

## Four-Week High School Credit Program Syllabus

Concordia Language Villages  
Accredited by AdvancEd

**Course Title:** One year of High School Language Study in Arabic, Chinese, Danish, Finnish, French, German, Italian, Korean, Japanese, Norwegian, Portuguese, Russian, Spanish, and Swedish.

**Levels:** Beginner through advanced—customized to student needs and personal or academic goals. Leveled class size ranges from 4–9 students. The overall ratio of teachers and counseling staff to villagers is 1 to 4.

**Teachers:** Teachers and Administrators in the Concordia Language Villages Credit Programs have strong backgrounds in teaching language and culture, as well as other domains. They include both native speakers of the target language and Americans with extensive experience abroad. Most are primary or secondary school teachers, practicing teachers in their own country, or have an M.A. or Ph.D. qualifying them to be instructors.

**Program Credits:** One year of high school credit. Level determined by proficiency assessment upon arrival.

**Accreditation Details:** Concordia Language Villages is accredited by [AdvancEd](#), a non-partisan accreditation body with over 100 years' experience. Our program meets or exceeds the guidelines for foreign language credit established by State Departments of Education across the country by achieving a minimum of 180 high-quality instructional hours over the course of four weeks.

**Learning Objectives:** This intensive program meets a variety of objectives related to linguistic proficiency, cultural competency, and positive engagement in local and global communities. The course is designed to meet both the Concordia Language Villages mission and the World-Readiness Standards of the American Council on the Teaching of Foreign Languages. It supports high school students' learning needs in public and private schools, homeschooling environments, International Baccalaureate diploma programs, language immersion schools, and those seeking alternative learning environments and credentials such as the Seal of Biliteracy and Global Education Achievement Certificate.

All high school credit instruction serves broader institutional goals, including Concordia Language Villages' mission to inspire courageous global citizens. A courageous global citizen lives responsibly by:

- Appreciating and seeking to understand diverse cultural perspectives;
- Communicating with confidence and cultural sensitivity in multiple languages;
- Respecting human dignity and cultivating compassion;
- Engaging critically and creatively with issues that transcend boundaries; and
- Advancing a more just, peaceful, and sustainable world for all.

Concordia Language Villages' programs meet all of the objectives of the ACTFL World-Readiness Standards for Language Learning. For a summary of our program's alignment with the national standards, please visit our [website](#).

**Curriculum and Instruction:** The Four-Week High School Credit Program consists of a minimum of 180 hours of direct instruction and language and culture practice. A typical day includes, conservatively, 8.5 hours of direct instruction, development of comprehension skills, conversation, and a wide range of structured activities in the target language. Villagers carry what they learn in their courses into the other areas of the 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 Four-Week 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 learning and set and fulfill personal goals*
- Interaction with a variety of *global perspectives and cultural beliefs*
- *A supportive learning community* in a positive, residential 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. Emphasis is on developing proficiency. 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 more 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:**

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

**Transferring Credit to Schools:** School districts decide whether or not 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 the student’s high school transcript. Others 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 principal or other school officials to determine what will be required in order 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 that 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. We can try to incorporate particular aspects of individual schools' syllabi into the Language Villages classes or provide individualized extra help, but this has to be requested by parents. Under no circumstances are we able to guarantee matching 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 that 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 October 1 of the year following the summer session.

For more policies regarding behavior, participation, etc., please see the Parent Handbook.

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

- Official transcript for one year of high school credit
- Syllabus of specific Language Village selected
- Proof of Concordia Language Villages' accreditation
- Copy of curriculum specific to leveled class
- Final Evaluation of student

Students in the course also return to their home or school with a portfolio demonstrating competencies and proficiency as designed by their specific Language Village.

A report, emailed or mailed to parents at mid-session, includes the villager's grade to date. The grade, of course, may change before the end of the session.

Final documentation is mailed from the administrative office in Moorhead, Minn., not from the Village, and takes several weeks to process. At the parent's request, an evaluation and transcript of the villager's work will also be sent to his or her school at the end of the summer.