



## PARENTS' ASSOCIATION MEETING MINUTES

**Date and Time:** November 4<sup>th</sup>, 2019 from 8:30 PM – 9:30 AM

**Location:** UNIS Café

**Agenda:**

- **Welcome** - Amanda Dubois (PA President Manhattan)
- **PA Announcements**
- **Paco Barba Morán** - MLD Curriculum overview and updates
- **Q&A**

Topic & Discussant	Discussion
<p><b>Welcome from PA President – Amanda Dubois</b></p>	<p>Amanda welcomed everyone to the meeting and announced the aforementioned agenda.</p> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• <i>New2UNIS</i> events will now be posted on the PA calendar. Events are open to all and are a wonderful way to connect with the UNIS community. <a href="https://www.facebook.com/New2unis/">https://www.facebook.com/New2unis/</a>.</li> <li>• <i>The Arts Committee</i> will be hosting a breakfast on <i>November 22<sup>nd</sup></i> with Kim Bruno, the new Director of Arts. An email will be sent with additional information including the location. This is an opportunity to get to know Kim and her philosophies and to explore volunteer opportunities in the arts at UNIS.</li> <li>• <i>Food and toiletry</i> drive with City Harvest will be November 18<sup>th</sup> -22<sup>nd</sup>. Up-to-date canned fruits, vegetables, proteins, packaged cereals and pastas as well as toiletries will be collected at UNIS. No glass jars.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>Morocco at UNIS</i> will be December 7<sup>th</sup> from 4-7PM and will celebrate cultural aspects of Morocco with live music, food, fashion, a bazaar, and arts and crafts. All who purchase tickets will be entered into the raffle for two round trip tickets to Casablanca.</li> </ul>
<p><b>Modern Languages Department overview, Paco Barba-Morán</b></p>	<p><b>Part I: MLD Overview - 8 languages – 2 campuses</b></p> <ul style="list-style-type: none"> <li>• All students from pre-K to T2 take French or Spanish with a third language to be added in M3.</li> <li>• Numbers have largely remained the same for the past three years with the exception of Chinese which has seen growth; 31 rising M3 students selected Chinese last spring.</li> <li>• A part-time Chinese teacher has been hired to take care of the different proficiency levels from M3 – T2.</li> <li>• 40% of students received a bilingual IB diploma.</li> <li>• Students choose the language they prefer for the IB in addition to English; 35% choose a language other than French or Spanish for the IB.</li> </ul> <p><b>Part II: Goals for 2019/20</b></p> <ul style="list-style-type: none"> <li>• Continue MLD curriculum review; 15 volunteers and 15 MLD teachers participated in the review.</li> <li>• Continue to build new units of instruction.</li> <li>• Utilize units created in the Summer Institute. <ul style="list-style-type: none"> <li>• The Summer Institute is an opportunity for teachers from all areas at UNIS to stay for an additional week undertaking professional development.</li> <li>• Last year 25 MLD teachers, more than a third of the MLD, participated and worked on the curriculum review, or started designing units for this school year.</li> <li>• Fantastic collaborative opportunity for teachers from both campuses to work together.</li> <li>• Teachers from the Junior School French and Spanish in Manhattan and Queens put together units for this school year which will be evaluated at the end of the school year.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Professional development – an important ongoing goal for the last three years and a priority from the leadership team. <ul style="list-style-type: none"> <li>• MLD teachers will have opportunities in February and June to be trained Concept-based instruction to work together collaboratively on the design of concept-based units.</li> </ul> </li> <li>• Assessment <ul style="list-style-type: none"> <li>• External testing in M4 for French and Spanish; T2 for Italian; DSD I and II German tests that the German government sponsors.</li> <li>• Internal Common Assessment will take place at the end of the school year for J4, M2 and T2 to test proficiency.</li> </ul> </li> <li>• <i>IB Language – new curriculum</i> <ul style="list-style-type: none"> <li>• For those with Tut house students, IB has changed the curriculum for many areas including languages in the last two years. This is the first time that our Language B students will be taking the new model of the exam with the new curriculum for Language B including listening comprehension tests.</li> <li>• IB Language A has a new curriculum this year linked to IB and a collaboration among 9 languages. Common assessment and common timelines. More cohesive program for the 9 languages.</li> <li>• Nine students decided to take additional languages as self-taught in the IB including Swedish, Dutch, Hebrew, Danish, Norwegian, Korean and Croatian.</li> </ul> </li> <li>• Ongoing goal of collaboration between campuses and divisions</li> <li>• Strengthen relationship with UN and missions that sponsor or support our language programs. <ul style="list-style-type: none"> <li>• Most recent addition is Portuguese as an after-school language. Brazil and Portugal are sponsoring the program and providing the teacher that takes care of those classes.</li> </ul> </li> <li>• Strengthen relationship with families <ul style="list-style-type: none"> <li>• Last year receptions for Chinese and Italian language.</li> <li>• This fall there were receptions for Francophone and Spanish families.</li> <li>• In March and April there will be receptions for families with children in the Arabic program and the German program.</li> </ul> </li> </ul>

