

F.L.E.S

TEACHER: DENNIS GERERITZ

PHONE: 718 803-0060 Ext 705

E-Mail: dgereritz@rencharter.org (preferred method of contact)

PRE-K

“One language sets you in a corridor for life. Two languages open every door along the way.”

–Frank Smith

Foreign Language in the Elementary School (*FLES*), is an approach to language learning that allows students to develop basic communicative skills via culture. As part of the overarching K-12 Spanish program, the FLES model provides the base for all students in elementary school to have successful language learning opportunity. Research studies have indicated that the early study of a second language results in cognitive benefits, gains in academic achievement, and increases in self-esteem, creativity, and positive attitudes toward diversity that directly aligned with the mission and vision of T.R.C.S.

Program Goals:

- To enhance the development of listening, speaking, reading, and writing skills.
- To support content area instruction at each grade level
- To develop increased proficiency in all aspects of the language with each year of study
- To meet district, state, and national foreign language standards

As we explore the language with cultural authentic materials (art, food, fashion, architecture, news, etc) we will use three modes of communication for daily assessments:

Interpersonal Mode- Is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

Interpretive Mode- Focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.

Presentational Mode- Refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

This **Novice level** course focuses on the Six Domains of Performance of the American Council of Foreign Languages.

Comprehensibility (How well is the student understood?)

Comprehension (How well does the student understand?)

Language Control (How accurate is the student's language?)

Vocabulary Usage (How extensive and applicable is the student's language?)

Communication Strategies (How do they maintain communication?)

Cultural Awareness (How is their cultural understanding reflected in their communication?)

As best practice, an extensive toolkit of assessments that can cater to the different needs and aptitudes of students. For example: drawings, demonstrations (for performance), choral readings (speaking listening), paired activities (auditory/oral comprehension), creating artwork (visual performing arts), and categorizing (critical thinking skills).

Here is a sample of some of the units of instruction with proficiency-oriented focus. As teachers, we are placing greater on meaningful communication than grammatical structure. Teachers and students use the target language as much as possible with the goal of each student first understanding then producing in the target language. The curriculum has a spiral design, so that greater detail and rigor are added to similar themes of study each subsequent school years.

TENTATIVE SCHEDULE OF STUDY

For all grades except for Pre-Kindergarten and Kindergarten, our first unit of the year is a be review and reassess unit.

<p>Hablemos español Pre K <i>Basic Introductions</i> <i>Greetings</i> <i>Basic class commands</i></p> <ul style="list-style-type: none"> • I can greet my peers and adults. • I can say hello and see you tomorrow. • I can introduce myself to kids and adults. • I can tell someone my name. • I can answer a few simple questions about myself. • I can respond to yes/no questions. • I can answer an either/or question. • I can say the date and the day of the week. <p>En la granja de mi tío <i>Farm animals</i> <i>Colors</i> <i>Shapes</i></p>	<ul style="list-style-type: none"> • I can recite words and phrases that I have learned. • I can count from 1-10. • I can say the date and the day of the week. • I can state my name, age. • I can sing a short song. • I can recite a nursery rhyme <p>Todo mi cuerpo <i>Basic body parts</i> <i>Basic feelings (I am well, I am not well/sick)</i></p> <ul style="list-style-type: none"> • I can recite the date • I can ask and answer how I am feeling
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Disclaimer: Because our primary goal is to maximize student achievement, material may be added, deleted, and/or substituted at the teacher's discretion based on the individual needs, levels, and learning styles of each class. Creative projects, written assignments and supplemental materials may be included throughout the year as opportunities arise. There will be on-going assessment as well as writing assignments.

Spanish Classroom Rules & Procedures:

The purpose of classroom rules and procedures are to help the class run smoother and to allow all students to achieve academic success.

Class Rules:

1. During class time should speak the target language.
2. Show respect for others and for their possessions.
3. Keep hands, feet and other objects to yourself.
4. Use acceptable and non-threatening language.
5. Follow directions.
6. Be productive; do not prevent the teacher from teaching, or other students from learning.

