

# DISTRICT COURSE PROPOSAL FORM

**Fall Submission Deadline: Oct 1      Spring Submission Deadline: April 1**

*The course proposal **MUST** be submitted to the Executive Director of Curriculum, Instruction and Choice Programming by the given date. If the course proposal is received after the due date, the course will be considered for the next course proposal cycle.*

- Open this document and save a copy titled "Course Proposal [Coursetitle]."
- Complete all sections. **Please use Times New Roman font, size 11.** If you have any questions, contact the Curriculum office at 303.387.0121.
- Email an electronic copy to the Executive Director of Curriculum, Instruction and Choice Programming (Kim.McMonagle@dcsdk12.org).
- Send a hard copy with the principal's signature to the Executive Director of Curriculum, Instruction and Choice Programming (Kim McMonagle at Wilcox).
- This form will be processed by the appropriate District Study Teams (you may be invited to attend the meeting) and then forwarded to the Board of Education for approval.
- Please refer to the Course Proposal rubrics to understand how courses will be evaluated. The systems check is one of the most critical pieces of the proposal process, so please take time to complete this section with the detail requested.
- **Please note that some requirements have changed within this proposal process, so please read each section carefully.**

<b>Date:</b>		
<b>Group(s) initiating this proposal</b> ( <i>check all that apply</i> ):	<input checked="" type="checkbox"/> Teachers	
	<input checked="" type="checkbox"/> Administrators	
	<input checked="" type="checkbox"/> Students	
	<input checked="" type="checkbox"/> Citizens	
<b>Name and school of individual completing this form:</b>	CVHS – Cristin Bless	
<b>Name of the building administrator assigned to support the completion of this course proposal:</b>	James Calhoun	
<b>Phone number:</b>	303-387-9000	
<b>Name of course:</b>	Spanish for Leadership	
<b>Course number</b> ( <i>will be assigned after Board approval</i> ):		
<b>Department in which this course is located:</b>	World Language	
<b>Credit</b> ( <i>check box</i> ):	<input type="checkbox"/> 0.5 (one semester)	<input checked="" type="checkbox"/> 1.0 (two semesters)
<b>Proposed course is</b> ( <i>check box</i> ):	<input type="checkbox"/> Required	<input checked="" type="checkbox"/> Elective
<b>Credit type students will earn for this course:</b>	Elective Non-Weighted	
<b>Grade level(s):</b>	9-12	

***Please provide the following information:***

**DESCRIPTION:**

Spanish for Leadership is a course that will allow students to apply the Spanish they have learned in previous courses to career-related situations. Students will develop 21<sup>st</sup> century skills such as leadership and collaboration while working on class projects. Students will take their Spanish usage outside of the classroom to connect with our community for various projects, as well as use Spanish to work on projects to help various organizations that work with communities in Spanish-speaking countries. Topics to be covered include the cultures and economic, governmental, environmental, and social systems of different Spanish-speaking countries. This course will provide the knowledge and skills needed to be successful in a globally competitive society.

### **END STATEMENTS ALIGNMENT:**

This course is designed to support the DCSD Board of Education End Statement 1.0 **Douglas County School District students acquire the knowledge, skills, and dispositions to be responsible citizens who contribute to our society** by focusing on the following sub-statements:

- 1.1 Students are able to think critically, creatively, and reflectively.
- 1.2 Students embrace universal ethical principles.
- 1.3 Students demonstrate the self-motivation and resourcefulness to continue their learning.
- 1.4 Students apply what they have learned. They go beyond merely knowing to using their knowledge and skills productively.
- 1.5 Students lead with integrity to influence the future.
- 1.6 Students take ownership and accept responsibility for their wellbeing. Students have the knowledge, skills, and ability to make educated choices concerning their social, emotional, and physical health. Students demonstrate:
  - Acceptable social interactions based upon respect for self, others, and property
  - Positive self-esteem through achievement
- 1.7 Students demonstrate the essential skills of reading, writing, listening, speaking, and numeracy.
- 1.8 Students have an understanding of a core body of knowledge in:
  - 1.8.4 World Languages, including:
    - a. The understanding of languages
    - b. The basic ability to communicate in another language

### **COLORADO ACADEMIC STANDARDS/GRADE LEVEL EXPECTATION (GLE) ALIGNMENT:**

Spanish for Leadership is very aligned with the Colorado Academic Standards for World Languages. According to the CAS-WL, the educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language.

One of this course's main focus points is Communication (CAS-WL 1), both written and oral. Students will improve their abilities in interpersonal communication (two-way communication with another person or group), interpretative (showing comprehension by listening or reading), and presentational (one-way oral or written communication presented to a person or group).

