

**World Languages & Cultural Studies**  
**Novice High/4th-6th grade Spanish**  
**Morales, French, Serrano**

**Approach to Language Teaching and Learning:**

Twenty-first century schools must reflect the modern world and workplace through a commitment to global awareness, bilingualism, and diversity. The World Languages & Cultural Studies program at Lab is designed to give students authentic opportunities to engage in language learning and learn to interact positively across cultural barriers. The target language (Spanish) will be used as much as possible by both teachers and students during the World Language & Cultural Studies block. Lessons are carefully planned so that students can understand and enjoy the activities that will help them learn and explore the world.

**Trimester #1 Timeline (August 28-November 21)**

<u>Unit Topic</u>	<u>Student Goals</u>	<u>Vocabulary</u>
<b>Personality</b>	<ul style="list-style-type: none"> <li>I can describe myself and others using positive adjectives.</li> <li>I can understand simple phrases about people's personalities.</li> <li>I can write short sentences to describe my personality.</li> <li>I can mention character trait words related to stories.</li> <li>I can respond to simple questions about character traits in people and myself.</li> </ul>	- Yo soy... (I am) - Él/ella es... (He/she is) - Tú eres... (You are)  Personality adjectives: Amable (kind), responsable (responsible), amigable (friendly), gracioso(a) (funny), respetuoso(a) (respectful), valiente (brave), alegre (happy), curioso(a) (curious), organizado(a) (organized)
<b>Home</b>	<ul style="list-style-type: none"> <li>I can describe the type of home I live in and describe some parts of a home.</li> <li>I can say where people and/or some objects are in a home.</li> <li>I can mention where some people live.</li> <li>I can understand simple phrases that describe homes through pictures</li> <li>I can recognize some similarities and differences between the size of homes</li> </ul>	-Yo vivo en (I live in...) - Partes de un hogar (Parts of the home) -Location phrases (ex. El sofá está en la sala. - The sofa is in the living room.) -Description phrases (ex. El edificio es grande. - The building is big.)

**Trimester #2: Leisure Activities (November 28 - January 19), Clothing (January 22 - March 2)**

**Trimester #3: Needs, Wants, & Money (March 6 - April 27), Life Cycles (April 27 - June 6)**

**Assessments:**

These tools will give teachers and students a variety of data to show progress on specific learning objectives.

<u>What is the assessment?</u>	<u>What does it measure?</u>	<u>How will it be used?</u>	<u>When will it be used?</u>
<b>Performance Rubric</b>	In the comprehension, conversation, and presentation, this rubric measures how well a student is able to communicate in the target language.	Students will participate in performance tasks to demonstrate their ability to use the target language in a real-world context. Teachers will use the rubric to give feedback and show progress throughout the year.	At the end of each unit (twice per trimester)
<b>Fountas &amp; Pinnell Reading Level Evaluation</b>	This evaluation (which is also used to determine ELA Reading levels at Lab) collects data on a student's oral fluency, comprehension, and ability to make connections with a text.	Reading levels will be used to provide students with targeted practice to help them develop vocabulary, familiarity with sentence structures, and opportunities to practice decoding and interpreting meaning from a variety of texts.	Mid-year and End-of-year
<b>Can Do Checklist</b>	Students will be assigned to tasks that will allow them to prove that they can do the communicative tasks or demonstrate the cultural competencies listed for each unit above.	Students will record their own growth areas and performance on SeeSaw (which may also be evaluated by a teacher on the rubric provided above) and in a self-assessment.	Weekly, by unit
<b>Target Language Tracker</b>	Each time students use English or Spanish in class, they will tally the instance on a tracker card.	Students will set their own goals for how much they want to use the target language in each class period and track their growth over time.	Daily, as needed
<b>Phonemic Awareness Tracker</b>	This checklist will allow students to demonstrate the letter-sound associations of the Spanish alphabet and syllables.	Teachers will provide personalized activities for students based on the assessment so that they will develop appropriate patterns of pronunciation.	Biweekly, until all are mastered
<b>High Frequency Words List</b>	Much like the ELA Sight Words list, teachers will track students' understanding of common functional words and phrases.	Students will focus on the High Frequency words list appropriate for their reading level until they can confidently understand and use the words in context.	Biweekly
<b>Personal Goals</b>	Students will choose their own learning goals related to vocabulary, pronunciation, reading, writing, speaking, and listening.	This information will help students chose learning centers that will help them grow their language proficiency and global awareness, and their individual progress will be share through the online portfolio.	Weekly

### **Student Work**

Charlotte Lab School uses an online portfolio system which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. Families are invited view their students' photos and videos of work in Spanish and also to leave encouraging comments on their student's work as well.

### **Homework and Home-School Connection**

Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Use web-based tools to practice along with your student. Log-in information will be provided by the end of the first Trimester.*
  - DuoLingo (free language learning app)
  - Quizlet (website and app for building vocabulary)
  - RAZkids (leveled books for listening and reading)
- *Take note of target language use in your home and in the community.*
  - Ask your student to find words that they recognize or can guess
  - Look for opportunities that allow your child to notice other languages and cultures
- *Use SeeSaw to connect with your student about what they are learning.*

### **Parent-Teacher Communication**

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies question arises, please email the teacher(s) and a response will be provided within one business day.

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