

**Cambridge Public Schools**  
**World Language Curriculum Review**  
**Final Report**  
**June 10, 2014**



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## Overview and Executive Summary

A team of World Language Educators convened in fall 2013 to conduct a review of the District's Gr. 6-12 World Language program in accordance with the vision and expectations outlined in the newly adopted Cambridge Public Schools Curriculum Review Cycle. This report is divided into five major components: Gr. 6-8 Spanish, Gr. 6-8 French, Gr. 9-12 Spanish, Gr. 9-12 French, and gr. 9-12 Arabic, Chinese and Latin. This report did not encompass other World Language programs in the district such as Amigos Spanish Immersion, Olá Portuguese Immersion program, King School Chinese Immersion and FLES or the Fletcher Maynard Elementary FLES Spanish program. These programs will be reviewed as a part of the district's Curriculum Review Cycle in future years.

This document is a snapshot in time based on the program analyses conducted in 2013-14, and it is understood that throughout any given year there are adjustments to the schedule or curriculum resources. To avoid confusion, please note that this document references the four C's of Critical 21<sup>st</sup> Century Skills (critical thinking, meaningful collaboration, communication, creativity and innovation) as well as the nationally recognized 5 C's of World Language promoted by the American Council on the Teaching of Foreign Languages (communication, cultures, connections, comparisons and communities).

An asterisk next to names in each program analysis indicates the teachers who authored each section report. The remainder of the report was written by JK-12 Coordinator Dr. James Kelleher who may be reached by email at [jkelleher@cpsd.us](mailto:jkelleher@cpsd.us) or phone at (617) 349-6718 for any desired follow-up. We are grateful for support in this initiative from Dr. Jessica Huizenga, Assistant Superintendent for Curriculum & Instruction.

Areas of strength that emerge throughout this report include:

- Teachers have been provided with ample resources such as up to date textbooks and technology including Eno Boards and ELMO projectors. At the high school level, one World Language teacher has a small cart of iPads available to use every day with students.
- The World Language Coaching model is a strength for the department in providing job-embedded professional training.
- Understanding by Design training provided in 2013-14 has allowed all department educators to gain an understanding for best practices in the curriculum design model that the department has adopted.
- Teachers noted strengths at CRLS including: state of the art high school language laboratory, physical infrastructure in regard to technology; library and school resources; tutoring and homework center; FOCRLS grants; tuition reimbursement and in-house professional development.
- While standardized assessment results are limited in World Languages, teachers noted that scores on Advanced Placement World Language tests have historically been strong.
- Most teachers have extensive experience and include an array of learning activities in every lesson to address a variety of learning styles. This includes music videos, portfolios, group activities, projects and cultural experiences.
- Teachers are collaborative with one another and willingly share resources, calibrate pacing together and exchange ideas on best practices.

Recommendations that emerge throughout this report include the following:

- Teachers at all levels would like to increase the support provided to students with Individualized Education Plans (IEPs). We would like to explore the option of offering support to students in World Language classes. This may include new course offerings at CRLS or the potential for co-teaching with special educators.
- At the Upper School Level, World Language educators would like to increase the time for World Language with a consistent schedule in which World Language is offered as a core class at all school sites.

- Teachers would like to explore new options for technology in the classroom such as chrome books, 1:1, iPads and other initiatives.
- The block schedule model at CRLS is less than ideal for World Language learning given the cumulative nature of learning a language. Students often experience interruptions in their scheduling of languages that causes regression.
- At CRLS in particular, it is sometimes a challenge at all levels to address the skill sets of heritage speakers, students new to language study, and students who may have participated in an immersion K-8 program. Additional scheduling options such as an Advanced Placement Spanish Literature class would provide options for students with a higher level of proficiency. Even among heritage speakers there is a wide range of skill and ability.
- Teachers would like to strengthen interdisciplinary connections at all levels, such as dance lessons that incorporate the languages taught, history and literature electives offered in other languages or culinary lessons featuring foods from the cultures whose languages are taught.
- Teachers at the Upper School level would like to explore options such as a mobile language laboratory to increase speaking, listening and technology activities in each lesson.
- CRLS teachers advocate common planning time as well as the potential to cluster teachers' classrooms closer together to encourage collaboration.
- Teachers have varying degrees of knowledge regarding differentiated instruction. While teachers modify assessments and assignments to reflect the learning needs of their students, this practice is not always possible due to classroom demands, specifically with class sizes. Additional training is essential to ensure that World Language teachers in Gr. 6-12 are meeting the needs of our diverse learners. More support is needed regarding students with learning needs. The addition of a trained support staff in the Spanish classroom would improve educational outcomes for all students.
- We would like to propose consideration at CRLS of the possibility that all students be asked to complete all language courses consecutively at CRLS and that students be asked to complete the World Language requirement by the end of their sophomore year. This proposal will reduce regression in our Gr. 6-12 sequence; it will allow students greater opportunities to continue their World Language studies to a higher level and it will reduce the problems that surface (with discipline, study skills, maturity, wide range in skill level, etc.) when students in gr. 9-12 are all scheduled together into a typical high school World Language class.

### World Language Department Draft Vision

The staff of the World Language Department work together as a collaborative team committed to academic excellence and social justice and focused on delivering the highest quality teaching and learning for our students. We strive to achieve our objectives in a spirit of coordination and cooperation, continually assessing what it means to be "among the best" and measuring our progress toward that goal. We are committed to using our collaborative time toward improving instruction for all students, utilizing mainly the tools of Understanding by Design (UbD) to support the articulation of our program and design instruction that meets the needs of a highly technical and changing society. All World Language educators are invested in implementing the Massachusetts Curriculum Frameworks in lesson planning and delivery. Teachers follow the American Council on the Teaching of Foreign Languages (ACTFL) professional recommendation of teaching the various languages we offer, to the greatest extent possible, in the target language with an emphasis on developing a high level of speaking fluency for all learners.

## Overview of Current Upper School Spanish Program

The Cambridge Upper School Spanish program consists of four Upper Schools that offer Spanish at 6th, 7th and 8th grade. The program follows a cumulative curriculum that aligns with Massachusetts state standards. Students entering 6th grade choose a language and commit to a three year course of study. Students who successfully complete the program will be prepared for Spanish II at Cambridge Rindge and Latin School.

**Teachers:** Angela Green\*; April Hanlon\*; Oksana Deinak-Pingitore\*; Paolo Cozzi\*, Nick Paras

## Structure of Middle School program

At three of the Upper Schools (PAUS, RAUC, CSUS), students meet three times during a six day cycle with class times ranging 45-55 minutes. The fourth Upper School (VLUS), meets four times per week with times ranging 50-60 minutes. Student population reflects a wide range of learners, including special education, English Language Learners (ELL), heritage speakers, and students entering the program mid-year or mid-level that have not previously studied the language.

## Curriculum

### *Background*

Students taking 6th, 7th, and 8th grade Spanish follow the “*Realidades*” (levels A & B), curriculum published by Pearson & Prentice Hall. The program follows one curriculum that is consistent and incremental, and dovetails with the high school curriculum to ensure a smooth transition. The textbook was chosen by a committee of world language teachers from both the high school and middle schools.

### *Strengths*

- There is a documented curriculum that aligns with National and State standards that allows teachers to create their lessons using a common source.
- The textbook incorporates a Backwards Design approach. The Upper School Spanish teachers have begun collectively creating units using elements of Understanding by Design (UbD).
- The technology-rich curriculum addresses the needs of 21st century learners.
- The curriculum enables students to utilize the four language skills using the target language.

### *Recommendations*

- The curriculum does not address the needs of heritage speakers well. The curriculum assumes that the students will be independent and motivated because they are expected to take on the curriculum work in an independent setting.
- Students would benefit from a curriculum that incorporates interdisciplinary lessons and conveys to them the importance and relevance of what they are learning in their Spanish class.

## Instruction

### *Background*

Students in the Upper School Spanish program are working towards proficiency in the four language skills. The program strives to reach all types of learners and provide a relevant and meaningful exposure to both the spoken language and its culture. Teachers are expected to follow an Understanding by Design (UbD) approach.

### *Strengths*

- Technology suite provided to all teachers is beneficial, enhances language instruction and helps address the Universal Design for Learning.
- Teachers have access to laptop carts and/or computer labs.
- We have a large number of teachers who are experienced with district initiatives.
- Teachers utilize a variety of activities that address the various learning styles encountered in a classroom. Examples include music videos, portfolios, group activities, projects, and cultural experiences.
- There is a strong sense of commitment among our teachers. This is manifested in the external supports offered to students such as websites, tutoring sessions, and the inclusion of programs such as Edgenuity.
- The instructional coach supports and facilitates a culture of collaboration and collective conversations that directly impacts every day instruction. In addition, the coach provides constructive feedback to individual teachers and provides resources and models instruction.
- Monthly meetings allow the team to calibrate pacing, to share instructional strategies and to exchange ideas of best practices.
- Teachers are skilled and experienced in differentiating instruction.
- The use of the target language is a high priority for all teachers in every class period.

### *Recommendations*

- Explore the possibility of increasing the amount of instructional time.
- Additional professional development on UbD & use of technology.
- The schedule we currently follow is cutting back on instructional time.
- Lack of equity across district. Three of the schools have six day schedule (PAUS, RAUS, CSUS) while VLUS has a weekly schedule (4 times for 1hr).
- Teachers have a heavy load of courses and responsibilities beyond language instruction.
- Teachers will continue to strive to increase the use of target language.
- Providing additional support for ELL and Special Education students in a language classroom such as a push-in model.
- Conflict of interest between special educator services for students and providing a consistent environment for special education students, e.g. students will get pulled out once or twice a cycle and they are expected to perform as if having had full access to the curriculum.
- Additional support for inclusion classes that take a foreign language.

## Assessment

### *Background*

In the middle school program, students are assessed using common tools such as self-assessment, end-of-chapter tests, quizzes, oral interviews, projects and additional ancillary materials available in the book *Realidades*. The assessment program includes a variety of ways to evaluate the language learning, communicative abilities and cultural perspectives of our students. The *Realidades* program provides a balanced approach to classroom assessment.<sup>1</sup> In addition, the AAPPL exam was piloted this year with positive results. The AAPPL exam is given as a pre- and post-measure to assess student growth in each skill area over time.

### *Strengths*

- The assessment program is consistent districtwide. Students and teachers are familiar with the format.
- Assessment program is based on the *Standards for Foreign Language Learning* (1995).
- Assessment program addresses the different learning styles of the diverse student population.
- In so far as instruction is differentiated, the assessment program does as well.
- The program contains alternative assessments to meet the needs of higher functioning students.
- The program provides a wide variety of accommodations for students that need them.
- AAPPL exam was piloted by all language teachers. The data will provide valuable feedback and will help teachers and administrators strengthen the language program to work toward higher levels of proficiency in all skill areas.

### *Recommendations*

- Need to address the complexities in the 6 day rotation schedule, which creates inconsistencies in instruction time and gaps in class meeting times.
- Need to address conflicts in Special Education service pullouts, which creates inconsistencies regarding class attendance. This results in low academic confidence in language classes, which can manifest as behavior issues and low assessment results.
- All students take the AAPPL exam.
- Need for continued communication between Upper School and High School teachers regarding student placement in upper level courses.
- Need to create a districtwide final assessment to assist in determining placement when students transition to the CRLS.

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<sup>1</sup> Pearson Education, Inc. *Realidades*

## District Resources

### *Background*

The city of Cambridge provides many opportunities for professional development, access to the latest technology for classrooms, a districtwide data base (ASPEN) and departmental support systems.

### *Strengths*

The World Language Coach provides instructors with pedagogical support, which includes curriculum and lesson development, mentoring new teachers, supporting teachers with instructional materials and acting as a liaison between all schools.

- District support available for language teachers.
- Instructional material reimbursement.
- Professional development.
- Tuition reimbursement.
- All teachers are provided with a technology suite that includes a document camera, an Eno board, a MacBook Air and speakers.
- Access to Think-Pad and Google Chrome Book carts.
- The latest software for interactive whiteboards.
- The technology suite allows teachers to reach all types of learners.
- Instructional technology is available in all schools to support teachers while using technology in their lessons.

### *Recommendations*

- Library should purchase multi-leveled books, audio-books and magazines in Spanish.
- Additional professional development on how to incorporate technology in language instruction.
- More opportunities for peer-to-peer observations/collaboration.
- Regular maintenance of technology to ensure reliability.
- New teachers require regular support to ensure a smooth start to their career.
- Provide each student with individual copies of workbooks, textbooks and tablets.
- Other Concerns: We would like to see World Language as a "Core" subject at the Upper School level.



