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# The Department of World Languages: 2016 Curriculum Review

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Presentation before the Herricks' Board of Education

May 26, 2016

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## The World Language Team

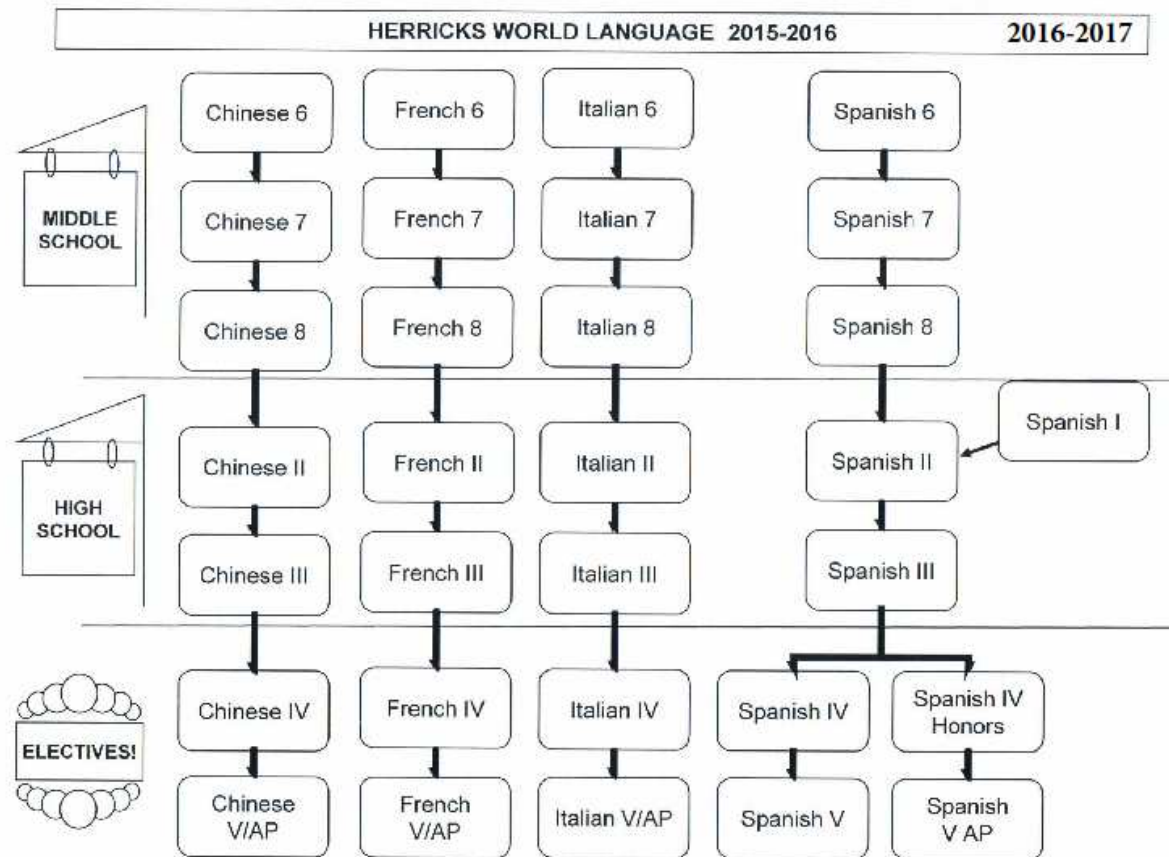
- A. Baracaldo
  - T. DeSimone
  - G. Diliberto
  - S. Faeth
  - J. Fu
  - D. Hurley
  - A. Iaconis
  - K. Kirschner
  - M. Pasquier
  - R. Lampereur
  - J. Larrain
  - M. Lume
  - S. Quintyne
  - M. Reiss
  - S. Wilkolaski
  - E. Yu
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# Essential Questions

- How well are the World Language programs vertically and horizontally articulated?
  - How do our instructional and assessment practices relate to best practices?
  - How effectively do our current programs prepare students to be college, career, and world-ready?
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# 6-12 World Language Programs



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# Overview of the Presentation

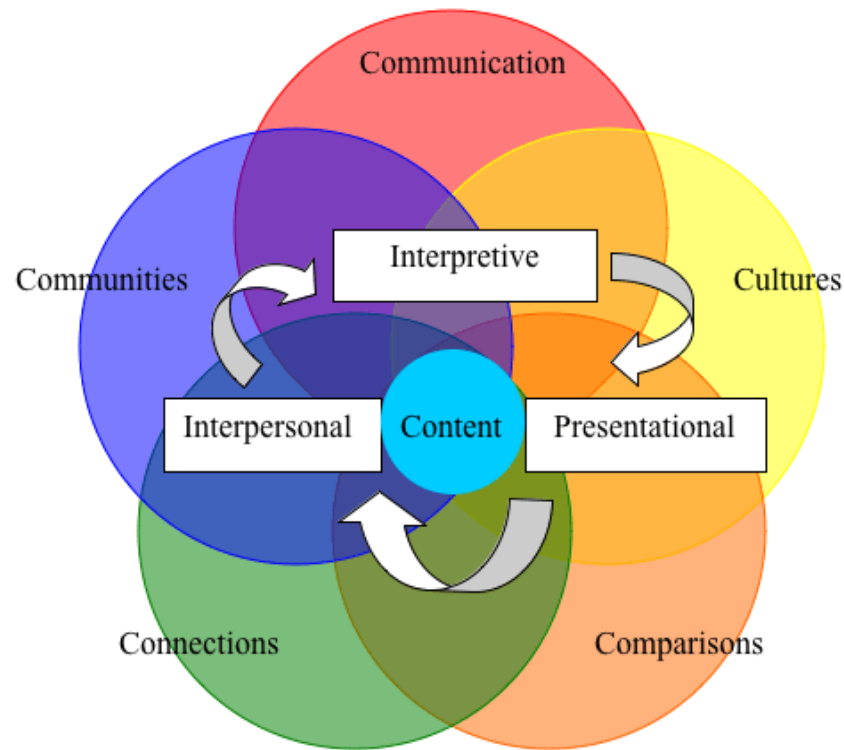
- Standards, Curriculum, & Research
  - Data
  - Best Practices
  - Immersion
  - Seal of Biliteracy
  - Summit on the Teaching of Mandarin Chinese
  - Five-Year Plan
  - Questions
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# New York State Syllabus: Spiraling Nature of Language Learning



