Chinese · Spanish · French · 8:30 to 9:30 AM · MPH and Zoom

WORLD LANGUAGES PARENT COFFEE 2026-27

Middle School · October 7, 2026

Download **waveCAST** (iOS) 下载 **waveCAST**（iOS 版）	Download **waveCAST** (Android) 下载 **waveCAST**（安卓版）
	

Welcome, 欢迎, Bienvenidos, Bienvenue

AGENDA

- Welcome and introductions
  - What remains
  - What has evolved
  - What is new
- Opportunities to learn beyond the classroom time
- General Q&A
- Language split Q&A

OUR TEAM



JAMILA MACARTHUR
Executive Director for Teaching and Learning



PALOMA JULIÁN
Director of World Languages

THANKS TO:

HUALI XIONG AND LUCY WONG
Chinese Consultants

AISHA ORAVEC
Parent Engagement Lead

LINGYAN CHEN
Chinese Interpreter



ANGELA SHEU
MS Ch PLC Leader



ELLA CHEN
MS Ch PLC Leader and Coordinator



DAISY CASTAÑO
MS Sp-Fr PLC Leader and Coordinator





DANA GAO AND JULIE ZHANG

Inclusion activity



At your table:

- Introduction
  - Self (name, years in Singapore)
  - Grades child(ren) are in
- Share in pairs or in small groups:
  - **What language(s) do you feel connected to?**
  - **One word/phrase you love in that language**

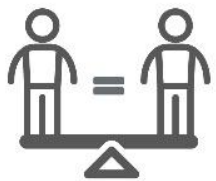


COMMUNITY NORMS

As an SAS community member I agree to hold myself to a high standard of personal conduct in my interactions and communications with students, faculty, and parents. This means I will adhere to the SAS Statement of Community by:



CONTRIBUTING PRODUCTIVELY AND POSITIVELY



REFRAINING FROM DISCRIMINATION

(religious, ethnic, racial, sexual, or gender)



GOING TO THE SOURCE



CENTERING THE STUDENT EXPERIENCE

Campus leaders center their conversations/actions on positively impacting the student experience



ASSUMING POSITIVE INTENT



SHARING ACCURATE INFORMATION

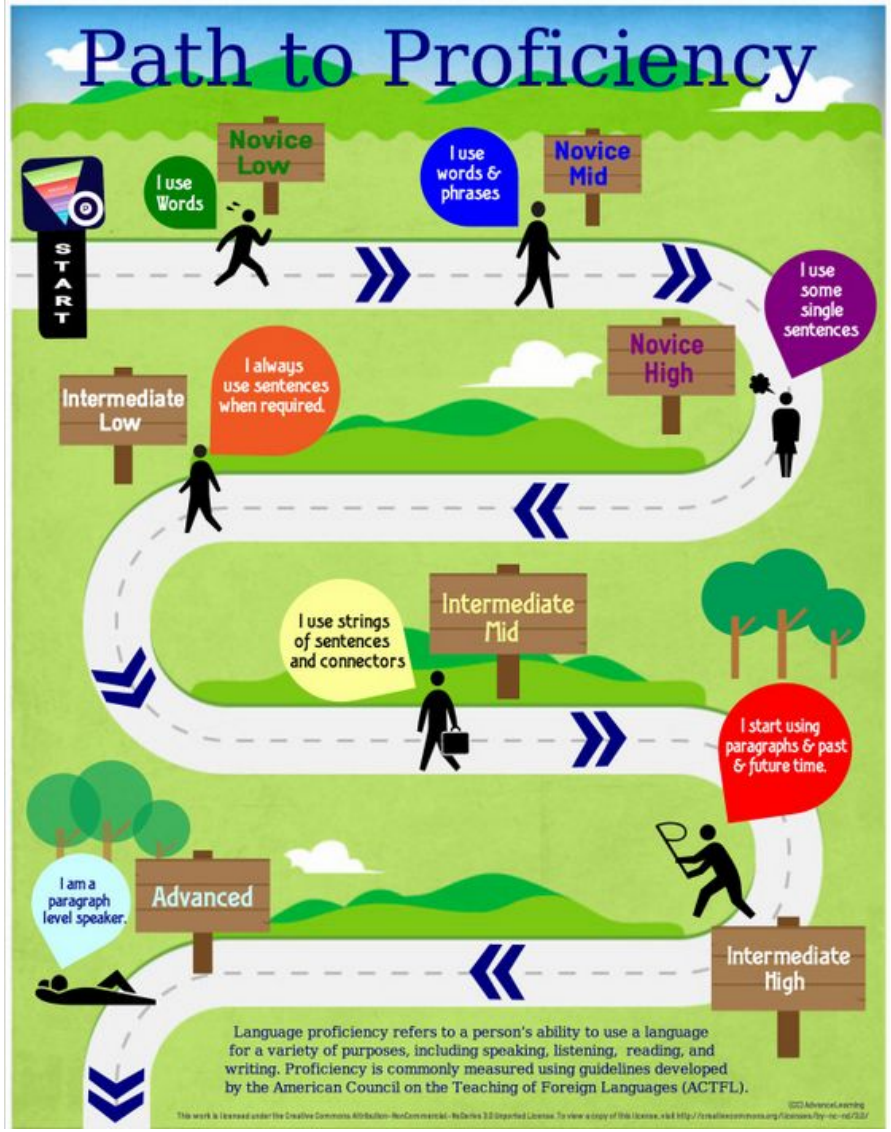
Questions to consider before posting:

1) Is it the truth?
2) Is it fair to all concerned?
3) Will it build better community and friendships?
4) Is it beneficial to all?

SINGAPORE AMERICAN SCHOOL

WHAT REMAINS

THE WORLD LANGUAGE JOURNEY: SAS VISION



Students leave SAS as **exceptional communicators** prepared for their future. This includes having pride in their **high level of proficiency** and **finding joy** in continuing to use and learn the language independently.

They have the confidence to take risks and **apply their language skills to real world situations** ranging from social use to professional use.

They have a level of **cultural competence** that allows them to form deep relationships and **experience empathy** with other speakers of the language. Through the use of and understanding of the language they have learned, they better understand their own **identities.**

03:00

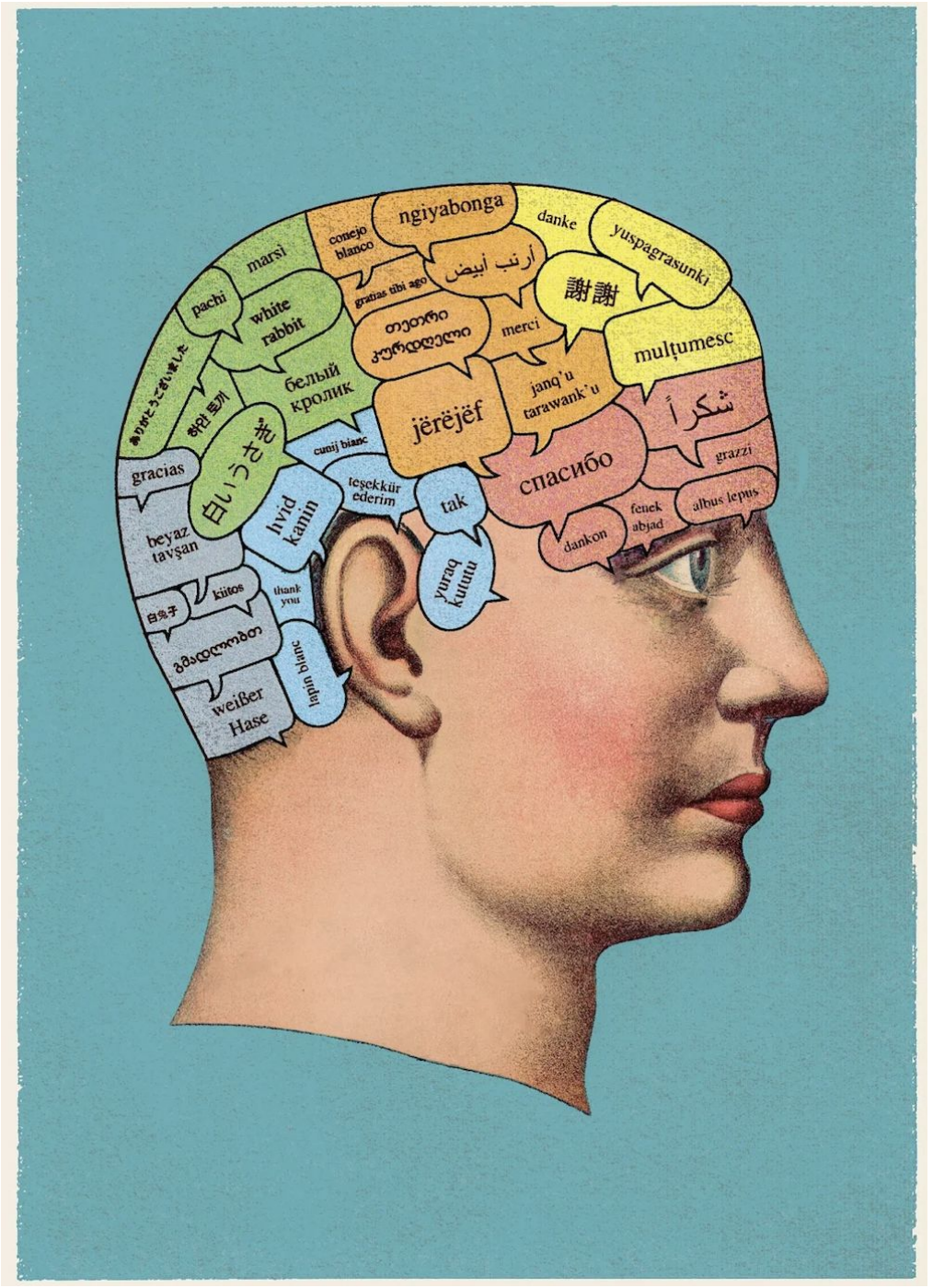
SINGAPORE AMERICAN SCHOOL

Learning languages in the AI age

It is a cultural investment to preserve diversity and foster deeper cultural and national understanding and cooperation

Mental agility, memory, and adaptability, and ability to understand cultural nuances and social cues

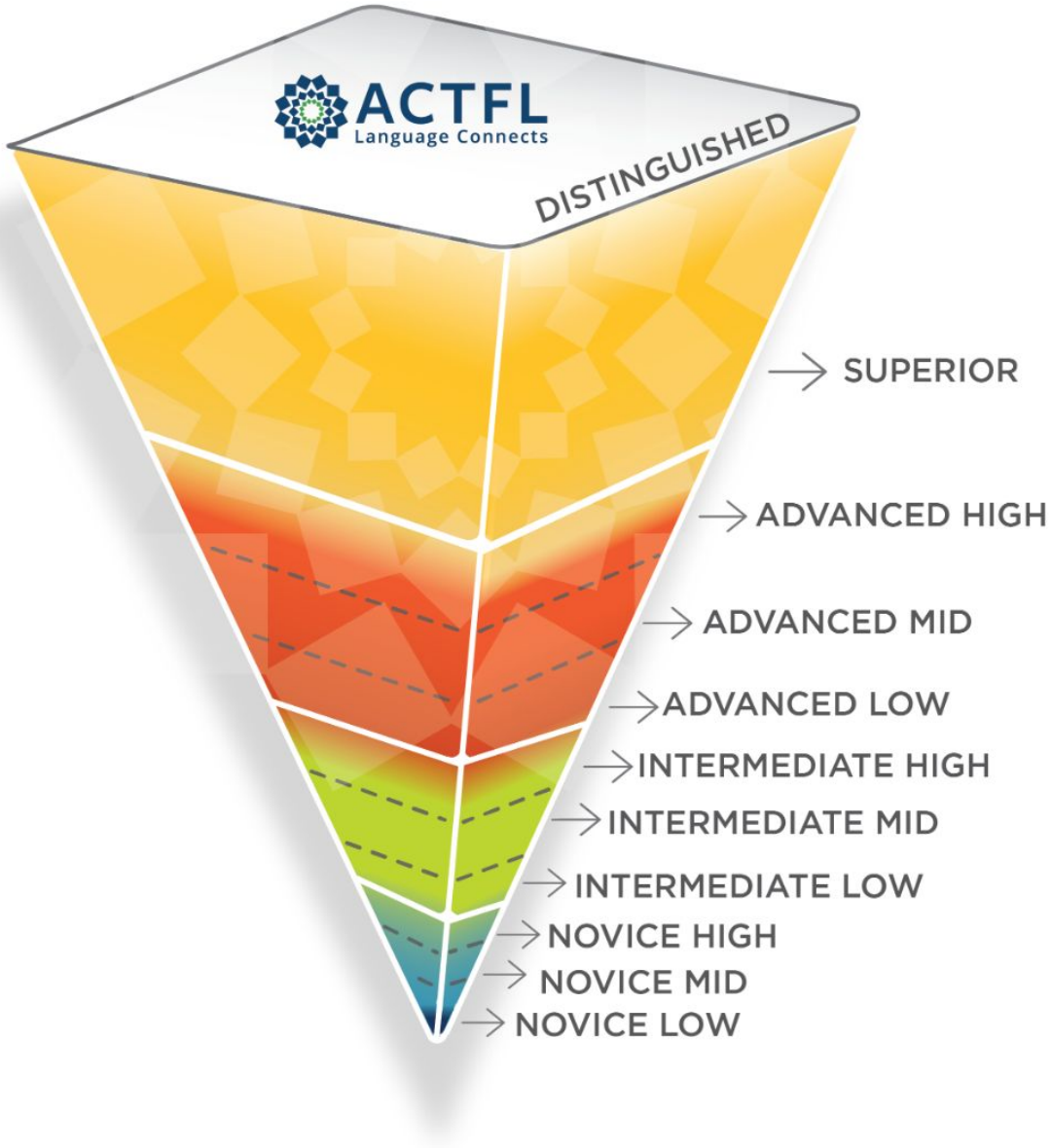
Ability to build trust and emotional connection



