 58105-5036 701-239-7282 Contact: Robert Stone, Jr.	French, First Semester (Gr 9-12) French, Second Semester (Gr 9-12) French, Third Semester (Gr 9-12) French, Fourth Semester (Gr 9-12) Acquaints students with the French language, culture and history. Simplified grammar and vocabulary along with emphasis on the spoken language gives students a basic understanding of French as a foundation for advanced study. Includes textual, audio, and video support materials. A language placement pretest is available. This is a correspondence course.	None	$50/semester plus cost of materials and shipping. Discounts may apply on bulk orders. Inquire of NDDIS contact.

Provider	Language / Program Description	Membership Fee	Course Fees
North Dakota Department of Public Instruction Division of Independent Study (NDDIS) Box 5036 State University Station Fargo, ND 58105-5036 701-239-7282 Contact: Robert Stone, Jr.	German, First Semester (Gr 9-12) German, Second Semester (Gr 9-12) German, Third Semester (Gr 9-12) German, Fourth Semester (Gr 9-12) Acquaints students with the German language, culture and history. Simplified grammar and vocabulary along with emphasis on the spoken language gives students a bas c understanding of German as a foundation for advanced study. Includes textual, audio, and video support materials. A language placement pretest is available. This is a correspondence course.	None	$50/semester plus cost of materials and shipping. Discounts may apply on bulk orders. Inquire of NDDIS contact.
Educational Communications Center Network (ECC) Kansas State University Bob Dole Hall Manhattan KS 66506-6902 913-532-7041 1-800-533-6036 Contact. Deb Wood, Barb Newhouse	Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Includes: 5 day/week course; 2 45-minute interactive satellite broadcasts/week; requires facilitator and facilitator training; uses textbooks, audiocassettes, videotapes, live broadcasts and computer software. Toll-free telephone support. Limit 15 students/section.	None	$625/student for 1-3 students $150/each for student 4 & over $510 for course materials
University of Alabama Center for Communication and Educational Technology (CCET) Box 870167 Tuscaloosa AL 35487-0167 205-348-2428 Contact: Licia Scott	Japanese Closeup I (Gr 9-12; 1 Year) Japanese Closeup II (Gr 9-12; 1 Year) Includes: 5 weekly pre-recorded video lessons; lesson plans for a 50 minute class period (can be adapted to 90 minute block scheduling); mandatory 15 minute telephone tutoring via 800#.	None	$300/student for 1-20 students, less 10% for student 21 & over $50/student for course materials
University of Nebraska-Lincoln Department of Independent Study Division of Continuing Study 269 Nebraska Center for Continuing Education 33rd and Holdrege Streets Lincoln NE 68583-0900 402-472-4321 Contact: James Schlefelbein, James Augustyn	French 1 (Gr 9-12; 1 Year) French 2 (Gr 9-12; 1 Year) French 3 (Gr 9-12; 1 Year) French 4 (Gr 9-12; 1 Year) Includes: foundation skills of speaking, listening, reading and writing within context of French culture and history. Year 2 expands to include French idioms and expressions. Advanced grammar and conversational topics are part of Year 3 and 4. This is a grammar-based correspondence course.	None	$101/student/course (includes $18 registration fee) Cost of required materials.

