

Year at a Glance: Grades 3-5

DCPS student can learn French, Mandarin Chinese, Latin, or Spanish as a new language. Students in grades 3 through 5 should receive at least 45 minutes of language instruction two times per week in order to implement a FLES model (Foreign Language in Elementary School), which is the recommended model in order to achieve Novice-High proficiency by EOY Grade 5.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Personal Biography</p> <hr/> <p>Students understand how their experiences influence the course of life. Personal experiences of their peers in the target culture will be addressed. They will interpret and/or produce rehearsed phrases and basic vocabulary related to the unit. Topics include but not limited to the following for each grade (s): 3rd grade, personal identity; 4th grade, personality and interests; 5th grade, work habits.</p>	<p>Friendships</p> <hr/> <p>Students understand how relationship with family and friends influence how they relate to other people. They will interpret and/or produce simple phrases and basic vocabulary related to the unit. Topics include but not limited to the following for each grade (s): 3rd grade, family values and history; 4th grade, activities with families and friends. In 5th grade, topics include types of family and roles.</p>	<p>Nature Friend or Foe</p> <hr/> <p>Students understand how natural events influence our daily experiences. They will interpret and/or produce key phrases and academic vocabulary related to the unit. Topics include but not limited to the following for each grade (s): 3rd grade, climate change; 4th grade, green practices; 5th grade, concepts of reducing and reusing.</p>	<p>Responsibilities</p> <hr/> <p>Students understand how being responsible benefits them in school, at home, in nature, and in the community. They will interpret common phrases and/or produce key vocabulary related to the unit. Topics include but not limited to the following for each grade (s): 3rd grade, responsibilities in the classroom and at school; 4th grade, responsibilities at home and in the neighborhood; 5th grade, responsibilities to the greater community.</p>
<p>Anchor Resources differ by language and are detailed in each Program of Study. Non Language Specific http://www.naeyc.org/publications https://www.teacherspayteachers.com/</p>			

The 45-Minute Language Block

Time	Instructional block component and brief description
7 minutes	<p>Opening: Group Time</p> <ul style="list-style-type: none"> • Greetings: assemble group in designated area, greet the group, and ask how the group and selected individuals are feeling using gestures (thumbs up, middle or down), visual cues, rhythmic patterns, claps, tap, movements, and songs. Use “turn and talk”, allow students to practice and a student to lead the activity. Use a timer/bell and give warning signal for transition. • Transition using movements, songs, rap or chants: Q & A about the weather using visual cues and gestures. Embed preferences. Give students responsibilities during transition. Allow a student to lead the activity. • Order of the Day (1): Start with a calendar, talk about events on the calendar e.g. commemorative days, birthdays (when applicable). Count up or down to holidays, and allow a student to lead the activity.
10 minutes	<p>Guided Practice: Whole Group</p> <ul style="list-style-type: none"> • Order of the Day (1): Provide a visual class schedule using photos and showing the order of activities. Recall content from previous class. Introduce new content. • Practice new skills and content using “I do (teacher demonstration), you do (small group practice), we do (whole class/check for understanding)” approach. Use a timer/bell and give warning signal for center time. • Center Time Transition: Remind students the rules, procedures and expectations. Model expected behavior and share consequences.
20 minutes	<p>Independent Practice: Center Time Small groups/individual practice (see program of study for examples).</p> <ul style="list-style-type: none"> • Reading • Listening • Writing • Culture • Teacher facilitated center
8 minutes	<p>Closure: Preparation</p> <ul style="list-style-type: none"> • Give 5 a minute warning signal prior to cleanup. • Taking Leave: assemble group in designated area, discuss class content, checking for understanding using an exit process.

World Languages Curriculum Resources

DC Public Schools provides unit overviews and lesson planning ideas on [Educator Portal Plus](#). Other programs, digital resources, and enrichment materials are also available.

1. [Educator Portal Plus](#) resources under [World Languages](#)

- DCPS scope and sequences
- General planning resources for creating standards-based unit and lesson plans
- Program of Study for each language offered in DCPS

2. [Common European Framework of Reference](#)

- A framework for creating authentic assessments

3. Video Clips

- Resources demonstrating a variety of pedagogical techniques.
 - [Teaching Culture in the Target Language](#)
 - [Language Acquisition Theory in Action](#)
 - [Teaching Languages –A Library of Classroom Practices](#)

World Language Assessments

STAMP Test

The Standard-Based Measurement of Proficiency or STAMP test is an online adaptive assessment that evaluates learners' listening, reading, speaking and writing skills in Arabic, Mandarin Chinese, Italian and Spanish. STAMP 4Se is designed for students in grades 3 through 6. For more information visit the following link: <http://www.avantassessment.com/stamp4se.html>

[Teacher Assessed Student Achievement Data](#)

Teachers create rigorous formative and summative assessments to track progress throughout each unit using the Common European Framework of Reference (CEFR) model based on the international standards. Visit the links below for more details.

- [International standards-CEFR](#)
- [A1 Level](#)
 - [Spanish sample](#)
 - [French elementary sample](#)
- [A2 Level](#)
- [B1 Level](#)
- [B2 Level](#)
- [C1/C2 Levels](#)