## Student List - Students In My Classes

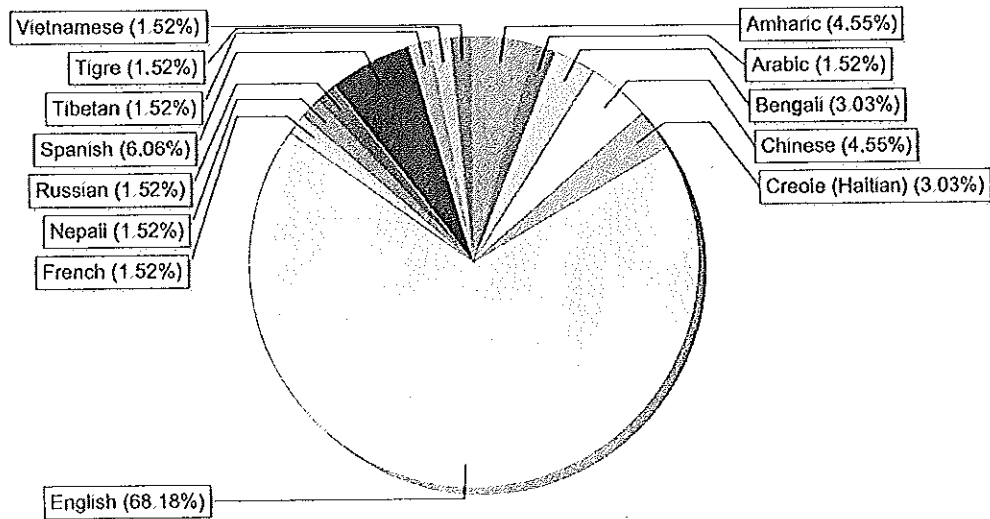


Chart Summary			
Data Set	Home language DOE24	Number	Percent
	Amharic	3	4.55%
	Arabic	1	1.52%
	Bengali	2	3.03%
	Chinese	3	4.55%
	Creole (Haitian)	2	3.03%
	English	45	68.18%
	French	1	1.52%
	Nepali	1	1.52%
	Russian	1	1.52%
	Spanish	4	6.06%
	Tibetan	1	1.52%
	Tigre	1	1.52%
	Vietnamese	1	1.52%
	Totals	66	100.00%

## Student List - Students In My Classes

Page 1

December 12, 2013

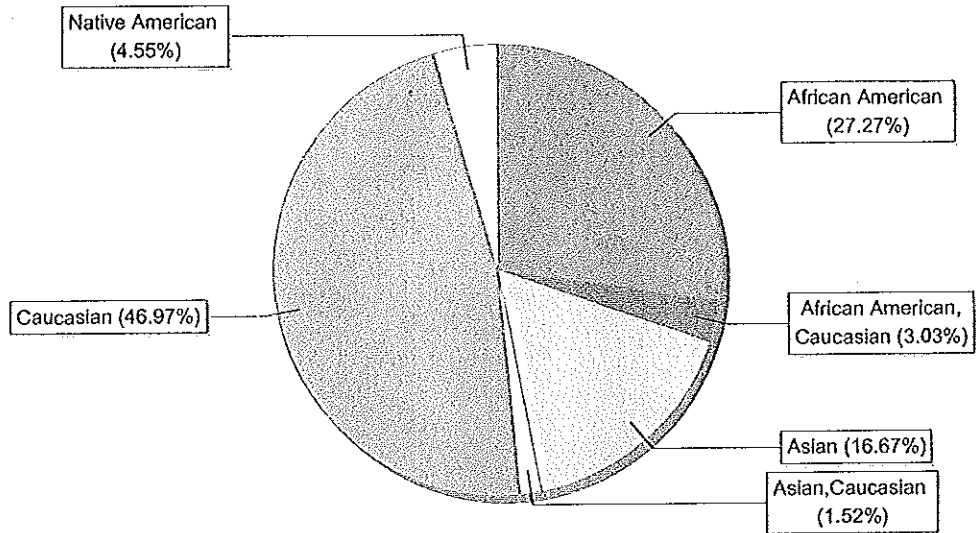


Chart Summary			
Data Set	Race	Number	Percent
	African American	18	27.27%
	African American,Caucasian	2	3.03%
	Asian	11	16.67%
	Asian,Caucasian	1	1.52%
	Caucasian	31	46.97%
	Native American	3	4.55%
	Totals	66	100.00%

## Student List - Students in My Classes

Page 1

December 12, 2013

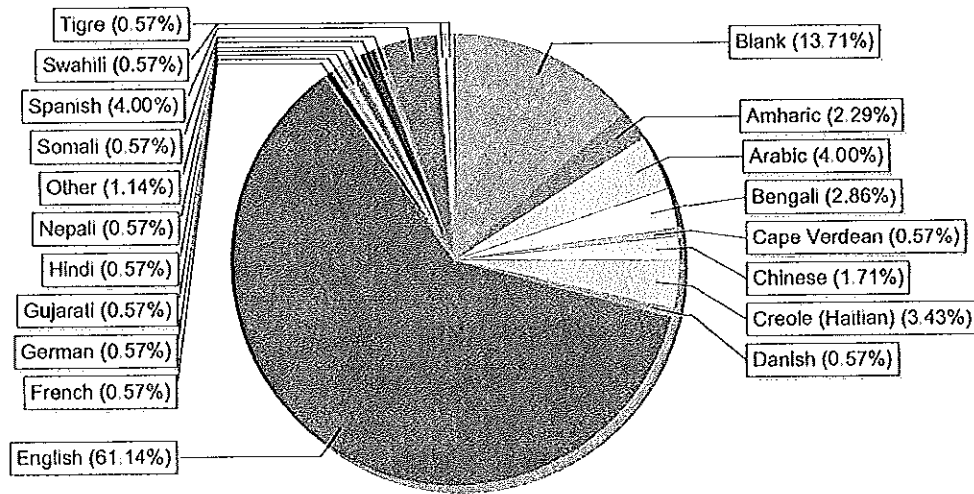


Chart Summary			
Data Set	Home language DOE24	Number	Percent
	Blank	24	13.71%
	Amharic	4	2.29%
	Arabic	7	4.00%
	Bengali	5	2.86%
	Cape Verdean	1	0.57%
	Chinese	3	1.71%
	Creole (Haitian)	6	3.43%
	Danish	1	0.57%
	English	107	61.14%
	French	1	0.57%
	German	1	0.57%
	Gujarati	1	0.57%
	Hindi	1	0.57%
	Nepali	1	0.57%
	Other	2	1.14%
	Somali	1	0.57%
	Spanish	7	4.00%
	Swahili	1	0.57%
	Tigre	1	0.57%
	Totals	175	100.00%

## Student List - Students In My Classes

Page 1

December 12, 2013

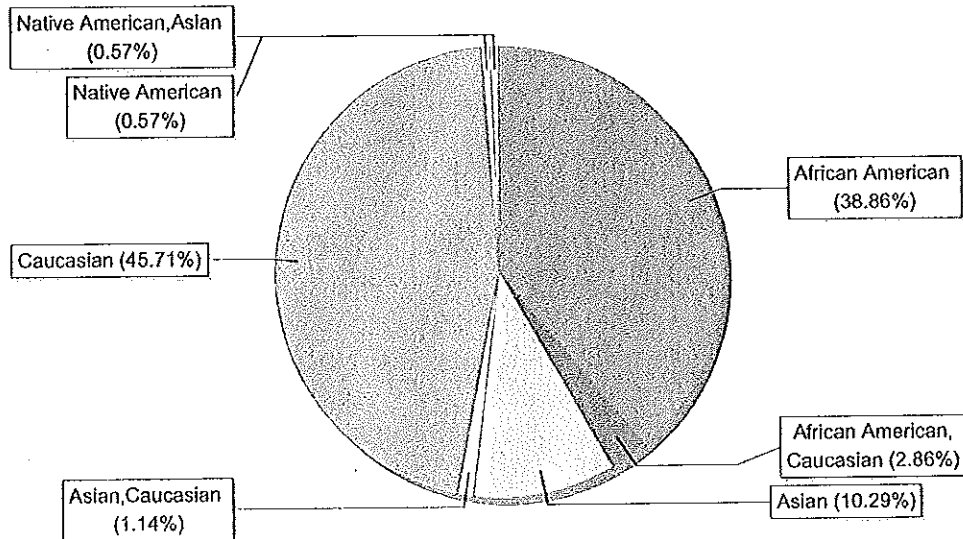


Chart Summary			
Oata Set	Race	Number	Percent
	African American	68	38.86%
	African American, Caucasian	5	2.86%
	Asian	18	10.29%
	Asian, Caucasian	2	1.14%
	Caucasian	80	45.71%
	Native American	1	0.57%
	Native American, Asian	1	0.57%
	Totals	175	100.00%

## Overview of Current Upper School French Program

The Cambridge Upper School French program consists of four Upper Schools that offer French in 6th, 7th and 8th grades. The program follows a cumulative curriculum that aligns with Massachusetts state standards. Students entering 6th grade choose a language and commit to a three-year course of study. Students who successfully complete the program will be prepared for French 2 at Cambridge Rindge and Latin High School.

**Teachers:** Sarah Bilodeau\*; Gabrielle Hajjar\*; Suzanne Kratzig\*; Laura Sylvan\*

## Structure of Middle School program

At three of the Upper Schools (PAUS, RAUC, CSUS), students meet three times during a six-day cycle with class times ranging 45-55 minutes. The fourth Upper School (VLUS) meets four times per week with times ranging 50-60 minutes. Student population reflects a wide range of learners, including special education, ELL, heritage speakers, and students entering the program mid-year or mid-level that have not previously studied the language.

*Editorial Note: This section of our report was written in Dec. 2013. During the spring of 2014, French teachers piloted multiple French textbooks. After a period of review and consultation, teachers have opted to adopt the *T'es branché?* program published by EMC. The new textbook series will be provided to all Gr. 6-12 teachers and we are confident it will address deficiencies identified in this December 2013 report. We are grateful that the district has provided this resource as a part of our Curriculum Review process this year.*

## Curriculum

### *Background*

Students taking 6th, 7th and 8th grade French follow the *Bon Voyage* (levels 1A and 1B), curriculum published by McGraw-Hill Glencoe. The program follows one curriculum that is consistent and incremental and dovetails with the high school curriculum to ensure a smooth transition to the high school. The textbook was chosen by the former head of the World Language department for usage at the lone K-8 school that began offering French several years ago before the Innovation Agenda. The *Bon Voyage* curriculum already existed at the high school level, which made it a natural choice at the time. The Upper Schools also have access to the *Exploring French* textbook and associated materials (workbook and audio) published by EMC, which teachers use to supplement *Bon Voyage*.

### *Strengths*

- *Bon Voyage* is a documented curriculum that aligns with National and State standards that allows teachers to create their lessons using a common source.
- The curriculum aims to assist students in utilizing the four language skills (reading, writing, speaking, and listening) using the target language.

### *Recommendations*

The *Bon Voyage* curriculum touches on only one of the 4C's/21st Century Skills (Communication); it does not adequately meet the other three C's/21st Century Skills (Collaboration, Critical Thinking, Creativity). Further, it does not provide students with context and modeling required for them to use the text as a tool to produce language structures and vocabulary accurately and autonomously in a real-life context. We recommend that Cambridge Public Schools select a curriculum (and supplementary materials, such as leveled French readers, *realia*, cultural texts) that better prepares students to meet state standards for language proficiency at the upper school level and that also supports teachers in *Understanding By Design* curriculum design.

The curriculum does not address the needs of heritage-speakers well. Students would benefit from a curriculum that incorporates interdisciplinary lessons, communicating to them the importance and relevance of what they are learning in their French class. French teachers would like additional support in terms of increasing collaboration and communication (2 of the 4 C's) between French students and learners at other schools (even within the same district) and native French speakers from around the world.

## Instruction

### *Background*

Students in the Upper School French program are working towards proficiency in the four language skills (reading, writing, speaking, listening). The program strives to reach all types of learners and provide a relevant and meaningful exposure to both the spoken language and its culture. Teachers are expected to follow elements of instruction of Understanding by Design (UbD).

### *Strengths*

- The technology suite (i.e., Eno Board, Elmo) provided to all teachers is beneficial, enhances language instruction, and helps address the Universal Design for Learning.
- Teachers have access to laptop carts.
- We have a large number of teachers who are experienced with district initiatives.
- Teachers utilize a variety of activities that address the various learning styles encountered in a classroom. Some examples include: music videos, portfolios, group activities, projects, and cultural experiences. Teachers also differentiate tests, quizzes, and other assessments to increase access and success for scholars.
- Cambridge teachers possess a strong sense of commitment to their craft and their students. This commitment manifests in the external supports offered to students, such as websites, tutoring sessions, and the inclusion of external learning opportunities.
- The instructional coach supports and facilitates a culture of collaboration and collective conversations that directly impacts every day instruction. In addition, the coach provides constructive feedback to individual teachers, provides resources, and models instruction.
- Monthly meetings allow the team to calibrate pacing, to share instructional strategies, and to exchange ideas of best practices.
- The use of the target language is a high priority for all teachers in every class period.

### *Recommendations*

Currently, Cambridge Public Schools lacks equity across the district with regard to foreign language instruction. Three Cambridge Upper Schools (PAUS, RAUS, and CSUS) function on a six-day schedule; students at these schools have French class three out of the six days, and classes do not exceed 55 minutes. One school (VLUS) has a five-day, weekly schedule, and students take French for one-hour blocks four out of the five days. VLUS students will complete a greater amount of the curriculum than students at other upper schools.

Cambridge students would benefit from an increase in the amount of instructional time. The current schedule--particularly for students who happen to have their French class three days in a row and then not at all for nearly a week as they continue the six-day schedule plus weekends--does not allow students to immerse themselves fully in the curriculum/language, nor does it send the message that foreign language is a priority for Cambridge Public Schools.

Cambridge teachers would benefit from additional professional development on UbD and the use of technology.

Cambridge upper school French teachers would benefit from having meeting times to meet with each other and also the high school French teachers to share classroom strategies and lesson plans and to ensure continuity between the upper schools and the high school.

Teachers have a heavy load of elective courses and duty responsibilities beyond language instruction. Reducing these other commitments would afford teachers the time to improve their instruction, particularly with regard to including technology and differentiating for individual students.

Cambridge teachers would benefit from additional professional development in differentiation within the classroom, particularly with regard to classroom management and lesson planning that facilitates meeting certain individual students' needs and incorporating inclusive practices (e.g., organizing learning stations for varying language abilities, facilitating individual learning while still managing needs of larger group).

Teachers will continue to strive to increase use of the target language and would benefit from additional professional development in creating immersion classrooms as well as potentially a new "immersion-friendly" curriculum that mirrors the expectations of an immersion classroom (e.g., immersion-friendly pacing and sequencing). Teachers would like to increase their knowledge of how to set reasonable goals for target language use in the classroom (student to student, teacher to student, teacher to student); expectations surrounding appropriate percentages of language for spontaneous and structured activities and how teachers can help prepare students for the spontaneous use of the target language.

Cambridge English Language Learners and Special Education students would benefit from receiving additional support in the French classroom, such as a push-in model. Currently, the need for some students to receive special educator services generates a conflict of interest for special education students and foreign language. Some ELL and special education students are pulled out of French entirely, which sets a precedent for them potentially not achieving the same level of foreign language success at the high school level as other students. Further, some students get pulled out once or twice a cycle, yet are expected to perform as if they have full access to the curriculum. The latter scenario generates an inconsistent and unsupportive environment for special education students and can affect other students in the class.

Cambridge teachers and students would benefit from additional support for inclusion classes that take a foreign language.

French teachers would like to have additional time and support (either through professional development or co-planning time) to work with core teachers to develop interdisciplinary lessons (e.g., reviewing math or social studies concepts in French class). Currently, finding time to work with core subject teachers is challenging due to scheduling issues.

## Assessment

### *Background*

The districtwide middle school French program is relatively new to Cambridge Public Schools. We are currently in our second year. Although teachers had agreed at one point to give the end of chapter tests for the "Bon Voyage" text as an across district assessment tool, it was difficult for everyone to achieve this target due to adjusting to the Innovation Agenda and the limited amount of time set into the schedule for world languages. Teachers developed their own assessment measures ranging from class participation to tests and quizzes.

