GLOBE Academy
Middle School
Language

Judy Limor
Sandra A. Daniel
Coffee Talk
September 5, 2019
Story Teller / Reporter
MS
Survivor
2-5 & 7th – 8th NI
Parrott
K-1 & 6th NI
STAMP 4S vs. 4SE

Avant STAMP 4S
Sample Reading Item – Novice Level

Situation
You are traveling in Chile and you see a menu board with today’s special offerings.

What is on the menu board?
Choose the best answer.

- fruit juices
- frozen desserts
- salads
- fried snacks

¿Dónde está el pájaro?

Avant STAMP 4S
Click to select the best part of the image.
What is the message about?
Choose the best answer:

- pets
- food
- clothes
- sports
# Georgia Graduation Requirements

To graduate, Georgia students must earn a minimum of 23 credits (also called units) in the following areas of study:

<table>
<thead>
<tr>
<th>Required Area of Study</th>
<th>Credit/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science (3 required and 1 elective)</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>Modern/Classical Language and/or Technical Education and/or Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
</tbody>
</table>
### Middle School

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Pace</strong>&lt;br&gt;(typically new students, but may also include continuing students needing a slower pace and/or additional reinforcement in order to be successful)&lt;br&gt;</td>
<td>Level I</td>
<td>Level II</td>
<td>Level III</td>
</tr>
<tr>
<td><strong>Accelerated Pace</strong>&lt;br&gt;(typically immersion students, but may also include heritage learners and language proficient transfer students)&lt;br&gt;</td>
<td>Level I/Level II</td>
<td>Level III</td>
<td>Level IV&lt;br&gt;(supplemental opportunities offered to qualifying students interested in preparing for the AP exam)&lt;br&gt;</td>
</tr>
</tbody>
</table>
Rationale for Pacing

- Balance of constructivist learning and content
- Student enjoyment
- Recognition of student learning needs
- Further awareness of content maturity
## GLOBE Approach

GLOBE’s approach

<table>
<thead>
<tr>
<th>Pros</th>
<th>(Potential) Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language credit earned in middle school frees up class periods for other learning</td>
<td></td>
</tr>
<tr>
<td>• Language learning in a familiar environment with familiar teachers</td>
<td></td>
</tr>
<tr>
<td>• Constructivist style</td>
<td></td>
</tr>
<tr>
<td>• Opens up opportunities for higher level language learning</td>
<td>• Middle school grades on high school transcript can impact high school GPA</td>
</tr>
</tbody>
</table>

**Important Note:** Courses taken in middle school for high school credit are NOT calculated into a student’s HOPE GPA.
Frequently Asked Questions

- Can you explain course coding?
- Can I change my mind about having my student take the course for high school credit?
- Is there a deadline for deciding whether or not to take the course for high school credit?
- Once I make a decision about high school credit, does that decision stick for all three years, or is there an opportunity to switch later on?
- What happens in high school if my student takes the courses at GLOBE for middle school credit only?
- Are the students in different classes based on whether or not they are taking the courses for high school credit?
- Are Dekalb high schools prepared for our language learners?