

# HIGH SCHOOL CREDIT GUIDE



CONCORDIA  
LANGUAGE VILLAGES

## *CURRICULUM AND INSTRUCTION IN THE HIGH SCHOOL CREDIT PROGRAMS*

The High School Credit Program consists of a minimum of 180 hours of direct instruction and language and culture practice, in large groups, small classes, activity periods and individual work. Online programs offer a mix of synchronous and asynchronous work.

A typical day in a summer high school credit program includes 7.5 hours or more of direct instruction, development of comprehension skills, conversation and a wide range of structured activities in the target language. High school credit courses during the academic year typically meet twice per week, for 2-3 hours each day; in addition, youth participant "villagers" complete asynchronous work in between class meetings.

Villagers carry what they learn in their courses into the other areas of the simulated Village, where they are immersed and surrounded by a large number of proficient speakers and opportunities to practice, apply and extend their learning.

For information about the broader philosophy of learning in the Concordia Language Villages, visit our description of the [CLVway](#).

The following is a list of **key elements of curriculum and instruction** featured specifically in the intensive, high school credit program:

- » Small credit program classes of 4–9 students and an overall ratio of one (target language proficient) staff member to four villagers.
- » Project-based learning (individual and thematic).
- » Linguistic and cultural immersion in a simulated "Village" in which villagers use the target language as the primary language of communication.
- » Exploration of global issues and issues affecting the target cultures.
- » Opportunity for students to reflect on their own learning, set and fulfill personal goals.
- » Interaction with a variety of global perspectives and cultural beliefs.
- » A supportive learning community in a positive atmosphere that fosters confidence and collaboration.
- » Character development through leadership opportunities, living in a community, taking risks and playing in the target language.
- » Hands-on experiential learning and language practice in simulated and real situations
- » Interdisciplinary, content-based instruction in the areas of natural and social sciences and arts and humanities
- » Learning in nature and about our natural world
- » Engagement with culturally-authentic products and practices

## EVALUATION

In the high school credit program, both formative and summative assessments are used, in addition to learner portfolios.

Credit villagers begin with several placement evaluations, and have frequent opportunities to demonstrate their language and culture learning through activity-based assessment tools, as well as traditional quizzes and tests. Each credit villager also completes a comprehensive portfolio documenting his or her own learning and progress at the Village.

### FINAL EVALUATIONS INCLUDE:

- » Final grade based on multiple areas of assessment, including but not limited to: summative assessments, participation and leadership in the Village, individual projects and portfolio development.
- » Descriptions of villager proficiency and skills in three modes of communication: interpersonal, presentational and interpretive. Individuals can compare these descriptions to common proficiency scales such as ACTFL, Common European Framework or College Board Continuum.

**GRADE SCALE:**      **A = 90-100%   B = 80-89%   C = 70-79%   D = 60-69%   F = 59% AND BELOW**

## PROGRAM POLICIES IN THE HIGH SCHOOL CREDIT PROGRAM

The following policies are detailed in the syllabus.

**RECEIVING CREDIT:** Credit for the program will be granted upon completion of all 180 required hours (the entire course length) as well as a passing grade in all categories of the Village-specific grading policy.

**TRANSFERRING CREDIT TO SCHOOLS:** School districts decide whether to accept transfer credit and how to list that credit on a villager's school record. Many schools accept full credit for work done at Concordia Language Villages. Some schools, however, may accept half credit, advancement in language studies or notation of the work on a high school transcript. Some schools may administer a placement exam to determine an appropriate course level upon returning to the school's language program. It is a parent or guardian's responsibility to speak with the villager's guidance counselor or other school officials to determine what will be required for the credit to be transferred prior to their session. Villagers may include Concordia Language Villages transcripts in college application materials if the credits are not transferred to the villager's school.

**LANGUAGE LEVELS:** On the first full day of the credit session, villagers are placed into learning groups based on their language ability and credit expectations. These groupings allow villagers to learn with peers possessing similar skills and needs near their proficiency level to make one year's worth or more of progress. Concordia Language Villages welcomes and accommodates learners of any proficiency level (including true beginners) and individualizes an approach to support their increased proficiency and mastery.