Within the first year of the Innovation Agenda there was a push for standards-based grading and some thought went into the standards the department would use for assessing world language. These standards connected to ACTFL standards and included:

- Converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.
- Demonstrate an understanding of traditions, perspectives, practices, and products of the cultures studied, etc.
- Use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge.
- Use languages other than English within and beyond their school setting in their larger community.
- Due to many issues that came up in the first year of the Innovation Agenda, it was decided to push the standards-based reporting off a year or two. This postponement was another reason that teachers turned to their own assessments to determine grades.

When the district chooses to resume the conversation on standards-based grading and reporting, French teachers feel confident that we are ready to proceed with implementation of our standards-based assessment model. There was a small pilot of the ACTFL's Assessment of Performance toward Proficiency in Languages (AAPPL) at one of the upper schools in the 2012-2013 school year. This pilot has been expanded for the 2013-2014 school year to include all the Upper Schools.

### *Strengths*

With the start up of an entirely new program within the World Language department, the middle school program has shown great flexibility and ingenuity as we work toward the best measures of assessments for our students. Middle school French teachers are investigating assessment formats from Voicethread to the AAPPL test, along with using the assessments found within our current curriculum of *Bon Voyage*.

The upper school teachers are committed to using a variety of assessments that touch on the four modalities of language learning; writing, speaking, listening and reading with an emphasis on speaking skills. The teachers are also using formative assessments to help them revise and re-teach material when students encounter difficulties.

### *Recommendations*

CPS needs to look for new ways to best use assessment to place students continuing in French at the high school level. The need for continued communication between upper school and high school teachers is crucial to attaining this goal of proper placement. Cambridge French teachers propose giving students a placement test at the end of their 8th grade year and allowing for possible high school credit if students show they have completed the equivalent of a French I course at the high school. This proposition, if implemented, has the potential to improve student motivation and participation in foreign language at the upper school level and gives more weight to the foreign language program.



CPS should continue to explore the use of standards-based assessment and develop across-district assessments that would be completed by all middle school French students at the end of particular units. Cambridge may consider, for example, examining European-based standards and assessments.

Cambridge French teachers would benefit from continued professional development in creating across-district assessments, as well as training on the use of technology in giving assessments. French teachers would like to explore ideas such as:

- Developing standard end-of-unit assessments to be used across all Upper Schools.
- Developing criteria/assignments toward student creation of a French portfolio in a paper or electronic format that students would work on throughout their three years in the Upper Schools and carry with them to the high school.
- Teachers would benefit from having professional development in how to best meet standards-based requirements with ALL students.

## District Resources

### *Background*

Cambridge Public Schools has a World Language Coordinator who serves as the department head for the district. With the commencement of the Innovation Agenda in 2012, the district added the position of a World Language coach for upper school world language teachers. The district schedules monthly department meetings for upper school teachers. Each upper school has one full-time French teacher.

Upper School students are technically offered the choice between French or Spanish. Each French teacher teaches 6th, 7th, and 8th grade French and is required to design curricula and prepare lessons and assessments and student activities for all three Upper School grade levels. At each Upper School, French teachers are also required to plan and prepare elective courses separate from the world language curriculum.

### *Strengths*

- The coaching program is established to provide instructors with pedagogical support through meetings that can be set up at the instructor's request.
- The Technology Department provides unique and secure access to online databases such as CultureGrams, World Book Encyclopedia and bibliography creation resources that are very helpful in World Languages Research Projects for collaborative work and project based learning.
- The Technology Department provides access to presentation planning tools such as SmartBook and other presentation technologies that are helpful in planning interactive games for classroom activities.
- Each teacher has access to a Technology Suite during teaching time. Additionally, the technology department provides a laptop cart that can be useful for in-class projects, presentations and group collaboration.

### *Recommendations*

- The libraries should purchase children's books and/or French leveled readers, cartoons and magazines that students can consult and use for projects.
- We recommend that the department organize professional development time for French teachers from different schools to meet and share successful lesson plans and teaching strategies to facilitate meeting the department's learning goals as established by the new Middle School French curriculum.

- The Upper School French teachers are all new to foreign language teaching in Cambridge Upper Schools. We recommend that the department schedule professional development time for teachers to be able to observe one another and other teachers, including those at the high school level.
- The technology department needs to ensure that all technology is regularly updated. Unfortunately, despite access to technological tools, many teachers are not able to take advantage of them with regularity because of inconsistencies regarding their reliability.

### **Other Concerns: World Language as a Core Subject**

In three out of the four upper schools, French has been relegated to specials status, which greatly affects students' engagement and motivation to learn the language. Coining French as a special and halving the amount of time spent in foreign language class compared to core classes (math, science, ELA, social studies) automatically implies that foreign language is not necessary for a student to master in order to pass on to the next grade level or be a successful student. This terminology wrongly generates a mindset that foreign language is secondary and unimportant, which is contrary to the message given at the high school level, where two years of foreign language study is required for graduation and where all students are encouraged to pursue several years of foreign language study to improve their college applications and prepare themselves to be global citizens. Studying foreign language only half the time compared to core classes reinforces such a mindset and does not facilitate success in a foreign language. Foreign language is an academic subject that requires extensive study and time spent in and out of the classroom practicing to be successful. Cambridge French teachers recommend that foreign language be deemed a core subject across all upper schools (VLUS has already made such a shift).

Such a shift in terminology and status would have several benefits, including but not limited to:

- increased student engagement and motivation.
- additional time in the classroom, practicing the target language and preparing students for success at the high school level and beyond.
- additional time to teach interdisciplinary lessons across multiple subject areas.
- additional time to meet with other core subject teachers to discuss, brainstorm, and problem solve issues related to planning, individual work, parent conferences, differentiation for IEP/504 students, etc.

## RESULTS OF UPPER SCHOOL FRENCH STUDENT SURVEY FALL 2013:

- Total Respondents: 116 (43: RAUC) and [73: VLUS]

### Survey Results of Upper School French Program:

#### **Decision to take French was decided on a basis of:**

- language seen as interesting (7) [5]
- not interested in Spanish (2) [3]
- a beautiful language, liked the sound of it (8) [1]
- had studied it earlier in 4th to 6th grade (5) [3]
- had a family connection to the language (18) [5]
- got into it by accident (9) [1]
- forced it take it by family (1)
- Spanish perceived as a more crowded class (1)
- interest in French culture and history (1)
- interest in traveling to a French speaking country (5) [5]
- knew Spanish already, wanted a new language (2) [6]
- perceived as an easier language, with less HW (2) [1]
- perception that student was not good at Spanish (1) [4]
- connection to the arts [1]
- not having to go to the class too often [1]

#### **Why is the French language important to study in middle school?**

- it is best to learn a language when you are young (8) [5]
- learning a language improves your thinking (4) [1]
- it gives you different perspectives on culture (11)
- it helps with multi-tasking (1)
- you can travel to new places (1) [2]
- IT'S NOT important (2) [2]
- being bilingual opens new doors (1)
- it is useful later in life (helps with life skills) (2) [3]
- French connects to the English language (1)
- it is good footing for HS and later college (2) [8]
- helps you get a job (1) [4]
- helpful in other classes (2)
- you can communicate with others in the world (18) [12]
- learn other language better [1]
- allows you to experience new things

#### **How does the study of French as a WL help with other courses?**

- French is the base for many words in English (11) [4]
- I can read things written in French in a book we might read in ELA (1) [2]

- it doesn't (26) [19]
- it gives you a different way of learning - a more active mind (3) [4]
- it helps with grammar in ELA (1) [1]
- helps with culture studies and cultural understanding (1) [2]
- helps with study of history and geography (4) [3]
- helps me to read a clock better (1)
- speak with a native speaker in my classes (1) [1]
- ballet terms [1]
- study skills [1]

**With French as a WL being considered a Core subject, how has (will) your learning be (been) effected?**

- I would learn a lot more (11) [7]
- enhances my speaking skills (2)
- helps me to remember (not forget what I learned last class) (7) [4]
- helps me to learn with more consistency (3)
- it would be MORE stressful (1) [5]
- by hearing the language more, I am understanding it better (3)
- I would take it more seriously [2]
- we could cover more material, go faster through the material (3) [1]
- it would NOT be good, time would be taken away from other classes (2) [4]
- it would make it easier (1)
- I could concentrate more (1)
- it would allow me to practice more often (1)
- it would give me more time to study and review [9]
- it would give the same weight to French as other classes [1]
- it should be kept as a special [1]
- it would make the class too long and hard to stay focused [1]

## **Overview and Structure of Current High School Spanish Program**

The focus of the high school Spanish World Language program is to prepare students for a global society by providing students with the opportunity to develop their linguistic ability through exposure to cultural studies with an emphasis on communication. Students are required to complete two levels of a language course as a graduation requirement. The school is set up with a four by four block with eighty minute class periods. At the high school level, World Language classes are not considered core subjects. The department offers Spanish I through IV at the CP and Honors level as well as Spanish 5 Honors and AP Spanish: Language and Culture. We are hoping to add AP Spanish: Literature and Culture in the future. The department offers a Heritage Speakers course. Some advanced students have the opportunity of furthering their study of Spanish by taking Advanced (Post AP) courses at Harvard Extension School.

Some students also attend the High School Extension program where they have been able to take Spanish in a smaller class setting. Spanish is also available to the students as an on-line class through the Edgenuity program. The courses are designed to meet the needs of the non-traditional learner.

In addition to work in the classroom, students have the opportunity to join the Spanish club and participate in travel abroad. In recent years, students have had the opportunity to travel to Costa Rica, Spain, Portugal and the Dominican Republic.

Teachers maintain ongoing communication with parents, deans, guidance and other staff to help support all students in the classroom.

Our vision of a 21<sup>st</sup> century curriculum is one in which students work in a one to one environment where they can access information on-line in order to communicate globally and work collaboratively. Furthermore, students will apply critical thinking and problem solving skills to complete authentic tasks in the target language.

**Teachers:** Paula Whittaker\*, Jen McConnell\*, Sherry Madden, Juan Casillas, Eydie Garcia\*, Michele Arroyo-Cody\*

## **Research on World Language Teaching and Learning**

The current practice according to the Center for Applied Linguistics ([www.cal.org/TOPICS/FL](http://www.cal.org/TOPICS/FL)) notes that students should have the opportunity to connect the target language to prior knowledge and make real life connections. Individual, societal and social factors affect the student's learning (CAL). In a survey conducted regarding effective language instruction in other countries, the following factors were cited:

- An early start (by 8 years old/compulsory education)
- A well articulated framework that motivates and guides the development of an effective system of education (CAL)
- Rigorous teacher education
- Comprehensive use of technology (access to information and entertainment/interaction and collaboration with speakers of other languages)

The following teaching strategies have been proven effective in World Language instruction:

- Integration of language and content learning
- Communicative teaching methods
- Focus on language learning strategies

- Building of first or subsequent languages
- Use of the target language
- Grouping students according to proficiency level rather than age or grade level
- Project oriented learning that emphasizes the use of authentic materials
- Systematic method of assessing proficiency
- Addressing the needs of heritage speakers

In addition to these teaching strategies it has been cited as important to have a strong World Language Education Policy at the national, regional and local levels. Also, World Languages should be considered as core subjects in order to receive national funding necessary to meet the needs of all students.

## Curriculum

### *Background*

The World Language Department has a comprehensive curriculum that is aligned with the national standards for foreign language learning. The textbook *Realidades* I and II is used in levels I and II. *Buen Viaje* is used in Level III. *Abriendo Paso* is used in Level IV. A variety of resources are incorporated into the level V and AP courses to enhance cultural connections.

### *Strengths*

Many high school World Language teachers have been trained and have experience with Teaching for Understanding framework. This is similar to the new initiative of Understanding by Design (UbD). Teachers are able to transfer their skill set to develop effective units in UbD. Another strength is that the department is currently being trained to implement UbD essential questions into each unit in order to align the curriculum with the standards and current research.

The World Language curriculum uses a thematic approach at all levels. The objectives and skills are identified at each level. The curriculum focuses on the four skills of reading, writing, speaking and listening.

### *Recommendations*

Teachers will need continued professional development around UbD in order to ensure that there are no gaps and overlaps in the vertical and horizontal alignment of curriculum. Although study of culture is done at all levels, there is no systematic approach factored into the curriculum. In order to foster student independence and engagement, the curriculum should provide more opportunities for collaborative and project-based learning with authentic assessments. Additionally, the use of technology to foster interactive learning will enhance the curriculum. Another recommendation is to develop a course and curriculum to better meet the needs of students with gaps and who are unable to master the content within the timeframe at the beginning levels of language learning. Ideally, a specialized level ½ curriculum should be developed to engage and meet the needs of these students. One idea is to create a looped course that would include finishing the textbook of the previous level to ensure mastery but also provide new content so that students can better access the curriculum. A summer school course would be beneficial for students who have fallen behind and need to repeat a course. The issue of mixed grade classes (9<sup>th</sup>-12<sup>th</sup> graders in the same class) should be addressed when scheduling students. To better address student access to the curriculum, it would be beneficial to have separate courses for 9<sup>th</sup> and 10<sup>th</sup> grades and then for 11<sup>th</sup> and 12<sup>th</sup> graders. Another way to improve curriculum is to incorporate common planning time and/or opportunities to collaborate in order to create a more articulated curriculum. In addition, the placement of students continues to be a challenge, in particular with the heritage speaker population. Elective options

should be expanded and the department should explore an alternative curriculum for levels 1 and 2 for non-traditional learners.

## **Instruction**

### ***Background***

The teachers utilize many strategies to enhance World Language instruction and promote the development of 21<sup>st</sup> century skills.

### ***Strengths***

The following strengths allow teachers to engage students in the classroom:

- Multisensory approaches (e.g. Total Physical Response, visuals, listening)
- Various methods of grouping students (pairs, small groups, whole class)
- AVID strategies such as pair-share, Costa's levels of thinking, Socratic seminar
- Use of technology such as Eno Boards and ELMO document camera

Another strength is how teachers create activities that enhance language learning through personalization and authentic products. Teachers have a wealth of content knowledge and strategies. Teachers consistently seek out opportunities for professional development.

### ***Recommendations***

Smaller class sizes are more conducive to language learning and provide more opportunity for differentiated instruction, hands-on learning and student engagement. While the co-taught model has allowed us to assist more students, there is still a need for special educators trained in Spanish language instruction in order to meet the needs of all students.

Teachers have varying degrees of knowledge regarding differentiated instruction. While teachers modify assessments and assignments to reflect the learning needs of their students, this practice is not always possible due to classroom demands, specifically with class sizes. Additional training is essential to ensure teachers are meeting the needs of our diverse learners. More support is needed regarding students with learning needs. The addition of a trained support staff in the Spanish classroom would improve educational outcomes for all students.

