A.3 Program of Instruction
The French American Academy of Arizona

A) Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona Standards.

FrenchAm Academy strives to provide a comprehensive core curriculum in both French and English simultaneously from which teachers can build and expand on the universal themes selected for a given month or year in order to align our educational philosophy with Arizona State and French National standards.

All core academic areas of the curriculum are taught in English and French. English curriculum is aligned and based on Arizona State curriculum standards for English, Math, Social Studies, and Science. The French curriculum is aligned and based on the required program of the French National Ministry of Education for French, Math, Social Studies, and Science. Alignment to specific standards is demonstrated through our Academic Systems Plan as detailed in the section A.5 and our Instructional Analysis as detailed in the section A.6.

FrenchAm Academy's curriculum in English, Math, Social Studies, and Science is based on Arizona State standards and selected following the procedures outlined in section A.5. It focuses on the universal theme of the month or year using accredited educational textbooks and/or materials that align to the standards. This standards-based curriculum is designed to support learning that encourages use of critical thinking, logical reasoning, and problem-solving skills which in turn promote our educational philosophy of Learning for Life.

For example, English curriculum for the 2017-2018 year at The French American School of Arizona includes textbooks published by McGraw-Hill. These books and other materials were selected because they not only meet the standards-based education, they offer a superior platform from which teacher-led instruction may occur. These same or very similar materials will be used at the French American Academy of Arizona.

An example of Math curriculum, Singapore mathematics was chosen for the 2017-2018 year at the French American School of Arizona. This program was selected because Singapore math offers a balance between creative problem-solving and drills, allowing students to develop those skills in alignment with our educational philosophy. While typical US curricula touch on a larger number of topics superficially, Singapore primary mathematics presents the core math curriculum in a way that better prepares students for higher math[1], thus resulting in the superior education desired to improve pupil achievement in the target population. It was also chosen by the French National

[1] FAQ Primary Mathematics, "Comparison with Other Math Programs", www.singaporemath.com

Ministry of Education for the same year and thus is being taught in both languages simultaneously. We anticipate using this same curriculum at the French American Academy.

Discovery of the World is the focus of FrenchAm Academy's standards-based Social Studies curriculum. The curriculum includes the universal themes and a variety of materials supporting critical thinking, logical reasoning, and problem-solving skills. Students are able to express creativity through project-based assignments in addition to teacher-led instruction. This Discovery of the World focus is used in both the English and French-taught classes.

Scientific inquiry is the focus of FrenchAm Academy's standards-based Science curriculum. This Science curriculum in English or French supports topics introduced in the Discovery of the World curriculum used in Social Studies. It incorporates the universal themes and a variety of materials supporting a problem-solving approach and continual development of curiosity.

FrenchAm Academy's cultural diversity and traditional educational philosophy enables students to learn about and demonstrate a high level of respect and curiosity for differences and other cultures. The Social Studies curriculum enables students to have a strong understanding of world history and geography. They learn poetry to enrich their vocabulary, learn proper pronunciation, and to develop their memory. In Kindergarten, our students begin to learn to write clearly in cursive, a skill proven important for brain development[2].

As illustrated in our weekly calendar in section A.4, hours of instruction are calculated with 50% in English, 50% in French, except in Kindergarten as defined below.

<u>Kindergarten</u>

The Beginning French Kindergarten class will have 2 hours of English literacy per day focused on learning to read and building early reader skills. The rest of the time class will be conducted entirely in French to enable students to grasp basic French comprehension and progress to a level of mastery sufficient to integrate with Francophone students the following year. Reading skills in Kindergarten are taught in both languages.

The Advanced French Kindergarten class will have 2 hours of English literacy per day focused on learning to read and building early reader skills. The rest of the time class will be conducted entirely in French at a level fitting Francophone students of this age and development.

[2] "Ten Reasons People Still Need Cursive", by Jennifer Doverspike, on The Federalist, February 25, 2015 http://thefederalist.com/2015/02/25/ten-reasons-people-still-need-cursive/

As a result of our rigorous program of instruction, students will have a superior level of mastery of Arizona State and French National standards in the core areas of Literacy (Reading, Writing, and Speaking) Math, Social Studies, and Science in both the English and French languages.

