

**CURRICULUM ADVISORY COMMITTEE
SUB COMMITTEE ON WORLD LANGUAGE
NOVEMBER 6, 2008**

NOTES FROM BREAK OUT DISCUSSIONS

1. Alternatives to inclusive (mandatory) program

- Magnet/immersion school/class
- Boy's interest – holding interest may be easier with social studies vs. language
- Can world language be an elective at middle school?
- Has world language (or other) magnet been considered?
- Why not have a magnet school in the District?
- Why not have self-selection?
- Why is it mandatory in middle school?

2. Impact on other curriculum areas

- Impact of world language on technology experience
- Loss of other courses, FACS, art etc. (cost to reinstate)?
- Where does it fit in to schedule/curriculum?
- Will there be a reduction in art?
- Lack of info. tech. at Sunnyside
- Fewer fine art options in middle school.
- What has to be eliminated?

3. Decision-making process; input/communication and study

- MN Department of Education report to Legislature (February 2009), review their evaluation of world language
- Phases should be planned
- When will parents see these plans?
- What are other Districts doing?
- Are all parents aware of potential trade offs?
- Is the decision made?
- Can we slow down the process?

4. Extended day

- Need a strong extra curricular program.
- Fee based after school (option)
- Integration of extension program
- Before/after school, 4 – 5 day a week program

5. Proficiency

- What are the goals?
- Grouping students/tracking based on their language proficiency?
- Assessing proficiency after middle school
- Is this going to be enough language instruction to make a difference?

6. Implementation and curriculum issues

- Is it realistic to expect Spanish instruction for those with other than English as the primary language?
- How will those who have special needs or who are in speech therapy be handled?
- Is there going to be a sampling or just one language?
- Can we pick a more desirable language (for world commerce)?
- How will those with Spanish fluency be addressed?
- What about native Spanish speakers?

7. Program structure

- Concentration for only grades 1 – 4 vs. continuity (middle school proposal)
- Gap between instruction sessions for world language
- Could there be more introduction in grades 6 – 7, then solid world language in grade 8? (or in elementary)?
- What happens to the 6th grader who has language proficiency?
- Increase frequency and amount of time

8. Potential benefits

- Consider adding time to the school day (Rosemount/Apple Valley as an example)
- Keep Mounds View on par with other districts
- Combining with unit studies could add new perspective
- Starting early improves proficiency
- Addresses deficit in current U.S. schools
- College entrance requirements
- Learn better when the students are younger
- Increased vocabulary/reading skills are transferable
- Increased SAT scores

9. Other

- Ensure adequate study of “appropriate” history
- Effects on high school language enrollment?
- Can Mounds View partner with other Districts? (example 287)
- Extend school day to be able to have all options
- How do we facilitate getting the proper licensure for teachers?