



Pocantico Hills World Languages Initiative K-8

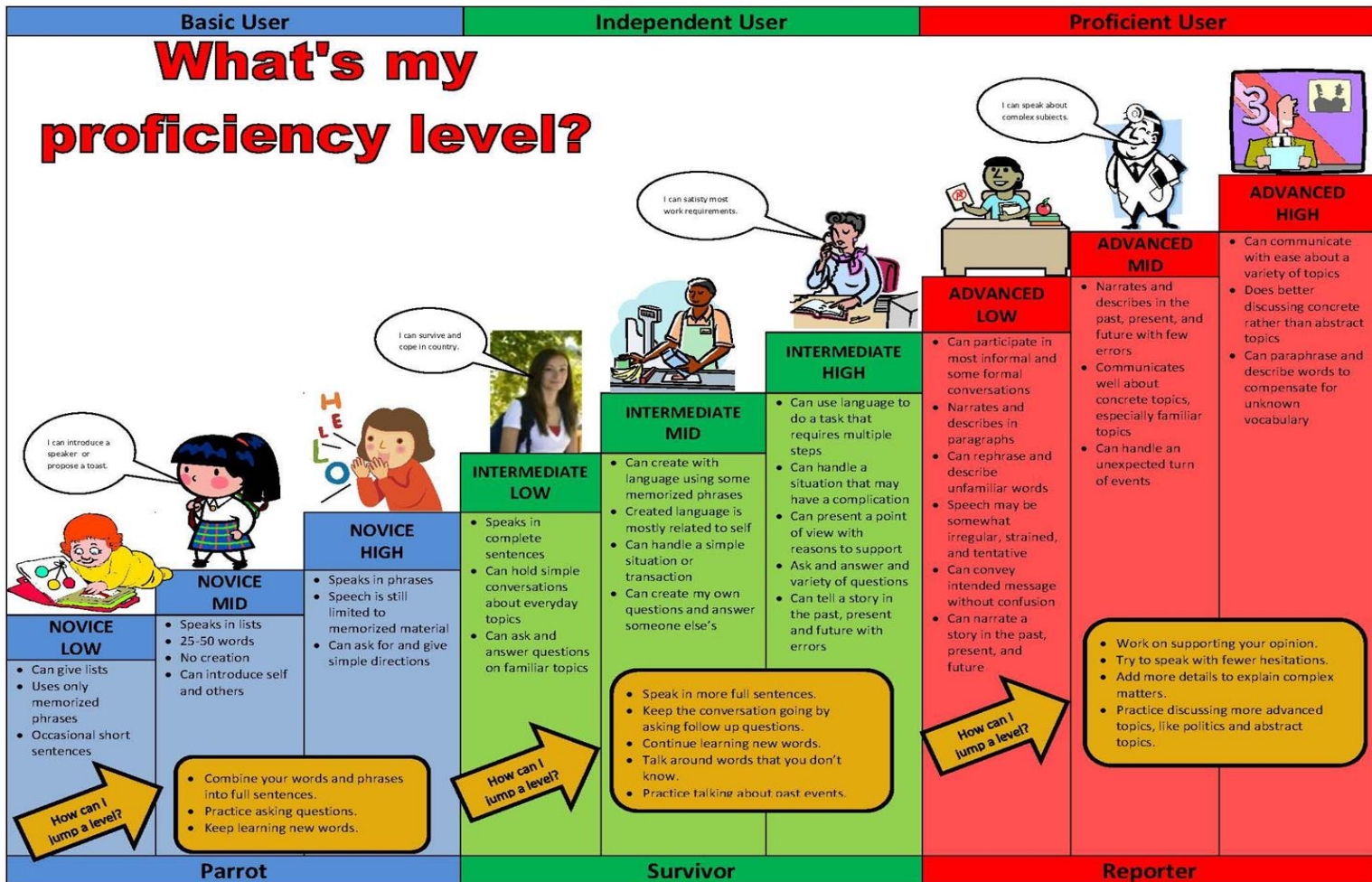
Connecting content, culture, and conversation.

