Merton Community School District Intermediate World Language Curriculum Renewal and Design Report

MERTON
COMMUNITY SCHOOLS
THINKING AHEAD

April 25, 2022

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Board approved 5.23.22

I. Introduction

During the 2021-2022 school year, a committee was formed to evaluate the current World Language program and to recommend potential curriculum renewal and design enhancements. The last Spanish/World Language program evaluation was completed during the 2016-2017 school year. At that time, the Wisconsin Model Academic Standards (WMAS) were used to guide our curriculum development and resource selection. The purpose of this report is two-fold:

1. to report on the intermediate school World Language Program Evaluation conducted during the 2021-2022 school year, and

2. recommend modifications for the renewal and design of the world language curriculum and instructional practices, ensuring that the Merton Community School District is:

   a. aligned and exceeding both current state and national standards;

   b. aligned to the most current best practice research in world language and educational fields; and

   c. consistent with the Merton Community School District's Mission, Values and Strategic plan.

II. Background

This report is the result of work completed by the World Language Curriculum Renewal and Design Committee. In summary, the charge given to the committee was to:

- review past and existing Merton world language practices, curriculum, and resources;
- review current research and evidence-based practices relevant to the committee;
- study contemporary curriculum, instruction, and assessment models to use in creating and implementing an improved world language program; and
- recommend next steps in the development of a design and renewal plan that is integrated with the Merton Community School District mission, values and strategic plan.

In the spring of 2017 the **Merton Community School Board received the last Spanish (World Language) Review.** In September of 2016, a committee was formed to evaluate the Spanish program and make recommendations for revisions and improvements. The committee consisted of a small core of team members, including teachers and administrators. The committee was chaired by the Superintendent, Dr. Ronald Russ. Below is the curriculum information from the committee at that time:

Learning Targets: Realidades 7th/8th Grade

Para empezar: (introductory unit to teach basic vocabulary)

En la escuela: greetings, introductions, leave-takings, numbers, time, body parts

En la clase: classroom, date, asking for help

El tiempo: weather, seasons

Sample Assessments: Test on each of three themes and a cumulative test, Weather Report

	1A ¿Qué te gusta hacer?	1B Y tú, ¿Cómo eres?
1. Mis amigos y yo	**Vocabulary:** activities and expressions for saying what you like and don't like to do **Grammar:** infinitives; making negative statements **Sample Assessments: Chapter Test, Oral Conversation, Oral Presentation: What do you like to do?**	**Vocabulary:** adjectives and vocabulary to ask about and describe someone's personality **Grammar:** adjectives; definite and indefinite articles; word order **Sample Assessments: Chapter Test, Oral Conversation, Writing Piece: Pen Pal Letter**
2. La escuela	**2A Tu día en la escuela** **Vocabulary:** classroom items and furniture; parts of the classroom; prepositions of location **Grammar:** subject pronouns; the present tense of –ar verbs **Sample Assessments: Chapter Test, Oral Conversation, Oral Presentation: My Schedule**	**2B Tu sala de clases** **Vocabulary:** classroom items and furniture; parts of the classroom; prepositions of location **Grammar:** the verb estar; plurals of nouns and adjectives **Sample Assessments: Chapter Test, Oral Conversation, Writing Piece: Classroom Description**

3. La comida	3A ¿Desayuno o almuerzo? **Vocabulary:** foods; beverages; adverbs of frequency; expressions to show surprise **Grammar:** present tense of –er and –ir verbs; me gusta(n); me encanta(n) **Sample Assessments: Chapter Test, Oral Presentation: What do you eat for breakfast or lunch?**	3B Para mantener la salud **Vocabulary:** foods; beverages, expressions to discuss health; expressions to discuss preferences; agreement and disagreement; quantity; adjectives to describe food **Grammar:** the plural of adjectives; the verb ser **Sample Assessments: Chapter Test, Oral Conversations, Meal/Wellness Project**
4. Los pasatiempos	4A ¿Adónde vas? **Vocabulary:** leisure activities; places; expressions to tell where and with whom you go; expressions to talk about when things are done **Grammar:** the verb ir; interrogative words **Sample Assessments: Chapter Test**	4B ¿Quieres ir conmigo? **Vocabulary:** leisure activities; feelings; expressions for extending, accepting and declining invitations; expressions to tell when something happens **Grammar:** ir + a + infinitive; the verb jugar **Sample Assessments: Chapter Test, Oral Conversation, Group Presentation: Dialogue about weekend plans**

