



Unlock the World through Language

CPS Language Programs

CPS
Cambridge Public Schools



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Learning a second language is an invaluable endeavor for students in our modern, diverse world. Being able to learn and converse in another language provides students with opportunities to benefit from a bilingual education, tap into another culture, and pursue an exciting career in our global economy.

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LEARNING A SECOND (OR THIRD!) LANGUAGE

Cambridge welcomes families from all over the world, and our public schools offer many options for developing English language fluency and literacy. For English Language Learners (ELL students), our programs provide students with essential skills that help them to achieve proficiency in English and excel in all subject areas.

Several CPS programs provide English-speaking students with the opportunity to develop skills in a new language. For English speakers, studying a language can open new doors – changing their perspective and offering unparalleled opportunities in school and beyond.



CPS Language Programs Include:

- Sheltered English Immersion (SEI), an intensive program that builds students' skills in English prior to enrolling in a mainstream classroom.
- Two-Way Immersion programs, where instruction takes place for all curriculum areas in both English and a second language. These programs include Amigos School/Escuela Amigos, the Martin Luther King Mandarin Immersion Program, and the Olá Portuguese program at King Open School.
- English Language Learners (ELL) may also be recommended for a general education classroom, with push-in or pull-out English as a Second Language (ESL) services.
- World Languages programs are offered to all students in grades 6-8, and students may choose between either French or Spanish. At the Putnam Avenue Upper School, students have the additional choice of Mandarin Chinese. At the high school level, student choices expand to include Arabic, French, Latin, Mandarin Chinese, or Spanish.
- The Dr. Martin Luther King, Jr. School also offers a World Language option, the Ni Hao program, which offers a daily language block in Mandarin Chinese.



SHELTERED ENGLISH IMMERSION



Sheltered English Immersion (SEI) is specially designed instruction that will help students learn English through an immersion process. The program instructs students to speak, read, and write fluently in English.

SEI classrooms feature small teacher-student ratios and teachers with highly specialized

training who will work with students to provide all curriculum content while building students' English proficiency. The goal of the SEI program is to prepare students to be successful when they enter a grade level mainstream classroom. Students are formally assessed three times a year to ensure that the goals of speaking, listening, and writing in English are achieved.

SEI programs are located at the Graham & Parks School for grades 1-5 and the Vassal Lane Upper School for grades 6-8. Students spend one full year in a Sheltered English Immersion classroom. When families register their student for school, they may choose up to three schools where they would like their child to attend upon completion of the SEI program. Students are also automatically placed at the top of the waitlist for the school where their SEI program is located.

In some cases, there may not be a seat available at the family's first choice of school, because placements must follow the Controlled Choice policy. In this situation, the Family Resource Center will work with families to find an appropriate placement.



ENGLISH AS A SECOND LANGUAGE

In some cases, a student may require language supports, but not to the extent of an SEI or dual immersion program. Or, a family may choose a general education environment for their child, despite the recommendation that the student start in an SEI or dual immersion placement.

In these situations, English as a Second Language (ESL) services are available in every school in CPS. ESL services are provided for students who have limited English proficiency and are enrolled in the general education program. The main purpose of ESL instruction is provide explicit, direct instruction about the English language to students with limited English proficiency to help them catch up to their peers who are already proficient in English.

ESL instruction includes speaking, listening comprehension, reading, and writing; as well as social and cultural awareness. Qualifying students in grades K-8 receive 2 ½ hours per day of ESL instruction, while students in grades 9-12 receive 1 ½ hours per day from specially trained ESL teachers.

Students may not opt out of ESL Services because it is required by law that CPS ensure that all students have equal opportunity to have their English language and academic needs met.



SPANISH & ENGLISH: AMIGOS SCHOOL



The Amigos School began as a program at the Maynard School in 1986, and through much parent support grew into full K-8 program that is now located in a traditional brick school building located on Upton Street in Cambridgeport.

Amigos is the only K-8 immersion school in Cambridge. It strives to maintain a strong tradition of excellence in a dual language education in English and Spanish, building off of a model of equal respect for different languages as well as for the cultures of which those languages are a part.

The dual-language immersion model is a rigorous academic program where students receive 50% English and 50% Spanish instruc-

tion and are expected to become bi-literate—to read, write, and speak with the same high level of proficiency in both Spanish and English. The school hosts a full environment of Spanish and English speakers, including many support staff and specialists.

Amigos also offers a comprehensive after school program that includes academic support, homework help, the arts, drama, and sports. The Amigos school community organizes several cultural and academic events throughout the year and participates in student exchange programs with Spanish speaking countries.

Amigos may be an appropriate placement for Spanish-speaking students with limited English proficiency, who might otherwise attend a Shel-

tered English Immersion program. The school welcomes students of all backgrounds, whether their dominant language is English or Spanish, to join in a community that actively celebrates our multicultural world.



MANDARIN CHINESE: DR. MARTIN LUTHER KING, JR. SCHOOL

The Dr. Martin Luther King, Jr. School offers two programs for studying Mandarin Chinese: the Chinese Immersion Program and the Ni Hao Program, existing side-by-side within a supportive and nurturing learning environment.