For example, at the end of fifth grade the student will have mastered Arizona State and French National standards and will be able at or above grade level in English and in French to:

- Speak and write in appropriate and precise vocabulary
- Speak in public with ease
- Take part in a dialogue: to speak in front of others, to listen to others, to formulate, and to justify a point of view
- Read with ease
- Read heritage texts and works adapted to their age
- Read alone and understand a statement
- Understand new words and utilize them wisely
- Use their knowledge to critically examine a text
- Answer a question with a complete sentence in both oral and written form
- Write a text using their knowledge of vocabulary and grammar
- Properly spell a simple text
- Know how to use the dictionary
- Say expressively a number of (approximately ten) poems related to the American or French heritage
- Work on individual projects
- Work collaboratively with others on collective projects
- Possess analytical math skills
- Understand and follow the scientific method
- Identify cultural, social, and geographic components of the world
- Respect others and the differences of each: gender, race, religion, culture
- Respect the rules of collective life
- Understand and apply the notions of rights and duties
- Practice an investigation by observing and questioning
- Provide evidence-based reasoning for their conclusions
- Provide critical thinking about information

In Art, Music, and Sport in French and English, at the end of fifth grade the student is able at or above grade level to:

- Distinguish the main categories of artistic creation (literature, music, dance, theater, cinema, painting, sculpture, and architecture)
- Recognize and decrypt visual or musical works previously studied
- Practice drawing and various creative expressions
- Have developed their fine motor skills through participation in arts activities

- Have developed their gross motor skills through participation in sports and sport-related physical activities
- Have respect for others and themselves through participation in team sports and sport-related physical activities
- Have an understanding of how exercise contributes to health
- Understand personal responsibility and autonomy through the learning and adherence to rules associated with sporting activities

B) Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments and educational philosophy

The French American Academy's three methods of instruction are direct, teacher-led instruction, specifically teacher model/inquiry method, project-based learning for reinforcement of the lesson, and multisensory instruction. These methods of instruction are key to the program of instruction as they provide students opportunities to learn and practice critical thinking, logical reasoning and problem-solving skills which are the core of the school's educational philosophy. These methods are vital and proven effective in allowing students to progress simultaneously in dual language instruction. FrenchAm Academy teachers use these methods of instruction as they lead standards-based curriculum lessons and perform ongoing assessments. Teachers regularly performing assessments are key to assessing student level of proficiency to keep up with rigor of our program in both languages.

Teacher-led instruction, specifically the model/inquiry method, begins with the teacher in front of the class verbally introducing the lesson. The teacher will connect prior knowledge to new learning targets. During this direct instruction, the teacher will introduce learning targets for the lesson and use anticipatory set (AS) in order to gain students' attention, activate prior knowledge, and prepare for the day's lesson. Throughout the lesson the teacher will both model and ask critical thinking questions to guide students to mastery of the learning targets and standard. Due to the small class size, the teacher is able continuously formatively assess students from the beginning of the lesson and throughout. For example, the teacher asks the students to explain the learning targets in their own words.

A project-based learning component may be incorporated into the guided practice portion of the lesson. Small group projects allow students to work cooperatively, practice learning targets, and interact with one another in the language being taught. During these activities, the students will use problem-solving skills and show respect for others by actively listening, cooperating, and sharing. Project-based learning also allows the teacher the opportunity to assess language skills and student progress toward learning targets.

The past seven years of experience delivering our program of instruction at the French American School of Arizona indicate that teacher-led instruction works best when the teacher uses a multisensory approach to engage multiple senses of the child. This is crucial for literacy development in a dual language immersion program. When presenting a lesson, the teacher will speak exclusively in the language of that class, either English or French. Students are expected to respond to the teacher and actively communicate with one another in the language being taught.

A key component for FrenchAm Academy teachers is to incorporate as many senses as possible when teaching learning targets. The teacher will use a variety of multisensory methods for each lesson to optimize learning. For example:

- students will be asked to highlight portions of a text
- students will use manipulatives
- students will sing and dance
- students will make posters and/or diagrams and be asked to present them to the class in the appropriate language for the class
- students will act out portions of a text
- students will memorize and recite poetry in the appropriate language for the class

These three methods of instruction, direct, teacher-led instruction, specifically the teacher model/inquiry method, project-based learning for reinforcement of the lesson, and multisensory instruction align to our dual language immersion curriculum.