5. Fiesta en familia	5A Una fiesta de cumpleaños **Vocabulary:** family and parties **Grammar:** the verb tener; possessive adjectives **Sample Assessments: Chapter Test, Oral Conversations, Family Album Project**	5B ¡Vamos a un restaurante! **Vocabulary:** describing people and ordering a meal **Grammar:** the verb venir; the verbs ser and estar **Sample Assessments: Chapter Test, Oral Conversations, Group Restaurant Skit, Writing Piece: My Favorite Restaurant**
6. La Casa	6A En mi dormitorio **Vocabulary:** bedroom items; electronic equipment; colors; adjectives to describe things	6B ¿Cómo es tu casa? **Vocabulary:** rooms in a house and household chores

	Grammar: comparisons and superlatives; stem-changing verbs: poder and dormir Sample Assessments: Chapter Test, Oral Conversation, Oral Presentation: My Room	Grammar: affirmative tú commands; the present progressive tense Sample Assessments: Chapter Test, Oral Conversation, Writing Piece: My House or My Chores, Oral Presentation: My House
7. De compras	**7A ¿Cuánto cuesta?** **Vocabulary:** clothing; shopping; numbers 200-1,000 **Grammar:** stem-changing verbs: pensar, querer, and preferir; demonstrative adjectives **Sample Assessments: Chapter Test**	**7B ¡Qué regalo!** **Vocabulary:** places to shop; gifts; accessories; buying and selling **Grammar:** preterite of –ar, -car, and –gar verbs; direct object pronouns lo, la, los, las **Sample Assessments: Chapter Test, Oral Conversation, Fashion Show Group Project, Writing Piece: Birthday Party Gift**

Students who wish to enroll in Level 2 Spanish at Arrowhead will take a placement exam in March to determine their readiness for this course. A Spanish Booster course is offered in the third quarter to review for the exam.

Since the last review there has been a change in instructional minutes in world language at the intermediate school. From the 2016-2017 school year, Spanish was taught every day in seventh and eighth grade. During the pandemic year of 2020-2021, we moved to every other day instruction in seventh and eighth grade as a schedule modification to support virtual and in-person learning. Beginning the 2021-2022 school year, it changed again to a trimester of instruction in fifth and sixth grade, and every other day in seventh and eighth grade. This school year we are finding ourselves months behind where we were in previous years. It should be noted that the actual schedule amount of instructional minutes for a "period" in the intermediate schedule has changed as well.

Relationship of the World Language Curriculum Renewal and Design Process to the District Strategic Plan

Strategic Plan Curriculum Goal: Maintain curricular adoption calendar to ensure we respond to best

practice and student needs.

Action: Each adoption cycle will involve evaluating our current curriculums and student data, exploring possible new curriculum, instruction and assessment approaches, seeking new engaging technologies to enhance programming, and producing the professional development to implement.

- *Opportunity to Learn* – *Students have the opportunity to learn the standards through an articulated and aligned curriculum. Students aren't left with holes in their curricular program based on their placement.*
- *Time and Viability* – *The content that teachers are required to teach can be both taught and learned in the amount of time allocated for that subject area.*
- *Essential Understandings* – *The curriculum identifies those skills and understandings that are essential.*
- *Commitment to Essential Content* – *Through a process of curricular design, assessment, professional dialogue, supervision and evaluation, teachers and administrators are responsible and accountable for implementing the curriculum.*
- *Protection of Time for Instruction and Learning* – *Schools make every effort to convey the message that class time is sacred time and should be interrupted for important events only.*

(Robert Marzano; What Works in Schools: Translating Research Into Action 2003 pp 22-34)

These four factors are the critical factors that result in a supportive curriculum for all students. Through this process, we will map out a clear sequence of concepts and skills. We will write the curriculum using a framework that identifies essential content. More analysis of the current state of a guaranteed and viable curriculum in our K-8 World Language programming is shared later in this report.