Provider	Language / Program Description	Membership Fee	Course Fees
University of Nebraska-Lincoln Department of Independent Study Division of Continuing Study 269 Nebraska Center for Continuing Education 33rd and Holdrege Streets Lincoln NE 68583-0900 402-472-4321 Contact: James Schiefelbein, James Augustyn	German 1 (Gr 9-12; 1 Year) German 2 (Gr 9-12; 1 Year) German 3 (Gr 9-12; 1 Year) German 4 (Gr 9-12: 1 Year) Includes: I: foundation skills of speaking, listening, reading and writing within context of German culture and history. Year 2 expands to include German idioms and expressions. Advanced grammar and conversational topics are part of Year 3 and 4. This is a grammar-based correspondence course.	None	$101/student/course (includes $18 registration fee) Cost of required materials.
University of Nebraska-Lincoln Department of Independent Study Division of Continuing Study 269 Nebraska Center for Continuing Education 33rd and Holdrege Streets Lincoln NE 68583-0900 402-472-4321 Contact: James Schiefelbein, James Augustyn	Latin 1 (Gr 9-12; 1 Year) Latin 2 (Gr 9-12; 1 Year) Latin 3 (Gr 9-12; 1 Year) Latin 4 (Gr 9-12; 1 Year) Latin 5 (Gr 9-12; 1 Year) Latin 6 (Gr 9-12; 1 Year) Includes: Latin reading and translation from Roman mythology acquaint students with grammar (Year 1). 800 vocabulary words are learned from Latin readings about Roman culture and its contributions to Western Civilization (Year 2). Year 3 & 4 draw from classical Latin literature to teach advanced grammar. Cicero's writings are focal point of study of Latin compositional style and affect on contemporary writing (Year 5). This is a grammar-based correspondence course.	None	$101/student/course (includes $18 registration fee) Cost of required materials.
University of Nebraska-Lincoln Department of Independent Study Division of Continuing Study 269 Nebraska Center for Continuing Education 33rd and Holdrege Streets Lincoln NE 68583-0900 402-472-4321 Contact: James Schiefelbein, James Augustyn	Spanish 1 (Gr 9-12; 1 Year) Spanish 2 (Gr 9-12; 1 Year) Spanish 3 (Gr 9-12; 1 Year) Spanish 4 (Gr 9-12; 1 Year) Includes: foundation skills of speaking, listening, reading and writing within context of Spanish-speaking culture and history. Year 2 expands to include Spanish idioms and expressions. Advanced grammar and conversational topics are part of Year 3 and 4. This is a grammar-based correspondence course.	None	$101/student/course (includes $18 registration fee) Cost of required materials.

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INTERNATIONAL
SECOND LANGUAGE INSTRUCTION

	Mandatory	Years of Study or Proficiency	When Studies Begin	What Languages	Other
Canada Manitoba Province	Yes	9 year program	Grade 4	Mandatory French/English 80% take French, drops to 30% after grade 8	6 year program beginning in grade 7, but being phased out; they think it's too late to start
China	Yes	6 yrs-larger cities 3 yrs--rural area	Grade 5 in larger cities	Student decides 90% chose English next: Japanese, German	Concern: Lack of teachers
Italy	Yes	13 years	Grade 1-13	Student decides Most popular: English, French, German	No Information
France	Yes	6 years	Grade 6	Student decides 40 choices Most Popular: English, German, Spanish, Italian, Portuguese, Russian	Third lang. is compulsory starting in Grade 10
Great Britain	Yes	5 years	Ages 11-16 (grades 7-11)	Student decides Most popular: French, German, Spanish, Asian	Presently debating if should begin earlier
Japan	Yes	3 years	Grade 7-9 (However, students going on to college must continue studies of English)	Mandated English Student decides if 3rd language is chosen	English required for entrance to higher ed. Oral communication in English is now added to schedule in addition to lang. study

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PROFESSIONAL ORGANIZATIONS

ADVOCATES FOR LANGUAGE LEARNING
% Dr. Paul Garcia
Kansas City Missouri Public Schools
Box 32083
Kansas City, MO 64111
Tel: 816-871-6317
FAX 816-871-6313

or A.L.L., Box 4964, Culver City, CA 90231

SECOND LANGUAGE ACQUISITION by CHILDREN (SLAC)
% Rosemarie Benya
P.O. Box 2053
Ada, OK 74821
Tel: 405-332-8000

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)
6 Executive Plaza
Yonkers, NY 10701-6801
Tel: 914-963-8830
FAX 914-963-1275

NATIONAL FLES/FLEX IMMERSION COMMISSION
University of Maryland/Baltimore County
Dept. Modern Languages/Linguistics (M.L.L.)
Catonsville, MD 21228
Attn: Gladys Lipton

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING
% Nancy Rhodes
Center of Applied Linguistics
1118 22nd Street NW
Washington, DC 20037

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CONTRIBUTIONS TO THIS DOCUMENT

