

Foreign Language Curriculum Review Report

Sharon Public Schools
March 2012



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Glossary of Terms and Abbreviations

| | |
|---------------|---|
| ACTFL | = American Council on the Teaching of Foreign Languages |
| AP | = Advanced Placement |
| DESE | = Department of Elementary and Secondary Education |
| DiLL | = The software used in the SHS digital language lab |
| FL | = Foreign Language |
| FL CRC | = Foreign Language Curriculum Review Committee |
| FLEX | = Foreign Language Exploratory Program |
| IEP | = Individualized Education Plan |
| MaFLA | = Massachusetts Foreign Language Association |
| Realia | = objects or pictures used in classroom instruction to improve students' understanding of vocabulary, other cultures and real life situations. |
| SHS | = Sharon High School |
| SMS | = Sharon Middle School |
| SPS | = Sharon Public Schools |
| TPR | = Total Physical Response; a method developed by Dr. James J. Asher where the teacher gives commands in the target language and students act them out to demonstrate their understanding. |
| TPRS | = Total Physical Response Storytelling; the basic TPR method is expanded to tell and act out stories. |
| UbD | = Understanding by Design curriculum documents |

1. Introduction

1.1 District Mission

The Sharon Public Schools, in partnership with the community, has as its mission the responsibility to prepare students to live in a rapidly changing society. Together, we will provide an environment that maximizes a student's academic, artistic, social, emotional, and physical development. This atmosphere will encourage each individual to develop the skills and sensitivity for living effectively and responsibly.

1.2 Beliefs of the Sharon Public Schools Foreign Language Program

The Foreign Language Department believes that learning about other languages and cultures is an integral part of the educational experience. By learning a foreign language, students will develop a better understanding of the world around them, appreciate diversity, communicate with confidence and make connections to other disciplines and their own lives.

1.3 Process for the Selection of Committee Members

Committee members submitted a written statement to the Superintendent and Assistant Superintendent of Sharon Public Schools to express interest in serving on the Foreign Language Curriculum Review Committee during the fall of 2010. Teachers of different languages and levels were encouraged to participate to provide a diverse membership that was knowledgeable about multiple facets of the Foreign Language Program and its history. The committee also included an SHS Assistant Principal, the SMS Special Education Coordinator, the SHS Student Services Administrator, and the Foreign Language Coordinator. Additional teachers were recruited to study the results of the foreign language curriculum review surveys for three half-days during the summer of 2011. Mr. Farmer, Assistant Superintendent during the school year of 2010-2011, was included in all correspondences and on Google Docs.

1.4 Foreign Language Curriculum Review Process

The committee first convened in October 2010 to read and discuss an array of articles regarding best practices in foreign language teaching. The committee continued to meet as a whole and in subgroups to develop survey questions for foreign language teachers, parents (elementary, SMS, and SHS), and high school and middle school students. The aim of the surveys was to produce data that the committee could consider in making programmatic recommendations and commendations for the following academic year. In late January 2011, the District implemented a survey to assess the community's views regarding the present Foreign Language Program, in light of proposed changes to the elementary Foreign Language Program. Then in early April, the District disseminated a survey on the Culture and Climate of the Sharon Public Schools. To avoid survey fatigue, it was decided to implement the Foreign Language Curriculum Review surveys in June, as indicated below:

- The Foreign Language teachers were sent a link to the survey via FirstClass.
- The Parent Survey was sent out via Alert Now.
- The Middle School Survey was administered in the following ways:
 - 8th graders took the survey in their Computer Assisted Design (CAD) class.
 - 7th graders took the survey in their Productivity Application class.
 - 6th graders took the survey in their Foreign Language classes by using the laptop carts in their classrooms.
- The High School Survey was administered in the following ways:
 - All high school seniors took the survey as part of their exit interview in June. Unfortunately, these results were inadvertently deleted.
 - All freshmen, sophomores, and juniors then enrolled in a foreign language class took the survey during class time using the Foreign Language Lab or the Computers on Wheels (COW).

The committee met as a whole for ten hours and in subgroups and as individuals for many more hours. Along with creating the four surveys, committee members worked on aspects of the Background sections including the history of curricular programs utilized in the District, the beliefs of the Foreign Language Program, how the existing curriculum documents (UbDs) align with state and national standards, and a discussion of standardized tests taken by students in the district.

During the summer, a subgroup worked to analyze the surveys and to create recommendations and commendations based on the survey results and lessons learned from reviewing the history (the past five years) of the Foreign Language Program.

1.5 Goals of the Program Review

This committee was charged with the task of reviewing the existing Sharon Public Schools' Foreign Language curriculum, as well as examining the resources, materials and scheduling for Foreign Language instruction in the district. The committee has produced a report for the Sharon School Committee and the Superintendent that summarizes the existing program, identifies commendable activities/programs currently in place, and offers recommendations for improvement.

2. Sharon Public Schools Foreign Language Program

2.1 Introduction to Foreign Language Curricular Programs

During the past five years, the Foreign Language Department has revised and expanded its selection of courses in order to meet the interests and needs of the students in the Sharon Public Schools. The majority of fourth and fifth graders received Chinese instruction for 40 minutes twice a week for the 2009-2010 and 2010-2011 academic years. They then had the opportunity to continue studying Chinese or to change to either French or Spanish in the sixth grade. Students could opt out of the elementary Foreign Language Program by parental request or due to the need for special services.

In September of 2011, the elementary Foreign Language Program began offering an exploratory program including classes in Chinese, French, Latin and Spanish to all fifth grade students (eight weeks of each language for twenty minutes a day). When students enter sixth grade, they will be able to make an informed decision when choosing a language, based on personal experience and interest. Students will then commit either to Chinese, French or Spanish for the remainder of their middle school education (grades six to eight). It is the Foreign Language Department's hope that all students will continue to study that language from grade nine to grade twelve, although Sharon currently only requires two years of the same language at the high school level. Students are permitted to change languages when entering grade 9, although that is discouraged unless students have struggled with the language in middle school and prefer to start again with a Level I course. Students who did not take a language in middle school will begin their language study in Level I when their schedule permits.

The Sharon High School curriculum provides a complete foreign language experience to its students, offering Levels I through Advanced Placement (AP) for Chinese, French, Latin, and Spanish. When entering Sharon High School, most students continue the study of the foreign language that they began in middle school at either the Honors or Standard level. Students who do this will fulfill their two-year Foreign Language requirement at the end of their sophomore year. Students are encouraged to continue their study of foreign language for all four years of high school. During the 2011-2012 school year, the following percentages of students were enrolled in a foreign language at Sharon High School.

| Grade in School | # students in FL out of total # of students in grade | Percentage of students enrolled in a foreign language |
|-----------------|--|---|
| Grade 9 | 225 out of 253 | 88.9% |
| Grade 10 | 301 out of 312 | 96.4% |
| Grade 11 | 288 out of 311 | 92.6% |
| Grade 12 | 190 out of 276 | 68.8 % |

2.2 State and National Standards for Foreign Languages

There are national and state standards for the teaching of foreign languages. The National Standards for Foreign Language Learning were created by the American Council on the Teaching of Foreign Languages (ACTFL). The Massachusetts Foreign Languages Curriculum Framework was created by the Department of Elementary and Secondary Education (DESE) in conjunction with the Massachusetts Foreign Language Association (MaFLA). The second edition of the Massachusetts Foreign Languages Curriculum Framework was adopted by the Massachusetts Board of Education in March of 1999. This document presents statewide guidelines for learning, teaching, and assessment in modern and classical foreign languages for the Commonwealth's public schools. The Frameworks are closely aligned with the ACTFL Standards and are broken down by Guiding Principles, Strands, and Standards.

The Guiding Principles of the Massachusetts Foreign Languages Curriculum Framework are:

I. All students should become proficient in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study.

II: Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve.

III: Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines.

IV: Assessment of student learning is an integral component of effective foreign language instruction.

2.2.1 The Five Cs

In both the national and state documents there are Strands, also referred to as the Five Cs: Communication, Connections, Communities, Cultures and Comparisons. The Strands describe the overall content and skills of foreign language teaching, learning, and assessment.

Communication Strand (Excerpted from the National Standards for Foreign Language Learning and Massachusetts Foreign Languages Curriculum Framework)

Communicative Competence in Modern Languages

One of the most important goals of modern language study is the development of communicative competence in languages other than English. When individuals have developed communicative competence in a language, they are able to convey and receive messages of many different types successfully. These individuals use language to participate in everyday social or work

interactions and to establish relationships with others. They converse, argue, criticize, request, convince, and explain effectively, taking into account the age, background, education, and familiarity of the individuals with whom they are engaged in conversation. They also use the language to obtain information from written texts and media and to interpret that information given the style, context, and purpose of the communication. In essence, a communicatively competent individual combines knowledge of the language system with knowledge of cultural conventions, norms of politeness, discourse conventions, and the like, and is able to transmit and receive meaningful messages successfully.

How Students Develop Communicative Competence in Another Language

As opposed to long-held beliefs, we now know that students do not acquire communicative competence by learning the elements of the language system first. Students do not learn foreign languages most effectively by memorizing vocabulary items in isolation and by producing limited simple sentences. We now know that even those students who learn grammar well and are able to pass tests on nouns, verb conjugations, tense usage, and the like may be quite unable to understand language when it is spoken to them outside the classroom. The study of the language system itself, while useful for some students, does not automatically result in the development of the ability to process language in real situations and in the ability to respond meaningfully in appropriate ways. Therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs. Regardless of their stage of language acquisition, learners require strategies that allow them to compensate for language that they have not yet mastered.

The Communication Strand and Classical Languages (adapted from Latin for Communication: New York State Syllabus)

The most important goal of classical language study is the development of reading skills in the target language and the reading and close study of works of ancient literature. Reading Latin is the source from which the activities of the classroom naturally flow. When students read Latin literature, they are communicating in the most direct way possible with the ancient world. All authentic materials written in Latin are a part of the corpus of Latin literature. Inscriptions, graffiti, light verse, and curse tablets convey important cultural and historical information, whether or not the author considered the writing as literary. Authentic materials need not be limited to authors of Latin prose and poetry such as Caesar, Cicero, and Virgil, although they will continue to provide a focus for serious literary study.

The Communication strand is broken down into three types of communication: Interpersonal, Interpretational, and Presentational. Each communication mode necessitates the four skills of communication: listening, speaking, reading and writing.

Interpersonal Mode

The Interpersonal mode involves spontaneous two-way interaction, such as conversing face-to-face or exchanging written correspondence. Modern language classes are conducted primarily in the target language to facilitate students' development of communicative strategies for initiating and sustaining conversation. Students are provided with significant opportunities to engage in class activities in which an active negotiation of meaning is required. Students also develop the capacity to respond in culturally appropriate ways to questions on familiar topics, to understand conversations among native speakers, and to comprehend texts in the target language. They frequently express their personal views or exchange opinions on topics of personal, school, and community interest.

Interpretive Mode

Students interpret a broad range of written texts and authentic listening materials. Students should be able to identify and summarize main points and important details and make appropriate inferences and predictions about these texts. They then progress through careful readings of more densely written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and essays.

Presentational Mode

Students develop the ability to write and speak in a variety of settings and are able to use a variety of discourse styles and registers to express their opinions or to convey meaning and ideas. Students continue to develop socio-cultural and pragmatic competencies, which strengthen their ability to communicate effectively and appropriately in a variety of social, cultural, or pragmatic contexts.

Culture Strand (excerpted from Ma. Frameworks)

The relationship between language and culture cannot be teased apart and compartmentalized for teaching purposes. They are best taught in closely integrated conjunction with each other by emphasizing the full meaning conveyed by words, phrases, or idiomatic expressions that have a clearly identifiable cultural component of any language. The more thorough the students' knowledge of the target culture, the better they can function as skilled readers and listeners in their second language. If they are only taught the language, without an understanding of the culture, they will lack the ability to interact in complex interpersonal situations.

In foreign language courses, students demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.

Comparisons Strand (excerpted from the Standards for Foreign Language Learning and Ma. Frameworks)

Students benefit from language learning by discovering patterns both familiar and distinctive among language systems and cultures. They learn about the nature of language, linguistic and grammatical concepts, the communicative functions of language, and the interaction between language and culture. In foreign language courses, students demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English.

Connections (Ma. frameworks)

Learning a second language can best take place when connections are made to specific content from other disciplines such as Social Studies, Math, English, and Art. In this way, students not only gain knowledge of the target language but further their content knowledge as well. Even though English is a lingua franca, there are still connections to the past and present that are only available to individuals who can read, interpret, and understand other languages. These individuals have direct access to historical primary source documents, contemporary fiction and nonfiction, magazine articles, television broadcasts, and multimedia materials from other cultures and countries.

In the foreign language courses, students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.

Communities (excerpted from the Ma. Frameworks)

Students become highly motivated to learn a second language when they see immediate applications in the real world for the skills they are learning in the foreign language classroom. In connecting their classroom knowledge to real-life experiences, students can use their knowledge of the target language and their understanding of culture to participate within and between schools, locally and globally. Students will also become educated about the possibilities of using their second language in future careers.

During the course of their foreign language study, students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.

2.2.2 Foreign Language Course Levels

The Massachusetts Standards define what students should know and be able to do at various stages of language study.

Stage 1: Grades 6–8 in a grade 6–12 sequence; grades 9–10 in a grade 9–12 sequence; or the first two years of a high school sequential program.

Stage 2: Grades 9–10 in a grade 6–12 sequence; or grades 11–12 in a grade 9–12 sequence.

Stage 3: Grades 11–12 in a grade 6–12 sequence.

The Sharon Foreign Language Department does not use the term Stage to delineate the sequence of its courses, because individual classes can be made up of students in different grades and who started the study of that language in different grades. For example a French I class could be made up of Freshmen who took French in Grades 6, 7, and 8 who did not master the material, Freshmen who switched from Spanish in 9th grade, and Seniors who are taking French as a second foreign language.

In the Sharon Public Schools (SPS), students can study Chinese, French, and Spanish in grades 6, 7, or 8. However, students can also begin Chinese, French, Latin and Spanish in grades 9, 10, 11, or 12. These all constitute Level I courses. Therefore, in this document, the foreign language courses will be discussed in terms of Levels (e.g. Chinese Level I, II, III, or IV/AP).

2.3 Understanding by Design (UbD)

The Foreign Language Department has used the Understanding by Design (UbD) model to describe the Chinese, French, Latin, and Spanish curricula since the SPS adopted this format during the school year 2003-2004. All but the most recent elementary Foreign Language UbDs were written using a previous template and are currently being updated to the newest template. The UbDs should also be frequently reviewed and edited to represent the most up-to-

date units, vocabulary, and curricular materials (texts, references, films, etc.) being used for instruction and assessment. The UbDs are a work in progress and should represent current resources and best practices.

The newest version of the Sharon Public Schools UbD Template for Curriculum Development includes the following:

Stage 1 – Desired Results

Established Goals: State or Local Topical Standard(s)

Enduring Understandings: Overarching “big ideas” and questions. NB: In the older UbDs, this is listed simply as each of the Five Cs: Communication, Connections, Communities, Cultures and Comparisons.

Essential Questions: What will be investigated

Key Knowledge: What students will know

Key Skills: What students will be able to do

Stage 2 – Assessment Evidence

Demonstrate Understanding Through Performance: Products, Projects, Assessments, Observations, and Technology

Stage 3 – Learning Plan

Learning Activities: Sequence of learning experiences and instruction

2.4 Linkage of Sharon Foreign Language Courses to the Massachusetts Foreign Languages Curriculum Framework

No ACTFL or Massachusetts State Standards are mentioned specifically in the UbDs. However, there is significant overlap between the foreign language courses offered in the SPS and the Massachusetts Frameworks. Most lower level courses (Levels I-III) follow the scope and sequence outlined in the textbook series to ensure that students learn necessary grammar and thematic vocabulary. Teachers add supplemental vocabulary, readings, games, hands on activities or cultural themes to meet the students’ needs and interests. Upper level courses (IV-V) build upon prior learning, but teach grammar and vocabulary in the context of the poetry, short stories, fables, novels, movies or themes they are studying. Students who opt to study at the Advanced Placement (AP) level will have been exposed to all of the grammar, vocabulary, and themes (e.g. *Aeneid*, Global Challenges, Contemporary Life, Science and Technology) required to prepare them to be successful on the AP exam in the Spring.

In the next section, we give an overview of how each of the 5 Cs (Communication, Connections, Communities, Cultures and Comparisons) is addressed in each language and we give a few examples of what the 5 Cs might look at different levels. For more detail, see the description of each of the foreign language courses offered at SHS in the “Program of Studies” in the appendices, Section 7.5.

2.4.1 The Foreign Language FLEX Program

During the summer of 2011, the Foreign Language Exploratory Program (FLEX) instructors met with foreign language teachers from the middle school and high school to create a curriculum that would support these goals.

The purpose of Sharon Public School's fifth grade Foreign Language Exploratory Program (FLEX) is to provide students with a head start in a global world. Every morning, the FLEX Program leads fifth graders in a 20-minute exploration of Chinese, French or Spanish. Each fifth grade classroom delves into all three of these world languages in three eight-week segments. The majority of the learning and work takes place in the classroom, but there are also assignments that require students to interact with parents or household members outside the classroom. The FLEX instructors' goal is to provide a safe and engaging environment where students will be able to gain exposure to a new language as well as develop an interest in the culture and the people who speak the language. At the conclusion of the FLEX language program, students are able to make an informed choice when deciding on a foreign language to study in middle school, throughout their academic careers--and beyond.

During the first year of the FLEX Program, the three eight-week cycles of Chinese, French, and Spanish language concluded on March 19, 2012. This was planned so that students would have a relatively equal exposure to all three languages before making their choices for sixth grade language while also leaving time for the guidance department and SMS administrators to create schedules and plan for necessary staffing of foreign language teachers. From the end of March through June, students will be exposed to the geography and cultures of the regions where the target language is spoken (e.g. Hispanic countries, French speaking countries, and Asian countries).

Along with learning Chinese, French and Spanish, students in the fifth grade classrooms are exposed to Latin. The Latin curriculum is taught by the fifth grade classroom teachers and revolves around suffixes, prefixes, and common root words to improve students' word attack skills. Three interested fifth grade teachers and one Sharon High School Latin teacher generated these ideas during the summer of 2010. The ideas were presented in a Latin Liber with clear connections to English and science vocabulary as well as to mythology during a meeting with all of the fifth grade teachers in September of 2011. Unlike with Chinese, French, and Spanish, students must wait until the 9th grade to continue their study of Latin, as it is not currently offered at SMS.

Students in the FLEX Program are at Stage I of proficiency as defined by the Massachusetts Foreign Language Frameworks:

In modern languages, students use selected words, phrases, and expressions with no major repeated patterns of error. Students perform simple communicative tasks using single words in naming articles in the classroom or listing their favorite foods. Students also use common phrases and expressions to complete simple tasks such as saying "good morning" and stating their name, age, and where they live.

The FLEX program curricula closely link to the Massachusetts Foreign Language and ACTFL Frameworks through adherence to the 5 Cs of foreign language teaching and learning. The core frameworks of Communication, Cultures, Comparisons, Connections, and Community are woven into the curricula and daily instruction. In this next section, we give an overview of how each of the 5 Cs is addressed in each language.

2.4.1.1 The Chinese FLEX Program

The linkage of the Chinese FLEX program to the Massachusetts Frameworks is outlined below:

Communication

Interpersonal Mode

During the Chinese lesson, students have opportunities to dialogue with each other using the sentences they've learned. For example, students pretend to be in a Chinese class starting their first day. They introduce themselves to other students in Chinese. As Chinese school visitors, they ask how to say some classroom objects in Chinese while their partner pretends to be a Chinese student and provides the name of the object.

Interpretive Mode

The FLEX Chinese curriculum frequently includes the use of technology to make the Chinese course lively. For example, students use "YouTube" to view video clips related to school subjects, what Chinese schools look like, how Chinese people celebrate traditional holidays, or what Chinese street food looks like. Students have used PowerPoint to create different stories to show Chinese words in Pinyin and explain meanings of phrases and sentences.

Presentational Mode

Students combine their knowledge of numbers, dates, food, sports, etc. to do projects. For example, they introduce themselves and their families saying the following: how old they are, their birthday, which grade are they in, their favorite foods, favorite sports, who their best friends are, how many family members are in their homes and who they are, etc. Students also learn to sing a Chinese song, which they sing for the Chinese New Year celebration.

Cultures

Students are introduced to typical Chinese holidays such as the Chinese New Year and the middle-autumn Festival, the origin of Chinese characters, the major Chinese religion, Buddhism, and typical Chinese foods and sports.

Comparisons

For the comparisons strand, students compare the different school cultures and students lives between in America and in China. They also compare the writing systems of the Latin alphabet used in English, simplified Chinese characters, and the pinyin used to type in Chinese.

Connections

Students make connections to math when they learn how to say number place value in Chinese, count in Chinese, and say Chinese numbers.

Communities

Students are able to greet the teacher in Chinese at the beginning and end of every course. They will also be able to greet people in Chinese and order Chinese food when they go to Chinatown. Many students will participate in the Chinese New Year celebration held at Sharon High School each year.

2.4.1.2 The French FLEX Program

The linkage of the French FLEX program to the Massachusetts Frameworks is outlined below:

Communications

Interpersonal Mode

The French FLEX curriculum encourages spontaneous two-way interaction in a variety of ways. The instructor constructs real-world scenarios for the students and then students are prompted to combine phrases and words that are appropriate for that scenario spontaneously in impromptu partner dialogues, without using scripts.

Interpretive Mode

Students are able to practice interpretive skills by listening to songs and poetry, or by examining target-language web clips on the internet. Students are also able to interpret patterns when presented with certain concepts such as formal/informal, singular/plural, and pronunciation systems.

Presentational Mode

Students are able to reproduce French language and body language in different scenarios. At a cafe, in a movie theater, at school, in a business meeting—or in a variety of other settings—students select, practice and perform appropriate language for each situation.

Cultures

Through photos, realia, songs and stories, students learn about the cultures of France (Paris and the South), French Canada (Montréal and the Canadian national anthem), and Haiti and the Haitian Diaspora in Boston. They also learn about soccer-player Samuel Eto'o and his home country of Cameroon. Depending on student volunteers, classes may also have the opportunity to explore other countries with Francophone cultures that are represented in Sharon's student population, such as Lebanon or Vietnam. In addition, body language is an important factor in a cross-cultural conversation, so students are given time to explore the impact that certain cultural practices (such as 'la bise') have on effective communication.

