



High School Credit Program Philosophy

Guided by the National Standards for Foreign Language Learning and the ACTFL Proficiency Guidelines, Concordia Language Villages creates an intensive language-learning program for students in grades 9-12. Instruction is conducted in the target language in our cultural immersion environment. The program includes at least 180 hours of instruction; these hours may include, but are not limited to, formal classroom instruction; cultural presentations; historical re-enactments; Village-wide simulations; authentic arts and crafts, music, dance, theater, and sports activities; games; student-developed projects; peer teaching; and reflective activities.

The rationale for curriculum development is based on a proficiency orientation. As noted above, the program is guided by the National Standards for Foreign Language Learning. The reverse side notes the alignment of Concordia Language Villages learner goals with the National Standards. In addition, we are committed to authentic and performance assessment. Progress in proficiency is documented in a student-created portfolio that includes materials such as written work, a journal, reflections, artifacts, and audio and/or visual recordings.

Culture is an integral part of the daily routine and is actively modeled, taught, and practiced via authentic experiences throughout the daily schedule. Native and fluent speakers of the target language live with students during the four-week residential high school credit session.

Concordia Language Villages high school credit program has been fully accredited by the North Central Association Commission on Accreditation and School Improvement and affiliated organizations including Commission on International and Trans-Regional Accreditation since 1982. Credit-bearing language programs are offered in Arabic, Chinese, Danish, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish, and Swedish.

Concordia Language Villages' guiding principles and experiential, learner-centered, Standards-based approach to learning are documented in a textbook based on research in the Villages by Dr. Heidi Hamilton, senior researcher at Concordia Language Villages and professor of applied linguistics at Georgetown University. Published by Prentice Hall in 2005, the book's title is *Doing Foreign Language: Bringing Concordia Language Villages into Language Classrooms*.



CONCORDIA LANGUAGE VILLAGES

Concordia Language Villages LEARNER GOALS AND NATIONAL STANDARDS

The mission statement of Concordia Language Villages:
To prepare young people for responsible citizenship in our global community.

In conjunction with our mission statement, we have established certain goals for every villager attending Concordia Language Villages. These learner goals and their alignment with the National Standards for Foreign Language Learning (1996) are noted below.

A responsible world citizen is one who:

- *Understands and appreciates cultural diversity.*

Villagers learn about the cultures of people who speak the language of the Village and how the people of these cultures relate to other people of the world by interacting with staff members from around the world, participating in activities and simulations, and experiencing culturally authentic meals and everyday life.

(National Standard 2. cultures – gain knowledge and understanding of other cultures; National Standard 4. comparisons – develop insight into the nature of language and culture)

- *Communicates with confidence and cultural sensitivity in more than one language.*

Villagers develop functional language skills and communicate using language appropriate for different social situations. They have opportunities to practice and use the target language in interpersonal, interpretive, and presentational modes; integrated language assessment occurs.

(National Standard 1. communication – communicate in languages other than English)

- *Responds creatively and critically to issues that transcend national boundaries.*

Villagers learn geography through names and locations of Village buildings and areas and work creatively with authentic local, regional and world maps. Villagers also examine issues facing people in many areas of the world. This is done through classes, simulations, evening programs and informal discussion.

(National Standard 3. connections – connect with other disciplines and acquire information)

- *Expresses empathy for neighbors in the global village.*

Villagers meet people from around the United States and the world and live in cooperation and respect of individuals in the Village. Cabin councils encourage villagers to participate in the management of living with a diverse group of people in a small Village, and games emphasize cooperation over competition.

(National Standard 5. communities – participate in multilingual communities at home and around the world)

- *Promotes a world view of peace, justice, and sustainability for all.*

All Concordia Language Villages programs work to model environmentally responsible behaviors, including reducing-recycling-reusing, respect for nature and property and outdoor skills. Simulations provide opportunities for villagers to empathize with diverse groups. Teamwork is promoted in the Village, and conflict resolution skills are modeled in mediation of disagreements among villagers.

(National Standard 3. connections – connect with other disciplines and acquire information;
National Standard 5. communities – participate in multilingual communities at home and around the world)