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TO: Dr. Mary Pfeiffer, District Administrator
Board of Education

FROM:  Steve Dregger, Assistant District Administrator of
Learning and Leadership

DATE: February 14, 2013

RE: World Language Proposal

Introduction

The Neenah Joint School District (NJSD) currently offers Spanish 1 and French 1 as elective classes beginning in seventh grade. The world language program culminates with Spanish 5 and French 5. The NJSD has not offered a world language program as a part of its curriculum in grades kindergarten through grade 6 nor has it offered a level 6 class.

Based on feedback from the Curriculum and Program Development Committee, the reaction team, and the Board, the World Language Task Force resurrected its work relative to the concept of a K-6 world language program that would complement the established 7-12 program. In addition, the task force considered Spanish 6 and French 6 as potential offerings and presents the following information for your consideration.

Supporting documents to the report include:

Curriculum Design for Learning World Languages
Proposed Curriculum Outline
World Language Proposal Summary

Process

The task force began by redefining its purpose, establishing a timeline for a recommendation, reviewing the original world language proposal, and considering the input from the Curriculum Committee, reaction team, and the Board. The team worked on the following recommendation from November of 2012 through January of 2013.

Recommendations

Students who elect to enroll in Spanish 1 or French 1 in seventh grade are able to progress through the world language sequence to Spanish 5 or French 5 by their Junior year. Because Spanish 1 and French 1 were introduced in seventh grade during the 2011-12 school year, the task force recommends the addition of Spanish 6 and French 6 as course offerings

starting with the 2016-17 school year. The 2016-17 Course Addition, Deletion, and Revision (CADR) process would reflect that recommendation.

The task force next focused on a world language program for sixth grade and recommends the following:

- World language would be required for all sixth grade students and taught by a certified world language teacher.
- The program would consist of one semester of Spanish every other day and one semester of French every other day.
- The targeted curriculum would be based on all Five C's (communication, culture, connections, comparisons, and communities). See Curriculum Design for Learning World Languages and Proposed Curriculum Outline for additional information.
- Implementation would occur in the fall of 2013.

Having developed the recommendation for grade 6, the task force considered possibilities for a K-5 world language program. The task force recommends the following:

- World language would be required for all students in grades 3-5 and taught by certified world language teachers.
- A parent survey would assist in determining Spanish or French as the grades 3-5 program offering.
- World language class would meet two times per week for 45 minutes per class period.
- Progression of the targeted curriculum would start with two of the Five C's (communication and culture) at grade 3 and progress to four of the Five C's (communication, culture, connections, and comparisons) at grade 5. See Curriculum Design for Learning World Languages and Proposed Curriculum Outline for additional information.
- Implementation would be determined, in part, on the outcome of the overall elementary planning process.

The elementary school day would be analyzed with an emphasis on creating additional instructional time to accommodate the world language program.

The task force recognizes the research that indicates the importance of students learning a world language as early as possible in their educational careers. However, the task force is not recommending a world language program in grades K-2 at this time. A K-2 world language program may be a future consideration. Primary drivers for not recommending a K-2 world language program include maximizing time in the primary grades to focus on literacy and numeracy and mitigating staffing costs.

Administration supports the recommendations detailed above with the following exceptions:

- Administration recommends one language every other day for a semester in sixth grade rather than offering both Spanish and French.
- A parent survey would assist in determining Spanish or French for the grade 6 program.

Future Considerations

Once the elementary world language program is in place, the District may consider having a sixth grade world language offering every other day yearlong instead of every other day for a semester. Because students would be entering grade 6 with prior world language experience, a year-long world language program at grade 6 may be desirable and necessary to extend student learning.

The World Language Task Force will continue to monitor trends in world languages and consider enhancements to the NJSD world language program in the future, which could include consideration of other languages.

Estimated Costs

Staffing, learning materials, and curriculum writing time comprise the main costs to implement the world language recommendation. The following chart outlines estimated costs for a grade 3-5 program, a grade 6 program, and level 6 class.