Comparisons

Students are encouraged to make a number of comparisons in the French FLEX course. One of the enduring questions for the first unit is "How would my life be different if I lived in a French-speaking place?" and the very first lesson invites students to ask, "What is it like to be someone else?"

Other critical thinking questions for various lessons include: "What are some differences and similarities between greetings in American and greetings in Francophone settings?" and "How do we show formality in English and how do we show it in French?" "What do you think it is like for a student from Montreal to sit in a classroom in Sharon?" "Why can't Google Translate do my homework?" In addition to these and other questions, the vocabulary that students use is often brought to life through comparisons with other French, English, and Spanish words.

Connections

To establish connections with other disciplines and skills being developed throughout fifth grade, the French FLEX program prompts students to consider why numbers and letters, for example, are used universally in everyday life, where patterns are useful for learning and predicting, and

how a logical conversation is constructed. Some other issues that the students engage with are: “If you had to teach the French alphabet to someone else who speaks English, what would you draw their attention to?” (to analyze sound-symbol correspondences) “Is it true that there is no 70 in French? Why or why not?” (to analyze number systems) “How can we combine what we know so far into a complete conversation?” (to synthesize information) “What is singular/plural?” and “What is affirmative and negative?” (to analyze grammar) “How does language change our environment and how does environment change our language?” and “How can your knowledge of formal and informal make for a better travel experience?” (to help students analyze basic social skills) In addition, the vocabulary that students learn often connects to other words they are learning or already know in other subjects.

Communities

To demonstrate how students can participate in the global community using the target language beyond the classroom, the French FLEX program has managed to bring in Francophone visitors to the classrooms every cycle. These guests (some French, some American) have been able to speak about their use of French around the world. Enduring questions in the French FLEX program include “How do we build relationships with speakers of French?” and “How can my study of French extend beyond these walls?” There is also an assignment for students to look around at home for the French language—this is an effective activity for drawing their attention to just how much the French language surrounds them without even having to leave the house. French as a lingua franca doubles the size of the world for any English-speaking traveler, aid-worker, businessperson or scholar; the French FLEX program takes every opportunity to highlight this in the curriculum.

2.4.1.3 The Spanish FLEX Program

The linkage of the Spanish FLEX program to the Massachusetts Frameworks is outlined below:

Communication

Interpersonal Mode

Students respond to the teacher’s greetings and questions sometimes as a groups and sometimes individually. Often times students would not only respond to the question that was posed but also ask follow up questions and add new vocabulary to their responses.

Interpretive Mode

The BBC Languages *Mi Vida Loca* series was used to help students train their ear to extract information while listening to Spanish at a native speed. Students were given worksheet where they would circle key words they heard throughout the video. Students would also respond to questions and ask for information in realistic situations.

Presentational Mode

Students learned to converse with each other in an informal way and also what to modify when speaking formally or to a group. There were opportunities for students to demonstrate and act out conversations, present comic strip scenarios and pretend they were in Spanish club, or Spain. Students also spoke in Spanish during lunch periods and at home. Not only did they use vocabulary they also stated opinions and expressed their feelings on a variety of subjects including their mood, the weather and food.

Cultures

Using *Sesame Street*, *I Love Lucy* and BBC Languages' *Mi Vida Loca* students learned about famous Spanish speaking musicians, actors and also famous sites and scenery in Spain. Students learned about various types of music like salsa, merengue and pop songs by Hispanic-American artists. One unit focused on different types of foods like the Colombian breakfast soup called Changua. When talking about the soup, Changua, students examined what this particular dish can tell us about Colombian culture, climate, and resources available and their view of food compared to what people living in the US.

Comparisons

Students learned that all language has rules and that they already know and apply many language rules in simple sentences. An *I Love Lucy* clip highlighted the difference in Spanish spelling and pronunciation in a funny way. Ricky reads a story in English and mispronounces the words boughs, rough, through and cough. In his frustration he says 'In Spanish we don't have all these crazy sounds...the way you write it is the way it sounds. No matter how you write a word it always sounds the same'. This helped the students to see the difference between a systematic language and a language that has many exceptions. Students also learned Spanish idioms and compared them with English idioms. They determined if the idioms were based on knowledge of agriculture, the sea or animal life and learned that these clues help to determine what was popular and important in a society that used those particular idiom. Students also compared a traditional Colombian breakfast soup Changua to their normal breakfast. Although the ingredients seemed like a "weird" combination (water, milk, stale bread, herbs, eggs, potatoes), we eat things that are similar like chowder, croutons, egg drop soup.

Connections

When learning new vocabulary students were encouraged to think of what words in English sound similar that would help them discern the meaning. Students learned how to count and say the alphabet in Spanish. Math connections were encouraged and students answered simple arithmetic problems in Spanish (e.g. cuatro mas cuatro son ocho/ four plus four is eight). Students also played a spelling game and used skills they learned in English Language Arts (ELA) to help them determine meaning. One worksheet encouraged students to use context clues to determine the meaning of new vocabulary.

Communities

Many homework assignments required that the students use their Spanish vocabulary during lunch and at home by singing songs or using vocabulary to name common object or say greetings. Students used Spanish when interacting with siblings currently taking Spanish in higher grades, talking to Spanish speakers at restaurants or at home and some were even planning to using their new Spanish vocabulary when they go on vacation. The BBC Languages interactive video helped students learn vocabulary and use it to interact with real action video. Students learned what to say in similar real life situations such as ordering at a restaurant or asking for and understanding directions.

2.4.2 Middle and High School Language Programs

2.4.2.1 The Chinese Program

Chinese I is completed via one of two paths. The program can be completed during three years of instruction at the Middle School or in one year at the High School. To ensure a parallel between the Middle and High School programs, in the 2009-2010 school year, a district-wide exam was given to all Chinese I students in June to help teachers identify ways in which the two paths to complete Level I could be better aligned. One discrepancy we discovered in the curriculum is that ‘school subjects’ and ‘colors’ are taught at SMS, but not in high school Level I. A possible reason for that is because Sharon Middle School and Sharon High School are currently using different textbooks. In middle school, the teacher uses "Ni Hao", and in high school, the teachers use "Discovering Chinese". We suggest using the same textbook for both Middle School and High School.

Sharon High School students are required to complete two years of study of the same foreign language. At the High School, Chinese II, III, and IV are offered at two levels: Standard and Honors. To help students decide which level to take when they arrive at SHS, the FL Dept. recommends that students selecting the Honors level have attained a B+ or better in Mandarin Chinese I, and students selecting the Standard level have attained a C or better in Mandarin Chinese I. Due to the relatively small size of the Chinese classes, Standard and Honors students are in the same class. The teacher differentiates the amount and complexity of the work for these two levels. Students may continue their study of Chinese at SHS through Chinese V/AP.

The Chinese program in the Sharon Public Schools closely links to the Massachusetts Foreign Language and ACTFL Frameworks through adherence to the 5 Cs of foreign language teaching and learning. At each level of Chinese the core frameworks of Communication, Cultures, Comparisons, Connections, and Community are woven into curriculum and daily instruction.

Communication

Interpersonal

Students engage in spontaneous, two-way conversation of varying depth depending on their level on a variety of thematic topics on a daily basis. Students also respond to the teacher and to each other in whole class conversation prompted by issues in daily life, pastime, current events, sports, and home life. For example, students may order food and negotiate payment of the bill in a Chinese restaurant. At a slightly more complex level, students ask for and give directions to one another. At an even more sophisticated level, students create an apartment for rent and try to find a cheap and nice apartment to rent in China by engaging in conversation with other students.

Interpretive

Students interact with various sources of authentic material from which to make meaning. They employ the two passive skills of listening and reading in order to exercise the two active skills of speaking and writing in order to digest, analyze, and process information. Students watch various videos, podcasts, and movies. For example, in Chinese III, students watch the movie “Du La La Qiu Zhi Ji” and summarize the plot related to Birthday Party and Chinese Dining Habits units that are studied in their text. Students in Chinese IV predict what will happen at the end of a video related to renting an apartment.

Presentational

Students practice presentational skills of pronunciation, tone, and fluency, as well as demonstrate acquired knowledge through a number of different methods of exhibition or project/presentation-based assessments. The presentational strand can take the form of an essay, an oral presentation, a project, a poster, etc. Level I students might create and present a shopping list for a special dinner or picnic to the class. Students later present a story about taking their alien friends from

another planets to see a Chinese doctor. Then in Chinese IV, students present their travel plan including where to go, how to get there, their budget, where they will stay, and which gifts they will bring back to their family and friends, etc.

Cultures

Students learn about other cultures and their own by recognizing and describing similarities and differences between them. Students access and interact with cultural content in a variety of different ways including, but not limited to, studying the food, music, geography, history, literature, artifacts, sports, routines, and plastic arts from a particular culture. In Chinese II, students compare and contrast Chinese and American types of schooling. Students watch videos about how Chinese people see a doctor (homeopathic medicine) and how to borrow books from Chinese National Library in Beijing. Students learn about culturally appropriate behavior in social situations, such as asking someone out on a date and negotiating the price when they rent an apartment in China.

Comparisons

Students develop insight into their own language and culture by making comparisons with others. It is important to note that not all students in the Sharon Public schools share the same home language or the same home culture, so comparisons are most often made to the structure of the English and similarities and differences between American culture and that of Mainland-China. Early on in their study, students compare the sentence structure and grammar differences between Chinese and English. They also compare the dining traditions, school systems, architecture, and holidays and customs of America and China, to name a few.

Connections

Students are encouraged seek connections between other disciplines and their foreign language classes. Students make connections to the sciences by using Chinese to describe different types of weather types, discussing how to protect the environment by choosing different types of transportation in real life. They make connections to the social sciences such as sociology and psychology by analyzing the impact of online dating, predicting what the future of social life will be, and exploring the different Chinese social networks, such as RenRen Network, Sohu Online Community, etc. They make connections to math by learning the Chinese numeric system and to art when they practice the art of Chinese calligraphy.

Communities

Students are provided opportunities to expand their knowledge beyond the classroom to surrounding communities and to China. Students from the elementary, middle school, and high school Chinese classes traditionally sing Chinese songs, dance, do Tai Chi, or paint Chinese characters at the Chinese New Year Celebration that is put on annually by the Sharon Chinese Community. The eighth grade Chinese classes have taken field trips to the Peabody Essex Museum in Salem, MA to visit the traditional Chinese house imported from China. They also eat a family style lunch at a traditional Chinese restaurant and shop for fruits and other groceries at a Chinese Supermarket. Eighth grade students have also had an hour-long conversation with native Chinese speakers in an ESL class at a community center in Boston. Sharon High School has an exchange program with the Gaoxin-Tangnan High School in Xi'an, China. Students write letters to the exchange students from Xi'an, China and have an opportunity to participate in an eight-week exchange where they may apply to host a student and/or travel to China, live with a host family, and attend school for eight weeks. While in Sharon, the Chinese Exchange students visit classes and make presentations for the elementary, middle, and high school students.

AP Mandarin Chinese –Language And Culture

This course is the most advanced Chinese course offered at Sharon High School. It is designed to be comparable to the fourth semester (or the equivalent) of college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction.

The AP Chinese course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. During the course, all students undertake interpersonal, interpretive, and presentational activities and assessments about many different topics that reflect the diversity of native Chinese people's daily lives: traveling in China, renting things from a shop, dealing with accidents, environmental protection, traditions and changes, security and safety, legal disputes, emails, sexuality in Chinese society, political scandals, populations controls, business and commerce, table manners, human rights, disarmament, Sino-American conflicts, tradition vs. change, etc.

AP Chinese Exam

Each part of the exam contributes a specific portion of the final AP grade. Grouped by communicative mode, the various parts contribute as follows: Interpersonal—30 percent, Interpretive—40 percent, and Presentational—30 percent. Grouped by language modality, the various parts contribute as follows: Listening—25 percent, Reading—25 percent, Writing—25 percent, and Speaking—25 percent.

There are two sections in the exam:

Section I consists of multiple-choice questions that assess communication skills in the Interpersonal and Interpretive modes. Part A assesses Interpersonal communication skills in the listening modality by requiring the student to identify the appropriate continuation of a conversation. It also assesses Interpretive communication skills by requiring the student to answer questions about different types of listening stimuli. Part B assesses Interpretive communication skills by requiring the student to answer questions about different types of reading texts.

Section II, the free-response section, assesses communication skills in the Interpersonal and Presentational modes by requiring the student to produce written and spoken responses. Part A assesses writing in the Presentational mode by requiring the student to narrate a story suggested by a series of pictures. It also assesses writing in the Interpersonal mode by requiring the student to read and answer an e-mail message. Part B assesses speaking in the Interpersonal mode by requiring the student to respond to a series of thematically linked questions as part of a simulated conversation. It also assesses speaking in the Presentational mode by requiring the student to make a presentation on a given aspect of Chinese culture.

Content and Skills

Developing students' awareness and appreciation of the elements of the culture of Chinese-speaking people is a pervasive theme throughout the AP Chinese Language and Culture course.

The course engages students in an exploration of both contemporary and historical Chinese culture. Since the course interweaves language and culture learning, this exploration occurs in Chinese. Students learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications.

The course introduces students to significant persons, products, and themes in Chinese history. This introduction may touch on such topics as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (e.g., calligraphy, painting, literature, and music, as well as folk arts and culture). The course also views Chinese culture in an international context. Students learn that Chinese culture has spread to many parts of the world, influencing and being influenced by the global community. For example, they develop an awareness of China’s role in issues of global importance, concerning areas such as energy and the environment, economics, and politics. The course helps students broaden their worldview by comparing Chinese cultural products, practices, and perspectives with those of their own society. With this background, students can ultimately move beyond a basic knowledge of the products and practices of Chinese culture to an understanding of how these products and practices reflect a Chinese way of viewing the world. Students apply their growing cultural knowledge to communicative tasks: cultural knowledge informs communicative ability and vice versa. Because language and culture are inseparable, knowledge of Chinese culture is an integral part of the AP Chinese Language and Culture course. Throughout the course, students hone their language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters.

AP Exam Grades

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on

AP’s 5-point scale:

5 Extremely well qualified

4 Well qualified

3 Qualified

2 Possibly qualified

1 No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C–, and C in college.

Distribution of Scores on the AP Chinese Exam

| School Year | Score of 5 | Score of 4 | Score of 3 | Score of 2 | Score of 1 | Total Number of Students |
|-------------|------------|------------|------------|------------|------------|--------------------------|
| 2007-2008 | 1 | 0 | 0 | 0 | 0 | 1 |
| 2008-2009 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|-----------|---|---|---|---|---|----|
| 2009-2010 | 2 | 1 | 4 | 1 | 1 | 9 |
| 2010-2011 | 5 | 4 | 3 | 1 | 2 | 15 |

2.4.2.2 The French Program

French I is completed via one of two paths. The program can be completed during three years of instruction at the Middle School or in one year at the High School. To ensure a parallel between the Middle and High School programs, a district-wide common assessment is now given to all French I students at the end of the school year. The first common assessment was piloted in June 2009.

Sharon High School students are required to complete two years of study of the same foreign language. At the High School, French II is offered at two levels: French II-Standard and French II-Honors. Students in grades 9-12, who have successfully completed French I are eligible to take French II. French III and IV are offered at both the Standard and Honors level. French V is offered at three levels (French V-S, V-H, and V-AP). Both the French V-Standard and French V-Honors curricula focus on the cultures of the Francophone world, and the French V-AP class prepares students for the Advanced Placement French Language Exam, which takes place annually in May.

At the High School, teachers who teach different sections of the same course meet once per cycle to collaborate, plan curriculum, and develop assessments.

The DESE defines its standards through four stages. Since there are five levels of French offered in the Sharon Public Schools, the courses do not align directly with the stages when compared to the DESE Frameworks. Overall, however, the suggested topics by the DESE Frameworks are integrated into the scope and sequence of the Sharon Public Schools French Program.

The French program at Sharon High School closely links to the Massachusetts Foreign Language and ACTFL Frameworks through adherence to the 5 Cs of foreign language teaching and learning. At each level of French, the core frameworks of Communication, Cultures, Comparisons, Connections, and Community are woven into curriculum and daily instruction.

Communication

Interpersonal

Students engage in spontaneous, two-way conversation of varying depth depending on level on a variety of thematic topics on a daily basis. Students also respond to the teacher and to each other in whole class conversation prompted by issues in daily life, pastimes, current events, sports, and home life. In French I students create and prepare skits taking place at a café or party. In French III-H, students role play a police officer interrogating the witness of a crime. In French V-S, students debate the merits of a dress code in public schools.

Interpretive

Students interact with various sources of authentic material from which to make meaning. They employ the two secondary/passive skills of listening and reading in order to exercise the two major/active skills of speaking and writing in order to digest, analyze, and process information.

French II-S students may identify products and services advertised in French magazines and newspapers and explain what they would like to purchase. In French IV-H, read and analyze the themes of *Le Petit Prince* and write a journal in which they link these themes to their lives and issues in modern society.

Presentational

Students practice presentational skills of pronunciation, tone, and fluency, as well as demonstrate acquired knowledge through a number of different methods of exhibitions or project/presentation-based assessments. The presentational strand can take the form of an essay, an oral presentation, a project, a poster, etc. French II-S students present their family tree. In French IV-S, groups of students create cities based on a traditional French plan and use the map as a reference point for e-mails from real estate agents to potential homebuyers.

Cultures

Students learn about other cultures and their own by recognizing and describing similarities and differences between them. Students access and interact with cultural content in a variety of different ways including, but not limited to, studying the food, music, geography, history, literature, artifacts, sports, routines, and plastic arts from a particular culture. In French I students learn about the contributions of famous people from the French speaking world. Students in French V-S learn about Paris in the context of French film. Students in French V-H study Caribbean art and literature.

Comparisons

Students naturally draw comparisons in several ways throughout the French program. However, the curriculum focuses on recognizing and analyzing linguistic comparisons between French and the dominant language (English), as well as French and other languages that students may be familiar with (Hebrew, Russian, Farsi, etc.). In French I, students compare the use of formal vs. informal speech in French and English. In French II-S and French II-H, students might analyze sentence structure and the differing syntax in traditional English and French sentences. French V-AP students study the different family structures that exist in the French-speaking world, comparing and contrasting them to perceptions of the family in their own culture.

Connections

Students are encouraged seek connections among various disciplines. Students use their French language skills to discuss content from other disciplines, such as art, math, history, film, and linguistics. For example, in French I, students do math problems in French and learn to calculate European/military time. French III-S students read historical documents, such as a letter from Marie Antoinette while studying the French Revolution in History. French III-H students study Impressionist Art and create their own painting. French V-AP students explore the causes and effects of French Imperialism.

Communities

Students are provided opportunities to expand their knowledge beyond the classroom to surrounding communities.

All French students (grades 5-12) had the opportunity to meet and interview exchange students and their teachers from Rouen, France in October, 2011. Opportunities are available for students to spend April vacation in Paris, to apply to be an exchange student in Rouen, France, and to spend an immersion weekend in Quebec as seniors. In May 2010, French V students read a children's book about an African child who does not want to go to school and studied the possible consequences of a mother's illiteracy on the health of her child. Members of the Tony

Blair Faith Foundation based in Sharon gave a presentation to French V students on malaria and their goal of providing mosquito ‘bed nets’. A former Sharon High School student visited the French V-AP class and did a presentation in French about family life and traditions in Senegal.

FRENCH V Advanced Placement

The College Board changed the AP French course description and exam format, effective August 2011. Notable differences between the previous AP French course include a name change from AP French Language to AP French Language and Culture, the introduction of six themes to guide curriculum development at individual schools, and the elimination of grammar-specific sections on the national exam. The following information reflects the new course and the new exam format.

The Course

The AP French Language and Culture course presents a challenging curriculum equivalent to a third year college level course. According to the AP French Language and Culture Curriculum Framework published by the College Board, this course “takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. [...] The AP French Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication.”

The AP French Language and Culture course engages students in an exploration of francophone culture in both contemporary and historical contexts. The course develops the students’ awareness and appreciation of products, both tangible and intangible; practices; and perspectives of the francophone world. To this end, the College Board has proposed six overarching themes which must be included in any AP French Language and Culture curriculum: Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life, and Science and Technology. There are also recommended contexts and essential questions for each of the themes. A teacher has the flexibility to choose how she will address each of the topics and may choose resources and instructional methods that best meet the needs of her students.

The AP French Language and Culture course at Sharon High School is designed to meet the requirements of the College Board. Students study topics ranging from the causes and effects of French Colonization and the diverse notions of family in the French-speaking world, to the effects of technology on our daily lives and the rights of children in the modern world. Not all course activities and assessments are geared specifically to test preparation, however. During the year, students engage in discussions and debates; write journals, letters, articles, and essays; create videos; and review complex grammatical structures.

The Exam

The AP French Language and Culture Exam assesses students’ proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication defined by ACTFL.

Section I (50%): Multiple Choice, 85 minutes

A. Interpretive Communication (30 questions): Print Texts

Students respond to multiple choice questions based on a variety of authentic print materials (journalistic and literary texts, advertisements, letters, maps, tables, etc.)

B. Interpretive Communication (35 questions): Print and Audio Texts (combined), Audio Texts

Students first respond to multiple-choice questions based on audio texts that are paired with print materials. They then respond to multiple-choice questions based solely on authentic audio texts (news clips, interviews, music selections, etc.)

Section II (50%): Free Response, 85 minutes

A. Interpersonal Writing: Email Reply

Students read and reply to an email message.

B. Presentational Writing: Persuasive Essay

Students write a persuasive essay based on three sources that present different viewpoints on a topic. They read an article, study a graph, and listen to an audio. They must craft a response to a written prompt, using information from all three sources to present and defend their own viewpoint.

C. Interpersonal Speaking: Conversation

Students participate in a simulated conversation. They listen to statements and questions and must respond appropriately, reacting or asking follow up questions based on a series of written prompts.

D. Presentational Speaking: Cultural Comparison

Students must record a 2-minute presentation in response to a prompt on a cultural topic. They must compare cultural features of their own community to those found in an area of the French-speaking world with which they are familiar.

AP Exam Grades

The Readers' scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP's 5-point scale:

AP GRADE QUALIFICATION

5 Extremely well qualified

4 Well qualified

3 Qualified

2 Possibly qualified

1 No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A-, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B-, C-, and C in college.

Sharon High School students have consistently scored higher than the national average on the AP French exam, as demonstrated in the table below.

