Pocantico Hills World Languages Initiative K-8

Connecting content, culture, and conversation.

Pilot year 2017-18

A snapshot of month one
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 give lists
- Uses only memorized phrases
- Occasional short sentences
- Can introduce self and others

Independent User
- Speaks in complete sentences
- Can hold simple conversations about everyday topics
- Can ask and answer questions on familiar topics

Proficient User
- Can create with language using some memorized phrases
- Created language is mostly related to self
- Can handle a simple situation on a transaction
- Can tell a story in the past, present, and future with errors

Novice Level
- NOVICE LOW
- Speaks in lists
- 25-50 words
- No creation
- Can introduce self and others

- NOVICE MID
- Speaks in phrases
- Speech is still limited to memorized material
- Can ask and give simple directions

- NOVICE HIGH
- Speaks in complete sentences
- Can hold simple conversations about everyday topics
- Can ask and answer questions on familiar topics

INTERMEDIATE LOW
- 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 ask and answer variety of questions

INTERMEDIATE MID
- Can create with language using some memorized phrases
- Created language is mostly related to self
- Can handle a simple situation on a transaction
- Can tell a story in the past, present, and future with errors

INTERMEDIATE HIGH
- Can participate in most informal and some formal conversations
- Can write and describe unwritten familiar words
- Speech may be somewhat irregular, strained, and tentative
- Can convey intended message without confusion

ADVANCED LOW
- Can communicate with ease about a variety of topics
- Does better discussing concrete rather than abstract topics
- Communicates well about concrete topics, especially familiar topics
- Can handle an unexpected turn of events

ADVANCED MID
- Narrates and describes in the past, present, and future with few errors
- Can write and describe unfamiliar words
- Speech may be somewhat irregular, strained, and tentative
- Can convey intended message without confusion

ADVANCED HIGH
- Can communicate and write about a wide variety of topics
- Does better discussing abstract rather than concrete topics
- Communicates well about abstract topics
- Can paraphrase and describe words for compensation for unknown vocabulary

How can I improve? 
- Practice asking questions.
- Keep learning new words.
- Combine your words and phrases into full sentences.
- Practice asking questions.
- Keep learning new words.
- Talk around words that you don’t know.
- Practice talking about past events.

How can I jump a level? 
- 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

- Based on 2012 ACTFL Proficiency Guidelines
- J. Wandie, Clark County School District
PH students all currently fall within the Novice range.

PH goal for the end of academic year 2017-18 is to move all students forward and up or bridging to the next step on the proficiency chart.

PH 7th and 8th grade students are focused on achieving Novice High to Intermediate Low proficiency, resulting in success on the FLACS checkpoint A test and ultimately to a demonstration of advanced preparedness for high school level language courses.
In order to achieve this we have worked to establish the following:

- A clear overarching document to articulate the program
- A Year 1 transitional program document to bridge student experience with new program goals.
- Parallel articulation of content, instructional strategies, language content objectives, benchmarks, planning and formative as well as summative assessment practices.
- Goal setting for proficiency growth.
## Setting clear benchmarks for content and language objectives - elementary school

<table>
<thead>
<tr>
<th>Essential /Overarching Questions</th>
<th>Content Objectives</th>
<th>Language Objectives</th>
<th>Sentences Starters, Phrases, vocabulary</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the four seasons?</td>
<td>Students will be able to name the four seasons.</td>
<td>Students will be able to speak by using a few present tense verbs in first person.</td>
<td>Je vois...</td>
<td>Colors: <a href="https://www.youtube.com/watch?v=-4kNeFGBAcw">https://www.youtube.com/watch?v=-4kNeFGBAcw</a></td>
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<tr>
<td>How do the seasons change?</td>
<td>Students will be able to understand the concept of weather.</td>
<td>Students will be able to describe colors that they see in their surrounding.</td>
<td>J’observe...</td>
<td>Seasons: <a href="https://www.youtube.com/watch?v=ZDfPy3mkzOo">https://www.youtube.com/watch?v=ZDfPy3mkzOo</a> <a href="https://www.youtube.com/watch?v=ISJU7szkqHE">https://www.youtube.com/watch?v=ISJU7szkqHE</a></td>
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<td>What weather do I see in each season?</td>
<td>Students will be able to recognize how the seasons change.</td>
<td>Students will be able to recognize the weather changes in each season.</td>
<td>Quel temps fait-il?</td>
<td>Weather: <a href="https://www.youtube.com/watch?v=G8iBwQUvY-E">https://www.youtube.com/watch?v=G8iBwQUvY-E</a> <a href="https://www.youtube.com/watch?v=yZb4g&amp;list=RD51Z8I8KNtyZb4g#t=5">https://www.youtube.com/watch?v=yZb4g&amp;list=RD51Z8I8KNtyZb4g#t=5</a></td>
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<td>What does it mean to be a global citizen?</td>
<td>Students will be able to identify characteristics of a global citizen. Students will be able to explain what they do and create a plan for what they will do in the future to be good global citizens.</td>
<td>Students will be able to have a conversation about the most important factors in being a global citizen. Students will write a plan to create a pathway for their own global citizenship.</td>
<td>Tengo que.... Tenemos que... Para ser buen ciudadano global, yo... Características Respetar la diversidad Conciencia ambiental Consumo responsable Derechos humanos Introduce el imperativo.</td>
<td>¿Cómo ser un buen Ciudadano? Wendy Juárez Youtube Cultura Ciudadana Para Niños (Connie Espinel) Youtube</td>
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The HOW not just the WHAT

Focusing on empowering teachers and students with strategies that engage all in the three modes of communication and demonstrate what students “can do” with the language.
K-4 PH World Language Learners Bringing it to Life
Focusing on monitoring growth through formative assessment across the modes.
5-8 PH World Language Learners Engaging Across the modes in the Target Language learning centers
These digital portfolios are designed to provide an opportunity for students to do some presentational writing and speaking as a part of ongoing assessment. Students are required to add specific slides at the conclusion of each unit of study.
Next Steps this Academic Year

Ongoing focus on unit and lesson development with special attention paid to:

*Content  *Conversation  *Connections

and additionally for our middle schoolers...

*Accuracy

Grades 7 and 8 participate in baseline FLACS Checkpoint  A test in mid-January
Pocantico Hills Students

Learning, having fun, and growing lifelong skills
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.

We are well on our way...

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)