Area	Grades 3-5	Grade 6	Level 6
Staffing	\$270,000 (4.5 FTE)	\$60,000 (1.0 FTE)	\$12,000 - \$36,000 (.2 to .6 FTE)
Learning Materials	TBD	\$25,000	\$1,500 - 4,000
Curriculum Writing Time	TBD	\$2,000	\$2,500

Members of the World Language Task Force and I will be available at the February 19, 2013 Board meeting to answer any questions you may have about the recommendation.

Curriculum Design for Learning World Languages

In a world language classroom, standards influence the curriculum, assessment, and instruction. The key shift in using standards to guide language programs is moving from an emphasis on teaching to a focus on learning. Standards tell us what the student does, not what the teacher does. Wisconsin's standards for learning world languages come from the national standards and are summarized by five words that capture the purposes for learning a language. These standards direct the content choices, the learning activities, and the means of assessment in the classroom.

The five words are:

- Communication
- Cultures
- Connections
- Comparisons
- Communities

Communication

Unique to the world language classroom is the focus on communication in another language. This is not talking about the second language or another culture in English; rather, it is using the second language to learn, to communicate, and to enter another culture.

Cultures

Culture provides the underpinning of all communication. To study another language and culture gives one the powerful key to successful communication: knowing how, when, and why, to say what to whom.

Connections

This standard creates a context that brings the curriculum of other disciplines into the classroom. Students take insights from the language classroom out into the classrooms of other disciplines.

Comparisons

Comparisons lead us to see common concepts about language and about culture. The comparisons help students understand that as many similarities as differences exist. Students gain a greater understanding of their own language and culture through these comparisons.

Communities

The Communities standards ask students to connect with people who use the language in their school, work, or daily life.

WORLD LANGUAGE
Proposed Curriculum Outline (grades 3-6)

The following proposed curriculum outline for a world language program in grades 3-6 is based on the Wisconsin Department of Public Instruction's (DPI) Five C's of Communication, Culture, Connections, Comparisons, and Communities. Content standards, rationale, and objectives are listed for each sub-category within the respective C. The targeted curriculum builds from grade to grade starting with addressing two of the C's (communication and culture) in third grade and includes all five C's by grade six. There is a purposeful spiraling of the objectives through the grades to allow for reteaching of concepts and differentiation based on student need. Once finalized, the outline would be the foundation for developing the specific units and learning activities.

Grade 3

COMMUNICATION

A. Interpersonal: Conversation

Content Standard

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

Rationale: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

A.1. Conversations: Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do.

- a. I like, I don't like
- b. I have just done
- c. I am going to
- d. Learn infinitives

A.2. Questions: Students will ask and answer questions, including biographical information.

- a. How are you? I am _____.
- b. What is your name? My name is _____.
- c. Where are you from? I am from _____.
- d. Do you like? I like _____.
- e. What have you just done? I have just _____.
- f. What are you going to do? I am going to _____.

B. Interpretive: Listening and Reading

Content Standard

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

Rationale: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literature. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.

B.1. Listening: Students will understand spoken language on familiar topics that have strong visual support.

Teachers will use the target language with realia, technology, and other visuals to aide comprehension.

B.2. Listening: Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic readings, broadcasts, and videos.

- a. Primary readers
- b. T.V. shows
 - 1. Sesame Street, Dora the Explorer, Caillou
- c. Video programs
 - 1. Muzzy, Asterix
- d. Internet

C. Presentational: Speaking and Writing

Content Standard

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

Rationale: Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

C.1. Oral presentations: Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues.

- a. Songs
 - 1. Alphabet Song
 - 2. Jump Rope song
- b. Poetry
 - 1. Write a cinquain about a Spanish/French speaking country

C.2. Speeches: Students will write and present a short narrative about themselves.
Possibly using information from A.1. and A.2

CULTURE

D. Practices

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

D.1. Patterns of interaction: Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied

- a. Gestures
- b. Greetings and Expressions of Courtesy

E. Products

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Rationale: To respect and appreciate the diversity of their world, students need to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.

E.1. Objects and symbols: Students will identify objects and symbols, such as flags or currency that are used day-to-day and represent other cultures.

