Chapter 11

K-12 WORLD LANGUAGE PROGRAMS IN CURRENT PRACTICE

The first part of this chapter highlights five extended-sequence world language programs that exist in different states throughout the country. The first four programs are described in *Critical Issues in Early Second Language Learning* (Met, 1998a); the fifth program is discussed in a 1995 issue of *Perspective,* published by the Council for Basic Education. The type of information given in the following program descriptions varies, but the insights provided are invaluable to teachers, program planners, parents, and administrators. The objective is to cite special features of each program that have contributed to a long-term success record in world language education. Many of these features are separate, yet invariably they are interrelated. Key themes such as *collaboration, advocacy, and visionary leadership* (among others) continually resurface in discussing the maintenance of quality world language programs.

Following these five program descriptions is a listing of elementary and middle school model world language programs selected by the Center for Applied Linguistics. Contact information is provided.

SPRINGFIELD, MASSACHUSETTS

Kathleen M. Riordan

Springfield is a midsized urban center of 150,000 residents in western Massachusetts. The Springfield Public School district serves 23,535 students of diverse racial, ethnic, linguistic, and socioeconomic backgrounds. The district offers a rich instructional program, as well as programs for students with special needs and students who are enrolled in a transitional bilingual education program. The school system is intensively engaged in many aspects of education reform, including curriculum development, assessment, and school governance.

Springfield moved aggressively to implement a K-12 articulated program for all students. They began in 1995 with foreign language as part of the general curriculum for all students in Grades 1-2 and 7. In September 1996, the program expanded to Grades 1-3, 7-8, and 9. The following year included all students in Grades 1-4, 6-8, and 9-10. This growth pattern will continue until all students are involved in the program in Grades K-12. This work could not have been begun or sustained without the leadership and support of the superintendent of schools, members of the Springfield School Committee, and the Foreign Language Curriculum Committee.

Content-based curriculum and learning outcomes were developed by foreign language specialists and general and special education elementary teachers in a summer 1995 workshop. The curriculum was built on the themes and concepts at each grade level. At the same time, the building principals were developing an instructional schedule, with foreign language classes meeting for three 30-minute sessions each week. Curriculum development work will be ongoing as the program evolves.

At the elementary level, some schools selected Spanish as their language of choice. Several schools offer a choice of French and Spanish; one offers French only; one, Chinese or Spanish; one, Russian, French, or Spanish; and one offers French, Spanish, or Chinese. Students study the chosen language for the entire K-5 sequence. Students are offered the option at the end of Grade 5 to continue in Grade 6 with the language currently studied, or to begin either French, Spanish, or Chinese as a new language of study. Choice is important, given that most students did not have the opportunity to

choose in elementary school. This will be the students' only opportunity to move out of the sequential program. They will have the opportunity to study an additional language at the high school level. Students who select a new language at Grade 6 will bring with them the metacognitive language learning skills even if they move to a language very different from the one previously studied.

The keys to the survival and success of the Springfield program include being flexible, seizing opportunities, creating opportunities, nurturing allies, and becoming part of the solution rather than the problem.

CULVER CITY, CALIFORNIA

Madeline Ehrlich

The Culver City Spanish immersion program has been in existence for 25 years. A Japanese immersion program has also been in effect for 5 years. The local chapter of Advocates for Language Learning (ALL) is the driving force behind this program. Parents and teachers working together in an organized way have had a vital role to play in the maintenance of this successful language program. The support given to the program by the ALL organization has effectively demonstrated to the school board the importance of world languages for their children. The Culver City chapter of ALL has for many years sponsored a successful monthlong exchange program for fifth and sixth graders. This program is done in collaboration with two private schools in Guadalajara, Mexico. They are now establishing a similar exchange for the Japanese immersion program. The chapter also publishes an informative monthly newsletter for the community. Some of the funds raised by ALL are awarded in the form of scholarships to graduating high school seniors through a community scholarship program. Candidates for the funds plan to pursue a career using their second language skills.

Recently, Culver City celebrated 25 years of its immersion program. The ALL chapter held festivities to commemorate this milestone and dedicated a large sculpture of a boy and girl holding a globe. It is entitled "Language Opens the World to Us." It stands at the entrance to the elementary language school and makes a symbolic statement to the community that this program is meaningful: *Acquiring a second language is a real asset and its importance is valued.*

ELMHURST, ILLINOIS

Cheryl Kopecky and Rosemarie DiOrio

The goals of the Elmhurst District 205 world language program are stated in the district's mission statement: "to develop the student's ability to communicate, in both oral and written form, at a level of proficiency commensurate with the length of exposure to the study of the language. In addition, the student will acquire knowledge and appreciation of the culture of the peoples of the target language."

Foreign language is offered four days a week for 15 minutes in Grades 2-3. In Grades 4-5, the time is extended to 20 minutes. In an already crowded curriculum, foreign language is considered an

extension of whole language learning. The four-day schedule was agreed upon because of other curricular demands, as well as financial decisions. Spanish is the only language taught in Grades 2-5. Students have the option to switch to French at Grade 6 as both French and Spanish are taught at the middle school. At the high school, students may choose Spanish, French, German, Latin, or Italian.

The primary certification for the Spanish teachers in Grades 2-5 is for elementary classroom instruction. Proficiency in the language is a requirement, but language coursework and experience are secondary factors. These teachers are highly aware of the variety of strategies necessary for effective instruction with young children. A shift toward cognitive constructivism as the dominant learning theory is reflected in their classrooms. In addition to certification, interviews by the hiring principal and the foreign language coordinator helped identify individuals with a high energy level, enthusiasm, well-developed organizational skills, and the interpersonal skills needed to work with other staff members.

