



## World Language Program: Facts, Myths and Misperceptions

### FACTS

1. Among the leading metro school districts, only Mounds View offers no language instruction earlier than high school.

**The Top 11 Metro Districts, 2007-08**  
**Based on ACT, National Merit semi-finalists and AP Scholars**

### WORLD LANGUAGES

DISTRICT	ELEMENTARY	MIDDLE
Edina	YES	YES
Minnetonka	YES	YES
Wayzata	YES	YES
Mahtomedi	YES	YES
Orono	NO	YES
St. Anthony	NO	YES
Rosemount/Eagan/Apple Valley	YES	YES
St. Louis Park	YES	YES
Lakeville	NO	YES
Eden Prairie	YES	YES
Mounds View	NO	NO

2. Throughout the District, parents and community members have expressed widespread and persistent interest in the District offering a language in elementary and middle schools.
3. After considering staff recommendations and community input, the Board will determine the language Mounds View will teach and the grade levels for implementation.
4. World Language program discussions have been on the Board's work session agendas (May 1, June 24, October 2) and meetings (August 12, October 28) and discussed by the Curriculum Advisory Committee (CAC) meetings (September 8, October 6, November 6).
5. Principals, in collaboration with school site teams, have created scheduling scenarios for the purpose of testing feasibility. No decision has been made by the School Board.
6. Each elementary school proposed a scheduling scenario which incorporates instruction in social studies, science, and a world language in a unit studies block of time.

## **FACTS continued . . .**

7. Each middle school has proposed a scheduling scenario in which world language becomes a component of the Allied Arts offerings. Despite some middle school reductions in Art, Family and Consumer Science (FACS) and Technical Education, these programs will remain available for middle students (with the exception of FACS at Chippewa and Edgewood), and they will remain available for high school students.
8. The elementary and middle school scheduling scenarios provide sufficient time for teaching all content areas. As always with all curriculum areas, whenever evidence indicates that time or curriculum needs to be adjusted, those adjustments will be made.
9. Through the social studies and science review processes, District-wide curriculum will be clearly articulated with guidance for optimal use of the available instructional time.
10. Offering world language instruction at the 4<sup>th</sup> through 8<sup>th</sup> grade levels is strongly supported in the research on second language learning.
11. Students who remain in the program from 4<sup>th</sup> through 8<sup>th</sup> grade would be prepared to have a more in-depth experience in studying the language in high school.
12. Systematic language instruction provides assets for students and contributes to the strength of the overall program.
13. The elementary and middle school world language program will be cost neutral in regards to staffing to ensure sustainability.

## MYTHS AND MISPERCEPTIONS

1. The administration has made the decision to implement a world language program without School Board approval.
2. Opportunities for community input and involvement are not and have not been available.
3. There is not enough time in the elementary or middle school day to provide world language instruction.
4. Reconfiguring unit studies time in elementary schools will have a negative impact on curriculum and on student learning in social studies and science.
5. Offering world language instruction will hurt our school programs and put our students at a disadvantage.
6. A review of unit studies (classroom science and social studies lessons) in elementary schools to achieve realignment or for continuous improvement is unnecessary.
7. The amount of language that students can learn in the proposed structure does not warrant the effort needed to plan and implement a program.
8. The District is not thoroughly studying the potential effects of implementing a language program.
9. If the Board approves world languages in elementary and middle schools it will be a rushed decision based on incomplete analysis.
10. Mounds View can maintain an equivalent position among premier school districts without extending world language instruction to students earlier than high school.