Rewards for choosing to follow the rules:

More opportunities to practice the target language while exploring cultural perspectives

Positive feelings about yourself

More activities in class (in class projects/skits/ simulations/cultural authentic experiences)

Notebook/Folder – You are required to keep a notebook for this class. This notebook will help keep you organized and keep you on top of your studies. It should be organized by date. Four labels will be needed. Notebooks are to be kept in your desk for easy access. NOT kept in at home. Lastly, a folder **2-pocket folder** is needed. Name (first and last), and class should be on the cover.

Responsibility and Use of Class Time

This category represents how well you are able to use your time in class. You are expected to use your time wisely during the entire period. In addition to speaking in the target language as much as you can, you are responsible for your work time, you are also responsible for cleaning up and be ready for all transitions. Personal responsibility includes your courteous treatment of classmates, paraprofessional and teacher who are working in the classroom.

Note: Active listening and active writing are encouraged. Take extra notes!

Students Communicating – Raise your hand with proper hand gesture to let teacher know if you want to go to the bathroom, go to the nurse or to talk. Wait your turn **patiently**. If I do not see your hand raised, politely call out my name.

Headings on papers – Each paper should be labeled with your name, date, class, and assignment title in Spanish. Please follow the example displayed in the classroom each day. If your name is not on the paper it can not be graded.

When you are absent – When you are out for any reason you are responsible for getting your work from a friend.

When someone enters the room – No one is to get out of their desk if someone enters the room. I will attend to them. You should continue your work unless they that person is at the room for you.

If the phone should ring – Students are not allowed to use the phone. If it rings no student is to answer the phone even if I am out of the room.

Changing groups/arranging the room – Group work calls for the classroom to be in several different designs therefore we will be moving around. When desks are moved you should do so in a quiet and orderly manner. Failure to do so will result in a warning. You will be breaking rule #6. If this continues, a report will be sent to Student Support.

Working cooperatively – When groups have been formed to complete an assignment, each student will have a job to do. Each student is expected to complete that job as well as to contribute to the whole of the group. Once again, students will use the Spanish as much as possible. During group work your voice should only be loud enough for the people in your group to hear, not other groups. You will be graded for group participation.

An emergency drill – During an emergency or a drill, such as a fire drill, students should follow the instructions of the teacher or administration. You should not panic, but remain calm and not talk or run. You should stay with me so that I can keep track of you.

Report Cards – Progress reports will be handed out in November, March, and June.

Materials – Students are to bring their own materials to class. In the event that you do not have a pencil, a pencil can be provided, but must be return. A note will be made and if this becomes a problem, your parents will be notified.

Work – All work to be turned in should be written in pencil or pen (**blue or black ink only.**) You may write in any color that you wish to use in your notebook, but anything that is to be turned in should follow the above rule.

Bathroom – Students will be allowed to use the bathroom as needed.

Assessments, Quizzes and Projects

Students will be assessed over each topic area covered. This will often consist of an oral and/or written quiz at the conclusion of each topic. I will often collect classwork and use it as a quiz. So you should always do your best. Students may also be assessed during individual, pair and group assignments. Projects will be handed out over the course of the school year. They are to be handed in on the due date at the beginning of class and according to the guidelines given (K-3 complete whole class projects) (gr 4-5 class/individual/group).

Grading Scale

Student proficiency will be measured in the following way:

- **35% Summative/Formative Performance Assessments (Written/Oral)**
 - Interpretive Listening/Reading
 - Interpersonal Listening/Speaking
 - Presentational Writing/Speaking
 - Unit Tests/Quizzes
 - Projects/Written Reports/Essays
 - Presentations
 - Use of materials

- **60% Classwork and Class Participation**
 - In-Class Assignments
 - Class Discussions
 - Group/Pair/Individual Work

- **5 % Homework**
 - Reflection, exploration and evaluation of themes learned outside of class
 - Application of skills and cultural content introduced in class
 - Preparation for upcoming, in-class, work



The Renaissance

35-59 81st Street, Jackson Heights, NY 11372
www.renaissancecharter.org • 718-803-0060 • 718-803-3785 (fax) Charter School

Spanish FLES 2018-2019 TEACHER: DENNIS GERERITZ

PLEASE COMPLETE AND RETURN THIS PAGE

We, student and parent, have read the general overview for this year's Spanish class and understand the requirements.