The Grade 2-12 Foreign Language Committee is currently developing a framework representing the articulated curriculum through the elementary, middle, and high school. Essential to the development of the framework are classroom visits within the district by teachers of different levels. This document will serve as the basis for the development of local benchmark assessments to assist in monitoring student proficiency and program effectiveness. Assessment at the elementary level is embedded in everyday classroom activities. Teacher observation plus exercises with established rubrics are used to evaluate specific goals.

This program has continued to enjoy positive participation and support due to several factors. A part-time coordinator provides leadership for the elementary school foreign language teachers and for a Grade 2-12 Foreign Language Committee, which addresses curriculum development and articulation. Weekly planning meetings have created a team spirit and enthusiasm. Positive public relations were promoted by the coordinator with visits to PTA meetings of each elementary school, advocacy with the press for informative coverage of the program's activities, and newsletters to parents.

FERNDALE, MICHIGAN

Irma Torres

World languages have been taught at the elementary level in the Ferndale Public Schools since 1981. All students in Grades K-8 have been included in daily language instruction in either French, German, or Spanish, according to the language assigned to their school. The proficiency-based program has since evolved into a sequential program for students in 1st through 12th grades. Grade 1 meets once per week for 30 minutes; Grades 2-3 meet for three 20-minute sessions; Grades 4-6 meet for three 30-minute sessions; and Grades 7-8 meet 45 minutes, five times per week.

Few students in the Ferndale district are native speakers of the languages taught; most are English speakers and learn the foreign language as a second language. The teachers report that children for whom English is a second language and for whom English is already well-established seem to do very well in the foreign language classroom setting.

In Ferndale's eight elementary schools, policies for inclusion are relatively similar. If the foreign language teacher has questions about a child's ability to participate, the teacher initiates a discussion with the classroom and/or resource room teachers to become acquainted with the special services the student receives and to seek advice on strategies for working with the student.

As the program was phased in at the lower elementary grades, foreign language teachers found that most children at this level who had disabilities were able to attain an adequate level of language acquisition in spite of physical, emotional, or learning disabilities. This was probably due to the fact that most of the work was done orally and supported concretely by visuals and manipulatives. Teachers continue to adjust and modify their teaching when working with these children. Ferndale's experience clarifies that there is no need to limit the participation in foreign language classes of children with disabilities. The teachers strongly believe that inclusion is very important.

A K-12 PROGRAM IN EASTERN CONNECTICUT

Christine Brown

Since 1957, foreign language instruction in the elementary school of one eastern Connecticut community has been an integral part of the language program. Currently, all students study Spanish 15 minutes a day, five days a week, in Grades 1 through 5. In Grade 6, French is offered 22 minutes a day, five days a week. FLES open houses are scheduled once a year and all parents are invited to attend classes. FLES report card grades are also given. Students may begin the study of Russian in Grade 7, and Latin in Grade 9. The extended-sequence Spanish and Russian programs have been in existence for over 30 years.

Six teachers are employed full-time to teach the FLES program in five schools. One full-time and one half-time teacher teach all of the sixth grades, which are located in one building. The primary program cost is teacher salary. Due to creative use of materials and supplies, the annual cost (without salaries) is approximately $3,000. All teachers are certified in Spanish, and three of the six teachers are also certified in elementary education. Every Wednesday afternoon, school is dismissed at 12:30 p.m., which enables the FLES teachers to plan and coordinate lessons and special activities.

Teachers are selected on the basis of not only their proficiency in Spanish but also their willingness and demonstrated ability to work with young learners. The commitment to the program goes well beyond foreign language instruction. FLES teachers must understand the total school curriculum and be able to support and elaborate on concepts and information introduced in every other area of the curriculum. They must also be willing to teach in a variety of locations, write and adapt materials, assume supervisory duties, and be willing to learn how to teach all students regardless of aptitude or special learning needs.

For the last 40 years, this program has had the unique and consistent oversight of a foreign language specialist from the elementary grades through Grade 12. Another important element has been the coordination of the program. Language teachers from all grade levels meet monthly to discuss districtwide events and priorities. The curriculum is reviewed with cross-representation from all levels of language instruction as well as community members, classroom teachers, and administrators from

other disciplines. All textbook selection and curriculum design is undertaken by teachers representing elementary, middle, and high school.

Most recently, teachers have been writing collaborative departmental examinations for Grades 5-12. Teachers will also create a common scoring mechanism for grading student examinations. In these exams, students will listen to native speakers in real-life situations, read articles from authentic sources, and write in response to a real-life event or activity. Teachers will conduct speaking interviews with students at all levels and then exchange classes to interview students to ensure a common grading standard. Prior to and following testing, teachers will meet to make sure the test represents advancing skills and that themes used at one level are not repeated at another. This type of planning ensures that students will move from level to level and build on skills rather than just repeating low-level skills at every stage of instruction. The testing will also provide the students with a match between what the curriculum promised and what they actually learned.

All curriculum documents developed for each grade level are shared at parent open houses and with students at the beginning of every school year. Teachers explain to students that the skills they will be learning and the topics that they will be covering are not necessarily the same skills and topics reflected in their textbook; the textbook is only one tool to meet the systemwide goals. If students move into the more advanced levels of language, no single textbook can provide them with all that they will need to become more proficient speakers of the language.

To help students see the progress they have made from elementary through high school, portfolio assessment is used. This includes long-term documentation of student work through projects, video- and audiotapes, and writing samples. The district hopes eventually to keep these student samples in an electronic portfolio so that students can present them for placement at the college and university level in addition to, or in place of, taking the college placement test.

