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

WORLD LANGUAGES PARENT COFFEE 2026-27

Elementary School · October 13, 2026

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Welcome, 欢迎, Bienvenidos, Bienvenue

OUR TEAM



JAMILA MACARTHUR
Executive Director for Teaching and Learning



PALOMA JULIÁN
Director of World Languages

THANKS TO:

AISHA ORAVEC
Parent Engagement Lead

LINGYAN CHEN
Chinese Interpreter



JENNIFER YANG
ES Ch PLC Coach



CAROL XU
ES Ch PLC Coach



YENNY LI
MS Sp PLC Coach



ELLA CHEN
ES Ch PLC Coach

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SAS WELCOMES

MS. HUALI XIONG



Strategic Curriculum Consultant

Huali has dedicated decades to second language acquisition, bilingual education, curriculum design, and educational leadership in international school settings.

Throughout her career teaching K-12 and higher education, she has sought to connect classroom practice, curriculum development, and teacher learning to create coherent, effective language learning experiences in which every learner can flourish.

She believes that with creativity, intentional design, and a sound system, every learner can learn the Chinese language.

AGENDA

1. Welcome
2. Building exceptional communicators together
3. What stays
4. What is new
5. Not just language
6. How can you support your children in this journey

COMMUNITY NORMS

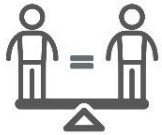
As an SAS community member I agree to hold myself to a high standard of personal conduct in my interactions and communications with students, faculty, and parents. This means I will adhere to the SAS Statement of Community by:



CONTRIBUTING PRODUCTIVELY AND POSITIVELY



ASSUMING POSITIVE INTENT



REFRAINING FROM DISCRIMINATION

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



SHARING ACCURATE INFORMATION



GOING TO THE SOURCE



CENTERING THE STUDENT EXPERIENCE

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

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?

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WHAT REMAINS

TODAY: HOW WE UNLOCK EVERY CHILD'S SUPERPOWER

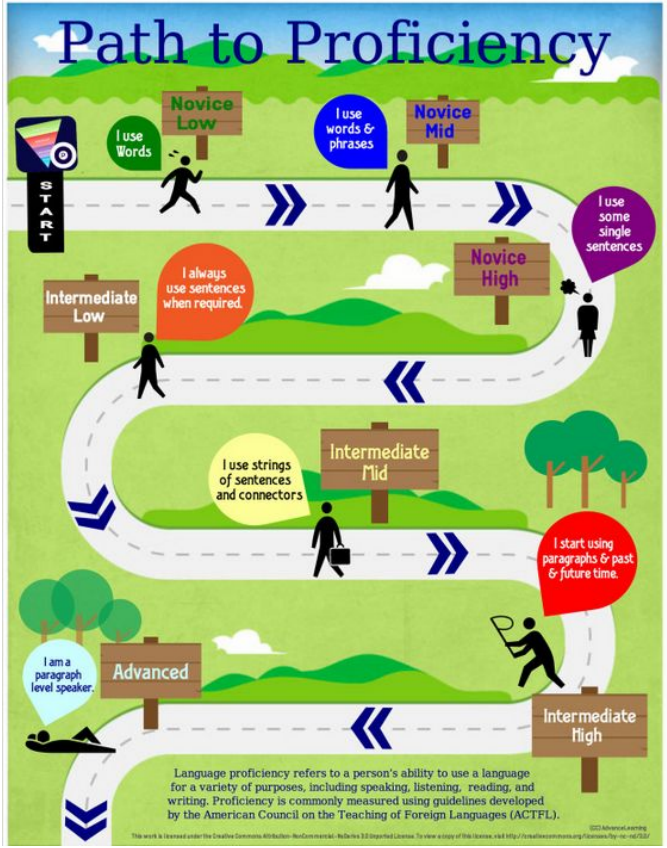
YOUR KID'S LANGUAGE SUPERPOWER



BY THE TIME THEY FINISH GRADE 5, WHAT WOULD IT BE?

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THE WORLD LANGUAGE JOURNEY: OUR 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.**

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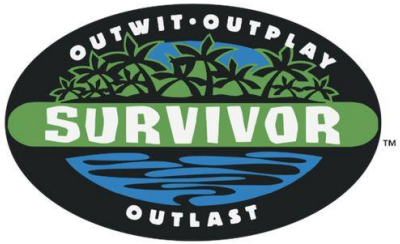
BUILDING EXCEPTIONAL COMMUNICATORS TOGETHER

Placing by proficiency, not passport.