# The American Council on the Teaching of Foreign Languages: The 5 C's and the Modes of Communication



© Kazue Oda

- Interpretive
  - Reading
  - Listening
  - Viewing
- Interpersonal
  - Listening/Speaking
  - Reading/Writing
- Presentational
  - Speaking
  - Writing
  - Visually Representing

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# ACTFL: World-Readiness Standards

- College, career, and **world-ready**
  - Languages are no longer “foreign” – they represent our learners
  - **Development of literacy**
  - Development of 21<sup>st</sup> century skills of communication, collaboration, critical thinking, and creativity
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# ACTFL: Can Do Statements

- Progress indicators for language learners
    - Modes of communication
  - Teachers and Students:
    - **Setting goals**
    - **Self-assessing / Chart their progress**
    - Evidence
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# Strengthening our CORE



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# The Six Core Practices for Increasing Language Acquisition

- **Core Practice 1:** Use the target language as the vehicle and content at all levels of instruction. Strive for teachers and learners to **use the target language 90% during instructional time and, when feasible, beyond the classroom.**
  - **Core Practice 2:** Create a discourse community. **Design and carry out interpersonal communication tasks for pair, small groups and whole class instruction that are meaningful.**
  - **Core Practice 3:** Start with the end in mind! Design lessons and tasks that have functional goals and objectives. Specify the language and activities needed to support and meet the communicative objectives.
  - **Core Practice 4:** Teach grammar as a CONCEPT and use it in CONTEXT. Language learning is developmental. Errors are to be expected. Focus on form AFTER meaning of form has been established in context. Students acquire a conceptual understanding of form - how form is used to express the intended meaning.
  - **Core Practice 5:** Design and carry out interactive reading and listening comprehension tasks using authentic, cultural texts.
  - **Core Practice 6:** Comprehensibility trumps accuracy! Provide appropriate feedback in speech and writing on various learning tasks. Corrective feedback (CF) plays a pivotal role in the kind of scaffolding that teachers need to provide to learners to promote continuing L2 growth. CF moves student learning along.
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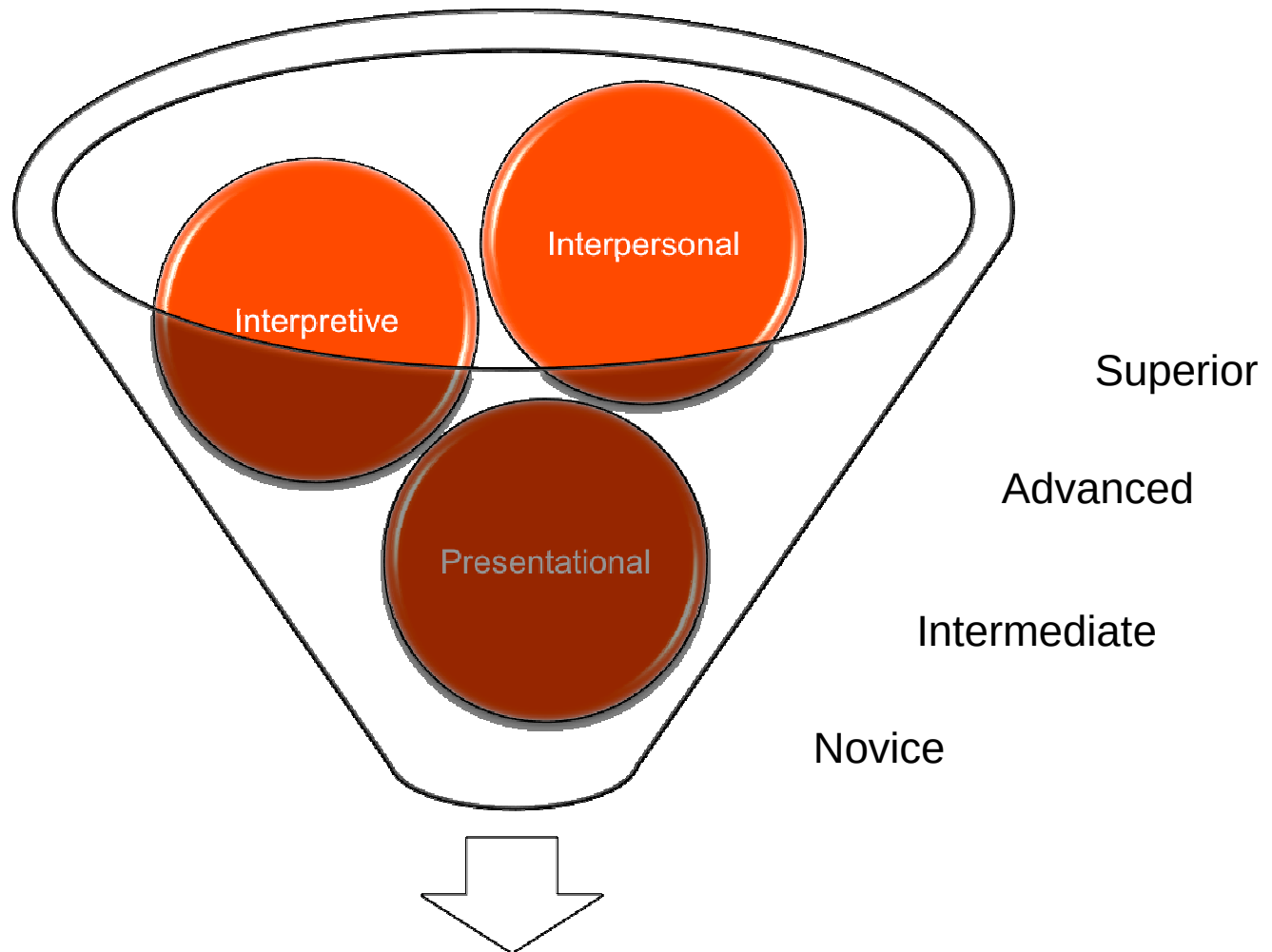
The skills outlined in the ELA CCLS have been addressed by World Language Teachers for Years

- Shift 1 • Balancing Informational & Literary Text
  - Shift 2 • Knowledge in the Disciplines
  - Shift 3 • Staircase of Complexity
  - Shift 4 • Text-based Answers
  - Shift 5 • Writing from Sources
  - Shift 6 • Academic Vocabulary
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Accuracy is a destination, not a starting point.... (John DeMado)





**Communication**

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# Professional Development: Articles to Help us Think Deeply

- **“Speaking Volumes”**

- By Douglas Fisher and Nancy Frey
- “Reading and Writing Float on a Sea of Talk” (Britton)

- **“Creating Standards-Based Assessment, Evaluation, and Grading”**

- By Cherice Montgomery and Dawn Samples
  - Achievement-based vs. Performance-based view of assessments
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Let's take a closer look!