I _____ is setting a goal for myself
Student Name

to make a grade of _____ in Spanish this year.

I acknowledge that I am responsible for my behavior, attitude, assignments, tools and projects.

STUDENT'S SIGNATURE _____

PARENT'S SIGNATURE _____

Number/e-mail where parent can be reached during the

day _____ evening _____ phone # _____

day _____ evening _____ e-mail _____

E-mail is one of the best ways for quick communication with Janet (dgereritz@renaissancecharter.org).

PARENT/STUDENT INPUT:

What do you consider to be your child's:

Strengths –

Cultural Interests –

Best way to learn –

What else should I know about your child to make him or her more successful?

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KINDER

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<p>Sigamos hablando Español</p> <ul style="list-style-type: none">• Supplementary Introductions• Present and past Greetings• Further Class commands <ul style="list-style-type: none">• I can greet my peers and adults.• I can say hello and see you tomorrow.• I can introduce myself to kids and adults.• I can tell someone my name.• I can answer a few simple questions about myself.• I can respond to yes/no questions.• I can answer an either/or question.• I can say the date and the day of the week.• I can state my name, age, and where I live.• I can respond to who, what, when, where questions.	<p>Todo mi Cuerpo</p> <ul style="list-style-type: none">• I can recite body parts and phrases that I have learned.• I can count from 1-20.• I can list the months and seasons.• I can state the names of familiar animals, people, places, and objects in pictures and posters using words or memorized phrases.• I can sing a short song.• I can recite a nursery rhyme. <p>La Comida</p> <ul style="list-style-type: none">• I can start to describe the process of making an empanada.• I can use the verb “gustar” to tell my peers that I like and do not like.• I can choose my favorite food when I am presented two options.• I can compare myself to characters in “La fiesta de las tortillas.”
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F.L.E.S

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E-Mail: dgereritz@rencharter.org (preferred method of contact) *FIRST GRADE*

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<p>Mi Rutina first</p> <ul style="list-style-type: none"> • I can describe my daily routine using key phrases and the appropriate time of the day. • I can create a daily schedule using words and illustrations along with the correct time of the day • I can discuss and compare various activities using pictures and words <p>Mi Familia</p> <ul style="list-style-type: none"> • I can identify immediate family members • I can introduce myself as a member of my family. • I can talk about simple family activities 	<p>La comunidad</p> <ul style="list-style-type: none"> • I can explore the idea of community and describe basic components of my own. • I can compare my community with the one in Chavi Story • I can compare the activities of my community with my peers • I can describe some modes of transportation • I can use a map to follow basic directions • I can compare and contrast homes from all around the world.
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TENTATIVE SCHEDULE OF STUDY

*For all grades except for Pre-Kindergarten,
our first unit of the year is a be review and reassess unit.*

<p>La familia</p> <ul style="list-style-type: none"> • I can mentioned my family members • I can state my relationship to my family members to one another. • I can ask the age of a peers family member and respond. • I can ask where each family member of a peer comes from. <p>¿Qué hora es? La vida en el hogar.</p> <ul style="list-style-type: none"> • I can ask what time is it? • I can state the rooms of the home • I can talk about the activities I do. • I can answer the time • I can tell morning, afternoon and night 	<p>La comida y la bebida</p> <ul style="list-style-type: none"> • I can identify the foods in several categories and be able to state if I like meat, vegetables, common foods and desserts. • I can ask a peer or an adult at what time do they have breakfast, lunch or dinner. • I will read the dialogue “Es hora de comer” and comprehend the main idea. • I will read “En un restaurant” and show some detail comprehension. • I will be able to state the numbers 0-100 and read the cost of food.
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THIRD GRADE

