The Big Idea

All K-8 world language experiences will incorporate technology as a tool for learning. The overarching goal of the world languages program will be to promote the tenets of global citizenship which will further be enhanced by a school wide global focus on service learning and world issues.
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. The language program will be tied to the STEAM initiative, NYS Social Studies Framework, and the ELA workshop models in order to make language learning a tangible, problem-solving experience.
Program Design Process

➢ Collaborative with world language instructors and administration
➢ Current best practices will be utilized
➢ Connected ACTFL World Readiness Standards
➢ Aligned with FLACS assessment consortium
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.
What's my proficiency level?

**Basic User**
- Can introduce self and others
- Can hold simple conversations about everyday topics
- Can ask and answer questions on familiar topics

**Independent User**
- Can use language to do a task that requires multiple steps
- Can handle a situation that may have a complication
- Can present a point of view with reasons to support
- Can narrate a story in the past, present, and future with errors

**Proficient User**
- Can communicate with ease about a variety of topics
- Does better discussing concrete rather than abstract topics
- Can paraphrase and describe words to compensate for unknown vocabulary

**Parrot**
- Speaks in phrases
- Speech is still limited to memorized material
- Can ask for and give simple directions

**Survivor**
- Speaks in complete sentences
- Can hold simple conversations about everyday topics
- Can create my own questions and answer someone else’s

**Reporter**
- Work on supporting your opinion.
- Try to speak with fewer hesitation.
- Add more details to explain complex matters.
- Practice discussing more advanced topics, like politics and abstract topics.

- Based on 2012 ACTFL Proficiency Guidelines
  J. Waddle, Clark County School District
How the program could look with two languages...

A World Language program with two language tracks from K-8

- Spanish or French

- Parallel vertical articulation K-8
- Families will have the opportunity to choose which program their child will enter.
- There will be entry points for both languages at K, 1, and 2 as well as the opportunity to change languages again at 5th grade.
Consultant’s Role - World Languages

➔ Program development and initial planning
➔ Curriculum development in collaboration with teachers
➔ Assistance in the hiring process for world language teachers
➔ Orientation and training of teachers
➔ Ongoing coaching, curriculum and assessment development, and implementation
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.

If culture was a house, then language was the key to the front door, [and] to all rooms inside.

— Khaled Hosseini —

Language and culture are the frameworks through which humans experience, communicate, and understand reality. (LEV VYGOTSKY, 1968)
Global Dimensions - The Natural Connection

Framed by:

➔ 21st Century Skills
➔ AP Global Standards
➔ UNESCO Global Citizenship Objectives
➔ Global Digital Citizen Foundation critical thinking framework

*Inquiry
*Problem Solving
*Critical Thinking

*Project Based Learning
*Service Learning
*Community Engagement

*Sustainability
*Guided collaboration with two grade level teams
Consultant’s Role - Global Dimensions

This portion of the project will entail:

➔ Faculty facilitation of goal-setting and content connection planning
➔ Collaborative resource gathering and lesson/unit design by level
➔ Collaborative planning of service learning options with faculty
➔ Administrative meetings for ongoing coordination
➔ Community meetings to gain stakeholder involvement and buy-in
Next Steps...

- Formalizing the implementation plan
- Developing the timeline
- Teacher Recruitment
- Curriculum and Staff Development
- Coaching and Implementation
Pocantico Hills World Languages Initiative
K-8

Connecting content, culture, and conversation.
Beginning 2017-18