**MATCHING SCHOOL LANGUAGE CLASS:** Although villagers will learn the same amount of language at the Village as they would in a year at school, it may not be the same content; every school is different. If your school is concerned the Concordia Language Villages curriculum match closely with its curriculum, please have your villager bring a copy of that curriculum or syllabus to the Village and share it with the credit facilitator and teacher. For virtual credit programs, send a digital copy to the program leader with your questions and concerns. We can try to incorporate aspects of individual schools' syllabi into the Language Villages classes or provide individualized extra help, but this has to be requested by the parent/guardian. Under no circumstances are we able to guarantee to match a school course exactly. Please note that curricula for Village classes cannot be furnished ahead of time, as it is determined during the session based on the abilities of the class group.

**CREDIT APPEALS PROCESS:** Before the close of the credit session, all credit villagers should know their final grade and generally will sign a document that attests they earned the grade indicated. To appeal a grade, a villager must submit a written request, co-signed by a parent or guardian, to Concordia Language Villages, stating the rationale for the appeal before June 1 (fall/spring sessions) or October 1 (summer sessions) of the year following the high school credit course.

## ***TRANSFERRING CREDITS IN THE HIGH SCHOOL CREDIT PROGRAMS***

Following successful completion of the course, Concordia Language Villages will provide (to students' school or parents):

- » Official transcript for one year of high school credit (additional copies are available to order through Parchment.com)
- » Syllabus of specific Language Village selected
- » Proof of Concordia Language Villages' accreditation
- » Copy of curriculum specific to leveled class
- » Final evaluation of student

School districts decide whether to accept transfer credit and how to list that credit on a villager's school record.

Many schools accept full credit for work done at Concordia Language Villages. Some schools, however, may accept half credit, advancement in language studies, or notation of the work on a high school transcript. Some schools may administer a placement exam to determine an appropriate course level upon returning to the school's language program.

It is a parent or guardian's responsibility to speak with the villager's guidance counselor or other school officials to determine what will be required for the credit to be transferred prior to their session.

Villagers may include Concordia Language Villages transcripts in college application materials if the credits are not transferred to the villager's school.

Most of our programs cannot provide the exact class curriculum that will be addressed ahead of time since: a) students are placed in a level after arrival, and b) many programs tailor curricula to student goals and current global themes. For a sample curriculum framework, please contact our Registration Team at (800) 222-4750 or [clvregister@cord.edu](mailto:clvregister@cord.edu).

## ***CREDIT FOR HOMESCHOOLED YOUTH***

Sessions at Concordia Language Villages can be an important part of a language-learning plan for homeschooled youth. Credit-bearing sessions provide transcripts for transfer of credit as well as thorough [documentation](#) of learning.

Concordia Language Villages strive to create a learning experience to meet the unique needs of all villagers. Among the many features of the program detailed in the [syllabus](#) and National Standards Correlations, are elements that villagers from homeschooling backgrounds find especially beneficial:

- » The Village engages one staff member to every four villagers (overall program average), providing opportunity to learn through socializing and constantly practicing with others. Wraparound hour language immersion in this environment provides a level of practice unmatched by most tutoring or online experiences. The Concordia Language Village credit program can complement or replace such options.

- » Villagers are learning with peers who are also motivated learners. Lifelong friendships are formed in a supportive community.
- » Villagers, through various elements of their Village's curriculum, enjoy an individualized experience with opportunities to set their own goals and choose their own adventure. Villagers can often develop projects, leadership opportunities and select from many activities.
- » While the model of learning in the Language Villages doesn't rely on lectures, villagers do get practice engaging in observation and listening by watching presentations and explanations in the large group and small learning groups.
- » The Village and credit programs focus on growing proficiency in the target language for real-world use. Structures and vocabulary are not the goal (as in many traditional classrooms), but rather the tools that speakers use to reach towards higher proficiency levels.

A language cannot be separated from the cultures that create and shape it. The Village goes beyond the superficial level that many other online and individual learning programs attain in understanding cultures. The Village is a place to live in another culture with teachers and counselors as guides to reach a deeper understanding.