CAS-WL 2, Knowledge and Understanding of Other Cultures, is met by discussing the varying cultures within the Spanish-speaking countries and studying their economic, governmental, environmental, and social systems. Students will also work with organizations in our community and abroad to help meet needs of Spanish-speaking people.

Connections with Other Disciplines and Information Acquisition, CAS-WL 3, will be integrated into the course through the units and projects completed in class. Students will learn about geography, the economic situations, governments, religions, etc. of other countries. They will use authentic resources available via technology to further their knowledge of the cultures that speak Spanish.

The final CAS-WL, Comparisons to Develop Insight into the Nature of Language and Culture, is also addressed in this course. While learning more about other countries, students will simultaneously be looking at their own culture's practices, procedures and products in order to make comparisons to find similarities and differences between the cultures. Students will gain a greater understanding of their own and other cultures.

Projects are incorporated into this course to enhance the students' 21<sup>st</sup> century skills of Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction, and Invention.

### **SYSTEMS CHECK and NEEDS ASSESSMENT:**

***Thorough completion of this section is critical to the approval of the course.***

X The school registrar has reviewed the master course list for DCSD and determined that this proposed course does not already exist.

X At the building level, content specific team members review needs for this proposed course.  
**(Please attach participant list and meeting date.)**

Lisa Wille-Racine (Spanish teacher)

Ann Healey (Spanish teacher)

Cristin Bleess (Spanish teacher)

Robin Handy (Spanish teacher)

X Level administrators have met and provided a district-wide review of the course.

Date of Meeting: February 17, 2011

Participants: Dr. James Calhoun (principal)

Forwards with approval

Forwards with following comment(s), concern(s), or question(s):  
(Indicate consensus or % approval.)

Do not forward because:

X Needs for this proposed course were determined by (check all that apply **and include supporting documentation**). Please **only** check items below that have been verified:

X Research-based support/rationale (i.e. 21<sup>st</sup> Century Learning Skills, P-20 Initiative, Business and Industry Advisory Committee recommendations)

- Class has been set up around the 21<sup>st</sup> Century Skills and Readiness Competencies in World Language from the Colorado Academic Standards (see page 21 in the CAS-WL document)

X NCAA regulations alignment (grades 9-12)

Course competencies aligned with CCHE Publication:

College Entry Level Expectations, which can be found on the web at

<http://www.state.co.us/cche/pubs/readable.pdf>

(Also see: <http://www.state.co.us/cche/academic/admissions/courseguide.pdf>)

X Student requests (elaborate)

- Students expressed interest in this type of course on a Google Docs survey. 103 students were surveyed and 68% of the students said they were either “Very likely” or “Somewhat likely” to take this course.

X Parent requests (elaborate)

- Parents expressed interest in this type of course on a Google Docs survey. The survey was sent out to 65 parents of students currently enrolled in Spanish courses. 88% of the parents that responded said that they would support their child taking the “Spanish for Leadership” course.

Student achievement gaps (elaborate)

X Rigor and relevance considerations (elaborate)

- Rigor comes from having student work at the higher levels of Bloom’s Taxonomy. This course is based around activities and projects that allow students to create, evaluate, analyze, and apply.
- Relevance happens when students can see how what they are learning in class

can be applied to their lives. The whole point of this course is to help students see the connection to using another language in a professional situation and how to do that effectively.

X Attach a description or diagram that describes the full progression of courses that would relate to the course proposed. (An example is provided on First Class>School Resources>Curriculum, Instruction, and Assessment>Course Proposal Process)

This course is open to any student who can communicate at an Intermediate-Mid level according to the ACTFL Proficiency Guidelines (see attached). A student at the Intermediate-Mid level is able to consistently create with the language (ie. recombine and adapt learned material to express personal meaning), can ask and answer questions about familiar topic on a sentence level, and can handle simple situations. Students at an Intermediate-High level can narrate and describe in past, present, and future time frames in paragraph-length discourse and handle situations with a complication or unexpected turn of events, but this is at a minimal level and errors do occur. A few students are at this level after level 2. Some students are at this level after level 3. Most students are at this level after level 4.

This course, for most students, would come after a level 4 Spanish class. Some students, depending on their previous experience and natural gift with languages, could be ready for this class after levels 2 or 3. Some students will opt to take this course after the level 5 Advanced Conversation class or after an AP Spanish class.

X A group of 5 content-specific peers have provided a district-wide review of the course. Please note no more than one representative can be included from the same building.

Date of Meeting: February 7, 2011, March 16, 2011

Participants (please list name and school):

Lisa Wille-Racine – CVHS

Lorna Soto – PHS

Mariana Obregon – Parker Core Knowledge Charter School

Courtney Luedtke-Bacon – RCHS

Stephanie Ramsey - DCHS

X Forwards with approval

Forwards with following comment(s), concern(s), or question(s):  
(Indicate consensus or % approval.)

