World Languages Elementary Specialty Program

Western Prince William County
Tyler Elementary: Spanish
14500 John Marshall Hwy.
Gainesville, VA 20155
703.754.7181
Principal: Jennifer Perilla
Teacher: Anna Grieco

Mullen Elementary: Spanish
8000 Rodes Drive
Manassas, VA 20109
703.330.0427
Principal: Rhonda Ellington
Teacher: Yesenia Arias

Signal Hill Elementary: French
9553 Birmingham Drive
Manassas, VA 20111
703.530.7541
Principal: Carrie Webb
Teacher: Suzanne Ballvé

Eastern Prince William County
Enterprise Elementary: Spanish
1390 Lindendale Road
Woodbridge, VA 22193
703.590.1558
Principal: Kelly Nickerson
Teacher: Janira Collado

River Oaks Elementary: Spanish
16950 McGuffeys Trail
Woodbridge, VA 22191
703.441.0052
Principal: Aerica Williams
Teacher: Magna Lucas

Lake Ridge Elementary: French
11970 Hedges Run Drive
Woodbridge, VA 22192
703.494.9153
Principal: Stephanie Sanders
Teachers: Jennifer Rigot & Mathilde Wilson

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World Languages Elementary Specialty Program

Carol Bass, Supervisor
bassc@pwcs.edu
703.791.8706  Fax 703.831.8761
Office of Student Learning
**Background:** In order to allow students of PWCS schools the opportunity to pursue special talents and interests beyond the studies offered at the elementary level, Dr. Kelly, former Superintendent, initiated the specialty programs in the areas of math and science and foreign/world language. Certain schools strategically located throughout the school division were designated to incorporate these specialty programs into their existing curriculum.

The six elementary world language specialty programs are located at: Tyler, Mullen, Signal Hill, Enterprise, Lake Ridge and River Oaks Schools. Staff members from these schools spent the 1998-99 school year researching and visiting the most widely recognized elementary world language models used throughout the country prior to deciding on a program model for all the schools.

**Program Model:** A content-connected sequential WLES (foreign language in the elementary schools) model, one of the research-based program models, was selected for students in grades one to five. This is one of the most widely implemented early world language programs in the U.S. Sequential WLES is an introduction of a world language through a sequence of grades on a regular basis in which basic skill development in the areas of listening, speaking, reading, writing, and cultural awareness are learned within themes. As is possible, connections are made to the mainstream curriculum content objectives. In this model all students will be exposed to the foundation of a language, Spanish or French, once a week for approximately 45 minutes in the specials rotation by a certified world languages teacher.

Current Kindergarten students from other elementary schools within the designated geographic cluster of each of the six specialty programs may apply to become participants of the specialty programs depending on enrollment. Information will be disseminated via written notification and announced meetings to all elementary schools each year in the fall. Questions about the applications should be directed to the Gifted Specialty Program, at 703.791.7400.

**The goals of a sequential, content-connected WLES program include the following:**

1. Some limited proficiency in the target language, in order to communicate and understand basic information in familiar situations such as daily routines in a home and at school;
2. Increased understanding and empathy for speakers of other languages and those from other cultures.
3. Increased interest in additional and future language study.
4. Reinforced and differentiated learning of the SOL & PWC objectives of social studies, science, math, language arts, and music as is possible; and
5. Enhanced opportunity to becoming bilingual in the target language with continuous study through middle and high school.

**Did you know?......**

- The most successful second language learner is one who start early because a person’s ability to learn a second language is highest between birth and age six, at which time it undergoes a steady decline and drops off dramatically at around age 10.
- Children who begin to learn a second language in elementary school or before have an easier time hearing and processing language and are less likely to speak it with an accent.
- Children who receive regular systematic second language instruction in the elementary grades perform better in their native languages and in school overall, develop greater problem solving skills, become more creative, and achieve a greater understanding of their own and other cultures.
- Children who study second languages score higher on both verbal and mathematics sections of standardized test.
- Children who study second languages have expanded career opportunities as adults.

**Resources for Early World Language Learning:**

- Free to Students, Parents, Teachers: CultureGrams [http://online.culturegram.com](http://online.culturegram.com)
  In schools: username princewmr, password: county
  Off site remote: username: princewmr, password: county

- PWCS World Language Web Page: [http://www.pwcs.edu/academicsprograms/WorldLanguagesNew/](http://www.pwcs.edu/academicsprograms/WorldLanguagesNew/)