MODEL EARLY FOREIGN LANGUAGE PROGRAMS

1998

Compiled by Lucinda Branaman & Jeniffer Locke

Center for Applied Linguistics

The following early foreign language programs were selected as model programs in elementary and middle schools by the Center for Applied Linguistics through two U.S. Department of Education-funded projects. They were selected from a nominated pool of approximately 100 programs nationwide. The competition was open to schools with one of four program models: FLES (Foreign Language in the Elementary School), content-based FLES, immersion, or middle school programs. The seven models selected include four content-based FLES programs, one partial immersion program, one middle school immersion continuation, and one middle school FLES continuation. No regular FLES (non-content-based) programs were selected because the majority of the FLES programs nominated were actually content-based. Each of the seven programs was visited by CAL staff for two days. The visits included classroom observations, collection of background data about the program, and interviews with students, teachers, staff, administration, and parents.

The programs selected met 11 major criteria as well as the need for an even geographic and language distribution. The programs needed to be: (1) based on the national foreign language standards, (2) evaluated regularly, (3) producing outcomes that meet their program goals, (4) accessible to all students, (5) communicating and coordinating across content areas, (6) reflective of a diversity of social and economic status, (7) articulated from elementary through middle and high school, (8) at least four years old, (9) willing to share their curriculum, (10) offering professional development, and (11) supported by the community.

A complete description of these models, with suggestions on how to start your own program, will be published by 1999. Please check the CAL Web site (www.cal.org) for announcement of the availability of the publication.

CONTENT-BASED FLES

school   EPHESUS ROAD ELEMENTARY SCHOOL
language   French, Grades 1-5
district   Chapel Hill-Carrboro Public Schools, NC

contact   Carol Orringer
Foreign Language Teacher
Ephesus Road Elementary School
1495 Ephesus Church Road
Chapel Hill, NC 27514
(919) 929-8715

school   BAY POINT ELEMENTARY MAGNET SCHOOL
language   Spanish, Grades K-5
district   Pinellas County Public Schools, FL

contact   Carmine Zinn   Jan Kucerik
Foreign Language Supervisor   Foreign Language Teacher
Pinellas County School Board   Bay Point Elementary Magnet School
302 4th Street, SW   2051 62nd Avenue South
Largo, FL 34640   St. Petersburg, FL 33712
(813) 588-6072   (813) 893-2398

school   SUMMER AVENUE & ARMORY STREET SCHOOLS (visited)
language   French (Armory) & Spanish (both), Grades K-5
district   Springfield Public Schools, MA

contact   Dr. Kathleen Riordan
Foreign Language Director
Springfield Public Schools
195 State Street
P.O. Box 1410
Springfield, MA 01102-1410
(413) 787-7111

school   LARCHMONT ELEMENTARY SCHOOL
language   Spanish, Grades 1-6
district   Toledo Public Schools, OH

contact

Lori Winne
Director of Foreign Languages
Toledo Public Schools
425 Jefferson Avenue
Toledo, OH 43604
(419) 255-3276

Maria Martinez
Foreign Language Teacher
Larchmont Elementary School
1515 Slater Street
Toledo, OH 43612

PARTIAL IMMERSION

school   RICHMOND ELEMENTARY SCHOOL
language   Japanese, Grades 1-5 (K is optional)
district   Portland Public Schools, OR

contact

Deanne Balzer
Resource Teacher
Richmond Elementary
2276 SE 41st Avenue
Portland, OR 97214
(503) 916-5325

MIDDLE SCHOOL FLES CONTINUATION

school   GIDEON WELLES MIDDLE SCHOOL
language   French, Japanese, Russian, and Spanish, Grades 7-8
    Spanish continuation from Grades 1-6
    French continuation from Grade 6
    Japanese (elective) continuation for K-6 magnet program
    Russian (elective) starting in Grade 7
district   Glastonbury Public Schools, CT

contact

Christine Brown
Directory of Foreign Languages
Glastonbury Public Schools
232 Williams Street
Glastonbury, CT 06033
(860) 652-7954

MIDDLE SCHOOL IMMERSION CONTINUATION

school   ANDREW JACKSON & GREENBELT MIDDLE SCHOOLS

language   French immersion, Japanese, Russian, and exploratory languages, Grades 7-8

French immersion continuation from Grades K-6

One semester Japanese or Russian and one exploratory semester (German, Japanese, Latin, Senegalese culture, Spanish & Swahili) Grade 7

One year (Level I) German, Japanese, Latin, Russian or Spanish, Grade 8

district   Prince George's County Public Schools, MD

contact   Pat Barr-Harrison
Supervisor of Foreign Languages
Prince George's County Public Schools
ISSC
9201 East Hampton Drive
Capitol Heights, MD 20743
(301) 808-8265

Chapter

12

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS

PART 1
ADAPTATIONS FOR STUDENTS
WITH DISABILITIES

INTRODUCTION

The *New Jersey Core Curriculum Content Standards* and related curriculum frameworks are the focus of curriculum and instruction for **all** pupils. This population includes students with disabilities. In order to provide pupils with disabilities meaningful access to curriculum and instruction based on the content standards, adaptations may be required. The adaptations are not intended to compromise the content standards. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.
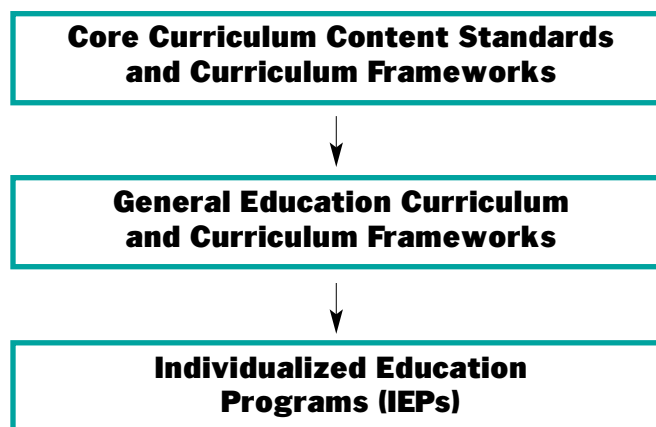
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│  Core Curriculum Content Standards   │
│      and Curriculum Frameworks       │
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│     General Education Curriculum     │
│      and Curriculum Frameworks       │
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│      Individualized Education        │
│          Programs (IEPs)             │
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Figure 1

Because students with disabilities are expected to participate in the general education curriculum, their Individualized Education Programs (IEPs) must reflect the core content standards and the local school district's general education curriculum (see Figure 1).