## 21<sup>st</sup> Century Skills

### *Background*

Teaching and learning need to incorporate more 21<sup>st</sup> century skills in order to better prepare our students to be global citizens. The four C's (communication, collaboration, creativity and innovation, critical thinking and problem solving) should be our guiding principles when creating curriculum, instruction and assessment. While many of these principles are touched upon already, they are not necessarily a standardized focus departmentwide.

### *Communication*

In order for students to be effective communicators they should be able to demonstrate the following:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and context;
- Listen effectively to decipher meaning including knowledge, values, attitudes and intentions;
- Use communication for a range of purposes (to inform, instruct, motivate and persuade);
- Utilize multiple media and technology to judge their effectiveness as well as assess their impact;
- Communicate effectively in diverse environments including multicultural and multilingual.

At all levels, teachers use a diverse number of strategies for promoting language skills through writing and speaking. The CRLS school-wide learning expectation for the World Language department is oral proficiency. Students develop the necessary skills to be an effective communicator through oral presentations, the creation of dialogues and everyday classroom conversations in the target language.

In order to develop their communication skills and be better prepared for a global society, students require access to a 1:1 environment. Such technology includes iPads and/or chrome books for each student and teacher training on how to effectively integrate technology into the classroom. More training is needed regarding the ENO board as an interactive tool. Communication can be limited due to class size, which does not allow for as many opportunities for a teacher to reach every student. Teachers cannot effectively provide frequent feedback related to students' oral proficiency when there are many students in one class. Monitoring student progress and interaction is also limited by class size.

### *Collaboration*

In order to create a successful working environment in which students demonstrate the ability to work effectively with diverse teams, they need to:

- collaborate across levels on diverse activities;
- exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal;
- assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Students collaborate in most classrooms across the levels. For example, students experience working in diverse teams through readiness and random groupings. Learning stations based on four skills or stations based on readiness are another way that students collaborate within the classroom.

By not being recognized as a core subject, classes do not have the additional academic support from special education. This results in fewer collaborative activities for larger classes. Students who have diverse needs often need more support than can be provided by the language teacher. In order to support those students in becoming more independent and collaborative learners, additional personnel is required.



### *Creativity and Innovation*

In order to promote creativity and innovation within the classroom, teachers should:

- Use a wide range of idea creation techniques such as brainstorming;
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts;
- Create opportunities for students to work creatively with others.

In the World Language classroom, teachers use brainstorming techniques. Additionally, teachers provide the opportunity to complete revisions in oral and written work. Students often use reflections after assessments to improve their performance and learn from mistakes. Teachers encourage the use of creativity through technology and project-based learning.

All teachers should be encouraged and trained on how to incorporate effectively technology and project-based learning to promote creativity and innovation in the classroom. With a 1:1 environment, there would be more opportunities for students to use technology and express their creativity.

### *Critical thinking and problem-solving*

In order to think critically and problem solve, students must be able to:

- Reason effectively
- Use systems thinking
- Make judgments and decisions
- Solve problems

Some teachers include ample opportunities for students to use critical thinking and problem solving skills. This is more common for teachers to incorporate at the higher levels of language learning because students already have some mastery of the language and content.

While there is anecdotal evidence of critical and problem solving practices across multiple levels, there is no formal data to support this. However, teachers intend to include critical and problem solving objectives in their UbD units. One way to do this would be to incorporate a research project into each level of instruction.

## **Assessment**

### ***Background***

Teachers assess the four skills and use multiple types of assessment to assess student learning. The evaluation of student learning is an ongoing process within our department consisting of formative and summative assessments. In many cases, teachers have common unit, midterm and final exams.

Our district uses standard reporting symbols A-F, which gives some insight into student learning. However, such a grading system is limited in providing feedback about skill and mastery. Most of the Spanish language teachers have adopted a standardized grading system focusing on the four skills of language learning: reading, writing, listening and speaking. This model drives us to develop skill-based assessments that are level appropriate.

### ***Strengths***

Some strengths for measuring student performance and checking understanding include:

- Exit tickets
- Oral responses
- Do Nows
- Mini quizzes
- Writing drafts
- Open-ended questions
- Graphic organizers
- Authentic assessments
- Modified assessments

### ***Recommendations***

Although there has been an attempt to establish standardized assessments (common midterms and finals), due to a lack of uniformity and consensus (especially levels 1-3) regarding curriculum, these assessments vary according to level and teacher. The implementation of a standardized assessment to measure specific skills and knowledge needs to be addressed.

We would like to revise the current system for placing high school students in languages. A standardized assessment for advancement should be implemented to ensure students have mastered the skills and content needed to move to the next level of language learning. At times the block schedule itself creates problems because students may leave eighth grade with a particular proficiency level, but by the time they are scheduled into World Language at CRLS (sometimes as late as sophomore spring or even later), that middle school level proficiency will have often regressed. Ideally, students would take a competency exam online in order to pass on to the next level. There is also not a clear process within the department of assessing student mastery of the curriculum at the end of the course before moving to the next level.

Students also would benefit from more opportunities to revise their work. Large class sizes often limit the ability to incorporate time for revisions. In addition to other assessments, keeping a student portfolio of work in order to measure their progress over time would be beneficial at all levels. We recommend that this be done electronically to align with the 21<sup>st</sup> century skills.

## **District Resources**

### ***Background***

The district has historically supported the World Language program through the purchase of textbooks and other ancillary materials.

### ***Strengths***

Some of the strengths of the district include:

- Physical infrastructure in regards to technology
- Library and school resources
- Tutoring and homework center
- FOCRLS grants to support individual teachers and their needs
- Tuition reimbursement
- In house professional development

### ***Recommendations***

In order to implement a 21<sup>st</sup> century World Language curriculum, students would benefit from a 1:1 environment where they access information online, communicate globally and work creatively and collaboratively to develop authentic materials in the target language. Furthermore, it would increase student motivation and engagement as well as assist with differentiation of the curriculum for diverse learners at all levels.

Common planning time is essential for those who teach the same level. Teachers need to work together to ensure that they are incorporating similar instructional practices consistent in pacing and common assessments. In addition, opportunities should be built into the schedule for teachers to collaborate around vertical alignment.

Teacher workloads need to be equitable in terms of teaching load (number of students, number of preps) and level (e.g., not always teaching the same level). A schedule in which teachers rotate which class they teach would help to ensure equity and understanding of the curriculum and would further develop professional skills.

Clustering the Spanish teachers within the building would promote more collaboration and sharing of resources among teachers. Furthermore, locating the Spanish teachers closer to the Language lab would help to ensure more access to this resource. Additionally, there is a need to better maintain the language lab, which is often unreliable due to glitches in the system that often disrupt lessons. In order to achieve our vision of a 21<sup>st</sup> century curriculum, teachers need further training on how to use the Language Lab and other technologies.

Budget Items:

- 30 Chrome Books per High School Teacher
- 1 cart per 30 chrome books
- PD: Differentiated Instruction, AP Vertical alignment
- Readers for levels 1, 2, 3
- *Realidades* Textbook and Ancillaries for Level 3
- Technology subscriptions: Yabla: <http://www.yabla.com/>, Glogster, Babbel: <http://www.babbel.com/>
- VoiceThread

## Overview of Current CRLS French program

The following French courses are offered: French I (honors option); French II CP, Honors; French III CP, Honors; French IV Honors; French 5 Honors; French AP. The program follows a cumulative program that aligns with the MA state standards and the College Board Curriculum guidelines and instructional practices.

**Teachers:** Elaine Miceli\*, Anne Piotrowski\*

## Structure of the HS French program

Given the block schedule, classes meet on a daily basis for approximately 85 minutes, 20 weeks, which is the duration of one semester. Student population reflects a wide range of learners, including many students on 504 and IEP plans as well as some ELL learners and students who are home speakers of French.

All students are required to complete two years of language study and the third year is recommended for college preparation.

Motivated students continue to study at the upper levels (French IV, French V, and AP). As a result of participation/success/achievement in the AP course, certain colleges offer college credit to students who receive a score of 4 or 5 on the AP exam.

Some advanced student have the opportunity of furthering their study of French by taking advanced post AP courses at Harvard Extension School or by participation in overseas language programs such as in France, Morocco and Canada.

## Curriculum

The curriculum reflects both the 21<sup>st</sup> Century 4 C's and 5 C's of ACTFL by creating activities that are "real life" situations so that they can communicate in oral and written form, interpret oral and written messages, show cultural understanding when students communicate, and present oral and written information to various audiences for a variety of purposes. Students are encouraged to share their native culture so as to better understand other people's point of view, ways of life and contributions to the world. World language instruction must be connected to other subject areas such as Art, Music, History and Geography and must be integrated with World Language instruction.

In order to foster student independence and engagement in the curriculum, students are encouraged to get involved in outside of classroom activities such as Internet research, listening to radio and podcasts for current events, joining groups such as the Alliance Française, French Library, Cultural Center, Cambridge Library, attend plays, workshops and events sponsored by the French Consulate.

In order to implement the curriculum, we use textbooks, workbooks, audio and visual supplements, language laboratory, films, readers, magazines, literature in original versions, cultural/travel videos, *realia*, Internet sites, etc.

Presently we use the 2002 *Bon Voyage* by Glencoe series for levels one through three. The textbooks all have ancillary materials including videos, CDs for audio/listening comprehension, overhead transparencies, speaking, writing activities to supplement the curriculum.

In the fourth level of French we use *Trésors du temps* published by Glencoe. This textbook is supplemented by a workbook and audio activities.

In the fifth and AP levels we use *Allons au delà* by Pearson publishing, the recommended text from the College Board and we also use Barron's AP French workbook.

At the upper levels, many resources are also used such as plays, literature selections, short stories, novels, poems, podcasts, films, radio, etc. to supplement the textbooks.

### ***Strengths***

- Resources (textbooks) we use in the classroom for the various levels align with the standards of the MA Frameworks chapter by chapter. The components of each lesson reflect the practices upheld by the Frameworks document.
- To foster a common curriculum in our department, French teachers have begun collectively creating units using elements of Understanding by Design (UbD).
- The availability of technology addresses the need of 21<sup>st</sup> century learners.
- The curriculum enables students to utilize and master the four language skills using the target language (French).

### ***Recommendations***

- The department requests that we update textbooks for levels I, II and III.
- The French department requests a newer edition of textbooks for Levels 1, 2, and 3, including all ancillary materials. We would need only one set of classroom texts for each level as books are kept in the classroom at all times. This would not be more than a total of 30 books per level. The current books we use are outdated and not relevant to today's standards with regard to vocabulary.
- The French department at CRLS respectfully requests a new set of textbooks and ancillary materials for Levels 1, 2, and 3. The textbook series is *D'Accord* by Vista publishing. (\$128.00 including student edition, workbook, activity and online access code).
- By improving placement of students in the correct classes/levels and addressing the issues of the block schedule delaying placement in language (with a corresponding drop in middle school level language skills), we can work toward narrowing the learning gaps and by introducing the target languages in the earlier levels. Suggestions for improvement should be welcomed and the best teaching practices should be shared across the curriculum.
- Upper level language courses which are limited often conflict with other academic courses offered on a singleton basis. Students often have to make tough choices.

## **Instruction**

### ***Background***

Students in the HS French program are working toward proficiency in the language. Instruction reflects the themes and the standards known as the 5 Cs. These standards describe the “what” content of world languages learning and form the core of standards-based instruction in the classroom. (Communication, Cultures, Connections, Comparisons and Communities).

### ***Strengths***

- The French department staff is highly qualified and works collaboratively on a daily basis to ensure a quality program for its students. Teachers are always willing to attend workshops, take courses and stay current with current events and best techniques to enhance their instruction.
- The exceptional annual AP scores at Cambridge Rindge & Latin HS also reflect the result of quality teaching of a multiple level instruction program in French.
- Classes are mainly conducted in French at the lower levels and exclusively in French at the upper levels.
- Teachers have access to the most up to date technology in the classroom and in the language laboratory.

- Teachers in the French department share a commitment to quality instruction with a willingness to support our students with tutoring, before and after school. We also recommend websites/programs where students can work independently to improve their skills.

### *Recommendations*

- The department recommends that the administration revise the block schedule to one that is more conducive to sequential courses like World Languages and Mathematics. Too much time at the beginning of a semester must be devoted to review and this time curtails instruction at each level. Scheduling may inhibit a student's ability to take courses consecutively. For example, students may not be able to take a consecutive course for a year or more, due to the limitations of the block schedule. These gaps of instruction limit the effectiveness of quality language teaching and learning.
- Teachers also see a need for professional development with regard to differentiated instruction for students who require special attention.
- Add courses /electives and another full time French instructor to make our department more marketable to students.
- Teaching three different levels in one semester can be challenging with class preparations.
- Class size at lower levels (I through III) can be large certain semesters and this will impact the effectiveness of quality instruction. Teachers can feel a bit overwhelmed or spread too thin to accommodate individual student's needs.

### Assessment

#### *Background*

- We have the standardized testing program for each level of the language, a variety of rubrics, common midterm and final exams, AAAPL testing to be used at each level/course. We also use common grading systems.
- The World Language department enrollments have increased significantly from 2009 to the present academic year. There are more students enrolled in the Honors classes than at the CP level (levels 2 and above).
- At all levels, there appears to be an increased number of students with IEP and 504 plans in the World languages department. It can be very challenging for teachers to accommodate these students' needs, especially when there are large numbers of students in the particular class. These students need differentiated instruction and their needs may not always be met.
- Results of common assessments such as final exams at the lower levels are analyzed for data to help our improving certain skills for mastery and/ or progress. These reports are able to tell us which areas need to be improved or sustained. French teachers often share common assessments and final exams if they are teaching the same level.
- Currently, there are only two full time French teachers at the high school level and each has her own levels of instruction. One teacher teaches all the French I classes, French IV Honors, French V Honors, and the AP French. The other teacher is responsible for French II Honors and French III Honors. We have one part-time teacher who is currently teaching one class of French II CP each semester.
- Since the academic year 2010-2011 the French department has seen an increase in enrollment at all levels of the language, especially at the beginning levels.
- The French I course is an all-inclusive level with an Honors option. Students who excel in the language with a B+ average and who are motivated to learn Francophone cultures will be qualified to receive the honors title.

