



**Regional School District #4**  
**Chester – Deep River – Essex – Region 4**  
**Joint Board of Education Sub-Committee Meeting**

**Date: November 19, 2019 @ 6:30 p.m.**

**Committee: JOINT BOE CURRICULUM COMMITTEE**

John Stack* (R4)	X	Tracy Dickson (DR)	X	Kristina Martineau	X
Jane Cavanaugh (R4)	X	Lenore Grunko (DR)	X	Rachael Rose, VRHS Teacher	X
Robert Bibbiani (C)	X	Nancy Johnston (E)	X	Maria Valencia, Elem. Spanish Teacher	X
Charlene Fearon (C Alt)	X	Cassandra Sweet (E)		Michael Callahan, Elem. Spanish Teacher	X

X = present

\* = Chair

**Items/Discussion:**

**1. Chairperson for Nov 2019-Nov 2020**

John Stack volunteered to chair the Joint BOE Curriculum Committee for Nov. 2019-Nov. 2020.

**2. K-6 World Language Program**

Maria Valencia and Michael Callahan presented an overview of the K-6 World Language/FLES Program. Grade level standards, instructional practices, and student examples were shared with the committee. There was discussion regarding instructional time, connection to 7-12 program, and research to support early language acquisition at the elementary level.

**3. Spanish IV Textbook proposal**

Rachael Rose presented a textbook proposal for Spanish 4/UConn courses at VRHS. It was shared that there is currently no textbook for the course. The textbook proposed is used by UConn. Textbook presentation included with minutes.

Textbook title: Revista, 5th Edition

The committee supported the adoption of this text for Spanish 4/UConn. This will be further discussed during Region 4 budget workshops in January/February 2020.

**4. Jan-Dec 2020 meeting schedule**

Various dates and times discussed. Committee agreed to pilot earlier meeting time on Thursday, January 16, 2020 at 4pm. Future dates and times will be discussed at that time.

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*Meeting adjourned:* 8:15 p.m.

**Next Curriculum Committee Meeting on Jan. 16, 2020, 4:00 PM in JWMS Library**

**Future Agenda Items:**

Next Generation Accountability Standards-College and Career Readiness

Current and Proposed College Credit Offerings at VRHS to Increase Access

JWMS Music Program Presentation

Submitted by Kristina Martineau, Ed.D.

# **K-6 World Languages**

**Joint BOE Curriculum Committee Update  
Tuesday, November 19, 2019 6:30 p.m.**

Dr. Kristina J. Martineau

Señora Valencia

Señor Callahan

# Grades 1 & 2: Priority Standards

## **Interpretive:**

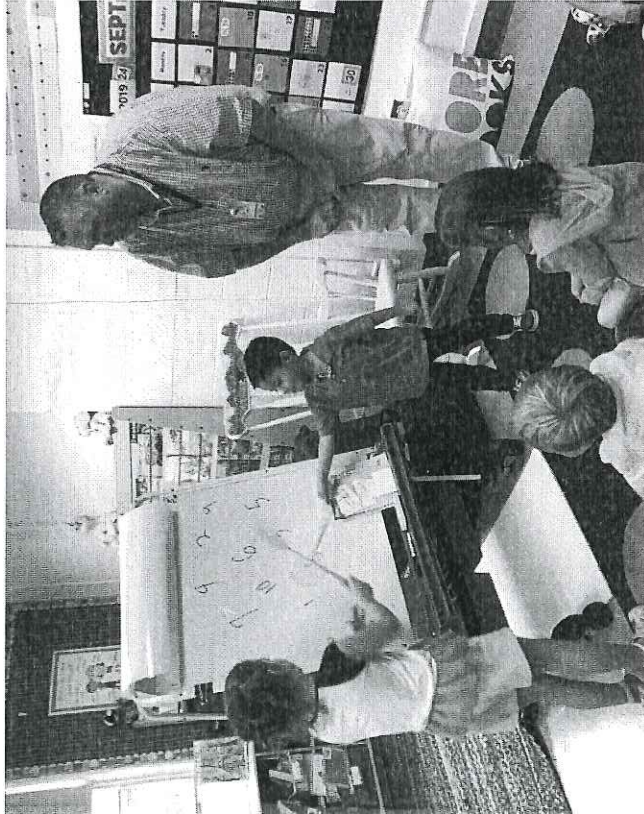
- I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
- I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.