The Federal Requirements

The *Individuals with Disabilities Education Act (I.D.E.A.)* amendments of 1997 and Section 504 of the *Rehabilitation Act of 1973* guarantee students with disabilities the right to general education program adaptations, as specified in their Individualized Education Programs (IEPs) or 504 plans. The intent of these acts is to provide these students access to the general education program and general education curriculum.

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes (see Figure 2).
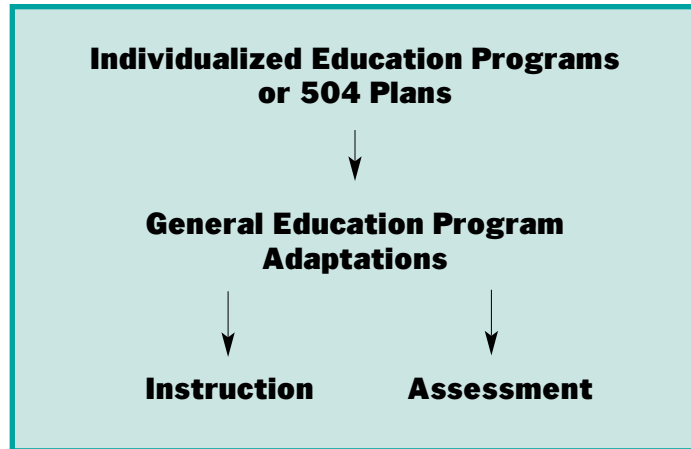
**Individualized Education Programs
or 504 Plans**

↓

**General Education Program
Adaptations**

↓   ↓

Instruction   Assessment

Figure 2

Within the context of the *World Languages Framework* scenarios, *adaptation* is defined as:

Any adjustment or modification to the general education program enabling students with disabilities to:

- Participate in and benefit from learning activities and experiences based on the core curriculum content standards; and

- Demonstrate understanding and application of the content standards.

Categories of Adaptations

With the adoption of the *New Jersey Core Curriculum Content Standards* on May 1, 1996, the New Jersey State Board of Education recognized world languages as an essential component of the curriculum for **all** students. Historically, many students with disabilities were prejudged to be incapable of acquiring and applying the skills necessary for demonstrating proficiency in a second language and, therefore, were not included in world language programs. Today, the emphasis has changed (see chapter 2 of this document for current research). To deny these students that opportunity violates the requirements of statute and regulations and the intent of the *Core Curriculum Content Standards*. It is, therefore, necessary that students with disabilities receive instruction in world languages to be able to communicate at a basic literacy level and to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

The learning scenarios in this *Framework* are student-centered and interactive and use interdisciplinary strategies. The scenario activities embody best-practice instruction for all students but may require adaptations to facilitate instruction for students with disabilities. Certain adaptations struc-

ture students' learning in a more explicit, systematic way. Other adaptations provide alternative means for students to acquire or demonstrate their knowledge in order to maximize their learning style and compensate for their learning needs.

There are three learning scenario adaptations included in this chapter, one for each of the benchmark levels (K-4, 5-8, 9-12). It is important to emphasize that the adaptations are intended to provide "suggested" modifications for teachers of students with disabilities in the world language classroom. Additional adaptations will need to be incorporated depending upon the nature of a student's disabilities in a given world language setting.

The categories listed below are intended to guide the process of selecting adaptations for the *World Language Framework* learning scenarios for pupils with disabilities. Adaptations include, but are not limited to, the following:

Instructional Presentation

- Instructional Preparation
- Instructional Application
- Instructional Monitoring

Classroom Organization

- Instructional Groups
- Instructional Supports
- Environmental Conditions
- Adaptive Equipment

Student Response

- Response Format
- Response Procedures

Student Motivation

- Interest
- Confidence
- Independence

DESCRIPTIONS OF ADAPTATIONS

Descriptions, which include the rationale, specific functions, and examples for each category of adaptation, are given below. The sample adaptations provided at the end of this chapter illustrate a range of possible adaptations and were developed from selected steps in the *World Language Framework* Learning Scenarios.

Note: The **instructional presentation** adaptations that follow are based on effective instructional practices for **all** students. While these strategies can be beneficial to all students, they may be an **essential component** of the instructional program for a student with disabilities.

Instructional Presentation

Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply world language content. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process. The adaptations fall into four categories:

- **Instructional preparation**—structure and organize information

- **Instructional prompt**—foster understanding of new concepts and processes

- **Instructional application**—promote student self-reflection and self-management regarding task demands, goal attainment, and performance accuracy

- **Instructional monitoring**—provide ongoing evaluation of student learning

Instructional Preparation

Purpose:

- Heighten students' interest and understanding
- Establish purpose and goals of lesson
- Activate prior knowledge
- Build background knowledge of content or strategy
- Focus attention and thinking
- Introduce key concepts and information

Examples:

- Relating to personal experiences
- Previewing information-materials
- Using advance organizers
- Brainstorming/webbing
- Questioning techniques
- Using K-W-L strategies
- Predicting
- Preteaching vocabulary (meaning and pronunciation)
- Preteaching or reviewing strategies
- Using visual demonstrations, illustrations, and models
- Presenting mini-lessons

