



# 9-12 World Language Review (2025) 9-12 Resource Adoption Report (2026)

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## Background on 9-12 World Language Programming in Delano Public Schools

### Historical Perspective

The last major program review for 9-12 world language programs occurred in the 2007-2008 School year. At that time, Delano schools offered three world languages, German, Spanish and Chinese. Chinese was dropped as a language option in 2010-11 upon the resignation of the Chinese teacher. At that time Delano Schools expanded the Spanish language program by adding a third Spanish language teacher and increasing enrollment options for students beginning in Grade 9.

### Current Program

Currently Delano High School (graded 9-12) students are able to access language study in German level 1-4, equivalent to 4 years of language and Spanish Level 1-CIS Spanish B equivalent to 5 years of language study. Students completing CIS Spanish A & B earn 10 college credits in Spanish.

The department's current primary resource, bearing a 2004 copyright, has become a significant barrier to effective instruction. With references to obsolete technology like "floppy disks" and pedagogical suggestions involving overhead transparencies, the material no longer reflects the modern world or the lived experiences of students. This disconnect extends beyond mere aesthetics; the dated content fails to provide the authentic, up-to-date resources necessary for contemporary world language acquisition.

### Operational Challenges and Instructional Impact

The antiquated structure of the current textbook has created a significant "hidden" workload for the teacher, particularly within the Spanish 2 curriculum:

- **Curricular Gaps:** Structural flaws necessitated skipping entire chapters, rendering the remaining bundled materials unusable. Because supplemental exercises often integrated vocabulary and grammar from those omitted sections, instructors were forced to rebuild entire units from the ground up.
- **Resource Inefficiency:** Teachers spent a disproportionate amount of time hunting for external materials and creating proficiency-based assessments from scratch, as the provided assessments did not align with modern standards.
- **Engagement Deficit:** The lack of compelling content required teachers to manually redesign every activity to ensure student engagement, diverting energy away from direct student interaction and high-quality instruction.

### Conclusion

Ultimately, the reliance on these legacy materials shifted the teacher's focus from teaching and student proficiency to intensive curriculum development and resource management. A transition to modern, aligned resources is essential to reclaim instructional time and provide students with a relevant, communication-focused learning environment.

## Academic Standards

State law ([Minn. Stat.120B.022, subd.1 \[2025\]](#)) requires each district to use the [current world languages standards](#) developed by the American Council on the Teaching of Foreign Languages (ACTFL).

ACTFL's *World-Readiness Standards for Learning Languages* presents five goals areas in the language learning and teaching: communication, culture, comparison, connection, and community.

### The 5Cs of Language Learning

- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the target language.
- Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives, as well as the products and perspectives, of the cultures studied.
- Connections: Students reinforce and further their knowledge of other disciplines through the world language and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Comparisons: Students develop insight into the nature of language and culture by comparing the language and culture studied to their own.
- Communities: Students use the language both within and beyond the school setting and show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Current Graduation Requirements and Pathways

In Minnesota, students are required to complete two kinds of requirements by the time they graduate. Students must:

- 1) Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
- 2) Satisfactorily complete the state credit requirements under [Minnesota Statutes 2022, section 120B.024](#).

World languages are considered elective content courses and are not required for high school graduation. However; they should be counted towards the seven elective credits that are required for high school graduation.

All students are strongly encouraged to take world languages courses to develop and refine language proficiency in addition to English and cultural competency for the 21st century world.

## Summary of Curriculum Review Process

Over the last two years, the World Language department undertook a comprehensive evaluation of its programming, conducting a full department audit, a SWOT analysis, and a stakeholder survey that garnered over 800 responses. The results provided a clear mandate: the community expects a rigorous focus on real-world communication and language proficiency.

While the department has long prioritized these pedagogical goals, existing resources proved insufficient to meet the desired standard of delivery. This feedback served as the catalyst for a strategic transition. The department meticulously evaluated five potential resources, eventually narrowing the selection to two finalists. After scoring these options against a formal rubric and conducting vendor consultations, the findings and recommendations were presented to the District Advisory Committee (DAC) on two separate occasions.

### **SCOT Analysis (Strengths, Opportunities, Challenges, Threats)**

#### Strengths and Opportunities

The World Language department maintains a robust foundation characterized by strong College and Career Pathways, notably through a Spanish and German sequence that offers students up to 10 College in the Schools (CIS) credits. This success is underpinned by a proven track record of vertical alignment, which consistently moves students toward higher levels of proficiency.