Scores on the AP French Exam

| Year | Number of Students | SHS Average Score | National Average Score |
|------|--------------------|-------------------|------------------------|
| 2006 | 15 | 3.6 | 2.63 |
| 2007 | 20 | 4.1 | 2.74 |
| 2008 | 18 | 3.7 | 2.71 |
| 2009 | 20 | 3.3 | 2.63 |
| 2010 | 35 | 3.3 | 2.59 |
| 2011 | 15 | 3.9 | 2.69 |

2.4.2.3 The Latin Program

Per the Massachusetts Frameworks: In some very significant ways the learning of classical languages differs from the learning of modern languages. Latin is the most widely taught classical language in Massachusetts schools, and the differences between the goal of learning Latin and of learning modern languages have been summarized as follows: In modern languages, direct communication with native speakers is the ultimate goal. In Latin, however, communicative skills are developed in Latin and at the same time communicative skills in English are consciously developed. Students learn Spanish primarily to communicate in Spanish with Spanish-speaking people. In contrast, students learn Latin to have access to the mind and spirit of the Romans (and through them the Greeks), to gain awareness of their cultural heritage, and to improve their ability to communicate in English.

Students begin Latin I at the high school. In subsequent levels (Latin II and III), students can opt to take the course at the Honors or Standard level per the recommendation of the teacher. To assist students in making decisions about course level, the teacher recommends that a student who has received a B+ or higher in Latin I take Latin II Honors and that a student who has received a C- or higher in Latin I take Latin II Standard. The same criteria are in place for students transitioning from Latin II to Latin III. In Latin IV, students can take IV Standard, IV Honors, or IV AP Vergil. Beginning during the 2012-2013 school year, the Latin AP Exam will include both Latin prose and poetry, focusing on the writings of Caesar and Vergil. At Sharon High School, Latin II, III, and IV are multi-level classes, meaning that Standard and Honors students are in the same class. In order to meet the needs of all students, the teacher differentiates instruction as well as the complexity and amount of class assignments.

Every March, SHS Latin students at all levels take the National Latin Exam, an exam administered to Latin students across the country which tests students' language abilities as well

as their cultural and historical knowledge. Latin students at SHS have typically earned excellent scores and have received the awards of summa cum laude and maxima cum laude numerous times over the years.

The Latin program in the Sharon Public Schools closely links to the Massachusetts Foreign Language and ACTFL Frameworks through adherence to the 5 Cs of foreign language teaching and learning. At each level of Latin, the core frameworks of Communication, Cultures, Comparisons, Connections, and Community are woven into curriculum and daily instruction.

Communication

Interpretational

Students engage in short two-way conversation of varying depth depending on the level of the course. Students at the beginning level greet one another and ask and respond to questions about their likes and dislikes in Latin. At the intermediate and advanced levels, students discuss with one another, in both Latin and English, authentic Latin texts written during the Roman Republic by authors, such as Caesar, Cicero, and Catullus, and texts written during the Roman Principate by authors such as Horace, Ovid, Vergil, and Pliny.

Interpretive

Students interact with various, authentic sources from which they make meaning. At the beginning level, students follow directions in Latin and read and interpret short Latin stories and myths as well as ancient wall graffiti. At the intermediate and advanced levels, students identify and write about main ideas, details, and themes of authentic Latin texts.

Presentational

Students practice presentational skills and demonstrate acquired knowledge through various methods of project/presentation-based assessments. The presentational strand often takes the form of an essay, a project, a poster, etc. For instance, in Latin I, students create presentations on the gods and goddesses of the Roman Pantheon and create models of a typical Roman villa. At the intermediate level, students give multi-media presentations on planned cultural topics, such as an ancient historical or political leaders, ancient poets, and sporting events. At the advanced level, students present authentic Latin poems to their classmates and discuss authors' preference for poetic and rhetorical devices and make judgments about his style and the poem's aesthetic quality.

Cultures

Students learn about other cultures and their own by recognizing and describing similarities and differences between them. In Latin I, students learn about the geography and climate of the Mediterranean region and are able to identify major cities and bodies of water within the Roman Empire. In Latin II, students understand the structure and function of Roman government and understand the difference between the Roman monarchy, republic, and principate. In all levels of Latin, students learn about the customs and traditions of the ancient Romans and Greeks, particularly in respect to their religious beliefs and superstitions.

Comparisons

Students develop insight into their own language and culture by making comparisons with others. At all levels, students compare the English and Latin languages, specifically in terms of English derivatives and cognates. Students also recognize similarities between the Latin language and subsequent Romance languages, like Spanish and French. Additionally, students engage in linguistic comparisons by identifying words and syntactical structures used in both Latin and

English. In Latin III and Latin IV, students compare and contrast the conventions of English and Latin poetry.

Connections

Students are encouraged to seek connections between other disciplines and their foreign language classes. In Latin I, students make connections to their World History classes by studying the ancient Greek and Roman civilizations and understanding their accomplishments and impact on subsequent empires. In Latin II, students also make connections to their history classes by analyzing various forms of government and understanding the influence that a governmental system has on its citizens. In Latin III,

Communities (excerpted from the Ma. Frameworks)

Students of Latin recognize elements of classical languages and ancient cultures in the world around them. They share insights derived from their study of classical languages with others within and beyond the classroom setting. Students celebrated National Foreign Language Week by participating in a Latin poetry reading contest, dressing in togas, and translating the winning foreign language slogan into Latin.

Advanced Placement Latin Exam

Because Latin IV is a multi-level course (Latin IV Standard, Honors, and AP), much of the curriculum is aimed at completing the AP Vergil Syllabus (with students at other levels completing varying levels of the coursework).

The Latin IV AP course consists of readings from Vergil's *Aeneid*, the epic poem written in the 1st century B.C. Throughout the school year, students translate 1856 lines of the poem (listed below) and read the remaining sections in English translation. A large part of this course focuses on reading and translating the poetry while also learning and reviewing grammar and vocabulary. Additionally, the students spend a significant amount of time studying literary techniques, poetic meter, and poetic devices as well as analyzing and interpreting many aspects of Vergil's work. Within the course's daily activities, discussions, and homework assignments, the students engage in study of the historical, political, social and cultural context in which the *Aeneid* was written.

The course covers the following lines from the *Aeneid*:

Book 1: lines 1-519

Book 2: lines 1-56, 199-297, 469-566, and 735-804

Book 4: lines 1-448, 642-705

Book 6: lines 1-211, 450-476, and 847-901

Book 10: lines 420-509

Book 12: lines 791-842, 887-952

Familiarity with the entire content of Books 1-12 is also tested.

Course Objectives:

By the end of this course, students are able to:

Read and translate as literally as possible from Latin into English the required Latin passages on the syllabus.

Demonstrate knowledge of vocabulary, inflectional systems, and syntax and relate their knowledge of Latin words to English derivatives and cognates.

Identify the context and significance of short passages from the *Aeneid*.

Critically interpret and analyze the required passages of the *Aeneid* with particular focus on the author's modes of expression, including his use of figures of speech, imagery, sound, and metrical effects.

Critically interpret the entire *Aeneid* in English; be knowledgeable of significant characters and places throughout the poem.

Discuss motifs or themes not only within selected excerpts, but also relevant to other passages.

Read sight passages in Latin to prepare for multiple-choice section of the AP exam.

Examine the historical, cultural, social, and political context in which the *Aeneid* was written.

Scan and read aloud dactylic hexameter.

The AP Exam

The format of the exam is as follows:

Part I: Multiple choice (one-hour; 40% of exam grade) – questions on grammatical structures, translations, metrics, literary devices, and reading comprehension concerning:

1. One passage from the *Aeneid* syllabus
2. Three sight-reading passages from various Latin authors, poetry and prose

Part II: Free response (two-hours; 60% of exam grade)

1. Two translation passages from the *Aeneid* syllabus
2. Two essays discussing given passages from the *Aeneid* syllabus
3. One essay on a theme from the entire *Aeneid* in which you must draw on information from both the selections read in Latin and in English

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2. Three sight-reading passages from various Latin authors, poetry and prose

Part II: Free response (two-hours; 60% of exam grade)

1. Two translation passages from the *Aeneid* syllabus
2. Two essays discussing given passages from the *Aeneid* syllabus
3. One essay on a theme from the entire *Aeneid* in which you must draw on information from both the selections read in Latin and in English

AP Exam Grades

The Readers' scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP's 5-point scale:

AP Grade Qualification

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C–, and C in college.

Number of Students and Average Scores on AP Latin Exam

| Year of Exam | Number of Students | Sharon High School Average Score | National Average Score |
|--------------|--------------------|----------------------------------|------------------------|
| 2006 | 0 | N/A | 2.96 |
| 2007 | 10 | 3.2 | 3.0 |
| 2008 | 0 | N/A | 2.92 |
| 2009 | 6 | 4.0 | 3.04 |
| 2010 | 8 | 3.25 | 3.04 |

2.4.2.4 The Spanish Program

Spanish I is completed via one of two paths. The program can be completed during three years of instruction at the Middle School or in one year at the High School. To ensure a parallel between the Middle and High School programs, a district-wide common assessment is now given to all Spanish I students at the end of the school year. The first common assessment was piloted in June 2009.

In September, 2011 “Introduction to Spanish” was introduced as a Level I course for students who might otherwise struggle with the un-leveled nature of Spanish I. Students learn the same themes as in Spanish I, although in less depth and with more focus on in-class projects. Students who successfully complete this course will continue on the “Culture and Conversation” to complete their two-year foreign language requirement. This Level II Spanish course provides more support and a slower paced curriculum than a standard level course. It does, however, allow students to complete their two-year foreign language requirement for graduation. Those students wishing to continue their study of Spanish after “Culture and Conversation” can take Spanish II.

Sharon High School students are required to complete two years of study of the same foreign language. At the High School, Spanish II is offered at two levels: Spanish II-Standard and Spanish II-Honors. Students in grades 9-12, who have successfully completed Spanish I are eligible to take Spanish II. Spanish II, III, and IV are offered at both the Standard and Honors level. Spanish V is offered at three levels (Spanish V-S, V-H, and AP). During the 2009-2010 school year, the Spanish V-Standard curriculum was revised and named Hispanic Studies through Film. The Spanish V-Honors course is focused on literature, whereas the Spanish V-AP class prepares students for the Advanced Placement Spanish Language Exam, which takes place annually in May. At the High School, teachers who teach different sections of the same course meet once per cycle to collaborate, plan curriculum, and develop common assessments.

The suggested topics in the DESE Frameworks are integrated into the scope and sequence of the Sharon Public Schools Spanish Program. The Spanish Program closely links to the Massachusetts Foreign Language and ACTFL Frameworks through adherence to the 5 Cs of foreign language teaching and learning. At each level of Spanish, the core frameworks of Communication, Cultures, Comparisons, Connections, and Community are woven into curriculum and daily instruction.

Communication
Interpersonal

Students engage in spontaneous, two-way conversation of varying depth depending on level on a variety of thematic topics on a daily basis. Students also respond to the teacher and to each other in whole class conversation prompted by issues in daily life, pastime, current events, sports, and home life. In Spanish I students may ask and answer questions regarding new friends, family member, or hobbies. In AP Spanish, students may ask and answer questions regarding each other's political views, future aspirations, or moral convictions.

Interpretive

Students interact with various sources of authentic material from which to make meaning. They employ the two secondary/passive skills of listening and reading in order to exercise the two major/active skills of speaking and writing in order to digest, analyze, and process information. In Spanish II students may listen to a podcast about the Olympics and then write an article about the games. In Spanish VH, students may complete a web quest about Latin American cultural icons and then have a debate with each other about their status. In AP, students may listen to a phone message left by a physician and answer questions about his instructions.

Presentational

Students practice presentational skills of pronunciation, tone, and fluency, as well as demonstrate acquired knowledge through a number of different methods of exhibitions or project/presentation-based assessments. The presentational strand can take the form of an essay, an oral presentation, a project, a poster, etc. In Spanish IV, students may present their daily routines to classmates. In Spanish IV Honors, students may create a movie poster and write a critical review of a film of their choosing. In AP Spanish, students engage in an oral synthesis answering a question pertaining to a particular issue in the Hispanic world based upon written and spoken sources.

Cultures

Students learn about other cultures and their own by recognizing and describing similarities and differences between them. Students access and interact with cultural content in a variety of different ways including, but not limited to, studying the food, music, geography, history, literature, artifacts, sports, routines, and plastic arts from a particular culture. In Spanish I students may research the Mexican Day of the Dead celebration and create altars to honor loved ones. In Spanish IVS, students may read about popular and non-mainstream Hispanic sports, such as jai-alai. In Spanish VS and AP, students may watch a film about familial relationships in Spain and brainstorm reasons why such dynamics exist.

Comparisons

Students naturally draw comparisons in several ways throughout the Spanish program. However, the curriculum focusing on recognizing and analyzing linguistic comparisons between Spanish and the dominant language (English), as well as Spanish and other languages with which students may be familiar (e.g. Hebrew, French, Farsi, etc.). In Spanish I, students may compare the differing ways in which to write the calendar date in English and in Spanish. In Spanish II students might analyze sentence structure and the differing syntax in traditional English and Spanish sentences. In Spanish III, students might compare their own family structure to that of a Hispanic family. In Spanish V-S, students might see a film about the role of women in Chilean society and their employment options compared to those of American women. In Spanish V-S, students may research the characteristics of American icons and then develop a list of Hispanic icons and discuss which characteristics each group does or does not have in common.

Connections

Students are encouraged seek connections between disciplines. The Spanish program actively instituted curriculum to facilitate this process. Students are encouraged to use their Spanish language skills to discuss content from other disciplines, as well as to broaden their comparative and cultural study to include an appreciation of similarities between cultures. In Spanish II-H, students learn vocabulary associated with body parts studied in their science classes. In Spanish III, students create artwork in the style of famous Hispanic artists. In Spanish V-H, students study and discuss how US policies during the later half of the 20th century affected Latin American history and politics. In AP Spanish, students learn technology vocabulary and make predictions about the future. In Spanish V-AP, students are expected to employ the essay writing structures and MLA formatting that they use in the language arts and humanities classes.

Communities

Students are provided opportunities to expand their knowledge beyond the classroom to surrounding communities. Hispanic culture and social structure has a strong focus on the community as a supportive unit. While this concept is studied throughout the Spanish program, students are less often able to apply their Spanish skills in communities in the real world. Our geographic location is in many ways, not easy conducive to this mission and it is a strand that we, as a department, would like to actively improve upon. However, certain opportunities to incorporate the Connections strand are present. In Spanish II-H and Spanish V-H, students were able to participate in the Peace Corps World Wise Schools program and communicated regularly via email and Skype with university students in Ambato, Ecuador.

Advanced Placement Spanish Exam

AP Spanish Language fulfills the recommendations of the Massachusetts Foreign Languages Curriculum Framework. Below are examples of how the 5 Strands are address in the Spanish AP course:

Communication

Interpersonal

Students write a formal letter to a college counselor thanking him/her for the advice they received and participate in a phone conversation based on various prompts that require them to request, respond, negotiate, or problem solve.

Interpretational

Students read a variety of short stories dealing with societal issues, the environment, the impact of technology on the world, and current events. They then demonstrate their understanding the material through journals, debates, and informal dialogues in class.

Presentational

Students present a two-minute oral synthesis of information garnered from a print and audio source.

Communities

Students prepare a presentation based on readings from several articles and short stores written by recent Spanish-speaking immigrants in the United States. They present different viewpoints and discuss the emotional and social impact immigrants have on our society. Topics include the use of Spanglish, discrimination, border control and prejudices towards Hispanic immigrants..

Cultures

Students listen to podcasts and read news articles from the Hispanic world and react to them both orally and in written form.

Comparisons

Students compare their school-related issues to those of other students in the Spanish-speaking world.

Connections

Students analyze the impact of technology and its emergence in less affluent regions and predict what the future will be like if technological advances outweigh our ability to cope with them.

AP Spanish Language

The AP Spanish Language course presents a challenging curriculum and is the equivalent of a third semester college level course. Course content includes overarching themes such as familial relationships, immigration, love, the economy and the self. Students are given the opportunity to demonstrate their abilities in various ways. They keep a weekly journal and write about topics that affect them such as school life, driving and fast food. Students are exposed to authentic cultural issues via different newscasts, cultural interviews and print media. Although a good portion of the class is geared towards exam preparation, this is often achieved indirectly through class activities that practice their language skills such as debates, grammar review activities, film analysis, journal entries and speaking labs.

The AP Spanish Language exam is not based on a specific course content, but instead evaluates levels of performance in the use of the language, both in understanding written and spoken Spanish. The exam measures the students' ability to write and speak with ease in correct and idiomatic Spanish in interpersonal and presentational modes.

From The College Board

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year college and university courses that focus on speaking and writing in the target language at an advanced level.

The relative weight of each skill in calculating the final AP grade is as follows. This allocation corresponds to the emphasis on reading and writing in advanced college and university courses.

Listening - 20 %

Reading - 30 %

Writing - 30 %

Speaking - 20 %

AP Spanish Language Exam Format

The exam consists of two sections. Section I, a multiple-choice section, tests listening and reading comprehension in the Interpretive mode. Section II, a free response section, tests the productive skills of speaking and writing. Tasks in Section II include integration of skills, as well as tasks that measure a student's use of Interpersonal, Interpretive, and Presentational modes.

Recent Exam Changes

The exam changed format in 2007. Students are now expected to synthesize information both orally and in written form based on audio and print sources. Then in 2009, the fill-ins were eliminated. By 2013, there will be a released topic list by which teachers may plan their lessons.

Section I Multiple Choice - 70 questions - 85 minutes

Part A: Listening (20%)

This section consists of Short Dialogues and Narratives and Long Dialogues and Narratives. Students are given multiple-choice questions to answer. Questions are not printed for the shorter selections.

Part B: Reading Comprehension (30%)

Students read a variety of articles and other readings and answer multiple-choice questions.

Section II Free Response Approx. 85 min.

Part A: Writing

Interpersonal Writing 1 prompt (10%)

Students write a formal letter following a prompt and an outline of its content.

Presentational Writing (20%)

(Integrated Skills)

After reading two print sources and listening to one audio source based on a given topic, students write an essay synthesizing the information from the sources in response to a writing prompt.

Part B: Interpersonal Speaking

Simulated Conversation (10%)

Students participate in a telephone conversation of 5 or 6 prompts with 20 seconds to respond to each prompt.

Presentational Speaking

Oral Presentation (Integrated Skills)

1 prompt (10%)

After reading one source and listening to one source based on a topic, students orally present a two-minute synthesis integrating all sources while completing the task.

Most students enrolled in the AP Spanish course choose to take the exam in May. In 2011, 90% of the class (19 students) took the exam.

Number of Students and Average Scores on AP Spanish Exam

| Year of Exam | Number of Students | Sharon High School Average Score | National Average Score |
|--------------|--------------------|----------------------------------|------------------------|
| 2006 | 21 | 3.7 | 3.5 |
| 2007 | 21 | 3.76 | 3.11 |
| 2008 | 20 | 4.15 | 3.27 |
| 2009 | 6 | 4.17 | 3.31 |
| 2010 | 15 | 3.93 | 3.38 |
| 2011 | 19 | 4.1 | 3.24 |

3. Technology

The Massachusetts Foreign Language Curriculum Frameworks identify a growing need for the use of various technologies in the foreign language classroom, both by the teacher and the students. They divide the technology competencies into the six broad categories of basic skills, social and ethical issues, productivity tools, communication tools, research tools, and problem solving tools. They also give examples of how these competencies can be demonstrated by students of different levels. For example, students of different levels can use technology to do the following things: use an application to write and spell check in the foreign language, connect with a classroom in the target language culture to read and/or hear native speakers, work cooperatively with peers while using technology in the classroom, practice ethical use of technology, use audio-visual technologies to practice listening and speaking, look up vocabulary on an on-line dictionary, access the on-line textbook at home, learn about social and cultural characteristics of the target language countries, evaluate newspapers and other primary sources, or identify and research questions related to the curriculum. Because of the growing interdependence of technology and foreign language learning in a 21st century world, it is important that the Foreign Language Department maintain and increase student access to up-to-date technology. Below is a description of the current technologies that exist at the Sharon elementary, middle, and high schools.

Cottage, East and Heights Elementary Schools

Portable Computer Labs (COWS)
Available computers in library
Fixed Computer Lab (one per school)
Interactive Whiteboards in specific areas
Computer in classrooms
Technical Specialist in each building

Sharon Middle School

342 laptops divided among 25.5 COWS
Each teacher will have laptop
1-2 Computers by classroom
Interactive Whiteboard or LCD projectors in each classroom
Video on demand and streaming solution based in Middle School
3 Fixed computer labs for the use of the whole school
Classroom of computers in media center

Sharon High School

27 interactive whiteboards
LCD projector and sound system in each classroom
1 computer in each classroom

2 open computer labs

Class set of computers in library

Full Computer on Wheels cart (COW) for exclusive use of the Foreign Language Department

Television Studio

13 editing stations

2/D 3/D Maya Lab

DiLL (Digital Language Lab)

- 29 student stations (using aging Mac minis) with headset and desktop
- One teacher station with desktop, headset and two monitors
- Remote desktop
- DiLL Lab Controller software
- Color printer

DILL Language Lab

The Foreign Language Department at Sharon High School believes that a fully functional, dedicated foreign language laboratory is an essential component to its program. A language lab is much more than a computer lab, since it allows for real time interaction between students, uploads their recordings to a secure server, and allows for focused, personal language acquisition in a sound proof booth.

During the 2009-2010 school year, several teachers in the department visited Natick High School to participate in a training session from the creators of the DiLL software. The result was positive and we decided to purchase the program. Due to the high cost of replacing the former Sony system, the purchase of DiLL proved to be a cost effective way of maintaining a language lab at Sharon High School. In the summer of 2010, SHS Foreign Language teachers participated in an in-service training day offered by the creators of DiLL.

Some teachers in the department are "super users" and have the capacity to upload CDs, cassettes and other analog listening sources to the DiLL catalog. This capability allows students access to listening activities and speaking prompts that they control at the student station, as opposed to listening in class surrounded by distractions.

Some examples of the activities done in the language lab include: personal recordings, paired or group speaking activities, listening labs, pronunciation drills and activities based on authentic audio and print sources via the web or online textbooks.

By using a sign out calendar on First Class, teachers are able to sign up for class time in the lab. Oftentimes, teachers will use the lab to administer speaking and listening activities or to have students use the Internet to visit interactive grammar sites or to hear native speakers.

