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Assembly Bill 508

Foreign Language in Elementary



Summary: Requires certain school districts in Nevada to establish pilot programs to provide instruction in Foreign Languages & Culture in Elementary Schools.

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ASSEMBLY EDUCATION
DATE: 4/7/03 ROOM: 3143 EXHIBIT BB
SUBMITTED BY: TVA MATHS

BB 1/16

“As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today’s shrinking world.”

-NCPublicSchools.org

The purpose of this bill is to offer elementary school students in Nevada an opportunity to become familiar with another language and culture.

The lessons learned will help them later on at the high school and collegial levels where foreign language is currently mandated.

Through this program we will not expect our children to become proficient in another language rather, they will hopefully gain an appreciation for both that language and that culture or language and culture in general.

“When they are babies,”
said Emilia Marks, an Ohio
University Modern Language
Professor. “But, if not, as soon as
possible. Kindergarten, elementary
school-when their brains want to
learn.”

Ensure economic competitiveness:

To maintain national security;

To teach tolerance and respect for others
outside of the United States

There are four major types of foreign language programs that are available in elementary schools in the United States.

-FLES Programs

-FLEX Programs

-Immersion Programs

-Two-Way Immersion Programs

The most frequently offered foreign language programs in US elementary schools

These programs present a second language as a distinct subject (much like science or social studies)

Most FLES Programs focus on teaching the four communication skills- listening, speaking, reading and writing, along with culture.

Depending on the frequency of the classes and the opportunities provided for practicing the language, children in long sequence FLES Programs may attain substantial foreign language proficiency.

Introduce students to another culture & language as a general concept

Students generally learn about one or more languages, but the emphasis is not on attaining proficiency in a particular language.

Many times these courses provide a basis for later learning

In this program English-speaking children spend part or all of their school day learning in a second language. In total Immersion Programs, children learn all of their subjects-including math, social studies, and science-in the second language.

Partial immersion programs operate on the same principle, but only a portion of the curriculum is presented in the second language.

Children enrolled in immersion programs work toward full proficiency in the second language and usually reach a higher level of competence than those participating in other types of language programs (Curtain & Pesola, 1994).

In two-way Immersion programs in the US, native English speakers and native speakers of another language (usually Spanish) are enrolled in the same class/ in roughly equal numbers

Content instruction is provided in both languages

But only one language is used in the classroom at any given time

Some content areas are taught in English and others in the second language, which is used at least 50% of the time.

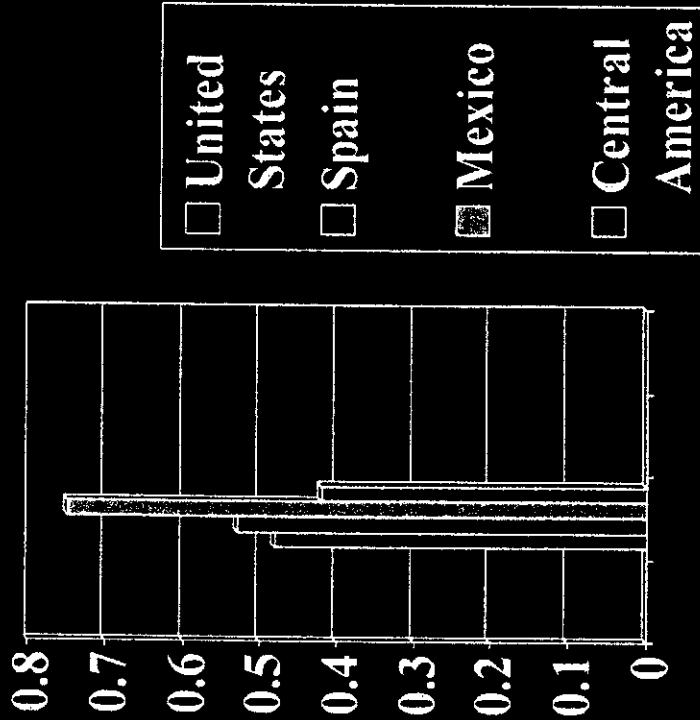
Goals for this program include the development of high levels of proficiency in the students' first and second languages, and the development of positive cross cultural attitudes and behaviors.

