Pocantico Hills
World Languages
K-8 Initiative

Connecting content, culture, and conversation.

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Amanda Seewald, Consultant
Katell Carruth, French Teacher
Cesar Sanchez, Spanish Teacher

November 29, 2018
1. Students will have **consistent standards-based** language instruction **throughout the year**.
2. All learning modules and curriculum objectives will be **tied to aspects of content area curriculum and/or global learning goals**.
3. Instruction will be in an immersion model (90%+) and will **focus on development of proficiency** and grammar will be embedded where appropriate.
4. Students **will be able to speak in the language** about the ideas they learn as there will be a **strong focus on interpersonal language use**.
5. Student growth will be demonstrated through **ongoing formative assessments across the three modes of communication** as well as **summative assessments designed by teachers to specifically match the curricular focus at each level**.
This project endeavors to build a **school wide connection** from existing **classroom content to the languages of instruction** by developing meaningful and engaging learning experiences in a **consistent language immersion** setting.
Continue development of K-8 world language program of thematic immersion in French and Spanish

**AY 17-18**

Focus: Curriculum Development, Instructional Coaching and Program Launch

- Create a K-8 framework to provide all K-2 students with 20 minutes daily of immersive language instruction; 45 minutes every other day for grades 3-7; 45 minutes daily in grade 8
- Build curriculum modules for Spanish and French in grade level bands (K-2, 3-4, 5-6, 7-8)
- Provide instructional coaching around incorporating the three modes of communication
- Establish immersive environment focusing on interpersonal communicative growth and create benchmarks in each band
- Prepare 8th grade students for the FLACS exam
- Develop a global citizenship and connection unit across grade levels
- Incorporate technology into lesson design

**AY 18-19**

Focus: Curriculum Refinement and Instructional Coaching

- Differentiate curriculum from grade bands into individual grade levels
- Weave content area connections into each grade level
- Build reading and writing skills in grades 3-8
- Further develop authentic performance tasks and assessment rubrics
- Establish a schoolwide global citizenship initiative in coordination with the diversity committee to build vision for curriculum that promotes cultural awareness, appreciation, and service learning
- Identify current curricular connections and opportunities for schoolwide alignment across content areas

**AY 19-20**

Focus: Sustained Implementation of Curriculum and Global Citizenship Refinement

- Continue implementing the global citizenship initiative
- Sustained implementation of K-8 world language curriculum and refinement of grade level-specific units
- Targeted instructional coaching as needed

**SUMMER 2020**

THREE-YEAR BENCHMARK DATA POINT

Large scale review of progress toward long term goals

Adjustment & refinement of priorities
What is a community?

A 4th grade world languages unit of study

<table>
<thead>
<tr>
<th>What is a community?</th>
<th>Why is community important?</th>
<th>Who are the people who make up a community?</th>
<th>What are places that make up a community?</th>
<th>How can you help your community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>students will be able to explain the features of a community.</td>
<td>SWBAT give examples of people who live and work in a community.</td>
<td>SWBAT to identify important places in a community.</td>
<td>SWBAT describe directions on a map</td>
<td>SWBAT ask and answer questions.</td>
</tr>
<tr>
<td>SWBAT comparative language.</td>
<td>SWBAT use adjectives and transitions to describe ideas.</td>
<td>SWBAT describe places.</td>
<td>SWBAT give directions on a map</td>
<td>SWBAT ask and answer questions.</td>
</tr>
<tr>
<td>Una comunidad es . . .</td>
<td>Una comunidad tiene...</td>
<td>Las personas necesitan. . .</td>
<td>_____ está cerca/lejos de....</td>
<td>Donde esta...? Para ayudar...</td>
</tr>
<tr>
<td>Comunidad playlist youtube</td>
<td>See folder with raz kids books in both languages in the drive folder labeled community unit 4th grade.</td>
<td>Dobla, anda, a lado, delante, detrás, abierto, cerrado</td>
<td>Transportación, autobús, coche, avión, tren</td>
<td>A good definition to use to guide discussion: A community is a group of people living or working together in the same area. People in communities might go to the same schools, shop in the same stores and do the same things. They also help each other and solve problems together.</td>
</tr>
</tbody>
</table>
Los símbolos nos ayudan a interpretar un plano.

Ayudantes de la comunidad

Je passe devant une église.
### Carruth - French

**Theme:** How does a daily routine change depending on where you live?

**Objectives:**
- Students will share their daily routine.
- Students will compare and contrast their routine to that of a child in another country.

**Activities:**
- **Interpretive** - listening/watching video
- **Interpersonal** - asking classmates about their routines
- **Presentational** - writing about how their daily routine differs from another

### Sanchez - Spanish

**Theme:** What are different types of professions people acquired?

**Objectives:**
- Students will share their ideal profession.
- Students will compare and contrast careers that may not exist in the future.

**Activities:**
- **Interpretive** - listening/watching video
- **Interpersonal** - asking classmates about professions they like and dislike
- **Presentational** - writing about professions that may interest them in the future
FLACS Checkpoint A requires students to perform at this level.
Assessment Tools

- Daily formative assessment through multimodal tasks and activities in class
- End of unit summative assessments designed to evaluate student growth in content language use across the three modes
- In-house and FLACS sample proficiency assessment twice annually to determine overall proficiency growth
- 5th grade and 8th grade will take the ACTFL AAPPL assessment annually

Our goal with assessment is to demonstrate incremental growth within the linguistic proficiency scale, focused on Novice Low, Mid, and a long-term goal of High levels. The FLACS Checkpoint A test requires achievement of 65% or above to enter second level classes, indicating characteristics of a Novice Mid level.
<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Assessment Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten, 1st, 2nd</td>
<td>Interpersonal Speaking, Interpretive Listening</td>
</tr>
<tr>
<td>3rd and 4th</td>
<td>Interpersonal Speaking, Interpretive Listening,</td>
</tr>
<tr>
<td></td>
<td>Interpretive Viewing</td>
</tr>
<tr>
<td>5th and 6th</td>
<td>Interpersonal Speaking, Interpretive Listening,</td>
</tr>
<tr>
<td></td>
<td>Interpretive Viewing, Interpretive Reading</td>
</tr>
<tr>
<td>7th and 8th</td>
<td>Interpersonal Speaking, Interpretive Listening,</td>
</tr>
<tr>
<td></td>
<td>Interpretive Viewing, Interpretive Reading</td>
</tr>
<tr>
<td></td>
<td>Presentational Writing/Speaking</td>
</tr>
</tbody>
</table>
World Language – FLACS Exams
Spanish and French

**Spanish FLACS: Percentage of Students by Level**

- % Below 65: 17% (2017 n=12), 22% (2018 n=23)
- % Proficient 65-84: 33% (2017 n=12), 17% (2018 n=23)
- % Mastery 85+: 50% (2017 n=12), 61% (2018 n=23)
- % at Proficient + Mastery: 83% (2017 n=12), 78% (2018 n=23)

**French FLACS: Percentage of Students by Level**

- % Below 65: 43% (2017 n=7), 14% (2018 n=7)
- % Proficient 65-84: 43% (2017 n=7), 14% (2018 n=7)
- % Mastery 85+: 71% (2017 n=7), 14% (2018 n=7)
- % at Proficient + Mastery: 85% (2017 n=7), 57% (2018 n=7)
The Pocantico Hills World Language Program will be the anchor and the engine of global knowledge growth that drives a broader goal of inquiry as a means to the development of true global citizens.

— Khaled Hosseini —

Language and culture are the frameworks through which humans experience, communicate, and understand reality. (Lev Vygotsky, 1968)