

Modern and Classical Languages in Cape Elizabeth Schools

Report to the Cape Elizabeth School Board

January 26, 2010

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Section 1: Program Goals and Philosophies

21st century language instruction has greatly evolved from the rote learning found in language classrooms of decades past. Gone are the endless pages of translation piled with repetitive grammar exercises. Based on the work of Stephen Krashen and others we have learned that true language learning is grounded in real-life needs for communication. For this reason, our classrooms are active places in which students are immersed in authentic speaking, listening, reading, and writing situations.

As practitioners it is our goal to give every child the tools they need to communicate in a second language at some degree of proficiency and to have all children experience the cultural practices, products and perspectives connected to the peoples that speak that language.

We also believe that the thinking tools and cultural understandings students gain while learning a language are directly transferable to other disciplines and create students who are ready to meet the challenges of the 21st century.

Research has shown that second language study offers many benefits to students in terms of improved communicative ability, cognitive development, cultural awareness, and job opportunities. Society as a whole also profits economically, politically, and socially when its citizens can communicate with and appreciate people from other countries and cultures. See <http://www.childhoodaffirmations.com/general/child/5-6/language-1.html>

These stated beliefs directly correlate to the district's mission, vision and belief statement.

Section 2: Support of District Goals for Student Learning

GOAL 1: The District Will Ensure That The Learning Needs Of All Students Are Met:

A guiding principle of the language program has been that all students should have the opportunity to achieve a level of language proficiency. At the high school this principle has led to significant program changes to allow as many students to continue with their language study for as many years as possible. These changes came with the recognition that not all students can acquire language in the same way.

Coordination of curriculum 3-12 has also been a focus of the program since the inception of the elementary program. This has been essential to create and maintain a sequence of language study leading to proficiency.

Currently, though ongoing assessment happens in the language classroom, students are only formally assessed against district goals in 8th grade to determine their language proficiency.

Finally, language teachers are highly aware of the huge role “affect” plays in the acquisition of language. The aforementioned Stephen Krashen identified the “affective variables” that facilitate language acquisition: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. For this reason teachers are continually striving to create “safe and comfortable” learning environments for their students. See. <http://www.sk.com.br/sk-krash.html>

Section 3: Strengths of the Program

1. A strong elementary program with a 22- year history that offers an opportunity for an extended sequence of language learning necessary to develop fluency.
2. A 22-year history of vertical coordination and collaboration among all language teachers in the district.
3. A clear focus on communication 3-12 to support the development of fluency.
4. Proficiency based instruction and assessment that incorporate a variety of instructional methods in order to allow students with different learning styles the opportunity for language learning.
5. Continued integration of technology into the language classroom.
6. Diverse offerings of the high school language program in terms of languages and levels, in particular the Conversation strand in Spanish and level VI in both French and Spanish.
7. High percentage of students who graduate with three or more years of language.
(Data to support this statement will be available during the presentation. (See Appendix E)

Section 4: Recommendations and Rationale

1. We recommend the creation of a comprehensive and coordinated assessment system including benchmark assessments at each level, an oral proficiency summative assessment at the high school and district-wide analysis of assessment results in order to inform teaching.

Rationale: The focus on oral proficiency is consistent with the goal of the program. At the time the elementary program was initiated the goal was an ambitious 85% of graduating seniors proficient in a second language. We need to ascertain how we are doing in meeting that goal.

Costs: \$4,270 for OPI (Oral Proficiency Interview) training for language teachers

2. We support creating a dialogue between language teachers, members of the Teaching and Learning Committee and Instructional Support staff in order to determine how best to address questions regarding the appropriateness of learning languages for some students with learning disabilities.

Rationale: We recognize that there are questions regarding the appropriateness of learning languages for some students with learning disabilities. We are committed to meeting the learning needs of all students while maintaining the philosophy of inclusion and accommodation. We are interested in learning more about how to best support students with language challenges.

Costs: No apparent attending costs

3. For this same reason we also recommend researching ways to support high school students who are being challenged by their language classes potentially through programs in the Achievement Center such as adult volunteer tutors or Rosetta Stone.

Rationale: A cornerstone of the Achievement Center's success is the use of student tutors. Unfortunately, the language department has found this approach to supporting struggling language students less than successful, not through any fault of the tutors but rather the individual and complex nature of language challenges. In addition, unlike math, ELA and science, there is no software in the building to support language learning.

Costs: Rosetta Stone is \$95 per user or a site license for \$10,000

4. Though technology is frequently used in the language classroom, we recommend an evaluation of how it is being used and an exploration of other possible areas of integration.

Rationale: Current technology is a bonanza for language teachers, yet with all of the possible applications, we need to ascertain the best technologies to use and how best to integrate them in the classroom.

Costs: Professional development time

5. A further recommendation is to continue to coordinate and investigate integration with other content areas such as a middle school unit that integrates art and language study.

Rationale: Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and

culture. Foreign language instruction thus becomes a means to expand and deepen students' understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom. (ACTFL Standards for Foreign Language Learning http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf)

Costs: Professional development time

6. Lastly, we encourage language teachers to find ways to bring outside native speakers into the classroom and to provide opportunities for students to use language beyond the school setting in order to transfer classroom knowledge to the real world.

Rationale: Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language. (ACTFL Standards for Foreign Language Learning)

Costs: Varying

Section 5: Current Status of 3-12 Curriculum/ Instruction/ Assessment Work (CMP plan)

Priority and secondary goals were presented to the School Board on January 12, 2010. A vote on the goals will occur in the near future. For this reason template work has yet to be initiated at Pond Cove and the Middle School. However, due to accreditation requirements teachers at the high school have completed draft templates for their courses.

Section 6: Staff and Resources

District-wide there are eleven full-time language teachers and two 1/5 teachers.

(See Appendix A: Spreadsheet)

Section 7 Program Descriptions at Each Grade/Level

Grades K-2

The district does not currently have a K-2 language program though the original 1988 proposal did recommend a K-2 program as research clearly shows that the younger language learning begins, the greater the benefits. The compromise was to start in fourth grade and add the lower grades over the years. Third grade language classes were added in 2000.

If a K-2 program were to be added, it would be essential for the language teachers to work closely with the grade level teachers to offer content based, integrated instruction for each grade level. The curriculum should complement the themes and learning goals of the grade levels and include storybooks, games, songs, and cultural activities that develop listening comprehension and speaking skills.

As well, some of the priority and secondary learning goals now addressed in third and fourth grades may need to be adapted and introduced in grades K-2. This would necessitate the revamping and expansion of the curriculum of the higher grades.

Financing for staff would be the main expense for providing the program. Material and supply costs would be minimal as the curriculum would use teacher made materials.

Grades 3-6

Students begin their language study in the district in third grade. On alternating years students begin having language instruction in either French or Spanish. Students stay with the same language through sixth grade.

The language program acknowledges the importance of language, culture, and geographical understanding. The goal is for students to develop usable language skills and to perceive themselves as successful language learners. In addition the program endeavors to enhance students' interests in and acceptance of the diversity of cultures in our country and the world.

The grades 3-6 curriculum balances the following:

- Developing proficiency in another language: listening comprehension, speaking, reading and writing.
- Integrating language with content area skills, such as writing, math, reading, and geography.
- Developing awareness of culture and the importance of language in a global setting.
- Making connections to English such as identifying cognates, word order, and word origins.

Time: 3rd, 4th and 5th graders have 20 minutes of language 3x a week
6th graders have 30 minutes of language 4x a week

Time Recommendation: The National K-12 Foreign Language Resource Center asserts that “The minimum amount of time recommended for an elementary school foreign language class is 75 minutes per week, with classes meeting at least every other day (Rosenbusch, 1992). Met and Rhodes (1990) suggest that “foreign language instruction should be scheduled daily, and for no less than 30 minutes” (p. 438).” Rosenbusch See <http://www.cal.org/resources/digest/rosenb01.html>

Grades 3 & 4

In grades three and four students begin to develop proficiency in French or Spanish. The curriculum emphasizes listening comprehension and speaking skills. Students are exposed to the written form of many words and gradually start to develop reading skills. The classes promote a positive attitude toward other cultures and learning a language.

Communication: greetings, simple questions, directions and commands, simple descriptions of people, places, and objects

Culture: culturally authentic songs and children’s stories, holidays and celebrations

Vocabulary: colors, numbers, dates, alphabet, weather, family, feelings, body parts, animals, clothing, transportation, continents, classroom objects, senses, fruits and vegetables

Connections: similarities and differences between English and French or Spanish, cognates, letter sounds, basic numeracy, awareness of Spanish or French in print and media, use of French or Spanish with family and friends, mechanics of writing and conventions of spelling, identifying continents and oceans

Grades 5 & 6

In grades five and six students continue to develop proficiency in French or Spanish. The curriculum continues to emphasize listening comprehension and speaking skills. Students begin to practice reading and writing skills while expanding their awareness of cultural connections.

Communication: greetings/courtesy expressions, simple questions on familiar topics, oral directions and commands, brief guided conversations related to a variety of everyday topics

Culture: choral reading, songs, authentic children’s stories, French/Spanish first names, simulated cultural events, comparison of cultural products and practices, appropriate forms of address and courtesy

Vocabulary: sports, seasons, adjectives, emotions, foods, pets, numbers, community, directions, house, professions, time, subject pronouns and verbs

Connections: similarities and differences between English and French/Spanish, identification of the target language in print and media encountered in everyday life, use of ELA reading and writing strategies, use of French/Spanish with family and friends, basic math facts in the target language

Grades 7 & 8

In grades seven and eight students continue to develop proficiency in French or Spanish. The curriculum expands to incorporate more reading and writing skills, in addition to strengthening listening comprehension and conversational skills. Students learn writing conventions, and they read and write short narratives. Students continue to develop an awareness of cultural connections. Students use a textbook for the first time in 7th grade.

