

World Languages in Tenaflly

*A presentation to the Tenaflly Board of Education Curriculum Committee
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State of current program

- **Languages offered: French, Italian, Mandarin Chinese, Spanish**
- **Goal of the THS World Language program is for all students to reach their highest potential in their acquisition of a World Language other than their Native Language.**
- **All students have the opportunity to achieve the NJ Seal of Biliteracy via the STAMP proficiency assessment in their language of study and their native language.**
- **Many students are active in language and cultural clubs: Spanish Club, Italian Club, Korean Cultural Club, Chinese Cultural Club, French Club, Israeli Cultural Club**
- **Partner school with CIEE summer study abroad program**

Time, Frequency, and Languages

Elementary School—Spanish (2xweek, 30 minutes/class, k-5)

Middle School (Chinese, French, Spanish)

- 6th grade: 5 times/week, 22 minutes/class
- 7th & 8th grade: 5 times/week, 44 minutes/class

High School (Chinese, French, Italian, Spanish)

4 times/week (3 classes @58 minutes, 1 class @ 40 minutes)

Current Enrollment

Language	# of students	Levels	# of teachers
Chinese	94	1-AP	1
French	150	1-AP	2*
Italian	102	1-4H	2*
Spanish	622	1-AP	10*

*Dual certified language teachers

Students studying World Language by grade level

Grade Level	Number of Students
9	279
10	306
11	238
12	145

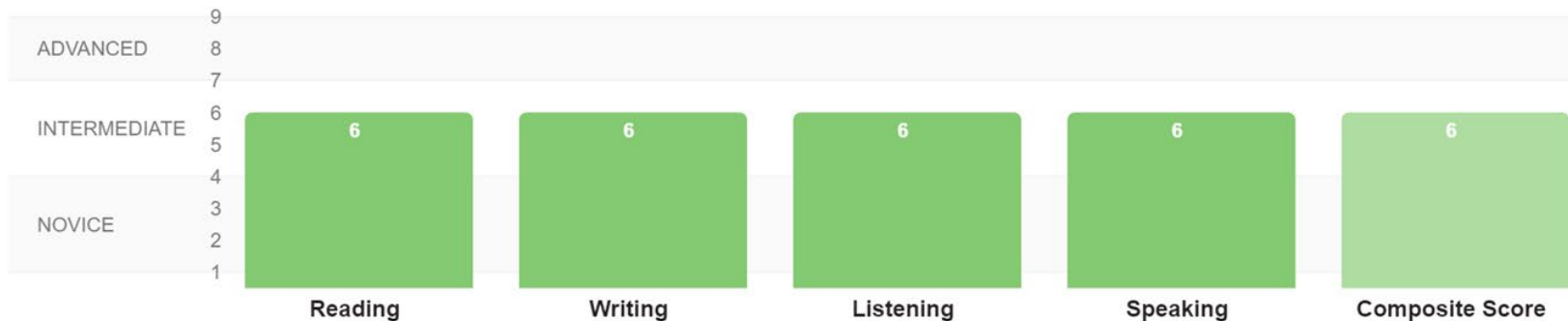
STAMP proficiency test



- Used to measure student growth (Reading, writing, listening, speaking)
- Used to determine a student's language proficiency to qualify students for the [NJ Seal of Biliteracy](#).
- The NJ Seal of Biliteracy is designated on a student's THS transcript and certifies a student's language proficiency in 2 or more languages. It is awarded in the form of a certificate, included in the THS graduation program, and can be used as a credential for academic and employment purposes.
- ***126 THS Students achieved the NJ Seal of Biliteracy in 2022-23.***

Participating Districts in Bergen County

- Bergen County Special Services School District
- Bergen County Vocational Technical School District
- Bergenfield Borough School District
- Bogota Public School District
- Cliffside Park School District
- Cresskill Public School District
- Fair Lawn Public School District
- Garfield Public School District
- Hasbrouck Heights School District
- Lyndhurst School District
- Mahwah Township Public School District
- New Milford Public School District
- North Arlington School District
- Northern Highlands Regional High School District
- Northern Valley Regional High School District
- Palisades Park School District
- Park Ridge School District
- Pascack Valley Regional High School District
- Ramapo Indian Hills Regional High School District
- Ramsey School District
- Ridgefield School District
- Ridgefield Park Public School District
- Ridgewood Public School District
- Rutherford School District
- Teaneck School District
- **Tenafly Public School District**
- Wallington Boro School District
- Westwood Regional School District