Pilot year 2017-18
A snapshot of month one

Pocantico World Language Program Objectives



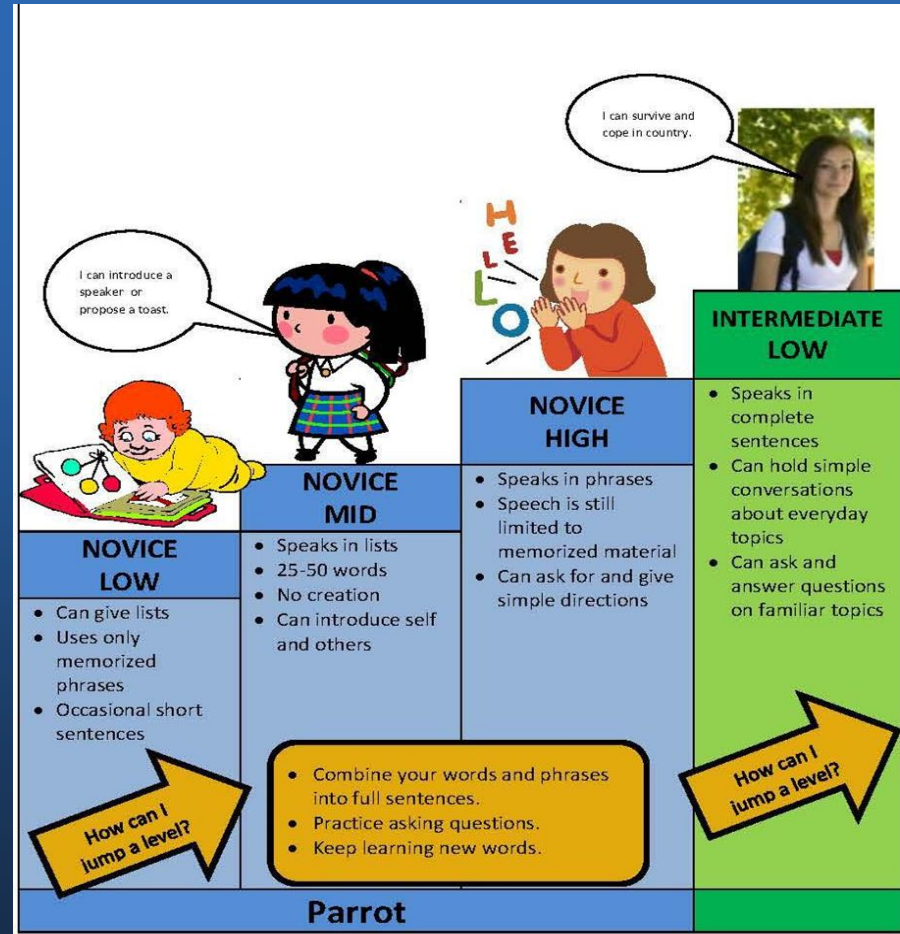
1. Students will have consistent standards-based language instruction throughout the year.
2. All learning modules and curriculum objectives will be tied to aspects of content area curriculum and/or global learning goals.
3. Instruction will be in an immersion model (90%+) and will focus on development 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.



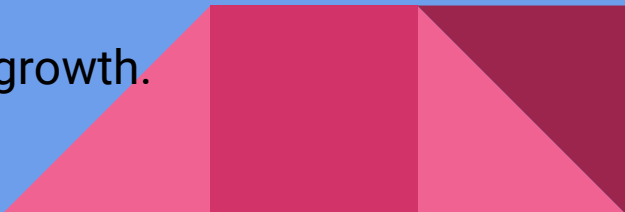
PH students all currently fall within the Novice range.