Time: 7th and 8th graders have 45 minutes of language 5x a week

Communication: greetings, answer questions on familiar topics, respond to directions and commands, discuss a variety of everyday topics, use the language in meaningful ways to express simple opinions and ideas, use technology, such as videos, podcasts, powerpoints, to present information and communicate in French or Spanish.

Culture: songs, authentic children's stories, festivals and holidays, seek information on SP / FR websites, such as reading an on-line newspaper for a weather report, compare cultural products and practices, geography, authentic foods.

Vocabulary: foods, restaurant, animals, family, geography, shopping, travel, pastimes, sports, clothing, body parts, likes and dislikes, technology-related words, schedule / time, school, and community.

Connections: research and discuss similarities and differences between English and French or Spanish, comprehend or consistently identify language in print and media, use ELA reading and writing strategies, use of French or Spanish with family or during travel, listen to world music.

NOTE:

In seventh grade students are allowed to switch languages if they wish. Generally, there are 2 new classes of students who switch to French in seventh grade, and 3 new classes of classes of students who switch to Spanish.

Students switching from French to Spanish in 7th grade 2008: 47 students, 40%
Students switching from Spanish to French in 7th grade 2009: 30 students, 23%

Grades 9-12

In January of the 8th grade year, language students take a proficiency exam. The score on this summative assessment in connection with grade and teacher recommendation determine high school placement. Entering ninth graders can begin their high school language studies in levels 1, 1R (Review), 2 or 3. Students can reach up to level 6 AP depending on the level in which they enter.

Levels 1, 1R, and 2 are considered introductory courses, level 3 is an intermediate course; and levels 4, 5, and 6 are advanced courses with level 4 being honors and 5, 6 designated AP. Both French and Spanish offer levels 1-5 yearly and level 6 every other year. Spanish also offers a conversation or literature strand in levels 4 and 5 giving students an option of study based on their strengths or interest. For college admissions the goal is for students to have as many consecutive years in the same language as possible. (See Appendix B: Sequence of courses) Introductory courses in Mandarin and Latin are currently offered as well.

The goal of the high school language department is that all students taking a language at Cape Elizabeth High School will be proficient in speaking, reading and writing their respective languages, as well as being able to view cultural diversity with insight and understanding.

Time:

At the high school foreign language classes meet for 55 minutes 3 to 4 times per week depending on the schedule rotation.

French

French Level I/French Level I Review

French I is an introductory course that presents the elementary foundation for learning this language. Students work to develop listening, reading, speaking, and writing skills through the study of various contexts in which they could use French to communicate with others. Additionally, the students learn about the various peoples and places where French is spoken in the world. (Level I Review offers further practice of the level I learning goals)

Communication:

Speaking: Questions-answer interviews, situational dialogs

Listening: Short listening comprehension activities

Reading: Short reading activities

Writing: 50 –word paragraphs

Structure/Conventions: The present tense and commands of regular “er” verbs and the irregular verbs, AVOIR, ETRE, ALLER, FAIRE; noun/adjective placement and agreement

Culture: Major cities and geographical features of France, areas around the world where French is spoken, practices and rituals surrounding greetings, school, meals, work, free time

Vocabulary: Greetings, pastimes, school, the family, daily activities

French Level II

French II is a beginning course that builds on the skills and knowledge that the students have developed from their previous experience. Students continue to practice listening, reading, speaking, and writing skills through the study of various contexts in which they could use French to communicate with others. Additionally, the students learn about the selected peoples and places where French is spoken in the world.

Communication:

Speaking: Questions-answer interviews, situational role-plays

Listening: Short listening comprehension activities

Reading: Short reading activities

Writing: 75- word paragraphs

Structure/Conventions: The present tense, commands, and preterit tenses of regular “er”, “ir”, and “re” verbs and the irregular verbs, AVOIR, ETRE, ALLER, FAIRE, PRENDRE, METTRE, VOULOIR, POUVOIR ; noun/adjective placement and agreement

Culture: Homes, table manners, Martinique, the region of Touraine (France), La Côte d’Ivoire

Vocabulary: Describing oneself and others, making purchases, giving advice, giving directions, relating a series of events, the house, meals and food, expressing concerns, making suggestions, giving advice, offering opinions describing daily routines

French Level III

French III is an intermediate course that builds on language skills in preparation for advanced language study. Students increase their vocabulary and grammar knowledge while working on improving their communication skills.

Communication:

Speaking: oral presentations of a story, an artist, a culinary dish

Reading: articles and stories

Structure/Conventions: present and past tenses, future and conditional tenses, object pronouns.

Culture: France, Impressionism, travel abroad, poetry

Vocabulary: the arts, train and airplane travel, cooking, childhood pastimes, hotel

French Level IV

French IV is an upper level course that prepares students for advanced study of the language. Students continue to develop listening, reading, speaking, and writing skills through the study of various regions of France and the study of reading texts. In this course students will have their first encounters with authentic, unabridged readings and short stories. Their writing tasks will reflect the sophistication and complexity of the material that they have studied.

Communication:

Speaking: Questions-answer interviews, situational dialogs

Listening: Longer listening comprehension activities

Reading: Poetry, short stories, news articles

Writing: 150 word essays using intermediate cohesive devices

Structure/Conventions: The present, preterit, imperfect, future, and conditional tenses of all regular and selected irregular verbs; articles; noun/adjective placement and agreement; pronouns

Culture: The geography, history, economy, literature and culinary traditions of selected regions of France

Vocabulary: Supporting the study of the selected regions and texts

French Level V

French V is an advanced course designed to further develop knowledge in the French culture and language skills in reading, writing, listening, and speaking

Communication:

Speaking: interviews, in-class discussions, oral presentations

Listening: longer listening comprehension activities for AP exam preparation

Reading: literature excerpts and news articles

Writing: a 200-word narrative or persuasive essay

Structure/Conventions: the indicative mood (present, past tenses, future, conditional and the perfect tenses) and the present subjunctive mood; relative pronouns; and relative clauses.

Culture: French institutions, immigration, environment and new technologies.

Vocabulary: Supporting the study of the selected cultural topics.

French Level VI

French VI is an advanced course that prepares students for advanced study of the language. Students refine listening, reading, speaking, and writing skills through the study of literature from Africa and the French West Indies, and the literature of Quebec, and a study of French film. Their writing tasks will reflect the sophistication and complexity of the material that they have studied.

Communication:

Speaking: Questions-answer interviews, in-class discussions, situational role-plays
Listening: Longer listening comprehension activities

Reading: Poetry, short stories, novels, news articles

Writing: 200 -word essays using intermediate cohesive devices

Structure/Conventions: the indicative mood (present, past tenses, future and conditional tenses) and subjunctive mood (present and past); all pronouns; idiomatic uses of the language

Culture: French-speaking Africa, the West Indies, Quebec, French film genres

Vocabulary: Supporting the study of the selected regions and texts

SPANISH

Spanish Level I/ Level I Review

Spanish I is an introductory course that presents the elementary foundation for learning this language. Students work to develop listening, reading, speaking, and writing skills through the study of various contexts in which they could use Spanish to communicate with others. (Level I Review offers further practice of the level I learning goals)

Communication:

Speaking: Questions-answer interviews, situational dialogs

Listening: Short listening comprehension activities

Reading: Short reading activities

Writing: 50- word paragraphs

Structure/Conventions: relationship between subject and verb endings on regular verbs in the present tense

Culture: culture of Spanish- speaking countries in regards to greetings, school, pastimes, free time, and family.

Vocabulary: greetings, free time activities and making plans, typical week, school, and family

Spanish Level II

Spanish II is the second level of a sequence that continues the development of language skills in preparation for advanced study. Students continue to increase their vocabulary and improve communication in the spoken and written form. They read stories and articles pertaining to culture and current events.

Communication:

Speaking: oral presentations of a story, oral interviews, discussions, everyday realistic conversation.

Structure/Conventions: present, near future and preterit tenses, likes and dislikes, commands.

Culture: Spain, Mexico, Central and South America"

Vocabulary: Pastimes, opinions, daily routine, chores, health, ordering in a restaurant, detailed descriptions of people and objects.

Spanish Level III

Spanish III is an intermediate course that builds on beginning language skills preparing students for advanced language study. While students will continue to increase their working vocabulary through thematic topics, they will also learn strategies to approach texts written in the language. Additionally, students will begin to express themselves more formally in writing and orally. Previous grammar topics will be studied in more depth and advanced structures will be introduced. The overall goal of this course is to strengthen reading, writing and speaking skills in preparation for further language learning.

Communication

Speaking: Questions-answer interviews, situational dialogs, oral presentations on train travel and cooking

Listening: comprehension activities based on topics being studied;

Writing: 100-120 word comparison essays using intermediate cohesive devices

Reading: reading strategies, short stories, short novel

Structure/Conventions: identify subjects, nouns, verbs, adjectives, pronouns, and adverbs; present, future, preterit and imperfect tenses of common regular and irregular verbs; object pronouns.

Vocabulary: Train, hotel, pastimes, cooking, city/country

Culture: Countries, continents, and geophysical landmarks of the Spanish-speaking world: basic facts and cultural aspects of Spain, Mexico and Argentina.

Spanish IV Literature

Spanish IV Literature is an honors level language course that introduces students to the AP language standards. The course is designed around thematic units that incorporate reading, writing, speaking and listening activities. Specific AP- style activities are practiced though out the year. As cultural awareness is a major focus of the course, resources include Hispanic media and literature, songs and videos. Advanced grammar is introduced and practiced as well as more formal writing standards.