The Second Language Symposium Committee

Steve Andrews	Administration	Beaverton SD
Deanne Balser	Elementary	Richmond Immersion, Portland
Mary Bastiani	Administration	Portland Public Schools
Madeline Bishop	High School	McMinnville High School
Vickie Bruner	Elementary	Hopkins Elementary School, Sherwood
Calla Jean Church	Elementary/Admin.	Russell Elementary, Portland
Martha Colon	Elementary	Meadowlark Immersion, Eugene
Bonnie Elliott	High School (President, COFLT)	Bend Sr. High School
Tony Fernandez	Elementary/Admin.	Barnes Elementary, Beaverton
Susan Haverson	ESL	Salem-Keizer SD
Mary Jackson	High School	Hood River Valley HS, Hood River
Elizabeth King	Administration	Oregon Department of Education
Chela Kocks	Higher Ed.	Southern Oregon State College
Rae La Marche	High School	Thurston High School, Springfield
Anne La Vietes	High School	Crescent Valley High School, Corvallis
Magdalena Ladd	Community College	Clackamas CC, Emeritus
Laura Lanka	High School, Vice Principal	West Linn HS, West Linn
Marty McCall	ESL	Portland Public Schools
Bob Sari	Superintendent	Crane SD
Lauren Schaffer	High School	Ashland High School, Ashland
Ruth Sherman	High School	Rex Putnam High School, Milwaukie
Thales Smith	High School	Glide High School, Glide
David Stout	Higher Ed./Admin	Pacific University
Therman Striplin	Superintendent	Groner Elementary
Susan Tanabe	High School	Sprague HS, Salem
Gail Van Gorder	Administration	Beaverton SD
Sherry Watson	Elementary	Phoenix-Talent Elementary
Bob Willner	Oregon International Council	Executive Director, Salem
Dan Wood	Principal	West Gresham Grade School
Dee Young	High School/Middle School (Past President, COFLT)	Lake Oswego, OR
Holly Zanville	Higher Ed./Admin.	State System of Higher Ed.

(COFLT: Confederation of Oregon Foreign Language Teachers)

THANKS TO:
Oregon schools for return of the 1994 fall report survey.
David Arlington for technical assistance.
Jene Jones, Willamette University, for compiling data.

Questions concerning this document should be directed to Amy Alday-Murray, Oregon Department of Education, Office of Curriculum, Instruction and Field Services (503) 378-8004.

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SECOND LANGUAGE PROGRAM SITES

The following sites may be contacted to serve as a resource for future implementation of programs in your district. Please contact these schools directly for specific information and/or to arrange a convenient time for visitation.

TOTAL IMMERSION SITES

No public schools in Oregon currently use this model. However, these private schools have generously offered to serve as visitation sites for those considering total immersion.

MULTNOMAH COUNTY		
French American School *	227-3720	French
E-mail addresses:	mhuffman@fas.pps.k12.or.us jfgenay@fas.pps.k12.or.us	
The International School *	226-2496	Spanish (Fall '95 Japanese)
Portland French School *	233-3963	French

TWO-WAY IMMERSION SITES

JACKSON COUNTY		
Medford SD 549	Phoenix Elementary *	Spanish
Phoenix-Talent SD 4	Howard Elementary *	Spanish
MARION COUNTY		
Salem-Keizer SD 24J	Highland Elementary *	Spanish
	Kennedy Elementary *	Spanish
MULTNOMAH COUNTY		
David Douglas SD 40	Mill Park Elementary*	Spanish
Reynolds SD 7	Alder Elementary *	Spanish
Portland Public SD1	Beach Elementary *	Spanish
TILLAMOOK COUNTY		
Tillamook SD 9	Wilson Elementary *	Spanish
WASHINGTON COUNTY		
Beaverton SD 48J	Barnes Elementary*	Spanish

* indicates school has given permission for visitation.

PARTIAL IMMERSION SITES

LANE COUNTY		
Eugene SD 4J	Buena Vista Spanish Immersion*	Spanish
	Fox Hollow French Immersion *	French
	Yujin Gakuen Japanese Immersion	Japanese
	Kelly Middle*	Japanese

CONTENT-BASED FLES SITE

MULTNOMAH COUNTY		
Portland SD 1J	Ainsworth Elementary *	Spanish
	Richmond Elementary*	Japanese
	Sunnyside Elementary *	Vietnamese
	Beach Elementary	Spanish

FLES SITES

BAKER COUNTY		
Pine Eagle SD 61	Halfway Elementary #	Spanish
	Richland Elementary # *	Spanish
Baker SD5J	Brooklyn Elementary	Russian
BENTON COUNTY		
Greater Albany PSD 8J	Oak Grove Elementary *	
CLACKAMAS COUNTY		
Oregon City SD 62	Jennings Lodge Elementary*	Spanish
Sandy Elementary SD 46	Cedar Ridge Middle	Spanish
	Sandy Grade *	Spanish
West Linn-Wilsonville SD 3J	Athey Creek Middle *	Spanish, French
	Inza R. Wood Middle *	Spanish, French
Stafford Primary	Spanish, French, Japanese	
Molalla River	Maple Grove #	Spanish

* indicates school has given permission for visitation.
# indicates school receives instruction by satellite.