READING	LEVEL DESCRIPTION	SUGGESTIONS
<p>6 INTERMEDIATE HIGH</p>	<p>At this level, learners are able to:</p> <ul style="list-style-type: none"> read and comprehend longer texts such as short stories/simple novels and understand the main ideas and most details guess meaning of many new words from context in unfamiliar texts 	<p>Suggestions to 'Power Up' to the next level:</p> <ul style="list-style-type: none"> practice reading a variety of extended texts such as novels and critical reviews that include opinions, such as movie, game and music reviews identify applications that focus on word games and puzzles and use these on a regular basis to build vocabulary

ACTFL Proficiency Guidelines and Ranges

Novice Learner Range

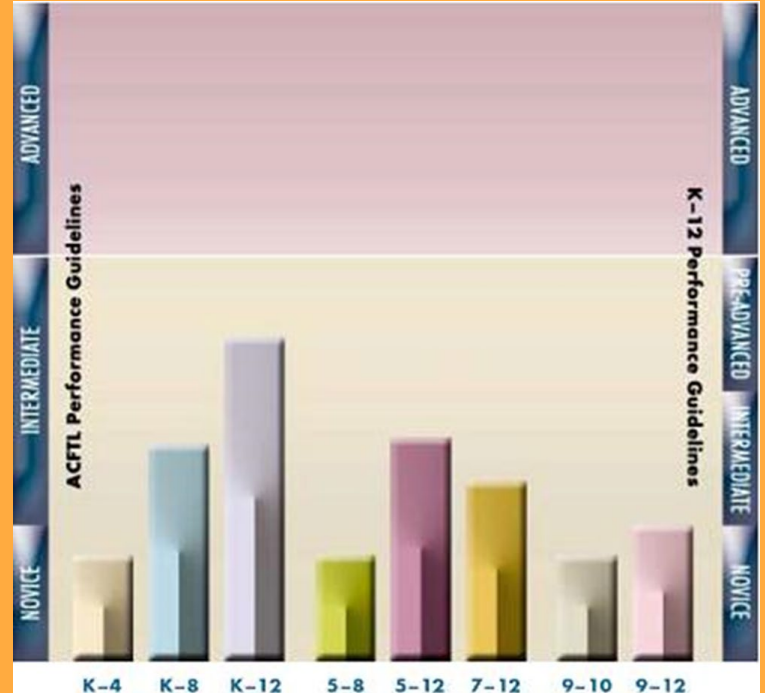
Parallels Novice High in *ACTFL Proficiency Guidelines* (K – 4, 5 – 8, 9 – 10)

Intermediate Learner Range

Parallels Intermediate Mid in *ACTFL Proficiency Guidelines* (K-8, 5-12, 9-12)

Pre-advanced Learner Range

Parallels Intermediate High in *ACTFL Proficiency Guidelines* (K-12)



History: Last addition of a new language

- Community survey conducted in fall of 2006
- Results of survey and recommendation made to TBOE in December 2006
- Professional development, school visits, and teacher search conducted winter/spring 2007
- Introduction of Mandarin Chinese at grade 6 level at TMS and at level I at THS in September 2007.
- Grade 7 and 8 Mandarin added incrementally by year at TMS.
- Levels II through AP added on a yearly basis at THS until AP added.

Lessons learned and recommendations

- Teacher pool for Mandarin teachers was and continues to be small. Turnover was high at the beginning.
- Resources for less commonly taught languages that align with NJ and ACTFL standards are few.
- Adequate time and professional development is necessary for new teachers.
- Articulation is essential for program success.

Critical Need Languages

- 15 languages deemed “critical need” by the US Department of State
 - Azerbaijani, Bangla, Hindi, Indonesian, Persian, Punjabi, Swahili, Turkish, Urdu (All levels)
 - Arabic, Korean, Russian, Portuguese (Advanced beginning, intermediate, and advanced levels)
 - Chinese and Japanese (Intermediate and advanced levels)

[US Department of State Critical Language Scholarship Program](#)

Results from last survey process focused on critical languages

- Community responses resulted in the following ranking of languages:
 - Chinese
 - Korean
 - Arabic
 - Russian
- Non-critical languages with votes (in-order)
 - Latin
 - Hebrew
 - German

Impact on existing languages

- Introduction of Mandarin reduced Japanese enrollment and Japanese was phased out over 4 years.
- Smaller budgetary allotment per language if a new language is introduced.
- Lack of funds for texts/ancillary resources
- Consideration of alignment with current WL program philosophy.

Potential barriers to implementation

- Survey results
- Budget
- Enrollment
- Levels offered
- Sections/Staffing
- Number of languages that could potentially be added

Next Steps & Timeline & Recommendations

- Survey Community (Winter/Spring 2023)
- Speak with other school districts offering different languages (Winter/Spring 2023)
- Compile data, analyze it, and provide summary of findings (Spring 2023)
- Heritage language learners take STAMP proficiency assessment (Spring 2023)
- Make decision (by Fall 2023 prior to budget submission)