## ***INTERNATIONAL BACCALAUREATE (IB) CORRELATIONS IN THE LANGUAGE VILLAGES HIGH SCHOOL CREDIT PROGRAMS***

The language and cultural immersion of the Language Villages is a powerful tool that many learners use to advance their studies to meet language requirements in an IB diploma program.

Language proficiency is far from the only benefit of a Concordia Language Villages experience. The mission and guiding practices of Concordia Language Villages encompass many of the same goals of an IB diploma program, making them complementary experiences for young people.

# International Baccalaureate Correlations to Concordia Language Villages High School Credit Programs

Correlating traits of IB Learner Profile:  "As IB learners we strive to be:"	Concordia Language Villages descriptors of a courageous global citizen:  A courageous global citizen is someone who:	How does Concordia Language Villages' High School Credit program accomplish these goals?
"Open-minded" "Inquirers" "Reflective"	understands and appreciates cultural diversity;	<p>The program takes place in a simulated "Village" designed for:</p> <ul style="list-style-type: none"> <li>– full linguistic immersion in which villagers use the target language as the primary language of communication with native and non-native speakers.</li> <li>– cultural immersion featuring culturally-authentic products and practices</li> </ul> <p>Villagers engage in project-based learning both in their small (4–9 student) classroom and in their own personalized approach.</p>
"Risk-takers" "Communicators" "Knowledgeable" "Reflective"	communicates with confidence and cultural sensitivity in more than one language;	<p>Villagers regularly reflect on their own learning, setting and fulfilling personal goals geared toward language proficiency and learning.</p> <p>Language proficiency growth correlates to one typical high school course.</p> <p>Thematic evening programs (including simulations) and course units delve into the histories, facts, and key elements of francophone cultures.</p>
"Thinkers" "Knowledgeable" "Reflective"	responds creatively and critically to issues which transcend national boundaries;	<p>Villagers interact with counselors and teachers from target cultures as well as other villagers from around the U.S. and the world, providing an environment rich with a variety of perspectives and beliefs.</p> <p>Learning in class and throughout the day is interdisciplinary, and content based, with a focus on the areas of natural and social sciences and arts and humanities.</p>
"Caring" "Principled"	responds creatively and critically to issues which transcend national boundaries;	<p>Global issues and issues affecting the target cultures form a major focus of classwork, choice activities, and thematic evening programs.</p> <p>The Village is a supportive learning community in a positive, residential atmosphere that fosters confidence and collaboration</p>
"Inquirers" "Principled" "Reflective"	promotes a worldview of peace, justice and sustainability for all.	<p>The Village focuses on hands-on, experiential learning and language practice in simulated and real-life situations.</p> <p>Villagers learn in nature and about our natural world, practicing stewardship as well as observation and inquiry.</p>
<a href="http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf">http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf</a>	<a href="http://www.concordialanguagevillages.org/youth-languages/our-teaching-methods/clvway">http://www.concordialanguagevillages.org/youth-languages/our-teaching-methods/clvway</a>	Details in Syllabus

# NATIONAL STANDARDS CORRELATIONS IN THE HIGH SCHOOL CREDIT PROGRAMS

The goals of the ACTFL *World Readiness Standards for Learning Languages* (also known as the Five Cs) have been adopted in various forms by the U.S. Department of Education as well as by states.

These standards come to life in everything we do in the Language Villages and in the way we design our high school credit learning experiences.



## ACTFL WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES AS PRACTICED AT CONCORDIA

### LANGUAGE VILLAGES

Those of you who are (or aspire to become) language teachers in the United States are probably aware that in 1996 the American Council on the Teaching of Foreign

Languages (ACTFL) published the report of its National Standards in Foreign Language Education Project which outlined eleven standards within five goal areas (the

so-called 5 Cs): **communication, cultures, connections,**

**comparisons and communities.** Members of that task force were very clear in stating that those national standards did not describe the status quo of foreign

language education in the United States at the time, but were rather put forward as a gauge with which to measure future progress – a kind of yardstick that would reflect the best institutional practices within foreign language education. Further editions of the report were published in 1999, 2006 and 2011. The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, introduced the term World-Readiness Standards for Learning Languages to replace the previous terminology.