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.
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Setting clear benchmarks for content and language objectives - elementary school

Essential /Overarching Questions	Content Objectives	Language Objectives	Sentences Starters, Phrases, vocabulary	Resources
<p>What are the four seasons?</p> <p>How do the seasons change?</p> <p>What weather do I see in each season?</p>	<p>Students will be able to name the four seasons.</p> <p>Students will be able to understand the concept of weather.</p> <p>Students will be able to recognize how the seasons change.</p> <p>Students will be able to recognize the weather changes in each season.</p>	<p>Students will be able to speak by using a few present tense verbs in first person.</p> <p>Students will be able to describe colors that they see in their surrounding.</p>	<p>Je vois...</p> <p>J'observe...</p> <p>Quel temps fait-il?</p>	<p>Colors: https://www.youtube.com/watch?v=-4kNeFGBAcw</p> <p>Seasons: https://www.youtube.com/watch?v=ZDfPy3mkz0o</p> <p>https://www.youtube.com/watch?v=ISJU7szkqHE</p> <p>Weather: https://www.youtube.com/watch?v=G8iF...QUvY-E https://www.youtube.com/watch?v=...tyZb4g&list=R8K...=5</p>

Setting clear benchmarks for content and language objectives - middle school

Essential /Overarching Questions	Content Objectives	Language Objectives	Sentences Starters, Phrases, vocabulary	Resources
<p>What does it mean to be a global citizen?</p> <p>What can I do to be a good global citizen?</p>	<p>Students will be able to identify characteristics of a global citizen.</p> <p>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.</p>	<p>Students will be able to have a conversation about the most important factors in being a global citizen.</p> <p>Students will write a plan to create a pathway for their own global citizenship.</p>	<p>Tengo que.... Tenemos que...</p> <p>Para ser buen ciudadano global, yo...</p> <p>Características Respetar la diversidad Conciencia ambiental Consumo responsable Derechos humanos</p> <p>Introduce el imperativo.</p>	<p>¿Cómo ser un buen Ciudadano? Wendy Juárez Youtube</p> <p>Cultura Ciudadana Para Niños (Connie Espinel) Youtube</p>

INTERPRETIVE
INTERPERSONAL
PRESENTATIONAL

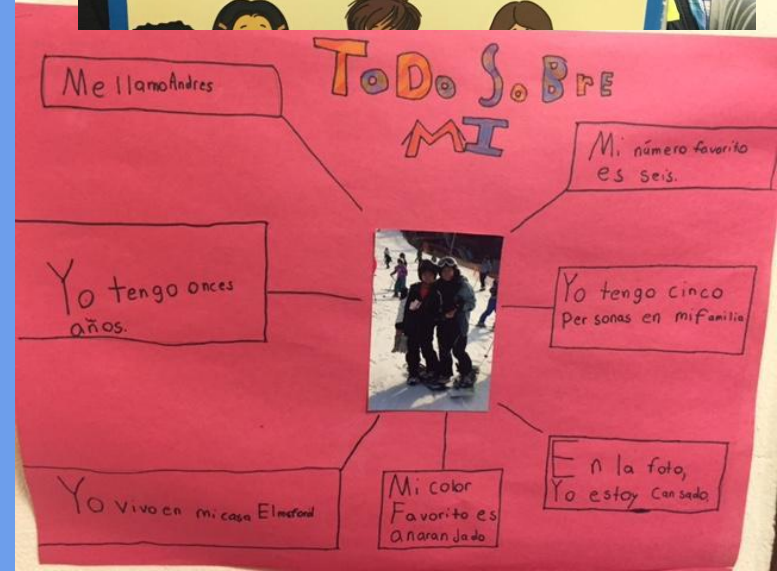
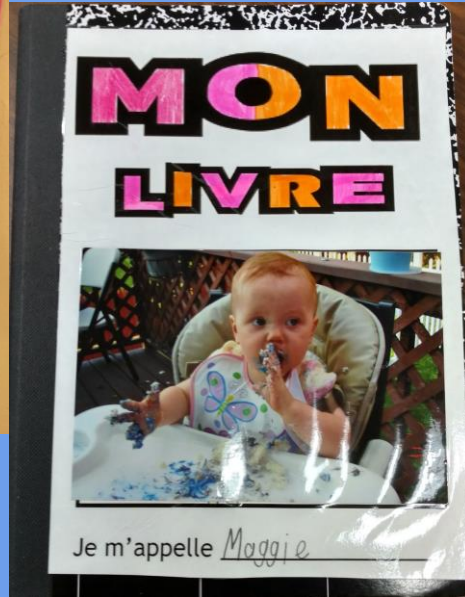
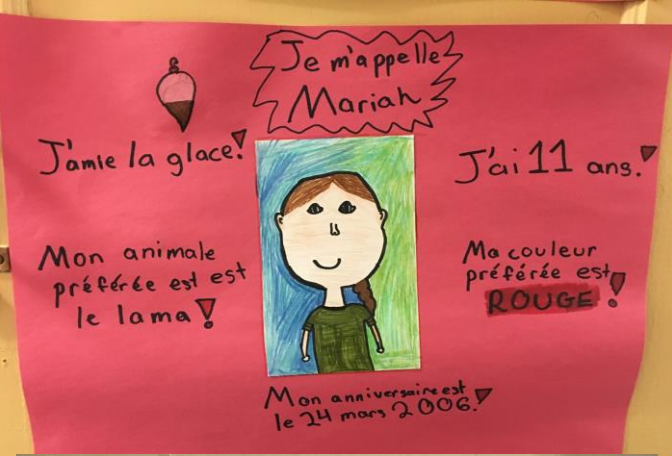
The HOW not just the WHAT