Communication:

Speaking: questions-answer interviews, oral presentations on Spanish and Hispanic artists, Hispanics in the US, climate change in Spain and Latin America

Listening: longer listening comprehension activities about a variety of topics

Reading: literature excerpts, short stories, news articles

Writing: 200- word comparative and opinion essays using intermediate cohesive devices, essays on literature

Structure/conventions: identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs; present, present perfect, future, preterit, imperfect, and conditional tenses as well as present subjunctive in commands and noun clauses.

Vocabulary: terminology to discuss art, literature and environmental studies

Culture: various Spanish-speaking artists; status of the major Hispanic groups in the US

Spanish IV: Advanced Conversation and Composition

Advanced Conversation and Composition is a college preparatory language course that allows students to strengthen functional language skills at the advanced level. Though developing speaking skills is the focus of this course, students will also be strengthening the other language skills: listening, reading and writing.

Communication:

Speaking: oral presentations, pair conversations, interviews

Reading: informational texts

Writing: autobiography of a famous Hispanic

Structure: present, preterit and imperfect tense

Culture: Latino influence in the United States, map of countries in Central America and southern South America and their geophysical landmarks, housing in Latin America

Situational/Functional Vocabulary Skills: real estate and housing, describing the needs of the community and explaining how one can help, careers and the job market, Camping and State Parks in Costa Rica, the economy

Spanish V AP: Topics in Latin American History and Literature

Spanish V AP: Topics in Latin American History and Literature is an Advanced Placement language course for students who have successfully completed Spanish IV Literature. The goal is the integration of the language skills of listening, reading, speaking and writing, so that students will be able to communicate effectively in Spanish. Topics in grammar will be reviewed as appropriate, based on assessment of student's use of correct grammar in oral and written work.

Communication:

Speaking: on-demand interviews, debates and situational dialogues, literary round table discussions, oral presentations

Reading: short stories, historical and informational texts, magazine articles and on-line periodicals

Writing: narrative and persuasive essays

Structure: tenses in the indicative and subjunctive moods

Culture: historical facts, art, literature, film and knowledge of current events in Latin America

Situational/Functional Vocabulary: vocabulary for literary analysis, historical periods and social issues in Latin America

Spanish Level V Conversation

Spanish V Conversation and Composition is a course that builds on intermediate language skills. Students advance towards a more fluent use of the language through a conversation-focused method, while working on increasing their vocabulary in topics that concern daily life in Latin America and Spain. The class also focuses on developing deeper cultural awareness through in-depth study of current pressing topics involving both the US and Latin America.

Communication:

Speaking and Listening: Daily discussions, oral presentations, group topic roundtables

Writing and Reading: Story writing, analytical essays, focused grammar writing

Structure/Conventions: past, present, future, conditional, perfect, subjunctive tenses; sequencing of tenses; use of all categories of pronouns and adjective categories; imperative mood

Culture: daily life as it concerns the cities, the park, the home, the airport, the bank, university life and the kitchen; political topics of immigration, US involvement in Latin America, developing economies of Latin America.

Vocabulary: the city, the park, the bank, the airport, college life, cooking; immigration terminology, political terms, basic economic terms

Spanish Level VI

Spanish VI is an Advanced Placement course that prepares students for advanced study of the language. Students will study the Spanish Twentieth/twenty first Century, from the Spanish Civil War to the present. Topics in grammar will be reviewed as appropriate, based on continual assessment of the student's use of correct grammar in written and oral work. AP exam preparation exercises in listening, writing, reading and speaking are done throughout the year.

Communication

Speaking: questions-answer interviews, in-class discussions, situational role-plays

Listening: AP longer listening comprehension activities

Reading: a complete play, news articles, AP reading

Writing: analyzing Spanish paintings; 200 -word integrated skills AP essay, as well as opinion essay.

Structure/conventions: identify subjects, nouns, verbs, adjectives, pronouns, articles, and adverbs; all tenses in both the indicative and subjunctive moods; discriminating demonstrative pronoun versus adjective use

Culture: Spanish history: civil war; transition to democracy; current parliamentary monarchy.

ENRICHMENT

Currently, the high school language department offers two enrichment language courses: Latin I and Mandarin I. Both add unique elements to the language program.

In the study of classical languages such as Latin or ancient Greek, proficiency emphasizes the ability to understand the written language over oral communication and recognizes the linguistic connection to the foundational development of the English language and historical importance of the language and the people who spoke it.

Mandarin I gives students an introduction to the most widely spoken first language in the world, extending beyond the People's Republic of China and Taiwan to Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines and Mongolia. In addition, the rise of China has presented new economic, political and social realities that demand greater U.S. engagement at every level.

LATIN I

Latin I is a beginning course that focuses on the basic skills necessary to translate both Latin to English and English to Latin, to recognize noun and adjective use, to recall appropriate verb tenses, and to analyze an author's tone and message.

Communication: Presenting orally, reading short stories, writing letters and discussing ancient authors

Structure/Conventions: Six verb tenses, three noun declensions, personal and possessive pronouns, adverb formation

Culture: Idioms, expressions, dress, architecture, food, mythology, and history

Vocabulary: SAT lists, etymology, Greek roots

MANDARIN I

Mandarin is a basic introductory course in Modern Standard Chinese (Pǔtōnghuà 普通话, literally *common speech*), which is also referred to as "Mandarin" by Westerners. This course develops students' basic communicative competence in the Mandarin dialect and their understanding of Chinese culture.

Communication: exchange greetings, employ basic kinship terms, read and write Chinese characters with proper basic strokes and stroke order, read and write Pinyin Romanization (phonetic system), and type Chinese characters on a computer.

Structure/Conventions: question particles, respectful versus familiar, measure words.

Culture: People's Republic of China, Taiwan

Vocabulary: greetings, asking about someone's nationality, family kinship terms, numbers, cooking

Time: Mandarin, the most widely used dialect of Chinese, is the focus of most Chinese language programs in the United States. Currently Mandarin is only offered at level one at the high school. If the goal of offering Mandarin were to develop the same level of proficiency that is available in Spanish or French, then there would be a need to expand the program as attainment of literacy in

Chinese usually takes longer than for Indo-European languages (Spanish, English, Hindi, Portuguese, Bengali, Russian, German, Marathi, French, Italian, Punjabi and Urdu). In fact, it takes about 3 times longer to achieve proficiency due to the writing system, 5 tones and linguistic and cultural difference from English. Therefore, Chinese language instruction is best when it is started early and is sustained over a long period of time.

Unfortunately, while interest in offering Chinese is growing rapidly, the U.S. education system is not ready to meet the increasing demand. There are two reasons for this: 1) lack of qualified and certified Chinese teachers; and 2) lack of knowledge by education decision-makers of the characteristics that make teaching Chinese different from and similar to the teaching of Western languages more commonly offered in schools. See "Creating a Chinese Language Program in Your School," by Asia Society, 2006. See also <http://www.asiasociety.org/education-learning/chinese-language-initiatives>

Section 8: Integration with Technology

CURRENT USE OF TECHNOLOGY

Current technology is a bonanza for language teachers. Little more than a decade ago finding print media or broadcast media in the target language was a challenge for the language teacher. If you were lucky enough to travel to a country that spoke your language, you would pack your suitcase with every cassette, pamphlet, menu, map, magazine, leaflet you could find. And because you never knew when you would have that opportunity again, you would encase all of your treasures in plastic. Nowadays, all it takes is hitting the return key and the language teacher can instantly access a newscast in France or a newspaper in Chile.

For this reason technology is consistently integrated throughout modern language classes.

I. Students use technology in the following ways:

- Websites for access to authentic culture, such as on-line newspapers, holidays, music, restaurant menus.
- Audio recording applications, such as Garageband, Word
- Smartboard
- Movie-making applications, such as iMovie, iDVD, Photobooth
- Podcasting
- On-line tutorial sites, such as Quia.com, Conjuguemos.com
- First Class e-mail
- Bookmarking sites, such as Portaportal, Del.i.cious
- Word processing in the language, including accents and punctuation
- Web resources for research and graphics to create projects
- Internet resources associated with the testbook to practice material

- Listening activities using streaming audio from various media outlets
- Internet resources to practice reading using online publications from various media outlets
- Power Point presentations
- Practicing grammar concepts in Spanish and French classes with the Colby College website and the TV5.org
- Teaching songs using the computer projector
- Moodle for creating lessons, online quizzes, reviews, links to video and audio, blogs, chats and tracking student progress in all activities

Grades 3-6

Students are exposed to technology in their world language classes. It is used as a teacher resource and tool. Twenty and thirty minute classes, combined with teachers traveling from room to room, limit student classroom use. At Pond Cove the third and fourth grade classes complete a language project in their Allied Arts technology class.

Grades 7-8

Students consistently use technology via the MLTI laptop program and new textbooks which have interactive, on-line features.

Grades 9-12

At the high school the language department has a projector in each room, and a mobile Smartboard and laptop cart with 24 laptops to share amongst 6 teachers. The laptops and projectors are used on a weekly basis. The time it takes to roll in, set up, calibrate (and hope it doesn't get bumped) reduces the frequency the Smartboard is used.

II. Language teachers also use technology in the following ways:

- Individual teacher websites
- Posting homework and handouts on FirstClass
- CEMS World Language Team website
- Use of Wikispaces for professional collaboration
- Current research on language acquisition and methodology
- Staying up to date on cultural trends, music, and current vocabulary

Our use of technology is made possible by our Technology Department, including our Technology Integrator. Their expertise is critical to the success of our technology integration.