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	<p><b>Part III: MLD Curriculum Review</b></p> <ul style="list-style-type: none"> <li>• MLD Curriculum Review Committee</li> <li>• November – February: reviewed previous documents that UNIS had produced at various points. 15 teachers of the MLD languages participated except Italian and Chinese which will be worked on this year. <ul style="list-style-type: none"> <li>• Conclusion was that existing documents weren't sufficient. They started to design the new curriculum.</li> </ul> </li> <li>• February – June 2019: created a scope and sequence for six languages. Identified five major themes of the IB – Human Ingenuity, Identities, Sharing the Planet, Organization and Experiences. <ul style="list-style-type: none"> <li>• From A1.1 (beginning level) to B2.1 (highest level of proficiency) we worked by theme to find topics and subtopics we can related to the themes in each of the grades and each of the levels.</li> <li>• Mapped what students will study from JA to T2.</li> </ul> </li> <li>• November 2019 – June 2020: create the language skills we need to develop, grammatical competence, vocabulary and cultural references. Goal is to finish by end of school year 2021.</li> </ul> <p>This year (they'll start tomorrow) they'll create the language skills, grammatical competence, vocabulary, cultural references, lifestyles. Hope to finish between this year and next school year. End of school year 2021 will be finished.</p> <p><b>Part IV: UNIS Language Policy</b></p> <ul style="list-style-type: none"> <li>• Language policy needed to be updated and clarified. It was reviewed and changes approved by the Academic Policy Committee in May, 2019.</li> <li>• Language policy can be found in the parent handbook and on the UNIS website in the MLD section - <a href="https://www.unis.org/academics/modernlanguages">https://www.unis.org/academics/modernlanguages</a></li> <li>• Information derived from the Common European Framework and IB.</li> <li>• Nine languages offered at UNIS: Arabic, Chinese, English, French, German, Italian, Japanese, Russian and Spanish.</li> <li>• There's an effort to move away from the nomenclature of mother tongue languages which will be referred to as Language A and will be aligned with IB.</li> <li>• Doubling a language - the policy is that students take three languages English plus 2 others.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Limited situations in which a student can drop one of those three languages and double a language – take double Chinese or take two classes of Spanish that is now regulated in the policy.</li> <li>• IB Ab initio courses are meant for students with no knowledge of a language or very limited knowledge. In the past students were allowed to take Ab initio after taking a language for three or four years. We have limited and clarified the situation in which students can take Ab initio courses to comply with the IB.</li> <li>• External Standardized Testing – DELF for French, DELI for Italian and DSD for German.</li> </ul>
<p><b>Q&amp;A</b></p>	<p><i>I have a daughter in JA in Learning Support to strengthen phonics. Would you encourage a student to start a language halfway through the year?</i></p> <ul style="list-style-type: none"> <li>• We have aligned the Spanish and French programs in the Junior School, and we have arranged students from J2 – J4 according to their language proficiency.</li> <li>• The learning support specialist will make a recommendation depending on what’s appropriate for the student – to either drop the support program and join the language program or wait until the end of the school year.</li> </ul> <p><i>Thank you very much for this very clear and thorough presentation. I don't know if the parent community is aware of how broken the MLD Department was when you joined our community a few years ago, and I wanted to acknowledge you for all this hard work that you've done to organize it and to make it effective. I know you have more work to do, but I'm incredibly impressed and I want to thank you for your dedication.</i></p> <p><i>Has there ever been any thought given to language summer camps or language camps during school holidays?</i></p> <ul style="list-style-type: none"> <li>• Michelle Bertrand and I have been talking about summer language camps once the school year is over, and we're looking into it.</li> <li>• We offer together with the M4 curricular trips – this year to Puerto Rico and Canada again.</li> <li>• M4 curricular trips are offered to different destinations. Japan, China, Italy and Spain trips will be language oriented.</li> </ul> <p><i>Thank you for phenomenal job with Languages. My son would like to do a semester abroad in T1 or T2. Does UNIS help with this, and would he be allowed to do this?</i></p>

