

2021-2022 New High School Course Proposals

Course Title: Science of Reading Foundations

Proposed By: Katie Schnider & Sue Keranen

Elective or Required: Elective Credit – may be required for some students

Length: Trimester – may be taken multiple trimesters

School(s): Apollo, McKinley, Tech

Grade(s): 9-12

Program Area(s): Elective – Language Arts

Need or Rationale for the Course: One of the reasons why this course should be offered is because it is a requirement by the state to provide support for students displaying characteristics of dyslexia. This course will provide support for our students who are reading far below grade level. They will have the opportunity to learn the foundations of reading, so they can begin to learn in their other courses before they graduate.

Goals/Graduation Standards: In Board Policy 601C it states that all students who are below reading level will be provided an intervention or alternate form of instruction until they are reading at or above grade level. "MN Statue sections 125A.56 states that a student identified as being unable to read at grade level under section 120B.12, must be provided with alternate instruction that is in the form of multi-sensory, systematic, sequential, cumulative, & explicit." This course would meet both Board Policy 601C and MN Statue 125A.56.

Expected Learning/Outcomes: Students and families will be informed that their child is reading below grade, and that this course will provide them the opportunity to not only receive credit, but also get them proficient in the area of reading, so they can be successful in all of their high school courses as they move toward graduation.

Outline the Course/Program Content: Will follow an Orton Gillingham based program that will be individualized based on student needs.

How will the students be assessed/evaluated? Will performance assessment be delivered: The district's universal screener will be used to determine the needs of the students. The universal screener will also be given every fall, winter & spring. After every 3-5 levels a Mastery Check of spelling and reading is given to determine if the student is making progress in the course. The student does each level of work in a notebook that documents their growth and learning.

Budget Considerations: Anticipating 2 FTE, 10 hours each for 2 teachers to complete curriculum writing, \$5,200 for materials.

Other Issues:

Principal Signature(s): Alicia Fisher, Jason Harris, Al Johnson

Date Received: 11/24/2020

Learning & Teaching Approval: 11/24/2020

Assistant Superintendent(s) Approval: 11/24/2020

Course Title: Somali for Native Speakers

Proposed By: Kelly Frankenfield

Elective or Required: Elective

Length: Year long

School(s): Apollo, Tech, McKinley

Grade(s): 9-12

Program Area(s): World Language and ELD

Need or Rationale for the Course:

Demographic trend data demonstrates the enrollment of Multilingual Learners (MLs) in District 742 has significantly increased in the last decade. The population of MLs currently in St. Cloud Area Schools includes 2400 students. Eighty-two percent of our ELs speak Somali as their primary language; nine percent speak Spanish and two percent speak Anuak. MLs make up approximately twenty-four percent of the population in District 742. We have experienced increases in our number of refugee students with limited or interrupted formal education (SLIFE). As posited by Arrive Ministries, an organization that supports resettlement of newly arrived refugees and immigrants, they have greater numbers of refugees in their pipeline to St. Cloud than they have to the Minneapolis metro area.

We continue to refine our SLIFE identification process and have identified over 500s ELs as SLIFE. We have also identified younger siblings of SLIFE and have a pilot program that provides intensive emergent reading instruction at two elementary sites. Our SLIFE population in St. Cloud Area Schools is primarily Somali, although we have a smaller increasing number of SLIFE identified from Central American countries. SLIFE are most at risk for academic failure (Short & Boyson, 2004) and decreased high school graduation rates. For refugee SLIFE students, the risk for failure to graduate is 75% or higher at the secondary level (Montero, Newmaster, & Ledger, 2014). Needs for this group include intensive instruction in emergent literacy instruction, socio-emotional needs from trauma and culturally responsive teaching practices (DeCapua, 2019).

St. Cloud Area Schools will align our courses with the MN MDE Ten Commitments to Equity by educating students to be linguistically and culturally equipped to communicate successfully in a global and pluralistic community and world. This course is a part of meeting our WBWF goal to provide a workforce that is able to communicate in many languages and respect and understand many cultures. We believe that students who come to school from heritage language backgrounds should have opportunities to develop further proficiencies in their first language. This course is designed specifically for native or heritage speakers of Somali who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in Somali. The course will allow students to gain a better understanding of what it means to be biliterate, bilingual citizens.

Goals/Graduation Standards: ACTFL World Readiness Standards for Learning Languages (MDE)

The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence as bilingual and biliterate adults to their future careers and experiences as measured by the MN MDE approved ACTFL World Language Standards.

World Languages Learning Standards The standards indicate what students should know and be able to do as they study and learn to communicate in a language other than English. There are eleven standards in five goal areas.

1.0 Communication Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

2.0 Cultures Interact with cultural competence and understanding

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.0 Connections Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.0 Comparisons Develop insight into the nature of language and culture in order to interact with cultural competence

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.0 Communities Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Expected Learning/Outcomes:

Students should be secure in the 5 World Language Standards and benchmarks listed in IV and able to complete and pass the assessment in Somali to secure a bilingual seal or world language certificate that can be used as

credit for world languages at participating MN State Universities and Colleges. Achievement level descriptors are below:

Advance Range:

Domains: Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

Functions: Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.

Context/Content: Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.

Text Type: Produces full paragraphs that are organized and detailed.

Outline the Course/Program Content:

Students should be secure in the 5 World Language Standards and benchmarks listed in IV and able to complete and pass the assessment in Somali to secure a bilingual seal or world language certificate that can be used as credit for world languages at participating MN State Universities and Colleges. Achievement level descriptors are below:

Advance Range:

Domains: Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

Functions: Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.

Context/Content: Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.

Text Type: Produces full paragraphs that are organized and detailed.

How will the students be assessed/evaluated? Will performance assessment be delivered:

Native Language Literacy Assessment (NLLA) will help to identify SLIFE students

WIDA Measure of Developing English Language (MODEL) will be assessed in Somali in writing and speaking
Bilingual, Multilingual Seals and/or World Language Proficiency Certificate in Somali taken 10th, 11th and 12th Grades

Percentage to increase of number of Somali students able to complete and achieve the MN MDE Bilingual Seal in Somali annually

STAMP, ACTFL, MDE assessments online and offered annually per student at Apollo HS and/or Tech HS
(Dates pre-determined)

Assessed in the domains in Somali in speaking, reading, writing and listening (MODEL)

Performance Assessments and Student Portfolios

Budget Considerations:

Curriculum writing \$1000, Materials \$1000, 2 FTE,

Other Issues:

Principal Signature(s): Alicia Fischer, Jason Harris

Date Received: 10/18/2020

Learning & Teaching Approval: 10/19/2020

Assistant Superintendent(s) Approval: 11/24/2020

School Board Approval: