

Since students are in the early years of the Spanish program, the goal when reporting on student progress, would be that students will receive a score of a “3 – Meeting expectation with minimal help”. Remember that learning a language takes time to develop just like it does for any given sport. The score of 3 is the expected level for our elementary Spanish program.



K-4 World Language Program

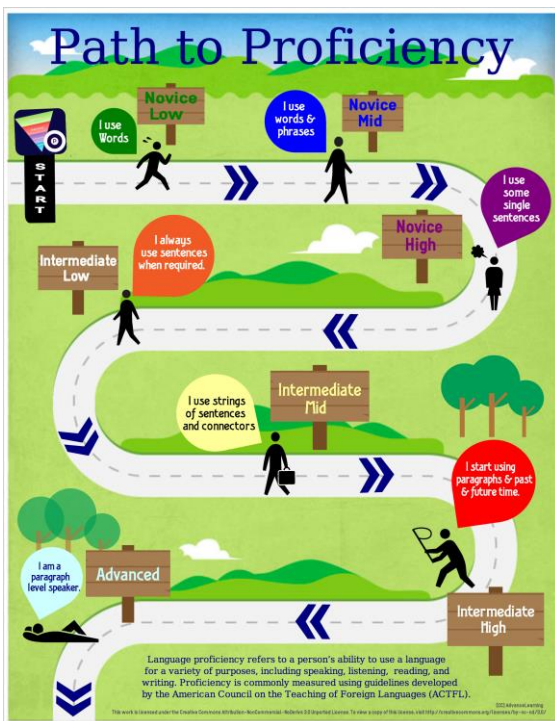
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For more information: http://www.reeths-puffer.org/Our_District/Departments/Curriculum/curriculum-corner-for-parents/

Standard Based Scoring Guide for Report Cards:

- 4 – Can confidently and independently complete on own
- 3 – Meeting expectation with minimal help**
- 2 – Making progress but direct support is needed
- 1 – Insufficient progress meeting grade level expectations

As you can see there is a planned route students are on to get them through the various levels along the Path to language Proficiency.



Reeths-Puffer staff wants to partner with parents to help children be successful in their educational journey. We want to make sure we provide parents with the information needed so they become familiar with the Spanish program, at the elementary level. This brochure will provide the goals of the program, as well as the units of study children will be participating in throughout their K-4 experience.

“Language Learning is never just about words. Language is the medium in which human beings think and by which they express what they have thought. Language acquisition is a lifelong process. Foreign language programs should begin in the elementary school, since language acquisition is more easily accomplished at a young age and can continue beyond grade 12.” (1)

“Learning a language means more for your child than just knowing how to say, “Hello/Hola” or “Thank you/Gracias” or “Please/Por favor.” Research shows that students who study foreign languages tend to score higher on standardized tests and demonstrate improved school performance overall. Additionally, evolving opportunities in the global workplace makes knowing another language a significant advantage.” (2)

No matter the level of World Language instruction K-12, the focus of instruction is on communication, cultures, connections, comparisons, and communities. Our elementary school Spanish program provides a foundation for our youngest learners as the first exposure to language learning. Interactive activities introduce basic expressions and develop everyday vocabulary.

Throughout the units of instruction, students practice in fun, friendly and engaging ways as students gain an understanding and appreciation for other cultures and languages. Through the learning activities, students connect meanings to what they hear their teacher and others say and begin the learning

“A great place to learn, contribute and compete.”



Sources:

- (1) Massachusetts Foreign Language Curriculum Framework
- (2) Scholastic Parent Primer: Foreign Language
- (3) Actfl.org site 21st Century Skills Map
- (4) Path to Proficiency Poster

process by parroting single words back. As they continue through the program, students begin to add on to the memorized words as they begin to piece together words, phrases, then simple expressions, before later expressing their own simple sentences.

World Language education not only contributes to students' career and college readiness, it also helps develop the individual, as language learners take on a new and more invigorating view of the world. They come to understand the world better because of their knowledge of speakers of another language – of people who share many of the same hopes and dreams for their future. While perspectives may differ among speakers of different languages, more similarities exist than we might imagine. However, it is only through knowing the language of others that we can truly understand how they view the world. (3)

Below you will see the outline of the K-4 Instructional Units/Themes at each grade level.

Kindergarten: (Novice Low)

- Unit 1: Making Friends
- Unit 2: Life on the Farm
- Unit 3: Summer Fun

1st Grade: (Novice Low)

- Unit 1: My Day at School
- Unit 2: Healthy Habits
- Unit 3: Lets visit the Zoo

2nd Grade: (Novice Mid)

- Unit 1: The Market
- Unit 2: Fun Around the World
- Unit 3: The Rainforest

3rd Grade: (Novice Mid)

- Unit 1: Family
- Unit 2: Let's Go to Mexico
- Unit 3: Monarch Butterflies

4th Grade: (Novice Mid)

- Unit 1: Community
- Unit 2: Endangered Species
- Unit 3: Our Environment

Learning a language, such as Spanish, is similar to learning to play a sport like baseball. The skills necessary to play the sport take time (years) to develop. Along with repetitive practice, it takes time to work up through the system. Each level has more technical aspects added and requires more defined skills.

As we know, it can take a talented ball player ten years to make it from Tee Ball to the High School Varsity team. It takes even longer to make it to the college level. Only a few make it in Minor League Baseball and even fewer make the Major Leagues. (Tee ball - Little league - Varsity - College - Minor Leagues - Major Leagues.)

Learning a language is much the same. It takes time, direct instruction, exploration, practice, etc., to learn and build upon the language to effectively use it with others. From there, individuals can progress to using the language with a native speaker or in another culture. (Novice Low -- Novice Mid -- Novice High --- Intermediate Low --- Intermediate Mid --- Intermediate High --- Advanced Low --- Advanced Mid --- Advanced High --- Superior level.) Here is what you can expect as your child moves through the K-4 Spanish program within Reeths-Puffer Schools.

Levels of Proficiency for Elementary Students

Novice Low Learners can: (Similar to Tee-ball)

- Repeat single words or short phrases heard and memorized
- Greet others
- Recognize some words that they have heard before
- Give their name
- Name a few things around them
- Answer questions with “yes” or “no”
- Count to 10

Novice Low Learners are working on . . .

- Learning more words and phrases
- Understanding more things that they hear
- Asking very simple questions

Novice Mid Learners can: (Similar to Little League baseball)

- Use different words and phrases heard and memorized
- Introduce themselves
- Greet others in different ways
- Name some of their likes and dislikes
- Name different activities
- Ask simple questions
- List things like: colors, animals, numbers,
- Can express an idea even though it may not be grammatically correct

Novice Mid Learners are still working on . . .

- Speaking in simple but full sentences
- Explaining words they don't know
- Asking more kinds of questions
- Hesitating less when speaking in Spanish