

A World Language program in Elementary and Middle Schools: What's the curricular impact?

Frequently Asked Questions

On January 13, the School Board reviewed and discussed several options for adding a World Language program to the elementary and middle schools. To review the options discussed, visit the World Language task force web page at www.moundviewschools.org/taskforces.asp. Board members indicated they would likely take action on an option at the January 27 School Board meeting.

MIDDLE SCHOOLS

1. How would the proposed middle school schedules differ from the current schedules?

This depends on the status of middle school FACS for next year. If the Board approved Option 7A, FACS will be eliminated at Chippewa and Edgewood, but maintained at Highview. In Option 7B, FACS would be eliminated at all 3 schools.

OPTION 7-A

| The table shows the changes in offerings <u>for all students</u> of FACS, Tech Ed., Art and Business Ed. in the three year middle school program with the implementation of a world language. | | | | | | |
|--|---------------|---------------|---------------|---------------|----------------|-----------------|
| | CHIPPEWA | | EDGEWOOD | | HIGHVIEW | |
| | CURRENT | PROPOSED | CURRENT | PROPOSED | <i>CURRENT</i> | <i>PROPOSED</i> |
| FACS | <i>1 QTRS</i> | <i>NONE</i> | <i>2 QTRS</i> | <i>NONE</i> | <i>2 QTRS</i> | <i>1QTR</i> |
| Tech Ed. | <i>3 QTRS</i> | <i>2 QTR</i> | <i>3 QTRS</i> | <i>2 QTRS</i> | <i>2 QTRS</i> | <i>1 QTRS</i> |
| Art | <i>3 QTRS</i> | <i>2 QTR</i> | <i>2 QTRS</i> | <i>2 QTR</i> | <i>3 QTRS</i> | <i>2 QTRS</i> |
| Business Ed. | <i>2 QTRS</i> | <i>1 QTR</i> | <i>2 QTRS</i> | <i>1 QTRS</i> | <i>2 QTRS</i> | <i>1 QTRS</i> |
| World Language | <i>NONE</i> | <i>4 QTRS</i> | <i>NONE</i> | <i>4 QTRS</i> | <i>NONE</i> | <i>4 QTRS</i> |

OPTION 7-B

This option was created in response to a request from School Board members at the January 13 meeting to offer an option which would bring the middle schools into closer alignment by removing FACS from Highview. That is the only difference between option 7A and 7B.

| The table shows the changes in offerings <u>for all students</u> of FACS, Tech Ed., Art and Business Ed. in the three year middle school program with the implementation of a world language. | | | | | | |
|--|---------------|---------------|---------------|---------------|----------------|-----------------|
| | CHIPPEWA | | EDGEWOOD | | HIGHVIEW | |
| | CURRENT | PROPOSED | CURRENT | PROPOSED | <i>CURRENT</i> | <i>PROPOSED</i> |
| FACS | <i>1 QTRS</i> | <i>NONE</i> | <i>2 QTRS</i> | <i>NONE</i> | <i>2 QTRS</i> | <i>NONE</i> |
| Tech Ed. | <i>3 QTRS</i> | <i>2 QTR</i> | <i>3 QTRS</i> | <i>2 QTRS</i> | <i>2 QTRS</i> | <i>1 QTRS</i> |
| Art | <i>3 QTRS</i> | <i>2 QTR</i> | <i>2 QTRS</i> | <i>2 QTR</i> | <i>3 QTRS</i> | <i>3 QTRS</i> |
| Business Ed. | <i>2 QTRS</i> | <i>1 QTR</i> | <i>2 QTRS</i> | <i>1 QTRS</i> | <i>2 QTRS</i> | <i>1 QTRS</i> |
| World Language | <i>NONE</i> | <i>4 QTRS</i> | <i>NONE</i> | <i>4 QTRS</i> | <i>NONE</i> | <i>4 QTRS</i> |

- Currently students are assigned to grade level core and allied arts courses. **The only classes available on an elective basis to middle school students are performing music options.** Students may choose to participate in band, orchestra or choir. Students who do not select one of these music options are placed in a year long sequence of allied arts classes.
- This model of placing students in courses would not change.
- The allied offerings would include Physical Education, Health, Computer Skills, Art, Technical Education, performing music and a world language course.

2. Are there middle school areas not impacted by the addition of World Languages?

Course offerings that would not be impacted by the implementation of world language include Reading, Language Arts, Math, Science, Social Studies, Physical Education, Health, Band, Orchestra and Choir.

3. What kind of allied arts education will remain available?

With slight reductions in some allied area, all students would continue to receive a minimum of one quarter of instruction in these allied arts classes during their middle school experience. At each school, students who do not select band, orchestra or choir will take additional allied arts courses.

The FTEs for allied arts teachers will be reduced to allow for the addition of world language staff. To limit the impact on all areas, Chippewa and Edgewood are proposing to eliminate FACS (Option 7A). This will greatly reduce the impact to other allied arts positions. In that option, Highview proposes to reduce (not eliminate) FACS due to the availability of a dual licensed continuing contract teacher .

4. Why is there a difference in the proposals regarding FACS?

All staffing decisions are based on program needs. If an allied arts teacher has dual licensure and the other area aligns with program needs, a site may consider using the teacher in both areas. Another important variable when considering using teachers with dual licensure is scheduling feasibility (can the position be scheduled?).

FACS is part of Career & Technology Education (CTE), which additionally includes Business Ed and Technology Ed. The rationale was to maintain a significant portion of the CTE program by continuing to offer courses in Technology Ed. and Business Ed. It will be possible to address some key FACS outcomes by incorporating them into other CTE courses. Currently, students receive a modular technology lab experience in FACS and Technology Education. Students will continue to have the opportunity to take an elective FACS class as part of their high school experience.

5. Can the middle schools provide a quality program via the proposed schedules (one quarter of instruction in 6th grade, one quarter in 7th grade and one semester of instruction in 8th grade)?

- The purpose of the program is to motivate and prepare students for in-depth language study at the high school level.
- The program will be taught in a systematic manner with well articulated and aligned expectations, assessment, curriculum framework and instructional strategies.
- While uninterrupted instruction would be ideal, in the proposed model students will gain background that will be a significant asset as they continue second language learning in high school.

ELEMENTARY SCHOOLS

1. How would the proposed implementation of World Language in 4th and 5th grades impact the current Elementary program?

- No curriculum areas will be eliminated or reduced at the elementary school level.
- The Unit Studies program will be redesigned to include instructional time to fully address the learner outcomes in the areas of Social Studies, Science, and the World Language.

2. How can world language be added to the schedule without reducing the curriculum in other areas?

- Instructional time periods will be established for each of the curriculum areas within the Unit Studies block.
- Alignment of instructional elements to the learner outcomes will result in increased clarity and District-wide consistency in curricular emphasis. Only those elements which address the critical outcomes will be part of the curriculum resulting in the efficient use of instructional time.
- Information and instructional guidelines which clarify the alignment of Science Specialist and classroom Science instruction will be developed to help teachers make the best use of instructional time and maintain implementation consistency across the District.