

East Hartford Public Schools
Academic Program for World Languages K-12



Academic Guide for Families
2023-2024

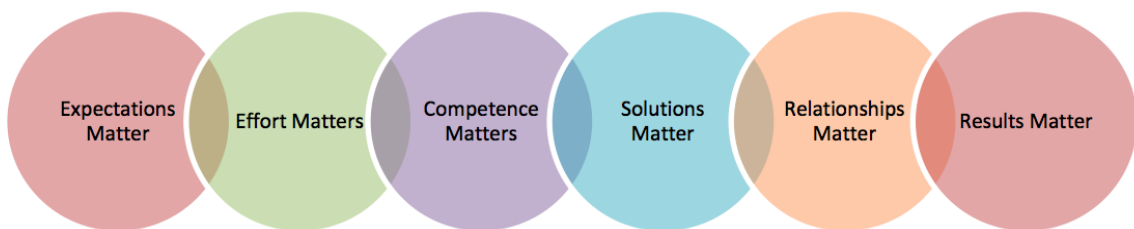
Supervisor of WORLD LANGUAGE, EL & BILINGUAL PROGRAMS:
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East Hartford Public Schools *Schools that are the Pride of our Community*



The purpose of this document is to serve as a guide for the World Language Program for families and students in East Hartford Public Schools. This guide contains an overview of the World Language Program with an outline of the various offerings, student learning activities, and expectations in Grades K-12. The program's goal is to ensure that all four language skills (speaking, listening, reading, and writing) are developed in a supportive environment that encourages communication in meaningful ways.

OVERVIEW

East Hartford Public Schools is committed to increasing proficiency in a second language by providing stimulating, challenging, and real-world language instruction in Chinese and Spanish across the district in various schools. The introduction and presentation of new material, classroom activities, homework, and assessments are designed to span all four language skills. In addition, students use and reinforce these new skills while developing a realistic, up-to-date awareness of the Latino and Chinese cultures they are studying. Highlights of the EHPS World Language Program include a proficiency-based curriculum, student-centered instruction, state-of-the-art language labs, balance among all four language skills, contextualized target-language vocabulary and grammar, and an integrated approach to culture. Students are encouraged to challenge themselves regarding target language development and to utilize higher order thinking skills around thematic units of study.

The World Language Program is sequential consisting of classes in Spanish or Chinese. These classes are designed to develop students' abilities to build upon and improve their speaking, listening, reading, and writing skills. True competence in a world language cannot be attained without simultaneous development of and awareness of the culture in which the language is spoken. That is why the program places such great importance on culture. The presentation of Spanish and Chinese in each class is embedded in running contextual themes. These themes richly reflect the varied cultures of the Spanish and Chinese communities around the world. Through readings, visuals, realia, and guided activities, lessons provide fundamental knowledge about topics such as family life, school, communities, food, shopping, sports, travel, history, careers, and healthcare, among others. Students are always encouraged to compare and contrast what they learn about these target-language cultures with their own, thereby learning to think critically and progress towards a more mature vision of the world.

VISION

The vision of the EHPS World Language Program is to create a positive atmosphere where students appreciate the importance of communicating in more than one language and understanding and appreciating a variety of cultures. From the moment students begin to formally study a world language, they will notice that not only is the class filled with exciting, practical materials and features designed to stimulate young people to work together towards target language proficiency, but that it goes beyond by influencing students to use their new skills in other areas of the curriculum. The World Language Department uses an integrated approach to language learning that encompasses the World-Readiness Standards for Learning Languages.

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

COMMUNICATION

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings or opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

Interact with cultural competence and understanding

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- **Making Connections:** Learners reinforce and further their knowledge of other disciplines through the foreign language.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SCOPE OF SERVICES

ELEMENTARY SPANISH

Spanish is taught at O'Connell Elementary School, an International Baccalaureate school, in Grades K-5. All grades receive 45 minutes of instruction per week as part of the Language Acquisition component of the Primary Years Programme.

In grades K-5, IB students begin to explore the target language around the IB themes which focus on the development of the whole child as an inquirer, both in the classroom and in the world outside. At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning around the six trans-disciplinary themes of global significance, exploration and study:

- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet



Students are exposed to Spanish language, culture, music, art, literature, geography, history and foods and gain an understanding of the themes and ideas via an inquiry-based approach to learning where students are actively engaged via problem solving, questioning, and forming their own hypotheses and generalizations. The emphasis will be on vocabulary building, pronunciation, and simple sentence structure in real-world situations.