- a. Realia
- b. Flags
 1. Study countries where language is spoken
 2. Colors
- c. Coins
 1. Numbers
- d. Symbols – art projects
 1. God's Eye or Fleur de Lis

Grade 4

COMMUNICATION

A. Interpersonal: Conversation

Content Standard

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

Rationale: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

A.1. Conversations: Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do.

Re-teaching from grade 3 with additional infinitives

A.2. Questions: Students will ask and answer questions, including biographical information.

Re-teaching from grade 3 adding additional questions

A.3. Opinions: Students will state personal preferences and feelings.

- a. Food vocabulary
- b. Emotions

B. Interpretive: Listening and Reading

Content Standard

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

Rationale: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literature. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.

B.1. Listening: Students will understand spoken language on familiar topics that have strong visual support.

Teachers will use the target language with realia, technology, and other visuals to aide comprehension.

B.2. Listening: Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic readings, broadcasts, and videos.

- a. Primary readers
- b. T.V. shows
 - 1. Sesame Street, Dora the Explorer, Caillou
- c. Video programs
 - 1. Muzzy, Asterix
- d. Internet

B.3. Reading: Students will understand written materials on familiar topics that have strong visual support.

- a. Teachers will use the target language with realia and other visuals to aide comprehension.
- b. Teachers will use primary readers, T.V. shows, and educational programs to aide comprehension.
- c. Pre-reading strategies – teachers will incorporate pre-reading strategies
 - 1. Making predictions
 - 2. Using prior knowledge
 - 3. Drawing on your own experience
- d. Cinderella Around the World – to see how the same story is told differently around the world.

C. Presentational: Speaking and Writing

Content Standard

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

Rationale: Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

C.1. Oral presentations: Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues.

- a. Songs
- b. Create a folk tale

C.2. Speeches: Students will write and present a short narrative about themselves. Possibly using information from A.1., A.2., and A.3

C.3. Directions: Students will give simple commands and make requests of another person or group.

- a. Classroom Commands
- b. Classroom Vocabulary

CULTURE

D. Practices

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

D.1. Patterns of interaction: Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied.

- a. Gestures
- b. Greetings and Expressions of Courtesy

D.2. Cultural activities: Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).

- a. Holiday Celebrations
- b. Games – Global Hopscotch
- c. Songs
- d. Dances

E. Products

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Rationale: To respect and appreciate the diversity of their world, students need to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.

E.1. Objects and symbols: Students will identify objects and symbols, such as flags or currency that are used day-to-day and represent other cultures.

- a. Realia
- b. Flags
 1. Study countries where language is spoken
 2. Colors
- c. Coins
 1. Numbers
- d. Symbols – art projects
 1. God's Eye or Fleur de Lis

E.2. Contributions: Students will identify some major contributions and historical figures from the cultures studied that are significant in the target culture.

- a. Famous people and their contributions

CONNECTIONS

F. Across Disciplines

Content Standard

Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

Rationale: The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences that enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.

F.1. Speaking and Writing: Students will use topics and skills from other school subjects to discuss and/or write in the language studied.

This can be integrated in any curricular area

G. Added Perspective

Content Standard

Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Rationale: Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing student with unique insights.

G.1. Popular media: Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures.

- a. Watch cartoons and/or commercials
- b. Internet

Grade 5

COMMUNICATION

A. Interpersonal: Conversation

Content Standard

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

Rationale: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

A.1. Conversations: Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do

Re-teaching from grades 3 and 4 with additional infinitives

A.2. Questions: Students will ask and answer questions, including biographical information.

Re-teaching from grades 3 and 4 with additional questions

A.3. Opinions: Students will state personal preferences and feelings.

- a. Food vocabulary
- b. Emotions

A.4. Problem-solving: Students will express personal needs.

- a. Could be integrated with any curricular area

B. Interpretive: Listening and Reading

Content Standard

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

Rationale: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literature. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.

B.1. Listening: Students will understand spoken language on familiar topics that has strong visual support.

Teachers will use the target language with realia, technology, and other visuals to aide comprehension.

B.2. Listening: Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic readings, broadcasts, and videos.

- a. Primary readers
- b. T.V. shows
 - 1. Sesame Street, Dora the Explorer, Caillou
- c. Video programs
 - 1. Muzzy, Asterix
- d. Internet

B.3. Reading: Students will understand written materials on familiar topics that have strong visual support.

