

# Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed Proposal Form and supporting documents to the Curriculum office by March 1<sup>st</sup>.

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Title of Proposal: 6th/7th Exploratory Spanish

Proposal Author(s): Allison Dygert & Allie Lamers

Department and Curriculum Area: World Language

Building: Vicksburg Middle School

Committee Members: Allison Dygert, Allie Lamers, Shannon Howard, Mary Zemlick, Jenna Khan, Jennifer Teall

❖ This proposal is for: (put an X next to all that apply)

- Textbook and other teaching resources (requires planned pilot process as part of the proposal request)
  - New courses or course revisions
  - Full program or curriculum area reviews
  - Program or curriculum area modifications
  - Supplemental Instructional/Intervention Resource
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Dates of Anticipated Review and Action: DCILT 3/14/23 BOE 4/10/23

Principal's Signature(s): Allison Dygert

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(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 2/2/23

Comments on proposal:

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## RESPONSE:

Need more information: \_\_\_\_\_

Proceed as outlined in the proposal

Paul Van Duff

Director of Curriculum and Instruction

3/21/23

Date

[Signature]

Director of Technology

3/28/23

Date

I. **Proposal Background & Overview** – Write a narrative that includes *all* of the following:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted Continuous Improvement Goals

A World Language Exploratory course used to be offered to 6th graders at VMS for many years. With an increase of 8th graders taking Spanish I, this course was eliminated in 2017 due to staffing constraints. The World Language course was an exposure to the Spanish and French languages, as those were the languages offered at VCS. With the phasing out of our French program, and the addition of a fourth Spanish teacher, we now have the necessary personnel to reach a wider range of students. Since 8th graders are eligible to earn high school credit, those taking the exploratory class will benefit from the prolonged exposure. As we morph into becoming a one-language school district, beginning Spanish earlier makes sense so that students can begin their second language acquisition at a younger age.

II. **Complete Description of Proposed Change(s)** – Write a narrative that includes *all* of the following:

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current standards, course outline, and/or general syllabus.

The principal change in our department will be offering a 6th and 7th grade exploratory Spanish option as an elective choice. The course will be a semester-long commitment. It will be structured in a way that students will be able to take the class in both 6th and 7th grades without repeating the curriculum. The course will be instructed using comprehensible input and acquisition driven instruction methodologies. This means that activities and instruction will be given in a proficiency based method that focuses on students internalizing the language over memorization of vocabulary and grammar rules. Grammar will be taught implicitly through stories and communicative activities and key vocabulary will be taught using the top 200 most frequently used words in the language. This will not be a prerequisite to Spanish 1, so students will not need to take it in order to be successful in our current Spanish 1 curriculum.

<i>Grade</i>	<i>New Textbook Title/Instructional Resource</i>	<i>Previous Textbook/Instructional Resource To Be Replaced</i>
6th/7th	Three Leveled Readers (class sets of 35): <i>La Tumba</i> <i>Brandon Brown vs. El Yucatan</i> <i>Laritza</i>	<i>N/A</i>

**6th Grade Course Outline**

<p><i>6th Grade Marking period 1</i> <u>Cuento de Ramon</u> <u>Cuento de Juan</u></p>	<p>Super 7 verbs Forming sentences, gender agreement, colors, numbers</p>
<p><i>6th Grade Marking period 2</i> <u>¿Dónde está Jake?</u> <u>La familia de oso</u></p>	<p>Super 16 verbs Forming compound &amp; complex sentences, family descriptions, likes/dislikes, prepositions</p>
<p><i>Leveled Reader 1</i> <i>Tumba by Mira Cannon</i> <i>TPRS publishing</i></p>	<p>Cultural focus - Day of the Dead</p>

### 7th Grade Course Outline

<p>7th Grade Marking period 1  <u>El monstruo tiene hambre</u>  <u>Quiere comprar</u></p>	<p>Gender agreement, Ser vs estar, Sentence negations, Compound sentences, Complex sentences, Body parts, Food, Colors, Numbers, Times</p>
<p>7th Grade Marking period 2  <u>Qué tiempo hace hoy</u>  <u>Quiere estrenar</u></p>	<p>Gender agreement, Ser vs estar, Sentence negations, Compound sentences, Complex sentences, weather.</p>
<p>Leveled Reader 2  <i>Brandon Brown vs El Yucatan</i>  <i>Wayside publishing</i></p>	<p>Cultural focus - Mexico</p>
<p>Leveled Reader 3  <i>Laritza</i>  <i>Wayside publishing</i></p>	<p>The choir director notices Honduran-American Laritza's singing talent, but the racist actions of some students creates an obstacle for achieving her goals.</p>