Topics and activities in this K-3 program include an introduction to:

- Greetings
- Numbers
- Colors & Shapes
- Classroom objects
- Time
- Days of the week & months of the year
- Weather
- Body Parts
- Food
- Holidays, festivals and traditions
- Geography
- Making comparisons between people, situations and objects
- Expressing likes and dislikes
- Spanish alphabet
- Speaking, writing, listening and reading in Spanish, as appropriate to the grade level

Topics and activities in Grades 4 and 5 include:

- Give simple commands or instructions to classmates and teacher, (e.g., stand up, sit down, come here, raise your hand, please write your name)
- Relate favorite pastimes (sports and hobbies)
- Ask and respond in simple conversations to questions about peers and teachers. (e.g., How are you? Where do you live? What time do you eat lunch? How many in your family do you have?)
- Identify and describe themselves and members of immediate and extended family, (e.g., I am short, my uncle is tall, my aunt is blonde)
- Express likes and dislikes on a variety of topics (e.g., animals, sports, foods)
- Decode new vocabulary using contextual clues and drawing on words and phrases from prior studies
- Comprehend main idea of an oral or written announcement using contextual clues
- Create and perform short skits, puppet shows and role play
- Produce and use basic print, capitalization and punctuation conventions (e.g., inverted Spanish question marks, quotation marks, lower case for days of the week, etc.)
- Begin to write for different purposes (e.g., post cards, phone messages, informal notes, birthday invitation, etc.)
- Write simple, descriptive sentences (e.g., John is tall.)
- Plan and participate in a cultural activity (e.g., holidays, birthday and graduation) using customs of target culture(s). (e.g., decoration, ceremony, eating, food, etc.)
- Name and identify capitals and major topographical features of countries from target culture(s)
- Compare and contrast the O'Connell and East Hartford community with communities around the world.

WHAT YOUR CHILD WILL LEARN IN MIDDLE SCHOOL (GRADES 6, 7 & 8):

Spanish is taught in grades 7 and 8 to students who are enrolled at East Hartford Middle School. Spanish and Chinese are taught in grades 6, 7, and 8 at Sunset Ridge School. Students at both schools will learn similar vocabulary, grammar, and cultural themes, however the students at Sunset Ridge School obtain Language Acquisition within the Middle Years Programme framework. Grade 8 students at both schools who are enrolled in the year-long course and have successfully completed the Level 1 coursework in grades 7 and 8, as well as obtain teacher recommendation, receive one high school credit and advance to World Language Level 2 in high school.



Grade 6 Program at Sunset Ridge



The Grade 6 World Language Program is a half-year introductory language program in both Spanish and Chinese where emphasis is placed on using language to communicate in purposeful ways and obtaining an understanding and appreciation of different cultures.

Sample topics and activities in Grade 6 include:

- Understand common classroom phrases and instructions
- Ask and respond to questions in simple conversations. (e.g., How are you? Where do you live? What time do you eat lunch? How many in your family do you have?)
- Identify and describe themselves and members of immediate and extended family, (e.g., I am short, my uncle is tall, my aunt is blonde)
- Express likes and dislikes on a variety of topics (e.g., animals, sports, foods)
- Plan and participate in cultural activities (e.g., holidays, birthdays, travel) using customs of target culture(s) (e.g., decoration, ceremony, food, etc.)

- Name and identify capitals and major topographical features of countries from target culture(s)
- Comprehend main idea of an oral or written announcement using contextual clues
- Produce and use basic writing conventions including characters, capitalization and punctuation
- Write simple descriptive sentences
- Create and perform short skits, puppet shows and role play

Grade 7 Program

The Grade 7 World Language Program is a continuation of the 6th grade introductory program. It is the first year of a two-year language study sequence (Grades 7 & 8) in which students choose to study either Spanish or Chinese for both years. Instruction in Chinese and Spanish occurs on a daily basis for approximately 45 minutes for one semester. The 7th grade curriculum is the beginning of the high school level 1 language course including increased vocabulary acquisition and grammar skills.

Grade 8 Program

The Grade 8 World Language Program is the second year of the world language middle school sequence. Students are enrolled in either the semester course or year-long course. In grade 8, World Language instruction maintains a focus on building oral proficiency in the target language (Spanish or Chinese). However, writing skills become increasingly important as the middle school years provide the foundation for further study in high school. Successful completion of the year-long Middle School World Language Program allows a student to enroll in Chinese 2, Spanish 2, Spanish 2 Honors, or Spanish 2 for Heritage Speakers at EHHS, with the ultimate goal of completing the Level 5 or Advanced Placement (AP) course in their 12th grade year.