## **Interpersonal**

- I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals



# Grades 1 & 2: Our Classroom



Students learning numbers in Spanish using a game.

Greetings in Spanish with puppets  
2nd grade



# Grade 3: Priority Standards

## **Interpretive:**

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.
- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

## **Interpersonal:**

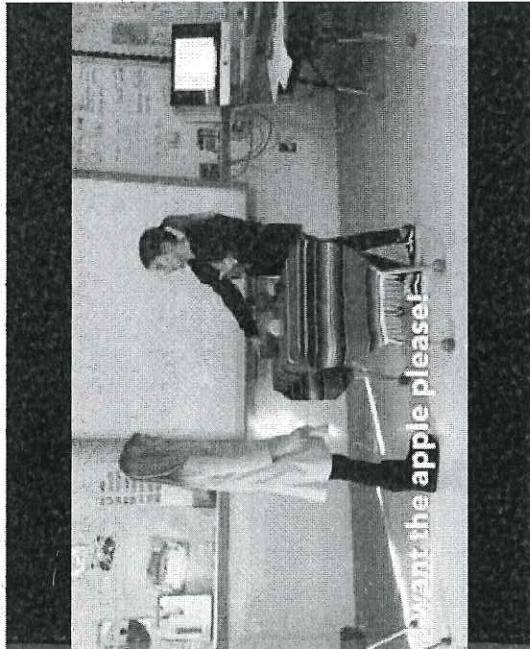
- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

## **Presentational:**

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.



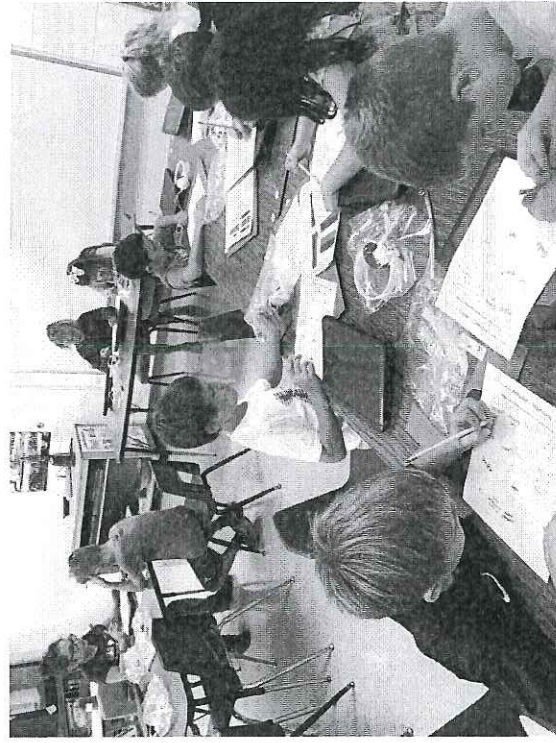
# Grade 3: Our Classroom



Students in 3rd grade role-play the fruit market.



Greetings song by 3rd grade students



Students in 3rd grade practice greetings in Spanish.

# Grade 4: Priority Standards

## **Interpretive:**

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

## **Interpersonal:**

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

## **Presentational:**

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

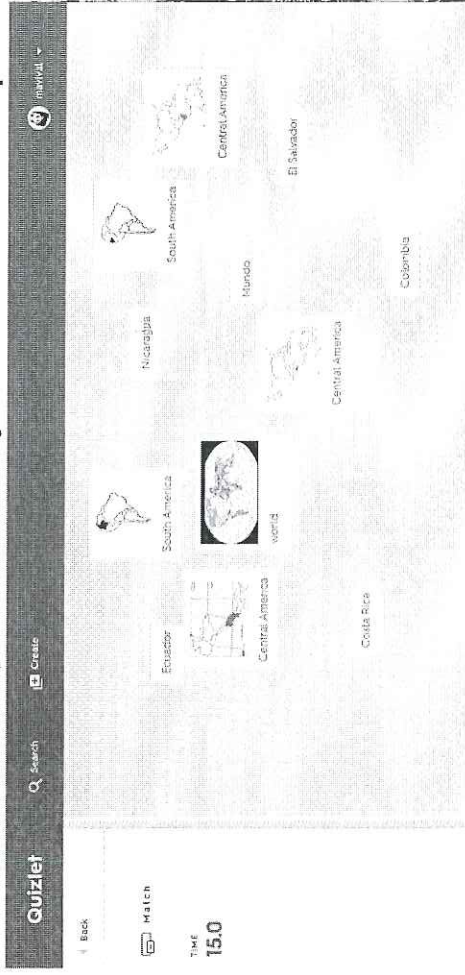


# Grade 4: Our Classroom



Students sing a song to name all Spanish speaking countries.