FLES Sites (continued)

CLATSOP COUNTY		
Jewell SD 8	Jewell Elementary # *	Spanish, French
Olney SD 11	Olney Elementary # *	Spanish
Warrenton-Hammond SD	Warrenton Grade	Spanish
COLUMBIA COUNTY		
Vernonia SD 47J	Mist Elementary # *	Spanish
	Washington Elementary# *	Spanish
Columbia SD 5J	Clatskanie Elementary*	Spanish
	Clatskanie Middle*	Spanish
	Hilda Lahti Elementary *	Spanish
	Quincy-Mayger Elementary *	Spanish
St. Helens SD 502	Columbia City Elementary *	Spanish
	John Gumm Elementary *	Spanish
COOS COUNTY		
Coos Bay SD 9	Milner Crest Elementary	Spanish
CURRY COUNTY		
Curry County SD 23	Upper Chetco*	Spanish
DESCHUTES COUNTY		
Brothers SD 15	Brothers Elementary*	Spanish, ASL
DOUGLAS COUNTY		
Camas Valley SD 21J	Camas Valley Elementary *	Spanish
Douglas County SD 4	Fir Grove Elementary *	French
	Hucrest Elementary *	Spanish, Japanese
Days Creek SD 15	Tiller Elementary # *	Spanish
Winston-Dillard SD 116	Lookingglass Elementary	Spanish
	Tenmile Elementary	Spanish
GRANT COUNTY		
Dayville SD 16J	Dayville Elementary	Spanish
Long Creek SD 17	Long Creek Elementary # *	Spanish
Prairie City SD 4	Prairie City Elementary *	Spanish
HARNEY COUNTY		
Drewsey SD 13	Drewsey Elementary	Spanish
South Harney SD 33	Fields Elementary	Spanish
HOOD RIVER COUNTY		
Hood River County SD	Cascade Locks Elementary *	Spanish
JACKSON COUNTY		
Butte Falls SD 91	Butte Falls Elementary # *	Spanish, French
Prospect SD 59	Prospect Elementary	

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FLES Sites (continued)

JEFFERSON COUNTY		
Black Butte SD 41	Black Butte Elementary*	Spanish
Jefferson County SD 509J	Buff Elementary*	Spanish
JOSEPHINE COUNTY		
Three Rivers/Josephine Cty	Manzanita Elementary*	Spanish
KLAMATH COUNTY		
Klamath County SD	Altamont Elementary	Spanish
	Fairhaven Elementary #	Spanish
	Fairview Elementary *	Spanish
	Gearhart Elementary# *	Spanish
	Keno Elementary *	Spanish
LAKE COUNTY		
North Lake SD 14	North Lake Elementary *	Spanish
LANE COUNTY		
Eugene SD 4J	Monroe Middle *	Spanish
	Patterson Elementary*	Spanish
	Roosevelt Middle *	Spanish, French
Mapleton SD 32	Mapleton Elementary*	Spanish
South Lane 45J	Bohemia Elementary # *	Spanish
	Delight Valley Elementary #	Spanish
	Dorena Elementary# *	Spanish
	Latham Elementary # *	Spanish
	London Elementary # *	Spanish
Springfield SD 19	Thurston Elementary	Spanish
LINN COUNTY		
Greater Albany SD 8J	Central Elementary *	Spanish, ASL
	Liberty Elementary *	Spanish, Japanese
	South Shore Elementary	
	Sunrise Elementary *	Japanese
Harris SD 46	Harris Elementary *	Spanish
Lebanon Public SD 16	Cascades Elementary *	
	Green Acres Elementary *	Spanish
Linn County SD 124	Lourdes Elementary *	
MALHEUR COUNTY		
Arock SD 81	W. W. Jones Elementary*	Spanish, French
Harper SD 66	Harper Elementary #	Spanish
Jordan Valley SD 3	Jordan Valley Elementary # *	Spanish
	Salem Heights Elementary*	ASL
	Sumpter Elementary	Spanish