- French II traditionally was all-inclusive up until the 2010-2011 year and the department decided to separate the classes for better instruction to CP and Honors levels.
- French III has always been tracked with a CP or Honors option. Data indicate that more students are enrolling in the level III classes.
- French IV Honors had only been offered one during the academic year, but now offers two sections(one each semester) to make it more convenient for students with scheduling conflicts.
- In the academic year 2010-2011, the department decided to offer a French V Honors course to serve as a segue to the AP French course as the AP course is only offered in the spring semester, starting in late January. This provides an opportunity for student s at this level to perfect their skills and to score better on the newly-revised AP French exam.
- CRLS students continue to score well on the AP exam, with scores of 4 and 5, which are higher than the scores on a national level. The normal levels are 3 and below on the national level. Nevertheless, we always strive to maintain and improve our students' scores. Because of the block schedule and only single courses being offered, there have been cases where students may skip French 4 or French 5 and advance to the AP level, which could affect the AP scores.
- Since both the full-time teachers have been trained by the College Board to teach the AP level, we try to incorporate the skills expected by the AP exam to be part of the curriculum at all levels.

### *Strengths*

- As evidenced in our AP Exam scores as well as the AAAPL results, we follow the College Board Curriculum guidelines and instructional practices. Students who know these results will be motivated to continue their study of world languages.
- All assessments are skills-based, reflecting proficiency in reading, writing, listening and speaking French.

### *Recommendations*

- We would like to provide more alternative forms of assessments to accommodate the various learning styles of our students.
- To continue testing students at a national level using an assessment tool like AAPPL to determine our program's strengths and weaknesses so that we may be more effective in our instruction.

## District Resourees

### *Background*

The City of Cambridge offers many resources to its teachers in the district. Many opportunities for earning PDPs and course work for certification or recertification are available during the academic year and the summer.

### *Strengths*

- State of the art technology is available to all teachers and students.
- Memberships to the French Cultural center and the French Consulate provide year-round programs, including cultural events and language courses for every age and level. An impressive collection of French books, films and other media such as access to E-Library and other sites is provided by these non-profit organizations.
- Participation in the workshops provided by the College Board is supported and funded by the district.

### *Recommendations*

- The department recommends the continuation of these practices to support teachers in their training and certification requirements.
- The teachers at the high school level should be given opportunities to meet and work collaboratively with teachers at the Upper Schools level on a regular basis to ensure good transition of instruction at each level.



## Overview of Current High School Arabic, Chinese and Latin Programs

The Cambridge Rindge and Latin Chinese and Latin programs offer levels 1 through AP. The Arabic program continues through level IV; there is no Arabic AP exam offered by the College Board at this time. These programs follow the cumulative curricula that align with Massachusetts state standards. Students entering 9th grade choose a language and commit to a minimum of the required 2 semesters needed to graduate. Many students opt to continue their language study to the highest level they are able to achieve.

**Teachers:** Maria Giacchino\*, Zuwei Shi\* and Ibrahim Dagher\*

### Structure of High School Program

Students meet five times a week for 80 minutes each day over the course of 90 days (one semester). Student population reflects a wide range of learners, including special education, English Language Learners, heritage speakers, and the students who, due to scheduling restrictions have had a gap of one semester or more between levels of language study.

### Arabic Curriculum

#### *Background, General Description, and Future Plans*

One of only a few similar programs in the United States, the Arabic Language Program, started in the fall of 2009 at CRLS, has grown steadily in both student enrollment and offerings. The cultural diversity and academic depth of the school have provided a nurturing environment for this language which, in turn, is further enriching the school and the community. The program distinguishes itself by its approach to teaching Modern Standard Arabic (MSA) while also exposing the students to some of the language's colloquial varieties. Arab culture, history, music, and current affairs are always being explored, across all levels, through readings, special projects, and regular presentational segments researched, organized, and delivered by the students. The Arabic Program at CRLS is useful for students seeking exposure to the language and culture as well as those interested in pursuing further studies in the field. Starting to learn Arabic before college gives the interested student a significant advantage to succeed and become proficient at the university level. Many graduates of the program have been exempted from lower level college courses in Arabic and have gone on to further their studies in the language and/or travel and even work in Arab countries. The program currently offers two full years of studies with CP Arabic 1 (Honors Option), CP Arabic 2 (Honors Option), Honors Arabic 3, and Honors Arabic 4. Non-graduating students who have completed the entire sequence often return to the Arabic classroom to serve as teaching assistants.

For Level 1, the program utilizes the textbook "Alif Baa, Introduction to Arabic Letters and Sounds" by Kristen Brustad, Mahmoud Al-Batal, and Abbas Al-Tonsi, published by Georgetown University Press. For Levels 2 through 4, it utilizes "Al-Kitaab fii Ta'allum al-cArabiyya, A Textbook for Beginning Arabic: Part One" by the same authors. Although "Alif Baa" and "Al-Kitaab" are intended for college students, the Arabic teacher at CRLS adapts the materials to the secondary level by pacing it more appropriately and aligning it with the national standards for foreign language learning.

Depending locally on school and district resources and nationally on further development of standardizing and promoting the teaching of Arabic, the program envisions these possible future improvements:

- The addition of an AP level once it has been developed by the College Board.
- The adoption of a textbook and other teaching material specifically serving the needs of K-12 students.
- The hiring of a new teacher to teach the lower level courses and free up the main teacher to develop and teach additional courses such as Arabic 5 and the Modern History of the Arab Middle East.

## Chinese Curriculum

### *Background*

Students taking Chinese level I through AP grade employ the textbooks *Integrated Chinese* (levels 1, part I & II, and level 2), by Tao-Chung Yao and Yuehua Liu published by Cheng & Tsui company, and *Practical Chinese-A Communicative Approach* by Zuwei Shi and Yigu published by Yiwen publishing house in China. The program follows a curriculum that is consistent and incremental, and aligns with the High School curriculum, to ensure students a smooth transition from lower to higher levels. The textbooks are chosen by the Chinese teacher of the World Language Department based on the consideration of contemporary Chinese language teaching in the United States.

### *Strengths*

- The textbooks, especially the *Integrated Chinese*, reflect a documented curriculum that aligns with National and State standards. Thus, teachers are able to create their lessons using a common source.
- *Practical Chinese-A Communicative Approach* is a newly written textbook with updated learning content that is practical and meaningful.
- A broad variety of constructive approaches focused on training the students in communication skills through the utilization of more advanced technology.
- The curriculum helps students learn in more effective and efficient ways through step by step upward-spiraling design of the learning materials; aims to assist students in utilizing the four language skills (reading, writing, speaking, and listening) using the target language; builds test-taking skills for students to prepare for all types of tests; prepares and supports the students to internalize the motivation necessary to succeed in high level language learning; provides a variety of learning materials to meet the demands of students with different needs.

### *Recommendations*

- Need to purchase more newly published Chinese textbooks and contemporary literature books.
- More current language and cultural materials should be added to the curriculum, especially for Chinese level 3 and above.
- The curriculum assumes that the students will be independent and motivated because they are expected to become more accountable and take greater responsibility for their own language learning.
- Students would benefit from a curriculum that incorporates interdisciplinary lessons, thus communicating to them the importance and relevance of what they are learning in their Chinese class.
- Chinese teachers would like additional support in terms of increasing collaboration and communication between Chinese teachers and Chinese learners at other schools, and native Chinese speakers from around the world.
- Invite experts to give workshops or speeches related to Chinese cultural and traditional topics.

## Latin Curriculum

### *Background*

Students taking Latin 1 through 3 follow the *Ecce Romani* curriculum (levels 1, 2 and part of 3) by Pearson/Prentice Hall. The program effectively ensures a smooth transition for students from the adapted Latin passages in the textbook to readings in authentic Latin literature. The textbook was chosen by the current Latin teacher for usage at the high school level because it utilizes the more widely accepted reading method approach to Latin pedagogy, while still incorporating detailed information about grammatical constructions and usage from the more traditional approach.

In Latin 4 the students use *Ecce Romani* (level 3), *Love and Betrayal: A Catullus Reader*, *Love and Transformation: An Ovid Reader* from Pearson/Prentice Hall and *Caesar: Selections from his Commentarii De Bello Gallico* from Bolchazy-Carducci and photocopied authentic readings from a variety of sources.

In AP Caesar and Vergil, the students use *Caesar: Selections from his Commentarii De Bello Gallico* and *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6* from Bolchazy-Carducci.

### ***Strengths***

- *Ecce Romani* is a documented curriculum that aligns with National, Massachusetts and American Classical League standards.
- The multi-faceted approach of the *Ecce Romani* curriculum aims to assist students in utilizing the four language skills (reading, writing, speaking, and listening) using the target language, with the heaviest emphasis on reading (because Latin is not a spoken language).
- The relatively slower pace of the entire Level 1 and the first half of the Level 2 *Ecce Romani* textbook allows a broader variety of students to take Latin and achieve a higher degree of success and complete the school's World Language graduation requirement.
- Because the textbook is rooted in the reading method, students are able to read adapted (and then later on authentic) Latin with a greater level of confidence and ease than students who have learned Latin using a traditional approach.
- The Latin curriculum at CRLS has been designed with the end goal of preparing students to take the AP Latin exam in their fifth semester of study.
- The various Latin readers used in Levels 4 and AP offer the students a very useful amount of lexical, structural and contextual to support them in reading, understanding and analyzing the authentic Latin and to increase their confidence so that they are able to develop independent translating skills gradually.

### ***Recommendations***

- A middle school Latin feeder program would introduce students to the fundamental grammar concepts of Latin at a more manageable pace and then allow students to spend their semesters at the high school level gaining exposure to translating a wider variety of Roman authors and styles, building a far broader vocabulary and stronger reading skills – both of which are crucial to success in AP Latin.
- The block schedule seriously limits the ability of all students to succeed in Latin. Because Latin is not spoken, students do not have the benefit of oral-aural reinforcement of grammar and vocabulary. This lack of reinforcement requires students to rely on memorization and retention of large amounts of material (significantly more than in most modern languages) in short periods of time in order to succeed in Latin, without the much-needed time for absorption. For example, on the block schedule, Latin students might take 2-4 quizzes in one week that require them to memorize approximately 55 items for each quiz: on a full year schedule, the students would have that same number of quizzes and that same amount of memorization spread out over two weeks, giving the students time to learn the material more thoroughly.
- The necessity of covering the equivalent of five years worth of Latin in five semesters requires the students to be disciplined and self-motivated in their preparation. The compacted curriculum requires the students to take greater responsibility for their own language learning.
- The intensity of the schedule created by the block also severely limits the amount of mythological, historical and cultural enrichment that can be brought into the day-to-day class lessons.
- Students would benefit from a curriculum that incorporates interdisciplinary lessons, with particularly (but not limited to) the ELA and History departments, so they understand that the enormity of the culture, language and literature that they are studying is not limited to 80 minutes a day and the classical influence on all aspects of our everyday lives are far-reaching and extremely rich.

### **Instruction**

#### ***Background***

Students in the Arabic, Chinese and Latin programs are working towards proficiency in the four language skills (reading, writing, speaking, and listening). The programs strive to reach all types of learners and provide a relevant and meaningful exposure to both the spoken language (in Latin, the exposure is to the written language) and its culture. Teachers are expected to follow elements of instruction of UbD.

## *Strengths*

- Introducing the students to the language and its culture.
- Training the students in language-learning strategies.
- Developing basic language skills.
- Preparing relevant grammar-focused materials to challenge students and to show them how far they have come from the first level.
- Emphasizing pronunciation and simple communication in the target language (for Arabic and Chinese), and emphasizing reading and translation skills in all three languages.
- Laying the foundation for the higher levels of learning: reading authentic literature and preparing for the AP exam.
- Expanding knowledge through reading authentic literature and learning more details about the culture of the target language.
- Building test-taking skills in preparation for the AP exam and the SAT II.
- Preparing and supporting the students to internalize the motivation necessary to succeed in high level language learning and on standardized tests.

## *Recommendations*

- Because teachers in singleton language courses teach either 4 (Arabic) or 5 (Chinese and Latin) different preparations per academic year, the quality of instruction they are able to deliver is compromised due to the heavy burden of the above average number of preparations.
- Dealing with the limitations of language learning, a skill set that is highly cumulative, on the block schedule.
- Trying to even out the disparate levels of preparation and study skills that the students have when they first start with the language.
- Integrating students who have had a year away from the language into advanced level classes (due to the block schedule).
- Retaining students in language classes, who have weaker study skills, motivation problems or other learning difficulties.
- Overcoming student reluctance to speak the target language (in Chinese and Arabic); and to participate actively in class in all three languages.
- Competing for upper level students with the newly-added math and science AP courses and electives.
- Lacking in the development of more systematic learning materials.
- Lacking necessary support to better prepare the students for higher level language learning (for example: an adequate supply of well-developed and relevant learning materials; more language-specific professional development opportunities; Upper School feeder programs; etc.).
- More departmental meeting or professional development time for language-specific preparation and/or curriculum revision and improvement.

## Assessment

### *Background*

Because each of the three languages is taught by a single teacher, assessment is standardized by default. There are some common elements with regard to rigor, and the fact that all assessments have reading, writing, speaking and listening components (except for Latin which only focuses on reading and writing). Each of the three teachers implements a variety of summative and formative assessments, qualitative and quantitative evaluations, and standardized tests.

### *AP Chinese*

The AP Chinese Language and Culture Exam was first administered in 2007 in the US. Since it is relatively a newly developed Exam, the Cambridge Rindge and Latin School AP Chinese course faces many challenges:

- Due to the limitations of the block schedule, second semester AP classes only have approximately 65 instructional days before the AP exam, thus compromising the ability of the teacher to fully prepare the students for the exam.
- Besides the limited number of instructional days, difficulty in reserving sufficient time in the computer lab prevents students from fully developing the skills specific to writing essays in Chinese, with a particular focus on character recognition, selection and Chinese spelling.
- With the annual increase in class size, delivering a high quality of instruction becomes increasingly challenging.

### *AP Latin*

The newly redesigned format of the AP Latin Exam (2012-2013) aligns well with the goals of the Latin program at CRLS and the National Standards for Classical Language Learning. According to the AP Latin Curriculum Frameworks, preparation for the AP exam requires that students develop skills for reading, translating and analyzing Latin texts, as well as demonstrate contextual knowledge and make connections to other disciplines and comparisons between Latin and English usages. Students learn about the history, literature, and culture of the Ancient Romans and encounter some of the important people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate.<sup>2</sup>

- Due to the limitations of the block schedule, second semester AP classes only have approximately 65 instructional days before the AP exam, thus compromising the ability of the teacher to fully prepare the students for the exam.
- Not all students have taken AP Lang or AP English Lit before or during the second semester of their junior year (when students typically take AP Latin) and therefore do not have the advantage of a thorough grounding in the essay writing skills necessary for writing the English essays on the AP Latin exam.
- Most Latin students would benefit from a fifth semester of Latin between Latin 4 and AP Latin to further develop their Latin reading skills.