- a. Teachers will use the target language with realia, technology, and other visuals to aide comprehension.
- b. Teachers will use primary readers, T.V. shows, and educational programs to aide comprehension.
- c. Pre-reading strategies – teachers will incorporate pre-reading strategies
 - 1. Making predictions
 - 2. Using prior knowledge
 - 3. Drawing on your own experience
- d. Cinderella Around the World – to see how the same story is told differently around the world.

B.4. Reading: Students will comprehend the main idea of selected, short authentic written materials.

- a. Primary readers – teachers will use primary readers and post-reading strategies to check comprehension.
 - 1. Making generalizations
 - 2. Drawing conclusions
 - 3. Identifying main idea
 - 4. Summarizing
 - 5. Comparing and contrasting
 - 6. Analyzing chronological order

C. Presentational: Speaking and Writing

Content Standard

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

Rationale: Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

C.1. Oral presentations: Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues.

- a. Songs
- b. Create a folk tale

C.2. Speeches: Students will write and present a short narrative about themselves. Possibly using information from A.1., A.2., and A.3

C.3. Directions: Students will give simple commands and make requests of another person or group.

- a. Classroom Commands
- b. Classroom Vocabulary

C.4. Recounting events: Students will tell a simple story.

CULTURE

D. Practices

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

D.1. Patterns of interaction: Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied.

- a. Gestures
- b. Greetings and Expressions of Courtesy

D.2. Cultural activities: Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).

- a. Holiday Celebrations
- b. Games – Global Hopscotch
- c. Songs
- d. Dances

D.3. Beliefs and attitudes: Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.

E. Products

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Rationale: To respect and appreciate the diversity of their world, students need to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.

E.1. Objects and symbols: Students will identify objects and symbols, such as flags or currency that are used day-to-day and represent other cultures.

- a. Realia
- b. Flags
 - 1. Study countries where language is spoken
 - 2. Colors
- c. Coins
 - 2. Numbers
- d. Symbols – art projects
 - 1. God's Eye or Fleur de Lis

E.2. Contributions: Students will identify some major contributions and historical figures from the cultures studied that are significant in the target culture.

- a. Famous people and their contributions

E.3. Mutual influences: Students will identify some historical and contemporary influences from other cultures that impact today's society such as the democratic form of government and environmental concerns.

CONNECTIONS

F. Across Disciplines

Content Standard

Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

Rationale: The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences that enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.

F.1. Speaking and Writing: Students will use topics and skills from other school subjects to discuss and/or write in the language studied.

- a. Could be integrated with any curricular area

F.2. Reading and listening: Students will read material, listen to and/or watch programs in the language studies on topics from other classes.

- a. Podcasts

G. Added Perspective

Content Standard

Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Rationale: Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing students with unique insights.

G.1. Popular media: Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures.

- a. Watch cartoons and/or commercials
- b. Internet

G.2. Accessing resources: Students will access information in the language studied in order to gain greater insight about other cultures and/or their own.

- a. Internet
- b. Books/magazines

COMPARISONS

H. Language

Content Standard

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Rationale: Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.

H.1. Structures: Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning.

H.3. Translation: Students will identify words and expressions that have no equivalent in another language (idiomatic expressions).

H.4. Cultural characteristics: Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.

- a. 2 different ways to say "you"

I. Culture

Content Standard

Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Rationale:

Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.

I.2. Comparisons: Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.

- a. Students discuss comparisons between American and Hispanic culture toward death, for example, using graphic organizers (Venn diagrams, mapping, etc.)

I.3. Characteristics of culture: Students will understand the concept of culture as they compare other cultures to their own.

- a. Discuss the similarities and differences between their own culture and the culture of study
- b. Students discuss their own experiences

Grade 6

COMMUNICATION

A. Interpersonal: Conversational

Content Standard

Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.

Rationale: Students must know how to use the language effectively in order to exchange ideas and information with other people in a culturally appropriate manner. This standard focuses on the goal of learning to engage in conversations.