Strategic Plan Instructional Practices Goal: Implement and maintain a professional development adoption calendar to ensure we respond to best practices and student needs.

Action: Meet staff members where they are at and grow them from there to impact student learning and growth by using this professional development schedule.

III. Committee Membership and Organization

In this section, a description of the committee, leadership, organization, and timeline of the program evaluation process are included. A collaborative and representative team of stakeholders in the District is vital in carrying out a reliable and valid program evaluation. Thus, the Merton Community School District's program evaluation committee consisted of a cross-representation of classroom teacher, student teacher, and administration.

Name	Position
Becky Oppermann	Intermediate Spanish Teacher
Kali Griepentrog	Student Teacher
Maria Kucharski	Director of Curriculum and Instruction

Timeline / Key Events of the Program Study and Evaluation

The World Language Program Evaluation Committee operated in a four-part process as described below:

Information Phase

Date	Key Items	Support Materials
Summer 2021-Ongoing	Preparing for Evaluation.	Core Teacher Text Hanover Articles Collection of Research
Fall 2021	Staff selection for committee participation	

Work Team Phase

Date	Key Agenda Items	Support Materials
October 28, 2021 12:15-4:00	- Committee members will continue to develop community building relationships within our Merton learning community. - Committee members will explore resources to identify important teaching and learning strategies in social studies and world language.	Agenda **Merton Curriculum and Renewal Cycle**

	• Committee members will understand the updated changes in the Merton Curriculum and Renewal cycle. • Committee members will identify the strengths and opportunities for growth from our last review.	
January 24, 2022	• Committee members will explore resources to identify important teaching and learning strategies in social studies and world language. • Committee members will understand the importance and definition of a guaranteed and viable curriculum. • Committee members will identify the strengths and opportunities for growth from our last review.	Agenda
February 14, 2022	• Committee members will evaluate and review core curriculum resource materials for both world language and social studies.	Agenda

Board Phase

Date	Action
November 29, 2021	Student Achievement Committee update on the world language committee work to date.
December 20, 2021	Student Achievement Committee update and discussion of how a curriculum is defined and designed.
March 2, 2022	Revised report completed for Administrative Instructional Committee review and approval.
March 14, 2022	Student Achievement Committee discusses and receives the report and recommendations regarding the world language program evaluation.
April 25, 2022	Board of Education world language program evaluation approval.

Curriculum Design Phase

Date	Key Items	Support Materials
Ongoing	District Professional Learning Days- Establish norms, review standards and begin to create student friendly learning targets.	
January 2022-February 2022	Review curriculum core resource needs.	Evaluation Rubrics
Spring-Summer 2022 Ongoing	Resource Purchases per Recommendation	Budget PO Process
Summer 2022	Staff training on new curriculum resource	PL Funds- Title 2

Summer 2022	Units of Study curriculum and design begins	Curriculum Funds for 1 Unit UbD District Template
Fall 2022	Staff implement new curriculum resource	Curricular Resource Time for UbD Planning
Fall 2023-Ongoing	Creation and implementation of the Units of Study and resources.	Time

IV.   Student and Program Data Analysis Overview

Due to limited world language specific data, committee members were able to broadly analyze our student data. A list of reflective questions was used to guide our discussion and data review. The following was a list of District data used in our initial data analysis:

1. Arrowhead Spanish Placement Test Results for incoming Freshman

2. Analysis of our current world language curriculum to our goal of having a guaranteed and viable curriculum.

On the next few pages of this report is the data analyzed by the committee, along with some broad data statements made by the World Language Committee.