# National

|   | Year      | FL Enrollment | K-12 Enrollment | Percentage |
|---|-----------|---------------|-----------------|------------|
| ■ | 2004-2005 | 8,638,990*    | 47,983,788      | 18.00%     |
| ■ | 2007-2008 | 8,907,201**   | 48,112,069      | 18.51%     |

Foreign Language Enrollments in K-12 Public Schools: Are Students Prepared for a Global Society? (2010). Alexandria VA: American Council on the Teaching of Foreign Languages.

24 states did not provide data

\*\* 17 states did not provide data

Enrollment data, for those states that did not provide data, was estimated

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# New York State

| Language | 2004-2005 | 2007-2008 |
|----------|-----------|-----------|
| French   | 123,392   | 116,236   |
| Spanish  | 507,480   | 559,432   |
| Chinese  | 3,760     | 6,919     |
| ASL*     | 41,579    | 66,887    |
| Italian* | 65,058    | 78,273    |

\* National Data

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# Interesting Facts.....

- United Kingdom: 71% (1997) / 44% (2008) -  
“National Crisis” - Agenda to increase enrollment
  - 200 Million Chinese students studied English  
(2008)
  - 60,000 U.S. Students studied Chinese ('07-'08)
  - U.S. lacks a national action plan
    - [JNCL-NCLIS](#)
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# Herricks: Enrollment Data from 2013-2016

| 13-14                    |                     |                        |            |
|--------------------------|---------------------|------------------------|------------|
| Course                   | 13-14 WL Enrollment | Grade Level Enrollment | Percentage |
| Grade 6                  | 273                 | 301                    | 91%        |
| Grade 7                  | 267                 | 305                    | 84%        |
| Grade 8                  | 336                 | 370                    | 91%        |
| Grade 9                  | 306                 | 314                    | 97%        |
| Grade 10                 | 294                 | 349                    | 84%        |
| Grade 11                 | 188                 | 346                    | 54%        |
| Grade 12                 | 119                 | 326                    | 37%        |
| Spanish 1 Various Levels | 15                  |                        |            |
| Total                    | 1798                | 2311                   | 78%        |
| 14-15                    |                     |                        |            |
| Course                   | 14-15               | Grade Level Enrollment | Percentage |
| Grade 6                  | 296                 | 321                    | 92%        |
| Grade 7                  | 261                 | 299                    | 87%        |
| Grade 8                  | 258                 | 303                    | 85%        |
| Grade 9                  | 329                 | 359                    | 92%        |
| Grade 10                 | 299                 | 317                    | 94%        |
| Grade 11                 | 176                 | 353                    | 50%        |
| Grade 12                 | 129                 | 342                    | 38%        |
| Spanish 1 Various Levels | 19                  |                        |            |
| Total                    | 1767                | 2294                   | 77%        |
| 15-16                    |                     |                        |            |
| Course                   | 15-16               | Grade Level Enrollment | Percentage |
| Grade 6**                | 256                 | 279                    | 92%        |
| Grade 7                  | 288                 | 326                    | 88%        |
| Grade 8                  | 258                 | 298                    | 87%        |
| Grade 9                  | 267                 | 305                    | 88%        |
| Grade 10                 | 322                 | 358                    | 90%        |
| Grade 11                 | 212                 | 313                    | 68%        |
| Grade 12                 | 132                 | 351                    | 38%        |
| Spanish 1 Various Levels | 15                  |                        |            |
| Total                    | 1750                | 2230                   | 79%        |

# Herricks: Enrollment by Language 2013-2016

## 13-14

| Language | 13-14 Language Enrollment | 6-12 Enrollment | Percentage |
|----------|---------------------------|-----------------|------------|
| Chinese  | 187                       | 2311            | 8%         |
| French   | 236                       | 2311            | 10%        |
| Italian  | 322                       | 2311            | 14%        |
| Spanish  | 1053                      | 2311            | 46%        |
| Total    | 1798                      | 2311            | 78%        |

## 14-15

| Language | 14-15 Language Enrollment | 6-12 Enrollment | Percentage |
|----------|---------------------------|-----------------|------------|
| Chinese  | 190                       | 2294            | 8%         |
| French   | 224                       | 2294            | 10%        |
| Italian  | 278                       | 2294            | 12%        |
| Spanish  | 1075                      | 2294            | 47%        |
| Total    | 1767                      | 2294            | 77%        |

## 15-16

| Language | 15-16 Language Enrollment | 6-12 Enrollment | Percentage |
|----------|---------------------------|-----------------|------------|
| Chinese  | 215                       | 2230            | 10%        |
| French   | 197                       | 2230            | 9%         |
| Italian  | 264                       | 2230            | 12%        |
| Spanish  | 1074                      | 2230            | 48%        |
| Total    | 1750                      | 2230            | 79%        |

# Comparator Districts

| District        | Languages                                                        |
|-----------------|------------------------------------------------------------------|
| East Williston  | Chinese, French, Italian, Spanish                                |
| Garden City     | French, Italian, Latin, German, Spanish                          |
| Herricks        | Chinese, French, Italian, Spanish                                |
| Jericho         | Chinese, French, Italian, Latin, Spanish, ASL 1                  |
| Manhasset       | Chinese, French, Italian, Latin, Spanish                         |
| North Shore     | Chinese, French, Italian, Latin, Spanish                         |
| Port Washington | French, Italian, Latin, Spanish                                  |
| Roslyn          | Chinese, French, Italian, Spanish, ASL                           |
| Syosset         | Chinese, French, Italian, Latin, Spanish, Japanese, Russian, ASL |