By the end of Grade 8, students can:

- identify the general topic and some basic information in both very familiar and everyday contexts by recognizing memorized or practiced words, phrases and simple sentences.
- communicate in spontaneous spoken and written conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- present information on both very familiar and everyday topics using a variety of memorized or practiced words, phrases and simple sentences.

Grade 7 and 8 Topics:

- Greetings and Introductions
 - describe themselves, a best friend, a favorite celebrity, etc. including physical descriptions and personality
- Food
 - select food from a menu, order food at a restaurant, ask questions about the food, make comments about the food
- Family
 - talk about yourself and your family, share and understand birthday information, talk about family customs including what you like to do with your family, and answer questions about your family.
- School
 - respond to teacher commands, understand teacher questions, talk about classroom materials, ask questions about classroom activities
- Geography and Culture
 - identify customs from target cultures and describe celebration activities for different holidays/ceremonies

East Hartford High School (Grades 9-12)

East Hartford High School's World Language Department offers Chinese and Spanish at various levels to prepare students for post-secondary education, various careers, and travel. These languages provide opportunities for the learner to understand different cultures and people and may also provide future career choices for students who participate in the study of a second or third language.

It is highly recommended that all students study a minimum of three years of a World Language although one credit in World Language meets the graduation requirement for students in the Class of 2023 and beyond.

The courses listed below are identified in sequence by year of study of a language rather than by grade since students may begin to study a particular language starting at East Hartford Middle School or Sunset Ridge School. World Language courses are defined as College Preparatory, Honors, ECE or Advanced Placement.



- **1st Year Language:** Spanish 1 or Chinese 1
- **2nd Year Language:** Spanish 2, Spanish 2 for Heritage Speakers, Spanish 2 Honors, Chinese 2
- **3rd Year Language:** Spanish 3, Spanish 3 for Heritage Speakers, Spanish 3 Honors, Chinese 3
- **4th/5th Year Language:** Spanish 4, Spanish 4 Honors, ECE for Heritage Speakers, AP Spanish, Chinese 4

Seal of Biliteracy:

The Connecticut State Seal of Biliteracy was established to recognize high school graduates who have attained a level of proficiency in English and one or more languages. It is a testament to a student's dedication to building literacy skills in both English and a second language. Appearing on the graduation diploma and student transcript, the Seal certifies the attainment of biliteracy for students, employers, and institutions of higher education. The World Language course sequence at EHHS is designed to prepare students to earn the Seal of Biliteracy by Spanish 3 for Heritage Speakers, Spanish 4, Spanish 4 Honors, and Chinese 4. The AAPPL (ACTFL Assessment of Performance toward Proficiency of Languages) exam is administered during class time, and assesses students' proficiency levels in speaking, listening, reading and writing. Students who score Intermediate Mid (I3) on all four components and meet the English Language Arts graduation requirements are awarded the Seal of Biliteracy and wear cords of recognition at graduation.

COURSE DESCRIPTIONS

Spanish 1 (Full Year/1 credit)

Code: FOR 325

Prerequisite: None

The student will receive a basic introduction to spoken and written Spanish through topical situations and will oscillate between Novice Low through Novice High proficiency levels depending on the topic and mode of communication. Students will be able to express meaning in highly predictable contexts using mostly memorized words and phrases. Listening, reading, and writing exercises will be used to improve communication skills. The study of Spanish culture, literature, and civilization will be introduced.

Spanish 2 (Full Year/1 credit)

Code: FOR 327, *Honors: FOR 329

Prerequisite: "C" in Basic Spanish. Honors: "B" in Basic Spanish and recommendation of the instructor.

The student will expand upon the four language skills of reading, writing, speaking, and listening comprehension and reach the Novice Mid/High proficiency levels. Students will express meaning in simple, predictable situations using words and combining phrases to create short sentences. The student will expand his knowledge of Spanish cultures and civilizations.

***The Honors course will follow an accelerated curriculum and will utilize additional supplementary material, projects, and oral presentations.**

Spanish 2 for Heritage Speakers (Full Year/1 credit)

Code: FOR 402

Prerequisite: Functionally bilingual in Spanish and English and recommendation of the instructor

This course is designed specifically for students raised in a Spanish-speaking household and who are functionally bilingual in Spanish and English. Instruction aims to meet the unique language acquisition needs of heritage speakers and focuses on polishing existing speaking and listening skills in Spanish while advancing reading and writing skills. Curriculum units include Latino identity, health and wellness, and the economy, culture, and traditions of the Spanish-speaking world.

Spanish 3 (Full Year/1 credit)

Code: FOR 331, *Honors: FOR 333

Prerequisite: "C" in Foundations of Spanish; Honors: "B" in Foundations of Spanish and recommendation of the instructor.

