



Pocantico Hills World Languages Initiative K-8

Connecting content,
culture, and
conversation.

Beginning 2017-18

Presented by
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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.




Schoolwide connections...

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
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Pocantico World Language Program Objectives



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.

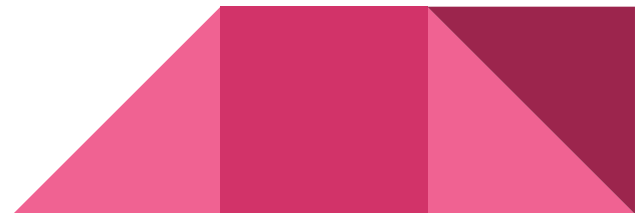
Basic User		Independent User		Proficient User	
<h1>What's my proficiency level?</h1>					
 <p>I can introduce a speaker or propose a toast.</p> <p>I can survive and cope in country.</p> <p>HELLO</p>		 <p>I can satisfy most work requirements.</p>		 <p>I can speak about complex subjects.</p>	
NOVICE MID		INTERMEDIATE MID		ADVANCED MID	
<ul style="list-style-type: none"> Speaks in lists 25-50 words No creation Can introduce self and others 		<ul style="list-style-type: none"> Can create with language using some memorized phrases Created language is mostly related to self Can handle a simple situation or transaction Can create my own questions and answer someone else's 		<ul style="list-style-type: none"> Narrates and describes in the past, present, and future with few errors Communicates well about concrete topics, especially familiar topics Can handle an unexpected turn of events 	
NOVICE LOW		INTERMEDIATE LOW		ADVANCED LOW	
<ul style="list-style-type: none"> Can give lists Uses only memorized phrases Occasional short sentences 		<ul style="list-style-type: none"> Speaks in complete sentences Can hold simple conversations about everyday topics Can ask and answer questions on familiar topics 		<ul style="list-style-type: none"> Can participate in most informal and some formal conversations Narrates and describes in paragraphs Can rephrase and describe unfamiliar words Speech may be somewhat irregular, strained, and tentative Can convey intended message without confusion Can narrate a story in the past, present, and future 	
<p>How can I jump a level?</p> <ul style="list-style-type: none"> Combine your words and phrases into full sentences. Practice asking questions. Keep learning new words. 		<p>How can I jump a level?</p> <ul style="list-style-type: none"> Speak in more full sentences. Keep the conversation going by asking follow up questions. Continue learning new words. Talk around words that you don't know. Practice talking about past events. 		<p>How can I jump a level?</p> <ul style="list-style-type: none"> Work on supporting your opinion. Try to speak with fewer hesitations. Add more details to explain complex matters. Practice discussing more advanced topics, like politics and abstract topics. 	
Parrot		Survivor		Reporter	

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



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)**

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.

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
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Next Steps...

- ❖ Formalizing the implementation plan
- ❖ Developing the timeline
- ❖ Teacher Recruitment
- ❖ Curriculum and Staff Development
- ❖ Coaching and Implementation





LEARNING • ACHIEVEMENT • GROWTH • DIRECTION



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