4. Instructional Resources

This section details the elementary, middle and high school resources (e.g. books) that have been employed as classroom resources. These selections are not necessarily part of a larger curricular program, but instead are simply the anchor texts and books that comprise the units of the Foreign Language Curriculum. In addition to the textbooks listed, instructors also draw upon supplementary materials such as films, magazines, and websites to expose students to relevant and timely primary sources to enhance their language learning.

FLEX

There are no textbooks for the individual 8-week rotations of the FLEX program in Chinese, French, and Spanish. The UbD curriculum documents for these courses were created in consultation with middle and high school foreign language teachers with maximum interpersonal communication in mind. The curriculum covers important communicative competencies (e.g. greetings, numbers, basic family and food vocabulary) taken from the first few lessons of the Level I books used in the SPS. All materials are made or modified by the FLEX teachers and are shared via Google docs and during professional development time.

Sharon Middle School

Chinese: Grades 6,7,8- *Ni Hao* 1 and 2

French: Grades 6,7,8 - *Discovering French Bleu* (1999); *Discovering French Bleu Nouveau* (class sets) (2010)

Spanish: Grades 6,7,8- *¡Exprésate!* I (2006) with on-line access

Sharon High School

Chinese

| | |
|--------------|--|
| Chinese I | <i>Integrated Chinese, Level 1: Part 1</i> (2005) |
| Chinese II | <i>Integrated Chinese, Level 1: Part 1</i> (2005) |
| Chinese III | <i>Integrated Chinese, Level 1: Part 2</i> (2005) |
| Chinese IV | <i>Integrated Chinese, Level 1: Part 2</i> (2005) |
| Chinese V/AP | <i>Barron's AP Chinese Language and Culture; Integrated Chinese, Level 2: Part II</i> (2006) |

French

| | |
|-------------------|---|
| French I | <i>Discovering French, Bleu</i> (1999); class set of <i>Discovering French, Bleu Nouveau</i> (2007) |
| French II-S and H | <i>Discovering French, Blanc</i> (1997) |
| French III-S | <i>Discovering French, Rouge</i> (2001) |
| French III-H | <i>Discovering French, Rouge</i> (2001); teacher-created materials |
| French IV-S | <i>Discovering French, Rouge</i> (2001); teacher-created materials |
| French IV-H | <i>Amsco Three Years</i> as an at-home reference tool. Teacher-created materials and activities to accompany thematic units. <i>Le Petit Prince</i> . |

| | |
|-------------|--|
| French V-S | <i>Amsco Three Years</i> as an at-home reference tool. Teacher-created materials and activities to accompany thematic units. |
| French V-H | Teacher-created materials and activities to accompany thematic units. |
| French V/AP | <i>Une fois pour toutes. AP French Review. En Bonne Forme.</i> Teacher-created materials and activities to accompany thematic units. |

Latin

| | |
|-------------|--|
| Latin I | <i>Latin for the New Millennium I</i> |
| Latin II | <i>Latin for the New Millennium II</i> |
| Latin III | <i>Catullus and Horace: Selections from their Lyric Poetry</i> |
| Latin IV/AP | <i>A Song of War: Readings from Vergil's Aeneid.</i> |

Spanish

| | |
|---------------------|---|
| Spanish I | <i>¡Exprésate 1!</i> (2006) with on-line access |
| Intro. to Spanish | <i>¡Exprésate 1A!</i> with on-line access |
| Spanish C & C | <i>¡Exprésate 1!</i> (2006) with on-line access |
| Spanish II-S and H | <i>¡Exprésate 2!</i> (2006) with on-line access |
| Spanish III-S and H | <i>¡Exprésate 3!</i> (2006) with on-line access |
| Spanish IV-S | <i>Tesoro Literario</i> |
| Spanish IV-H | <i>Nuevas Vistas Curso Uno</i> |
| Spanish V-S | <i>Imagina; Intrigas</i> and Spanish language films with teacher-created materials. |
| Spanish V-H | <i>Conexiones.</i> Teacher-created materials and activities to accompany thematic units. |
| Spanish V/AP- | <i>Abriendo Paso Gramática, Abriendo Paso Lectura, Preparing for the AP Spanish Language Examination</i> (Díaz) |

5. History of the Foreign Language Programs for Regular and Special Education Students

5.1 Students Not Enrolled in a Foreign Language in the Sixth Grade

Fifth grade special education students and their families have a transition meeting with the Sharon Middle School Special Education Department to determine appropriate services for sixth grade. During this meeting, there is conversation around scheduling, including ‘specials’ courses, such as foreign language, art, physical education, music, etc. It is recommended that most students take a foreign language course in sixth grade. Exceptions may be made for students in need of a higher level of special education services.

Students who receive one or more of the following services may not be able to take a foreign language class at the middle school: speech and language support, social skills groups, additional academic labs with the special education department, English as a Second Language (ESL) tutoring, or the ‘doubling up’ of English/Language Arts (ELA) classes. Within Sharon Middle School, there are also students whose matriculation in courses with the general population is limited. Their special needs are mostly to entirely addressed by the Team Based Learning (TBL) program and they do not typically enroll in Foreign Language courses.

The highest percentage of students within the general population who do not take a language occurs in sixth grade while the lowest percentage occurs in eighth grade. A small percentage of students never study a language at SMS. Rather, they begin their language studies at the high school.

In the sixth grade, students who have Academic Lab five times or more per cycle do not typically take a foreign language because taking a language does not allow for ‘specials’ classes within their schedule. Students have 12 slots for ‘specials’ in the sixth grade. All students must take gym, which meets two times per cycle. Other ‘specials’ they may take are art, library skills, learning center, health, music, and foreign language (which meets three times per cycle). Students who have multiple periods of special services (e.g. five academic labs) are unable to fit a foreign language class into their schedules.

Students who begin taking a foreign language class in either seventh or eighth grade might do so because their latest Individualized Education Plan (IEP) or 504 Reevaluation recommends that they receive less support from the special education, speech and language, or ESL teams. This could create additional slots in their schedule, which need to be filled by extra classes. Alternatively, there are students who transfer from different school districts that do not offer language courses until a later grade and who need to be scheduled into a foreign language class at SMS.

Students who begin their language study in seventh or eighth grade must enroll in classes that are designed to be the second or third year of study of a particular language (e.g. seventh grade French or eighth grade Spanish). The other students in the class would have had one or two years of instruction in the grammar, vocabulary, and culture of the target language. Given that the new students have not taken the previous course(s) in the sequence, they are at an immediate disadvantage. They have significant gaps both in content and in metacognitive linguistic skills required to be successful. Although there are highly functioning students who can catch up, especially if they already speak a second language, the special education students frequently struggle and are unable to achieve at the level of their classmates who have taken the prerequisite courses.

Several strategies have been implemented in an attempt to help students who find themselves in a seventh or eighth foreign language course without prerequisite knowledge. The foreign language teacher, in conjunction with the student, his or her guardians, and the guidance department, may determine that the class should be taken on a Pass/ Fail basis for one or more terms. Also, it is sometimes decided that auditing a language class for one or more terms, which results in no grade (NG) on a student's report card, is in the best interests of that student. Oftentimes parents choose to withdraw their child from the course at some point during the year and request that they be given extra specials to fill the student's schedule. This, in effect, means that these students do not begin the study of a foreign language until 9th grade at the earliest.

5.2 History of Special Foreign Language Programs at SMS

At times, when there were more than a couple of students beginning their language study in the seventh or eighth grade or when there were several students who had received low to failing grades in their language classes in the previous year(s), the Middle School developed a modified Spanish class for them. During the academic year 2001- 2002, two eighth grade class sections were created. The course followed the same curriculum as the standard eighth grade Spanish classes and was taught at the same pace. What distinguished the two class sections was the presence of a special education teacher and/or instructional aide, who attended class on a daily basis to help facilitate instruction.

During the 2003-2004 academic year, two sections of Total Physical Response Storytelling (TPRS) were offered as a Spanish course in eighth grade. TPRS is a foreign language teaching method in which the teacher speaks the target language and students respond physically to act out a story. Students eventually tell the story on their own using the target language. They then go on to create similar stories and dialogues, demonstrating mastery of the material presented. In TPRS classes, there is less of a focus on the written form. The class makeup of TPRS classes included both students who were beginning their foreign language learning and students who had received poor grades in language class during the prior year.

During the 2004-2005 academic year, one eighth grade beginner Spanish TPRS course was taught. In 2007-2008, two sections of beginner Spanish TPRS were introduced to seventh graders. These students went on to take a second year of Spanish TPRS in eighth grade. For the 2008-2009 academic year, two sections of seventh grade Spanish TPRS were taught, however the composition of the class included only students who had not taken a language in sixth grade. Two sections of second year TPRS were again offered in eighth grade in 2009-2010, as a

continuation for those students. At this time concern arose regarding this approach: the group, in effect, became a special education class with students who were not integrated with the general population until high school, upon which time they matriculated into a Level I (beginner) class of the standard Spanish curriculum, or of another language of their choice. This program is no longer in place at SMS.

5.3 Foreign Language Curricular Programs at SHS for Students Receiving Special Services

SHS students who require five or more academic labs do not take a foreign language in ninth grade in order to attend an Academic Lab/study. In tenth or eleventh grade, students can choose to take a foreign language in place of either a history or science class. The following year, students take the second year of foreign language to fulfill their two-year Foreign Language requirement (Math 3 years/ History 3 years / English 4 years / Science 3 years / Foreign Language 2 years). These students can fulfill their graduation requirements and may even go on to take a third year of foreign language. However, if a Senior who is taking the second year of a foreign language course receives a failing grade, s/he must double up on courses or attend summer school in another school district to make up the credits.

Changes have been made in the Sharon High School Program of Studies to help parents and students choose the most appropriate course and level. The Foreign Language Department included recommended grades for continuing on to the next level in lieu of prerequisites. For example, The Program of Studies now reads:

Students selecting Level II-Honors should have attained an A- or better in Level I (grade 8 or high school).

Students selecting Level II-Standard should have attained a B or better in grade 8 or successful completion of Level I at the high school.

Students who earn below a C- in middle school are recommended to repeat the class.

The Foreign Language department, in consultation with Guidance and the Special Education department, created two new classes, “Introduction to Spanish” and “Applications of Latin”, for students who struggle with language-based learning difficulties. These courses will enable students who struggle with the English language to gain experience with speaking, listening, reading, and writing a foreign language. Only the Introduction to Spanish course had enough enrolment to run during the 2011-2012 school year. This slower-paced course will prepare students to be successful in Culture and Conversation, thus allowing students to complete their two-year Sharon High School graduation requirement. Students who successfully complete the Culture and Conversation class can continue their study of Spanish by taking Spanish II.

A common assessment has been developed for Level I foreign language students (Chinese, French, Spanish) and was first given to all Level I students (8th grade and high school) in June of 2010. The results from this pilot assessment were reviewed to improve the questions and to reflect any changes to the curriculum. The improved test was given to Level I students at both SMS and SHS again in June of 2011. The Spanish Level I exam was also given to students at South Area Solomon Schecter Day School. The results of these tests can inform teachers about proper placement, but they are not being used as placement tests.

During the 2010-2011 year, due to the large number of struggling learners in the Spanish I classes, tutoring was made available during Eagle Block through the Special Education Department. These students were recommended by the Spanish teacher and were tutored by a Special Education Instructional Assistant conversant in Spanish. Peer tutoring is available during Eagle Block or by request from a list of students who are Foreign Language National Honor Society members or as part of the new peer-tutoring program.

5.4 Extracurricular Opportunities for Foreign Language Students

Chinese

- The Sharon High School Gaoxin-Tangnan High School Exchange is in its fifth year.
- In SY (School Year) 2007-2008, Jean Beebe, a SHS History teacher and Yafei Hu, a SHS Chinese teacher, accompanied eight students to Xi'an for six weeks in the spring of 2008.
- In SY 2008-2009, Li Ping brought Chinese students from the Gaoxin-Tangnan High School to SHS for five months (the Fall semester) and students who had gone to China hosted the Chinese students. Tanya Perkins, a SHS History teacher accompanied six students to Xi'an for six weeks in the Spring of 2009.
- In SY 2009-2010, Pauline (Chunting) Zhang brought four Chinese students to SHS for five months (four of the six families hosted and two new families were recruited to host one boy, each for half of the semester).
- Jim Dixon, a SHS Science teacher accompanied eight students to Xi'an for seven weeks. Mr. Dixon was then hired to be the Chinese Exchange Manager.
- In SY 2010- 2011, Sally Li brought ten Chinese students to SHS for eight weeks. In SY 2010 - 2011, Ms. Erica Knipp, a SHS Science teacher, took ten students to Xi'an for seven weeks. Some changes that were made this year were that more students (10) came from China, but for a shorter length of time (eight weeks, as opposed to five months). A curriculum was developed for the SHS students to work on while in China. Also the SHS students hosted first, and then were interviewed to go to China. A rubric was created to assign points for hosting, for grade level in school, involvement in the Chinese Program, flexible attitude, and other attributes that make a good traveler and self-motivated learner.
- In SY 2011-2012 Ms. Bahaguli brought 10 students from China for eight weeks. SHS teacher Ms. Jean Beebe became the Chinese Exchange Manager, organizing daily events for the Chinese students, acting as a liaison between the school and the host families, collecting money for student travel to China, and organizing parent and student informational meetings. SMS teacher Ms. Ruthie Miller will be chaperoning the ten SHS students when they travel to Xi'an during March and April of 2012. She will also guide students through the Chinese Exchange curriculum both prior to departure and while they are in China.

French

- SHS French teachers have organized week-long trips to France every two years since 1996. The most recent trip was during April vacation in 2011. Ms. Turner, Dr. Dahlen (SHS) and Mr. Szczepanski (SMS), accompanied approximately 30 students to Paris. They visited historical sites and museums, and they practiced their language skills when making purchases, ordering food, and using public transportation. This trip is open to the entire student body, although the majority of participants study French.

- SHS French teachers organized a weekend immersion trip to Canada for seniors taking French in January of 2010. Ms. Turner and Dr. Dahlen (SHS), and Mr. O’Connell (SMS) accompanied 30 French V students to Quebec City. They visited a Huron Village, the Ice Hotel, and a sugar shack. They also partook in winter sports such as snowshoeing, inner tubing, and dog sledding. Ms. Turner and Ms. Torbin (SHS) accompanied 23 French V students on the same trip in January of 2012.
- The first French Exchange program is taking place during SY 2011-2012. Ten French students and two teachers came from the Institut du Sacré Coeur in Rouen, France, for two weeks in October of 2011. They stayed with the ten SHS students who will travel to France in March of 2012. The SHS students will stay in Rouen for two weeks. They will attend school and participate in cultural excursions in Normandy and spend two days in Paris. Ms. Kathy Turner is facilitating these events and traveling to France as the chaperone.
- The Foreign Language Department plans to continue both the Paris trip and the French Exchange program in the future, but we have yet to decide whether they will take place on alternate or concurrent years.

Latin

- Latin students of all levels take the National Latin Exam each year in March. Students have typically performed extremely well on these exams.
- Latin II, III, and IV students, accompanied by Latin teachers, Ms. Orthman and Mr. MacVicar, Spanish teacher, Mr. Brilliant, and Foreign Language Coordinator Dr. Dahlen, visited the “A Day in Pompeii” exhibit at Boston’s Museum of Science in January of 2012.
- Ms. Orthman and Mr. MacVicar have begun to investigate itineraries for a possible trip to Greece and Rome for April of 2013. This trip will be available to the entire student body, but the majority of students are expected to be Latin and Greek students. A course in Ancient Greek was included in the SHS Program of Studies as an elective and received enough enrolment to run for the 2012-2013 school year (see Program of Studies in the appendices for a full course description).

Spanish

- The Spanish club has raised money for gifts and done volunteer work at a Hispanic homeless shelter, Casa Nueva Vida, for many years led by Ms. Block, a retired Spanish teacher. Mr. Perry now advises the Spanish club.
- The Spanish club has also organized a trip to New York City for the past two years. Students visited the Museo del Barrio, an art museum located in Spanish Harlem as well as the Metropolitan Museum of Art. Students also ate at two different authentic restaurants, one Cuban and one Mexican.
- Ms. Buck and Ms. Gundlach have taken Spanish students to the Museum of Fine Arts and the art museum at Harvard.
- During the school year 2010-2011 Ms. Selby Walker, a SHS English teacher, and Ms. Crosby, a SHS Spanish teacher, organized and supervised a community service trip and trek to Ecuador for three weeks through the World Challenge program.

- A trip to Cuba was planned for April 2012 with NETC Educational Travel, whose trips all include a school visit.

Foreign Language National Honor Society (FLNHS)

- Since SY 2007-2008, Juniors and Seniors in an Honors or Advanced Placement Foreign Language course have had the opportunity to become a member of Sharon High School's Foreign Language National Honor Society. Students who meet the grade requirement defined by the national guidelines are invited to join. These students are inducted at a formal multi-language ceremony after the second marking period. Members maintain their status by continuing their course of study, participating in community service, attending regular meetings, and organizing events to celebrate Foreign Language Week.
- Under the direction of its founder and advisor, Mr. Christopher Brilliant, students have participated in many discussions surrounding language and culture, hosted movie nights, broadcast announcements in various languages via Eagle News, welcomed our foreign exchange students with a party, painted and organized the language lab, raised money for global organizations, and published a literary magazine entitled *Polylingua*.

National Foreign Language Week

- In March of 2012, all SHS foreign language students participated in National Foreign Language Week events in such as a dress up day, a pronunciation contest, a slogan contest, and daily foreign language announcements that were organized by the FLNHS and the SHS foreign language teachers. Prizes were given and we hope to continue this tradition. At SMS foreign songs were played at the beginning and end of the day. The songs were chosen to represent each of the foreign languages taught at SHS plus Hebrew, a language that many students study. Ms. Nicole Strandson taught her students to salsa dance as a culminating activity on Friday. SMS teachers also hope to expand on these activities in the future.

The Global Competence Program

- During the 2010-2011 school year, a group of teachers met with Superintendent Timothy Farmer to consider offering interested students a way to bring together their academic interests, foreign language learning, foreign travel and a desire to do community service. An assembly was held to gauge student interest and to create a list of frequently asked questions from students. Using models that had been created in other districts, guidelines were created and eight students were chosen for the pilot group. Mr. Christopher Brilliant, SHS Spanish teacher, is the facilitator of the Global Competence Program. With the help of a teacher mentor, students combine knowledge gained from foreign travel, their foreign language study, and related community service to research a global topic of their choice. The project culminates with a research paper, several reflection papers, and a presentation to participating faculty members. Students completing the Global Competence Program will be recognized at graduation and will have the accomplishment noted in their transcript.

6. Survey Results and Recommendations

6.1 Introduction to Survey Results

As part of the new five-year curriculum review process, the Foreign Language Curriculum Review Committee (FL CRC) created surveys for the following groups: 1) parents in the community, 2) students from the middle and high schools, 3) foreign language teachers at the elementary, middle, and high school.

The purpose of the survey was to gather information about the Sharon Public Schools' foreign language program in order to guide the curriculum review process and guide practice in the future. The surveys focused on curricula, and not on individual teachers. The surveys were written by the FL CRC and were reviewed by Mr. Timothy Farmer (Superintendent) and members of the Sharon Teachers' Association (STA).

RESEARCH OBJECTIVES

To determine the strengths and weaknesses of the Sharon Public Schools' Foreign Language (FL) Program from different perspectives, e.g. those of the students, the parents, and the foreign language teachers.

METHODOLOGY

Six surveys were created and disseminated: a survey for parents and guardians of elementary, middle, and high school students, a survey for middle and high school students, and one for all foreign language teachers. The data was collected using the 'Zoomerang' online survey software tool. The parent surveys were distributed using the Alert Now system; parents were given one week in June to complete and submit the surveys. The middle school student surveys were completed by the sixth graders in their sixth grade foreign language classes using the computers on wheels, by the seventh graders in their Productivity Application class, and by the eighth graders in their Computer Assisted Design (CAD) class during two weeks in June. The seniors took the survey as part of their exit interview and the underclassmen took the survey in their foreign language classes. Unfortunately, prior to the data review process, the seniors' survey results were unintentionally deleted. Therefore, the FL CRC was not able to use that data in this report. The elementary, middle, and high school foreign language teachers had two weeks in June to complete the survey.

DATA ANALYSIS

The opportunity to analyze the survey data during summer professional development time was advertised to all of the Sharon foreign language teachers. Current members of the FL CRC (Stephanie Acheson, Christopher Brilliant, Kristina Dahlen, and Dawn-Marie Crowley) along with two other foreign language teachers (Jen Orthman and Xiufang Zhang) analyzed the data. This committee looked for general trends, differing opinions among schools or populations (e.g. parents as compared to students), and finding that would form the basis of its recommendations and commendations. The results are presented below and are broken down by sections (students, parents, and teachers).

RESPONDENTS

670 Sharon Middle School and 525 Sharon High School freshman, sophomores, and juniors responded (SY 2010-2011) responded to the survey. Again, the seniors took the survey but their results were inadvertently deleted.

6.2 Results from Student Surveys

6.2.1 Trends Indicated by Student Surveys

- Students are exposed to a variety of meaningful activities. (#11) (#22)
- 90% of students report that rubrics are used to assess their work. (#23)
- 92% of students report that they have the opportunity to speak the target language at least once per class. (#10)
- Of students who have a textbook for their class, 68% state that it is a valuable tool. (#19)
- 78% of students report that they spend an hour or less per week on their foreign language homework. (#24)
- 72% of students report that the curriculum presented in last year's class prepared them for their current class. (SHS #26)
- 62% report that they feel fully prepared to continue on to the next level of their language class (SHS #28)
- Teacher-created activities and handouts dominate classroom instruction. (#11)
- 78% of students report that they are given the opportunity to listen, read, speak and write in the target language during a chapter or unit. (#22)
- 59% of students report that culture is taught separately from grammar and vocabulary (#18).

6.2.2 Recommendations Indicated by Student Surveys

Sharon Middle School

1. 71% of SMS students report that they usually/sometimes volunteer in class without fear of making a mistake (#7). The Foreign Language Department should create more informal opportunities for students to speak in the target language (non-graded participation, informal chats, paired activities, etc.) to ensure that all students speak in class on a daily basis.
2. 65% of SMS students view realia (authentic materials such as menus, train schedules, food labels) in class only monthly or rarely (#11). The Foreign Language Department should increase the amount of realia used in class activities to enhance instruction by bringing the language and culture to life and exposing students to authentic language.
3. 44% of SMS students report that culture is taught separately from grammar and vocabulary (#18). The Foreign Language Department should create and share activities that incorporate cultural information into grammar and vocabulary activities so that culture is seen as an integral part of the foreign language class and not just an "extra".