The student will continue to improve their language skills and reach the Intermediate Low/Mid level of proficiency. They will be able to combine phrases into a mixture of sentences and strings of sentences. Through a mastery of these skills, the student will acquire the ability to read stories, carry on basic conversations, and be understood by listeners. The student will improve his listening, speaking, reading and writing skills through literature and short stories.

***The Honors course will follow an accelerated curriculum and will utilize additional supplementary material, projects, and oral presentations.**

Spanish 3 for Heritage Speakers (Full Year/1 credit)

Code: FOR 403

Prerequisite: "C" in Spanish 2 for Heritage Speakers and recommendation of the instructor

This course is sequentially the second course for Spanish Heritage Speakers. After a year of improving speaking, listening, reading and writing skills, students will continue to explore topics such as the history of Latinidad in the United States, immigration and government programs, and the history of Central and South America. This course includes the reading of short novels that cover various moments in history such as the Cuban revolution.

Spanish 4 (Full Year/1 credit)

Code: FOR 335, *Honors: FOR 337

Prerequisite: "C" in Intermediate Spanish. Honors: "B" in Intermediate Spanish and recommendation of the instructor.

At this level, the student begins advanced work in the language and will reach the Intermediate Mid/High level of proficiency. This course is taught in Spanish and reviews the grammar and vocabulary necessary to enable the student to read and comprehend authentic materials in Spanish. The students will also practice listening skills in order to comprehend popular music, radio, and television reports in addition to everyday conversation. Emphasis will be placed on the ability of the student to analyze critically, both oral and written. The student will acquire an insight into the culture and civilization of the Spanish-speaking world.

***The Honors course will follow a more accelerated curriculum and will utilize additional supplementary material, projects and oral presentations.**

ECE Spanish for Heritage Speakers: UConn 3177 Composición y Lectura para Hablantes de Español (Full Year / 1 credit)

Code: FOR 404

Prerequisite: "C" in Spanish 3 for Heritage Speakers and recommendation of the instructor

This course is sequentially the third course for Spanish Heritage Speakers and provides students with an opportunity to earn up to 3 UConn college credits. The purpose of the course is to give students the necessary tools to write clearly with minimal grammar and spelling mistakes. By encouraging students to share vocabulary used in their

communities and studying words in different texts throughout the course, students will increase their knowledge of both academic and daily vocabulary. Students will write a variety of texts possibly including poetry, compositions, an act of a play, or a movie review.

Advanced Placement Spanish 278, Spanish 279 (Full Year/1 credit)

Code: FOR 339

Prerequisite: “B” in Advanced Spanish Language and recommendation of the instructor.

This course follows the College Board Advanced Placement Spanish Language and Culture curriculum and includes a study of Spanish authors and modern readings via extensive texts and authentic materials. Emphasis will be placed on free compositions and conversation with correct pronunciation. Individual attention is given to improving student communication skills. Speaking and listening skills are improved through class discussions, oral presentations, Spanish films and other authentic material from Spanish-speaking countries. Students are prepared for the Spanish Language Advanced Placement Examination and expected to take the exam in May.

Chinese 1 (Full Year/1 credit)

The student will receive a basic introduction to spoken and written Chinese through topical situations. The focus will be on introduction to character lettering, pinyin, pronunciation, tone, vocabulary building, and fundamental sentence structures. An introduction to Chinese history, culture, and customs will also be included.

Chinese 2 (Full Year/1 credit)

Prerequisite: A minimum of 1 year of formal instruction of Chinese 1, a “C” in Chinese 1 and recommendation of the instructor.

This course continues to focus on Chinese language acquisition through exposure of the four language skills: speaking, listening, reading, and writing. Emphasis will be on vocabulary building, pronunciation, tone, character lettering, and fundamental sentence structure. Students will begin to understand the similarities and differences between the Chinese culture and their own.

Chinese 3 (Full Year/1 credit)

Prerequisite: A minimum of 2 years of formal instruction of Chinese 1 and 2, a “C” in Chinese 2 and recommendation of the instructor.

The student will master the advanced grammatical concepts, language skills and character lettering. Through a mastery of these skills, the student will acquire the ability to read stories, to carry on basic conversations, and to carry out instructions given in Chinese by the instructor. The student will improve their listening, speaking, reading and writing skills through literature and short stories, and will advance in skills needed to express ideas using relationships of time, cause and condition.

Chinese 4 (Full Year/1 credit)

Prerequisite: A minimum of 3 years of formal instruction of Chinese 1, 2, and 3, a “C” in Chinese 3 and recommendation of the instructor.