SINGAPORE AMERICAN SCHOOL

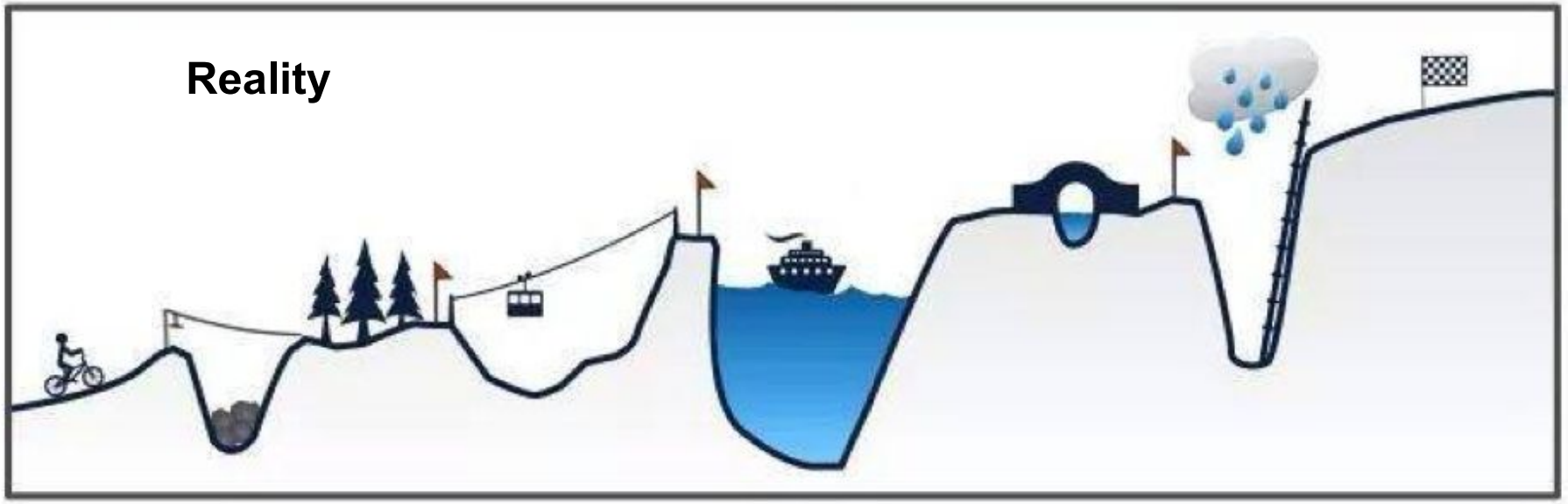
PROFICIENCY ORIENTED PROGRAM

AND PERFORMANCE TOWARDS PROFICIENCY

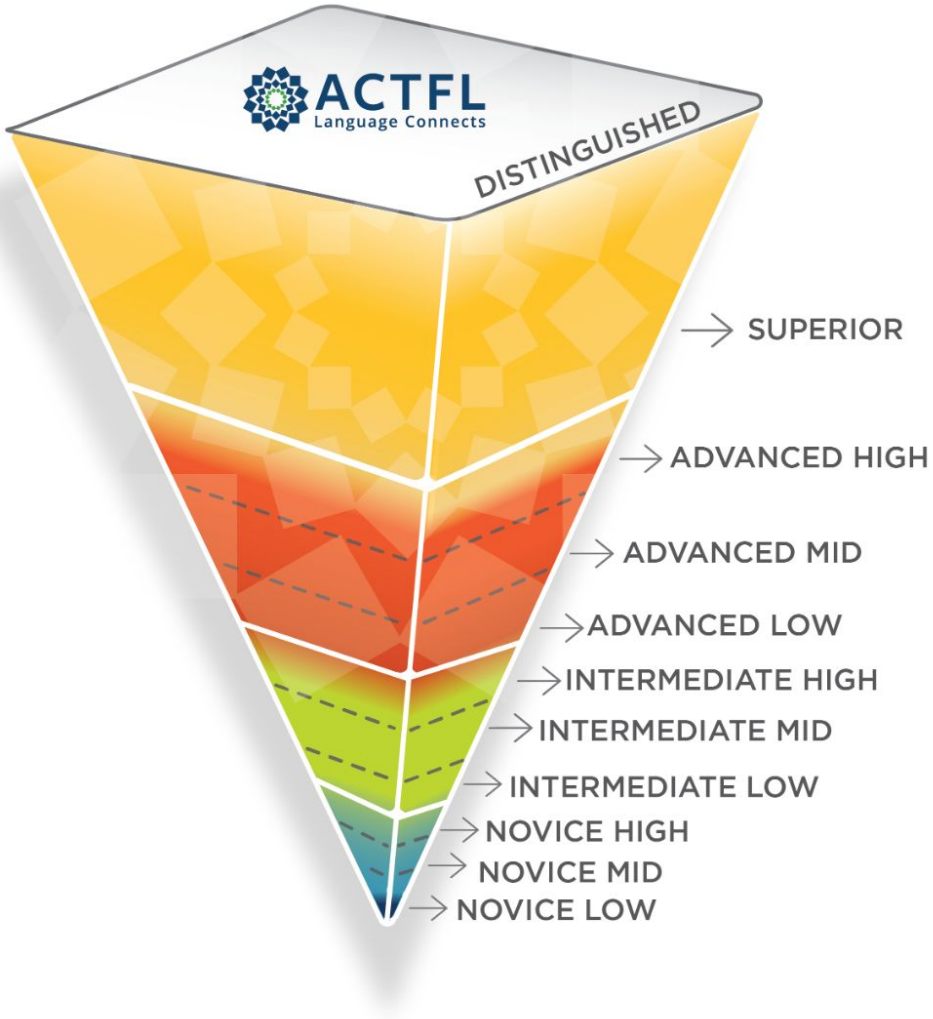


SINGAPORE AMERICAN SCHOOL





COURSE NAMES: THE NAME IS THE EXIT TARGET IN ILS



EXAMPLE

Spanish: Intermediate High II

- We are in the process of aligning course names K-12
- Levels follow the ACTFL scale: Novice, Intermediate, Advanced, each with Low, Mid and High
- Placement is by teacher recommendation and based on a body of evidenc

CHINESE LEARNER PROFILES AND PATHS

Chinese Language Arts (CLA)	Chinese as Additional Language (CAL)	Chinese Language Acquisition and Literacy (CLAL)
For students who are beyond the stage of language acquisition.	For students who are in the process of acquiring Chinese as an additional language.	For students in developing both Chinese language proficiency and advanced literacy skills.