FUTURE DIRECTION OF FURTHER INTEGRATION

Our guiding principle in integrating future technology is that it promote authentic student communication with others, whether in the local or global community. Further integration includes use of Web 2.0, which allows users to interact with others using technology as the vehicle.

Examples of Web 2.0 applications:

- Skype and other on-line video conferencing
- Podcasting
- Social bookmarking
- Wikispaces
- Blogs
- Google Docs
- Global classroom interaction
- Teacher collaboration, sharing of ideas
- Student webpages

We don't know what technology will be available in the future, but we are open to using new applications to enhance student learning and as a motivational tool.

Section 9: Outside Classroom Resources and Programs Utilized in the Content Area

Safe Passage (A mission to Guatemala)

The goal of Safe Passage is to give our students an opportunity to see another part of the world and use their Spanish in a practical setting while doing community service. A mission trip is a rewarding and educational trip that allows our students to experience a different way of life, use their language skills, and learn firsthand about another culture.

Expense: \$2,500 (approx) Paid by students, costs decreased by group fund-raising.

Global Connections

The goal of Global Communications is to expose our students to the wealth of cultural and language diversity in today's world. The program enables our students and community to learn about other countries and ways of thinking, to reflect on their own cultural practices, and to better appreciate cultural pluralism and diversity. Global connections included a Special Global Connections World Language Week 2008 and a multi cultural book club.

Expense: \$1,500 , completely funded by CEEF grants.

Hear Our Stories Café and Lecture

The goal of the Hear Our Stories Café and Lecture series is to provide students, staff, parents, and community members an opportunity to hear the stories and experiences of immigrants to Maine. During the Hear Our Stories series last year, we noticed that many immigrants are willing to share their stories with us and there was eagerness and excitement in the air as the audience heard the various immigration stories.

Expense: \$250 per evening program, completely funded by CEEF grants. No expense to audience.

Restaurant visits

The goals of this program are to expose our students to other cultural experiences and foods; to use their language skills in practical, useful ways; and to make connections between CEMS and the immigrant population of Portland.

Expense: Students pay for food, MSPA grant funds transportation

Portland Museum

The goal of visiting the Portland Museum is to expose the students to French Impressionism. The students are familiar with the paintings before we visit, and we tour the museum with guides.

Expense: MSPA funded the transportation; the museum is free to student groups.

Outside speakers

Outside speakers are invited to allow students an opportunity to hear native speakers, musicians, or presenters who talk about career opportunities.

Expense: These are usually volunteers but at times, minimal stipends are offered which are funded by MSPA (\$50.)

High School Exchange with France

An exchange program has existed in one form or another with various high schools in France since the 1970's. The high school has worked with the cities of Orange, Paris and, currently, Saint Nazaire. Since the partnership with Saint Nazaire there have been three exchanges, in 2000, 2004, and 2008. The exchange encompasses living with a French family for about two weeks and hosting that family's student for two weeks. In addition, students spend a weekend in Paris visiting the attractions of the city. The main goal of the exchange is for students to have both a language and cultural learning experience.

Expense: \$2,700 for travel expenses plus costs connected to hosting a French student. Parents are responsible for the costs.

High School Exchange with Costa Rica

The Costa Rica Exchange happens once every 2-3 years. It is in conjunction with the Green Valley School in Gualpiles, Costa Rica in the Limon province. It is a mutual hosting arrangement with students from each school visiting the other for two weeks. In both cases the students attend school and are given the opportunity experience other cultural events and locations. In Costa Rica the students visit the Tortuguero National Park, spend a day shopping in San José and visit the Earth University, world renowned for sustainable agriculture techniques. Students with at least level III experience are eligible to participate in the exchange. The goals of the program are to foster cultural understanding and language fluency.

Expense: \$1,500 for travel expenses plus costs connected to hosting a Costa Rican student. Parents are responsible for the costs.

Section 10: Cross-curricular Academic Skills

As communication is the foundation of the language program, core academic skills: speaking/presentation, reading and writing are consistently in evidence throughout the levels.

Early grades focus on developing speaking skills. When developmentally appropriate, reading and writing skills are introduced. At the high school level discreet reading strategies are more formally practiced while the writing process is followed in the execution of longer, formal essays.

Research skills are also sharpened as students investigate various cultural topics starting in grade seven through level VI.

Section 11: Assessment Tools

Grades 3-8

There are many learning styles addressed by our assessment tools. We utilize a wide variety of assessment tools that attempt to meet the language learning needs of all students. We modify assessments for IS and SST students when needed. The variety of assessments showcases different student strengths. Some students best demonstrate their learning through oral and/or written presentations, others demonstrate their learning through graphic, artistic presentations. Some common assessments are in place and common assessments are used to assess participation, presentations, dramatic performances, projects, conversations, posters, Photobooth, iMovie, Garageband, Comic Life are examples of some technology applications. Students also complete both formal and informal self-assessments.

We do not have a universal external assessment. The National French Contest and National Spanish Exam is given every year except 2009; however, not all students take these exams. On average the top 20-25% of eighth graders take National exams based on grades and teacher recommendation.

8th Grade Placement Exam

The 8th Grade Placement Exam was developed over 15 years ago by the Modern Language staff in the High School and the Elementary/Middle School. It was revised once about 7 years ago in response to questions of the fairness of some of the questions. Students are placed into a 9th grade course based on their results on this test of speaking, listening, reading, writing, and on basic knowledge of grammar. Although a student may appeal his/her placement, the score on the assessment has been a highly reliable predictor of student success in a four-year sequence of courses at the High School.

High School

The Modern Language Department at the High School has a variety of common assessments in both Spanish and French. These were developed several years ago in the course of our work with the Maine Learning Results. The different components assess a variety of skills and grammar knowledge. At this point we are trying to refine the tests in light of the changing nature of the curriculum development process. Although teachers review the results informally to assess student achievement and the effectiveness of instruction, the process has yet to be formalized. The goal is to be able to do so once our curriculum is in place. In addition to the common assessments, the department is using the common presentation, writing and reading school rubrics. In addition, a participation rubric was designed and is consistently used by teachers in the department.

Currently external or post-graduate assessment tools are not being used, as they are generally inappropriate for assessing student learning. For example, the National French Test and the National Spanish Test are competitive exams that seek to identify the best students in the language as opposed to what skills the student possesses. They are limited in scope in that they do not assess speaking. The New York Regents Exam is only given at level three. The listening section and the speaking section raise questions about their reliability as the classroom teacher and not a neutral party administers them. Additionally, the test is not secure as previous year's copies are available on line and the current year's copy may not be available out of state. The CEEB SAT II in Spanish and French are most suited for levels 5 & 6. However they do not assess speaking. The AP French Language and Spanish Language exams are comprehensive but are only appropriate for levels 5 & 6. The AP Spanish exam has recently been extensively overhauled. The French AP exam is currently undergoing a similar complete revision. The draw back to both of these assessments is their cost. \$40 - \$80 per student.

The American Council of Teachers of Foreign Languages has established descriptors of student achievement. We have used these descriptors to establish benchmarks for our curriculum. However, apart from the Oral Proficiency Institute (OPI), no assessments have as yet been developed to assess these descriptors. The OPI tool is a very good one but training to become OPI certified is expensive.

In sum, our best option is to create our own assessment tools, like the 8th Grade Placement Exam, to use at various points of language instruction. In the last two years, for example, we conduct regularly student-teacher interviews in the target language in order to evaluate students' speaking skills. Although, it can result to be time consuming for large classes (28 in French 5 AP), it is a valuable tool to assess students' individual speaking and comprehension abilities in French and Spanish.

8TH GRADE PLACEMENT EXAM

Most recent placement of students completing a 3-8 sequence

French

Level 1 R (Review) : 4%

Level 2: 78%

Level 3: 18%

Spanish

Level 1R: 10%

Level 2: 70%

Level 3: 20%

NATIONAL EXAMS

Spanish: In 2007 more than 100,000 students took the National Spanish Exam. Thirteen Cape Elizabeth 8th graders placed in the top 15 in the state and one student placed second nationally at their level.

(The high school Spanish Department decided a few years ago not to give the National Exam as the levels of the exam do not match current curriculum.)

French: In 2008 more than 100,000 students took the National French Test. Eight Cape Elizabeth 8th graders finished in the top 10% at their level.

Also in 2008 two high school French students ranked 5th and 7th nationally while six students scored in the top 10 in the state for their level including number 1 and 2 in the state for level V.

In 2009 1 high school student received the Bronze Medal (rank of 4-10 nationally)

(In 2009 the Middle School did not give the National Exam for budget reasons.)

NOTE: Only the top students at each level are selected to take the Spanish and French exams.

Latin: Unlike most schools Cape Elizabeth High School has all its students enrolled in Latin take the National Latin Exam. The test includes vocabulary, grammar, history, derivatives, mythology, culture and familiar expressions. The least percentage of students who received national recognition during the past seven years is 95%. In 2008 every student was above the national average.

AP EXAM

The AP exam is extremely rigorous, and encompasses long and short narratives and dialogues, 4-5 informational and literary reading selections, informal and formal writing as well as an informal conversation and formal oral presentation based on listened and read commentaries. This exam not only tests the student's language ability but also their test taking skills.