4. 21% of SMS students respond that they are not comfortable with the speed at which new material is introduced (#20) and 15% of SMS students respond that class is too easy (#21). The Foreign Language Department should seek out opportunities to learn more about and implement differentiated instructional strategies to meet all student needs.
5. 69% of SMS students spend an hour or less on their homework each week (#24). The Foreign Language Department should continue to monitor homework assignments to ensure that they are meaningful and necessary. Teachers should also check the homework assignments regularly to validate the students' work.

Sharon High School

6. 64% of students report that they usually/sometimes volunteer in class without fear of making a mistake (#7). The Foreign Language Department should create more informal opportunities for students to speak in the target language (non-graded participation, informal chats, paired activities, etc.) to ensure that all students speak in class on a daily basis.
7. 73% view realia in class only monthly or rarely (#11). The Foreign Language Department should increase the amount of realia used in class activities to enhance instruction by bringing the language and culture to life and exposing students to authentic language.
8. 66% of SHS students spend an hour or less on homework (#24). The Foreign Language Department should continue to monitor homework assignments to ensure that they are meaningful and necessary. Teachers should also check the homework assignments regularly to validate the students' work.
9. The Foreign Language National Honor Society (FLNHS) tutoring service is not well known by 96% of the students (#27). Members of the FLNHS, along with their advisor, should publicize and promote the tutoring service via Eagle News, *The Talon*, the PTSO newsletter, *Polylingua*, the SHS website, and open house night which could benefit more students.

6.2.3 Commendations Indicated by Student Surveys

1. 74% of students are aware of unit goals and the expectations of their teachers, especially regarding graded assignments (#8, 15, 23).
2. 82% of students state that the target language is usually or always spoken in the classroom (#9).
3. 91% of students report that teacher-created activities are utilized daily or weekly in classroom instruction (#11).
4. Classroom activities are varied, allowing students to use all four modes of communication, encouraging student engagement, and indicating a positive trend in instruction (#11).

5. 92% of students report that they are held accountable for previously learned material (#17).
6. 77% of students report that the rigor of foreign language classes is appropriate. (#21)
7. 72% of students report that they are prepared for their foreign language class as they move through the course of study (#26).
8. 98% of SHS students are aware of the many travel and community service opportunities available to them through the Foreign Language Department and 61% are interested in participating or have participated in them (#29 & #30).

6.3 Results from Parent Surveys

160 parents of elementary school students, 139 parents of middle school students, and 148 parents of high school students responded to the surveys.

6.3.1 Trends Indicated by Parent Surveys

- 88% of parents agree that it is necessary to be proficient in a foreign language in order to succeed in the 21st century global economy (#7).
- 72% of parents agree that the foreign language homework, projects, and curriculum contribute to their children’s ability to communicate in a foreign language (SMS #11, SHS #16).
- 81% of parents agree that the use of technology (Smartboards, computers, language labs, Wikis, Moodles, Google Docs, Skype) is essential to an effective foreign language classroom (#9).
- 70% of parents report that their children study a foreign language in another program (#3).
- 53% of parents believe that topics covered in their children’s language class connect to real life experiences and are valuable for their children’s learning (#8).
- 34% of parents are unsure about whether the amount of review provided at the beginning of the school year is sufficient for their children (SMS#13, SHS#15).
- 77% of SHS parents are unaware of the free in-school tutoring services available for their children (#22).

6.3.2 Trends Specific to the Elementary Schools¹

- 64% of parents report that their children speak positively about their learning experiences in their foreign language class.
- 39% of parents report their children show their classwork, homework, and/or projects always or frequently (#6).

¹ Please note that the Elementary Survey was completed prior to the start of the FLEX Program in September of 2011.

- 21% of parents see no connection between what their children do in class and what they might do/see/experience in the real world (#8).

6.3.3 Trends Specific to the Middle School

- 61% of Sharon Middle School parents report that their children speak positively about their learning experiences in the foreign language classroom (#5).
- 40% of SMS parents report that their children show their foreign language classwork, homework, and/or projects always or frequently (#6).
- 12% of SMS parents see no connection between what their children do in class and what they might do/see/experience in the real world (#8).
- While 53% of SMS parents agree that the content and objectives of the foreign language courses are designed specifically to provide continuity from one level to the next, 38% are unsure about course continuity (#10).
- While 37% of SMS parents report being satisfied with the Foreign Language Program, parents' top three concerns about the SMS Foreign Language program are: (1) the language program did not start early enough (53%), (2) the pace of the SMS courses is too slow (37%), and (3) SMS class sizes are too large (35%) (#14).
- Parents rank the following as the top three strengths of the SMS Foreign Language Program: (1) there are sufficient language options (40%), (2) quality of instruction (40%), (3) use of the target language in the classroom enhances language learning (38%) (#15).

6.3.4 Trends Specific to the High School

- 79% of Sharon High School parents report that their children speak positively about their learning experiences in the foreign language classroom (#5).
- 3% of SHS parents see no connection between what their children do in class and what they might do/see/experience in the real world (#8).
- 93% of SHS parents believe that the course descriptions in the Program of Studies accurately describe the course offerings (#10).
- 87% of SHS parents choose to follow a teacher's or guidance counselor's recommendation for foreign language selection (#11).
- 79% of SHS parents report that the content and objectives of the foreign language courses are designed to provide continuity from one level to the next (#12).
- 72% of SHS parents report that their children enrolled in and were successful in the Level II language courses at SHS as freshmen (#13).
- 73% of SHS parents believe that their children are prepared to continue on to the next level of language study and, thus, there is a natural transition from one level to the next (#14).
- 81% of SHS parents agree that their children's foreign language homework, projects, and overall curriculum contribute to their ability to communicate in a foreign language (#16). Furthermore, 58% agree that these elements tap into their children's current interests and future plans (#17).
- 51% of SHS parents believe that the Foreign Language program has prepared their children for foreign language courses at the university level or for future life experiences (34% of parents were unsure) (#18).
- 45% of SHS parents believe that there is an acceptable variety of courses offered. 19% would like to see more foreign language electives offered (art, history, film, culture),

25% would like to see a greater variety of languages offered, and 24% would like to see Foreign Languages offered from K-12 (#19).

- 86% of SHS parents noted that they would be interested in having their children participate in a foreign exchange or foreign travel opportunity (#20). In addition, 61% of parents wish to see more local opportunities for students to experience culture-related language study (#21).
- SHS parents' top three concerns are: (1) have no concerns and are satisfied with the Foreign Language Program (39%), (2) the language program did not start early enough to achieve proficiency (32%), and (3) classes are too large (26%).
- SHS parents rank the following three as the strengths of the program: (1) sufficient offerings at Standard and Honors level (43%), (2) quality of instruction (29%), (3) sufficient Advanced Placement course options (27%).

6.3.5 Recommendations based on Parent Surveys

1. While the majority of parents report positive feedback regarding their children's foreign language experiences (79%), it is a departmental goal to provide all students with a positive foreign language experience (#5).
1. Based on the parental feedback of being unsure or unaware of various opportunities and happenings in the schools, it will be essential to increase the teacher-parent communication. The Foreign Language Department should increase communication with parents regarding homework, projects, course expectations, and the various free tutoring opportunities. This could be done via announcements on teacher webpages and increased communication between teachers and parents.
2. As 37% of parents are concerned that the pace of the SMS foreign language courses is too slow, the teachers and administrators will need to work together to provide for common planning time for SMS teachers. Teachers could then work together on a regular basis to review expectations and plan for greater differentiation of instruction and assessment.
3. Since the content and objectives of the foreign language courses are designed specifically to provide continuity from one level to the next students who have not taken or who have not mastered the content of the course should not move to the next level (#10). To address the issue of struggling middle school learners, we could look at the schedule to place students in the appropriate course regardless of grade level. The placement of students in appropriate foreign language courses (perhaps with academic support) starting in sixth grade needs to be reviewed in conjunction with special educators on an individual basis in order for them to succeed.
4. Given that the community values foreign language education, as evidenced by the fact that their children are seeking additional language education opportunities outside of the school system (#3) and that 40% of middle and high school parents report concerns that the language program does not begin early enough for their children to achieve proficiency (SMS#14, SHS#23), the Sharon Public Schools could offer programs for children at an earlier age perhaps even considering an optional immersion program.

5. The Sharon Public Schools should provide more opportunities for students to experience culture related to the language they are studying, including both local multi-cultural events and foreign travel opportunities (SHS #20, 21). The foreign language, art, and social studies teachers could work together to maximize these types of opportunities.

6.3.6 Commendations based on Parent Surveys

1. There is community support for foreign language education; parents value the class work and curriculum (SMS #11, SHS #16) and believe that proficiency in a foreign language is necessary for success in the 21st century global economy (SHS #7).
2. Outside of the school day, 70% of SPS students study a second language and, thus, there is a great emphasis on learning foreign languages in this community (#3).
3. Parents overwhelmingly support the use of technology in the classroom and consider it an essential tool for effective instruction (SHS #9).
4. Parents are satisfied with the number of courses offered in the high school at the Standard, Honors, and AP levels (SHS #24) and they also agree that students are prepared to transition from one level to the next (SHS #14).
5. 72% of parents report that their children have chosen a language that suits them well and that they have been successful in a Level II language course at Sharon High School. Having students continue with the language they chose in middle school is a goal of the Foreign Language Department, as this is the best path to foreign language proficiency. Offering Latin at the middle school would provide continuity between the new Latin FLEX program and the Latin offerings at the high school.
6. 10% of parents report that their children switched languages when entering SHS (SHS #13). It is a commendation that all of the languages are offered at Level I (Chinese, French, Latin, Spanish). This provides students with options to have a fresh start or to add a second foreign language.
7. Parents are pleased that the Program of Studies sufficiently describes each language course (SHS #10) and few have overridden a course recommendation that either the teacher or guidance counselor have recommended (SHS #11).
8. 86% of SHS parents noted that they would be interested in having their children participate in a foreign exchange or foreign travel opportunity (#20). SHS now offers a two-week French exchange, a seven-week Chinese exchange, and this year offered an interdepartmental community service trip to Ecuador. There is also a proposed trip to Cuba for SY 2011-2012. These school-sponsored opportunities demonstrate an increased awareness of the connection between foreign language proficiency and global competency.

6.4 Results from Teacher Surveys

One elementary Chinese teacher (1: 2), three middle school foreign language teachers (3:7), and nine high school teachers (9:15; 12 full-time and 3 part-time teachers) responded to the survey.

6.4.1 Trends based on Teacher Surveys

- 8 out of 13 FL teachers who responded think that their curriculum is not aligned with the curriculum for different languages of the same level (e.g. 7th grade Spanish and 7th grade French). 4:13 are not sure whether they are aligned or not. Working/Planning with colleagues who teach the same level of another language would help ensure that the languages are on par regarding material, pace, and expectations (#5).
- 9 out of 13 respondents indicated that they share some of their plans and materials with their curriculum partners (#7). Most teachers give the materials to their colleagues individually as well as share them electronically via email, Google docs, Moodle, or a digital drop box (#8).
- 7 out of 13 respondents use the textbook to plan and implement instruction ‘sometimes’, whereas 5 out of 13 use it usually or always (#11). Reasons given for this are that they prefer to make their own materials (9:13) or that they find the textbook too simple/slow (8:13) or that the textbook is outdated in terms of vocabulary and/or style (5:13); (#12).
- On question 14, teachers report using a variety of media to plan and implement lessons on a weekly or monthly basis (e.g. textbook/workbook activities, handouts/games/puzzles, stories/books, movies/television shows, songs, realia such as menus, tickets, advertisements).
- On question 14, teachers report that they rarely, if ever, use the following to plan or implement instruction: the on-line version of the book, poems, webquests/virtual tours, wikis and blogs, on-line chats/emails, video-conferencing or Skype, and cooking.
- Teachers report using the DiLL digital language lab for on-line research (8:13), on-line games and review activities (7:13), and word processing/typing (6:13) (#16). DiLL is only available at the high school.
- Teachers sometimes or always use rubrics for assessing student oral proficiency, short-answer/paragraphs, and essays. Teachers should use rubrics more frequently for participation, student portfolios, and in-class oral activities. This could act as a formative assessment and show students how they can improve their speaking and writing (#19).
- All teacher respondents state that their students know how they will be evaluated on assessments because it is explained ahead of time (#25).
- Teachers frequently assess students using conversations, question/answer, skits, and listening activities. Teachers occasionally assess students using projects, readings, discrete item tests, and short-answers. Teachers rarely assess their students using journals and portfolios (#20).
- 9 out of 13 teacher respondents state that students remember grammar and vocabulary from unit to unit (#22) and 10 out of 13 respondents believe that there is sufficient time to complete their curriculum (#23).
- Of highest priority for future professional development were: Ideas for differentiation and sharing project ideas/rubrics (8:13) followed by learning new games and activities and developing authentic assessments (7:13). Professional development activities that teachers would like to do in the future, but that were of medium priority were: Rubric

design (9:13), reading and discussing relevant articles on foreign language pedagogy, and best practices (8:13) (#38).

6.4.2 Recommendations Based on Teacher Surveys

1. Since SMS teachers do not have common planning time built into their schedules, the SMS schedule needs to be organized to develop common planning time once per cycle to be consistent with the amount of SHS common planning time.
2. Based on the report that many teachers are not using technology to plan or implement lessons, it is recommended that teachers increase their use of technology, such as: the on-line version of the book, webquests/virtual tours, wikis and blogs, on-line chats/emails, video-conferencing or Skype. This should increase students' exposure to the culture and language as it is currently spoken and written, thus increasing their ability to use the language appropriately (#20).
3. Foreign language teachers report that they are currently not using journals and student portfolios as assessments. As these assessments naturally allow for differentiation, perhaps increasing the amount of journal writing or creating a digital portfolio to follow students from year to year would demonstrate how they are meeting the standards. The Foreign Language Departments could spend professional development time investigating additional ways to differentiate instruction. (#20)
4. Although 10 out of 13 teacher respondents indicate that students have opportunities to make choices within assignments and activities (#21), 12 out of 13 teachers would like to increase their knowledge of how to differentiate instruction to meet the needs/interests of all students (#36).
5. 3 out of 13 teachers indicate that they always use the target language in class for instruction and classroom management, whereas 7 out of 13 usually use the target language (#28). A department goal is to maximize the amount of input provided to students in the target language (listening and reading) so that students have an appropriate model to imitate. Teachers can scaffold struggling learners to help them remain engaged in learning.
6. Teachers allow students to do retakes on tests and revise projects at varying levels (#26). This could be discussed in professional development to create a more consistent policy, especially among teachers teaching the same course.
7. 10 out of 13 teacher respondents say that the curriculum/Understanding by Design (UbD) needs to be revamped to represent what they are currently teaching (#32). Time should be spent during department professional development time to update the UbD with more current resources, activities, technology, and to reinforce a focus on communicative competence. An attempt should be made to maintain and strengthen the curriculum's connection to students' lives, even though 10 out of 13 teachers agree or agree strongly that there is currently a connection (#34).

6.4.3 Commendations based on Teacher Surveys

1. 12 out of 13 teacher respondents feel supported and encouraged by their colleagues.
2. SHS teachers have department-wide common time. They use this time to collaborate with their curriculum partners (#2) and with colleagues who teach different levels of the same language (#3).
3. 100% of teachers state that their students know how they will be evaluated on assessments because it is explained ahead of time (#25)
4. During a unit, students have the opportunity to speak, write, listen, and read the target language (#33) and during a typical week, students are exposed to a variety of activities designed to fit different learning styles and interests (#31).
5. Teachers create many of their own materials to personalize the learning experience (#15).
6. Teachers offer students many choices in their assignments and assessments (#21).

6.5 Budgetary Recommendations

As stated earlier, learning about other languages and cultures is an integral part of the students' educational experience in the Sharon Public Schools. By learning a foreign language, students develop a better understanding of the world around them, appreciate diversity, learn to communicate with confidence, and make connections to other disciplines and their own lives. Below is a list of recommendations that will need budgetary support from the Sharon Public Schools in order to improve the effectiveness and enlarge the scope of the Foreign Language current program. Please note that items are listed in priority order under each heading.

Program and Scheduling:

- The Foreign Language Department is committed to beginning the study of foreign language as early as possible, while maintaining the integrity of the existing program (6-12). Fifth-graders in the SPS currently receive foreign language instruction for twenty minutes every day, whereas the sixth-graders meet their foreign language teachers on the 'specials' schedule, i.e. only 3:6 days. To improve the foreign language program, the first priority would be to implement a more effective instructional model for the sixth-graders, e.g. meeting on a 5:6 day 'academic' schedule as they do in 7th and 8th grade. We suggest that students receive foreign language instruction more frequently and for a minimum of 20 minutes per class to ensure continuity and to improve students' retention of material. Implementing this scheduling change would result in a higher level of proficiency at the end of their foreign language experience in the Sharon Public Schools.
- Along with addressing the instructional gap presented by the sixth grade foreign language 'specials' schedule, the SPS will research other elementary foreign language programs with the goal of beginning foreign language instruction in an earlier grade (currently grade 5). 40% of middle and high school parents reported that the foreign language program does not begin early enough for their children to achieve proficiency. While acknowledging this concern, it is important to note that any changes in the elementary

model will have significant curricular, budgetary, and staffing effects on the middle and high school foreign language programs. It will be essential to have the support and commitment of the elementary principals, the teachers and the parents to create an organic program that fits with the elementary scheduling needs, as well as with a whole-child approach to learning.

- Students who for one reason or another do not begin their foreign language study until seventh or eighth grade are at a disadvantage as compared to their peers who have mastered the skills from the previous course(s) in the sequence. We recommend that the following options be considered to find the best academic fit for the child.
 - A course could also be created that offers study skills and perhaps includes curriculum based on Latin prefixes and suffixes. This would help students be successful on the MCAS and prepare them for the demands of high school.
 - A learning center could be created to provide additional time for these students to do their homework, organize their notebooks, and to decrease their stress and anxiety. It would be better for the students' self-esteem to avoid the fail first approach before providing more educationally sound options for them.
 - Students who do not take a language in sixth grade could be scheduled for additional 'specials' (e.g. art, technology, music, gym).
- At SHS, French and Spanish have high enough enrollments to offer Levels II, III, IV, and V at both the Standard and Honors levels as separate courses. These courses are designed to move at different paces and provide differing amounts of scaffolding and challenge, according to the students' needs and abilities. It would be ideal to find a way to offer separate courses for Standard and Honors in Chinese and Latin, as opposed to having Standard and Honors courses operating within the same class.
- An informal survey conducted by two SHS students for a class project in 2010-2011 revealed that 30% of SHS student respondents would be interested in studying American Sign Language (ASL) as a second language. ASL is a multi-sensory language that can be easier for students with language-based learning difficulties to acquire. ASL is the third most used language in the United States and would be an excellent alternative for students who struggle to complete two years of a spoken/written language. We would like to investigate the possibility of having ASL count as the language requirement and offer it as an elective as a first step.

Professional Development:

- Equal numbers of students might respond that a course is too easy or too hard (15-20%). It is a challenge to teach students at their ideal pace and in their preferred modality (e.g. speaking, listening, reading, writing, kinesthetic) and touching equally upon the 5 Cs. Nevertheless, the Foreign Language Department should seek out opportunities to learn more about and implement differentiated instructional strategies to meet all students' educational needs. While presenting and assessing material in various authentic ways, it is also important to make the relevance of course work to the real world clear to students by exposing them to the voices and writings of native speakers via realia and technology.

Technology/Resources:

- The mac minis on which the SHS DiLL software is currently run are no longer reliable and are out of warranty. We need to purchase 30 iMac (29 student stations and 1 teacher

station) along with 15 headsets and 30 Windows licenses to permit us to use the DiLL lab for the Chinese AP exam.

- On-line access to the Spanish textbooks will expire in October of 2012. The department must budget for the renewal of this subscription, or find another textbook that includes on-line access. The Foreign Language Department in cooperation with the Technology Department will investigate on-line access to textbooks with class sets of textbooks as part of its effort to modernize and better meet students' needs.
- Grade 8 Chinese should use the same text as high school Level I to ensure that students entering Chinese II have a common knowledge of vocabulary, grammar, and cultural themes regardless of whether they had Chinese I at the middle school or high school. Level I students of French and Spanish already use a common textbook.

Extracurricular

- The Foreign Language Department strives to provide equal opportunity for all students to participate in school sponsored foreign exchanges. The SPS will investigate offering an exchange for students of Spanish. Furthermore, so that no qualified SPS student is denied access to this opportunity because of financial reasons, we would like to offer partial scholarships to students receiving free or reduced lunch (an indicator of financial need).

6.6 Conclusion

This curriculum review has helped us take stock of how our current practices compare to best practices in the teaching of foreign languages. Although we believe that we are doing an excellent job and that our students are learning, as evidenced by standardized exams and by self-report, we strive to improve. We have been able to prioritize our needs with the goal of maximizing student learning foremost in our minds. The Foreign Language Department hopes to work together with all interested parties on the recommendations set out in this report. We look forward to growing as a department and meeting the professional and academic challenges ahead to achieve our goals of helping students develop a better understanding of the world around them, appreciate diversity, learn to communicate with confidence, and make connections to other disciplines and their own lives through learning a foreign language.

7. Appendices

7.1 Parent Survey (Elementary, SMS, SHS)

Foreign Language Curriculum Review Survey: Sharon Parents

ELEMENTARY PARENTS = Questions 1-9

MIDDLE SCHOOL PARENTS LINK = Questions 1-15

HIGH SCHOOL PARENTS = Questions 1-23

Directions:

The purpose of this survey is to gather information about the Sharon Schools' Foreign Language Program in order to guide us in the curriculum review process. Please choose the best response to each item below based on your child's foreign language experiences this year. The focus of the survey is curriculum and program development, not an evaluation of a particular teacher. Your input is valuable and will be reviewed by a committee. The results of this survey will be used to guide practice in the district for the next several years. At the end of the survey, please be sure to click "Submit" for your responses to be tabulated.

Please note that if you have children at more than one level (elementary school, middle school, high school), we would greatly appreciate your taking the survey for each level at which you have a child. Again, your feedback is important and Sharon Schools values your time and input.

1. CURRENT GRADE(S) (SCHOOL YEAR 2010-2011) OF CHILD/CHILDREN FOR WHICH YOU ARE COMPLETING THE SURVEY. Choose one per child.