Arrowhead Feeder Freshmen Year World Language Grade Data

School Year	Number of students tested	Number of students passing to Spanish II	Passing Rate
2016-2017	45	45	100%
2017-2018	43	42	98%
2018-2019	60	59	98%
2019-2020 Virtual beg. in March	46	45	98%
2020-2021 Virtual and in-person	36	36	100%
2021-2022	32	27	84%

*Students are NOT required to take the Spanish placement test.

Arrowhead Graduation Requirement for World Language

<u>None</u>
- World Language is applied to the 16 additional credits needed for graduation.
- Colleges highly recommend students apply to college having at least two years of a world language.

Current Arrowhead Freshman Course Descriptions

Level One	Chinese I, French I, German I, Spanish I
	A placement test is available for students who believe they are able to begin level two, as freshmen
Level Two	Chinese II, French II, German II, Spanish II
Level Three	Chinese III, French III, German III, Spanish III
Level Four	Chinese IV, French IV, German IV, Spanish IV,
Level Five	Advanced Placement Spanish Language and Culture

All World Language classes are year-long.

Spanish I- Spanish I is an introductory course that starts at the novice level and provides students with grammar study, reading, and writing practice in Spanish. Students are encouraged to express themselves orally in Spanish in the present tense from the beginning through classroom experiences, dialogues, skits, presentations, and games. Spanish pronunciation is presented, and listening comprehension is aided by various audio activities and videos. All materials give broad and interesting insights into the culture and geography of the Spanish-speaking world.

Spanish II--Spanish II will continue the practice of the present tense learned in Spanish I and will expand to include the past tense. Continuous detail on vocabulary, grammar concepts, and sentence structure is stressed. Reading selections, audio and video activities, and interpersonal and presentational communication will support language acquisition and cultural competences.

French I- First year French introduces students to the basic concepts of French grammar and gives students a general understanding of the cultures of French-speaking areas. Included is an overview of the French-speaking world. An oral approach is used in the classroom, aided by CDs, music, videos, and oral exercises.

Chinese I- Chinese I is designed to develop Chinese language skills and prepare students for living in a global society. Classroom instruction is focused on developing the ability to communicate in the Chinese language by involving the students in communicative tasks. Students will learn the target language in a contemporary cultural context

German 1- German I provides students with grammar study and reading and writing practice in German. Students are encouraged to express themselves orally in German from the beginning through classroom experiences, dialogues, skits, and games. The German sound system is presented, and listening comprehension is aided by the use of songs and media. All materials give broad and interesting insights into the culture and geography of Germany, Switzerland and Austria.

Analysis of a Guaranteed and Viable Curriculum

Below are the committee's observations around the strengths and opportunities in our current world language implementation since the last review.

Strengths and Opportunities for our Current World Language Program

Intermediate Strengths (5-8)
• The curriculum is easy to use.   • Teacher is confident in the ability to teach the current standards and curriculum.   • Realidades helps the teacher build knowledge in my content area.   • Teacher understands the learning goals of the curriculum and the units of study.   • Students in the past were prepared for level 2 at Arrowhead.
Intermediate Opportunities
• The amount of curriculum needed to cover in Level 1 exceeds the amount of time we have dedicated to the class.   • I have had to remove many of the performance based assessments from the curriculum as they are more time consuming, as well as, opportunities to do more reading comprehension.   • When I had students in both 7th and 8th grade daily, students left Merton well prepared for future language study and approximately half of our students were able to enroll in Level 2 Spanish. That number dropped to about 1/3 of the students last year, and will be even lower this year. This ultimately results in less students being able to access AP Spanish in high school.   • Our students will still leave Merton with a solid beginning in Spanish, but it will be more appropriate for most students to repeat level 1 again in high school.

V. Evidence-Based Research Review

The following highlights the current research around the world language standards, state laws and statutes for world language, evidenced based practices, and the high leverage practices in Spanish.

Wisconsin World Language Standards Update

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and recommends whether or not to revise or develop standards in that academic area. The State Superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on revision or development of those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Academic Standards Review Council. The State Superintendent then determines adoption of the standards.