SPANISH

	National Mean	Maine Mean Score	Cape Mean Score
2005 Exam*	3.25	2.82	3.615
2006 Exam	3.37	2.46	N/A
2007 Exam*	3.11	2.64	3.0
2008 Exam	3.27	2.65	1.67
2009 Exam*	3.31	2.88	3.57

FRENCH

	National Mean	Maine Mean Score	Cape Mean Score
2004 Exam*	3.02	2.60	3.25
2005 Exam	2.80	2.40	N/A
2006 Exam*	2.63	2.31	2.214
2007 Exam	2.74	2.30	N/A
2008 Exam*	2.71	2.38	2.16
2009 Exam	2.63	2.53	5.0

(*) year in which level 6 is offered

Breakdown of AP Scores by year

Spanish

	2009*	2008	2007*	2006	2005*
Score: 5	5		1		1
Score: 4	10		4		7
Score: 3	7		2		4
Score: 2	3	2	4		1
Score: 1	1	1	1		
Average	3.577	1.667	3.00		3.615

French

	2009	2008*	2007	2006*	2004*
Score: 5	1			1	1
Score: 4		1			1
Score: 3		1		4	
Score: 2		2		5	2
Score: 1		2		4	
Average	5.00	2.16		2.214	3.250

(*) Level VI AP offered

HOW DO OUR STUDENTS DO IN COLLEGE CLASSES?

(Information from the alumni survey will be available and reviewed at the presentation Tuesday)

Appendices

APPENDIX A: GLOSSARY

1R: 1 Review is a course that is offered to students who need more practice in the level 1 learning goals.

ACTL: American Council on the Teaching of Foreign Languages

AP: Advanced Placement (College Board)

FLES v FLEX:

FLES (Foreign Language in the Elementary School) FLES programs are part of a long sequence of language study and lead to continuing courses at the secondary school. FLES programs aim for a limited degree of proficiency and focus on the language itself and its culture. Cape Elizabeth has a FLES program.

FLEX (Foreign Language Exploration) FLEX programs introduce students to multiple languages in hopes of motivating students to begin a formal language learning program. Functional proficiency is not the goal of FLEX programs; thus, FLEX programs are not usually the beginning of a long sequence of language instruction.

KRASHEN: Stephen Krashen (University of Southern California) is an expert in the field of linguistics, specializing in theories of language acquisition and development. Much of his recent research has involved the study of non-English and bilingual language acquisition. During the past 20 years, he has published well over 100 books and articles and has been invited to deliver over 300 lectures at universities throughout the United States and Canada. See <http://www.sk.com.br/sk-krash.html>

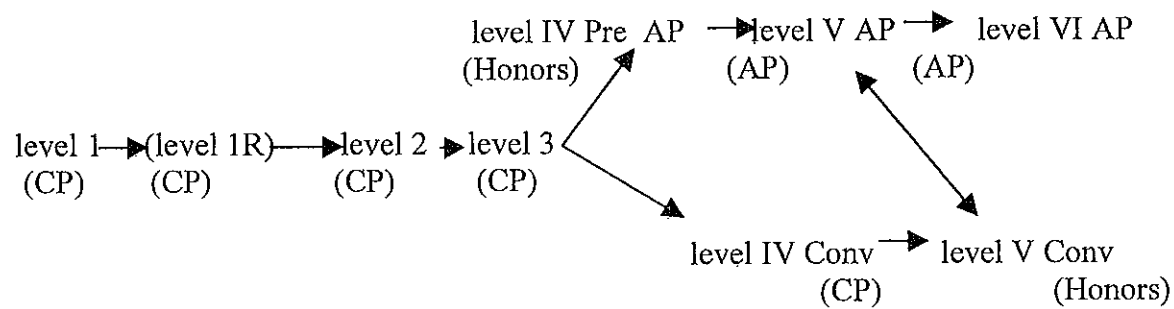
L1, L2: L1 is a person’s first or native language. L2 is the target language a person is trying to learn.

OPI : The ACTFL Oral Proficiency Interview, or ACTFL OPI as it is often called, is a standardized procedure for the global assessment of functional speaking ability. It is a face-to-face or telephonic interview between a certified ACTFL tester and an examinee that determines how well a person speaks a language by comparing his or her performance of specific communication tasks. See <http://www.actfl.org/i4a/pages/index.cfm?pageid=3348>

WORLD/FOREIGN/MODERN/SECOND LANGUAGES: In the past decade the term used to describe the actual group of languages (Spanish, Italian, German, French, Mandarin, etc) studied by native English speakers has changed multiple times. For this reason we tend to interchange the terms as we refer to these languages.

APPENDIX B: SEQUENCE OF COURSES AT THE HIGH SCHOOL

Flow chart of Spanish language offerings at the high school



Conv: Conversation and Composition focuses on practical Spanish used in everyday situations
Pre AP: Literature and Composition is based on literature study and preparation for AP activities.

An 89 or higher semester average is needed to move on to IV Pre AP, V AP and VI AP. Students with a semester average of 80-88 need to follow the appeals process which includes a proficiency test and teacher recommendation. Students with a semester average of 79 or below can not continue on to the next level.

Flow chart of French language offerings

level 1 → (level 1R) → level 2 → level 3 → level 4 → level V (AP) → level VI (AP)
(CP) (CP) (CP) (CP) (Honors)

An 89 or higher semester average is needed to move on to V AP and VI AP. Students with a semester average of 80-88 need to follow the appeals process which includes a proficiency test and teacher recommendation. Students with a semester average of 79 or below can not continue on to the next level.

APPENDIX C: MANDARIN

Mandarin: a 21st century language

There are a great number of reasons for the Chinese language to become a more integrated part of the American curriculum. Some of the most important examples can be surmised quite quickly as they pertain to the realities about China's tremendous economic growth and emergence as a cultural and political leader:

- An official language of the United Nations, Chinese is the most widely spoken first language in the world, extending beyond the People's Republic of China and Taiwan to Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines and Mongolia.
- China's gross domestic product has grown tenfold since 1978, and in recent years (2001-2004) China accounted for one-third of global economic growth. Chinese has the second largest economy in the world and growing quickly
- China is an immense market for American goods and services and a major supplier to American manufacturers and consumers. U.S. trade with China exceeded \$245 billion in 2004, outpaced only by trade with Canada and Mexico. The demand for business people who know Chinese is growing.
- As one of the most enduring world civilizations, China has a major international cultural presence in literature, philosophy, religion, film, dance, art, music, cuisine and medicine, drawing on its tremendous heritage to enrich the present.
- In the United States, the Asian and Pacific Islander population is projected to grow nearly 70 percent by 2020.

APPENDIX D: COMPARISON OF OFFERINGS OF AREA SCHOOLS

With our resources the program has chosen to distinguish our students in two ways: offering a level VI and increasing the number of students who take and continue in language.

	Cape Elizabeth	Scarborough	Yarmouth	Falmouth
Program	3-12	6-12 Wentworth intermediate (elementary)	5-12	7-12
Levels (HS)	1-6 AP	1-5 AP	1-5 AP	1-5 AP
Placement into HS.	8 th grade placement test	?	Completion of 7 th -8 th gr. program into level 2	Teacher Rec.
Designation	1-3 (CP)	1-3 (CP)	1-4 (CP)	Sp. 1-2 (CP)
	4 (H)	4 (H)		Sp. 3-5 (CP)/(H)
	5 (H)/(AP)	Sp. 5 (H)/(AP) 1sem.	5 (AP)	Fr. 2-5(CP)/(H)
		Fr. 5 AP (H)		Sp./Fr.5 (AP)
	6 (AP)			

APPENDIX E: % of SENIORS TAKING A LANGUAGE

YEAR	% of Seniors taking a language
1994-1995	20% (Students not involved in FLES program)
1996-1997	55% (First graduating class that has been through the FLES program)
2004-2005	79.3%
2005-2006	76%
2006-2007	72%
2007-2008	61.2%
2008-2009	67.7%

APPENDIX F: ACTFL SPEAKING GUIDELINES

Speaking Rubric

Goal Levels	AUDIENCE	RESPONSE TYPES	TOPICS	ACCURACY
Intermediate High <i>Distinguished</i>	Can generally be understood even by those not accustomed to dealing with language learners	Responds using some simple paragraph-length discourse*, begins to narrate, describe, summarize, and compare or contrast -- but cannot sustain it	Handles complicated communicative tasks with some degree of success; can initiate, sustain, and close a general conversation about many different concrete topics	Converse more than 50% of the time in paragraph-length discourse with connector words such as <i>first, second, therefore, before, afterwards, then, etc.</i> ; narrates and describes in past, present, and future time; uses comparative expressions
Intermediate Mid <i>Proficient Plus</i>	Can be understood by a native speaker who is accustomed to dealing with language learners	Responds by creating** a variety of more complex sentences and questions, can assist in basic communicative tasks and participate in short conversations	Handles survival topics and a variety of social situations, e.g., courtesy and social requirements such as accepting / refusing invitations, greetings, introductions, making meeting arrangements, etc.	Creates complex sentences that have dependent clauses with connector words such as <i>which, that, when, because, etc.</i> ; places and asks for information in the present tense; uses question words, negation, some noun / adjective agreement, and subject / verb agreement
Intermediate Low <i>Proficient</i>	Can be understood by a person who is accustomed to dealing with language learners	Responds by creating a variety of short sentences and questions; can minimally sustain a topic; basic communicative tasks can give very simple descriptions	Handles limited number of social situations and basic survival topics (e.g., make a meal, ask for and give directions to a place, go to a hotel room, etc.); transportation, go help for health problem, etc.	Creates simple sentences; uses and asks for information in the present tense; creates 1-4 different types of questions; uses negation; some noun / adjective agreement; and some subject / verb agreement; gives simple directions
Novice High <i>Partially Proficient</i>	Can be understood with some difficulty by person who is accustomed to dealing with language learners	Responds by creating some simple sentences but still relies heavily on learned material, no real autonomy of expression	Talks about self in a limited way including some basic likes and dislikes, identifies basic objects, places, some kinship terms	Creates very simple sentences more than 50% of the time with limited subject / verb agreement
Novice Mid	Is difficult to understand even by listeners who are very sympathetic to language learners	Responds with words and memorized phrases (some recombined sentences, list-making (more than 50 words, phrases, memorized sentences))	Produces memorized vocabulary in basic contexts, e.g. numbers, colors, dates, pets, clothes, weather, activities, time, sports, greetings and leave taking, foods, family, workers home	Enumerates, lists words and phrases, names, cycles, says memorized sentences, draws sentences false or no grammatical usage
Novice Low	Is very difficult to understand even by listeners who are very sympathetic to language learners (such as world language teachers)	Responds with isolated words and a few memorized phrases (more than 15 words / phrases / memorized sentences)	Produces limited vocabulary in very limited contexts	Produces vocabulary at the word or phrase level, no evidence of correct grammatical usage
No Rating	Student demonstrates inability to use the second language despite 15 words / phrases or 200 simple words			