THE JOURNEY OF LANGUAGE LEARNING





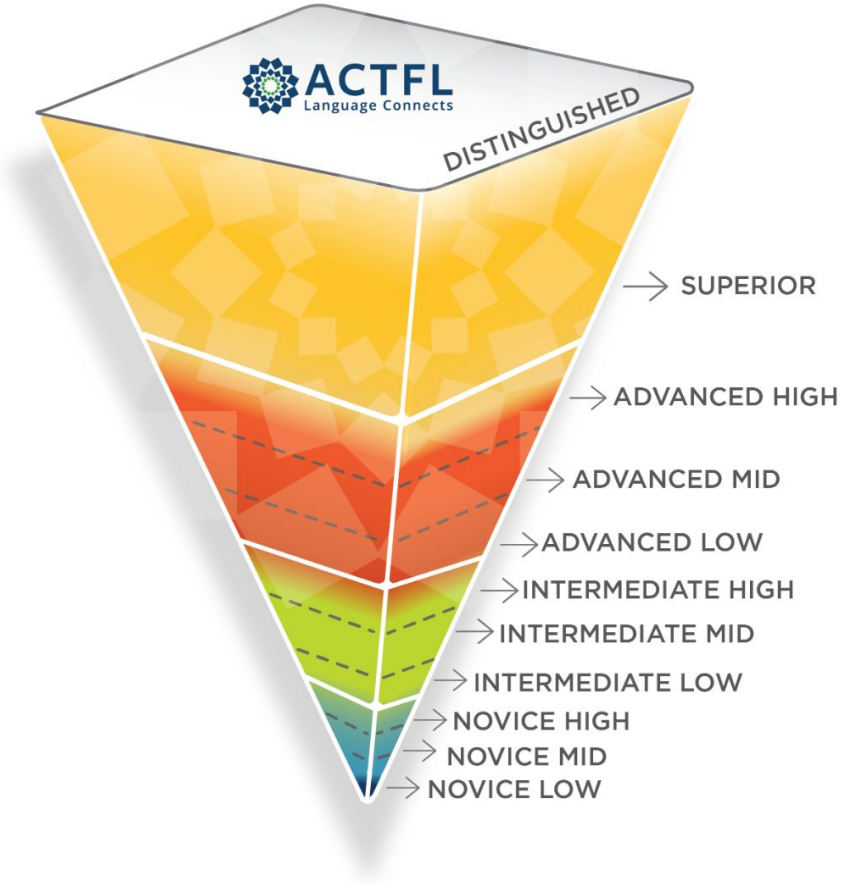




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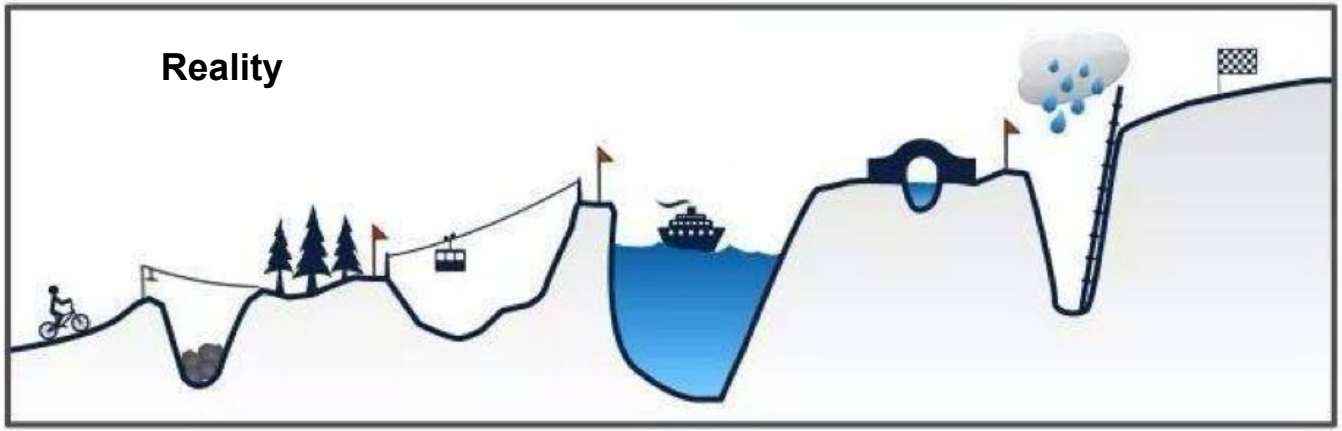
PROFICIENCY ORIENTED PROGRAM