The Wisconsin Standards for World Language (2019) were adopted by the Wisconsin State Superintendent for school districts to consider in their work with world language education programs.

Retrieved from https://dpi.wi.gov/standards on 11.9.21

Laws and Statutes Related to World Language Instruction in Wisconsin

Law	Explanation
Wisconsin State Statute 121.02(1)(L) 5.	Provide regular instruction in foreign language in grades 7 and 8 beginning in the 1996-97 school year.
Administrative Rule PI8.01(2)(L)4	Each School District shall provide instruction as follows: PI 8.01 (2)(L) 4 In grades 7 and 8, provide regular instruction in foreign language (…). In this subdivision regular instruction in foreign language means access to instruction in sufficient frequency and length to achieve the objectives and

	time allocations of a written, sequential curriculum plan in foreign language. The foreign language curriculum shall follow the requirements of other curriculum documents required under par. (k).
Regular Instruction 121.02(1)(L) 253.15(5)	Regular is defined as instruction each week for the entire school term in sufficient frequency and length to meet the District curricular requirements.

Current Research Debrief

Resource	Notes
Updated WI Standards	- What is our commitment to World Languages in this district? Is it simply to provide the required language instruction for our students? - What spoke to me in the Wisconsin Standards video is the idea that schools should be looking to shift from compliance to competitiveness in world languages. What is needed for success beyond the classroom? Our program has taken steps backward in the last few years with instructional minutes and continuity for language instruction. What is the end goal for our students? What is our vision? Time and continuity is needed for students to maximize their language learning.
WL Core Practices Video	Many of the core practices I already do in the classroom which is a good reaffirmation of our program. I have implemented the "can do" statements for the students this year so they can clearly see the end goal of our language learning. I would like to work on continuing to find more authentic texts to add to my collection of resources and use for comprehensible input.
Best Practices for Measuring and Evaluating Secondary World Language Programs	- First establish clear program goals and student learning objectives - Effective programs - Value curriculum writing and review process - Use backward design - Build thematic units that leverage student motivation to increase proficiency - Use "can do" statements to identify indicators of language performance - Provide student interaction with authentic sources - Encourage involvement in global community - Section 1: Program goals and design - Input should be taken from both state standards and community - Culture is the core of language development - Language programs are designed with 5 categories of language mastery in mind; function, context, text type, accuracy, and content

	○ Use of "can do" statements in the WL classroom is vital to student success ○ Students should be exposed to authentic language and culture sources ● Section 2: Assessing student outcomes ○ There should be several opportunities for formative assessment within each lesson ○ Formative assessments should work towards summative assessment goals ● Effective WL programs ○ Use assessment to leverage student motivation ○ Use feedback to increase student proficiency ○ Monitor and document student growth through performance assessment ○ Use student growth data to drive programmatic decision making ● Types of assessments ○ Are we measuring achievement or proficiency? ■ Achievement measures content knowledge ■ Proficiency measures language ability ○ Both summative and formative assessments can be used to measure student success (achievement/proficiency) ○ Assessments should be aligned with the 5 Cs (this helps determine student comprehension) ● Benefits of using student assessment data ○ Improves program cohesion ○ Helps plan and map a curriculum ● Student assessment resources ○ CAST, OWL, SST, STAMP, STAMP 45 ○ **see page 15 for details on each ○ Assessments should measure student proficiency in speaking, writing, listening, and reading
Marzano's Guaranteed and Viable Curriculum	● A guaranteed & viable curriculum is primarily a combination of "***opportunity to learn***" and "***time***". ● *<u>Action Step 1</u>* Identify and communicate the content considered essential for all students versus that considered supplemental or necessary only for those seeking postsecondary education. ● *<u>Action Step 2</u>* Ensure that the essential content can be addressed in the amount of time available for instruction. ● *<u>Action Step 3</u>* Sequence & organize the essential content in such a way that students have ample opportunity to learn it.

	● ***Action Step 4*** Ensure that teachers address the essential content. ● ***Action Step 5*** Protect the instructional time that is available.