# Comparator Districts

| District        | Start WL instruction | Upper Level Course Offerings |
|-----------------|----------------------|------------------------------|
| East Williston  | 3                    | AP, St. John's               |
| Garden City     | 4                    | St. John's                   |
| Herricks        | 6                    | AP                           |
| Jericho         | K                    | AP, St. John's, Adelphi      |
| Manhasset       | 7                    | AP                           |
| North Shore     | K                    | AP, IB                       |
| Port Washington | 6                    | AP, St. John's               |
| Roslyn          | 6                    | AP, Adelphi                  |
| Syosset         | K                    | Syracuse                     |

# Comparator Districts

| District        | % of HS students<br>Enrolled in a WL<br>Course | % of 11 <sup>th</sup> Graders<br>Enrolled in a WL<br>Course | % of 12 <sup>th</sup> Graders<br>Enrolled in a WL<br>Course |
|-----------------|------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| East Williston  | 76.89%                                         | 71.64%                                                      | 46.75%                                                      |
| Garden City     | 92%                                            | 79%                                                         | 62%                                                         |
| Herricks        | 71%                                            | 68%                                                         | 38%                                                         |
| Jericho         | 95%                                            | 92%                                                         | 52%                                                         |
| Manhasset       | 76%                                            | 76%                                                         | 51%                                                         |
| North Shore     | 71%                                            | 68%                                                         | 40%                                                         |
| Port Washington | 78%                                            | 62%                                                         | 60%                                                         |
| Roslyn          | 98%                                            | 96%                                                         | 95%                                                         |
| Syosset         | 90%                                            | 70%                                                         | 74%                                                         |

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# Assessment Data: Grade 8

## *FLACS Checkpoint A*

|                       | Chinese    | French     | Italian    | Spanish     |
|-----------------------|------------|------------|------------|-------------|
| Mastery               | 76%        | 88%        | 86%        | 90%         |
| # scoring<br>below 84 | 9<br>(24%) | 3<br>(12%) | 5<br>(14%) | 16<br>(10%) |
| # of Students         | 37         | 28         | 36         | 157         |

Overall Checkpoint A Mastery Level: 87%

Total # of students taking Checkpoint A: 258

Total # of Failures: 3

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# Assessment Data: Grade 10

## *FLACS Checkpoint B*

|                       | Chinese    | French     | Italian    | Spanish     |
|-----------------------|------------|------------|------------|-------------|
| Mastery               | 79%        | 87%        | 81%        | 72%         |
| # scoring<br>below 84 | 6<br>(21%) | 6<br>(13%) | 8<br>(19%) | 51<br>(28%) |
| # of Students         | 28         | 45         | 43         | 184         |

Overall Checkpoint B Mastery Level: 76%

Total # of students taking Checkpoint B: 300

Total # of Failures: 4

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# Assessment Data: AP Chinese and French

## Herricks

## New York

## Global

| Chinese Language and Culture | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012  | 2013  | 2014  | 2015  | 2011  | 2012  | 2013   | 2014   | 2015   |
|------------------------------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 5                            |      |      | 4    | 2    | 2    | 677  | 784   | 844   | 830   | 779   | 6,017 | 6,956 | 7,462  | 7,655  | 8,042  |
| 4                            |      |      | 3    | 3    |      | 83   | 124   | 125   | 175   | 171   | 1,138 | 1,282 | 1,577  | 1,634  | 1,982  |
| 3                            |      |      | 5    | 5    |      | 48   | 94    | 86    | 119   | 115   | 744   | 1,074 | 1,154  | 1,356  | 1,477  |
| 2                            |      |      |      | 2    | 2    | 11   | 4     | 9     | 14    | 22    | 173   | 227   | 245    | 324    | 384    |
| 1                            |      |      | 2    | 1    | 1    | 20   | 26    | 22    | 32    | 34    | 198   | 267   | 321    | 329    | 524    |
| <b>Total Exams</b>           |      |      | 14   | 13   | 5    | 839  | 1,032 | 1,086 | 1,170 | 1,121 | 8,270 | 9,806 | 10,759 | 11,298 | 12,409 |
| <b>Mean Score</b>            |      |      | 3.50 | 3.23 | 3.00 | 4.65 | 4.59  | 4.62  | 4.50  | 4.46  | 4.52  | 4.47  | 4.45   | 4.41   | 4.34   |

| French Language and Culture * | 2011 | 2012 | 2013 | 2014 | 2015 | 2011  | 2012  | 2013  | 2014  | 2015  | 2011   | 2012   | 2013   | 2014   | 2015   |
|-------------------------------|------|------|------|------|------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| 5                             | 1    | 1    |      | 1    | 1    | 249   | 284   | 290   | 324   | 253   | 2,833  | 3,811  | 4,141  | 4,044  | 3,899  |
| 4                             |      | 1    | 6    | 3    | 7    | 260   | 397   | 419   | 444   | 412   | 3,414  | 5,546  | 5,580  | 5,770  | 5,972  |
| 3                             | 8    | 2    | 2    | 4    | 7    | 516   | 530   | 588   | 633   | 600   | 6,152  | 6,773  | 6,997  | 7,457  | 7,916  |
| 2                             | 4    |      | 2    |      | 1    | 393   | 271   | 305   | 317   | 320   | 4,352  | 3,573  | 3,775  | 3,871  | 4,468  |
| 1                             | 1    |      |      |      |      | 419   | 73    | 72    | 97    | 90    | 4,689  | 1,130  | 1,051  | 1,162  | 1,309  |
| <b>Total Exams</b>            | 14   | 4    | 10   | 8    | 16   | 1,837 | 1,555 | 1,674 | 1,815 | 1,675 | 21,440 | 20,833 | 21,544 | 22,304 | 23,564 |
| <b>Mean Score</b>             | 2.71 | 3.75 | 3.40 | 3.63 | 3.50 | 2.74  | 3.35  | 3.33  | 3.32  | 3.25  | 2.78   | 3.35   | 3.37   | 3.34   | 3.28   |