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	<ul style="list-style-type: none"> <li data-bbox="579 240 1919 305">• I don't think we do at the moment. We could talk and find ways to get information. Some children have spent a full school year at a different school and returned to UNIS.</li> </ul> <p data-bbox="527 367 1860 394"><i>My son is in M3 – he started with ELL in M1 and will now graduate from ELL. What language will be open to him?</i></p> <ul style="list-style-type: none"> <li data-bbox="579 412 1913 516">• It's a similar situation to the question regarding the Junior School student. It would depend on recommendation of the specialist. For French and Spanish they offer a beginner course in those languages in every grade. For the third language they'd need to see. Open the possibility to choose between the other 7.</li> </ul> <p data-bbox="527 574 1192 602"><i>Regarding standardized testing, why are years skipped?</i></p> <ul style="list-style-type: none"> <li data-bbox="579 620 1898 724">• We have common summative assessments in all of the grades that was started last year to benchmark and see how the students are doing. Decided to do J4 to see how well students did in JS. MS has external tests. T2 good entry for IB to recommendations.</li> </ul> <p data-bbox="527 782 1898 886"><i>Regarding the Chinese program – it's good to hear that a person was added in Chinese. Will more Chinese teachers be added due interest? Will Chinese MT students be only allowed to take the higher Language A examinations? If that's true, do you have the faculty resources to support them?</i></p> <ul style="list-style-type: none"> <li data-bbox="579 904 1892 1040">• It's undeniable that Chinese department is growing. Full time person will be hired for next year for Chinese language. Due to interest in after school programs. This year 50 students taking Mandarin after school. That number doubled in two years. For students entering M3, there will be a different teacher for those who fall between beginner and MT students.</li> <li data-bbox="579 1058 1919 1123">• For students who've been taking a Mother Tongue language – CAN SOMEONE PLEASE HELP EXPLAIN HIS ANSWER? Thank you.</li> </ul> <p data-bbox="527 1182 936 1209"><i>Is this required by the IB or UNIS?</i></p> <ul style="list-style-type: none"> <li data-bbox="579 1227 653 1255">• IB</li> </ul> <p data-bbox="527 1317 1016 1344"><i>What does it mean to take a bilingual IB?</i></p>

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	<ul style="list-style-type: none"> <li>• English is obligatory, and 95% take English as Language A at UNIS. You need to have one language A. Next language can be B or your home language. The physical diploma states that you have a bilingual diploma.</li> <li>• There are other ways to receive bilingual diploma. For the first time this year students can take French humanities. Spanish humanities will be offered next year.</li> </ul> <p><i>I wanted to follow up with Chinese Mandarin program. I have a student in JA. The level of proficiency is very different. I believe there are currently two levels, but within the class the level is very different. Some speak very little and some are native speakers. Will they be further separated in Junior School?</i></p> <ul style="list-style-type: none"> <li>• It's something we can talk further about. Students grouped together by level. Better to talk after the presentation.</li> </ul> <p>Amanda: I do know Paco is wonderful about answering email. Specific meeting in March where parents will be</p> <p>Paco: For M2 parents there will be meeting in March regarding options for M3. Students will also be given information to help make the decision regarding a third language.</p> <p>Any further questions, please contact: <a href="mailto:pbarbamoran@unis.org">pbarbamoran@unis.org</a>.</p>
<b>Closing</b>	Next meeting on Tuesday, December 3, 8:30 AM-9:30 AM with the Athletics Department presenting.