X List any other individuals or groups that have been contacted to discuss the need and design of this course (e.g., Mathematics Coordinator; Literacy Coach; ESL Coordinator; Instructional Support Services Coordinator; fellow District department chairs):

Sally Collins (CVHS BRT)

Holly Vorhees-Carmical (DCSD Curriculum Coordinator)

X Describe the process used to determine need for the course beyond the requirements above:

The DCSD School Board has adopted the end statement that reads: DCSD students acquire the

*District Course Proposal Form Revised January 2010*

knowledge, skills, and dispositions to be responsible citizens who contribute to our society. In recent news, it was reported that by 2050, ten percent of the world population will speak Spanish and the United States will be the largest Spanish-speaking country. This news is exciting for our students studying Spanish because what they are now learning in their classes will definitely be an asset in their chosen future career.

However, being prepared to use Spanish in the workplace is more than just knowing the language. In an article in Education Week (January 25, 2011) by Anthony W. Jackson, it is expressed that our schools need to produce students who know about the world, which includes not only the language, but also the culture of the country and how their economic, environmental, and social systems work. This class, Spanish for Leadership, will provide students with the knowledge and skills to be successful in a globally competitive society.

### **IMPLEMENTATION NEEDS:**

How does this change fit into the overall educational program? Are there course prerequisites? What courses precede and follow the proposed course?

- As described above, this course could come in anytime after level two, depending on the oral proficiency level of the student. The pre-requisite proficiency level is Intermediate-Mid level, which most students will achieve after Level 4. However, some students may reach this level earlier or later in their studies. Students are able to take this course at any point in their language study after having achieved an Intermediate-Mid proficiency level.

Describe the process and timeline for development of necessary teacher resources, including instructional ideas, methods, materials, and technology.

- This course will first be offered for the 2012-13 school year. To prepare for this course, Cristin Bless has attended to conferences on Language for Business to learn about setting up this type of course. She has been in contact with a professor from the University of Illinois that is an expert in this field. At this time, there is not a textbook on the market for this course. Over the course of the next year and half before this class is first offered, resources will be compiled via the Internet and other appropriate literature for the teachers to use in preparing themselves and materials for the class. Technology will play an important role in this course, as it is closely tied to the 21<sup>st</sup> Century Skills. Students will get much of the class information from authentic, up-to-date resources from the Internet.

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- Other than a classroom, there are no additional supplies needed for this class other than access to already existing computer laptop carts or computer labs.

What additions to the present staff are needed and/or what special training and experiences are necessary for the curriculum to be implemented?

- It is predicted that one section of this class would be offered per year (as a year-long class). The required FTE for this would be .23.
- The teacher for this class would have to have a high proficiency level and the ability to maintain the use of Spanish for the entire class period.

**BUDGET:** What is the estimated three-year budget (in detail) for the course? It is critical that budget detail be provided that is current and detailed. ***Lack of this detail will most likely prevent the approval of the course.*** Please do not list district-level funds or grants unless these have been approved or secured prior to the submission of the proposal.

- At this point there is no textbook available for this course, so monies do not need to be budgeted for this. If an appropriate textbook is published in the future, it may be requested then.
- A one-time expense not to exceed \$500 for basic resources (resource books and classroom posters/maps) and online subscriptions (ie. [www.countryreports.org](http://www.countryreports.org)).

**ASSESSMENT:** Which standards and essential learnings will be assessed in this course? How will the course be evaluated? How will any sub ends of End Statements 1.0 be evaluated in this course? A detailed outline of an assessment plan is expected. *Lack of this detail will most likely prevent the approval of the course.*

- As noted above, Standards 1.1 – 1.8 will be addressed in this course.
- All assessments will be evaluated using PLDs and rubrics. The teacher of the course will evaluate, but there will also be peer and self-evaluations of projects throughout the course.
- The students will compile an electronic-portfolio of tasks completed to show their ability level and growth during the course.

**TO BE COMPLETED BY DISTRICT STAFF:**

**21<sup>st</sup> CENTURY LEARNING SUB-GROUP (appropriate district office representatives)**

Date of Meeting:

Participants:

- Forwards with approval  
 Forwards with following comment(s), concern(s), or question(s):  
(Indicate consensus or % approval.)

Do not forward because:

**SIGNATURES**

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Principal

Date

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Director of High Schools

Date

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Executive Director of Curriculum, Instruction & Choice Programming

Date

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Assistant Superintendent - 21<sup>st</sup> Century Secondary Learning

Date

Course approved by the Board of Education on \_\_\_\_\_  
Date

Course entered in Infinite Campus database on \_\_\_\_\_  
Date

Course entered in the NCAA database on \_\_\_\_\_  
Date