### *Strengths*

Each of the language teachers develops a rubric according to the following criteria:

- To develop rubric assessments for student self-evaluation;
- To design assessments that not only measure knowledge, but also the level of students' language learning skills;
- To develop assessments that are more flexible and open;
- To develop assessments that reflect both the qualitative and quantitative nature of the higher level thinking involved in the day-to-day language learning process.

### *Recommendations*

- A well-developed placement assessment for each level of each language to account for the varying backgrounds of students entering from other schools or situations.
- Incorporate a greater amount of student self assessment and peer assessment tasks led by students and facilitated by teachers.
- Opportunities to visit other schools, observe best practices in the classroom, interact with other teachers of the same language, and exchange assessment tools to improve our practices (this particularly crucial as Arabic, Chinese and Latin are singleton languages).
- A systemwide vertical and horizontal alignment of assessment development and design based on UbD. This alignment is crucial for successful evaluation of student learning.

<sup>2</sup> *AP Latin Course and Exam Description, Effective Fall 2012*. The College Board, Princeton, NJ 2012

## District Resources

### *Background*

Relatively new to the World Language program at Cambridge Rindge and Latin School are the Arabic program (established in 2010) and the Chinese program (established in 2007). While Latin, being the namesake of the school, has been taught at the school since its founding. The four Cs, particularly Communication, are essential cornerstones of the language curriculum for the Arabic and Chinese programs (with a heavier focus on reading and translation for the Latin program).

### *Strengths*

- The Technology Department provides a critical role in helping the students develop the four skills in each language. In particular the modernization of the Language Lab at CRLS offers greater and more varied opportunities for student skills acquisition and improvement.
- The current districtwide Curriculum Coordinator in conjunction with all of the language teachers have committed themselves to enhance and further develop the World Language Program in Cambridge Public Schools.

### *Recommendations*

- Attend regular professional development to keep us up-to-date in changing ideas and trends in language teaching.
- Have easy access to new materials as they are developed.
- Support for individualized instruction for special education (IEP and 504 plan) students.
- Guidance counselor support to accurately describe and promote the singleton languages to prospective students; to knowledgeably inform students about how best to plan the progression of singleton language courses (with an eye toward the infrequency with which upper level courses are offered).
- More frequent opportunities to use the Language Lab facilities.
- Regular preventive maintenance of the technology in the Language Lab in order to maximize student learning time in the Lab.

## Analysis of Overall Gr. 6-12 World Language Program

### *Methodology*

Data collected during the World Language Curriculum Review process included ACTFL and Massachusetts Curriculum Frameworks and Standards, Understanding by Design models currently being implemented in Cambridge, initial data from assessments such as the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) as well as a variety of other data relevant to each language. Each program analysis included in this report was written over a three day period in the fall of 2013 by a team of three to four World Language professionals who volunteered from each language area.

### *Analysis of Guiding Questions – Curriculum Review Cycle*

Recent research on best practices in World Language education consulted as a part of this year-long study included multiple resources from national research centers, state curriculum documents and professional associations. A sample list of resources reviewed is listed here:

- Center for Applied Linguistics (CAL).
- American Council on the Teaching of Foreign Languages (ACTFL), including proficiency guidelines.
- ERIC Clearinghouse on Languages and Linguistics.
- Massachusetts Foreign Language Curriculum Frameworks.
- November 2012 report by Hanover Research entitled: "Foreign Language Instruction in the Elementary Grades."
- Rhodes, Nancy C. and Pufahl, Ingrid. "Foreign Language Teaching in U.S. Results of a National Survey." Center for Applied Linguistics. 2010.
- Resnick, Lauren B., Ed. "Foreign Language Instruction: Implementing the Best Teaching Methods." Research Points. Vol. 4, No. 1. American Educational Research Association. Spring 2006.
- Education for Global Leadership: "The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security." Committee for Economic Development. 2006

In addition to research review, several nationally recognized World Language scholars visited Cambridge Public Schools this year to meet with either World Language educators or the JK-12 Coordinator. Experts included Myriam Met, the former Acting Director of the National Foreign Language Center at the University of Maryland and Nancy Rhodes, the Director of Foreign Language Education at the Center for Applied Linguistics. Time with national experts included discussions of immersion and elementary FLES programs for the district as well as the district's current Gr. 6-12 model.

The consultation with experts and review of best practices consistently pointed to a strong World Language Gr. 6-12 program as one with a clear curriculum rooted in both state standards as well as ACTFL standards; consistency in scheduling of World Language and a curriculum that emphasizes communication in the target language with extensive performance based, authentic assessments. As noted throughout this report, the current Upper School schedule and the block schedule at CRLS create gaps in our World Language program due to a lack of consistency in scheduling students in World Language classes. The gaps are further exacerbated by regression that takes place between semesters. For example, a student may be at one level on a placement test at the end of eighth grade, but then that student might not take a World Language until fall of sophomore year at CRLS, by which time they might need to take a placement test again. Students who complete one semester of World Language study at CRLS are not obligated to take another semester consecutively, and so a student who waits a semester or longer to continue their studies at CRLS may regress once again. One option we would like to propose to address this issue is that students be asked (1) to complete all language courses consecutively at CRLS; and (2) that students be asked to complete the World Language requirement by the end of their sophomore year. Our second proposal will reduce regression, it will allow students greater opportunities to continue their World Language studies to a higher level, and it will reduce the problems that surface (with discipline, study skills, maturity, imbalance among skills with native speakers or former immersion students, etc.) when students in gr. 9-12 are all scheduled together into a typical high school World Language class.

A second common theme to emerge from our year-long review was a desire for greater collaboration with special education. Teachers have noted that learning gaps have emerged due to interruptions in student schedules as well as potential at the upper school level that students might miss instructional time due to pull-out services. Teachers in Gr. 6-12 would like to explore options such as a push-in model or co-teaching with special educators in order to provide additional supports to students with Individual Educational Plans (IEPs).

The ERIC research report "Foreign Language Instruction: Implementing the Best Teaching Methods" cites the importance of opportunities to use the target language outside the classroom in the community. *"High proficiency in a foreign language will develop outside the classroom, through conversations with native speakers made possible by the skills acquired in the classroom."* The ERIC report also mentions the benefit of exchange trips or trips abroad to use the language in a country where it is spoken. Exchange trips and study tours are a strength of our current program. In recent years we have led study tours or exchange trips to Italy, China, Spain and France. We are currently investigating options for Upper School trips to Quebec and Cuba, and at CRLS we are exploring options for a study tour to the Arabic speaking world. In addition to study tours offered by the World Language department at CRLS, many additional trips are offered by teachers in the building, including tours to England and Turkey, along with the trips organized through the EF Global Challenge competitions. For the second year in a row, this spring high school teachers led a group of CRLS students to see a theatre performance in Spanish in New York City.

Data show that for a typical graduating class at CRLS, only about 10-15% of students have continued their World Language study through the Advanced Placement level. While the exact percentage varies from year to year, this range is reflected in the data reviewed. As a department we would like to increase significantly the percentage of students who continue their World Language study from Gr. 6 through the Advanced Placement level. We would like to increase the number of students who take more than one language as well as interdisciplinary course offerings in which students can get credit in several departments for taking an elective offered in a target language. Only a small number of students take the World Language SAT II subject tests in any given year.

In 2013-14, World Language educators participated in two full days of training on the Understanding by Design Model, led by consultants from Authentic Education. Additional professional development days are planned for 2014-15. Given our early stage in the process of understanding and implementing the Understanding by Design model, the department is still in the process of developing Enduring Understandings (EUs), Essential Questions (EQs), Learning Targets and Assessments of Learning for all levels. The completion of this work is our current plan and roadmap for our Phase II year in the Curriculum Review Process to take place next year.

Teachers have identified a number of professional development priorities to be phased in during release time over a multi-year period:

- Continued training in technology in the World Language Classroom.
- Continued time and training on the three stages of Understanding by Design (UbD).
- Continued time and training on District Determined Measures.
- Training on national standards of ACTFL and the AAPPL program.
- Training on developing updated rubrics for skills such as speaking, reading, writing and listening along with calibration training to ensure reliability and validity across levels and programs.
- Continued training on the intersection of the Common Core and World Language (both Mass. Curriculum Frameworks for World Language and ACTFL standards).
- Professional development and time for collaboration with special education staff on topics such as how to provide supports for students with disabilities in World Language classrooms.
- Advanced Placement Vertical Team Training to be provided by the College Board for educators in gr. 6-12.
- Training on comprehensible input strategies such as Total Physical Response (TPR) and Total Physical Response Storytelling (TPRS).



As a department, we will work with Dr. Jessica Huizenga, Assistant Superintendent for Curriculum & Instruction and the District Professional Development Committee to identify a timeline and potential resources for scheduling professional development in concert with the new districtwide Professional Development Framework.

### *Survey results – Parents and Caregivers*

The World Language Curriculum Review Team developed a Parent and Student survey that was posted on the district's website for a three week period in the late fall 2013. Teachers asked students to volunteer to complete the survey during extra time in the Language Lab. 168 parents or caregivers completed the survey while 392 students completed the survey. A summary of key findings is included in this section of the Curriculum Review Final Report.

The question "Are you pleased with the World Language Program" was answered by 116 parents or guardians. 10% indicated that they were extremely pleased; 19% indicated that they were very pleased; 30% indicated that they were moderately pleased; 14% indicated that they were slightly not pleased and 26% indicated that they were not pleased. The high number of parents indicating displeasure is a cause for further discussion and reflection. Since the link to this survey was located on the district's website, the comment section gave a sense of the source of concern, with many parents citing their dissatisfaction with the lack of a K-5 program. Comments related to concerns at the middle school and high school level noted a desire for more rigor and more speaking opportunities. Results from this question have been shared with faculty during the process of analyzing results and considering next steps.

Ninety-four parents answered the question: "What are your goals for your child's learning in our World Language Program?" with the vast majority of parents answering that "fluency in another language" was their priority.

*"I want my child to be able to interact with Spanish speakers at the same level of competency that he can interact with English speakers. My expectation is that he will be able to write essays, business letters and emails as well as know the different levels of language so that he can interact with people both at an informal and formal level. I would expect him to be able to attend a university in either Spain or Latin America should he wish to do so and be able to produce work that is on par with that of native speakers. He would also have the relevant knowledge in general Spanish speaking literature and culture so that he would not be hampered by being born in the U.S.A."*

Parents expressed a consistent expectation that their child graduate from CRLS fluent in the language they have chosen to study.

The question "How do you support your child through the language learning process?" was answered by 75 parents or caregivers and gives a clear sense of the steps parents take to support children with encouragement, homework review and practice.

*"We, as parents, ask them to speak in the language(s) they are learning when we are home together, and when we happen to encounter native speakers out and about. They seem quite averse to doing this, however! We praise them when they demonstrate good study habits, which is to say quite frequently. We ourselves try to demonstrate our knowledge of other languages and our willingness to hazard using it, even when this knowledge is quite limited."*

Parents and students responding to the survey generally expressed a supportive approach to the concept of homework as an important part of language study. Many parents provide support by reviewing flash cards of vocabulary words from class. Parents noted that they helped their children with study skills and review for quizzes and tests. A number of parents who speak another language noted that they practice the language at home. Parents indicated that they discuss international events at home, watch television shows in the target language together as a family, take trips overseas and purchase books and magazines in the target language.

In the survey, parents and students reflected on a concern that is well known by all World Language teachers. This is the challenge that in many classes, there are a wide variety of students with different backgrounds in any particular class. For

example, often students with native speaking proficiency (but limited reading and writing skills) will be in a class with students at the middle school level who are taking their first class in the language. At the high school, this same issue occurs, and in higher level courses it can be a challenge as there might be students who are native speakers, students from the K-12 dual language programs, and students who have only studied a language at the high school level. One parent expressed frustration about this: *"They have very different proficiency levels and backgrounds, so it is impossible to meet everyone's needs and it is not fair to the lower proficiency students to have to catch up to the other students (which is impossible in one semester)."* One parent expressed concern that there is no Special Education support for the World Languages, but this issue did not emerge as a general concern throughout the survey.

The question "Is your child able to take language classes consecutively in order to build proficiency?" elicited a Yes response from 61% of parents and a No response from 39% of parents. This question provided an opportunity to cite any obstacles to World Language learning. A number of parents responding at the high school level expressed support for the block schedule but noted that the block schedule makes it difficult to schedule classes consecutively. Here are several comments that speak to this theme:

*"The block schednle makes consistency very diffcnlt and can leave a year between successive classes. This is a 'huge' problem, momentum is lost. To schedule World Language consecntively means displacing other important classes. My kids are 9<sup>th</sup> and 10<sup>th</sup> graders, so I haven't seen how it plays out, but I'm not particularly hopeful as language takes daily reinforcement."*

*"I like the block schedule for many reasons (less passing time, longer time blocks, fewer snbjects at once) but it isn't good for langnage learning."*

Parents noted that with creativity perhaps there can be online learning or other opportunities during the lag time that sometimes occurs between courses.

### **Survey results – Students**

Students were invited to take the survey in December 2014. 384 students responded to our survey, with 84% of those students being high school students and the remainder being Upper School students. Students were asked if they would like any additional languages offered at the high school. While in general the responses were limited, a number of students did express interest in additional offerings, with German being the most frequently mentioned.

For high school students, the question "Why are you taking a World Language?" gave students the opportunity to select multiple answers. The answers checked in order of frequency were: interested in learning a foreign language (63%); graduation requirement (52%); beneficial for future employment (38%); cultural experience (36%) and finally to be able to speak the language at home with extended family (16%).

The question "Which technologies have you used to produce work in class?" gave a sense of the wide range of technology tools students use in class. Technology tools include: Google docs, Glogster, Moodle, VoiceThread, PowerPoint, Prezi, Textbook websites for the materials we use in class, World Language Lab and a variety of websites such as [www.stndyspanish.com](http://www.stndyspanish.com).

A series of questions were given to students to gauge their level of participation in class and their completion of homework.

	TRUE	FALSE
1 I always complete homework.	73%	27%
2 If there are things I do not understand while I am doing my homework, I send an email to the teacher.	25%	75%
3 I ask the teacher questions during class.	93%	7%
4 I ask the teacher questions after the class.	51%	49%
5 I never ask the teacher questions.	7%	93%

6	I do my best to speak (the language I study) the majority of time in class.	58%	42%
7	I use (target language) when working in pairs or small groups.	53%	47%
8	When the teacher asks a question, I prepare an answer in my head but I don't usually try to answer aloud.	59%	41%
9	I often participate orally in class.	73%	27%
10	I enjoy trying to participate even though I am not sure of myself sometimes.	67%	33%
11	I feel very confident when speaking (target language) in class.	49%	51%

This survey has provided our department with an opportunity to consider student participation in class. In reviewing these results, we spoke as a department about ways to communicate our goals with students about topics such as using the target language in class and finding ways to build confidence among students as they use the target language in the classroom setting. In a follow up question to this survey, 90% of students indicated that they had the study skills necessary to learn languages. Students indicated that they found certain strategies such as flash cards particularly helpful.