* Paragraph-length discourse = It is likely to be a paragraph if the sentences have to stay in the original sequence to make sense. If the sentences can be rearranged and still make sense, then it is not a paragraph

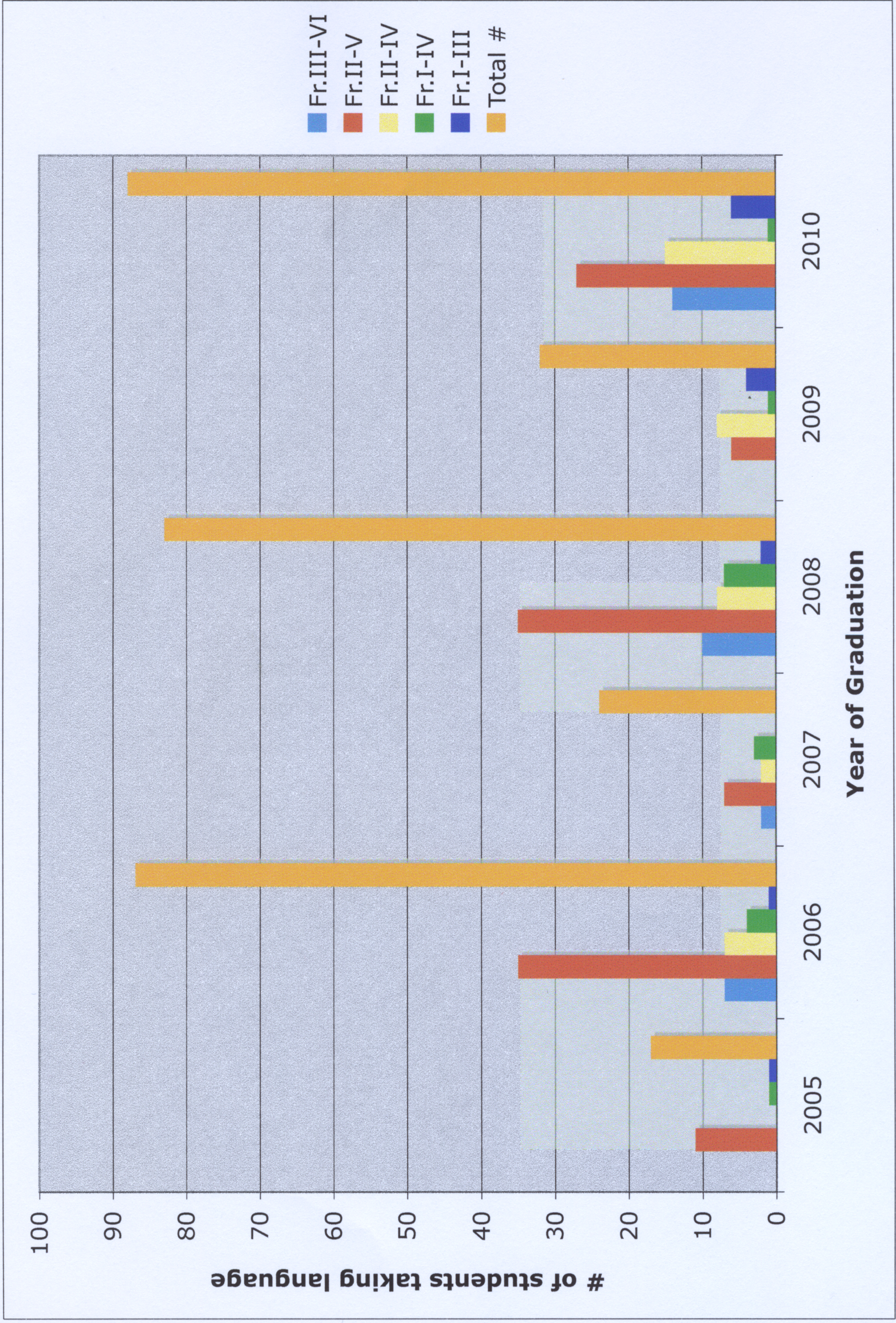
** Creating = original sentences that are not memorized, not lists

Please note: Each higher level subsumes all levels below

There are additional (higher) levels on the ACTFL Scale: Advanced Low, Advanced Mid, Advanced High, and Superior

Proficient Level Test: **Pink** and **Yellow**

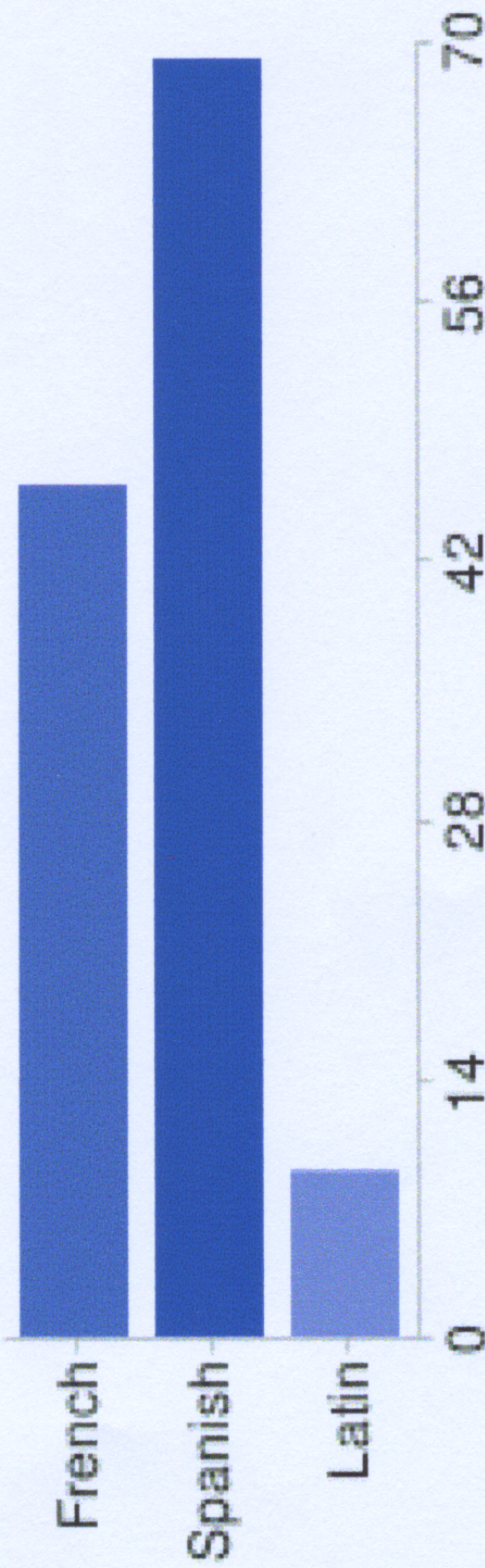
Distinguished Level Test: **Pink** and **Orange**



100 [responses](#)

Summary [See complete responses](#)

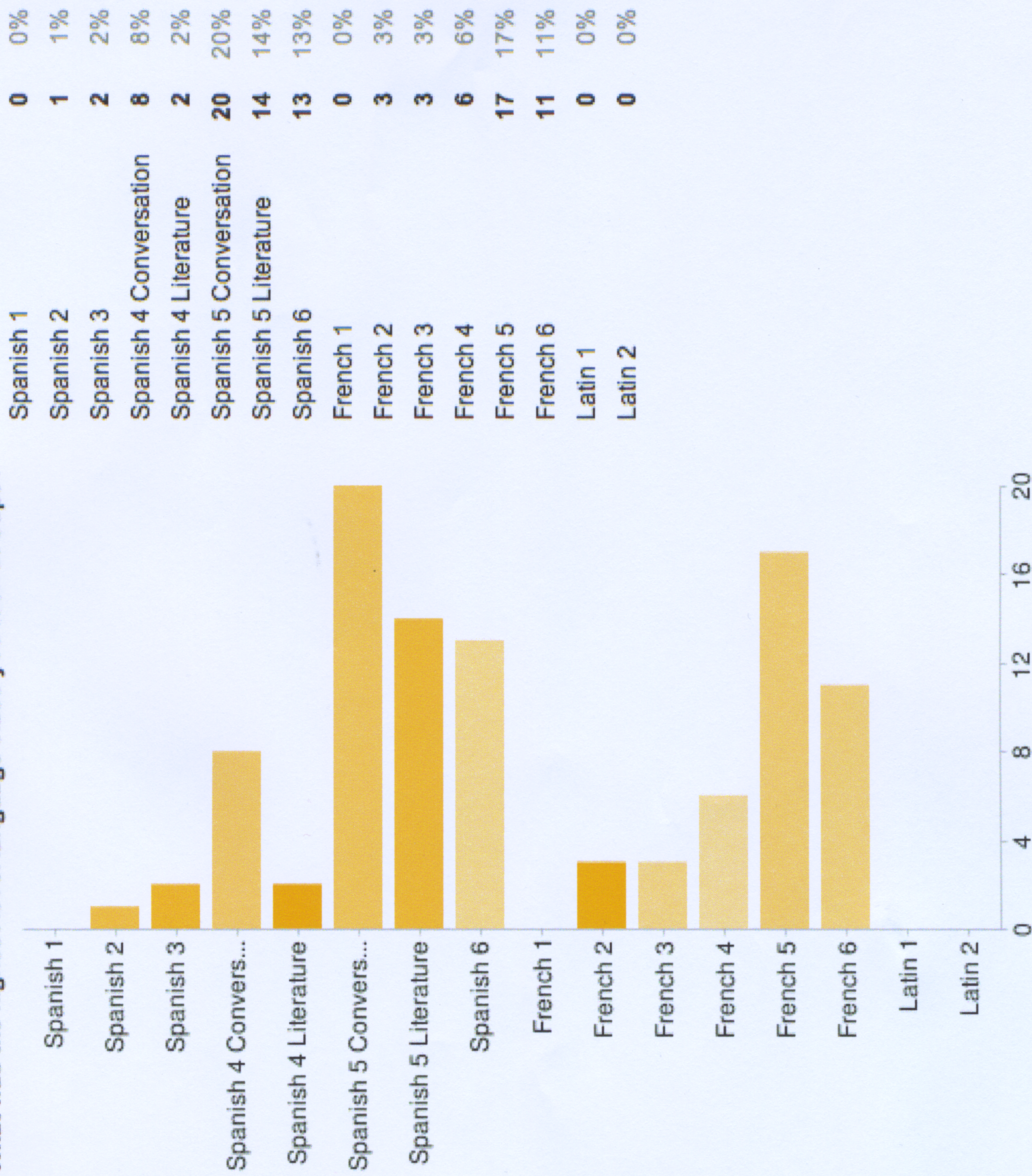
What lanaguage(s) did you take at Cape Elizabeth?



