

World Languages & Cultural Studies
Novice Mid/4th-6th grade Spanish
Fernandez, Maspons, 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>Vocabulary</u>
Self / Classroom	<ul style="list-style-type: none"> I can introduce myself. I can tell someone my favorite color. I can say how old I am. I can ask for school supplies. I can spell simple words phonetically, drawing on knowledge of sound-letter relationships. I can say the date for today, yesterday, and tomorrow. 	<p>Azul (blue), verde (green), amarillo (yellow), rojo (red), café (brown), morado (purple), rosado (pink).</p> <p>Los números (numbers), año (year), nombre (name), hola (hello), adiós (bye)</p> <p>Lápiz (pencil), crayolas (crayons), tijeras (scissors), libro (book), pegamento (glue)</p>
Family / Community Helpers	<ul style="list-style-type: none"> I can present information about myself and family using single words or memorized phrases. I can compare different types of families. I can share my family customs, traditions and celebrations I can describe different kinds of jobs that people do and the tools or equipment used. 	<p>Mamá (mom), papá (dad), hermano (brother), hermana (sister), abuelo (grandfather), abuela (grandmother)</p> <p>Policía (police), bombero (firefighter), médico (doctor), profesor/a (teacher), veterinario (vet)</p>

Trimester #2 Timeline (November 28-March 2)

Maps	<ul style="list-style-type: none"> I can identify familiar landscapes. I can identify and locate land and water features on maps and globes. I can copy some familiar words, characters or phrases. I can make a map of my community that shows the locations of important places. 	<p>Vocabulary: Mapa (map), globo terráqueo (globe), océano (ocean), río (river), montaña (mountain), colina (hill), llanura (plains), ciudad (city), estado (state), país (country), continente (continent)</p> <p>HFV: Yo voy (I go)</p>
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<p>Weather/ Seasons</p>	<ul style="list-style-type: none"> • I can explain how people adapt to weather conditions. • I can recognize a few letters or characters. • I can identify a few memorized words and phrases when I read. • I can compare how seasons and weather in different countries. • I can relate the weather with types of clothes 	<p><u>Vocabulary:</u> Estaciones del año (seasons), primavera (spring), verano (summer), invierno (winter), otoño (fall), frío (cold) está caluroso / hace calor (hot), nublado (cloudy), está lloviendo (rainy), hace viento (windy), tormenta (storm)</p> <p><u>HFW:</u> es- está (is)</p>
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Trimester #3 Timeline (March 6-June 6)

<p>Food (Needs/ Wants)</p>	<ul style="list-style-type: none"> • I can identify some common eating habits in other cultures. • I can explain how families have needs and wants. • I can make decisions about my wants. 	<p><u>Vocabulary:</u> leche (milk), bread (pan), frutas (fruits), verduras (vegetables), helado (ice cream), papas fritas (french fries), galletas (cookies), carne (meat), pollo (chicken) jugo (juice), agua (water)</p> <p><u>HFW:</u> Yo quiero (I want), I need (yo necesito)</p>
<p>Likes/ Dislikes</p>	<ul style="list-style-type: none"> • I can play a simple board or card game with friends. • I can tell what I sports I like and dislikes. • I can explain how people change over time and the impact of how life events bring change. • I can identify a few memorized words and phrases when I read. 	<p><u>Vocabulary:</u> Juegos (games), deportes (sports) Cambios (change), personas (people), tenis (tennis), fútbol (soccer), natación (swimming), bailar (dance), correr (run)</p> <p><u>HFW:</u> me gusta (I like) / No me gusta (I don't like), yo juego (I play)</p>

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>
Performance Rubric	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)
Fountas & Pinnell Reading Level Evaluation	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
Can Do Checklist	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
Target Language Tracker	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
Phonemic Awareness Tracker	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
High Frequency Words List	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

Personal Goals	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
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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)
 - YouTube (list of songs and videos provided by the teacher)
- *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 48 hours.

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