- A.1. Conversations: Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do.
Re-teaching from grades 3, 4, and 5 with additional infinitives
- A.2. Questions: Students will ask and answer questions, including biographical information.
Re-teaching from grades 3, 4, and 5 with additional questions
- A.3. Opinions: Students will state personal preferences and feelings.
 - a. Food vocabulary
 - b. Emotions
- A.4. Problem-solving: Students will express personal needs.
 - a. Could be integrated with any curricular area
- A.5. Comprehension: Students will ask for repetition and repeat to ensure understanding.
 - a. How do you say?
 - b. Repeat, please.

B. Interpretive: Listening and Reading

Content Standard

Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of topics.

Rationale: Students must develop strong listening and reading skills to interpret the concepts, ideas, and opinions expressed by members of other cultures through their media and their literature. This standard focuses on increasing the level of understanding as students listen to, read, or view materials in a new language.

- B.1. Listening: Students will understand spoken language on familiar topics that has strong visual support.
Teachers will use the target language with realia, technology and other visuals to aide comprehension.
- B.2. Listening: Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic readings, broadcasts, and videos.
 - a. Primary readers
 - b. T.V. shows

- 1. Sesame Street, Dora the Explorer, Caillou
- c. Video programs
 - 1. Muzzy, Asterix
- d. Internet

B.3. Reading: Students will understand written materials on familiar topics that have strong visual support.

- a. Teachers will use the target language with realia and other visuals to aide comprehension.
- b. Teachers will use primary readers, T.V. shows, and educational programs to aide comprehension.
- c. Pre-reading strategies – teachers will incorporate pre-reading strategies
 - 1. Making predictions
 - 2. Using prior knowledge
 - 3. Drawing on your own experience
- d. Cinderella Around the World – to see how the same story is told differently around the world

B.4. Reading: Students will comprehend the main idea of selected, short authentic written materials.

- a. Primary readers – teachers will use primary readers and post-reading strategies to check comprehension
 - 1. Making generalizations
 - 2. Drawing conclusions
 - 3. Identifying main idea
 - 4. Summarizing
 - 5. Comparing and contrasting
 - 6. Analyzing chronological order

B.5. Strategies: Students will use previous classroom experience with the language to understand its spoken and written forms.

C. Presentational: Speaking and Writing

Content Standard

Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

Rationale: Students must develop strong speaking and writing skills to communicate their thoughts, concepts, and opinions effectively to members of other cultures. This standard focuses on presenting information in a way that is appropriate for the audience.

C.1. Oral presentations: Students will dramatize student-created and/or authentic songs, short poems, skits, or dialogues.

- a. Songs
- b. Create a folk tale

C.2. Speeches: Students will write and present a short narrative about themselves
Possibly using information from A.1., A.2., and A.3

C.3. Directions: Students will give simple commands ad make requests of another person or group.

- a. Classroom Commands
- b. Classroom Vocabulary

C.4. Recounting events: Students will tell a simple story.

C.5. Forms of writing: Students will write personal journals and/or brief messages to friends (postcard, letter, or e-mail).

CULTURE

D. Practices

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Rationale: To fully understand another culture, students need to develop an awareness of another people's way of life, of the patterns of behavior that order their world, and of the traditional ideas, attitudes, and perspectives that guide their behaviors.

D.1. Patterns of interaction: Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and family in the cultures studied.

- a. Gestures
- b. Greetings and Expressions of Courtesy

D.2. Cultural activities: Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).

- a. Holiday Celebrations
- b. Games
 1. Global Hopscotch
- c. Songs
- d. Dances

D.3. Beliefs and attitudes: Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.

D.4. Historical influences: Students will identify reasons for different patterns of interaction.

E. Products

Content Standard

Students in Wisconsin will demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Rationale: To respect and appreciate the diversity of their world, students need to learn about the contribution of other cultures to the world and the solutions they offer to problems confronting them. Awareness of these contributions helps students understand how their views and other people's views of the world have been influenced.

E.1. Objects and symbols: Students will identify objects and symbols, such as flags or currency that are used day-to-day and represent other cultures.

- a. Realia
- b. Flags
 1. Study countries where language is spoken
 2. Colors
- c. Coins
 1. Numbers
- d. Symbols – art projects
 1. God's Eye or Fleur de Lis

E.2. Contributions: Students will identify some major contributions and historical figures from the cultures studied that are significant in the target culture.