AND PERFORMANCE TOWARDS PROFICIENCY



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Together, we help students grow, communicate and thrive!
Different languages. Same bright futures.
2
Teacher Target Language with Comprehensible Inputs
Hoy vamos a aprender sobre...
el sol
el árbol
la casa
Teachers use the target language in a clear, natural and engaging way so students can understand.
1
Student Production
(Speaking/Writing in Target Language)
¡Yo puedo hacerlo!
Students use the target language to speak and write about what they know, think and feel.
3
Rich Literacy Activities
Leer
Escribir
Escuchar
Hablar
Students build language and vocabulary through meaningful reading, writing, listening and talking activities.
The BIG 3 in WL at SAS
Systems of Support
Observations
Feedback
Data Collection
PLC Coaching
Professional Development
Placement
Pathways
Program Guide
Together, we support every learner!

BEST FIT IN THE LEARNER'S JOURNEY

All our classes are designed to meet the diverse needs of students at different points in their Chinese/Spanish language learning journey.

Our 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.

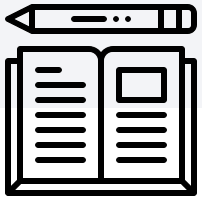


WHAT'S NEW IN 2026-27

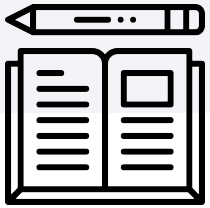
FULL IMPLEMENTATION OF THE YCT TEXTBOOK IN CHINESE (CAL) - Language acquisition



HOMEWORK GUIDELINES



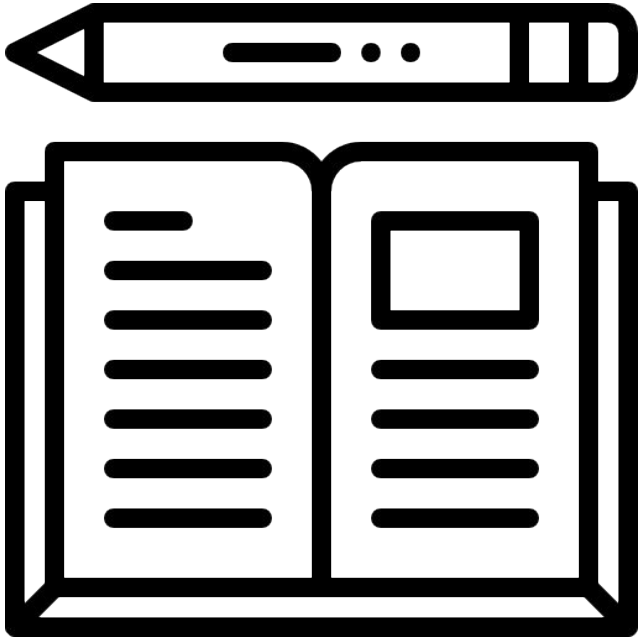
LITERACY SUPPORT FOR CLA



LITERACY INTEGRATION FOR CAL



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.

WL PATHWAYS AT SAS: ES SCHOOL

Chinese as an Additional Language (CAL)

Novice (Mid)	Novice High 1	Novice High 2	Intermediate 1	Intermediate 2	Intermediate 3/Mid	Intermediate High

Placement is based on proficiency and teacher recommendation.

Chinese Language Arts (CLA)

CLAK	CLA1	CLA2	CLA3	CLA4	CLA5

Placement is based on proficiency and teacher recommendation.

Spanish

Novice 1 (Mid)	Novice 2 (High)	Intermediate 1	Intermediate 2	Intermediate 3 (Mid)

Placement is based on proficiency and teacher recommendation.

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*

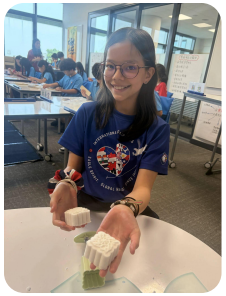
OPPORTUNITIES TO EXTEND THE LEARNING BEYOND THE REGULAR CLASS TIME

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MID AUTUMN FESTIVAL



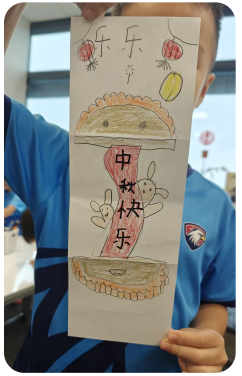


Students celebrate Mid-Autumn Festival through hands-on cultural activities, craft making, and traditional art creation.