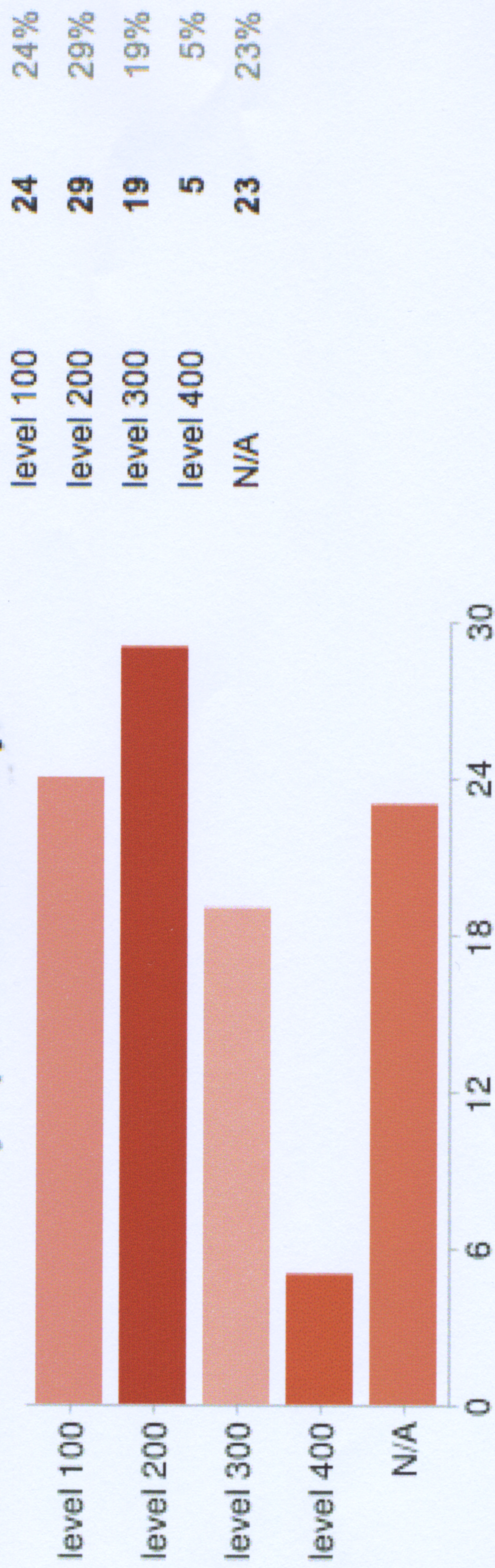
Language	Count	Percentage
French	46	46%
Spanish	69	69%
Latin	9	9%

People may select more than one checkbox, so percentages may add up to more than 100%.

What was the highest level language class you took at Cape?

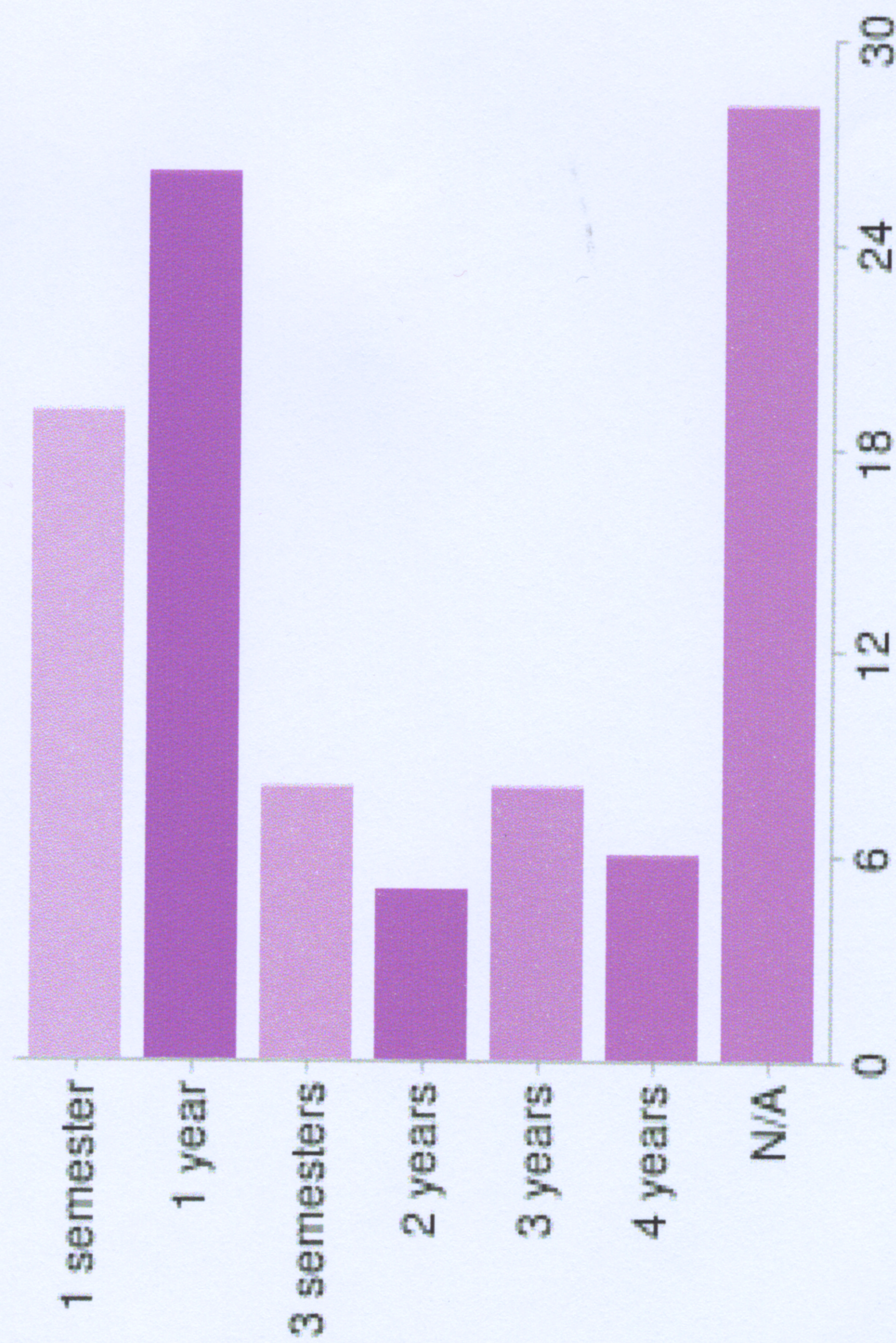


Into what level course did you place at the university?