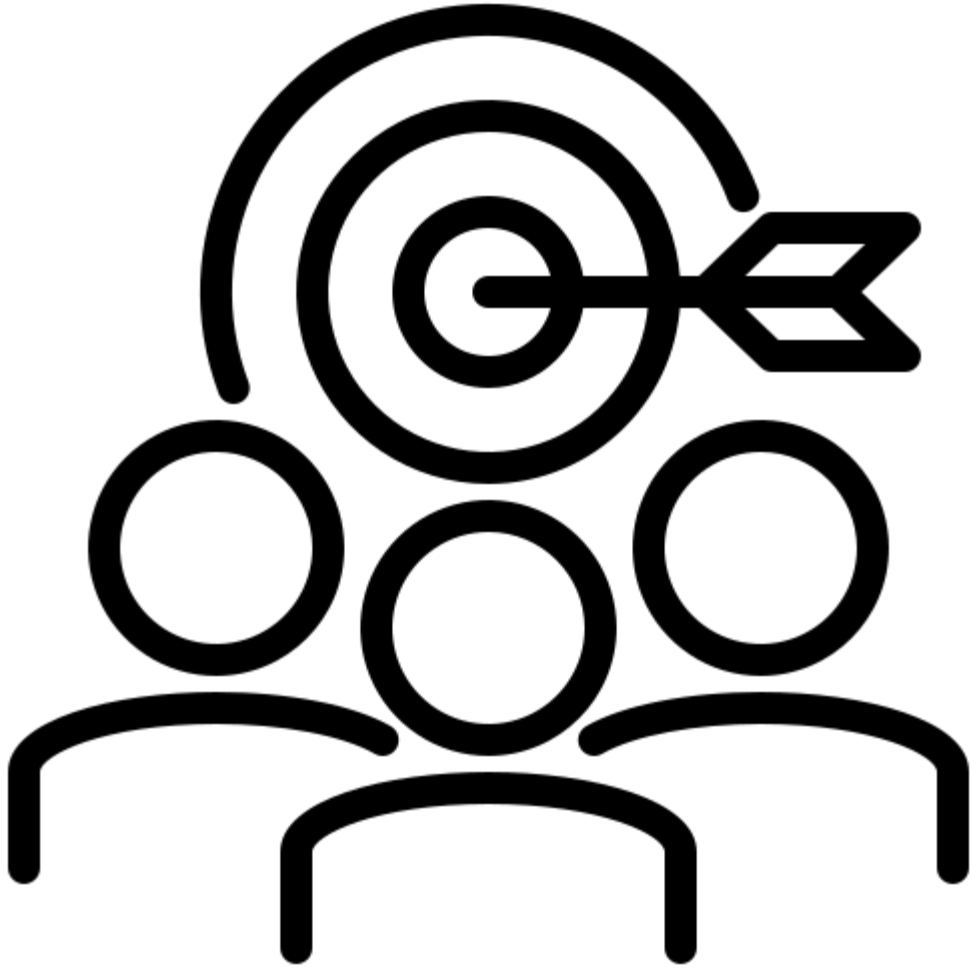
PLACEMENT DECISIONS ARE BASED ON STUDENTS´ LANGUAGE PROFICIENCY (BODY OF EVIDENCE) AND LEARNER PROFILE

BEST FIT IN THE LEARNER'S JOURNEY

The CAL, CLA, and CLAL classes are designed to meet the diverse needs of students at different points in their Chinese language learning journey.

These pathways are not arranged in a hierarchy; rather, each provides an appropriate level of challenge based on students' proficiency, and learning goals.

Our goal is to place each student in the class that best supports both their immediate growth and long-term success in Chinese.



CHINESE LEARNER PROFILES AND PATHS (I NEED TO MODIFY THIS)

Chinese Language Arts (CLA)

For students who are beyond the stage of language acquisition.

The focus of the class is refining existing language skills and developing high-level literacy. Students engage in advanced reading comprehension, creative writing, and literary analysis, similar to a Language Arts class in English. The course follows language arts **standards from the Chinese Ministry of Education (MOE) and the Singapore MOE,** and continues to draw on the rich instructional resources adopted from Singapore MOE two years ago.