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FLES Sites (continued)

MARION COUNTY		
Detroit SD 123J	Detroit Elementary #	Spanish
Monitor SD 142J	Monitor Elementary	Spanish, Russian
Pratum SD 50	Pratum Elementary *	Spanish
Salem-Keizer SD 24J	McKinley Elementary	
Silverton SD 4	Eugene Field Elementary	Spanish
Sublimity SD 7	Sublimity Elementary *	Spanish
Woodburn SD 103	Nellie Muir Elementary *	Spanish, Russian*
MULTNOMAH COUNTY		
Gresham/Barlow SD	West Gresham Grade *	Japanese
Parkrose SD 3	Parkrose Middle *	Spanish
Portland Public SD 1	Ainsworth Elementary	Spanish
	Beaumont Middle	
	Binnsmead Middle *	Spanish
	Bridger Elementary *	Spanish
Portland Public SD 1 (continued)	Brooklyn Elementary *	
	Edwards Elementary	Spanish
	Fernwood Middle	
	Hosford Middle	
	Jackson Middle	
	Metropolitan Learning Center *	French, Spanish
	Sellwood Middle *	Spanish
	Sunnyside	ASL, Russian
	Tubman Middle	
	West Sylvan Middle*	Spanish
Reynolds SD 7	Troutdale Elementary	
Riverdale SD 51J	Riverdale Elementary *	French
POLK COUNTY		
Perrydale SD 21	Perrydale Elementary School # *	Spanish
TILLAMOOK COUNTY		
Nestucca Valley SD 101	Cloverdale Elementary *	Spanish
	Hebo Elementary *	Spanish
Tillamook SD 9	Liberty Elementary *	Spanish
UMATILLA COUNTY		
Athena-Weston 29J	Athena Elementary *	Spanish
Hermiston SD 8	Highland Hills Elementary *	Spanish
	Rocky Heights Elementary *	Spanish
	Sunset Elementary *	Spanish
	West Park Elementary *	Spanish
Ukiah SD 80	Ukiah Elementary	Spanish

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FLES Sites (continued)

WASCO COUNTY		
Dufur SD 29	Dufur Elementary # *	Spanish
Petersburg SD 14	Petersburg Elementary*	Spanish
WASHINGTON COUNTY		
Beaverton SD 48J	Highland Park Middle*	Spanish
	Kinnaman Elementary	*German, Spanish
Farmington View SD 58	Farmington View Elementary*	Spanish
Hillsboro SD 7	W. Verne McKinney Elementary *	Spanish
WHEELER COUNTY		
Fossil SD 21J	Fossil Elementary #	Spanish
YAMHILL COUNTY		
Newberg SD 29J	Central Elementary #	Spanish
	Dundee Elementary #	Spanish
	Ewing Young Elementary #	Spanish
Sheridan SD 48J	Chapman Elementary *	Japanese
Willamina SD 30J	Grand Ronde Elementary *	Spanish
Yamhill-Carlton SD 1	Carlton Elementary *	Spanish
	Yamhill Elementary	Spanish

FLEX SITES

BENTON COUNTY		
Corvallis SD 509J	Lincoln Elementary	Spanish
CLACKAMAS COUNTY		
Canby SD 86J	Howard Eccles Elementary*	Spanish
	Ninety-One Elementary*	Spanish
Lake Oswego SD 7J	Bryant Elementary *	French , Japanese, Spanish
	Hallinan Elementary *	French, German, Japanese, Spanish
	Lake Grove Elementary	French, Japanese,
	German Oak	

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FLEX Sites (continued)