Because of the small class size and our methods of instruction, teachers are able to continuously formatively assess students throughout the lesson. This ongoing assessment throughout the lesson is crucial for teachers to be able to quickly assess whether students are meeting learning targets in the language they are being taught. Teachers will be conducting formative assessments individually and from small group projects or guided practices. They will keep checklists, daily grades, or other daily notes that track student language proficiency and learning targets. The interactive nature of teacher and student sharing ideas is key to mastering learning targets and the language being taught.

The teacher will deliver summative assessments at the end of the unit of study, combining related standards which increases the rigor of our program of instruction. Summative assessments will be a traditional paper and pencil test, for example, fill in the blank questions, multiple choice, or short answer questions, or they may be a larger project-based assessment being graded on a rubric. The goal of the summative assessment is to check student mastery of a group of related standards at the end of the unit of study, while simultaneously allowing the student to demonstrate comprehension of the language. The summative assessment is the natural conclusion to the teacher model/inquiry method.

Direct, teacher-led instruction, specifically the teacher model/inquiry method, with project-based learning for reinforcement as detailed above provides FrenchAm Academy students the opportunity to practice the critical thinking, logical reasoning and problem-solving skills in both English and French which are the core of the school's educational philosophy.

C) Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.

The French American Academy of Arizona's curriculum, methods of instruction and assessment are based on the program of instruction that has been offered at the French American School of Arizona for the past seven years. This program has proven successful in allowing students to express their ideas and knowledge in both French and English at or above grade level with superior standardized testing scores which are detailed below.

Through our years of experience conducting dual language immersion education to Kindergarten and Elementary students, we have shown that students can succeed in both the French and American curriculum when delivered via our program of direct, teacher-led (teacher model/inquiry method), multisensory instruction with project-based learning for reinforcement. The vast majority of our past students scored 85% or better on the French National Evaluations given at the end of each school year. These excellent scores were achieved with our students receiving only 50% of the French instruction that French National students would receive, as a result of the curriculum, methods of instruction, and assessments used in our dual language program.

Data for 2015 English language (Arizona-accepted) standardized testing given at the end of the year beginning in third grade showed that all but one student scored in the above average range, and the remaining student scored in the average range. These outstanding scores were obtained through only 50% of the English instruction that students in a typical Arizona public school receive, as a result of our dual language program.

Report cards given at the end of the year show that a majority of students received core subject grades of either A or B, indicating 80% or better mastery of this rigorous dual language curriculum.

The curriculum used in this highly successful program of instruction was selected based on the French National Curriculum that is used in France currently and is updated regularly by the French National Ministry of Education and by the Arizona State standards that are updated regularly. Details regarding the rationale for selection of curriculum specific to core academic content areas is provided above in Section A.3a.

Our methods of instruction were chosen as a result our seven years of experience using those methods to well above-average student results as referenced above. Students learn through direct, teacher-led instruction and collaboration with others. The use of individual and small group activities lets the student explore the topic more deeply. A multisensory approach allows students of different learning styles the opportunity to learn and master standards successfully.

To assess student mastery of French and State learning standards, formative assessments are used during lessons, with summative assessments following at the end of each unit of study. The use of continual formative assessments during classroom instruction allows the teacher to quickly assess whether students are meeting learning targets in the language they are being taught. This continual assessment is key to measuring and supporting student success in a challenging academic environment in which the student is progressing in two languages. Summative assessments allow the teacher to analyze student progress as a whole because they contain multiple learning standards. Summative assessments allow the teacher to, identify curricular gaps, and track student achievement unit-to-unit and year-to-year.

Using our educational philosophy of "Learning for Life", our curriculum is rigorous and designed to engage and inspire the whole child while the child progresses through the core academic content areas in both English and French simultaneously. We offer an environment that is multi-cultural, international, and academically challenging. Students learn logical reasoning, critical thinking and problem-solving skills, in addition to developing character, respect, and appreciation of other cultures.

D) Ensure the Program of Instruction is consistent with the Academic Systems Plan.

The Program of Instruction is aligned with the Academic Systems Plan.