Instructional Prompts

Purpose:

- Organize information
- Build whole-part relationships
- Cue associations and connections
- Highlight and clarify essential concepts
- Generate categorizations and comparisons
- Generate classification
- Activate recall
- Summarize

Examples:

- Graphic organizers
- Semantic organizers
- Outlines
- Mnemonic devices
- Analogies
- Imagery
- Feature analysis
- Color codes
- Scaffolding
- Segmenting techniques—task analysis, chunking
- Key words/labels of pictures or objects
- Listening, speaking, writing frames
- Information on overhead/board
- Cue cards
- Flash cards
- Movement cues
- Music
- Vocabulary glossary
- Manipulatives
- Modeling

Instructional Application

Purpose:

- Simplify abstract concepts
- Provide concrete examples
- Extend ideas and elaborate understanding
- Build connections and associations
- Relate to everyday experiences
- Promote generalization
- Engage multiple modalities

Examples:

- Hands-on activities
- Dramatization
- Props
- Illustrations
- Music or movement
- Drawing or painting
- Graphics and charts
- Field trips
- Guest speakers
- Interviews/surveys
- Personally relevant activities
- Real-life applications
- Games
- Simulations
- Structured dialog
- Interactive writing

Instructional Monitoring

Purpose:

- Provide periodic (continuous) check for understanding
- Redirect attention
- Direct on-task behavior
- Promote participation
- Check progress
- Assist in goal setting
- Establish timelines
- Clarify assignments, directions, and instructions
- Provide reinforcement and corrective feedback
- Promote strategy use and generalization
- Manage student behavior and interactions
- Develop self-questioning and self-regulation

Examples:

- Self-monitoring checklists
- Timelines for assignments
- Planning agendas
- Student "think-alouds"
- Journal entries
- Portfolios
- Dialogs
- Peer reviews
- Questioning techniques
- Student contracts
- Reward system
- Rubrics
- Vocabulary journal

Classroom Organization

Students with disabilities may require specific adaptations for classroom organization in order to facilitate active involvement in scenario activities. The primary purpose of classroom organization adaptations is to maximize student attention, participation, independence, mobility and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials and equipment.

Instructional Groups

Examples:

- Cooperative learning groups
- Peer partners and buddy systems
- Teams
- Cross-age tutors
- International pen pal pairs

Instructional Support

Examples:

- Assist physically
- Clarify
- Prompt—cue
- Gesture—signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus
- Use native speaker as model

Environmental Conditions

Examples:

- Physical room arrangement
- Work space
- Material accessibility
- Lighting
- Noise level
- Learning stations/lab stations
- Labeling equipment, stations, and seat assignments
- Seating arrangements and seat assignments
- Portable units
- Music-target culture or classical
- Immersion—visual/tactile/auditory

Adaptive Equipment and Materials

Examples:

- Speech synthesizer
- Communication board
- Close-captioned video-TV/decoder
- Audiotaped material
- Braille
- Enlarged print
- Low-vision equipment (e.g., clocks)
- Talking watch and calculator
- Lap board
- Personal computers
- Internet access
- "Talking Globe"
- Maps
- Puppets, models
- Authentic cultural objects (e.g., masks for Mardi Gras)

Student Response

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of world language content and to meet the goals stated in Standards 7.1 and 7.2.

The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress towards meeting the outcomes stated in the cumulative progress indicators for each scenario.

Response Format

Examples:

- Complete information organizers
- Interviews, discussions, and debates
- Illustrations: posters, collages, murals
- Models
- Observation or data charts
- Diagrams
- Puzzles
- Debates
- Journal entries
- Portfolio entries
- Bulletin board displays
- Role plays
- Video/audiotapes
- PC/multimedia
- Dictations
- Songs, raps, poems
- Authentic products: greeting cards, brochures, menus, schedules, diet plans, letters, surveys, etc.
- Peer-review guides
- Self-assessment guides
- TPR (total physical response)

Response Procedures

Examples:

- Extended time
- Practice exercises
- Use of an interpreter
- Use of a preferred response mode (e.g., written, dictated, oral, illustrated)
- Shorter assessments/more frequency

Student Motivation

Some students with disabilities may be reluctant to engage in or complete various world language activities. This reluctance may be due to difficulties with native language production and/or possible discouragement from adults or peers. Motivational strategies, therefore, offer important tools to assist students to become successfully involved in a variety of world language experiences, develop confidence, and enjoy learning a world language.

Purpose:

- Create interest
- Persistence
- Confidence
- Enjoyment
- Independence

Strategy:

- Activity choice
- Personally meaningful activities
- Hands-on, multimodal activities
- Doable tasks
- Modification of activities to meet different learning styles
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

Sample Adaptations

This section contains sample adaptations for the following three *World Languages Curriculum Framework* scenarios:

- "Stop the Camera" (Grades 3-4);
- "The Rain Forest" (Grades 5-8); and
- "Buy My Product" (Grades 9-12).

WORLD LANGUAGES CURRICULUM FRAMEWORK

SAMPLE ADAPTATION OF

"STOP THE CAMERA!"

Standards and Indicators: 7.1.4, 7.1.5, 7.1.7, **Intended Grade Level:** 3-4

7.2.1, 7.2.2, 7.2.3 **Scenario Page Number:** 99

Selected Planning and Implementation Steps: 1, 2, 4

INSTRUCTIONAL PRESENTATION

Instructional Preparation/Concept Activity:

An activity that presents abstract concepts in a concrete manner
by using aids such as pictures or paintings to illustrate a concept.