Lake Oswego SD 7J (continued)	River Grove Elementary*	Spanish
	Uplands Elementary*	Spanish
	Westridge Elementary*	Spanish
West Linn-Wilsonville SD	Cedaroak Park Primary*	French, Spanish
Sunset Primary	Japanese, Spanish	
CLATSOP COUNTY		
Astoria SD 1	Lewis And Clark Elementary *	French, German
Seaside SD 10	Broadway Middle	French
COOS COUNTY		
Coos Bay SD 9	Millicoma Middle*	Spanish
Reedsport SD 105	W.F. Jewett Middle*	
DESCHUTES COUNTY		
Bend-La Pine SD 1	La Pine Middle *	French, Spanish
	Pilot Butte Middle*	French, Spanish
Sisters SD 6	Sisters Elementary *	Spanish
DOUGLAS COUNTY		
Days Creek SD 15	Days Creek Elementary #	Spanish
HARNEY COUNTY		
Double O SD 28	Double O Elementary	German, Spanish
HOOD RIVER COUNTY		
Hood River SD 1	Hood River Middle*	Spanish
JACKSON COUNTY		
Central Point SD 6	Sams Valley Elementary	French, Spanish
Phoenix-Talent SD 4	Talent Middle*	Exploratory
Rogue River SD 35	Rogue River Middle*	French
KLAMATH COUNTY		
Klamath County SD	Merrill Elementary *	Spanish
Klamath Falls SD 1	Mills Elementary	Spanish
LANE COUNTY		
Bethel SD 52	Cascade Middle *	Spanish
Creswell SD 40	Creslane Elementary *	Spanish
	Creswell Middle *	Spanish
Eugene SD 4J	Madison Middle *	Spanish
	Gilham Elementary	
	Willagillespie Elementary	

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FLEX Sites (continued)

Salem Abiqua		
Springfield SD 19	Briggs Middle	Spanish
	Hamlin Middle *	Spanish
	Springfield Middle *	Spanish
	Thurston Middle *	Spanish
LINN COUNTY		
Central Linn SD 552	Central Linn Elementary	Spanish
Crowfoot SD 89	Crowfoot Elementary *	French
Lebanon SD 16	Queen Anne Elementary	French, Spanish
Wyatt SD 63	Wyatt Elementary	Spanish
MARION COUNTY		
Bethany SD 63	Bethany Elementary *	Spanish
Jefferson SD 14	Jefferson Elementary *	Spanish
Mt. Angel SD 91	St. Mary's Public	Spanish
Woodburn SD 103	French Prairie Middle	Spanish
MULTNOMAH COUNTY		
Corbett SD 39	Corbett Middle*	Spanish
	Corbett/Springdale Elementary	Spanish
Gresham-Barlow SD 10	Clear Creek Middle*	French
	Gordon Russell Middle*	German, Spanish
Portland Public SD 1	Chapman Elementary	French, German, Spanish
	Duniway Elementary	Chinese, French, German, Spanish
	George Middle	Laotian, Spanish, Russian
	Glencoe Elementary	Spanish
	Gregory Heights Middle	
	Hollyrood Elementary	Japanese, French, Spanish
	Jason Lee Elementary	Vietnamese
	Kellogg Middle	
	Lane Middle	Spanish
	Laurelhurst Elementary	Spanish
	Lent Elementary	Japanese, Spanish
	Llewellyn Elementary	Japanese, Spanish
	Mt. Tabor Middle*	Spanish
	Oakley Green Middle	
	Portsmouth Middle	
	Rieke Elementary	French, Spanish
	Rose City Park Elementary	Spanish
	Sabin Elementary	Spanish
	Sitton Elementary*	Spanish

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FLEX Sites (continued)

Portland Public SD 1 (continued)	Sunnyside Elementary	Spanish
	Stephenson Elementary	French, Japanese, Spanish
	Skyline Elementary	Spanish
	Whitaker Middle	
Reynolds SD 7	Sweetbriar Elementary*	Spanish
POLK COUNTY		
Central SD 13J	Independence Elementary *	Spanish
UNION COUNTY		
La Grande SD 1	Ackerman Elementary*	Spanish
WASHINGTON COUNTY		
Banks SD 13	Banks Elementary	Spanish
	Buxton Elementary	Spanish
Beaverton SD 48J	Chehalem Elementary*	Spanish
	Elmonica Elementary *	Spanish
	Hiteon Elementary *	Japanese
Beaverton SD 48J (continued)	Meadow Park Middle *	Spanish
	Raleigh Park Elementary *	Spanish
	West Tualatin View *	Spanish
Groner SD 39	Groner Elementary*	Spanish
Tigard-Tualatin SD 23J	Mary Woodward Elementary	Spanish
West Union SD 1	Lenox Elementary	Spanish
YAMHILL COUNTY		
Dayton SD 8	Dayton Elementary *	Spanish
Newberg SD 29J	Edwards Elementary #	Spanish
Willamina SD 30J	Willamina Middle *	Spanish

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21st CENTURY SCHOOLS

Oregon