Students play a matching game where they drag the name of the Hispanic country to the correct map.



"La macarena" months

# Grade 5: Priority Standards

## **Interpretive:**

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.
- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

## **Interpersonal:**

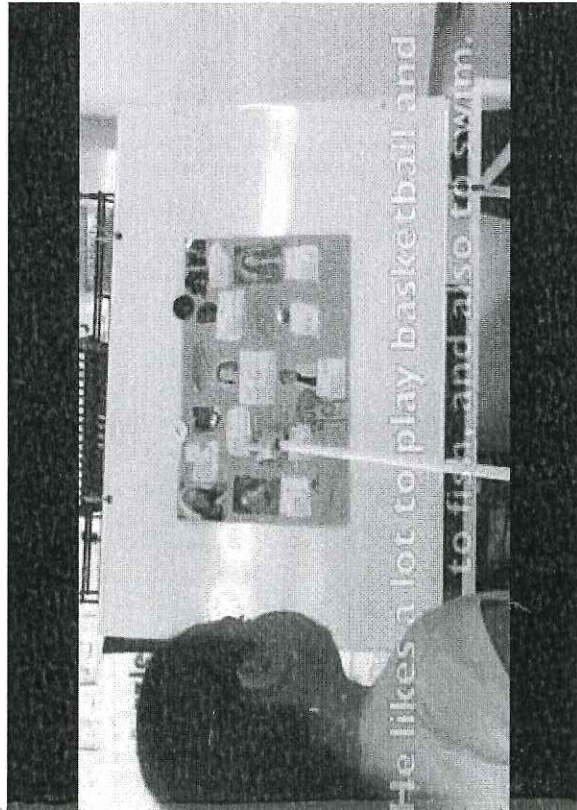
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- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

## **Presentational:**

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.



# Grade 5: Our Classroom

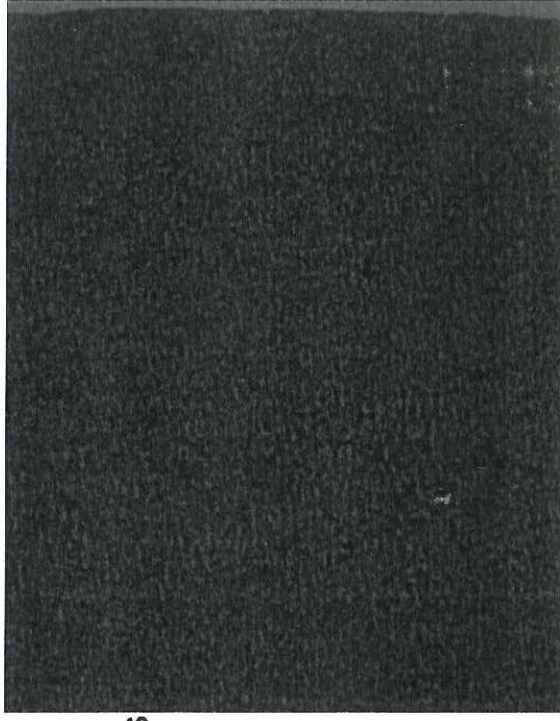


Students in 5th grade present family objects that involve the four language skills, reading, writing, speaking and listening.

Students in 5th grade learn personal pronouns through a song.



Students working on puzzle activity to practice Spanish vocabulary.