Chinese as Additional Language (CAL)

For students who are in the process of acquiring Chinese as an additional language.

The focus of the class is building proficiency in the three communicative modes—interpersonal, interpretive, and presentational—through meaningful practice in listening, speaking, reading, and writing. Instruction is proficiency-based and guided by **ACTFL standards**, with an emphasis on real-world language use and cultural understanding.

Chinese Language Acquisition and Literacy (CLAL)

For students in developing both Chinese language proficiency and advanced literacy skills.

Instruction emphasizes growth in listening, speaking, reading, and writing while also fostering higher-level comprehension, analysis, and expression. The curriculum is guided by both the American Council on the Teaching of Foreign Languages (**ACTFL**) proficiency standards and the **Common Core language arts standards** .

What is the difference between WL classes?

CLA (Chinese Language Arts)	CLAL (Chinese Language Acquisition and Literacy)
Learner Profile: ● **Fluent Command:** Command of Chinese reading, writing, listening and speaking commensurate with heritage Chinese speakers of a similar age level ● **Beyond Language Acquisition:** Developing literacy skills beyond the continuum of proficiency based acquisition of language **Course Design:** ● **Grade Level Language Arts:** The course is a Grade Level Language Arts class, taught entirely in Chinese. ● **Skill Development:** The primary focus is on developing advanced reading and writing skills. **Core Course Materials:** ● Singapore Mother Tongue Curriculum **Standards:** ● Grade 6, 7, & 8 Chinese Language Arts Standards	**Learner Profile:** ● **Intermediate to Advanced Proficiency:** Students have a solid foundation in Chinese with skills at the **Intermediate High to Advanced Low** range. ● **Language Acquisition:** The students are in the process of acquiring Chinese as an additional language. **Course Design:** ● **Chinese Language Arts:** The course provides an authentic language arts experience, similar to an elementary immersion program. ● **Hybrid Approach:** Instruction blends strategies from English Language Arts with additional language acquisition methodologies. **Core Course Materials:** ● Theme based, literature resources aligned to the Intermediate High to Advanced Low Language proficiency level. **Standards:** ● ACTFL Standards

UNIQUE IN MIDDLE SCHOOL

MORE INDEPENDENCE



ELECTIVES (IN CHINESE)

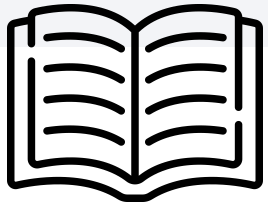


ADVISORY (IN CHINESE)

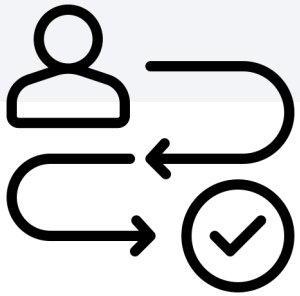


WHAT'S NEW IN 2026-27

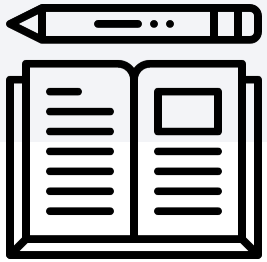
FULL IMPLEMENTATION OF THE TEXTBOOK IN CHINESE (CAL) - Language acquisition



