

**World Languages & Cultural Studies**  
**Intermediate Low-Mid/4th-6th grade Spanish**  
**French, Morales**

**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>Learning Targets</u>
<b>Documentaries</b>	<ul style="list-style-type: none"> <li>● I can describe someone’s experience.</li> <li>● I can report on events.</li> <li>● I can ask and answer questions based on factual information that is familiar to me.</li> <li>● I can interview someone for a project.</li> <li>● I can understand the main idea in messages and presentations related to everyday life and personal interests.</li> </ul>	<p><b><u>Vocabulary:</u></b> la entrevista (interview), los herramientas (tools), la calidad (quality), la elección (choice), el hilo narrativo (storyline), inspirar (inspire), grabar (record), editar (edit), contar (tell a story), la perspectiva (perspective)</p> <p><b><u>Grammar/Structures:</u></b> question formation, review of present and past tenses</p>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● I can write about a famous celebrity or historical figure.</li> <li>● I can tell why someone’s contributions are important.</li> <li>● I can express my thoughts about a current event.</li> <li>● I can compose a simple letter.</li> <li>● I can ask and answer questions based on factual information that is familiar to me.</li> </ul>	<p><b><u>Vocabulary:</u></b> el liderazgo (leadership), la iniciativa (initiative), motivar (motivate), las habilidades (skills), tomar decisiones (make decisions), la cooperación (cooperation), el éxito (success), el carácter (character), la integridad (integrity), la confianza (confidence)</p> <p><b><u>Grammar/Structures:</u></b> sentence transitions and complex sentence formation in the present and past tenses</p>

**Trimester #2: Health** (November 28 - January 19), **Globalization** (January 22 - March 2)

**Trimester #3: Immigration** (March 6 - April 27), **Review and Literature Focus** (April 27 - June 6)

## Assessments:

### Performance Rubric

Throughout each unit, 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 below to provide feedback to students and show progress throughout the year.

	Intermediate Low	Pre-Intermediate Mid	Intermediate Mid
<b>Interpretive Communication</b>			
Pronunciation & Fluency <i>What does my language sound like?</i>	Speaks with mostly appropriate pronunciation Reads in larger, meaningful phrases Often uses tone to convey expression based on punctuation Has some moments of slowed rate	Speaks with consistently accurate pronunciation Reads smoothly across several sentences Often uses expression, tone, and stress based on context and punctuation	Speaks with highly accurate pronunciation Reads with a smooth pace and near-normal rate Enhances reading with expression, tone, and stress to convey context and punctuation
Comprehension <i>How well do I understand the language?</i>	Demonstrates basic understanding of the main idea and a few details May need to repeat/have something repeated Can make a connection to the author's purpose	Demonstrates clear understanding of the main idea and a few details Occasionally needs to repeat/have something repeated Makes meaningful connections to the author's purpose	Demonstrates clear understanding of the main idea and nearly all details Readily asks questions to clarify and/or to gain further understanding Responds with a thoughtful connection to the author's purpose
<b>Conversational Communication</b>			
Function <i>How well am I able to complete the communication task?</i>	Formulates language to describe or explain Uses a variety of words and phrases to elaborate Produces strings of sentences	Beginning to use language creatively to describe, explain, compare, and narrate Uses expanded vocabulary to provide additional information or commentary Produces strings of sentences related logically	Creates with language to able to describe, explain, compare, and narrate Uses appropriate expressions and transitions Produces logical paragraphs
Communication Strategies <i>Can I interact authentically?</i>	Manages to maintain conversational exchange with questions and answers May repeat or reformulate message to aid communication	Mostly able to sustain social conversations using strategies such as repetition, reformulation, and circumlocution	Is consistently able to sustain social conversations using strategies such as reformulation and circumlocution
<b>Presentational Communication</b>			
Language Control <i>How effective is my language use?</i>	Is understood with some difficulty by a native speaker May make a few errors that may be confusing to a listener/reader	Is mostly understood by a native speaker/reader Makes few errors that limit the understanding of a listener/reader	Is understood with little difficulty by a native speaker Makes almost no errors that limit or confuse the intended message for a listener/reader
Impact & Style <i>How effective is my overall communication?</i>	Uses a variety of words and phrases on a range of familiar topics Creates messages in contexts relevant to his/her experience Shows an increasing ability to self-edit	Demonstrates variety in vocabulary, sentences structures, and stylistic choices Beginning to develop messages that relate to general interest or a wider audience Often able to self-edit	Uses language relating to a wide range of topics and beginning to use expanded vocabulary within a topic Usually able to self-edit

### Measures of Mastery

In addition, 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>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 (HFW)</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.

Carey French

[cfrench@charlottelabschool.org](mailto:cfrench@charlottelabschool.org)

Marcelo Morales

[mmorales@charlottelabschool.org](mailto:mmorales@charlottelabschool.org)