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HISPANIC HERITAGE MONTH

The ES Spanish Learning Community will celebrate Hispanic Heritage Month through Colombian cumbia. Students will explore its history and cultural significance, learn traditional dance steps, and practice a short choreography with Ballet Folklórico de Colombia in Singapore.







Supporting your child

Your turn

Your questions: are we missing anything?

THANK YOU :)

谢谢 · Gracias · Merci

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

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EQUITY DOESN'T MEAN THE SAME PATH FOR EVERY STUDENT—IT MEANS A CLEAR, FAIR, AND SUPPORTED PATH FOR EACH LEARNER. YOUR FEEDBACK TODAY HELPS US MAKE THAT PATH CLEARER.

BALANCING LITERACY & ORAL PROFICIENCY

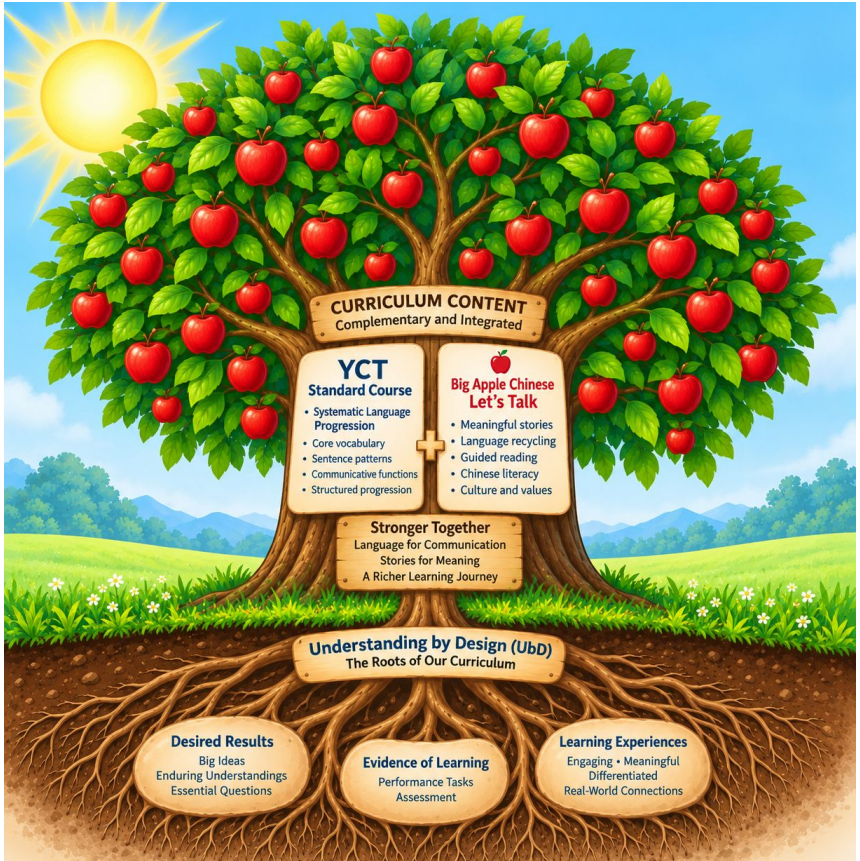
Proficiency Standards:
American Council on the Teaching of Foreign Languages (ACTFL)

Curriculum Design Model:
Understanding by Design (UbD)

Teaching Content: Supplementary and Complementary

YCT: systematic and structured language progression

Big Apple: stories and literacy activities to provide meaningful language experiences and opportunities for learners to use, revisit, and demonstrate their language skills.


CURRICULUM CONTENT
Complementary and Integrated
YCT
Standard Course
• Systematic Language Progression
• Core vocabulary
• Sentence patterns
• Communicative functions
• Structured progression
Big Apple Chinese
Let's Talk
• Meaningful stories
• Language recycling
• Guided reading
• Chinese literacy
• Culture and values
Stronger Together
Language for Communication
Stories for Meaning
A Richer Learning Journey
Understanding by Design (UbD)
The Roots of Our Curriculum
Desired Results
Big Ideas
Enduring Understandings
Essential Questions
Evidence of Learning
Performance Tasks
Assessment
Learning Experiences
Engaging • Meaningful
Differentiated
Real-World Connections