Establishing a Focus on Learning	"What knowledge, skills, and dispositions should each student acquire as a result of this course and each unit of instruction within this course?"
	
	School districts need to realize that it is not an "either or" environment. High performing school districts adhere to demanding core principles AND empowering staff.
	
	Components of a guaranteed and viable curriculum:
	● Same learning outcomes regardless of who is teaching the class
	● Able to be taught in the allotted time
	
	Guaranteed and viable curriculum does not mean:
	● Lockstep pacing
	● Identical strategies or materials
	
	Steps to creation:
	● Prioritization: Not all standards are as important or deserve the same amount of time as the others. Essential standards represent the MINIMUM that a child must learn.
	    ○ Endurance - Necessary to retain beyond this unit
	    ○ Leverage - applicable across content areas
	    ○ Prerequisite - needed to achieve later
	    ○ High Stakes - State, College, etc. exams
	
	"Prioritizing the standards results in more in-depth instruction by reducing the pressure to simply cover material".
	
	Determination of pacing is not something that can be determined by district level admin. Pacing guides can give an idea, but too strict of pacing promotes covering curriculum as opposed to teaching the curriculum.
	
	The challenge of developing a guaranteed viable curriculum is that it is both a Top Down and a Bottom Up process at the same time. Districts need to provide guidelines, resources, training, examples, etc. and the teachers need to engage in the development of their collaborative teacher teams.
	
	The question "Learn What?" is the most significant question for a PLC for establishing a guaranteed and viable curriculum.

PLC needs to:
- Learn together
- Engage in process of collective inquiry
- Prioritize Standards allowing teachers to embrace more in-depth instruction rather than covering the material
- Identify specific learning targets to clarify the desired outcome of lessons
- Create "I can" statements for students to understand their progress toward mastery

"I Can" statements:
- Help students clarify for students what they should know and be able to to do
- Help teachers sharpen their understanding of what students should know and level of rigor necessary to demonstrate proficiency
- Give a clear explanation to parents on what their child is expected to be able to know and do

Collaborative Study of essential learning:
- Promotes clarity: clarifying common understanding
- Consistent Priorities: assign the same priority
- Common Pacing for Formative assessments
- Establish a curriculum that is viable
- Creates ownership of the curriculum by the teachers

No involvement, no commitment

Seductive Shortcuts:
- Distributing standards as a curriculum
- Assigning a committee to teachers to establish curriculum and present it to colleagues
- Purchasing the curriculum
- Allowing the textbook to determine the curriculum

VI. Curriculum Resources Reviewed

The DPI along with our local CESA 1 often has surveys throughout our state and/or region around the core resources adopted by local districts. After reviewing the survey information and the current standards, two resources were selected to review for Merton's possible adoption:

- Vista
- Autentico

Each curriculum resource was reviewed by our teacher and student teacher who assessed it based on a common rubric. The next few pages show the results of the resource review process.

Overview of Vista Perspectivas (Intermediate Spanish Version)	
Program Components	- Perspectivas includes a clear focus on the products and practices that relate to cultural perspectives, and offers a rich variety of authentic materials, including documentary films, short video clips, authentic audio selections, and literary readings. - Perspectivas is built to develop students' intercultural communication skills according to the latest ACTFL World-Readiness Standards. Intercultural communication is a complex activity that combines cross-cultural knowledge and language skills.
Positive Aspects	- Vista utilized at Arrowhead High School. - Vista has an amazing supersite, digital platform, which is fully integrated for students and staff. - Aligned well to the ACTFL standards; specifically the interpersonal communication, presentational communication and intercultural communication standards. - Great for embedding the cultural practices and communication in the target language. - Common vocabulary throughout the grades. - Offers professional development for districts.
Considerations	- Even with an increase in instructional time, there is so much available, it would be challenging to prioritize all the possibilities. - Does not have as many opportunities to collaborate with peers. This is especially true in the assessment area where students are not able to give structured peer feedback. - Interpersonal communication standards are not as highly rated as the other ACTFL standards. - There are limited materials that support the connection between classroom and home, and classroom and the community.
Assessing Curricular Resources	Merton Teacher Total Rating Percentage- World Language Resource Review Results