This gauge is used here to highlight some ways in which the practices of Concordia Language Villages (CLV) help language learners accomplish their goals.

### COMMUNICATION

Those of you who are (or aspire to become) language teachers in the United States are probably aware that The first three standards focus on the learner's effective communication in more than one language in order to allow him or her to function in a variety of situations and for multiple purposes.

### INTERPERSONAL COMMUNICATION

Because the Concordia Language Villages are set up as actual Villages, with learners interacting with each other and with staff in a variety of ways over the days they spend there, it comes as no surprise that learners gain a great deal of practice related to this standard. They engage in conversations with a wide range of partners over the course of each day – while cleaning their cabins, eating breakfast and making plans for the afternoon activities. They provide and obtain information at the bank, express feelings and emotions after seeing a foreign film and exchange opinions regarding the best song to dance to.

## **INTERPRETIVE COMMUNICATION**

This standard focuses primarily on one-way listening and reading comprehension. In the Villages, learners have a number of opportunities to practice their listening comprehension: they listen to goodnight stories in their cabins, short cultural presentations by staff or other villagers, announcements in the dining hall and game rule descriptions at the beginning of evening programs. Reading comprehension is incorporated to a slightly lesser extent into village programming. Notable exceptions include the reading of comic books, newspapers, magazines and short stories – either within instruction periods or during free time in the café or library – as well as the many foreign language posters, signs and other authentic texts such as train schedules and menus located around each Village. (In addition to the basic two-week summer program, CLV offers an intensive four-week program that allows high school students to accomplish the equivalent of a typical one-year high school course. The high school credit program accounts for a minimum of 180 hours of instruction and typically includes a heavier focus on reading comprehension than does the two-week program.)

## **PRESENTATIONAL COMMUNICATION**

This standard focuses on the formal presentation of information, concepts and ideas in spoken and written form and highlights one-way speaking and writing for the most part. In the Language Villages, learners have opportunities to work in small groups on meal presentations or news and weather programs. Some also keep daily journals, write short pieces for the village newspaper, or create travel brochures or reports on lake water quality for class projects. The intensive four-week credit program offers its participants increased numbers and types of presentational opportunities to build on and extend their second-language speaking and writing.

## **CULTURES**

The next two standards focus on the learner's interaction with cultural competence and understanding.

## **RELATING CULTURAL PRACTICES TO PERSPECTIVES**

Again, because Concordia Language Villages programming operates within actual Villages in which learners experience daily life in the foreign language, it should not be surprising that this standard is greatly emphasized within Village programming. Learners encounter cultural practices at every turn during each day – from the way eating utensils are used in the dining hall to the way friends are greeted along the paths to the way audiences express their appreciation following a concert or a play. The fact that large percentages of staff members are either native speakers who live these cultural practices daily or are non-native speakers who have lived for an extended time in the target culture helps to intensify the authenticity of these practices for the learners. Learners learn what to do when and where within the target culture.

## **RELATING CULTURAL PRODUCTS TO PERSPECTIVES**

This standard focuses both on the tangible (painting, literature, chopsticks) and the intangible (dance, system of education) products of the target culture. Over the years, individual Villages have acquired more and more of the tangible products that help to construct the sensory authenticity of the Villages: the sights of authentic mailboxes and street signs, the sounds of authentic musical instruments, the tastes and smells of authentic spices, the touch of authentic fabrics. The intangible products enter into learners' consciousness through sports, art and dance activities, as well as through extended simulations focused on educational or political systems.

## **CONNECTIONS**

The following two standards focus on the learner's connection with other disciplines and the acquisition of information and diverse perspectives in order to facilitate effective use of the target language within academic and career-related situations.

## **MAKING CONNECTIONS**

This standard highlights the importance of learning across disciplines, of connecting information, approaches and perspectives learned in one area with those in others. Underpinning this standard is the important distinction between learning a language for its own sake and using that language in an endeavor to learn about other content areas. The approach used in the Villages is multifaceted; several times each day, learners meet in small groups to focus on the language itself. The rest of the day, however, is filled with opportunities to use the target language in order to learn other things – geography, history, martial arts, dancing, baking, canoeing, pottery.