- World Language Standards

### III. **Implementation Plan** – include *all* of the following:

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). *\*Include attachment if needed.*

#### a. Implementation strategies

Timeline	Action	Person(s) Responsible
January 2023	Write course proposal	WL Department & Allison Dygert
March 2023	Develop master schedule that includes 6th/7th Spanish	Allison Dygert
May 2023	Master scheduling of students into courses	Allison Dygert
Summer 2023	Planning and implementation of new course (2 work days)	Shannon Howard
Fall 2023	6th / 7th Exploratory Spanish is offered at VMS	Shannon Howard
October 2023	Review course and plan for 2nd marking period	Shannon Howard & Allie Lamers
December 2023	Review course and plan for second semester	Shannon Howard & Allie Lamers
May 2023	Review course and plan for 2nd year of implementation	Shannon Howard & Allie Lamers

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
<i>La Tumba Reader</i> <i>TPRS Publishing</i>	35 x \$11 (one time cost)	\$385	General Fund
<i>Brandon Brown vs. El Yucatan Reader</i> <i>Wayside Publishing</i>	35 x \$9 (one time cost)	\$315	General Fund
<i>Laritza Reader</i> <i>Wayside Publishing</i>	35 x \$9 (one time cost)	\$315	General Fund
Professional Learning/Summer Curriculum Work			
Two summer work days for planning and implementation	Stipend for two summer work days @ \$100+\$52/person	\$304	General Fund
Three pullout days for professional learning related to the course	Subs for 3 days x2 people @ \$130.46/person	\$783	Title IIA
Other Costs			
The Señor Wooly Account	\$160 annually	\$160 annually	General Fund
Quizlet plus	\$36 annually	\$36 annually	General Fund
Edpuzzle membership	\$122 annually	\$122 annually	General Fund
<b>Total Costs</b>	<b>One time cost for readers: \$1,015</b> <b>One time cost for professional work days: \$1087</b> <b>Recurring annual cost: \$318</b> <b>Total implementation cost: \$2,420</b>		

IV. **Anticipated/Expected Impact** – include *all* of the following:

- List the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

The 6th/7th grade Exploratory Spanish course will provide students with an additional elective opportunity at VMS. Not only is this an obvious benefit to students, it is also a benefit to all students and staff. Having more classes to place students into results in smaller class sizes across the board. It allows for more opportunities in the master schedule to place students throughout the day, leaving a more balanced schedule for students and staff.

As a World Language department, we are confident that the addition of this elective will prepare our students for their high school language classes. Our ultimate goal is to increase the number of students who are earning the (Global and Michigan) Seal of Biliteracy. We are also committed, as a department, to preparing students for the Spanish Language Advanced Placement test. Starting with the language at an earlier age gives students the opportunity for an elongated duration of study. Years of study and exposure is crucial when learning a second language. Learning a second language during prepubescent years has been proven to be beneficial for students. Developmentally, students acquire language more naturally in their younger adolescent years.

**V. Proposal Evaluation Plan and Student Achievement** – include *all* of the following:

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

<b>How Proposal Will Be Evaluated (who, process)</b>	<b>Timeline</b>	<b>Data to Be Collected</b>	<b>How Evaluation Will Be Shared/Reported</b>
Analysis of class projects	1 per marking period	Spanish projects (one per marking period) that assess reading, writing, listening, and speaking skills	WL Department Meetings, course review days w/department chair
STAMP - 2026 will be the first year we have 8th grade students taking the STAMP who also took 6th or 7th grade Spanish	Spring 2026	Reading, writing, listening, speaking proficiency scores	WL Department summer work day, department meetings

**Prior to submitting this form, review your proposal using the checklist outlined under each section to ensure required information has been provided. Incomplete proposals will be returned.**