### *Data analysis and benchmarks*

The World Language Department is currently in the process of developing District Determined Measures (DDM), which will include the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). The department is moving toward common midterms and final exams at all levels.

We would like to provide professional development to all staff members regarding the standards of the American Council on the Teaching of Foreign Languages with an eye toward creating benchmarks for each course and level. The following chart provides a draft vision of what K-12 Spanish or French benchmarks might look in Cambridge once there has been full implementation of a content-enriched elementary FLES program (such as the FLES programs at King School and Fletcher Maynard Academy) in the district. It should be noted that a different set of benchmarks would be developed for students in immersion programs as their speaking proficiency would advance at a faster pace.

Grade/Level	Listening	Speaking	Reading	Writing
1	Novice Low	Novice Low	Novice Low	Novice Low
2	Novice Mid	Novice Low	Novice Mid	Novice Low
3	Novice Mid	Novice Mid	Novice Mid	Novice Mid
4	Novice High	Novice Mid	Novice High	Novice Mid
5	Intermediate Low	Novice High	Intermediate Low	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low
7	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid
Level I	Intermediate High	Intermediate High	Intermediate High	Intermediate High
Level II	Advanced Low	Intermediate High	Advanced Low	Intermediate High
Level III	Advanced Mid	Advanced Low	Advanced Mid	Advanced Low
Level IV	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid
Level V-AP	Advanced High	Advanced Mid	Advanced High	Advanced Mid

Note: This chart relies on proficiency targets as defined by the American Council on the Teaching of Foreign Languages (ACTFL).

## *Common Core and World Languages*

Professional associations such as the American Council on the Teaching of Foreign Languages (ACTFL) provide guidance on the intersection of the Common Core and World Languages. As our department defines our curriculum units through the Understanding by Design process, we will seek to highlight areas of connection and collaboration with the Common Core. The remainder of this section is entitled: "Alignment of the National Standards for Learning Languages with the Common Core State Standards Performance Expectations" and is cited from this source:  
<http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf>.

*"The Common Core State Standards for English Language Arts (ELA) and Literacy lay out a vision of what it means to be a literate person in the twenty-first century, describing the skills and understandings students are expected to demonstrate which have wide applicability outside the classroom or workplace. These expectations are described in the ELA Anchor Standards across four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.*

*The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of Communication, by emphasizing the purpose behind the communication:*

- *Interpersonal (speaking + listening or writing + reading)*
- *Interpretive (reading, listening, viewing)*
- *Presentational (writing, speaking, visually representing)*

*In the description of reading in the Common Core document, the use of both literary and informational texts is suggested. This same balance is identified in the Standards for Learning Languages.*

*In the description of writing in the Common Core document, a balance of writing to explain, to persuade, and to convey experience is suggested. These same purposes for writing are identified in the Standards for Learning Languages.*

*The Common Core strand of Language is described for language learners through Proficiency levels that outline three key benchmarks achieved in world language programs given sufficient instruction over time:*

- *Novice (the beginning level, regardless of age or grade)*
- *Intermediate*
- *Advanced"*

Next year, as we continue into our second full year of implementing Understanding by Design (UbD) in the department, we will focus energy on highlighting connections between our World Language curriculum and the components of the Common Core pertinent to World Language. This work will offer opportunities for both professional development and collaborative interdisciplinary curriculum development in conjunction with humanities teachers and leaders in the district.

## **Advanced Placement Results\***

\*Score report includes a student from CRLS who took an AP exam (Japanese) for a course that is not offered.



**Cambridge Rindge and Latin School (220493)**

				STATE			GLOBAL		
Chinese Language and Culture	2011	2012	2013	2011	2012	2013	2011	2012	2013
5	1	2		179	179	204	6,017	6,956	7,433
4	1		1	56	58	66	1,138	1,282	1,571
3		1	1	50	92	105	744	1,074	1,151
2		1	2	13	24	24	173	227	244
1				14	12	10	198	267	321
<b>Total Exams</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>312</b>	<b>365</b>	<b>409</b>	<b>8,270</b>	<b>9,806</b>	<b>10,720</b>
<b>Mean Score</b>	<b>4.50</b>	<b>3.75</b>	<b>2.75</b>	<b>4.20</b>	<b>4.01</b>	<b>4.05</b>	<b>4.52</b>	<b>4.47</b>	<b>4.45</b>
French Language and Culture *	2011	2012	2013	2011	2012	2013	2011	2012	2013
5	6		2	260	348	364	2,833	3,811	4,132
4	3	3	4	277	457	401	3,414	5,546	5,576
3	2		1	410	403	325	6,152	6,773	6,989
2				206	120	111	4,352	3,573	3,778
1				129	24	27	4,689	1,130	1,046
<b>Total Exams</b>	<b>11</b>	<b>3</b>	<b>7</b>	<b>1,282</b>	<b>1,352</b>	<b>1,228</b>	<b>21,440</b>	<b>20,833</b>	<b>21,521</b>
<b>Mean Score</b>	<b>4.36</b>	<b>4.00</b>	<b>4.14</b>	<b>3.26</b>	<b>3.73</b>	<b>3.79</b>	<b>2.78</b>	<b>3.35</b>	<b>3.37</b>
Japanese Language and Culture	2011	2012	2013	2011	2012	2013	2011	2012	2013
5			1	14	21	22	999	1,021	1,010
4				2	3	3	260	217	240
3				7	6	6	484	482	489
2				1	2	3	169	190	166
1				2	6	6	366	339	373
<b>Total Exams</b>			<b>1</b>	<b>26</b>	<b>38</b>	<b>40</b>	<b>2,278</b>	<b>2,249</b>	<b>2,278</b>
<b>Mean Score</b>			<b>5.00</b>	<b>3.96</b>	<b>3.82</b>	<b>3.80</b>	<b>3.60</b>	<b>3.62</b>	<b>3.59</b>
Latin *	2011	2012	2013	2011	2012	2013	2011	2012	2013
5	2		2	171	191	145	1,226	1,372	941
4	3	3	3	132	108	159	1,092	1,096	1,401
3	1	2		135	155	183	1,553	1,585	2,114
2			2	99	59	128	1,102	1,187	1,528
1				86	80	54	1,076	1,196	702
<b>Total Exams</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>623</b>	<b>593</b>	<b>669</b>	<b>6,049</b>	<b>6,436</b>	<b>6,686</b>
<b>Mean Score</b>	<b>4.17</b>	<b>3.60</b>	<b>3.71</b>	<b>3.33</b>	<b>3.46</b>	<b>3.32</b>	<b>3.05</b>	<b>3.04</b>	<b>3.05</b>
Spanish Language	2011	2012	2013	2011	2012	2013	2011	2012	2013
5	12	11	17	747	802	819	28,278	33,232	34,640
4	4	5	1	813	840	863	32,796	35,106	35,527
3	5	1	1	647	729	661	27,236	28,791	27,591
2	2	1		461	491	528	20,877	20,133	22,813
1				309	326	361	19,797	17,170	19,006
<b>Total Exams</b>	<b>23</b>	<b>18</b>	<b>19</b>	<b>2,977</b>	<b>3,188</b>	<b>3,232</b>	<b>128,984</b>	<b>134,432</b>	<b>139,577</b>
<b>Mean Score</b>	<b>4.13</b>	<b>4.44</b>	<b>4.84</b>	<b>3.41</b>	<b>3.41</b>	<b>3.39</b>	<b>3.22</b>	<b>3.35</b>	<b>3.32</b>

\* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.

## **Sample AAPPL Test Results**

**AAPPL**THE ACTFL ASSESSMENT OF PERFORMANCE  
TOWARD PROFICIENCY IN LANGUAGES

## AAPPL Measure Score Report Information

AAPPL Measure is a performance-based assessment whose tasks are linked to the 5C's of the *National Standards for Language Learning* (Communication, Cultures, Connections, Comparisons, Communities) and address the communication modes defined by the *Standards*. It consists of four components: Interpersonal Listening/Speaking, Presentational Writing, Interpretive Reading, and Interpretive Listening. It is scored according to the ACTFL Performance Scale which is derived from *ACTFL's Performance Descriptors for Language Learners*. (You can find more information regarding the *Descriptors* on ACTFL's website, [www.actfl.org](http://www.actfl.org).) It encompasses three major levels with 9 gradations within the levels. These are: I5 (Advanced) , I4, I3, I2, I1, N4 (Intermediate), N3, N2, N1 (Novice).

On the next page you will find an individual score report. It is accompanied by narratives that describe the performance and provide recommendations for further development for each component of the test that was taken.

Range	ACTFL Performance Scale	Form
ADVANCED	I5	B
	I4	
	I3	
	I2	
	I1	
INTERMEDIATE	N4	A
	N3	
	N2	
	N1	

For more information about AAPPL, please visit our site at <http://aappl.actfl.org>.

**ACTFL**AMERICAN COUNCIL ON THE  
TEACHING OF FOREIGN LANGUAGES









## AAPPL Measure Score Report

Student Name/ID: Sean Smyth/123456  
School Name: William Henry Harrison HS

Language: Chinese  
Assessment Date: 12/06/2012

MODE	YOUR SCORE	SCORE DESCRIPTION	STRATEGY
Interpersonal Listening/ Speaking		Your AAPPL Interpersonal Listening/Speaking score of N4 means that you can be part of a conversation about yourself and your life. A lot of the time you can also use your language to express your own thoughts and get the things that you need. You tend to speak in phrases and some sentences. You can often ask and answer simple questions. You can do all of this in a way that your teacher and others who are used to language learners can understand what you are saying most of the time.	Keep the conversation going by asking follow up questions on the same topic, working with your conversation partner to make clear what you don't understand. Talk around words that you don't know. Keep saying more about a wider variety of topics. Imagine yourself in a situation where you need to get something or do something and what you will need to say in such a situation.
Interpretive Reading		Your AAPPL Interpretive Reading score of I2 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read the passage more than once. You may need visual cues, context clues, and prior knowledge to help you understand what you read.	Practice reading longer passages and/or simple stories. For better understanding, start to consider how the passage is organized. Compare what you read to what you already know.
Interpretive Listening		Your AAPPL Interpretive Listening score of I3 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to hear complex passages more than once. Context clues or prior knowledge may help you understand what you hear.	Frequently listen to longer passages or simple stories. For better understanding, consider how the passage is organized. Compare what you hear to what you already know and to what you expected to hear.
Presentational Writing		Your AAPPL Presentational Writing score of I2 means that you write about yourself and your life. You write well enough to ask simple questions and accomplish what you need. You can link some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners can understand your writing.	Combine sentences together using words such as "but," "because," and "when." Practice writing questions in different ways. Write more about a wider variety of topics. Keep adding new information so that everything is more complete and clear.



## **Sample UbD Units**

## BACKWARD DESIGN THEMATIC UNIT PLAN

Designed by: Ibrahim Dagher

Subject: Arabic Language

Course: Arabic 3

Target Proficiency Level: Novice Mid-High

Grades: High School (11-12)

Unit Title: Geography and Demography of the Arab World

### STEP 1: IDENTIFY DESIRED RESULTS: OUTCOMES & STANDARDS

#### Unit Outcomes

What students should know	What students should be able to do
<p><b><u>Objectives for Knowledge (Culture &amp; Content)</u></b></p> <p>Understand the differences and commonalities between the Middle East and the Arab World.</p> <p>Understand the differences and commonalities between the Arab World and the Muslim World.</p> <p>Recognize the general geographic features of the Arab World as a whole and its various regions and countries.</p> <p>Understand the general demographic figures and trends of the Arab World and individual Arab countries.</p> <p>Understand the location and relative size of various Arab countries both in terms of area and population.</p> <p><b><u>Objectives for Control of Form (Language/Structure/Setting)</u></b></p> <p>Recognize that Arab countries may be feminine or masculine and that some of their names start with the definite article <b>الـ</b> and some don't.</p> <p>Recognize that all cities in Arabic are feminine and that some of their names start with the definite article <b>الـ</b> and some don't.</p> <p>Recognize that the names of places (countries, cities, etc.) can sound quite different in English and Arabic.</p> <p>Learn to read, write, and properly pronounce the Arabic names of all Arab countries and their capital cities.</p> <p>Be familiar with the Arabic vocabulary of geographic and demographic terms (جبل، وادي، سهل، صحراء، مساحة، عدد السكان، حدود...)</p> <p>Be familiar with Arabic adjectives used to describe geographic and demographic features (طويل، كبير، عالي، واسع...)</p> <p>Recognize the various geo-political terms related to the Arab World and their general definitions (الشرق الأوسط، الشرق الأوسط الكبير، الشرق الأدنى، الجامعة العربية...)</p> <p>Recognize and manipulate numbers, small and large.</p>	<p><b><u>Objectives for Communication (Interpretive, Interpersonal, Presentational)</u></b></p> <p>Identify individual Arab countries and their capital cities on a map.</p> <p>Express in numbers the area and population of various Arab countries.</p> <p>State in Arabic the general location of various Arab countries (continent, bordering bodies of water, bordering countries, etc.)</p> <p>Compare and contrast with other students the similarities and differences among various Arab countries.</p> <p>State examples of Moslem countries that are not Arab, Arab countries located in the Middle East, non-Arab countries located in the Middle East, and Arab countries not located in the Middle East.</p>

## Standards:

### Communications:

- Interpretive: Students analyze and interpret maps, graphs, figures, and written information about the geographic and demographic features of the Arab World.
- Interpersonal: Students engage in conversations as they compare what they learned about Arab countries and participate in class games and quizzes.
- Presentational: Students present interim mini projects on certain Arab countries as well as a summative country project at the end of the unit.

### Cultures

- Practices: N/A
- Products: N/A

### Connections

- Making Connections to other subject area: Students reinforce and further their knowledge of Geography through what they learn in this unit.
- Acquiring new information: N/A

### Comparisons

- Language: Students get to compare the Arabic way of presenting and organizing figures, numbers, graphs, and other information with the American way expressed in English.
- Cultures: N/A

### Communities

- Language Beyond the School: N/A
- Lifelong Learning: N/A

## STEP 2: DETERMINE ACCEPTABLE EVIDENCE: SUMMATIVE & FORMATIVE

### Summative Assessment: End of the Unit Performance Tasks (Integrated Performance Assessment - IPA)

**Interpretive task:** Students provide proper biographical listing of the sources of their research.

**Interpersonal task:** The class will be divided into two groups (one made up of “representatives” of various countries and the other acting as an audience). The country representatives engage in a group discussion as they promote their individual countries and take questions from the audience. Groups then switch sides and do the same exercise again.