Both programs offer heritage Chinese speakers and heritage English speakers the opportunity to develop speaking, listening, reading, and writing skills in both languages while realizing their academic potential in all of their academic subjects. The difference between the two programs is a matter of focus and intensity. Ni Hao offers a traditional World Language model, offering a daily learning block of Mandarin Chinese instruction. The Immersion Program provides half of a day of immersive Chinese and a half day of learning in English to students in Grades JK-2. At grade 3, the two programs merge, offering differentiated opportunities for students. Students may choose to continue with a more intensive Chinese focus; or may wish to study Chinese with a similar level of focus as the other content areas. These two strands each offer unique challenges to our students, building their critical thinking as they develop concrete skills that will serve them well in a global economy.

Chinese Immersion Program

The Chinese Immersion program is the first dual-immersion Mandarin Chinese program in a public school in New England. The program enrolls 40 JK/K students into two combined JK/K partial immersion classrooms. At least one third of the students are from Chinese speaking families.

In these classrooms, students engage in a partial immersion instruction which is 50% of the time in Chinese and 50% of the time in English. Students learn content-based curriculum in both languages and develop listening, speaking, reading, and writing proficiency in both Chinese and English. Starting in 3rd grade, Chinese instruction is 90 minutes daily. This extended language study continues through grade 5.

The school follows the King School's extended day of two extra hours from 8AM to 4PM except on Wednesday when dismissal time is 1:55PM. Students also have two recesses during the day, a longer lunch block, and longer blocks for each instructional subject. The extended day allows students ample time to learn in two languages and to reach their true potential for academic excellence in a dual-immersion setting.



Ni Hao Program

The Ni Hao Program, founded in 1985, is a modified bilingual program for students in grades JK-5. Native Chinese speakers as well as all other students receive daily immersion instruction in Mandarin (45-60 minutes). The three major goals of the program are:

1. To provide instruction in Mandarin to students in grades JK-5 so that they will have the opportunity to achieve conversational fluency while becoming familiar with a culture other than their own.
2. To provide native Chinese speakers with a program taught in their native language which will allow them to maintain their language, enhance their knowledge of Chinese literacy, mathematics, and culture.
3. To provide a variety of opportunities for positive interactions among families sharing their cultural heritage.

The program promotes high academic expectations based on an additive model of bilingual education. Native Chinese speakers are integrated into monolingual classrooms. In this way, children are encouraged to work cooperatively, learning language from their peers in both an academic and social setting. Cross-cultural friendships flourish as all students are given the chance to share their knowledge.

PORTUGUESE: THE OLÁ PROGRAM AT KING OPEN SCHOOL



Portuguese is the 6th-most-spoken language in the world, and is the third most spoken language in Massachusetts. It is one of the most used languages in international business and international organizations today. The Olá Program began over 20 years ago and is an integral part of the King Open School as a K-8, two-way Portuguese-English bilingual immersion program. It consists of an immersion model of instruction to both English and Portuguese native speakers.

CAMBRIDGE PUBLIC SCHOOLS

Olá students alternate between Portuguese and English and go through comprehensive instruction of the King Open general curricula, mastering content in both languages. The Olá Program is a vital part of the King Open School community.

The five main goals of the program are:

1. To teach the Portuguese language and culture from the Portuguese-speaking world from grades K - 8.
2. To integrate instruction in all academic subjects with Portuguese and English language development so that all students become bilingual and bi-literate.
3. To develop children's creativity and critical thinking.
4. To provide students with a diverse ethnic environment that develops cross-cultural understanding and friendships.
5. To prepare students to face the challenges of the 21st century globalized world job market.

Students in the Olá Program explore the heritage, language, and culture of the Portuguese-speaking world through theater, songs, dance, literature, hands-on projects, and field trips. In their journey through the Olá Program, students pursue the objectives of becoming bilingual and bi-literate, and celebrate the multiculturalism reflective of the Portuguese-speaking countries and communities represented in the program.

SPANISH: FLETCHER MAYNARD ACADEMY



Fletcher Maynard Academy (FMA) began offering world language instruction in Spanish to students in Grades JK-5 in September 2015. Utilizing the Foreign Language in Elementary School (FLES) model for Spanish instruction, FMA offers Spanish lessons three days per week to all students. JK and Kindergarten students receive instruction for 20 minutes per session. The amount increases to up to 30 minutes per session for Grades 1 and 2, and up to 45 minutes per session in grades 3-5.