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<p>¿Quién eres tú? Así soy yo. third</p> <ul style="list-style-type: none">• I can introduce myself and provide basic personal information.• I can answer questions about what I like and dislike.• I can answer questions about what I am doing and what I did.• I can answer questions about where I'm going.• I can answer questions about something I have learned. <p>El clima y el tiempo</p> <ul style="list-style-type: none">• I can interact with teacher and peers.• I can comprehend simple questions and respond appropriately.	<ul style="list-style-type: none">• I can talk about the temperature• I can talk about what the weather is like• I can locate and identify South American Countries. <p>La Salud y los Pasatiempos</p> <ul style="list-style-type: none">• I can get give advice to my peers about their health• I can talk to my peers about our hobbies.• I can ask peers if they like to play with me a particular sport.• I can talk about extracurricular activites with my peers. (after school, at home, summer vacation, etc)
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<p>La clase y la escuela</p> <ul style="list-style-type: none"> • I can describe my classroom • I can describe my school • I can use indefinite articles • I can use the plural • I can complete a dialogue about my school day with suitable expressions. <p>Las actividades</p> <ul style="list-style-type: none"> • I can match a verb to the right activity. • I can use subject pronouns. • I can use the familiar or the formal use of “you.” • I can ask questions. • I can use no properly. 	<p>Mis alrededores</p> <ul style="list-style-type: none"> • I can describe things in Spanish • I can use adjectives with masculine noun words. • I can use adjectives with feminine noun words. • I can use proper adjectives in singular. • I can use proper adjectives in plural.
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- To develop increased proficiency in all aspects of the language with each year of study
- To meet district, state, and national foreign language standards

As we explore the language with cultural authentic materials (art, food, fashion, architecture, news, etc) we will use three modes of communication for daily assessments:

Interpersonal Mode- Is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

Interpretive Mode- Focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.

Presentational Mode- Refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

This **Novice level** course focuses on the Six Domains of Performance of the American Council of Foreign Languages.

Comprehensibility (How well is the student understood?)

Comprehension (How well does the student understand?)

Language Control (How accurate is the student's language?)

Vocabulary Usage (How extensive and applicable is the student's language?)

Communication Strategies (How do they maintain communication?)

Cultural Awareness (How is their cultural understanding reflected in their communication?)

As best practice, an extensive toolkit of assessments that can cater to the different needs and aptitudes of students. For example: drawings, demonstrations (for performance), choral readings (speaking listening), paired activities (auditory/oral comprehension), creating artwork (visual performing arts), and categorizing (critical thinking skills).

Here is a sample of some of the units of instruction with proficiency-oriented focus. As teachers, we are placing greater on meaningful communication than grammatical structure. Teachers and students use the target language as much as possible with the goal of each student first understanding then producing in the target language. The curriculum has a spiral design, so that greater detail and rigor are added to similar themes of study each subsequent school years.

TENTATIVE SCHEDULE OF STUDY

*For all grades except for Pre-Kindergarten,
our first unit of the year is a be review and reassess unit.*

<p>5th Repasemos:</p> <p><i>Saludos</i></p> <ul style="list-style-type: none"> • I can greet people <p><i>Adiós</i></p> <ul style="list-style-type: none"> • I can say good-bye to people <p><i>La cortesía</i></p> <ul style="list-style-type: none"> • I can politely ask for Price of an item <p><i>La fecha</i></p> <ul style="list-style-type: none"> • I can ask and give out the date <p><i>La hora</i></p> <ul style="list-style-type: none"> • I can ask and tell time <p><i>Las estaciones y el tiempo</i></p> <ul style="list-style-type: none"> • I can talk about the seasons and thier weather. 	<p>¿Cómo somos?</p> <ul style="list-style-type: none"> • I can describe people around me phisically • I can describe the personality traits of my peers. • I can share my nationality with peers. • I can talk about my school subjects to my parents and peers. • I can use the verb “ser”. • I can use nouns, adjectives and articles. <p>La familia y la casa</p> <ul style="list-style-type: none"> • I can talk about my family • I can talk about pets • I can talk about rooms in my apartment or house. • I can talk about the furniture at my home. • I can use the verb “tener”. • I can use possessive adjectives .
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