■ Students view a reproduction of a painting from the target culture that depicts a family and its members. (Step #1)

■ Students identify family members in the painting and describe them with previously acquired target language vocabulary. (Step #2)

■ Working in small groups, students formulate target-language questions to ask "living" family members (e.g., name, age, nationality, and occupation) in order to create a "family profile" for each group. (Step #4)

Instructional Prompt/Game:

An activity that motivates students to learn and
provides an opportunity for students to practice and review.

■ Directed by the teacher, students play the game "Musical Family Members" (see p. 205).

Instructional Prompt/Graphic Organizer:

*A visual means of structuring information
to aid attention, comprehension, and recall.*

- Students complete a "Profile Planner" for a family member (see p. 206).

CLASSROOM ORGANIZATION

Instructional Groups:

- Whole class while identifying family members in painting
- Small groups of 2-4 during creation of family profiles
- Whole class during playing of "Musical Family Members" circle game

Environmental Conditions:

- Large open space for "Musical Family Members" circle game
- Small group work areas for family profile development activity

Adaptive Materials/Equipment:

- Reproduction of a famous target culture family painting
- Recording of target culture music
- Tape or CD player

Instructional Support:

- Teacher modeling and demonstration

STUDENT RESPONSE

Response Format:

- Participation in game activity
- Group target-language presentations of family profiles

STUDENT MOTIVATION

Stimulate Interest:

- Reproduction of famous family painting
- Game activity

"Musical Family Members" Game

1. Students sit in a large circle on the floor.

2. Teacher begins playing target-culture music.

3. Teacher gives one student in the circle a family member puppet (e.g., grandmother) to begin passing around. Representative dolls or illustrations may be substituted for puppets.

4. When the teacher stops the music, the student holding the grandmother puppet must say in the target language, "Hello! I am grandmother."

5. Each time the teacher restarts the music, a new family member puppet is added. (It is helpful to add a family partner, e.g., grandfather.) The children holding the puppets identify the family members until all are identified.

6. The game could be made competitive by declaring any student "out" who misidentifies the puppet.

7. The noncompetitive version allows for questioning and clarifying an incorrect response so that the student stays in the game.

"Profile Planner" for "Stop the Camera!"
Step 4

Directions to the teacher: Put bubble information in the target language.

Directions to the students: Ask a "family member" for the information in each bubble. When you are done, make a picture of the family member on another sheet of paper.

Age

_____

Job

_____

Family Member's Name

_____

Nationality

_____

Place of Residence

_____

_____

WORLD LANGUAGES CURRICULUM FRAMEWORK

SAMPLE ADAPTATION OF

"THE RAIN FOREST"

Standards and Indicators: 7.1.8, 7.1.9, 7.1.14, 7.2.5, 7.2.8

Intended Grade Level: 5-8

Scenario Page Number: 125

Selected Planning and Implementation Steps: 1, 9

INSTRUCTIONAL PRESENTATION

Instructional Preparation:

- Videotape, photographs, illustrations, *National Geographic* and other nature magazines, and art resources are used to heighten students' interest and understanding and to help engage them in learning.

- Show a video about the rain forest where the target language is spoken.

- Using the video as a guide, conduct a teacher-led brainstorming activity in which students recall and the teacher prepares in the target language a list of various flora and fauna as well as other observed environmental characteristics of the rain forest. The video may be replayed to assist student recall.

Instructional Prompt/Research Guide:

An instructional procedure used to guide a student through a research assignment in a content area and to focus a student's attention on major ideas.

(See "Rain-Forest Animals Research Guide" that follows.)

- Working in small groups, students select one animal from the above-mentioned list. Using the research guide and research materials as well as the Internet, each group determines the physical characteristics of the selected animal that help it to adapt to its rain-forest habitat. (Step #1)

- Each group presents its findings regarding the adaptive characteristics of its selected animal.

- Help students prepare a class album of photos or illustrations of the fauna and flora of the rain forest and label each image in the target language. (Step #3)

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CLASSROOM ORGANIZATION

Instructional Groups:
- Whole-class brainstorming activity
- Small-group research teams with assigned roles: facilitators, researchers, and recorders
- Rotate research teams through various reference materials.

Environmental Conditions:
- Organize research stations containing: encyclopedias, reference materials on audiotape; video-tape; and Internet.

Adaptive Materials/Equipment:
- Internet
- Videotape/VCR
- Photographs/illustrations
- Research materials

Instructional Support
- Modeling of target language use

STUDENT RESPONSE

Response Format:
- Individual or group-completed photo albums
- Group presentations based upon rain forest research
- Additional practice sessions with peer coaches in cooperative groups, when necessary
- Individual, group, or whole-class mural(s) or diorama(s) of the rain forest—displayed in the classroom, hallway, school auditorium, or public library

STUDENT MOTIVATION

Stimulate Interest:
- Videotape
- Photographs/illustrations

RAIN-FOREST ANIMALS RESEARCH GUIDE

Name of animal: _____

What does it eat? _____

How is this animal's body specially adapted to eating its food?

_____

_____

_____

If this animal is eaten by other animals, name these predators:

_____

_____

How is this animal's body specially adapted to avoid being captured by these predators?

_____

_____

_____

Describe how this animal's body is specially adapted to living in a rain-forest environment.

_____

_____

_____

Notes to the Teacher:

- Put Research Guide questions in the target language.

- Students with disabilities may need preteaching of the concepts of "adapted" and "predator."

- For those students who have difficulty providing written responses, labeled illustrations can be substituted.

WORLD LANGUAGES CURRICULUM FRAMEWORK
SAMPLE ADAPTATION OF
"BUY MY PRODUCT"

Standards and Indicators: 7.1.17, 7.1.18, 7.1.19, 7.1.20, 7.1.23, 7.2.9, 7.2.10, 7.2.12, 7.2.13

Intended Grade Level: 9-12
Scenario Page Number: 167

Selected Planning and Implementation Steps: 1, 2, 3, 5, 6

INSTRUCTIONAL PRESENTATION

Instructional Prompt/Modeling:

Allows students to observe a representation of an action or performance that will guide them in performances of similar tasks.

