



Pocantico Hills

World Languages
Initiative K-8

Connecting content,
culture, and
conversation.

Beginning 2017-18

Presented by
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M.Ed.



INTERCULTURAL COMPETENCE

in the 21st century



How do we prepare our students for a global future in whatever field they choose? How do we promote the concept of global awareness and connections for our students?

Where are we now?




- K-2 no current program
- 3-4 twice per cycle 45 minutes $\frac{1}{2}$ year per language - exploratory
- 5-8 every other day all year long, opt into Spanish or French

*Equivalent of two years of instruction over four

How can we strengthen linguistic outcomes and goals?

- ★ Focus on proficiency and connections to content curriculum
- ★ Consider number of minutes and consistency of instruction
- ★ Adhere to national standards - ACTFL World Readiness Standards
- ★ Achieve state standards - FLACS Components A (and B in some cases)



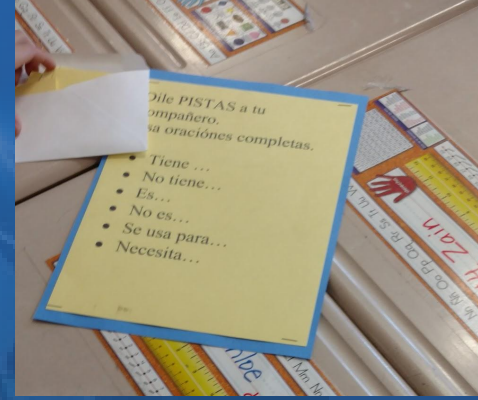
American Council on the Teaching of Foreign Languages (ACTFL) National Standards and Guidelines for Language Education

- ★ Target Language 90%+

ACTFL World Readiness Standards



What is
immersion and
what does it feel
like to learn in an
immersion
setting?