ELEMENTARY 4, 5

MIDDLE 6, 7, 8

HIGH SCHOOL 9, 10, 11, 12

2. LANGUAGE(S) STUDIED BY CHILD/CHILDREN AT THE SHARON (ELEMENTARY / MIDDLE / HIGH) SCHOOLS

CLICK ALL THAT APPLY: Chinese, French, Latin, Spanish, My child is not taking a foreign language

3. LANGUAGE(S) STUDIED BY CHILD/CHILDREN IN OTHER PROGRAMS

Chinese, French, Hebrew, Spanish, None, OTHER please specify _____

4. LANGUAGE(S) SPOKEN AT HOME j

Arabic Chinese French Hebrew Russian Spanish

Other, please specify _____

5. My child speaks positively about his/her learning experience in his/her foreign language class.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. My child does not talk about his foreign language class.

6. Does your child show you his/her foreign language class work, homework and/or projects?

- a. always
- b. frequently
- c. sometimes
- d. almost never

7. I believe it is necessary to be proficient in a foreign language in order to succeed in the 21st century global economy.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. unsure

8. Are the topics covered in your child's language class connected to real life experiences?

a. Yes, the material will be useful in real life experiences such as work, travel and meeting new people. My child is learning to talk about things that are important to him/her.

b. What they are learning is important, but I do not know when they would use it.

c. Some lessons are more relevant than others.

d. I see no connection between what they do in class and the real world.

e. unsure

9. I believe that the use of technology (Smart Boards, computers, language lab, wikis, moodles, google docs, Skype) is essential in an effective foreign language classroom.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. unsure

PLEASE CLICK SUBMIT NOW. IF YOU ALSO HAVE A CHILD AT THE MIDDLE SCHOOL OR HIGH SCHOOL, PLEASE ALSO DO THOSE SURVEYS. THANK YOU FOR YOUR INPUT.

THE MIDDLE SCHOOL SURVEY INCLUDES FIRST NINE QUESTIONS, PLUS THESE:

10. The content and objectives of the foreign language courses are designed specifically to provide continuity from one level to the next (e.g. 6TH grade Spanish to 7th grade Spanish)

- strongly agree
- agree
- disagree
- strongly disagree
- unsure

11. I think that my child's foreign language homework, projects, and overall curriculum contribute to his/her ability to communicate in a foreign language.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. unsure

12. If your child was not able to take a foreign language in sixth or seventh grade, are you satisfied with the curriculum options available to him/her?

Yes, I am satisfied with the options.

No, I am not satisfied.

This does not apply to my child.

13. For MY child, the amount of review at the beginning of each year is:

- a. Too much. New material should be introduced sooner in the curriculum.
- b. Not enough. My child forgets quite a bit during the summer and needs a comprehensive review.
- c. Just right.
- d. Not sure.

14. Based on your child's experience as you see it, please rank order your top 3 concerns about the Foreign Language program in the Sharon Public Schools.

- I am satisfied with the FL program (move to next question)
- large class size (over 25)
- limited language options
- pace of course too rapid
- pace of course too slow
- materials out of date (books and technology)
- language program did not start early enough (e.g. no K-5 classes)
- amount of target language used in class too high
- amount of target language used in class too low
- too much homework
- not enough homework
- quality of instruction

15. Based on your child's experience as you see it, please rank order the top 3 strengths of the Foreign Language program in the Sharon Public Schools.

- reasonable class size
 - sufficient language options
 - appropriate pace of courses
 - up to date materials (books and technology)
 - early start of language program (beginning in grade 5)
 - target language spoken in classroom enhances language learning
 - appropriate amount of homework
 - quality of instruction
-

THE HIGH SCHOOL SURVEY INCLUDES THE FIRST NINE QUESTIONS, PLUS THESE:

10. The course descriptions in the Program of Studies accurately describe the course offerings to help students select the most appropriate language class / level.

- strongly agree
- agree
- disagree
- strongly disagree

11. If you have overridden a teacher's or guidance counselor's recommendation for foreign language course selection, were you satisfied with your choice?

- a. Yes, my child was successful in the class.
- b. No, my child struggled in the class.
- c. I have never overridden a course selection recommendation.

12. The content and objectives of the foreign language courses are designed specifically to provide continuity from one level to the next (e.g. Spanish I to Spanish II).

- strongly agree
- agree
- disagree
- strongly disagree
- unsure

13. Our goal as foreign language educators is for students to choose a language that suits them as early as possible and to continue to study that language until they reach proficiency. Please indicate whether or not your child enrolled in a Level II (e.g. Chinese II, French II, Spanish II) language course as a freshman at the high school.

- Yes, and my child was successful in the Level II language course at SHS
- Yes, but my child struggled in a Level II language course at SHS
- No, my child switched languages at SHS
- No, my child repeated Level I of the same language studied in middle school
- My child did not take a foreign language in middle school

14. Is there a natural transition from one level of a language to the next? (e.g. Chinese II to Chinese III)

- a. Yes, with some review at the beginning of the year, my child feels fully prepared to continue on to the next level and build on the knowledge that he/she already has.
- b. Somewhat. My child feels as though he/she is lacking some knowledge/skills at the beginning of every new school year but can usually catch up.
- c. No. My child struggles with transitions from one level to the next.
- d. This is my child's first year in the language.

Rewording:

For MY child, the amount of review at the beginning of each year is:

- a. Too much. New material should be introduced sooner in the curriculum.
- b. Not enough. My child forgets quite a bit during the summer and needs a comprehensive review.
- c. Just right.
- d. Not sure.

15. I think that my child's foreign language homework, projects, and overall curriculum contribute to his/her ability to communicate in a foreign language.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. unsure

16. I think that my child's foreign language homework, projects, and overall curriculum tap into his/her current interests and future plans.

- a. strongly agree
- b. agree
- c. disagree
- d. strongly disagree
- e. unsure

17. Has the foreign language program in the Sharon Public Schools prepared your child/children for foreign language courses at the university level or to use the foreign language for travel, real life experiences, and work?

- a. Yes, the program is very complete and has prepared my child to use the foreign language in a variety of situations.
- b. Yes, the program is complete and has prepared my child to use the foreign language in some situations.

c. No, I do not think the foreign language program prepared my child to use the foreign language in these situations.

d. I'm not sure yet. My child has not reached the advanced levels of foreign language study.

18. In your opinion, is there enough variety of language courses offered? Check all that apply.

a. Yes, there is an acceptable variety of language courses offered.

b. No, I would like to see more foreign language electives offered, such as: art, history, film, and culture taught in the target language.

c. No, I would like to see a greater variety of languages offered (Arabic, American Sign Language, Hebrew, etc.)

d. No, I would like to see foreign languages offered from K-12.

19. If a foreign travel and/or foreign exchange opportunity were available for your children, would you be interested in having them participate?

a. Yes, and I would be able to support it financially.

b. Yes, but the cost might prohibit my child from participating.

c. No, I would not send my child.

20. Are students offered ample opportunity to experience foreign language related or multicultural events in the Boston area as part of their foreign language curriculum?

a. Yes, and I think it is a very important part of the school curriculum.

b. Yes, but teachers should choose the field trips more selectively to ensure an educational value.

c. No, there should be more opportunities for students to experience culture related to the language they are studying.

d. All learning should take place in the classroom.

21. Are you aware of the free tutoring services offered by the Foreign Language National Honor Society and other trained peer tutors during Eagle Block.

a. Yes, and my child has used the tutoring service.

b. Yes, but my child would not be interested in using the tutoring service.

c. No, but I think my child would be interested in using the tutoring service.

d. No, but I don't think my child would be interested.

22. Based on your child's experience as you see it, please rank order your top 3 concerns about

the Foreign Language program in the Sharon Schools.

- I am satisfied with the FL program (move to next question)
- large class size (over 25)
- limited language options
- course level too high for abilities (e.g. Standard / Honors)
- course level too low for abilities (e.g. Standard / Honors)
- pace of course too rapid
- pace of course too slow
- materials out of date (books and technology)
- language program did not start early enough to achieve proficiency (e.g. no K-5 classes)
- amount of target language used in class is too high
- amount of target language used in class is too low
- too much homework
- not enough homework
- quality of instruction
- limited overseas study / travel opportunities

23. Based on your child's experience as you see it, please rank order your top 3 strengths of the Foreign Language program in the Sharon Schools.

- reasonable class size
- sufficient language options
- appropriate pace of courses
- high school courses offered at both standard and honors level
- Advanced Placement courses (AP) offered in Chinese, French, Latin and Spanish
- up to date materials (books and technology)
- early start of language program (beginning in grade 5)
- target language spoken in classroom enhances language learning
- appropriate amount of homework
- overseas travel/exchanges offered to enhance learning of language
- quality of instruction

7.2 Foreign Language Teacher Survey

Directions:

This survey is to gather feedback about the Sharon Schools' Foreign Language program in order to make improvements to the curriculum/program. Please click on the best response to each item below based on your experiences this year. Your input is valuable to the curricular review process. Responses will be tabulated and reviewed by the Foreign Language Curriculum Review Committee to guide practice in the district for the next several years.

At the end of the survey, please be sure to click "Submit" for your responses to be tabulated. Again, your feedback is important and the district values your time and input.

1. I teach at:
 - Sharon High School
 - Sharon Middle School
 - one of the elementary schools in Sharon

COLLABORATION

2. How frequently is time to formally collaborate with curriculum partners (e.g. you both teach Spanish I, or 7th grade French) built into your schedule?

- More than once a cycle
- Once a cycle
- Less than once a cycle
- Rarely, if ever

I don't have any curriculum partners at my school

3. Outside of department meetings, how often do you collaborate formally with your colleagues who teach different levels of the same language?

- More than once a cycle
- Once a cycle
- Less than once a cycle
- Rarely, if ever

4. Outside of department meetings, how often do you collaborate with your colleagues who teach a different language at your school?

- More than once a cycle
- Once a cycle
- Less than once a cycle
- Rarely, if ever

5. In general, do you think your curriculum is aligned with the curriculum for DIFFERENT

languages at the same level? (e.g. 7th grade French and 7th grade Spanish or French II and Spanish II)

- Exactly the same grammar and themes
- Mostly the same grammar and themes
- Same grammar and themes, different order/activities
- Not the same
- I don't know

7. In general, do you think the foreign language curricula/UbDs are specific enough to be consistently aligned? Evidence of this would be that students in different sections learn the same grammar and themes and have the same or similar assessments.

- Exactly the same
- Mostly the same
- Same grammar and themes, different order/activities
- Not the same
- I don't know
- I am the only person teaching this class

8. In your experience, are lesson plans and course materials shared with other colleagues teaching the same course? Check all that apply.

- I share most of my materials and plans with my curriculum partners.
- I share some of my materials and plans with my curriculum partners.
- I share materials and plans with teachers teaching a different language at the same level.
- My colleague(s) and I create materials together and share them on a regular basis
- Materials or plans are not shared.
- I teach mostly singleton courses and therefore do not share.

9. When materials are shared (work sheets, projects, etc.), how are they shared among colleagues? Check all that apply.

- We use binders kept in central location
- We hand them out during collaboration time
- We give them to colleagues individually
- We share them electronically (email, google docs, moodle, texting, dropbox)

10. I feel supported and encouraged by my colleagues.

Strongly agree Agree Disagree Strongly disagree

RESOURCES

11. Do you use a textbook to plan and implement instruction?

- always
- usually
- sometimes
- rarely, if ever

12. Is the current textbook for your course useful to you while lesson planning?
(yes/no/sometimes I do not have a designated textbook for my course)

13. If you do not use one specific textbook on a regular basis, why not? Check all that apply.

There isn't one available

I prefer to make my own materials

I find the textbook too simple / slow.

I find the textbook outdated in terms of vocabulary and/or style.

I find the textbook too complicated / fast.'

The textbook does not follow the themes of the course as currently taught.

The textbook does not provide useful connections to technology (supersite, on-line textbook, etc.)

I utilize technology and paperless activities (websites, CD ROM) in my lessons

14. If you do not currently have access to a textbook for your course(s), do you want one? (Check all that apply)

Yes, because it would help ground the course

Yes, because I would like to use more ancillary materials

Yes, because it is difficult for me to lesson plan

No, I don't think a textbook is necessary for my course(s)

N/A

15. Check off all of the resources that you use or consult to plan and implement your lessons. Not all of these apply to planning, some apply to actual instruction

| | Daily | Weekly | Monthly | Rarely |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Textbook/workbook activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| The online version of the textbook | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| My teacher's handouts, games, puzzles, etc. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Songs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading stories or books | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Writing stories | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading poems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Writing poems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Viewing movies and television shows/broadcasts | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Doing Webquests and virtual tours | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Listening to podcasts and YouTube clips | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Looking at real life materials (like menus, tickets, advertisements, mementos, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Wikis and blogs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Online chats and emails | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading newspaper and magazine articles | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Cooking | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Creating art | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Videoconferencing | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

16. Do you bring students to the language lab?

Yes, once per cycle.

Yes, occasionally.

Yes, but very infrequently.

No. I do not take my students to the language lab.

I don't have access to a language lab in my school.

17. What kinds of activities do your students do in the language lab? (check all that apply)β

listen to commercially produced audio documents

listen to authentic documents (podcasts, songs, CDs)

online research (web quests, etc)

online games and review activities

word processing

I don't have access to a language lab in my school.

18. Do you have a class set of dictionaries available for student use in the classroom?

yes

no, but I don't use them

no, and I would like to have a class

19. Do you use an interactive whiteboard?

Yes, I frequently use an interactive whiteboard.

Yes, I sometimes use an interactive whiteboard.

No, I don't use an interactive whiteboard because I haven't been trained.

No, I don't use an interactive whiteboard because I don't teach in rooms that have one.

ASSESSMENT

20. When I assess students, I use rubrics for (always, usually, sometimes, rarely if ever)

Oral proficiency interview

Student presentations/skits

Oral language activities (skits/partner activities/walk around room to get signatures, etc.)

Written projects

Student portfolios

Student self-assessment

Translations

Participation

Short-answer/paragraphs

Essays

Journals

Other: _____

21. When I assess students, they demonstrate their language proficiency in the following ways:
(Frequently / Occasionally / Rarely, if ever)

Conversations in pairs/groups

Informal discussions and/or question and answer in class

Presentations and skits
Listening activities
Projects
Portfolios
Translations
Readings
Tests/quizzes with “multiple choice” and/or “matching” exercises
Tests/quizzes with fill-in-the-blank
Test/quizzes with “short answer” questions
Journals
Compositions and essays

22. Students have opportunities to make choices within assignments and activities.
(Strongly agree, agree, disagree, strongly disagree)

23. Students remember grammar and vocabulary from one unit/topic even when we move on to the next unit/topic. (strongly agree, agree, disagree, strongly disagree)

24. There is sufficient time to complete the curriculum for the courses I teach.
(Strongly agree, agree, disagree, strongly disagree)

25. Students are able to demonstrate their ability to use the target language for written and spoken communication in a variety of ways.

Strongly agree Agree Disagree Strongly disagree

26. Students know how they will be evaluated before completing an assessment because it is explained ahead of time. (strongly agree, agree, disagree, strongly disagree)

27. Students may do retakes on tests and revise projects and other major assessments for extra points.

always
usually
sometimes
rarely, if ever

28. The format of quizzes and tests is similar to activities we do in class.

Strongly agree Agree Disagree Strongly disagree

CURRICULUM / INSTRUCTION

29. The target language is used in class for instruction and classroom management.

Always Usually Sometimes Rarely, if ever

30. Students have the opportunity to use the target language at least once per class period
(strongly agree, agree, disagree, strongly disagree)

31. Native-like pronunciation is a focus of instruction and assessment.

Usually Sometimes Rarely, if ever No, I teach Latin

32. During a typical week, students are exposed to a variety of activities designed to fit different learning styles and interests.

Strongly agree Agree Disagree Strongly disagree

33. The curriculum / UbD needs to be revamped to represent what I am currently teaching.

Strongly agree Agree Disagree Strongly disagree

34. During a unit, students have the opportunity to speak, write, listen, and read the target language.

Strongly agree Agree Disagree Strongly disagree

35. The curriculum is connected to students' real life experiences.

Strongly agree Agree Disagree Strongly disagree

36. There is time in the curriculum for students to learn about other cultures where people speak the language they are studying.

Yes, culture is frequently incorporated into vocabulary and grammar lessons.

Yes, but culture is taught separately from vocabulary and grammar.

Lessons tend to focus on vocabulary and grammar only with no cultural references

37. I would like to increase my knowledge of how to differentiate instruction to meet the needs/interests of all students.

Strongly agree Agree Disagree Strongly disagree

38. I tell my students about the travel and community service opportunities available to Sharon High School students.

Yes, I tell my students about these opportunities.

No, I don't tell my students about these opportunities.

I don't really know about the opportunities and can't talk to my students about them.

39. Next year I would like to do the following during FL PD:

Yes, This is a high priority for me / Yes, but this is of medium priority. / No, this would not be that helpful.

rubric design

ideas for differentiation

reading / discussing relevant articles on FL pedagogy/best practices

learning new games/activities
swap shop / sharing our favorite activities
working on pronunciation
sharing project ideas/rubrics
updating UbDs /curriculum to represent what we are currently teaching
developing authentic assessments
sharing challenges and successes
sharing authentic resources for upper level courses
other: please specify _____

40. The best part of being a foreign language teacher in Sharon is:
please specify: _____

41. Is there anything asked in this survey on which you would like to expand?

7.3 Sharon Middle School Student Survey

Directions:

The survey is to gather feedback about the foreign language program at the Sharon Middle School. Please select the best response to each statement or question below based on your language class/program experiences this year. "The focus of the survey is curriculum and program development, not an evaluation of a particular teacher." Your input is valuable to the curricular review process, and it will help to guide practice in the district for the next several years. At the end of the survey, please be sure to click "Submit" for your responses to be tabulated. Again, your feedback is important and the committee values the time you take to complete this survey.

1. Language currently studied:

Chinese
French
Spanish

2. Current grade in school.

Grade 6
Grade 7
Grade 8

3. Language studied LAST YEAR (school year 2009/2010).

Chinese
French
Spanish
I did not study a foreign language last year
Other language, please specify

4. Language spoken at home?

Arabic
Chinese
French
Hebrew
Russian
Spanish
Other, please specify

5. I plan to stick with the same language I am studying now when I go to high school.

Yes
No
Not Sure

6. I use the language I am studying outside of school.

Strongly Agree
Agree
Disagree
Strongly Disagree

7. I volunteer to ask and answer questions in class even if I think I might make a mistake.

Always
Usually
Sometimes
Rarely, if ever

8. I understand what we will be doing in class, and I know the goals for the units we are studying.

Always
Usually
Sometimes
Rarely, if ever

9. The target language is spoken (Chinese, French, Latin or Spanish) during class.

Always
Usually
Sometimes
Rarely, if ever

10. I have the opportunity to speak the target language at least once per class period.

Strongly Agree
Agree
Disagree
Strongly Disagree

11. I have had the opportunity to do the following in class (check all that apply).

| | Daily | Weekly | Monthly | Rarely |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Textbook/workbook activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| The online version of the textbook | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| My teacher's handouts, games, puzzles, etc. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Songs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading stories or books | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Writing stories | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading poems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Writing poems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Viewing movies and television shows/broadcasts | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Doing Webquests and virtual tours | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Listening to podcasts and YouTube clips | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Looking at real life materials (like menus, tickets, advertisements, mementos, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Wikis and blogs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Online chats and emails | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading newspaper and magazine articles | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Cooking | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Creating art | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Videoconferencing | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

12. During this school year, I have had the opportunity to demonstrate my language understanding and abilities using:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Conversations in pairs or groups | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Informal discussions and/or question and answer in class | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Presentations and skits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Listening activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Projects | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Portfolios | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Translations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Readings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Tests/quizzes with "multiple choice" and/or "matching" exercises | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Tests/quizzes with "fill-in the blank" exercises | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Tests/quizzes with "short answer" questions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Journals | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Compositions / essays | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

13. I have the opportunity to make choices within assignments and activities.

Strongly Agree
Agree
Disagree
Strongly Disagree

14. I understand how I will be graded on tests/quizzes.

Strongly Agree
Agree
Disagree
Strongly Disagree

15. The format of quizzes and tests is similar to activities we do in class.

Strongly Agree
Agree
Disagree
Strongly Disagree

16. Are the topics covered in your language class connected to real life experiences?

- Yes, the material will be useful in real life experiences such as work, travel and meeting new people. I am learning to talk about things that are important to me.
- What we are learning is important, but I do not know when I would use it.
- Some lessons are more useful than others.
- I see no connection between what we do in class and the real world.

17. Skills and vocabulary are cumulative in the Foreign Language Class. I am expected to use and remember grammar and vocabulary from one unit/topic when we move on to the next unit/topic.

Strongly Agree
Agree
Disagree
Strongly Disagree

18. Do you learn about other cultures where people speak the language you are studying?

Yes, culture is frequently incorporated into vocabulary and grammar lessons.
Yes, but culture is taught separately from vocabulary and grammar.
Lessons tend to focus on vocabulary and grammar only.

19. My textbook helps me learn/review what I have been taught in class.

Yes, the textbook is a good resource for me.
No, the textbook is confusing for me.
No, I choose not to use the textbook
We don't have a textbook in my class.

20. I am comfortable with the speed at which new material is introduced.

Strongly Agree
Agree
Disagree
Strongly Disagree

21. My class is:

Too difficult for me
Not too difficult / not too easy
Too easy for me

22. During a chapter/unit, I have the opportunity to speak, write, listen, and read the target language.

Strongly Agree
Agree
Disagree
Strongly Disagree

23. I understand how I will be graded on projects (e.g. rubric is made available to me).

Strongly Agree
Agree
Disagree
Strongly Disagree

24. How much time do you spend on your foreign language homework in a typical week.

Less than half an hour
About an hour
About two hours
About three hours
More than three hours
I spend no time doing homework

25. Technology is used in class.

Yes
No
Sometimes

26. The possibility of traveling to a country where the Foreign Language I am studying is spoken motivates me to keep studying it in high school.

Strongly Agree
Agree
Disagree
Not Sure

7.4 Sharon High School Student Survey

Directions:

The survey is to gather feedback about the foreign language program at Sharon High School. Please select the best response to each statement or question below based on your language class / program experiences this year. "The focus of the survey is curriculum and program development, not an evaluation of a particular teacher." Your input is valuable to the curricular review process, and it will help to guide practice in the district for the next several years. At the end of the survey, please be sure to click "Submit" for your responses to be tabulated. Again, your feedback is important and the committee values the time you take to complete this survey.