# Grade 6: Priority Standards

## **Interpretive:**

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

## **Interpersonal:**

- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

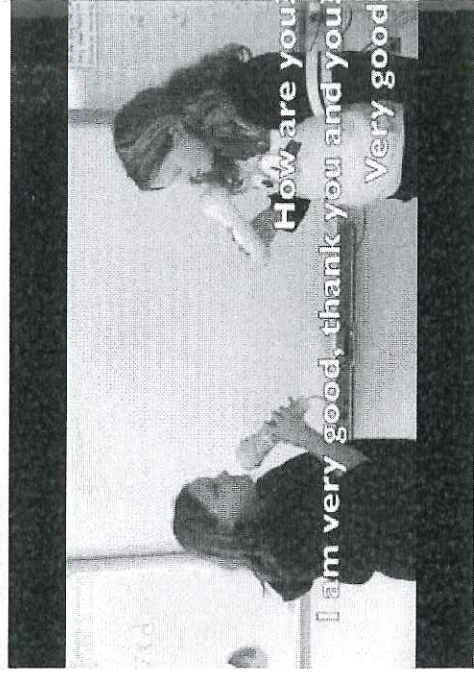
## **Presentational:**

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.

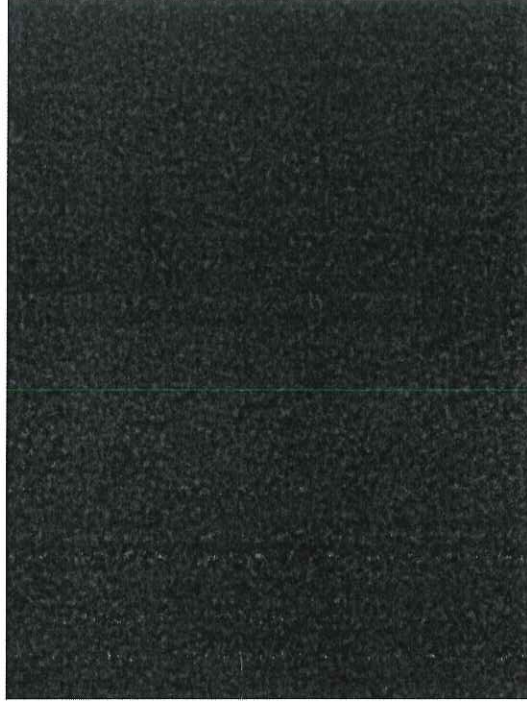
# Grade 6: Our Classroom



Autobiography presentation.



Celebrity interview



Mexican restaurant field trip



# Importance of Early Exposure to Second Language Acquisition

- Learning a foreign language at a young age is easier and has a direct and positive correlation to cognitive development. Children learning a second language start reading earlier, learn faster, show improvement with problem solving and creativity.
- Nurture students' curiosity, cultural sensitivity, empathy, and tolerance. Children who are exposed early to other languages display more positive attitudes to the cultures associated with those languages. The experience of learning another language introduces them to the world in ways they might otherwise have not experienced.
- Foreign language programs improve students' overall academic performance. Studies have shown that students who study a foreign language perform better on standardized tests than their monolingual peers.
- Foreign language programs boost students' abilities in their native language.
- Foreign language programs positively affect students' intellectual development. Foreign language study encourages and builds mental flexibility, superiority in concept formation, and diversification of cognitive abilities.

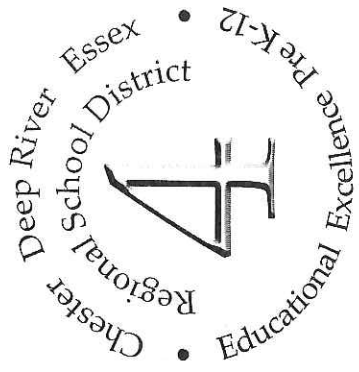
## References:

5 Reasons for Kids to Learn a Foreign Language. Retrieved from <https://www.bandatree.com>  
Key Points about the Benefits of Foreign Language Learning. Retrieved from <https://casls.uoregon.edu/roadmap/resources/data/RoadmapTalkingPoints.pdf>  
Success: It's Never Too Early to Begin Learning a Language. Retrieved from <https://www.leadwithlanguages.org>



**Learning a second language is important  
and it is also fun!**





## **Mission Statement for Chester, Deep River, Essex and Region 4 Schools**

We, the communities of Chester, Deep River, Essex and Region 4, engage all students in a rigorous and collaborative educational program. We prepare our learners to be respectful citizens who are empowered to contribute in a globalized society.