- a. Famous people and their contributions

E.3. Mutual influences: Students will identify some historical and contemporary influences from other cultures that impact today's society such as the democratic form of government and environmental concerns.

E.4. Geography: Students will identify countries, regions, and geographic features where the target language is spoken.

- a. Students will identify maps, major cities and their contributions, rivers, mountain ranges etc.

CONNECTIONS

F. Across Disciplines

Content Standard

Students in Wisconsin will reinforce and further their knowledge of other disciplines through a language other than English.

Rationale: The conscious effort to connect the study of languages with other disciplines opens doors to information and experiences that enrich students' entire lives. Students can use information and skills learned in other classes to practice their new language. Conversely, language classes provide additional information to enhance what students learn in other disciplines.

F.1. Speaking and Writing: Students will use topics and skills from other school subjects to discuss and/or write in the language studied.

- a. Could be integrated with any curricular area

F.2. Reading and listening: Students will read material, listen to and/or watch programs in the language studies on topics from other classes.

- a. After reading a book, Skype with another country to discuss the book

F.3. Accessing resources: Students will access resources in the language studied on topics being discussed or researched in other classes.

- a. Internet
- b. Books/magazines

G. Added Perspective

Content Standard

Students in Wisconsin will acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Rationale: Being able to access information in more than one language gives students a much richer base of knowledge. Not only is there a greater choice of resources, but there is also the opportunity to analyze a topic from another culture's perspective, providing students with unique insights.

G.1. Popular media: Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures.

- a. Watch cartoons and/or commercials
- b. Internet

G.2. Accessing resources: Students will access information in the language studied in order to gain greater insight about other cultures and/or their own.

- a. Internet
- b. Books/magazines

COMPARISONS

H. Language

Content Standard

Students in Wisconsin will demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Rationale: Students who study more than one language gain insight into the nature of their own language and can analyze the power of word choice. They can compare how different language systems express meaning and reflect culture.

H.1. Structures: Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning.

H.2. Idioms: Students will identify expressions that cannot be translated word for word in order to derive meaning.

H.3. Translation: Students will identify words and expressions that have no equivalent in another language.

H.4. Cultural characteristics: Students will identify cultural characteristics of language such as formalities, levels of politeness, informal and formal language.

- a. 2 different ways to say "you"

H.5. Phonetics: Students will compare the sound-symbol association of English to that of the language studied.

- a. Alphabet
- b. Pronunciation

I. Culture

Content Standard

Students in Wisconsin will demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Rationale:

Students who study more than one language continuously compare and contrast the practices of people in different cultures. This helps students understand themselves better and builds understanding of different responses to similar situations.

I.1. Cultural variations: Students will discuss the meaning of perspectives, products, and practices in different cultures.

- a. Students will develop an appreciation for diversity
 - 1. Day of the Dead

I.2. Comparisons: Students will compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.

- a. Students discuss comparisons between American and Hispanic culture toward death, for example, using graphic organizers (Venn diagrams, mapping, etc.)

I.3. Characteristics of culture: Students will understand the concept of culture as they compare other cultures to their own.

- a. Discuss the similarities and differences between their own culture and the culture of study
- b. Students discuss their own experiences

COMMUNITIES

J. Practical Applications

Content Standard

Students in Wisconsin will use the language both within and beyond the school setting.

Rationale: As businesses expand domestic and international markets, and as people of the world meet each other more often through face-to-face encounters and/or the use of technology, the need for students to be proficient in other languages becomes critical in order for the United States to maintain international respect and economic competitiveness.

J.1. Service: Students will provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages.

- a. Tutoring
- b. Tutor native speakers

J.2. Outreach: Students will participate in activities where the ability to communicate in a second language may be beneficial, including business internships, exchange programs, and sister city projects.

- a. We have a French sister school
- b. Opportunities for travel

J.3. Communication: Students will exchange information with people locally and around the world through avenues such as penpals, e-mail, videos, speeches, and publications.