- Students observe a sales presentation of a product developed by a corporation that conducts business in a target-language country. The presentation is given by a marketing employee in the target language. Videotape presentation for replay and review. (Step #1)

Instructional Preparation/Previewing Information & Materials:

Provides students with the concepts, procedures, and materials necessary for developing a related project.

- Show authentic video clips of a variety of product advertisements in the target language.

- Using the video clips and the sales presentation as a guide, conduct a brainstorming activity to determine which advertisements the students favored and why — which advertisement characteristics were effective and ineffective. Develop a graphic organizer to highlight the effective and ineffective characteristics.

- Working in cooperative groups of three or four, students gather information through the Internet and other media on the country's population, income, customs, and popular commercial products. Develop a chart to facilitate recording of the correct information. (Step #2)

Instructional Application/Dramatization:

A creative way for students to develop and to express their understanding and interpretation of information. Students who may have difficulty with traditional learning and response modes of reading or writing may experience success by acting out their ideas. Creating and portraying dialogue and actions to illustrate different ideas, promotes development of higher order thinking.

■ Guide the groups in selecting a product and creating culturally appropriate advertisements based upon their findings. (Step #3)

■ Groups develop and produce videos of their advertisements in the target language. In preparation for developing the video, have students assign roles, gather props, and rehearse the advertisement. Monitor the roles assigned for the video preparation to ensure that they are suited to the learning styles of the students.

Instructional Monitoring/Peer Review:

Provides students with peer reflection and feedback regarding task demand, goal attainment, and performance accuracy. The activity must be highly structured and controlled to ensure that feedback is constructive and meaningful.

■ Provide peer-review guide to each group (see p. 213). (Step #5)

■ Have each group in turn present its promotional video while the remaining groups complete evaluations using the peer-review guide. (Step #6)

CLASSROOM ORGANIZATION

Instructional Groups:
- Whole class for the various presentations
- Groups of three to four while developing and presenting advertisements and videos

Environmental Conditions:
- Large open space for presentations
- Separate spaces for group work
- Area set aside for video production and equipment

Adaptive Materials/Equipment:
- Video clips and VCR
- Video camera and equipment
- Peer review guide.

Instructional Support:
- Marketing employee proficient in the target language as model for developing and presenting advertisement.
- Teacher-provided peer review guide

STUDENT RESPONSE

Response Format:
- Participation in brainstorming activity
- Group video presentations
- Participation in peer review and evaluation

STUDENT MOTIVATION

Stimulate Interest:
- Marketing employee's product presentation
- Role-playing in production of advertisement
- Internet investigation of target language country

PEER REVIEW GUIDE

(Adaptation for Special Education Students)

	3 Excellent	2 Good	1 In Progress
Use of Language:			
Comprehensible *(easily understood)*			
Pronunciation			
Persuasive vocabulary			
Content:			
Realistic characters, reflect culture			
Realistic theme and role play			
Appropriate cultural practices			
Creativity:			
"Catchy" product name			
Original theme			
Attention-holding advertisement			

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PART 2
ADAPTATIONS FOR EXCEPTIONALLY ABLE (GIFTED) LEARNERS

INTRODUCTION

All New Jersey students must be provided with appropriate academic challenges throughout their educational experience **including** exceptionally able learners. Expectations for exceptionally able learners will be increasingly rigorous in the standards-driven world language classroom. Students with exceptional abilities must be properly identified and provided with educational programs and services that challenge their abilities. Instructional accommodations for these students must be integrated into world language instruction at all levels.

Exceptionally able (gifted) students are those who:

- demonstrate a high degree of intellectual, creative, and/or artistic ability;

- possess exceptional leadership skills;

- excel in specific fields;

- function above grade level; and

- need accommodations or special instruction to achieve at levels commensurate with their abilities.

Characteristics of exceptionally able students include, but are not limited to:

- the ability to grasp concepts rapidly and/or intuitively;

- intense curiosity about principles and how things work;

- the ability to generate theories and hypotheses and pursue methods of inquiry; and

- the ability to produce products that express insight, creativity, and/or excellence.

ADAPTATION STRATEGIES

"Differentiating the curriculum" refers to adjustments in content, teaching strategies, expectations of student mastery, and scope and sequence. The students work at different paces. Gifted students are more likely to develop study and production skills, experience success, and feel challenged by instruction that encourages learners to master information more quickly. General adaptation strategies to ensure success with these learners are found in Appendix D, Figure 48.

Strategies for the World Language Classroom

Suggested adaptations strategies for the world language classroom are listed on the following page.

Suggested Adaptation Strategies
for Exceptionally Able (Gifted) Learners
in the World Language Classroom

Student adaptations may include, but are not limited to, the following:

- researching and discussing cultural issues/perspectives in more depth;

- posing questions that involve inferencing and focusing on complex cross-curricular themes or global problems;

- explaining reasons for taking a certain position or making a specific decision both orally and in writing in the target language;

- creating original songs, stories, short plays, poems, designs, etc., showing multicultural perspectives of a specific theme or having a futuristic twist;

- being held accountable for additional listening comprehension tasks;

- creating experiences and performances that reflect the results of research, interviews, or surveys in the target language;

- retelling a story or experience from other content areas in the target language;

- writing editorials, letters, etc., to target language newspapers in the United States;

- e-mailing articles, commentaries, reviews, etc., to target-culture schools, publications, organizations, newspapers, or magazines;

- being given assignments involving more sophisticated computer research and reporting in the target language;

- receiving handouts, information for web searches, etc., in the target language;

- processing a greater volume of any given print material; and

- being given the option of independent world language projects of choice.