Leveraging the district's 1:1 technology proficiency, the department is well-positioned for digital integration, using modern platforms to connect students with authentic, real-world cultural content. Furthermore, there is significant momentum for expansion, including high community interest in extending language instruction to grades 4–8 and the strategic addition of American Sign Language (ASL) to broaden enrollment and appeal to a more diverse student body.

#### Challenges and Threats

Despite these strengths, the department is hindered by obsolete materials dating back to 2004. These resources lack the digital tools required for modern instruction and fail to align with current ACTFL trends. Beyond the tools themselves, an illogical scope and sequence in the current curriculum prevents a fluid transition between levels, making it difficult to build a cohesive linguistic foundation. This is further complicated by scheduling gaps inherent in the trimester system; these hiatuses often lead to significant learning loss, forcing instructors to spend valuable time on remediation rather than advancement.

The program's long-term health is subject to several external pressures. Because world languages remain an elective rather than a graduation requirement, the program's survival is entirely dependent on high student engagement and perceived value. This vulnerability is underscored by enrollment trends showing declines in specific languages, which threatens the variety of offerings the department can sustain. Finally, the department operates under high fiscal dependency, making it sensitive to broader

budget fluctuations. To remain viable, the program must continually demonstrate its value proposition to stakeholders to secure the necessary funding for modernization and growth.

## Recommendations

Based on a comprehensive evaluation of current departmental needs and external benchmarks, the World Language department recommends the adoption of *Entre Culturas* for Phase III implementation. This transition represents a fundamental shift toward proficiency-driven instruction, moving away from rote grammar memorization toward a framework strictly aligned with ACTFL communication standards. By adopting this resource, the department replaces the current "scavenged" curriculum with a dependable, vertically aligned sequence that provides a stable roadmap for both students and educators across every level of study.

Furthermore, *Entre Culturas* addresses the critical need for authentic cultural integration by providing monthly-updated media, ensuring that the classroom environment remains relevant and connected to the modern world. Beyond the pedagogical benefits, this adoption ensures instructional sustainability; by streamlining digital workflows and providing high-quality, pre-vetted resources, the platform significantly reduces the administrative burden of manual material creation, allowing faculty to refocus their energy on direct student engagement and instruction.

## Financial Implications

### [Entre Culturas Levels 1-3 Quote](#)

With the availability of online textbooks, Delano will be adopting a 1:1 student solution with classroom sets of textbooks in Levels 1 & 2. Level 3 Spanish will have a small number of textbooks for use within the classroom for students who do not have access to a device in class. This is an 8 year license.

While not subject to a formal review process at Delano Schools, the CIS Spanish courses will also be adopting a new text based on the cooperating University of MN requirements. This is a 7 year license.

### [Experiencias Intermediate 2e Supersite Quote](#)

## Implementation Timeline

### PROFESSIONAL LEARNING

2025-26: Initial onboarding, May 2026. Map trimester start/stop points for seamless level 1-3 transitions. Establish a shared bank of common assessments. Sync *Entre Culturas* platform with Google Classroom.

2026-27: Develop comfort with digital platform as an instructions and assessment tool. Meet monthly during early releases to discuss success/challenges and plan for refinements of instruction and assessment.

2027-28: Continue to develop proficiency with online platform through use of the Wayside professional learning opportunities.

## Evaluation

Evaluation of the resource adoption will be monitored in several ways:

## APPENDIX A

### Mission, Vision, Values and Core Beliefs

#### Vision Statement (big picture)

The Delano World Language Department envisions a future where every student—whether entering the workforce, the military, a trade school, or a university—is equipped with the linguistic and cultural tools to navigate an increasingly connected world. We strive to develop Empowered Global Citizens who possess the critical thinking and 'soft skills' necessary to gain a competitive edge in any career and thrive as leaders in a diverse, global community.

#### Mission Statement (what we do every day to reach our vision)

Our mission is to deliver high-quality, research-based instruction that promotes personal growth and fosters real-world application. We are committed to opening doors for all students by strengthening their ability to communicate across cultures. By aligning our curriculum with national standards, we ensure that every Delano student graduates with the practical communication skills and cultural perspective needed to succeed in their chosen path after high school.