1. Language currently studied:

Chinese
French
Latin
Spanish

2. Current grade in school.

Grade 9
Grade 10
Grade 11
Grade 12

3. Language studied LAST YEAR (school year 2009/2010).

Chinese
French
Latin
Spanish
I did not study a foreign language last year
Other language, please specify

4. Language spoken at home?

Arabic
Chinese
French
Hebrew
Russian
Spanish
Other, please specify

5. Current year of Foreign Language.

1st year
2nd Year
3rd Year
4th Year
5th Year

6. Current level of Foreign Language.

Year 1, unlevelled
Standard
Honors
AP

7. I volunteer to ask and answer questions in class even if I think I might make a mistake.

Always
Usually
Sometimes
Rarely, if ever

8. I understand what we will be doing in class, and I know the goals for the units we are studying.

Always
Usually
Sometimes
Rarely, if ever

9. The target language is spoken (Chinese, French, Latin or Spanish) during class.

Always
Usually
Sometimes
Rarely, if ever

10. I have the opportunity to speak the target language at least once per class period.

Strongly Agree
Agree
Disagree
Strongly Disagree

11. I have had the opportunity to do the following in class (check all that apply).

| | Daily | Weekly | Monthly | Rarely |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Textbook/workbook activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| The online version of the textbook | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| My teacher's handouts, games, puzzles, etc. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Songs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading stories or books | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Writing stories | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading poems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Writing poems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Viewing movies and television shows/broadcasts | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Doing Webquests and virtual tours | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Listening to podcasts and YouTube clips | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Looking at real life materials (like menus, tickets, advertisements, mementos, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Wikis and blogs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Online chats and emails | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Reading newspaper and magazine articles | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Cooking | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Creating art | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Videoconferencing | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

12. During this school year, I have had the opportunity to demonstrate my language understanding and abilities using:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| Conversations in pairs or groups | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Informal discussions and/or question and answer in class | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Presentations and skits | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Listening activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Projects | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Portfolios | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Translations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Readings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Tests/quizzes with "multiple choice" and/or "matching" exercises | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Tests/quizzes with "fill-in the blank" exercises | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Tests/quizzes with "short answer" questions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Journals | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Compositions / essays | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

13. I have the opportunity to make choices within assignments and activities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. I understand how I will be graded on tests/quizzes.

Strongly Agree
Agree
Disagree
Strongly Disagree

15. The format of quizzes and tests is similar to activities we do in class.

Strongly Agree
Agree
Disagree
Strongly Disagree

16. Are the topics covered in your language class connected to real life experiences?

- Yes, the material will be useful in real life experiences such as work, travel and meeting new people. I am learning to talk about things that are important to me.
- What we are learning is important, but I do not know when I would use it.
- Some lessons are more useful than others.
- I see no connection between what we do in class and the real world.

17. Skills and vocabulary are cumulative in the Foreign Language Class. I am expected to use and remember grammar and vocabulary from one unit/topic when we move on to the next unit/topic.

Strongly Agree
Agree
Disagree
Strongly Disagree

18. Do you learn about other cultures where people speak the language you are studying?

Yes, culture is frequently incorporated into vocabulary and grammar lessons.
Yes, but culture is taught separately from vocabulary and grammar.
Lessons tend to focus on vocabulary and grammar only.

19. My textbook helps me learn/review what I have been taught in class.

Yes, the textbook is a good resource for me.
No, the textbook is confusing for me.
No, I choose not to use the textbook
We don't have a textbook in my class.

20. I am comfortable with the speed at which new material is introduced.

Strongly Agree
Agree
Disagree
Strongly Disagree

21. My class is:

Too difficult for me
Not too difficult / not too easy
Too easy for me

22. During a chapter/unit, I have the opportunity to speak, write, listen, and read the target language.

Strongly Agree
Agree
Disagree
Strongly Disagree

23. I understand how I will be graded on projects (e.g. rubric is made available to me).

Strongly Agree
Agree
Disagree
Strongly Disagree

24. How much time do you spend on your foreign language homework in a typical week.

Less than half an hour
About an hour
About two hours
About three hours
More than three hours
I spend no time doing homework

24. Technology is used in class.

Yes
No
Sometimes

26. The curriculum presented in last years' language class prepared me for the class I am in now.

Strongly Agree
Agree
Disagree
Not Sure

27. Have you utilized the free tutoring service offered by the Foreign Language National Honor Society?

Yes
No, I don't need it
No, because I didn't know it was available

28. Is there a natural transition from one level of a language to the next?

Yes, I believe I am fully prepared to continue on to the next level and build on the knowledge that I already have.

Somewhat, I feel as though I am lacking some knowledge / skills at the beginning of every school year.

No, I usually feel lost and have to relearn what I was taught the year before.

29. Are you aware of the travel and community service opportunities available to Sharon High School students? (Ex: class field trips, Casa Nueva Vida, Ecuador trip, France trip to Paris, French exchange, Chinese exchange.)

Yes, I am very aware.

I have heard that they exist, but do not know any details.

I have not heard about any of these programs.

30. I am interested or have participated in the language-based travel, study abroad, and Foreign Language community service options available at Sharon High School.

Strongly Agree

Agree

Disagree

Not Sure

7.5 Program of Studies 2012-2013: Foreign Language Options

| COURSE INFORMATION | | | Available to | | | |
|--------------------|----------------|--------------------------------|--------------|----|----|----|
| COURSE NUMBER | EARNED CREDITS | COURSE NAME | Grade (s) | | | |
| | | | 9 | 10 | 11 | 12 |
| 651012 | 5.0 | French I | X | X | X | X |
| 651022 | 5.0 | French II | X | X | X | X |
| 651023 | 5.0 | Honors French II | X | X | X | X |
| 651032 | 5.0 | French III | | X | X | X |
| 651033 | 5.0 | Honors French III | | X | X | X |
| 651042 | 5.0 | French IV | | | X | X |
| 651043 | 5.0 | Honors French IV | | | X | X |
| 651052 | 5.0 | French V | | | | X |
| 651053 | 5.0 | Honors French V | | | | X |
| 651054 | 5.0 | AP French V | | | | X |
| 652112 | 5.0 | Introduction to Spanish | X | X | X | X |
| 652012 | 5.0 | Spanish I | X | X | X | X |
| 652102 | 5.0 | Spanish Culture & Conversation | | X | X | X |
| 652022 | 5.0 | Spanish II | X | X | X | X |
| 652023 | 5.0 | Honors Spanish II | X | X | X | X |
| 652032 | 5.0 | Spanish III | | X | X | X |
| 652033 | 5.0 | Honors Spanish III | | X | X | X |
| 652042 | 5.0 | Spanish IV | | | X | X |
| 652043 | 5.0 | Honors Spanish IV | | | X | X |
| 652052 | 5.0 | Spanish V | | | | X |
| 652053 | 5.0 | Honors Spanish V | | | | X |
| 652054 | 5.0 | AP Spanish V | | | | X |
| 653112 | 5.0 | Applications of Latin | X | X | X | X |
| 653012 | 5.0 | Latin I | X | X | X | X |
| 653022 | 5.0 | Latin II | | X | X | X |
| 653032 | 5.0 | Latin III | | | X | X |
| 653042 | 5.0 | Latin IV | | | | X |
| 653044 | 5.0 | AP Latin IV | | | | X |
| 654012 | 5.0 | Mandarin Chinese I | X | X | X | X |
| 654022 | 5.0 | Mandarin Chinese II | X | X | X | X |

| | | | | | | |
|--------|-----|-------------------------------------|--|---|---|---|
| 654032 | 5.0 | Mandarin Chinese III | | X | X | X |
| 654042 | 5.0 | Mandarin Chinese IV | | | X | X |
| 654044 | 5.0 | AP Mandarin Chinese V | | | | X |
| 655012 | 5.0 | *Ancient Greek Language and Culture | | | X | X |

* Courses denoted with an asterisk cannot be used to fulfill the Foreign Language requirement for graduation.

FOREIGN LANGUAGE CURRICULUM SEQUENCE

| Gr | Advanced Placement | Honors | Multi-leveled | Standard |
|----|-----------------------------|---|---|---|
| 9 | | Honors French II Honors Spanish II | Mandarin Chinese II | French I Introduction to Spanish Spanish I Applications of Latin Latin I Mandarin Chinese I French II Spanish II |
| 10 | | Honors French II Honors Spanish II Honors French III Honors Spanish III | Latin II Mandarin Chinese II Mandarin Chinese III | French I Introduction to Spanish Spanish I Applications of Latin Latin I Mandarin Chinese I French II Spanish Culture & Conversation Spanish II French III Spanish III |
| 11 | | Honors French II Honors Spanish II Honors French III Honors Spanish III Honors French IV Honors Spanish IV | Mandarin Chinese II Latin II Latin III Mandarin Chinese III Mandarin Chinese IV | French I Introduction to Spanish Spanish I Applications of Latin Latin I Mandarin Chinese I French II Spanish Culture & Conversation Spanish II French III Spanish III French IV Spanish IV Ancient Greek Language & Culture |
| 12 | AP French V AP Spanish V | Honors French II Honors Spanish II | Mandarin Chinese II Latin II | French I Introduction to Spanish |

| | | | | |
|--|---|---|--|---|
| | AP Latin IV AP Mandarin Chinese V | Honors French III Honors Spanish III Honors French IV Honors Spanish IV Honors French V Honors Spanish V | Latin III Mandarin Chinese III Latin IV Mandarin Chinese IV | Spanish I Applications of Latin Latin I Mandarin Chinese I French II Spanish Culture & Conversation Spanish II French III Spanish III French IV Spanish IV French V Spanish V- Hispanic Cultural Studies Through Film Ancient Greek Language & Culture |
|--|---|---|--|---|

Note: Students who intend to go from the Standard to Honors level should meet with the teacher in the spring to discuss grammar and vocabulary themes they may need to study over the summer to ensure a smooth transition.

Program of Studies 2012-2013: Foreign Language Options Continued

FOREIGN LANGUAGE

Studying a foreign language ...

helps one think outside the box.

enhances job mobility and chances for promotion.

improves English reading and writing skills.

enhances cultural awareness, especially when combined with travel abroad.

In our global society, foreign language learning is an essential part of every student's education in the twenty-first century. The fundamental goal of language learning is proficiency, or the ability to use language for purposeful communication. All students should become proficient in at least one language in addition to English (or their native language) by the time they graduate from high school. To develop proficiency, foreign language programs should begin in elementary school and continue beyond grade 12, as language acquisition is a lifelong process.

Studying another language and culture provides a rich preparation for the future. It is difficult to imagine a job, a career, or a leisure activity in the twenty-first century that would not be enhanced by the ability to communicate effectively in a foreign language. With this in mind, all of the foreign language curricula address the following enduring understandings.

- A. Communication Effective communication requires multiple strategies and skills in listening, speaking, reading and writing.
- B. Cultures Knowledge and appreciation of other cultures includes perspectives, products and practices.
- C. Comparisons Insight is developed into one's own language and culture by making comparisons with others.
- D. Connections Language study establishes connections with other disciplines.
- E. Community Participation in the global community is achieved by use of the target language beyond the classroom.

The Foreign Languages offered at Sharon High School are Chinese, French, Spanish, and Latin. Also, for the first time we are offering Ancient Greek Language and Culture. In the modern languages, there is a focus on the four language skills of listening, speaking, reading, and writing. For students studying Latin and Greek, the focus areas are reading, writing, translating, and interpreting authentic texts.

The Sharon High School Foreign Language department offers students the opportunity to learn a second language (or third or fourth!) in exciting ways using technology and focusing on communication. The Foreign Language Multi-Media Laboratory with Internet access provides opportunities for students to use technology as a tool to enrich the language learning process. Interactive CD-ROM, videos, and software programs are integrated into all classes. Teachers also maintain websites where students can view assignments and links, post questions or responses in written or spoken form, and watch videos or other media forms posted by the teacher.

To help our students participate in the global community, Sharon High School offers the following opportunities to practice the foreign language and learn about the host culture:

Chinese: Sharon High School participates in an exchange program with the Gaoxin-Tangnan School in Xi'an, China. Our partnership involves an exchange of students and teachers between our schools with the goal of enhancing knowledge, extending friendship, and refining our understanding of one another's country. In October of 2011, we welcomed ten Chinese students and one teacher from Xi'an who studied at Sharon High School and lived with families in Sharon for eight weeks. In March of 2011, ten students will be going to study and live with families in Xi'an, China for eight weeks.

French: In October of 2011, ten SHS French students hosted ten French students from Rouen, France for two weeks. While here, the French students visited all of the SHS French classrooms and the eighth grade classrooms at Sharon Middle School. The two French chaperones also visited several elementary classrooms where the fifth graders were studying French as part of the FLEX (Foreign Language Exploratory) Program. In March of 2012, the ten SHS French students will travel to Rouen, France with their teacher for to reunite with their French brother or sister. While in Rouen, they will live with their host family, attend the French high school for two weeks, and participate in cultural excursions, including a day in Paris.

Spanish: In June of 2011, two SHS teachers traveled to Ecuador with 19 SHS students for a three-week trekking, camping, and eco-tourism service project. The students planned their itinerary, managed their budget, and bought their own provisions. In April of 2011, two SHS Spanish teachers and a group of SHS Spanish students will visit Cuba, where they will use Spanish in an authentic setting, learn about the Cuban education system with a visit to a Cuban high school, travel extensively throughout Cuba, visit historical sites, and learn about Cuban cuisine, music and dance.

Sharon High School has a two-year foreign language requirement.

All SHS students are required to successfully complete two full years of the SAME foreign language and are encouraged to continue their study for all four years and to begin the study of a second foreign language.

The Ancient Greek Language and Culture course cannot be used to fulfill the Foreign Language graduation requirement.

COURSE DESCRIPTIONS

651012 FRENCH I

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: None

This course is designed for students who need a thorough review of skills acquired in middle school French (before moving on to French II) or who are new to the study of French. Students will use the target language to practice speaking, listening, reading, and writing in French. Students will develop a grammatical foundation that includes regular verbs in the present indicative tense; the irregular verbs aller, avoir, faire, être, and venir; the near future; an introduction to the passé composé; affirmative and negative sentences; definite and indefinite articles; regular adjectives; the use of c'est and il est; and possessive adjectives. Students will participate in daily oral and written activities such as role-playing, pair activities, games, and songs to learn and reinforce thematic vocabulary in the areas of the self, friends, family, personal possessions, the house, the city, and food. Students will be able to engage in short conversations in which they greet and respond to greetings; express their preferences, wishes, and opinions; generate invitations; discuss seasons, dates, and time; and describe themselves and others. Through this, students will develop an awareness of Francophone cultures and compare and contrast them to their own.

651022 FRENCH II

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: Students selecting this course should have attained a B or better in grade 8 or successful completion of French I at the high school.

This course will begin with a brief review of the concepts learned in French I. Students will use the target language to practice speaking, listening, reading, and writing in French. Students will learn the following grammar: common regular and irregular verbs in the présent, near future, recent past, and the passé composé; irregular adjectives, stress pronouns, partitive articles. Students will participate in daily oral and written activities such as role-playing, pair activities, games, and songs to learn and reinforce thematic vocabulary in the areas of oneself and one's family; professions; shopping for food and clothing; and weekend and leisure time activities (sports, movies, restaurants), and the house.

651023 HONORS FRENCH II

Full-year course - 5 credits

Grade: 9, 10, 11, 12

Departmental recommendation: Students selecting this course should have attained an A- or better in French I (grade 8 or high school).

This course is recommended for students wishing to learn French at a fast pace. The course has an emphasis on increased fluency and comprehension and is taught in French. Students must be willing to work independently, use the target language, and apply critical thinking to the study of the French language. Students will learn the following grammar: common regular and irregular verbs in the présent, recent past, near future, passé composé, and l'imparfait; reflexive verbs; commands; irregular adjectives; stress pronouns; direct and indirect object pronouns; partitive articles; and negative expressions. Students will participate in daily oral and written activities

such as role-playing, pair activities, games, and songs to learn and reinforce thematic vocabulary in the areas of professions; shopping for food and clothing; weekend and leisure time activities (sports, movies, restaurants); one's daily routine and health; and the house and its furnishing.

651032 FRENCH III

Full-year course - 5 credits

Grades: 10, 11 & 12

Departmental recommendation: Students selecting this course should have attained a C- or better in French II.

This course will begin with a brief review of the concepts learned in French II. The course has an emphasis on increased fluency and comprehension and is taught in French. Students will use the target language to practice speaking, listening, reading, and writing in French. Students will learn the following grammar: common regular and irregular verbs in the présent, passé composé, imparfait, and futur tenses; reflexive verbs; commands; negative expressions; comparatives and superlatives; double object pronouns; and the pronouns y and en. Students will participate in daily oral and written activities such as role-playing, pair activities, games, and songs to learn and reinforce thematic vocabulary in the areas of one's daily routine, health, and sports; and the house and its furnishing; clothing and fashion; and travel.

651033 HONORS FRENCH III

Full-year course - 5 credits

Grades: 10, 11 & 12

Departmental recommendation: Students selecting this course should have attained a C or better in French II Honors or an A- or better in French II.

This course is recommended for students wishing to continue their study of French at a fast pace. Students must be willing to work independently, use the target language exclusively, and apply critical thinking to the study of the French language. In this course, students will be expected to demonstrate their mastery by writing journals and essays and by speaking spontaneously about the themes being studied. Students will learn the following grammar topics: the indicative mood verb tenses (présent, passé composé, imparfait, plus-que-parfait, futur, conditionnel, and conditionnel passé); if/result clauses; 'faire' causative; pronouns; and prepositions and geographical expressions. Students will participate in daily oral and written activities such as role-playing, pair activities, games, and songs to learn and reinforce thematic vocabulary in the areas travel, country and city life, home life and one's daily routine, describing oneself and others, feelings and health.

651042 FRENCH IV

Full-year course - 5 credits

Grades: 11 & 12

Departmental recommendation: Students selecting this course should have attained a C- or better in French III.

This course will begin with a review of the concepts learned in French III. The course has an emphasis on increased fluency and comprehension and is taught in French. Students will use the target language to practice speaking, listening, reading, and writing in French. Students will learn the following grammar topics: regular and irregular verbs in the futur and conditionnel, if/result clauses, and reflexive verbs in known verb tenses. Students will participate in daily oral and written activities such as role-playing, pair activities, games, and songs to learn and reinforce

thematic vocabulary in the areas of geography of France and the French speaking world, city and country living, outdoor leisure activities, and environmental issues.

651043 HONORS FRENCH IV

Full-year course - 5 credits

Grades: 11 & 12

Departmental Recommendation: Students selecting this course should have attained a C or better in Honors French III or an A- or better in French III

This course is recommended for students wishing to continue their study of French at a fast pace and shall prepare students to take French V Honors or AP French V. The course will be taught in French. Students must be willing to work independently, use the target language exclusively, and apply critical thinking to the study of the French language. In this course, students will be expected to demonstrate their mastery by writing journals and essays and by speaking spontaneously about the themes being studied. Students will further develop their grammatical foundation by integrating all of the indicative mood tenses to narrate, explain future events, and make hypotheses and suggestions. They will learn relative pronouns, interrogative adjectives and pronouns, and demonstrative adjectives and pronouns. Students will increase their vocabulary base and strengthen their communicative skills by interpreting, and analyzing authentic written and audio materials such as series of short stories, fairy tales, a novel, and French language films.

651052 FRENCH V

Full-year course - 5 credits

Grade: 12

Departmental Recommendation: Students selecting this course should have attained a C or better in French IV or a A- or better in Honors French IV

This course is recommended for students who enjoy studying French and who wish to explore its influence on the peoples and cultures of France, of former French colonies, and of Canada (“la Francophonie”). Themes may include the education system in French speaking countries, racism, the environment, and heroes and their special powers. Students will use the target language exclusively and will read authentic written materials from the French speaking world and will watch French language movies that illustrate these themes. Students will review grammatical concepts learned in previous years of study and will continue to develop their speaking, listening, reading, and writing skills. New grammar topics may include compound tenses in the indicative mood: le plus-que-parfait, le futur antérieur, and the conditionnel passé; the subjunctive mood; and relative pronouns. These topics will be tailored to meet the needs of the students.

651053 HONORS FRENCH V

Full-year course - 5 credits

Grade: 12

Departmental Recommendation: Students selecting this course should have attained a C or better in Honors French IV or an A- or better in French IV.

This course is recommended for students who wish to continue their study of French at a fast pace, who are self-motivated, and who are willing to work independently outside of class. Students will use the target language exclusively as they explore the influence of the French language on the peoples and cultures of France, of former French colonies, and of Canada (“la Francophonie”). Themes may include the education system in French speaking

countries, racism, the environment, and heroes and their special powers. Students will read authentic written materials from the French speaking world and will watch French language movies that illustrate these themes. Students will develop, refine, and articulate their own philosophies and views of these topics. This course will be thematically similar to the French V-S course, but there will be more in-depth discussion, analysis, and synthesis of abstract concepts in the target language. Students will be expected to show mastery of previously learned grammar and will study advanced grammar topics.

651054 AP FRENCH V

Full-year course - 5 credits

Grade: 12

Departmental Recommendation: Students selecting this course should have attained a B or better in Honors French IV.

Students will receive a summer assignment in preparation for this course.

This course is recommended for students who wish to continue their study of French at a fast pace, who are self-motivated, who are willing to work independently outside of class, and who intend to seriously prepare for and take the Advanced Placement test at the end of the year. Students will thoroughly review previously learned grammar and will examine advanced grammar topics and exceptions to rules. Students will focus on a different theme during each cycle. Some of these themes include la Francophonie, stereotypes, family life, travel, the environment, the educational system in French speaking countries, media and technology, and the theater of the absurd. For each of the areas of study, students will read and listen to authentic print and audio documents to enhance their vocabulary and comprehension skills. They will write journal entries and persuasive essays, they will make oral presentations, and they will perform improvised dialogues.

652112 INTRODUCTION TO SPANISH

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: Recommendation of guidance counselor.

This is an introductory course to the study of Spanish that will prepare students for the second year course, Spanish Culture & Conversation Class. Through role-playing, interviews, games and songs, students will gain language experience through speaking, listening, reading, and writing. Students will greet and respond to greetings, describe people and themselves, talk about their classes and where they live, engage in conversations, express likes, dislikes, and make requests. Students will be introduced to grammar concepts including: the present tense, use of tener, use of gustar, subject pronouns, interrogatives and several stem changing verbs. Students will develop an awareness of Hispanic cultures and compare and contrast them to their own. Assessments will include oral presentations, speaking tests, listening comprehension tests, and reading comprehension tests, pair activities, compositions, projects, and daily oral activities.