# Revista Proposal

UConn/ SP4 Textbook Proposal





# Standards ACTFL Standards- Intermediate Mid-High

## Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

## **Intermediate High**

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

# Content Objectives

This UCONN Early College Education (ECE) certified course prepares you to dissect and discuss various themes to compare and contrast the diverse cultures and perspectives of the Spanish-speaking world with your own. Through the use of authentic resources, you will be exposed to various themes in an effort to expand your cultural and linguistic knowledge of the Spanish-speaking world. We will be working with a variety of authentic texts, audio recordings, books, videos/movies, and music as you develop skills to further express your own personal opinions in a variety of dialogues. You will be challenged to work quickly, think creatively, and use all your language skills to communicate complex ideas.



# Critical & Creative Problem Solving

Learning a language in and of itself is the ultimate test of critical and creative problem solving in simply trying to form a sentence with correct syntax.

This course challenges students further with real world issues, thoughts, ideas, and debates about life in modern society.

Students are encouraged to be as creative as possible when responding to thematic and philosophical topics that may be beyond the realm of their day to day lives.

The goal in our department is to be understood and communicate with ease.

# Writing Style

The writing style is appropriate for the level of Spanish 4.

All texts and resources are in Spanish with almost no english in the textbook besides vocabulary list translations.

This is ideal for language learning at the Intermediate Mid-High level

# Photographs, graphs, drawings, tables, diagrams

The textbook is full of images, drawing, and graphs for vocabulary, before short films, images of the authors, there are comics, and plenty of images to aid learning.

There are many graphic organizers for grammar activities and so much more throughout!



# Gender & Cultural Representation

There is a wide representation of both male and female authors for the texts within each chapter.

Short films throughout are directed by both genders and there are short bios on the authors

There is a good variety of Spanish & Latin American writers, directors, and scenarios throughout.

# Quantity & Quality of Assessments

Per theme there are about 3 grammar & vocab quizzes

Frequent comprehension activities for reading and videos

Pre & Post Reading/ Viewing comprehension activities

End of Unit Performance Assessment

## Writing within the content area

Each theme is scaffolded with mini lessons on a variety of grammatical structures that will support and aid them in their written and oral expression throughout the theme. These help students build confidence to be able to complete the written composition at end of the theme.

Even for oral formative assessments, students are encouraged and given the opportunity to write first in order to get their thoughts organized.



# **Authentic problems, issues, scenarios**

Every theme touches on an array of speaking scenarios students may find themselves in at any point in the real world. Our goal is for students to be able to communicate and express their ideas and points of view.

Any and all themes encourage students to express themselves and the text has very relatable themes that young adults would be interested in. Some themes really dive into philosophical ideas that students are truly interested in.

# Interdisciplinary Connections

Reading, activities, and short films about:

- Psychology of happiness
- Impact of literacy pedagogy and impact on love of reading
- Socioeconomic awareness
- Politics
- Social Media
- Technology
- Justice System
- Travel
- Lifestyles

# Technology as an educational tool

The fourth and fifth editions have a “Supersite” component which allows for the streaming of short films embedded in each theme, grammar explanations from the book, audio synced readings, online writing activities, and vocabulary lists.

Students also have independent projects that they may need to research online independently.



# Meeting needs of all students

The teacher's textbook has a variety of supplemental activities, expansion questions, and tips and strategies on how to delve deep into the material or pique students' interests in the material.

# Cost (Two Options- old 4th edition and new 5th edition)

To purchase on Amazon there are 4th edition books from \$12-\$30.

There are many renting options for average \$15. Purchase new on Amazon is about \$70

There are currently 36 students taking the course. We could purchase a class set for 20 students.



**COST PROPOSAL**  
Quote Prepared On September 20, 2019  
Quote Valid Through December 19, 2019  
Payment Terms Net 30 Days  
Quote No. 190931052

Prepared For
Valley Regional High School 256 Kelsey Hill Rd Deep River, CT 06417

Prepared By
Myles Stavis mstavis@vistahigherlearning.com Vista Higher Learning 500 Boylston St, Suite 620 Boston, MA 02116-3736

Revista 5e				
Qty	Item Number	Description	Unit Price	Total Value
36	978-1-68005-047-9	Revista 5e Student Edition + Supersite Plus(6 year license)	\$124.00	\$4,464.00
1	978-1-68005-052-3	Revista 5e Instructor Resource Pack	\$374.00	\$374.00
				Total Cost
				\$4,464.00
				\$0.00

Total Value	\$4,838.00
Total Grátis	\$374.00
Total Cost	\$4,464.00
Est. Shipping (3%)	\$145.14
Est. Grand Total Cost	\$4,609.14