Adaptation Strategies For Selected Scenarios

K-4

"Tell Me a Tale"

■ Create a new tale (in any form—play, video, book) reflecting the best of an English language tale and a target-language tale (may be a serious, comical, or a modern interpretation).

"Let's Explore My Garden"

■ Research additional impressionist paintings. Select a favorite, giving reasons for the choice, and write an interpretation of the painting. The interpretation can be in the form of a poem, design, etc. Present the interpretation orally.

■ E-mail or write a letter to a living artist after studying the artist's painting. Contrast with Monet's work (in oral and/or written format).

■ Design and plant a modern garden, incorporating horticultural science and environmental concerns. Describe the garden in the target language during a garden tour for the class.

"Stop the Camera"

■ Prepare an article for the school newsletter about the native-speaking community member's class visit. Include sketches (drawings) of family members and a "family profile" with descriptions of family members in the target language.

■ Write a thank you note from the class in the target language to the visitor.

■ Create an interpretive portrait of a target-culture family. Include symbols that represent the target culture. Portrait could be in a variety of mediums (e.g., photo display or mural)

■ Create a story, poem, play, etc., about the portrait. Present orally to the class.

Adaptation Strategies For Selected Scenarios

5-8

"Let's Play"

- Create a new sport using aspects of a target-culture sport and an American sport. Write rules, design uniforms, referee game, market and sell equipment.

- Create a board game of the new sport.

"Hey, Aesop, What's Up?"

- Create a fable for the new millennium. The fable should include futuristic elements (e.g., clothing, homes, transportation). Include a 3-D design(s) of one or several of these elements. Select a group of class performers to rehearse and then present the fable. Direct and produce this performance for world language classes and a local cable TV channel.

"On the Fast Track"

- Research the metro system in a major target-culture city, using both technological and print resources.

- Give an historical perspective by creating a timeline of significant events in the history of the system.

- E-mail rail officials to obtain information on the status of the current system including future plans.

- Analyze the information collected and make recommendations for a 10-year long-range plan.

- Share the results of this project with the class in the form of a "20/20" international documentary.

Adaptation Strategies For Selected Scenarios

9-12

"Making Connections"

- Based on the scenario interview, write an essay in the target language projecting the guest speaker's future. Focus on further development of vocabulary related to that career. Present orally as a commentary on the guest's class visit.

- Write a prospective business plan for the guest based on knowledge of the speaker's current business and the target culture. E-mail the plan to the speaker.

"You Are What You Eat"

- Create a catering business in the target-culture county. Plan meals for business conferences and typical celebrations in the target culture. Include prices and optional services offered.

- Create a new recipe for the target culture that satisfies certain criteria (e.g., seasonal dishes, diet dishes, or a dish that might appeal to target culture teens).

- Do an independent project in related areas (e.g., manners for a changing society, diseases related to food consumption, or emotions associated with certain foods in the target culture country).

"Dare to Say No"

- Create a perfect teen/parent for the target culture. The "ideals" will be based on what the student considers to be the best resolutions to the problems identified as a result of the scenario activity.

- Create a support group for teens based on problems identified and act as "facilitator" for the group.

- Direct and produce a TV talk show entitled "Parents & Teens Around the Globe." Students in the world language class role-play parent and teen guests.

TYPES OF ADAPTATIONS

Three types of adaptations for exceptionally able learners—acceleration, enrichment, and grouping—are described in this section.

ACCELERATION

ACCELERATION involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

The following are some examples of accelerated types of programs:

- **FLEXIBLE PACING:** Assignment to classes should be based on the ability to be challenged and handle the work, not on age.

- **CONTENT ACCELERATION:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.

- **MULTI-AGE CLASSES:** Classes in which two or more grade levels are combined. Students can accelerate through self-pacing.

- **COMPACTING** (also known as *telescoping*): Refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.

- **COLLEGE COURSE WORK:** Qualified students take college courses for college credit while completing high school requirement (concurrent enrollment). College courses may be taken in the summer.

- **EARLY COLLEGE ADMISSION:** Once all high school graduation requirements are met, early admission to college is an option.

- **ADVANCED PLACEMENT:** The advanced placement program (APP), administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

ENRICHMENT

ENRICHMENT is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

The following are some examples to consider when differentiating classroom instruction to meet the needs of academically or artistically talented students:

■ **ALTERNATE LEARNING ACTIVITIES/UNITS:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.

■ **INDEPENDENT STUDY:** Students conduct well planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.

■ **ADVANCED THINKING PROCESSES:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.

■ **GUEST SPEAKERS:** University faculty, parents, business and industry leaders, or other teachers in specific fields can provide information on topics beyond the teacher's expertise.

■ **MENTORS/INTERNSHIPS:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.

■ **ALTERNATE RESOURCES:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.

■ **EXCHANGE PROGRAMS:** Students attend schools in a different community or country to enrich educational experiences.

GROUPING

GROUPING involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

Students may be grouped using the following arrangements:

- **PULLOUT PROGRAMS:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.

- **CLUSTER GROUPING IN THE REGULAR CLASSROOM:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.

- **CLUSTER SCHEDULING:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing, and provide greater depth and breadth to course content.

- **HONORS AND ENRICHED CLASSES:** These classes provide opportunities for practicing higher-level thinking skills, creativity, and exploration of in-depth course content.

- **SEMINARS:** Aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest., seminars provide interaction with specialists who can give guidance in specific areas.

- **RESOURCE CENTERS:** A district can establish a resource center available to all students, but reserve it at times for exceptionally able students from a broader geographical area (e.g., inter-district or countywide).

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