**Presentational task:** Students will select an individual Arab country or will be assigned a country in small groups of three students each. Students will have to research their country (especially geographically and demographically), prepare, and present a final project about it in front of the class (in poster, power point, Prezi, or a small book format). The project is supposed to be prepared and presented (and will be evaluated) according to clear parameters provided by the teacher in a project rubric and explained clearly to the students early during the unit.

### Formative Assessment:

1. **Prompted Evidence:** Homework assignments, formal class work, graded quizzes, “Share Your Findings” presentations.
2. **Unprompted Evidence:** Teacher observation of student interactions, participation in geography games and quizzes (identify the Arab country, name the capital...), participation in vocabulary games and quizzes (المشرق، المغرب، الشمال، الجنوب، الكثافة السكانية، نهر، بحر، محيط...), and other class participation.

**SAMPLE LESSON PLAN STARTS ON THE NEXT PAGE**

### STEP 3: PLANNING LEARNING EXPERIENCES AND INSTRUCTION

**Lesson title:** The Countries of the Levant - بلدان المشرق العربي

**Lesson Objectives:**

At the end of the lesson, after examining the Levant on the al-hakawati website, students will:

- Understand the terms المشرق العربي، بلاد الشام
- Know the names of the four Arab countries of the Levant: Lebanon, Palestine, Syria, Jordan.
- Know the capital cities of the four countries.
- Learn about other major cities in the four countries.
- Understand how the four countries are geographically located relative to each other and what other countries and bodies of water they border.
- Become familiar with the land area of each of the four countries and how they compare to each other.
- Become familiar with the population figures of the four countries and how they compare to each other.
- Become familiar with the flags of the four countries.

**Standards Addressed:**

- Communications (Interpretive): Students examine and learn
- Communications (Interpersonal): Students converse as they compare countries
- Connections (Geography)
- Comparisons (Languages): Students compare the Arabic way of presenting and organizing figures, numbers, graphs, and other information with the American way expressed in English.

**Assessment:**

Students will be provided with unsorted information about the four countries including: the geographic shapes (blank maps), flags, populations, and land area. Students are asked to complete a grid by first writing down the names of the countries in the headings and then filling in the right information for each in the proper boxes. Students get to draw approximations of the maps and the flags in their tables for added fun and retention.

**Resources and Materials:**

- The Arab Countries section of al-hakawati website:  
[http://ar.al-hakawati.net/category/arab\\_states/arabstates/](http://ar.al-hakawati.net/category/arab_states/arabstates/)
- Copies of a 5x5 blank grid to be used for the assessment, with the following labels: Name of Country, Map Outline, Flag, Population, Area. Here's a sample of the table

				اسم البلد
				شكل الخريطة
				العلم
				عدد السكان
				المساحة

- An information sheet to be used for the assessment containing the map outlines, flags, population and area figures in no particular order

## Instructional Strategies and Learning Activities:

### Pre-reading/viewing:

- Teacher instructs on relative terms (comparative and superlative) used to contrast the countries such as “bigger than, smaller than, more, less, biggest, smallest,” etc.: ... أكبر من، اصغر من، أقل، أكثر ...
- Teacher reviews the numbers and other Arabic terms used for population figures and land area with the class: نسمة، كيلومتر مربع ...

### During-reading/viewing:

- Students examine the information web pages of the four countries and guess at such information as the country name, names of other cities, population, etc.
- Students try to match the Arabic names of the capital and other major cities of each country (found on the website) with the English names displayed on the map.
- Students observe and converse as they view a new country about whether it is bigger/small than a previous one, has a larger/smaller population, etc.
- Students note and discuss the borders of each country.
- Students may request to explore additional active links from the site in order to obtain more information (certain cities, geographical features, touristic sites, etc.)

### Post- reading/viewing:

- Students examine the random information provided by the teacher on the map outlines, flags, populations, and areas of the four countries and try to sort it out correctly.
- Students fill out the grid provided by the teacher to demonstrate their grasp of the lesson.

## **Community outreach**

*World Language Week, Poster contests*





CSUS seventh grade French students made *Mardi Gras* masks to celebrate the Francophone cultural tradition during National Foreign Language week. Sixth graders celebrated the week by participating in a French song contest, with the winning group performing at National Foreign Language night, and eighth graders celebrated with a *Mardi Gras Gâteau de Roi* cake contest. Each of the traditions allowed students to celebrate the National Foreign Language week through both language and culture.



Cambridge Rindge &amp; Latin School

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for Students

for Families

for Staff



## Cuentos Infantiles (Children Stories)

- [School Calendar](#)
- [Course Catalog](#)
- [Contact CRLS](#)

By: Eydie Garcia

In November, the students in my Spanish 4 honors classes were assigned to write a children's book in Spanish. We started off by exploring different types of children's books. I brought in different children's books in Spanish and then asked the students each to bring in a children's book. Even if the books were in English, they were to present them to the class in Spanish and explain what they were about. We discussed different styles of children's books – how some are interactive; some are fiction, non-fiction; some are repetitive for language learning and most have a moral.



I then assigned the students each to write a children's book in Spanish. The ultimate goal was to visit the Amigos school, a dual language school in Cambridge, and read the original books to the elementary students in Spanish. Therefore, the books had to be accessible to children from ages 4 – 9. The students were required to include at least 100 words and at least 5 turning pages with illustrations. Printing pictures from the internet or clippings from magazines were not allowed. Even if the students claimed not to be the best artists, the illustrations had to be done by the students themselves. I explained that this would make the books more authentic and the children would enjoy them much more.

The students first handed in a rough draft and made some corrections and then put the books together with illustrations, a dedication page, cover page and an "about the author" page. I was extremely impressed with the quality of each of the student's books: the stories were very imaginative and the illustrations made the texts come alive.

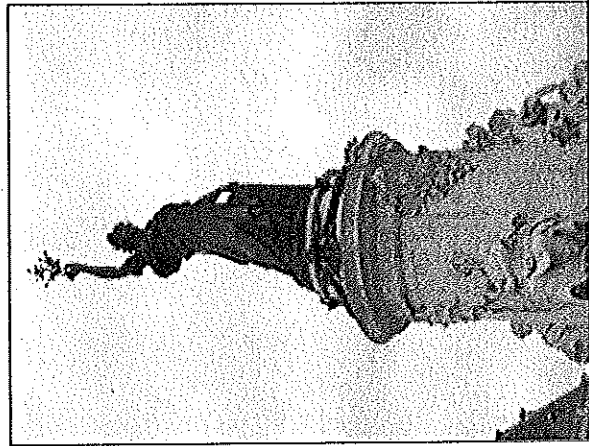


On December 20th we traveled to the Amigos school that some of the students had actually attended as young children. We then divided among 5 different classes from Pre K through grade 4. The elementary students loved to hear the stories that the high school students wrote and the high school students were impressed at how enthusiastic the AMIGOS students were about their books. One of my students, who particularly enjoyed sharing her story, was pleased to be applying her Spanish in an authentic setting. The Spanish 4 students were extremely excited and felt proud of their accomplishments.

Sarah Bartels-Marrero, the Biliteracy Coordinator at Amigos, and I together organized this trip and we plan on doing this again in the future given the benefits for all of the students involved – both the elementary students and the high school students.

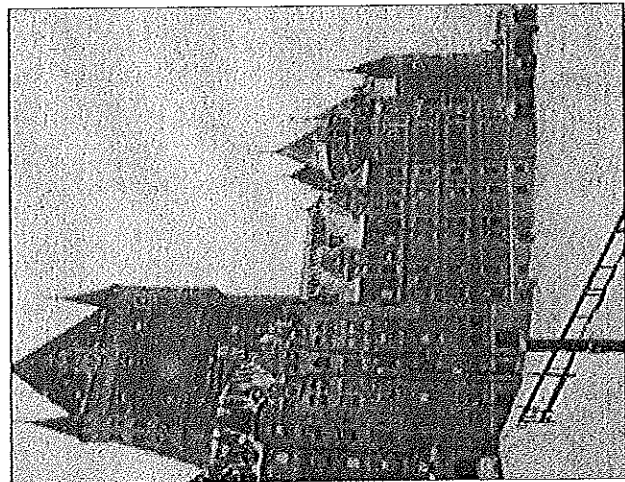
# BIENVENUE

## LE PROGRAMME DE FRANÇAIS À VLUS



### L'ADVENTURE DU FRANÇAIS

Learning a world language allows one to appreciate the world in a new way. For students of French there comes membership in the larger Francophone community with its wide diversity of French speakers. Students will learn more about the rich and vibrant cultures that speak this language through out the world.

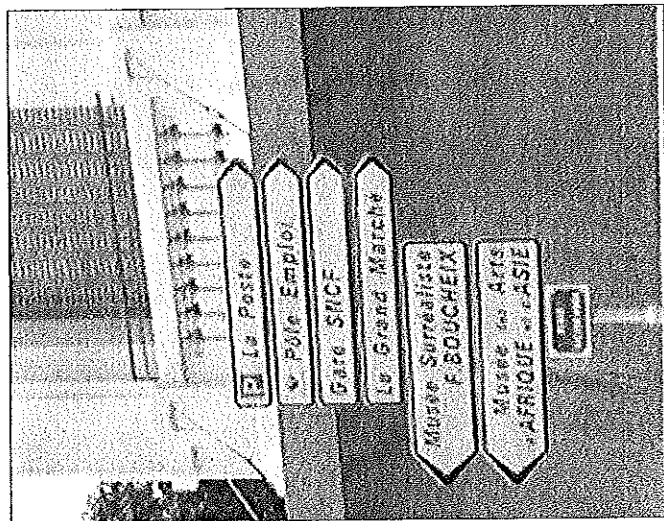


### EXPANDING OUR COMMUNITY

It is important to the VLUS French Program that students have the opportunity to interact with a larger Francophone community. Fields trips are important to this. Some of trips we hope to take are:

- visit to Formaggio's cheese cave
- visit to see French paintings at MFA
- visit of French heritage sites found in Boston
- participation in events sponsored by French consulate of Boston
- trip to Quebec city ??

VASSAL LANE UPPER SCHOOL  
197 VASSAL LANE  
CAMBRIDGE, MA 02158



### THE WORLD SPEAKS FRENCH

French is spoken by over 200 million people on 5 continents as a first or second language

The richest source of vocabulary in English actually derives, not directly from Latin, but from French.

French has been valued for its words with precise definitions. It was this reason that the founding member countries of the United Nations found it useful to work both in English and in French.

Having studied French, the learner can more easily develop proficiency in other languages. French is a natural choice for speakers of Spanish, Italian, and Portuguese because of their common roots in the Latin language.

Enrich your appreciation of influential cultural contributions of the French-speaking world

# Course Content

## TEXTBOOK: BON VOYAGE

We will follow the format of the "Bon Voyage" textbook by Glencoe for the sequence of learning. List below are the key content by chapter.

Preliminary: Greetings, Asking and telling one's name. Simple courtesies, Time (of day, months, days of week), Numbers 1 - 60, Weather, Colors and Animals.

Chapter 1: Describe what someone is like and where they are from, introduction to articles, and the verb "être"

Chapter 2: Talking about more than one thing, asking and telling about school subjects, speaking formally and informally to others, Numbers 1 - 100

Chapter 3: Talk about what you did in school, Identify and shop for school supplies, tell what you like or don't like to do, introduction to "er" verbs.

Chapter 4: Talk about one's family, home and neighborhood, talk about what belongs to you or others, introduction to the verb "avoir".

Chapter 5: How to order food at a café or restaurant, how to tell where you are going, introduction to verb "aller".

Chapter 6: How to shop for food, How to tell others about what you are doing, how to ask for certain quantities, introduction to the verb "faire".

Chapter 7: How to identify and describe articles of clothing, how to state color and size for clothing, how to compare people and things and express one's opinion.

## OTHER MATERIALS FOR LEARNING

Although a textbook is a valuable tool for learning a language, there are many other resources to be used to help students learn a language. Listed below are a few:

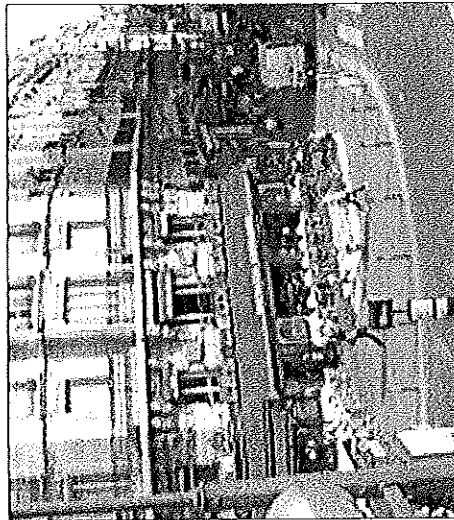
Voicethread

National French Contest

pen pals in France

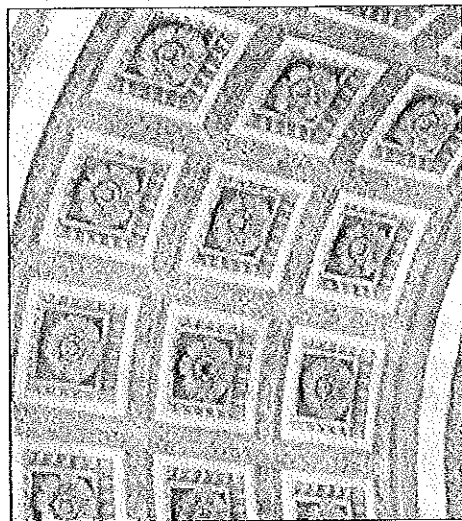
Service Projects

Les Ateliers: learning about something in French such as cooking, art, science or sports.



"Celui qui ne connaît pas les langues étrangères ne connaît rien de sa propre langue."

Goethe



## THE ROLE OF IMMERSION

Research shows that meaningful communication and interactions in the target language is one of the best ways for students to develop language and cultural proficiency. For this reason the majority of each French class will be taught only in French. There will be a short time set aside at the end of class for any follow up explanations in English.

For 6th to 8th graders the full immersion classes start after a brief period of review.

THE WEBSITE FOR VLUS FRENCH IS:

<https://sites.google.com/a/epsd.us/sylvan/>