

Kids Interacting Through Early Language Learning (KITE-LL)

The KITE-LL series is a hybrid distance-learning program produced by ETV and the South Carolina State Department of Education that combines pre-taped video lessons with face-to-face instruction and assessment by certified world language teachers.

Produced for grades 3, 4, and 5 in French, German, and Spanish, the series consists of 30 weeks of daily content-related lessons per grade level. Each week consists of 3 taped lessons and accompanying lesson plans for 2 face-to-face lessons. The taped lessons for days 1, 2, and 3 require the cooperation of classroom teachers to ensure that the students actively participate in the lessons and receive necessary materials. The lesson plans for days 4 and 5 require the presence of a certified world language teacher. The day 4 lesson is designed to give students guided practice, while the day 5 lesson allows students to participate in interim assessments.

The curricular design of the KITE-LL series is “backward” as described by Grant Wiggins and Jay McTighe in *Understanding by Design*. Instead of beginning with topics and activities, the first step in planning each KITE-LL unit was to establish the end goals and standards and then to design the curriculum from the evidence of learning (performances) and the teaching needed to equip students to perform. “Backward design may be thought of as a purposeful task analysis: Given a worthy task to be accomplished, how do we best get everyone equipped?”(19). Each unit, therefore, concludes with a performance assessment based on the 3 modes of communication of the national and state standards: interpretive, interpersonal and presentational.

KITE-LL is an elementary language program that draws from grade-level content standards (primarily social studies, language arts, science, and mathematics) to teach French, German, and Spanish.

3rd grade overview	<p>Unit 1: The French / German / Spanish-Speaking World Focus: geography and landforms Student communication goals: identifying continents and landforms, introducing self, comparing the geography of the student’s town/state to that of a city/country where the target language is spoken.</p> <p>Unit 2: Animals of Martinique / The North Sea / The Galapagos Islands Focus: animals, their habitats and, to a limited degree, animal adaptations Student communication goals: identifying and describing animals and their activities, comparing animal and human activities and habitats, and identifying appendages and their functions</p> <p>Unit 3: Chocolate in the French / German / Spanish-Speaking world Focus: plant life cycles and agriculture Student communication goals: identifying parts of plants, describing the growing cycle of plants in general and the cocoa plant, and comparing the taste of chocolate in its various forms.</p>
4th grade overview	<p>Unit 1: Let’s Explore with a French / German / Spanish Explorer! Focus: exploring a country with a target culture explorer Student communication goals: identifying past and present modes of transportation used to explore telling how to travel from one location to another and identifying natural resources of various countries</p> <p>Unit 2: Water, Water Everywhere (Water and Weather in Canada / Switzerland / Argentina) Focus: the water cycle, weather, and to a limited degree climate, in different countries and the US Student communication goals: identifying and describing weather and the stages of the water cycle, comparing activities associated with forms of water, and identifying roles that water plays in our lives.</p> <p>Unit 3: Exploring the Forest in French Guyana / Germany / Puerto Rico Focus: the forest ecosystem Student communication goals: identifying animals that live in this ecosystem and describing physical features/characteristics that help them survive in their environment.</p>

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5th grade overview	<p>Unit 1: My city, My life (French / German / Spanish family and city from a target culture) Focus: exploring a city from the target culture through a native exchange student from that culture Student communication goals: identifying important family members and describing their favorite places and pastimes/activities in the city, how they use different modes of transportation to get around the city.</p> <p>Unit 2: My healthy body (Study of athletes/sports from French/German/Spanish target cultures) Focus: Keeping our bodies healthy, the role of exercise to a healthy life, the food pyramid, healthy living habits, comparing cultural foods and healthy living habits Student communication goals: identifying healthy foods and how they fit in the food pyramid, what parts of the body are made healthy by various sports/exercise,</p> <p>Unit 3: A healthy planet (French/German/Spanish target country focus on protecting habitats in that country) Focus: the forest layers and ecosystem, animal habitats, threats to the environment, protecting the environment Student communication goals: identifying components of the ecosystem, animals that are native to these habitats, describing the threats to the environment and why it is important to preserve it.</p>
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An informational video is available for viewing and may be downloaded at <http://www.knowitall.org/EducatorPlus/content/program.cfm?SeriesIDpassed=78>. For further information, Education Associate for Modern and Classical Languages, Ruta Couet, South Carolina Department of Education at rcouet@ed.sc.gov or KITE-LL Project Director Lynn Fulton-Archer at lfulton@rock-hill.k12.sc.us.