Students will be exposed to more complex language structures and advanced vocabulary in order to improve their speaking, listening, reading and writing skills in Chinese. The topics of instruction will challenge students to use the language in more sophisticated and sustained scenarios. Chinese culture will continue to be explored in order to make connections and comparisons for a better understanding of the globalized world.

RESOURCES FOR PARENTS & STUDENTS

HELPING YOUR CHILD LEARN OUTSIDE OF SCHOOL:

- Look for everyday opportunities to encourage your child to speak Spanish or Chinese.
- Use technology to help build your child's learning another language. There are many outstanding apps and websites aimed at language acquisition.
- Watch adolescent videos or appropriate-level Spanish programs on cable TV in Spanish (i.e.: Dora the Explorer, news and weather programs and "telenovelas" on Telemundo)
- Ask your child what topics, events or activities he or she is interested in learning more about from Spanish or Chinese class. Look for books, magazines or other materials about Spanish or Chinese topics, events or activities about those topics to motivate your child to read in the target language.
- Visit museums, theaters, historical sites, restaurants or other educational places to help increase your child's exposure to new knowledge and vocabulary.
- Review vocabulary at home with your child. Have them make flashcards and study them regularly.
- Ask your child to teach you Spanish/Chinese vocabulary they have learned.
- Ask your child to use the high frequency Spanish/Chinese words they know at home.
- Have conversations with your child about the things they like to do, having them answer questions in Spanish or Chinese.
- When you see your child reading or completing a target-language assignment, ask him/her to tell you the Spanish or Chinese words they know and have them give you the English word(s) for it.
- Involve your child in planning and researching authentic family activities (i.e. reading recipes to plan a Spanish or Chinese meal, planning a family trip or planning a home project or celebration).
- Find cultural events connected to the language and culture being studied in the community. Check to see if the town has a sister-city program or sponsors cultural events that can connect students to native speakers.
- Ask the teacher for resources your child can use at home.
- Provide videos, books and music in the language. Ask the teacher for suggestions before you buy to make sure the resources are geared toward a young learner rather than an adult business traveler.
- Look for opportunities outside the classroom. Summer language camps are one resource. The 50-year-old [Concordia Languages Villages](#) offer camps for kids from 7-18 in 14 languages in Minnesota. Study abroad opportunities are great for high school students. Families of students of all ages can consider hosting a foreign exchange student.

Websites

[ACTFL Proficiency Guidelines 2012](#)

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

<https://www.duolingo.com/course/es/en/Learn-Spanish-Online>

<http://www.glencoe.com/sec/fl>

<https://quizlet.com/srtocino>

<https://www.quia.com/pages/senortocino.html>

<https://www.thoughtco.com/spanish-4133085>

<https://studyspanish.com/>

<http://www.languageguide.org/spanish/vocabulary>

<http://lingro.com>

<https://www.colorincolorado.org/>

Dictionaries

<http://www.wordreference.com>

<http://www.spanishdict.com>

<https://www.linguee.com/english-spanish>

Local Museums

New Britain Museum of American Art
56 Lexington St., New Britain, CT 06052
860-229-0257

Wadsworth Atheneum
600 Main Street, Hartford, CT
860-278-2670

EAST HARTFORD PUBLIC SCHOOLS

World Language Academic Program Contacts

Supervisor, World Language, EL & Bilingual Programs K-12:
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peczuh.em@easthartford.org

Our Team:

The World Language team consists of highly qualified educators who are experts in the World Language field. They are committed to creating an atmosphere of challenge, variety, cooperation and enjoyment for all World Language students. These teachers provide enriching and challenging learning experiences in the formal classroom and work together with their students towards increasing language proficiency.

Lana Branciforte	Spanish	EHMS
Angela Chen	Chinese	CIBA
Wenching Chiang	Chinese	Sunset Ridge School
Joseph Dean	Spanish	Sunset Ridge School
Amber Dickey	Spanish	EHHS
Drew Dunnack	Spanish	O'Connell School
Sharon Elliott-Sullivan	Spanish	CIBA
Erin Grant	Spanish	EHHS
Yolanda Lemasurier	Spanish	CIBA
Alexandra Leonelli	Spanish	EHHS
Feng-Ching Lin	Chinese	EHHS
Martin Martinez	Spanish	EHHS
Maria Munson	Spanish	EHHS
Elida Rodriguez	Spanish	EHMS
Cristina Santos	Spanish	EHHS
Janette Vega	Spanish	EHHS
Eric White	Spanish	EHHS
Maria White	Spanish	EHHS
Jerry Zhu	Chinese	EHHS