Overview of Autentico	
Program Components	● Auténtico aligns to the ACTFL World Readiness Standards. Spanish reading, writing, speaking, listening, vocabulary, and grammar apply students' skills and understanding in authentic contexts. Integrated Performance Assessments and Project-based learning experiences let students demonstrate what they Can Do with the language. ● Listen to native speakers, read a Spanish magazine article or blog, take a virtual field trip around the Spanish-speaking world. Auténtico is immersive and interactive language learning with supported authentic Spanish resources, created by native speakers for native speakers, with real-world contexts relevant to students' lives. ● All Auténtico content, resources, management tools, and assessments are in one location. Savvas Realize™, one of edtech's most versatile LMS platforms, connects you with everything and lets you make it your own. It even syncs with your student roster (SIS) and integrates all popular LMS. Online and offline access to content lets your students take their learning on the go!
Positive Aspects	● Current text vendor, that has been successful, and is updated in 2018. ● Requires less curriculum writing time, it will be done in revision, instead of full rewrites. ● Common vocabulary throughout the grades. ● Offers professional development for districts . ● Provides student friendly easy-to-use digital instructional materials. ● Aligned well to ALL of the ACTFL standards (received all 4's for all standard areas). ● Well rated for aligning to Merton Policy 4019- Nondiscrimination Policy.
Considerations	● Even with an increase in instructional time, there is so much available, it would be challenging to prioritize all the possibilities. ● Does not have as many opportunities to collaborate with peers. This is especially true in the assessment area where students are not able to give structured peer feedback.
Assessing Curricular Resources	Merton Teacher Total Rating Percentage- World Language Resource Review Results

VII. Program Recommendations

The following recommendations regarding the intermediate school educational program were developed by the intermediate school teachers on the Committee and/or Merton Administration:

1. Continue with the current vendor Savvas, with Autentico, providing teacher access to the most updated version of the text.

2. Increase foreign language instructional minutes to every-other day in grades 6-8. This was already discussed at Student Achievement through the [ECubed Instructional Programming- Encore, Exploratory and Elective Wheel- E3](#)

3. Implement an Intermediate School Language Lab for students that are new to the district and have not had Spanish instruction or for students who may need intermediate interventions.

4. Implement some additional eresources with annual subscriptions-
   a. Senor Wooly
   b. Flangoo

5. Implement a staggered implementation with a revised scope and sequence, due to the change of the intermediate schedule and an increase in world language instructional minutes, as noted in the chart below:

Year	Grade 6	Grade 7	Grade 8
2022-2023	New 6th grade every other day curriculum	Implement the new 6th grade every other day program	No Changes
2023-2024	No Changes	New 7th grade every other day curriculum	Implement the new 7th grade every other day curriculum
2024-2025	No Changes	No Changes	New 8th grade every other day curriculum

The coherence in materials and instruction is well documented: most curriculum programs

(textbooks and instruction) do not support deep, integrated student learning because they lack

coherence (Kesidou & Roseman, 2002; National Research Council, 2007). Below is a list of K-8

program recommendations to ensure the coherence within our Merton Community School District

6-8 world language experience:

1. Ensure curricular coherence of unit themes, skills and concepts throughout the 6-8 program.
   a. Align and develop the 6-8 curriculum using the Understanding by Design curriculum model.
   b. Publish an updated 6-8 content overview for parents.

2. Ensure all teaching staff receive quality professional development in areas of curriculum planning, design and assessing language. This requirement will be met through the local Wisconsin Assessment Consortium course, which all intermediate curriculum writer's will take during the 2022-2023 school year.

VIII. Appendix

Resource List/ Learning that Guided our Work- Appendix 1

Appendix 1
Learning that Guided our Work

A variety of additional resources including articles, web-sites, and curricular resource materials were used through this committee process.

Clementi, D., Terrill, L., *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.* The American Council on the Teaching of Foreign Language. Alexandria, VA. (2013)

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