K. Personal Enrichment

Content Standard

Students in Wisconsin will show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Rationale: Students who study another language are better prepared to be responsible members of their communities because of their global perspective. They have expanded their employment opportunities both at home and abroad and have access to a wider variety of resources where they can pursue topics of personal interest.

K.1. Media: Students will use various media in the language studied for study, work, or pleasure.

- a. Podcasts
- b. Skype
- c. Music
- d. Movies

K.2. Careers: Students will investigate careers where skills in another language and/or cross-cultural understanding are needed.

- a. Profession vocabulary
- b. Discuss how knowing a world language will be beneficial in a career

K.3. Understanding: Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theatre, dance, and art.

K.4. Further learning: Students will look for opportunities to learn more about languages and cultures.

- a. Concordia language village
- b. Fieldtrips
- c. Travel/study abroad

K.5. Intercultural Experiences: Students will travel to communities where the language is spoken and/or host someone from a country where the language studied is spoken.

- a. Concordia language village
- b. Host a foreign student
- c. Pilsen neighborhood in Chicago

World Language Proposal Summary – February 14, 2013

Grade	Language	Frequency	Targeted Curriculum	Implementation Year
Grade 3	Spanish or French depending on interest survey Required class	2 times per week for 45 minutes All year	Communication A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing Culture D. Practices E. Products (See proposed curriculum outline for details)	TBD
Grade 4	Spanish or French depending on interest survey Required class	2 times per week for 45 minutes All year	Communication A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing Culture D. Practices E. Products Connections F. Across Disciplines G. Added Perspective (See proposed curriculum outline for details)	TBD
Grade 5	Spanish or French depending on interest survey Required class	2 times per week for 45 minutes All year	Communication A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing Culture D. Practices E. Products Connections F. Across Disciplines G. Added Perspective Comparisons H. Language I. Culture (See proposed curriculum outline for details)	TBD

World Language Proposal Summary – February 14, 2013

<p>Grade 6</p> <p>Spanish or French based on interest survey</p> <p>Required class</p>	<p>Every other day for 1 semester</p>	<p>Communication</p> <ul style="list-style-type: none"> A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing <p>Culture</p> <ul style="list-style-type: none"> D. Practices E. Products <p>Connections</p> <ul style="list-style-type: none"> F. Across Disciplines G. Added Perspective <p>Comparisons</p> <ul style="list-style-type: none"> H. Language I. Culture <p>Communities</p> <ul style="list-style-type: none"> J. Practical Applications K. Personal Enrichment <p>(See proposed curriculum outline for details)</p>	<p>2013-14</p>
<p>Grade 7</p> <p>Spanish 1 or French 1</p> <p>Elective class</p>	<p>Every day</p> <p>All year</p>	<p>Communication</p> <ul style="list-style-type: none"> A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing <p>Culture</p> <ul style="list-style-type: none"> D. Practices E. Products <p>Connections</p> <ul style="list-style-type: none"> F. Across Disciplines G. Added Perspective <p>Comparisons</p> <ul style="list-style-type: none"> H. Language I. Culture <p>Communities</p> <ul style="list-style-type: none"> J. Practical Applications K. Personal Enrichment 	<p>In place</p>

World Language Proposal Summary – February 14, 2013

<p>Grade 8</p>	<p>Spanish 1 or French 1 OR Spanish 2 or French 2 <i>(After successful completion of Level 1)</i></p> <p>Elective class</p>	<p>Every day All year</p>	<p>Communication A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing</p> <p>Culture D. Practices E. Products</p> <p>Connections F. Across Disciplines G. Added Perspective</p> <p>Comparisons H. Language I. Culture</p> <p>Communities J. Practical Applications K. Personal Enrichment</p>	<p>In place</p>
<p>Neenah High School</p>	<p>Spanish and French Continuation through Level 5</p> <p>Elective class</p>	<p>Every day All year</p>	<p>Communication A. Interpersonal: Conversation B. Interpretive: Listening/Reading C. Presentational: Speaking/Writing</p> <p>Culture D. Practices E. Products</p> <p>Connections F. Across Disciplines G. Added Perspective</p> <p>Comparisons H. Language I. Culture</p> <p>Communities J. Practical Applications K. Personal Enrichment</p>	<p>In place</p>