## **ACQUIRING INFORMATION AND DIVERSE PERSPECTIVES**

This standard focuses on language learning as providing a new window on the world. A great deal of programming within the Language Villages is directed specifically toward the attainment of this standard. Through discussions with target language-speaking staff and villagers who come from across the country and around the world, participants have numerous opportunities to learn about viewpoints not usually represented within their own home and school communities.

These perspectives often relate to current political events or global environmental issues, but may just as well have to do with more local issues such popular music and literature, or even how much and what kind of homework is most beneficial for students. Villagers exchange views regularly through everyday conversations, learning group discussions, structured ‘cabin council’ sessions and in more formal debriefing phases following political, social and environmental simulations. The point of this standard is to emphasize that learners of a foreign language can use the language to gain access to engaging, alternative viewpoints that they might otherwise not have been exposed to.

## **COMPARISONS**

The next two standards focus on the learner’s development of insight into the nature of language and culture in order to interact with cultural competence.

## **LANGUAGE COMPARISONS**

This standard focuses on the impact that learning a new language has on students’ own abilities to examine and understand their first language. They develop hypotheses about the structure and use of languages that assist further language acquisition later in life. Because the vast majority of learners at Concordia Language Villages speak English as their first language, these kinds of discussions take place naturally at many places and times throughout the Village.

Upon learning that German nouns can be one of three genders, an English-only speaker may be surprised that there are feminine or masculine nouns at all. But a learner who already knows French may only be surprised that it is possible for nouns to be of neuter gender, in addition to the possibility of being feminine or masculine. The fact that many participants are learning their second or third foreign language in the Language Villages encourages them to compare and contrast the language of their Village with other languages that they are learning as well.

## **CULTURAL COMPARISONS**

Here, too, it is absolutely natural within the Language Village environment for learners to be confronted with an unexpected cultural product or practice and to wonder for a moment about what it is that they are experiencing. This element of surprise encourages the learners to reflect on what they have come to take for granted within their own lives. They begin to understand that what seems logical to them is merely logical because it is all they have known until now. Because learners come to the Villages from a wide variety of geographic, social and cultural backgrounds, these cultural comparisons and contrasts do not take place solely between U.S. American culture and cultures related to the language learned in the Village; comparisons are also made between the city or suburban life that many learners are used to and the life in the wooded environment of northern Minnesota.

## COMMUNITIES

The final two standards identify the importance of communicating and interacting with cultural competence to facilitate participation within multilingual communities at home and around the world.

### SCHOOL AND GLOBAL COMMUNITIES

This standard focuses on the role that knowledge of a foreign language can play in allowing a learner to participate within a community – either within the educational institution itself or outside it. Because the Language Villages are actual villages, it happens quite naturally that the language of Village life is fundamental to the creation of a community feeling. The target language is quite literally the single common denominator among all the participants. The fact that learners and staff come together from around the globe with the primary purpose of encouraging language learning and use makes it easy to build a community around the learning itself. Many of the learners take their first supported steps in the language within the Village and then go on to use the language in future educational or professional opportunities – either within the United States or abroad.

### LIFELONG LEARNING

This standard highlights the importance of getting off to a positive start when learning a foreign language. It is much easier to take what one has learned about a language, recognize the ways in which it provides access to new information and entertainment sources, and be motivated to put it into practice over a lifetime, if one has developed a love for the language and culture within a community of people who share that passion. And it is easier still when one is having fun with and in the language – through skits, games, chants and songs!

It is this type of community that the Language Villages aspire to offer – not only to young learners of the language but to their teachers as well. The fact that the majority of staff and Villagers return again and again for this kind of language learning experience indicates the beginning of a commitment on the part of many participants to become life-long learners of other languages. Family and adult sessions, along with professional training seminars, are offered to provide ongoing opportunities for engagement with Concordia Language Villages beyond summer youth programs.

**Revised from Chapter 1 of Doing Foreign Language in August 2015 by Heidi E. Hamilton**