# Assessment Data: AP Italian and Spanish

## Herricks

## New York

## Global

| Italian Language and Culture * | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012 | 2013 | 2014 | 2015 | 2011 | 2012  | 2013  | 2014  | 2015  |
|--------------------------------|------|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| 5                              |      | 1    | 1    | 1    |      |      | 53   | 95   | 58   | 63   |      | 425   | 414   | 500   | 544   |
| 4                              |      | 2    | 3    | 2    | 2    |      | 127  | 138  | 151  | 121  |      | 444   | 424   | 496   | 526   |
| 3                              |      | 1    |      | 2    | 3    |      | 195  | 220  | 268  | 263  |      | 534   | 582   | 687   | 732   |
| 2                              |      |      |      | 2    | 2    |      | 180  | 208  | 195  | 246  |      | 384   | 472   | 551   | 625   |
| 1                              |      |      |      |      |      |      | 76   | 62   | 102  | 117  |      | 129   | 150   | 224   | 270   |
| Total Exams                    |      | 4    | 4    | 7    | 7    |      | 631  | 723  | 774  | 810  |      | 1,916 | 2,042 | 2,458 | 2,697 |
| Mean Score                     |      | 4.00 | 4.25 | 3.29 | 3.00 |      | 2.84 | 2.99 | 2.83 | 2.71 |      | 3.34  | 3.24  | 3.20  | 3.17  |

| Spanish Language and Culture * | 2011 | 2012 | 2013 | 2014 | 2015 | 2011  | 2012  | 2013  | 2014  | 2015  | 2011    | 2012    | 2013    | 2014    | 2015    |
|--------------------------------|------|------|------|------|------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|
| 5                              | 6    | 12   | 6    | 5    | 19   | 1,547 | 1,777 | 1,814 | 1,772 | 2,049 | 28,278  | 33,232  | 34,686  | 34,303  | 41,067  |
| 4                              | 15   | 18   | 12   | 9    | 18   | 1,885 | 2,027 | 1,946 | 2,671 | 2,668 | 32,796  | 35,106  | 35,573  | 48,729  | 53,023  |
| 3                              | 15   | 12   | 8    | 10   | 5    | 1,604 | 1,737 | 1,588 | 2,328 | 2,162 | 27,236  | 28,791  | 27,617  | 42,264  | 41,934  |
| 2                              | 12   | 1    | 2    | 1    | 2    | 1,366 | 1,285 | 1,356 | 695   | 701   | 20,877  | 20,133  | 22,818  | 13,306  | 13,548  |
| 1                              | 6    | 3    |      |      |      | 1,352 | 1,192 | 1,070 | 141   | 102   | 19,797  | 17,170  | 19,014  | 2,382   | 2,075   |
| Total Exams                    | 54   | 46   | 28   | 25   | 44   | 7,754 | 8,018 | 7,774 | 7,607 | 7,682 | 128,984 | 134,432 | 139,708 | 140,984 | 151,647 |
| Mean Score                     | 3.06 | 3.76 | 3.79 | 3.72 | 4.23 | 3.12  | 3.24  | 3.27  | 3.69  | 3.76  | 3.22    | 3.35    | 3.32    | 3.70    | 3.77    |

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# New: Senior Exit Interviews

- Volunteers from Language 12 Courses
  - 40 Participants
  - Google Survey
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# What made you choose LANGUAGE?

- As a Chinese American, I have always felt that it was my responsibility to know the language. I personally believe that it is necessary for me to be able to be proficient in the language as it is the only way I can communicate with my grandparents and extended family.'
  - My older siblings would tell me how great the French teacher was, so I was prompted to choose it as I was young. I don't regret it whatsoever.
  - **All of my closest friends were taking Italian together so I wanted to stay with my friends through middle school and high school. I felt that Italian was also the coolest language to learn and I had always wanted to visit Italy one day.**
  - The desire to speak fluently and converse in another well-known language.
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## Do you feel you made progress in learning the language? If so, how do you know you made progress?

- I feel that I have made progress in learning the language. My grandparents do not speak English, so when I was younger, I would sometimes have difficulty fully comprehending what they were saying to me. In recent years, I have noticed that I can understand at least about 75% of what they were saying most of the time.
  - **Yes, I feel like I have made progress since at times I find myself thinking simple sentences in French for no reason other than the fact that I can. Also, one of my favorite albums to listen to comes from Stromae, a French pop singer. Branching out to this entirely new form of music, one that is literally in French but also embodies French culture, makes me realize how far I have come since I started learning French.**
  - I know I made progress, I went from not being able to speak a word of it to being able to hold an hour long conversation with family members in Italy when we visited. Everyone in my family said they were impressed with how I spoke and never knew that I could do that
  - Yes I feel that I can go to a Spanish speaking country and talk to the natives and understand them and have a conversation with them.
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# How did the school support your learning of LANGUAGE?

- The school offered great teachers and they helped me learn the language.
  - The school's curriculum was very much based on the Internet and not mindless textbook reading and doing exercises. We read actual articles, watched movies, made galleries, explored virtual museums and cities.
  - Herricks definitely played a huge role in helping myself and my fellow peers excel in Italian over the years as they provided us with teachers and experiences that changed the way we viewed the language and really helped us drastically improve our speaking and writing skills over the years.
  - **This high school supported me greatly in learning the language. By means of extra help and teachers dedicating their extra time to the language. All of the teachers that I have had have made my learning of the language a lot easier.**
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## How would you describe the materials that were provided to help you learn LANGUAGE?

- The materials are very adaptable, easy to understand, and range from movies to hands on activities; therefore, making the learning experience enjoyable and different.
  - **We were all provided plenty of textbooks and dictionaries, as well as netbooks later in our high school career. The Netbooks and Google Classroom integration were a welcome addition to our learning experience, and I definitely think that the program should continue to provide netbooks. Outside of these, there were countless handouts provided in class, and plenty of activities to accompany them.**
  - I learned the language mainly through the use of worksheets and packets based on themes such as fashion. The worksheets were used to teach vocabulary and to practice grammar. As I advanced onward in my studies, current and literary articles were used to supplement my studies.
  - I remember that we had used textbooks earlier on. However, I didn't think it was as helpful to continuously follow the textbook. Reflecting on the years of learning, I felt that I learned and remembered the most when we were doing hands on activities. I also learned through worksheets and videos and movies, which were really helpful in practicing my ear in getting used to the pace of Spanish at the higher level.
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## What was your best year ever in your study of a world language? What made it so?

