



WORLD LANGUAGES CURRICULUM ADOPTION PROPOSAL (CAP) REPORT DECEMBER 2015

Background of World Languages Programming in BHM Schools

BHM Schools offers three language opportunities at the high school level. Languages available to students are French, German, and Spanish. Students may begin high school language instruction their freshman year or later. Five levels of language instruction are available in all three languages, with Level 4 and Level 5 providing college credit through the University of Minnesota.

There is a one quarter World Cultures course offered at the middle school as an eighth grade elective course. The students receive very basic instruction in several languages over the course of the quarter, giving them an introductory experience in language learning so they are able to enter their language experience at BHS a bit more informed. Approximately one fifth of BCMS students enroll in the World Cultures course.

Instructional materials were last updated for the World Languages courses in 2006. Resources are needed for students to constantly engage in all four modalities of language instruction—reading, writing, speaking, and listening.

Standards

Minnesota has not developed academic standards in the area of World Languages, therefore the national standards guide and inform the local curriculum.

The National [World-Readiness Standards for Learning Languages](#) are the “Five Cs”:

- Communication (Communicate in languages other than English)
- Cultures (Gain knowledge and understanding of other cultures)
- Connections (Connect with other disciplines and acquire information)
- Comparisons (Develop insight into the nature of language and culture), and
- Communities (Participate in multilingual communities at home and around the world).

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

In addition to the national standards, the [American Council on the Teaching of Foreign Languages \(ACTFL\) Guidelines](#) provide proficiency targets for language learners. BHS language instructors have identified a proficiency target for each level.

Summary of Process for Review of Instructional Resources

As a part of the BHM Continuous Improvement Process, the BHS World Languages Department identified the following improvement process goal:

The World Language Department will prepare students to be global citizens by developing communication skills through a variety of perspectives and collaborative resources.

During the 2014-15 school year, each language selected a variety of publishers to view and implement in our classrooms. Throughout the year, teachers were able to dissect and reflect on all aspects of each publication. Upon this review, it was evident the EMC instructional materials were superior to any other resource reviewed. In Fall 2015 the World Languages teachers have continued to research more opportunities within the EMC materials in all languages (French, German, and Spanish). The EMC materials are being considered for implementation for Level 1, Level 2, and Level 3. Since Level 4 and Level 5 are College in the Schools (CIS) courses, the curriculum and instructional resources are dictated through the University of Minnesota.

Recommendations

The recommendation is to adopt the EMC instructional materials for all three languages for the following reasons:

- 1) EMC has a dynamic and relevant textbook (online and physical textbook)
- 2) EMC includes various online platforms for communication (teacher to student and student to student)
- 3) EMC offers a pool of cultural videos, projects and readings (added to monthly)
- 4) EMC has online components like flash cards, games, workbooks and listening activities for all languages taught in the district
- 5) EMC offers opportunities for students to engage in listening activities with native speakers from multiple origins inside and outside of class.

This Curriculum Adoption Proposal recommendation includes:

- Student access to print version of textbooks for classroom use and online access for practice and homework outside the classroom. Additional print texts will be available for students without online access.
- Purchasing a set of iPads and Chromebooks for shared department use among all instructors of the three languages for the integration of technology with the rich resources available through the EMC materials, as well as other online resources. Through the use of these resources, students will be able to work independently using the online component of the textbook and other internet sites relating to curriculum.

Financial Implications

The costs included with these recommendations include all EMC instructional resources for French, German, and Spanish; the iPads and Chromebooks to support the technology integration; and curriculum writing for alignment with the new resources.

Purchasing the texts in both print and digital versions will allow students to select the mode that works for their own learning needs. Limiting the print versions of texts to the classroom sets for each level keeps the cost lower than if the district were to purchase one for each student. The student subscriptions to Passport, the digital resource provided through EMC, allows students to practice listening, speaking, and reading modalities. There is a strong alignment of these resources to the National World-Readiness Standards for Learning Languages.

EMC print and digital texts, and student subscriptions to Passport	\$ 84,534
Sets of iPads and Chromebooks to be shared within department	\$ 19,500
Curriculum writing and alignment	\$ 5,220
Total	\$109,254

Evaluation

Evaluation of the curriculum adoption will be monitored in several ways. Some of the anticipated desired outcomes include:

- Increased enrollment in all three languages’ upper level courses
- Improved student listening and reading scores on common proficiency assessments after Level 1 and Level 2
- Improved student listening and reading scores on the MLPA (Minnesota Language Proficiency Assessment) at end of Level 3 in all languages
- Teachers have bank of resources tapping into reading, writing, speaking & listening practice
- Improved student achievement even during long absences because of online access.

Next Steps:

Once board approved, the Teaching & Learning Department will begin the process for purchase of the resources. World Languages teachers will participate in additional training opportunities from EMC to become more familiar with the options available to them. They will also participate in curriculum writing time to align curriculum with new instructional resources for each language level and to complete district curriculum mapping utilizing the new instructional resources. Some of this development will take place in Spring 2016 and some in Summer 2016.