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.

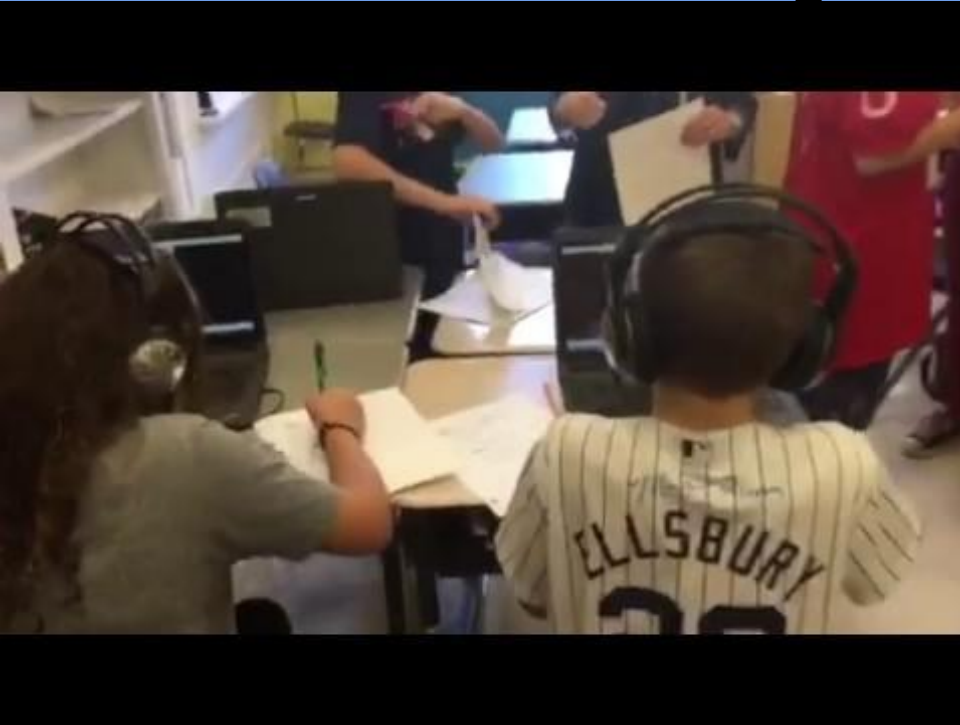
K-4 PH World Language Learners Bringing it to Life



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



7th and 8th grade Digital Portfolios

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.

[Emma's Digital Portfolio](#)

[Ty's Digital Portfolio](#)

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



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.

We are well on our way...