Spanish instruction follows best practices recommended by the Center for Applied Linguistics. As in other CPS World Language programs, its goals are for students to:

- Acquire proficiency in listening and speaking with the degree of proficiency to be determined at each grade level
- Acquire an understanding of and appreciation for other cultures
- Acquire some proficiency in reading and writing

The FMA Spanish program emphasizes student learning about different cultures while using Spanish in the classroom. The Spanish program is experiential with a variety of performance assessments structured into each lesson plan. Each lesson and unit follows expectations that generally apply to any high-caliber world language content-enriched FLES program including:

- Providing a language-rich environment that presents vocabulary in context
- Incorporating meaningful culture in every lesson
- Using authentic songs, games, stories, and rhymes
- Building reading and writing skills
- Teaching around a theme
- Providing students with opportunities to talk about topics that are meaningful to them
- Assessing students' progress on a regular basis, using a variety of methods

FMA also has a tradition of an annual international school trip. Most recently, FMA students traveled to Puerto Rico, immersing students in the Spanish Language within a specific cultural context.



WORLD LANGUAGE FOR ALL: UPPER SCHOOLS & HIGH SCHOOL

CPS believes that language study is integral to a quality education. Housed at Cambridge Rindge and Latin School, the World Language Department provides access to language study for all students in Grades 6-12, seeking to instill a passion for learning, living, and loving their chosen languages and the cultures associated with them.

Upper School World Languages

Through the shared curriculum established by the Innovation Agenda, Language study is a core requirement for Grades 6-8. All CPS students must study at least one language in addition to English, as follows:

- French: Students at all four Upper Schools and the Amigos have the option of studying French as a World Language.
- Spanish: Students at all four Upper Schools have the option of studying Spanish as a World Language. Amigos offers Spanish immersion classes in Drama, Social Studies, and Spanish Language Arts.
- Portuguese: Cambridge Street Upper School offers immersion Social Studies in Portuguese to students from the Ola program at King Open School.
- Chinese: As the Upper School program fed by Dr. Martin Luther King, Jr. School, Putnam Avenue Upper School offers students the additional language option of Chinese.

High School World Languages

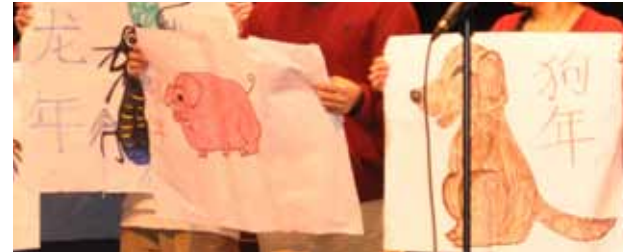
Students at Cambridge Rindge and Latin School (CRLS) can explore World Language study to the extent they choose, from Beginner to Honors and Advanced Placement. Offerings include:

- American Sign Language: One Semester
- Arabic: Five Semesters
- French: Five Semesters plus AP
- Chinese: Four Semesters plus AP
- Spanish: Five Semesters plus AP
- Classical Latin: Four Semesters plus AP

For Bilingual Students and English Language Learners

In addition to the above, students who are English Language Learners or Bilingual also benefit from:

- Sheltered English Immersion program at Vassal Lane Upper School and CRLS.
- English as a second language pull-outs at all grade levels
- High School courses for heritage/native Spanish speakers, including Spanish for Native Speakers and The Spanish-Speaking Scholar.



LANGUAGE TESTING

Language Testing for English Language Learners

During the school registration process, all families are required to complete a “Home Language Survey” to identify whether a student may benefit from the support and assistance of our Department of English Language Learner (ELL) Programs. Students who are identified as needing language services meet with the Language Assessment Coordinator for the *Step-by-Step Assessment to Language Dominance*.

Families sometimes worry about this test. The purpose of testing is to make sure that children will have the support they need to be successful at school. CPS is legally required to ensure that appropriate services are offered to all students who need them, including English Language Learners.

The testing takes less than 30 minutes and is conducted in a welcoming and child-friendly environment within the Family Resource Center. As much as possible, testing will be scheduled at your convenience within a week or so of registration.

This testing will not delay your child’s participation in the Kindergarten Lottery or negatively



affect the options your child has available for a choice of school. However, your child cannot receive a school assignment until this testing is complete.

After your child is tested, the Assessment Coordinator will develop a recommendation for the student’s educational placement. Appropriate placements may include a sheltered English Immersion program, a dual immersion program, English as a Second Language support within a general education setting, or no language support may be required.

Language Testing for Dual Immersion Programs

Dual Immersion programs seek to enroll 50% program language speakers and 50% native English speakers in order to develop an integrated and balanced environment. Students who speak the program language of an immersion school will receive priority in the Kindergarten Lottery and on the waitlist, until half of the enrolled

students are program language speakers. This means that students who speak the program language will receive a seat before students who do not until the program achieves this balance.

At the same time, immersion programs must follow the Controlled Choice requirement of SES balance. This means that a program language speaker can only be placed in an immersion program if there are seats available in his or her assignment category (Free/Reduced Lunch or Paid Lunch). In addition, each school or program may have requirements in language proficiency at the higher grades to facilitate success for students entering an immersion program.

To achieve this language balance, students entering a dual immersion program who speak the program language will be tested in both languages to determine their level of fluency and literacy in both languages. This testing is usually conducted at the Family Resource Center, but may also be offered at the school. Testing takes place in two sessions of 30 minutes each. The goal is to identify which is the student’s dominant language and the student’s level of proficiency in each language.



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