Leave
English at
the Door



Pocantico World Language Program Objectives

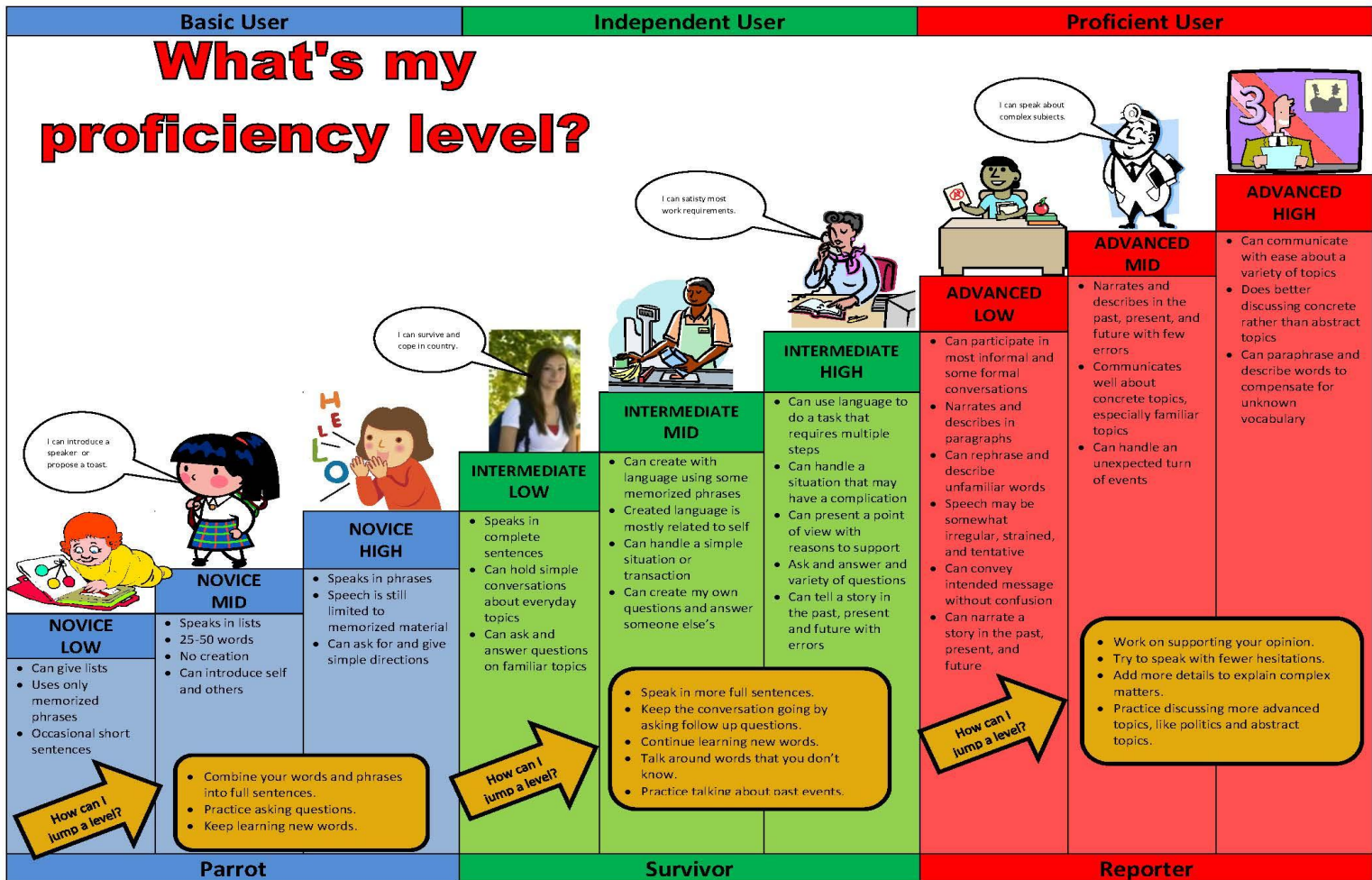


1. Students will have consistent standards-based language instruction throughout the year.
2. All learning modules and curriculum objectives will be tied to aspects of content area curriculum and/or global learning goals.
3. Instruction will be in an immersion model (90%+) and will focus on development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

The following is an example of a set of activities connected to a theme and incorporating the three modes of communication as well as math and science standards:

- What happens to the weather in the spring?
- What is your favorite type of weather and why?

Interpretive	Interpersonal	Presentational
Students will read a passage describing the different types of spring weather. They will then watch a video of a person telling them about what they like to do on different types of days. Afterwards they will do a living graph of their favorite types of weather and discuss the results.	Each student will create a weather spinner and will use it to speak with at least 3 other students about what they do on that type of day. Ex. En un día <u>lluvioso</u> , me gusta <u>mirar la televisión</u> .	Students will write their own weather based diaries about a three days of crazy spring weather. Hoy es un dia.... Yo..... The three entries will be put together as a part of a classroom book.



How will the K-4 program look?

These are sample learning modules that match grade level science. Each of these modules will also connect to some math goals and will be developed in line with the three modes of communication.



K-2 -

Kindergarten

- All About Me
- The Four Seasons
- Insects

First

- All About My World
- The 3 States of Matter
- Understanding Differences (Compare and Contrast)

3-4 -

Second

- What Keeps Me Healthy
- Understanding Magnets
- Living Things

Third

- Magic animals (butterflies and frogs)
- Plants and The Three Sisters Garden
- Clean Water

Fourth

- The Earth (Ways to Protect Our Planet)
- Volcanoes of the World

5-8 -
Fifth

- Health and Nutrition in the World
- My Family Tradition and Celebrations

Sixth

- Understanding Communities
- Our Universe

Seventh

- What does it mean to be a citizen?
- Independence in Spanish/French speaking countries

Eighth -

- Equality and Rights
- Protecting habitats and biodiversity



How will the 5-8 program look?

The middle school world language focus will give students real life scenarios and questions for discussion, understanding, and in some cases debate. All themes will be tied to the FLACS component A topics and linguistic expectations as well as connected to grade level content themes.



Assessment plans



- Ongoing formative assessments will be conducted at each grade level based on the three modes of communication and content beginning AY2017-18
- Students in grades 5-6 during AY 2017-18 will be part of the first tier of summative assessment when they reach 7th and 8th grade.
- Grade 7 students will take a school-developed assessment based on the Pocantico curriculum beginning with a modified version in 2018-19. The assessment will involve content and language skills across the three modes and involving experiences from multiple grade levels. No specific long-range content knowledge will be needed to achieve on this assessment.
- Grade 8 students will take the FLACS checkpoint A exam. This will assist with their placement at the high school level. While the FLACS checkpoint exams are one indicator of compliance with NY State standards, the in-house developed assessments are also considered allowable demonstrable evidence of compliance.

Additional Program Features

- School garden incorporated into content of language program
- FACS curriculum incorporated into the language program
- Interdisciplinary projects with Art, Music, Physical Education, and content areas
- Service learning and sustainability aligned with global citizenship.

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

Khaled Housseini

**"JUST LEARNING TO THINK IN ANOTHER
LANGUAGE ALLOWS YOU TO SEE YOUR OWN
CULTURE IN A BETTER VIEWPOINT."**

GATES MCFADDEN

Fact of the Day:

Learning a second language
not only has cognitive
& academic benefits, it
also supports a greater
sense of openness to
— and appreciation for —
other cultures.

(Tachon, 2009)

**THE LIMITS
OF MY LANGUAGE ARE
THE LIMITS
OF MY WORLD**

...

Ludwig Wittgenstein

To speak a
language is to
take on a world, a
culture.

Frantz Fanon

Learning a foreign language, and the
culture that goes with it, is one of
the most useful things we can do to
broaden the empathy and
imaginative sympathy and cultural
outlook of children.

— *Michael Gove* —

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