CLEARER PATHWAYS



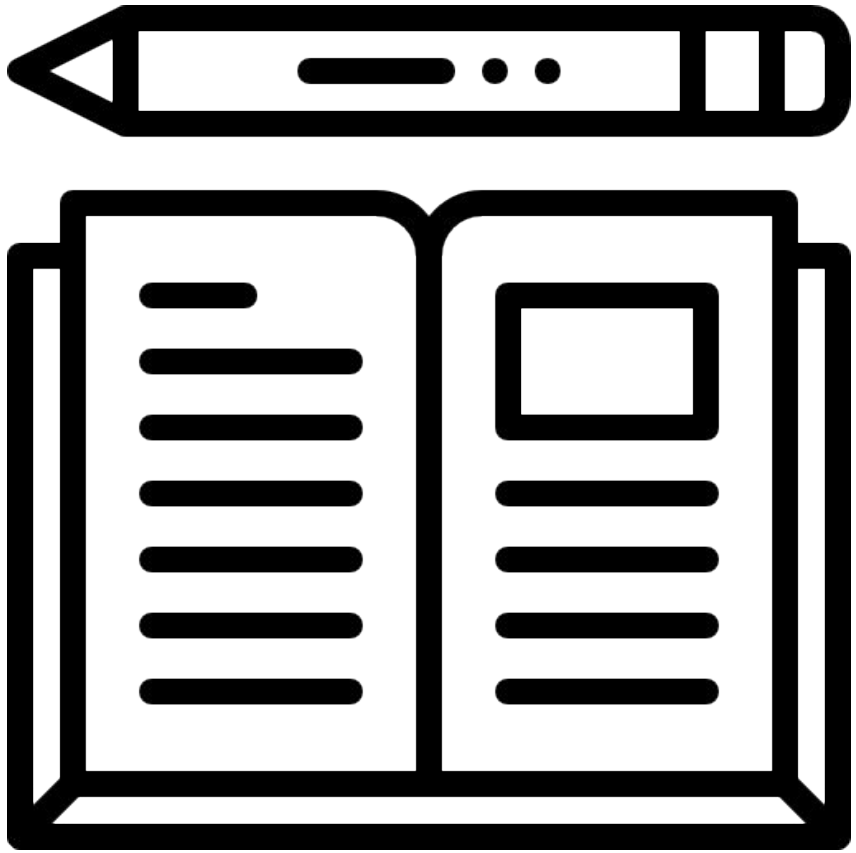
HOMEWORK GUIDELINES



REVAMP OF THE COURSES



HOMEWORK: LITTLE AND OFTEN



- A typical week mixes authentic reading or listening, writing, vocabulary review and recorded speaking.
- Short, regular practice builds skills and confidence.
- If language homework keeps going over the cap, talk to the teacher first.

CHINESE PATHWAYS AT SAS: MS SCHOOL

Chinese as an Additional Language (CAL)

Novice | Int | IM 1 | IM 2 | IH 1 | IH 2 | AP Chinese Lang

Placement is based on proficiency and teacher recommendation.

Chinese Language Arts (CLA)

CLA 6 | CLA 7 | CLA 8 | AT Media and Society

Placement is based on proficiency and teacher recommendation.

Chinese Language Arts (CLAL)

CLAL 6 | CLAL 7 | CLAL 8 | AT 1

Placement is based on proficiency and teacher recommendation.

SPANISH AND FRENCH PATHWAYS AT SAS: MIDDLE SCHOOL

Spanish

Novice | Int | Int Mid | Int High (Y1 / Y2) | Adv Low

AP Spanish Lang

AT 1. CSI

French (offered from G6)

Novice | Int | Int Mid

Int High

STANDARDIZED TEST VS OUR INTERNAL GRADING SYSTEM

STAMP (the external test)

WHAT IS IT?	A computer-based **proficiency test** that measures what a student can actually *do* with the language.
WHAT DOES IT MEASURE?	**4 Skills:** Reading, Writing, Listening, and Speaking.
HOW DOES IT WORK?	It is **"Adaptive."** If a student answers correctly, the next question or prompt gets harder. It finds their exact ceiling.
WHO TAKES IT?	All students
WHEN DOES IT HAPPEN?	*Chinese/Spanish/French* *TBD*

OPPORTUNITIES TO EXTEND THE LEARNING BEYOND THE REGULAR CLASS TIME

SINGAPORE AMERICAN SCHOOL

Supporting your child

HOW CAN PARENTS HELP?

MAKE IT DAILY

A podcast, a show, a song, the settings on a game.

ASK THEM TO TEACH YOU

Explaining a word to you helps them lock it in. No need to speak the language.

REAL CONVERSATIONS

Chances to speak with native speakers, in Singapore or on trips.

KEEP IT LOW PRESSURE

Mistakes are part of learning. Celebrate the attempt.

Your turn

Your questions: are we missing anything?

THANK YOU :)

谢谢 · Gracias · Merci

Share your feedback: https://bit.ly/4zbPJVj