- **I think that my best year was my junior year in high school because I felt that we were given many different opportunities of learning. For example, we had different class projects like making videos in groups and making power points about our dream college all in Chinese. The diverse ways of learning helped me enhance my abilities of learning Chinese.**
  - Sophomore year was the best by far because that was the year we watched Les Choristes, a movie that very much changed my life. We also made an animated French fairy tale using photoshop.
  - My best year ever was 9th grade Italian because I feel I learned a lot that year such as conjugating and lots of vocabulary. We also learned through songs and movies which made learning the language fun.
  - My best year ever was definitely in sixth grade because we had a lot of fun opportunities and activities that made me fall in love with the culture and language. We were always active in singing songs related to what we learned, which I still remember to this day. I loved having fun with the language instead of strictly, continuously learning grammar.
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## If you could go back with respect to studying a language, what would you have done differently?

- **I think I would have tried to utilize my Chinese speaking more outside of a school environment because real world experience is so much more valuable. Studying and memorizing words may be beneficial on a report card, but utilizing these skills is everything.**
  - *No regrets. (Piaf's Non, je ne regrette rien)*
  - I would have done more listening and reading exercises. We went over a lot of tenses and readings which were important but I would have done more to prepare because I feel that some of those skills of mine are still a little underdeveloped. So I would just do more listenings that were harder at a younger level in order to prepare myself for the AP better.
  - In my Middle School years, I was not very interested in the world languages, and was almost bored by the courses. I wasn't too focused, didn't do the homeworks, and really didn't play the role of the student which I do now. Definitely the first thing I would have done differently would have been to pay more attention and do more work in those early introductory courses, because those classes are so important to laying a strong foundation of the language, something which I had to develop later on the hard way.
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# Data from Technology Survey

- Teaching experience
    - 1 teacher with 5 years or less
    - 1 teacher with 6 – 10 years
    - 5 teachers with 11 – 15 years
    - 3 teachers with 16 – 20 years
    - 5 teachers with 21 years or more
  - **Technology integration into the lesson**
    - **7.8 out of 10**
  - **Comfort level with using technology**
    - **8.6 out of 10**
  - Sources to learn about latest tech tools (in order)
    - Read articles on technology
    - PD Courses
    - Colleagues
    - Students
    - Friends and family
-

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# List of Tech Tools

- SmartBoard
  - Kahoot
  - Chrome books
  - Qizlet
  - Schoology
  - Edmodo
  - **Google Classroom**
  - Blog (Palabras Pintadas)
  - Animate
  - Webquests
  - TodaysMeet
  - Emaze
  - Youtube
  - Glogs
  - iPad Aps
  - Voicetheaad
  - Atantot
  - Digitaldialects
  - Srwooly
-

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# How do students use technology in the World Language classrooms?

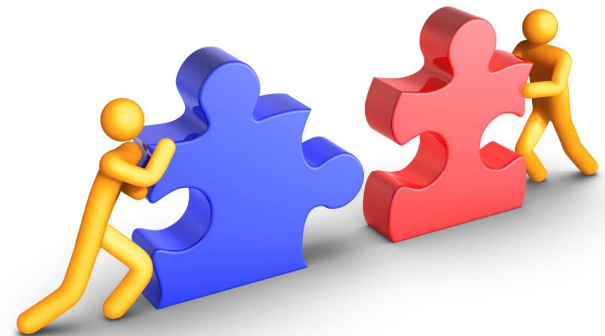
- They create Prezi presentations
  - Complete Google classroom forms
  - They have created presentations, audio files, played games and used various forms of media to study
  - Create books on iPads in which they integrate speaking with visuals. Books are shared with entire class
  - Do games and other activities to review vocabulary
  - Complete webquests
  - Watch video clips to practice language listening skills
  - Create ""Glogs"" (virtual bulletin boards) which integrate speaking, writing and visuals
  - Use iMovie to create videos
  - The students review, read, interpret, talk/ask one another (interpersonal), and practice/create something new from what they learned. (presentational)
  - They use Google docs to collaborate and present PPT to the class
  - They use Edmodo to access class documents and to communicate with me and with one another outside of class. They use Smart Notebook to participate in class activities.
  - **They use Google classroom for class work and homework**
-

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# Theory to Practice.....

a comfort zone  
is a *beautiful* place,  
but **nothing**  
ever *grows* there.

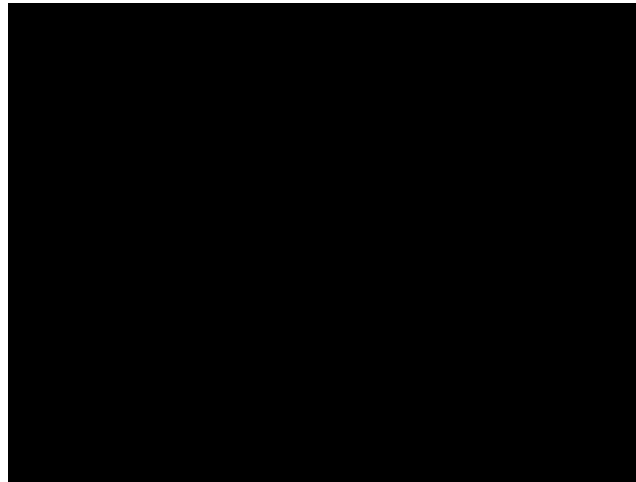
- Unknown



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# Best Practices: Socratic Seminar in Spanish

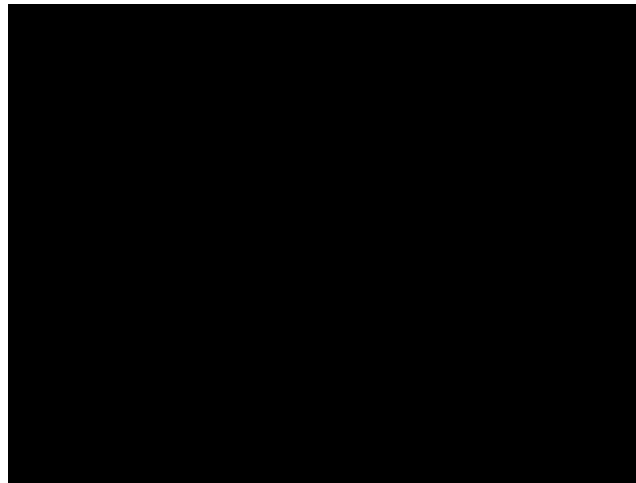
## 3 on the impact of technology in our lives



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# Best Practices: Socratic Seminar in Italian