1. The following subjects as designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools:
 - a. English
 - b. Mathematics
 - c. Science and
 - d. Social studies (history, geography, economics and government)
2. Except as otherwise provided in this subsection, in addition to the core academic subjects, the following subjects must be taught as applicable for grade levels and to the extent practicable in all public schools:
 - a. The arts
 - b. Computer Education & Technology
 - c. Health and
 - d. Physical Education

<u>State</u>	<u>Title & State of Bill</u>	<u>Grade Level</u>	<u>Summary</u>
FL	SB 20E/ Signed into law	Pre K-12	Required every local board to create a plan for K-12 Foreign language Curriculum
MA	HB 5010/Signed into law	Pre K-12	“Within five years of the effective date of this act, any foreign language classes required by the department... or by the school district shall be required for students in elementary schools and optional for students in high schools.”

BB 12/16

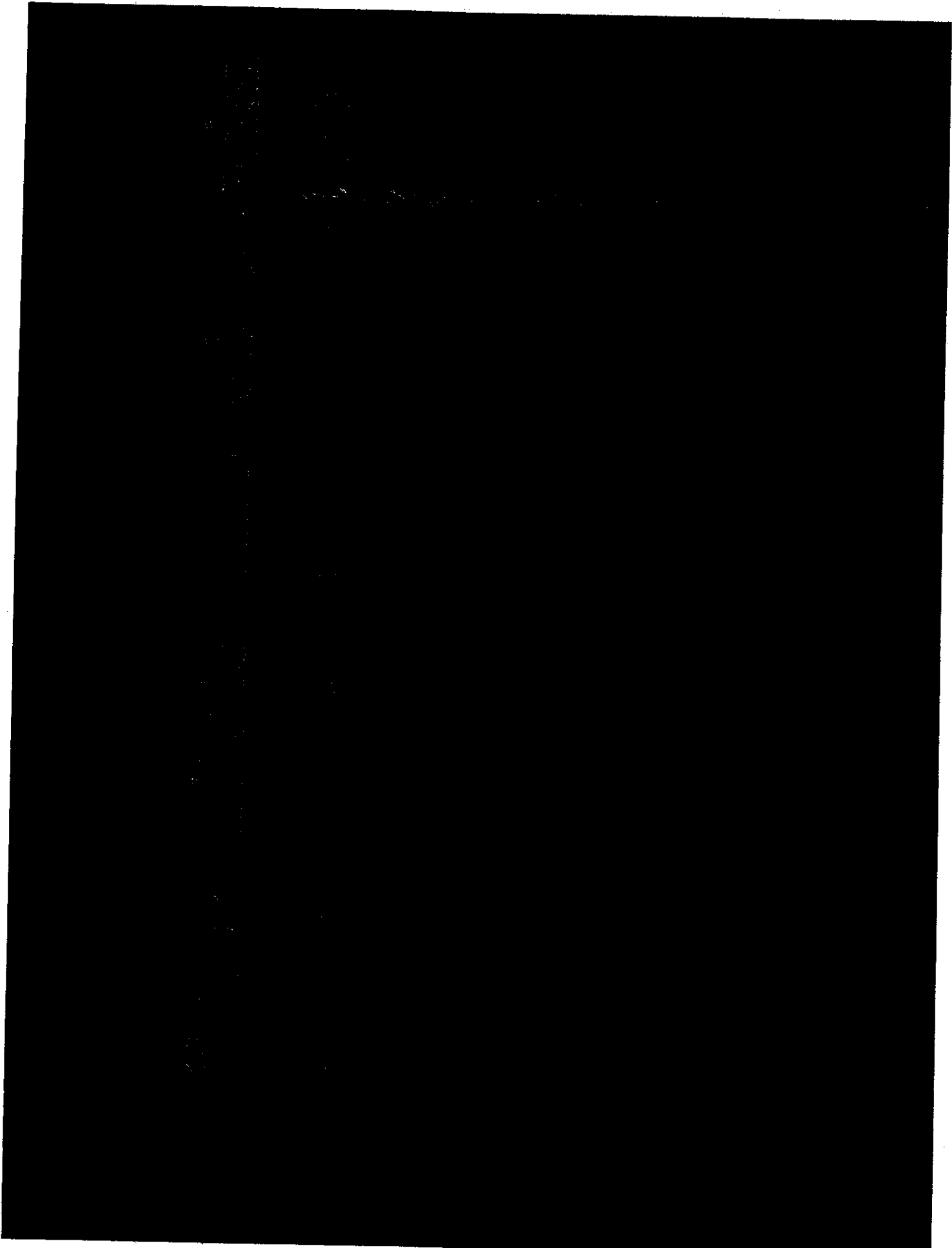
The United States is the third largest Spanish speaking country in the world.



- California
- New York
- Texas
- Florida



BB 14/16



BB 15/16

BB 16/16