652012 SPANISH I

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: None

This fast-paced course is designed for students who need a thorough review of skills acquired in middle school Spanish (before moving on to Spanish II) or who are new to the study of Spanish. Students will utilize the target language to practice speaking, listening, reading, and writing in Spanish. Students will master grammar concepts including: the present indicative tense, noun/ adjective agreement, use of tener, gustar, ser and estar, subject pronouns, interrogatives and several stem changing verbs. Through role-playing, interviews, games and songs, students will utilize the target language to acquire basic proficiency in speaking, listening, reading, and writing. Students will greet and respond to greetings, describe people and themselves, talk about their classes and where they live, engage in conversations, express likes, dislikes, and make requests. Students will develop an awareness of Hispanic cultures and compare and contrast them to their own. Frequent assessments will be given and will include oral presentations, speaking tests, listening comprehension tests, and reading comprehension tests, pair activities, compositions, projects, and daily oral activities.

652102 SPANISH CULTURE & CONVERSATION

Full Year Course- 5 credits

Grades: 10, 11, & 12

Departmental recommendation required: Recommendation of Spanish teacher, guidance counselor, and foreign language coordinator. Students selecting this course have successfully completed Spanish I or Introduction to Spanish.

This is a second year Spanish course that stresses oral communication and focuses on conversational topics. Extra time and attention are spent in the acquisition of listening and speaking skills in addition to developing cultural competency. Practical conversational topics include how to talk about weekend plans, how to order food in a restaurant, how to ask for and understand directions, shopping and travel. Cultural content is a large component of the class. Students will learn about the customs and cultures of Spanish speaking countries of interest to them. Assessment will include oral presentations, speaking activities, listening comprehension activities, pair practice and cultural projects. This course will prepare students for Spanish II.

652022 SPANISH II

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: Students selecting this course should have attained a B or better in grade 8 or successful completion of Spanish I at the high school.

This is the second year of Spanish aimed at further developing the skills of listening, speaking, reading, and writing. Students are expected to have a firm grasp of the grammar concepts from Spanish I. The majority of the class will be conducted in Spanish. This course will begin with a review of concepts from Spanish I. Students will learn grammar concepts including: reflexives, commands, direct and indirect object pronouns, the preterit tense and the imperfect tense. Themes include: health, food, the town, professions, sports, daily activities and childhood. Students will engage in role-playing activities, interviews, and daily oral activities. Students will write compositions and journals. In class students will read authentic texts and will watch and discuss an authentic Mexican telenovela.

652023 HONORS SPANISH II

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: Students selecting this course should have attained an A- or better in Level I Spanish (Grade 8 or high school).

This course moves at an accelerated pace with an emphasis on increased fluency and comprehension and is taught in Spanish. Students are expected to have mastered the grammar concepts from Spanish I and must be prepared to work independently, utilize the target language and apply critical thinking strategies to the study of Spanish. Students will master grammar concepts including: reflexives, informal and formal commands, direct and indirect object pronouns, double object pronouns, the preterit tense, and the imperfect tense. Themes include health, food, the town, professions, sports, and daily activities. Assessment techniques will include listening comprehension and reading comprehension tests, compositions, oral presentations, projects, and speaking tests. Students will read and interpret authentic written and audio materials, including a Mexican telenovela. They will read independently outside of class and will be assessed on the readings. They will be expected to demonstrate an in-depth understanding and interpretation of readings.

652032 SPANISH III

Full-year course - 5 credits

Grades: 10, 11 & 12

Departmental recommendation: Students selecting this course have attained a C- or better in Spanish II.

In the third year of Spanish, students will increase their proficiency through a wide range of communicative activities. The majority of this class will be conducted in Spanish, and students are expected to use Spanish. Students are expected to have mastered the major grammar concepts from Spanish II. Students will review and learn grammar concepts including: preterit versus imperfect, present subjunctive, future, conditional, present perfect, and plu-perfect. Students will use and understand expressions indicating opinions, recommendations, suggestions, and emotions. Students will read and analyze short literary selections from Hispanic literature as well as view and discuss authentic Spanish language films. Writing original dialogues, creative projects, and oral presentations are an integral part of this course. Themes include: sports and leisure activities, school, friendship, food, and stereotypes.

652033 HONORS SPANISH III

Full-year course - 5 credits

Grades: 10, 11 & 12

Departmental recommendation: Students selecting this course have attained a C or better in Honors Spanish II or A- or better in Spanish II

In the third year of Spanish, students are given a wide range of communicative activities, aimed at increasing their proficiency in the four skill areas of listening, speaking, reading, and writing. Emphasizing communication, pair and group work, activities are designed to foster the use of critical thinking skills. This course is taught predominantly in Spanish, and students are expected to use Spanish. Students are expected to have mastered the grammar concepts from Spanish II Honors and must be prepared to work independently, utilize the target language and apply critical thinking strategies to the study of Spanish. Students will learn grammar concepts including: preterit versus imperfect, present subjunctive, future, conditional, present perfect, and plu-perfect present perfect subjunctive and por versus para. Students will use and understand expressions indicating opinions, recommendations, suggestions, and emotions. They will write essays, journals, and compositions. They will read independently outside of class and be

assessed on the reading. Oral presentations, role-playing, pair practice, and projects are an integral part of the course. Themes include: sports and leisure activities, school, friendship, food, stereotypes, art and electronic and print media.

652042 SPANISH IV

Full-year course - 5 credits

Grades: 11 & 12

Departmental recommendation: Students selecting this course have attained a C- or better in Spanish III.

The fourth year of Spanish has been designed to meet the needs of students who have a genuine interest in acquiring fluency Spanish. The majority of this class will be conducted in Spanish, and students are expected to use Spanish spontaneously to communicate. Students are expected to have mastered the major grammar concepts from Spanish III and must be prepared to work independently, utilize the target language and apply critical thinking strategies to the study of Spanish. Students will review and learn grammar concepts including: present indicative, present perfect, present subjunctive, preterit versus imperfect, imperfect subjunctive, por versus para and articles. Students will strengthen their speaking, reading, listening and writing skills. Students will read and react to a variety of Hispanic literature including authentic articles, short stories, poetry and plays, while learning about the authors who wrote these famous works. Students will engage in conversations and present oral reports. They will address social interests, activities, and contemporary issues, using a variety of assessment methods. Students will improve their speaking skills through dialogues, narrations, pair practice, and oral interviews. They will expand their knowledge by means of individual and group projects. Students will investigate cultural differences while discussing the history of literature with a focus on thematic units including the hero, patriotism, love and flamenco.

652043 HONORS SPANISH IV

Full-year course - 5 credits

Grades: 11 & 12

Departmental recommendation: Students selecting this course have attained a C or better in Honors Spanish III or A- or better in Spanish III.

This course is designed for students who wish to continue their study of Spanish at an intensive level. Students will strengthen reading, writing, listening, and speaking skills. Students will engage in conversations and create essays about social interests, activities, and contemporary issues. This course is taught predominantly in Spanish, and students are expected to use Spanish. Students are expected to have mastered the grammar concepts from Spanish III Honors and must be prepared to work independently, utilize the target language and apply critical thinking strategies to the study of Spanish. Students will learn grammar concepts including: present subjunctive, preterit versus imperfect, imperfect subjunctive, the sequence of tenses, prepositions and articles. There is extensive reading and analysis of authentic literature and film. Students will compare and contrast various Hispanic cultures with their own to increase their awareness of global diversity. Themes include: coming of age, animals, stages of life, travel and relationships.

652052 SPANISH V – Hispanic Cultural Studies Through Film

Full-year course - 5 credits

Grade: 12

Departmental recommendation: Students selecting this course have attained a C- or better in Spanish IV.

In this advanced fifth year course, students will be given the opportunity to learn about language, culture, and history through Spanish language films. In addition to analyzing the films through artistic, cultural and linguistic perspectives, they will compare and contrast historical events portrayed with their own background studies. Topical vocabulary and grammar expansion will be highlighted in order to strengthen language skills. This unique course is designed to afford students a different avenue in which to apply and strengthen their communicative abilities in Spanish.

652053 HONORS SPANISH V

Full-year course - 5 credits

Grade: 12

Departmental recommendation: Students selecting this course have attained a C or better in Honors Spanish IV, A- or better in Spanish IV.

This fifth year Honors level course is designed for students who have attained a high level of proficiency in Spanish. This course is taught in Spanish, and students are expected to use Spanish. Students are expected to have mastered the grammar concepts from Spanish IV Honors and must be prepared to work independently, utilize the target language and apply critical thinking strategies to the study of Spanish. Students will engage in a cursory review of all previous tenses and will expand their knowledge and ability to utilize previously learned concepts. Students will refine their speaking, reading, writing, and listening skills. There is extensive reading done outside of class and class discussions center upon the students' reactions to authentic literature and film. Students will converse and debate about contemporary social issues. Grammar review and vocabulary expansion will be done to strengthen the student's oral and written proficiency. Students will develop their cultural awareness through the study of art, history, literature, and film. The course focuses on project and performance based assessments. Themes include: the art of storytelling, health and the environment, technology and progress, human and civil rights, the Dirty War and the political problems in Latin America. Students will also study Spanish novelist, Ana Maria Matute and Columbian novelist, Gabriel Garcia Marquez.

652054 AP SPANISH V

Full-year course - 5 credits

Grade: 12

Departmental recommendation: Students selecting this course should have attained a B or better in Honors Spanish IV.

Students will receive a summer reading and writing assignment in preparation for the course.

The purpose of this course is to improve and to perfect students' reading, writing, listening, and speaking skills in Spanish, as well as to prepare students for the National Advanced Placement Spanish Language Exam. Extensive vocabulary lists and a fast-paced, intensive grammar review are necessary components of the course in order to strengthen students' skills in the four areas mentioned above. To improve listening skills, students will listen to, evaluate, and interpret conversations and narratives by native speakers. Students will read, discuss, and analyze numerous works of literature and films from Spanish and Latin American writers and film makers in order to improve reading and listening comprehension. Students will strengthen their speaking skills through informal daily practice as well as formal assessments such as taped presentations and dialogues. In addition, extensive writing practice is provided through

composition and journals. Students will also practice integrating all four skills while synthesizing information from both written and oral prompts in preparation for the AP Spanish exam. The course is conducted in Spanish and in preparation for the upcoming year; students will receive a summer reading and writing assignment.

653112 APPLICATIONS OF LATIN

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: Recommendation of guidance counselor.

Students will learn the foundations of the Latin language through the study of vocabulary, grammar, culture, and history. The knowledge of prefixes, suffixes and Latin word roots will also improve their overall language and writing skills. Students will be able to read and translate simple Latin sentences through study of noun and verb functions and basic grammatical concepts. Students will gain an overall improvement in language and writing abilities along with vocabulary and word decoding skills. In addition, students will make connections between the culture of ancient civilizations and the cultures of subsequent and modern societies. This will include the comparison of the Latin language and modern Romance languages. Successful students may continue their study of Latin, or begin Spanish or French with a more solid foundation in grammar and Latin based vocabulary.

653012 LATIN I

Full-year course - 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: None

Latin I introduces the student to Latin grammar and vocabulary as well as Roman culture, history, and mythology. The primary objective of the Latin I student is to produce accurate English translations of Latin prose passages. By understanding the structure of the Latin sentence, basic Latin vocabulary, and grammatical constructions, the student will also be able to create short sentences from English to Latin. The Latin I student will learn the first three declensions of nouns and will understand various tenses of the four verb conjugations. An additional objective of the Latin I student is to improve his or her English vocabulary and writing skills by noting English derivatives from Latin roots and by understanding the influence of Latin sentence structure on the English sentence. The Latin I student will also learn about Roman culture, history, and mythology and will often prepare projects to show his or her understanding of certain aspects of the ancient world. A variety of assessment methods will be used in this course, ranging from tests and quizzes to mini and larger projects.

Multi-level: Standard or Honors

Full-year course - 5 credits

Grades: 10, 11 & 12

Departmental recommendation: Students selecting the Standard level have attained a C- or better in Latin I.

The second year student will complete the study of basic Latin vocabulary, grammar and usage. This study will include the continuation of nouns including the fourth and fifth declensions and new uses of the cases. The student will also learn the formation and usage of the passive voice of Latin verbs, infinitives, and participles. This study will allow students to be able to analyze, read, and translate Latin authors. The student will also acquire detailed

proficiency in Latin paradigms, increasing his/her understanding of Latin influence on English and Romance languages. This course will also continue the study of Roman and other ancient civilizations and their influence on modern language and culture. The Latin II student will apply this knowledge through in-class and outside activities and projects. The Latin II Honors student should be self-motivated, willing to work at a fast pace in each aspect of the course, and will be expected to show more in-depth mastery of all concepts.

653032 LATIN III

Multi-level: Standard or Honors

Full-year course - 5 credits

Grades: 11 & 12

Departmental recommendation: Students taking Latin III Standard should have attained a C- or better in Latin II Standard.

The primary objective of the Latin III Standard student is to read and translate authentic Latin passages by ancient poets, such as Catullus, Horace, Ovid, and Vergil, and by ancient writers, historians, and political figures, such as Caesar, Cicero, Livy, and Pliny. The Latin III Standard student will learn new vocabulary and grammatical constructions, particularly the subjunctive mood of verbs and its uses and the ablative absolute. When reading Latin poetry, he or she will be able to identify and describe Latin poetic devices and their effects. When reading Latin prose, he or she will understand rhetorical devices. The Latin III Standard student will also be able to describe historical and mythological references within both poetry and prose passages. A variety of assessment methods are used in this course, including tests, quizzes, and mini-projects. The Latin III Honors student should be self-motivated, willing to work at a fast pace and should be prepared to spend time each night preparing homework and reviewing grammar and vocabulary.

653042 LATIN IV

Multi-level: Standard or Honors

Full-year course - 5 credits

Grade: 12

Departmental recommendation: Students taking Latin IV Standard have attained a C- or better in Latin III Standard.

Students taking the Latin IV Standard course will demonstrate proficiency in reading and translating selected passages of Vergil's epic poem *The Aeneid* and Caesar's *commentarius*, the *Bellum Gallicum*. Students will develop the ability to scan dactylic hexameter. Rhetorical and poetic devices will be discussed and students will be able to analyze and formulate responses on the effects that these devices have on the meaning of given passages. Students will understand the influence of the Greek epic poems, *The Iliad* and *The Odyssey*, on *The Aeneid* and will be able to identify specific references to the Greek epic poems. Students will also understand the political situation under which *The Aeneid* was written, with particular attention to the role of Rome's emperor, Augustus, in the poem's creation. Students will be familiar with some sections of *The Aeneid* read in English and will be able to describe the roles of major characters as well as summarize major events. Students will understand the significance of Caesar's *commentarius* as a literary genre and will analyze its form and structure. Students will discuss various aspects of the text, particularly how the Romans viewed non-Romans, how the work reflects the conflicts of the era in which it was written, and how costly or beneficial foreign wars were to the Roman Empire. Students taking this course should be prepared to translate between 6-8 lines of Latin per night. Students taking the Honors level should be prepared to translate between 8-12 lines of Latin per night.

653044 AP LATIN IV

Full year course - 5 credits

Grade: 12

Departmental recommendation: Students taking Latin AP have attained a B+ or better in Latin III Honors.

Students will receive a summer reading assignment in preparation for the course, based on the English translation of Books 1, 2, 4, 6, 8, and 12 of Vergil's Aeneid and Books 1, 6, and 7 of Caesar's Bellum Gallicum.

Students taking the Advanced Placement Latin course will demonstrate advanced proficiency in reading, translating, and comprehending all passages of Vergil's epic poem The Aeneid and Caesar's commentarius, the Bellum Gallicum, which appear on the AP Exam. Students will also demonstrate advanced proficiency in translating and comprehending sight passages, or passages not taken from The Aeneid. Students will develop the ability to scan dactylic hexameter and to note and write about the effect of meter on the content of the poem. Rhetorical and poetic devices will be discussed in detail and students will be able to analyze and formulate responses on the effects that these devices have on the meaning of given passages. They will also be responsible for identifying motifs and themes which occur throughout the poem. Students will understand the influence of the Greek epic poems, The Iliad and The Odyssey, on The Aeneid and will be able to identify specific references to the Greek epic poems. Students will also understand the political situation under which The Aeneid was written, with particular attention to the role of Rome's emperor, Augustus, in the poem's creation. Considering these factors, as well as knowledge of Roman history, politics, and culture, students will write analytical essays explicating selected passages. They will be familiar with all sections of The Aeneid read in English and will be able to describe the role of all major characters as well as summarize all major events. Students will understand the significance of Caesar's commentarius as a literary genre and will analyze its form and structure. Students will discuss, analyze, and write about various aspects of the text, particularly how the Romans viewed non-Romans, how the work reflects the conflicts of the era in which it was written, and how costly or beneficial foreign wars were to the Roman Empire. Students taking this course should be self-motivated and should be prepared to translate between 15-25 lines of Latin per night. They should be prepared to review their notes and vocabulary on a nightly basis as well.

654012 MANDARIN CHINESE I

Full Year Course—5 credits

Grade: 9, 10, 11 & 12

Departmental Recommendation: None

This course introduces students to the pronunciation of Mandarin Chinese and the writing and typing of simplified characters. One of the emphases is on the tones, which are unique to the Chinese phonic system (Pinyin system) and the key to speaking Chinese well. Another emphasis is on how to write Chinese characters related to topics such as greetings, family and friends, dates and time, hobbies, school, community, food, and classroom language, etc. Chinese culture will be introduced through language experiences as well as interactive activities. Chinese history, religion, holidays, painting, calligraphy, music, movie, and art will be included. There will be some listening and speaking activities of the language in class. Student will be fully prepared for an advanced Chinese level. Homework, cultural projects, and language presentations related to each unit will be conducted by either individual or team work.

654022 MANDARIN CHINESE II

Multi-level: Standard or Honors

Full-year course – 5 credits

Grades: 9, 10, 11 & 12

Departmental recommendation: Students selecting the Honors level have attained a B+ or better in Mandarin Chinese I, and students selecting the standard level should have attained a C or better in Mandarin Chinese I.

Both Standard and Honor students will learn the same units, but the honors class will be more in-depth and have a faster learning pace. This course is the continuation of the beginning course, Chinese I. Students will continue to practice the pronunciation and the tones of Mandarin Chinese, and also focus on the writing and typing of simplified Chinese characters. One of the important goals of this course is that students should learn most of the classroom phrases/sentences by the end of the first quarter so that for the rest of the year, students can function in a class that's conducted mostly in Chinese. Level II Chinese class will include the related topics, such as, making appointments, studying Chinese, school life, shopping, talking about the weather, and transportation, etc. Homework, cultural projects, and language presentations related to each unit will be conducted by either individual or team work.

654032 MANDARIN CHINESE III

Multi-leveled: Standard or Honors

Full year course—5 credits

Grades: 10, 11 & 12

Departmental recommendation: Students selecting the Honors level have attained a B+ or better in Honors Chinese II and students selecting the Standard level should have attained a C or better in Chinese II.

Both Standard and Honor students will learn the same units, but the honors class will be more in-depth and have a faster learning pace. This course is the continuation of the course, Chinese II. Students will continue to practice the pronunciation and the tones of Mandarin Chinese, and also focus on the writing and typing of the simplified Chinese characters. Class is mostly conducted in Chinese. Students will work toward achieving fluency in speaking Chinese, as well as proficiency in reading and writing Chinese characters. More advanced grammar is introduced and practiced. Students will increase their proficiency through a wide range of communicative activities. Content topics include: dining, at the library, asking directions, birthday party, seeing a doctor, meeting new people, traveling and discussing sports, etc. Homework, cultural projects, and language presentations related to each unit will be conducted by either individual or team work.

654042 MANDARIN CHINESE IV

Multi-leveled: Standard or Honors

Full year course—5 credits

Grades: 11 & 12

Departmental recommendation: Students selecting the Honors level have attained a B+ or better in honors Chinese III and students selecting the Standard level should have attained a C or better in Chinese III.

Both Standard and Honor students will learn the same units, but the honors class will be more in-depth and have a faster learning pace. This course is the continuation of the course, Chinese

III. Through their exclusive use of the Chinese language, students will further develop their skills of listening, speaking, reading, and writing. In this course, students will read and write in simplified characters. Typing Chinese characters by using computer is a required skill and will be developed in this course (15 minutes for 150-200 characters). In addition to using the textbook, *Integrated Chinese*, students will work with selected authentic materials, such as newspaper articles, poems, songs, clips of television series, and movies. Students will participate in activities and demonstrate their understanding through assessments such as research projects on cultural topics, interviews with native Chinese speaking guests, journal writing, films or video making. Topics related to Chinese culture and language include making appointments, renting an apartment, going to the post office and the airport, sports and travel, hometown, etc.

654044 AP MANDARIN CHINESE –Language And Culture

Full year course—5 credits

Grade: 12

Departmental recommendation: Students selecting this course have attained a B+ or better in Honors Chinese IV or and A- or better in Standard Chinese IV.

This course is the most advanced Chinese course offered at Sharon High School. It is designed to be comparable to the fourth semester (or the equivalent) of college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction.

The AP Chinese course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. During the course, all students will undertake interpersonal, interpretive, and presentational activities and assessments about many different topics that reflect the diversity of native Chinese people's daily lives: traveling in China, renting things from a shop, dealing with accidents, environmental protection, traditions and changes, security and safety, legal disputes, emails, sexuality in Chinese society, political scandals, populations controls, business and commerce, table manners, human rights, disarmament, Sino-American conflicts, tradition vs. change, etc.

655012 ANCIENT GREEK LANGUAGE AND CULTURE

Full year course - 5 credits

Grade: 11 & 12

Departmental recommendation: Prior experience in Latin is helpful, but not required. This course cannot be used to fulfill the Foreign Language graduation requirement.

Ancient Greek Language and Culture will familiarize students with the Greek alphabet, basic Greek grammar and vocabulary, and the culture and history of Ancient Greece. Ancient Greece provides the basis for the Western ideas of history, politics, philosophy, art, drama, and comedy. In addition to the Ancient Greek language, this course will explore topics such as the emergence of democracy and how Athenian democracy differs from modern democracy, the creation of drama and comedy and its relationship to democracy, Greek gods and myths, the wars with Persia and the 300 Spartans at Thermopylae, and the Peloponnesian war between Athens and

Sparta. Students will read authentic and adapted Greek passages from a variety of authors (e.g. Homer, Plato) and English translations of Greek comedies and tragedies (Aristophanes, Aeschylus, Sophocles, Euripides).