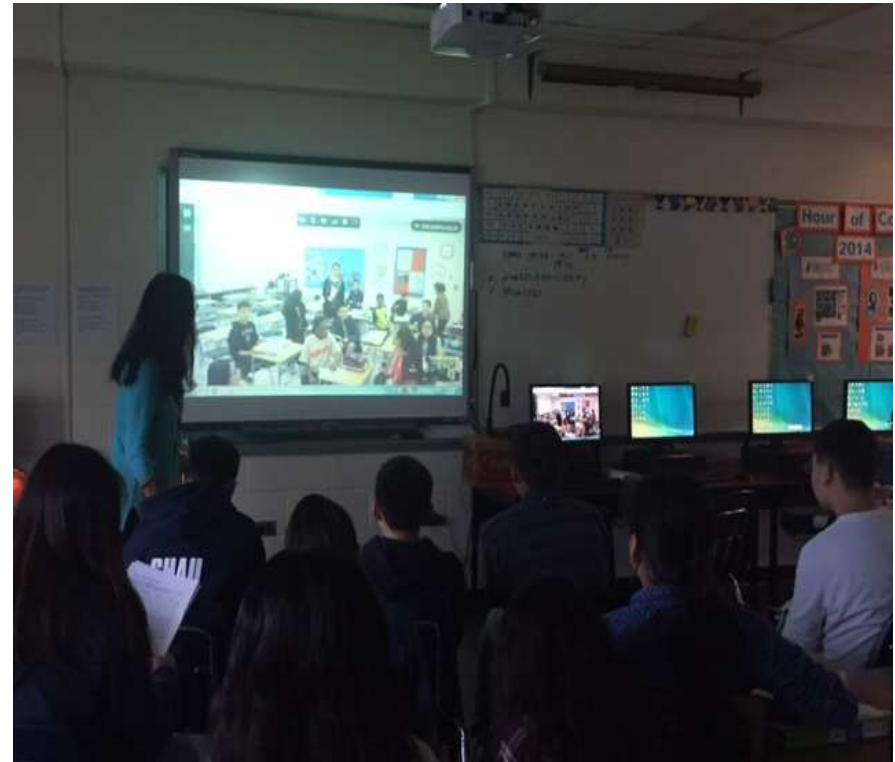
## 4 on the impact of immigration in Italy



# Google Hangout: Connecting Students from Herricks and Half Hollow Hills

Chinese 7 Questions for Conversation and Review:

1. 你是哪国人?  
Nǐ shì nǎ guo ren?
2. 你住在哪儿?  
Nǐ zhù zài nǎ'r?
3. 你会说什么语言?  
Nǐ huì shuō shénme yuyan?
4. 你有什么爱好?  
Nǐ yǒu shénme àihào?
5. 你最喜欢什么运动?  
Nǐ zuì xǐhuān shénme yùndòng?
6. 你去过世界上什么地方?  
Nǐ qù guò shìjiè shàng shénme dìfāng?
7. 你爸爸做什么工作?  
Nǐ bàba zuò shénme gōngzuò?
8. 你妈妈做什么工作?  
Nǐ māma zuò shénme gōngzuò?
9. 你喜欢什么颜色?  
Nǐ xǐhuān shénme yánsè?
10. 你家有几口人?  
Nǐ jiā yǒu jǐ kǒu rén?



# French: 2020energy.eu



ENERGY-BITS est un programme européen de sensibilisation cross-média à destination des jeunes (14-18 ans). Son objectif est de favoriser des comportements plus responsables et efficaces en matière de consommation d'énergie, et de promouvoir les énergies renouvelables. ENERGY-BITS met à disposition du public une plateforme de ressources avec 24 documentaires, un webdocumentaire, des outils participatifs et un serious game. Le tout en 9 langues.

Découvrez ici dès maintenant le serious game 2020 Energy, réalisé par Tralalere et coproduit avec Universcience et Francetv éducation !

**Sondage**

Vous jouez à 2020 Energy:

☐ En solo

☐ En classe ou groupe

☐ Avec une poignée d'amis

**Contactez-nous**

Langues Ca Cs De El En Es **Fr** It Sl Sv

Accueil Le projet Le serious game Les documentaires Le concours Enquête jeunes

**Un serious game sur l'efficacité énergétique, les énergies renouvelables et le développement durable**



**JOUER EN LIGNE**

Disponible dans l'App Store

Supported by **INTELLIGENT ENERGY EUROPE**

Co-produced by **universcience** **francetvéducation** **tralalere**

**Restez informé(e)**

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Je souhaite être tenu(e) informé(e) des évolutions du programme

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**Actu**

Téléchargez [ici](#) le dossier pédagogique "Energie durable - Comprendre, s'exprimer et agir pour demain" conçu autour du Serious Game 2020 Energy et des documentaires.

Retrouvez aussi ...

 Un serious game sur le harcèlement au collège [stoplaviolence.net](#)

 Un serious game d'éducation critique aux usages d'internet [2025exmachina.net](#)

 L'Isoloir donne le droit de vote aux moins de 18 ans [www.isoloir.net](#)

# 6<sup>th</sup> Grade Performance-Based Assessment

## Sixth Grade World Language Project-Based Assessment: 2016

**Project:** For the final assessment students will create a booklet in the target language using vocabulary and structures covered during the year. Any 4 out of the following topics may be chosen for their project:

- I. Personal Identification
- II. Family
- III. Clothing and Colors
- IV. Food
- V. Sports and Hobbies
- VI. Animals
- VII. Seasons and Weather
- VIII. School and Classroom
- IX. Daily Activities, Time and Calendar

### Format:

- For each topic students will be required to write 6 original sentences in the target language, with two pages per topic.
- Minimum of one illustration must be included per topic. (6 / topic)
- A front and back cover should also be included.
- Teacher will provide an Idea Web to brainstorm ideas and a Peer-Editing checklist.

Students will work in class on this project. Books will be collected from students at the end of every class period.

### Schedule:

### Due date

- Project outline to be distributed to students May 3<sup>rd</sup> and May 4<sup>th</sup>
- Students to submit their choice of 4 topics: May 5<sup>th</sup> and May 6<sup>th</sup>
- Students to work on 1st topic May 9-13<sup>th</sup>
- Students to work on 2nd topic May 16<sup>th</sup> – 20<sup>th</sup>
- Students to work on 3<sup>rd</sup> topic May 23<sup>rd</sup> – 27<sup>th</sup>
- Students to work on 4<sup>th</sup> topic May 31<sup>st</sup> – June 3<sup>rd</sup>

Booklets will be collected at the end of each class period. Booklets will be assessed by a rubric.