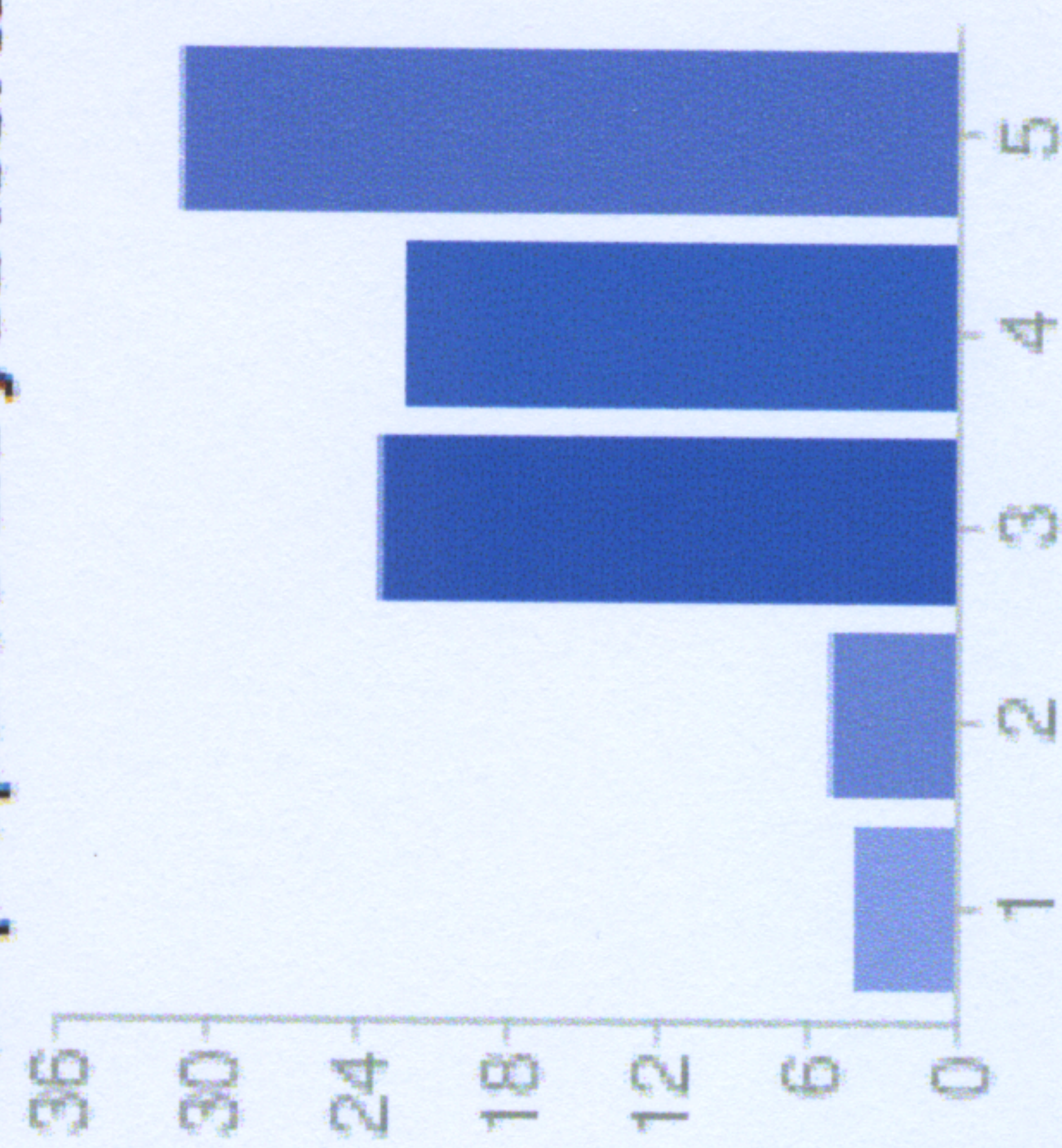
How many years (of language) did you take at the university?

1 semester	19	19%
1 year	26	26%
3 semesters	8	8%
2 years	5	5%
3 years	8	8%
4 years	6	6%
N/A	28	28%



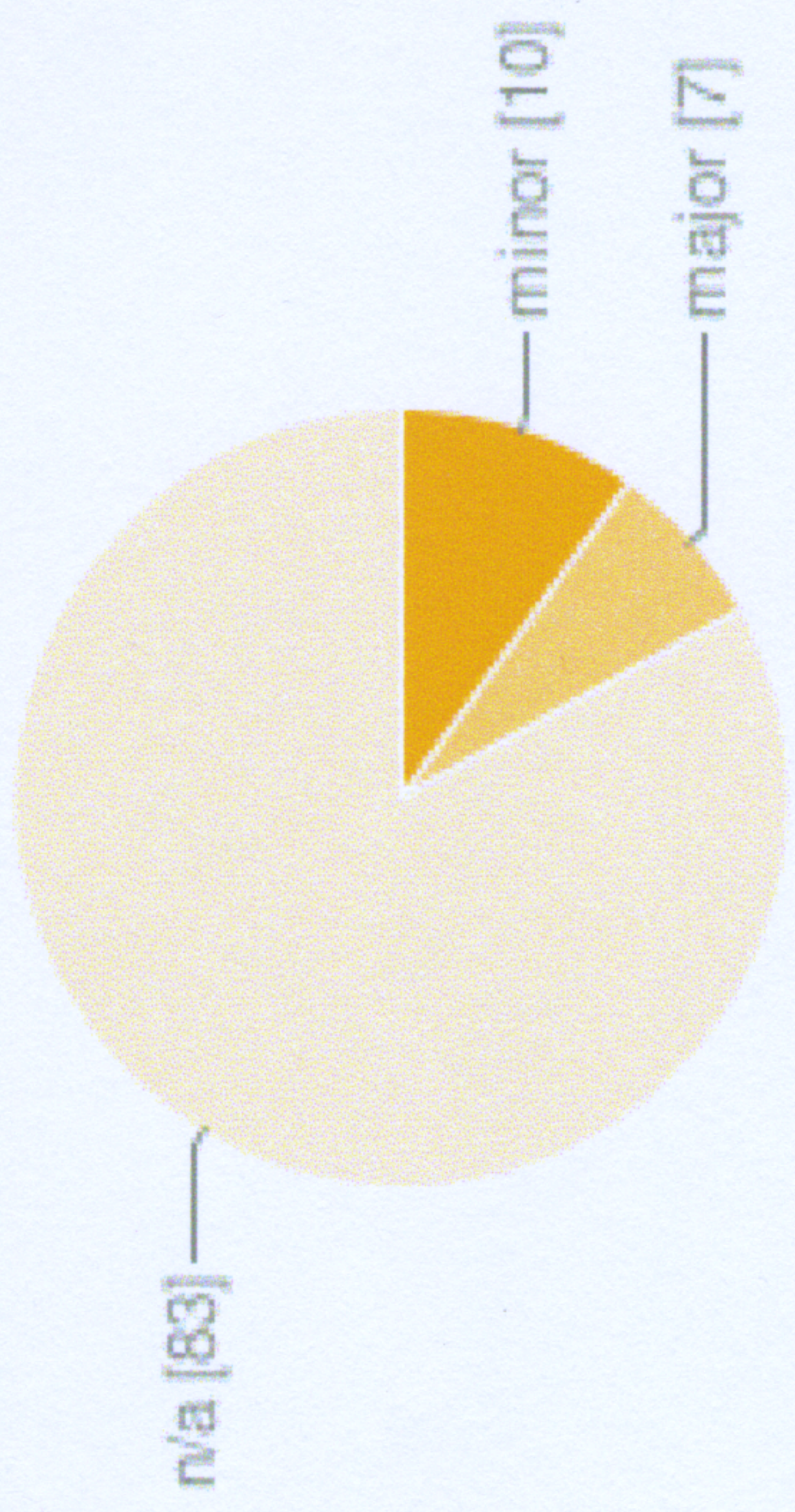
How prepared did you feel to take languages at the university?

1 -Not prepared at all	4	5%
2	5	6%
3	23	27%
4	22	26%
5 -Well prepared	31	36%



Not prepared at all Well prepared

Did you minor or major in languages?



minor	10	10%
major	7	7%
n/a	83	83%

K-12 Cost Analysis for Curriculum Report to Cape Elizabeth School Board

Curriculum Area:
SB Mtg Date:

Regular Classroom Teachers (FTE's)						
# CR Teachers	% Time on Curriculum Area (PC Only)	FTE Positions	Avg Salary/ Benefits 09-10	Total Cost	Notes/Special Situations	
1	100%	1	\$60,800	\$60,800	One .5 French teacher One .5 Spanish teacher	
5	100%	5	\$60,800	\$304,000	One .5 French teacher One.5 Spanish teacher 4 full-time teachers	
5.4	100%	5.4	\$60,800	\$328,320	2 Full-time French teachers 1 Full-time French/Spanish teacher .5 Mandarin teacher, .5 Latin teacher	.5
Total FTE's		11.4	Total Cost-District	\$693,120		
Non-Classroom Support Teachers (FTE's)						
# CR Teachers	% Time on Curriculum Area (PC Only)	FTE Positions	Avg Salary/ Benefits 09-10	Total Cost	Notes/Special Situations	
		0	\$60,800	\$0		
	100%	0	\$60,800	\$0		
	100%	0	\$60,800	\$0		
Total FTE's		0	Total Cost-District	\$0		

Materials/Supplies, Etc. Costs, 2009-2010							
	Textbooks	Supplies	Equipment	Equip. Repair	Technology	Field Trips	Notes
<i>Pond Cove</i>		300					
<i>Middle School</i>	\$19,943						Funds for these books came from Texts We Can
<i>High School</i>	250.94						
Subtotals	20193.94	300	0	0	0	0	
					TOTAL	20493.94	
Future Priority Non-Staff Needs							
	<i>First Priority</i>		<i>Second</i>		<i>Third</i>		
	What?	Costs	What?	Costs	What?	Costs	Notes
<i>Pond Cove</i>	Attendance at National Conference	1,200					1 person a yr from grades 3-8
<i>Middle School</i>	Attendance at National Conference	1,200					
<i>High School</i>	OPI Training	\$4270 + accommodations	Textbooks for levels I and 2	min \$6,000	Installed Smartboards	\$5,000-\$6,000	\$4,270 is to bring someone here. Textbooks are currently 15 yrs old.

Instructional Time for Discipline			
	Avg Minutes/Day	Notes	
<i>Pond Cove</i>	12 mins/day	20 mins. 3x a week	
<i>Middle School</i>	5th 12mins/day (20 mins 3x a week)	6th 24 mins/ a day (30 mins 4x a week)	7th/8th 45 mins/day 5x
<i>High School</i>	41 mins/day	55 mins 3 to 4 times a week depending on rotation	