Rubric for 6<sup>th</sup> Grade World Language Project-Based Assessment

|       | Required Elements                                                                                       | Language Control: Accuracy in use of structures and vocabulary.                                                                                                                                           | Comprehensibility: Ability to communicate ideas and to be understood.                 | Overall Visual Impact                                                       | Effort                                                                |
|-------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 4     | Complete- The student exceeds the minimum requirements of the assignment.                               | Structures and vocabulary are used correctly. Spelling, capitalization and punctuation mistakes are rare.                                                                                                 | Totally comprehensible- The student uses complex language to convey the idea clearly. | The student's work exhibits exceptional creativity and visual organization. | Excellent use of class time. (Is on-task 100% of the time)            |
| 3     | Generally complete- The student fulfills the minimum requirements of the assignment.                    | Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are infrequent.                                      | Comprehensible- The language used adequately expresses the message.                   | The student's work shows creativity and visual organization.                | Good use of class time. (Requires little to no prompting)             |
| 2     | Partially complete- The student partially fulfills the minimum requirements of the assignment.          | Mistakes in usage are frequent and may distort meaning or inhibit communication. Spelling, capitalization and punctuation mistakes are frequent.                                                          | Somewhat comprehensible- The message is unclear in places.                            | The student's work has some elements of creativity and visual organization. | Fair use of class time. (Often requires prompting)                    |
| 1     | Incomplete- The student's work has little or no evidence of the minimum requirements of the assignment. | Mistakes in usage are pervasive, distort meaning and prevent effective communication. Spelling, capitalization and punctuation mistakes are pervasive. The student has failed to complete the assignment. | Incomprehensible                                                                      | The student's work has few elements of creativity and visual organization.  | Poor use of class time. (Requires a lot of prompting to stay on task) |
| Score |                                                                                                         |                                                                                                                                                                                                           |                                                                                       |                                                                             |                                                                       |

# Student Awards

- 2016 National French Contest & French Poetry Contest
  - ❑ Kristen Aloysius, HMS
    - Platinum Winner
  - ❑ Anas Maklad, HMS
  - ❑ Derek Chen, HMS
  - ❑ Vandana Menser, HMS
  - ❑ Carris Hsu, HMS
  - ❑ Aashna Brahmabhatt, HHS
  - ❑ S Aloysius, HHS
  - ❑ Nora Koe, HHS
  - ❑ A Ponienman, HHS



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# Immersion Program and World Languages: Impact

- Increased Expectations
    - Students
    - Teachers
  - Performance-Based
  - Course Offerings:
    - Grade 9 – AP Spanish Language
    - Grade 10 – Partnership with a university & Electives
    - Grade 11 – Partnership with a university & Electives
    - Grade 12 – Electives & Internship
-

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# Leadership in the Profession

- Published *A Place at the “Literacy Table”: World Languages and the Common Core* (article)
    - NYSED OBE& WL Newsletter (NYS)
    - The Language Educator (National)
  - **Presented The Seal of Biliteracy to the NYSED Board of Regents**
  - Presented the Seal of Biliteracy to Long Island RBE-RN
  - Immediate Past President of The New York State Association of Foreign Language Teachers
  - Invited Keynote Speaker: Rockland County SCD
    - 125 WL Teachers
  - Candidate: Office of President, Foreign Language Association of Chairpersons & Supervisors
    - Checkpoints A & B Assessment Consortium
-

# Seal of Biliteracy

- Recognizes bilingual students
- Pathways to receive the Seal
  - Menu – two columns
  - Point System
- Spring 2016
- Candidates
- Recipients
  - NYSED will provide a seal to add to the diploma
  - Official transcript



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# Summit on the Teaching of Mandarin Chinese: Goals

- **Discuss the current state of Mandarin Chinese programs on Long Island and/or in the metropolitan area**
    - How can we better partner to meet the needs of our learners and connect them to our global partners?
    - How do we increase/maintain enrollment?
  - **How can we provide ongoing PD and opportunities for our teachers to share best practices and activities (swap shop)?**
-

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# Five Year Plan



a comfort zone  
is a beautiful place,  
but **nothing**  
ever grows there.

- Unknown

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# Five Year Plan

## Year 1 – '16-'17

- Six Core Practices
- Curriculum and Assessment Review
  - Executive Summary
  - Performance-Based Assessments
  - Rubrics (systemic)
- Review existing materials
- Form Seal of Biliteracy Committee
- Visit Comparator Districts
- Tri-States
- Survey Parents

## Year 2 – '17-'18

- MOPI Training
    - Can Do Statements
  - Begin to Embed Curriculum with Can Do Statements
  - Tri-States
  - Investigate HS to University Partnerships
  - Work with the Department of Special Education to find ways to increase student participation
  - Secure partnership for HS to University partnership for immersion students
-

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# Five Year Plan

## **Year 3 – '18-'19**

- Tri-States
- Pilot HS to University Partnership
- Expand opportunities for students to connect with other students via video-conferencing
- Immersion Students: AP Spanish

## **Year 4 – '19-'20**

- Implement full HS to University partnership
  - Implement HS to University partnership for immersion students
-

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# Five Year Plan

## Year 5 - '21-'22

- Create a new five year plan
- Present to the Board of Education



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# We should see...

- Clear and measurable goals
  - **A department that is vertically and horizontally articulated**
  - Target language usage – 90%
  - Students and teachers taking risks
  - Function is at the core of instruction
  - **Proficiency-building activities that are meaningful and real-world based**
  - Technology integration that helps guide the lesson
  - Assessments are not solely grammar and discrete items
  - Project-based assessments
  - **Students reflect on their learning and self-assess (Can Do Statements)**
  - Culture integrated into the lesson
  - **Increased enrollment in our upper level courses**
-

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你有问题吗.

Avez-vous de questions?

Avete domande?

¿Hay preguntas?



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Monolingualism can be cured when  
we Excite, Engage, & Set Free our  
Learners!



Gratias vobis! Grazie! ¡Gracias! Merci! Xièxiè

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