



Appleton Area School District

7-12 Foreign Language
Standards

Board Approved June 1998

The Appleton Area School District does not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion or handicap.

El Distrito Escolar de Appleton no discrimina contra los alumnos a base del sexo, la raza, la religión, el origen nacional, la ascendencia, el credo, el embrazo, el estado civil o paternal, la orientación sexual, o la incapacidad física, mental, emocional, o de aprendizaje en sus programas educacionales o en sus actividades.

Cov tsev kawm ntawm hauv Appleton no txwv tsis pub thum, cem, cais, thiab ua tsis ncaj ncees rau ib tug tibneeg twg vim nws yog pojniam lossis txivneej, nws cev nqaij daim tawv, nws txoj kev ntseeg lossis nws kev dab qhuas, nws haiv neeg, nws caj ces mus rau poj koob yawm txwv, kev coj, muaj/tsis muaj menyum, muaj/tsis muaj pojniam lossis txiv, muaj/tsis muaj tub ki, kev plees kev yi, lossis puas tes puas taw ntawm cev nqaij daim tawv, kev nyuaj siab ntxov plawv, kev kawm tsis tau lossis ib yam dabtsi geeb/poob qab ntawm kev kawm. Txoj cai hauv Federal txwv tsis pub thum, cem, cais thiab ua haujlwm txog nws lub hnuv nyoog, nws haiv neeg, nws cev nqaij daim tawv, nws caj ces, nws yog pojniam lossis txivneej, nws kev ntseeg los yog kev dab qhuas thiab puas/xaim ib qho dabtsi ntawm cev nqaij daim tawv lossis hauv hlwb (handicap).

Introduction

The Foreign Language Standards developed for the Appleton Area School District represent a vision for a high quality K-12 language sequence that will allow students to become proficient in more than one language by the time they graduate from high school. The Wisconsin Model Academic Standards for Foreign Language Learning and the National Standards for Foreign Language Learning served as the foundation for the AASD Foreign Language Standards.

Because the K-12 Foreign Language Standards reflect a program of the future, the committee felt it was important to include a transitional document that represents the current 7-12 foreign language sequence within the district. It is the hope of the committee that the 7-12 standards document will facilitate curriculum development and planning until a strong K-12 program is in place.

A pilot program in Spanish will begin in the fall of 1999 for first graders at McKinley Elementary. Each subsequent year will allow these first graders to continue their language learning and begin language learning for the new first graders. Through careful documentation of student progress and achievement not only in Spanish but also in all subject areas, the impact of the program on student learning will be evaluated. This research will help the district make a decision concerning foreign language programming for all children grades K-12.

Committee Members

Primary Representatives

Jan Neubauer, Ferber Elementary
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Jacqueline Klimaszewski,
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COMMUNICATION
A. Interpersonal: Conversation

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.

In grades 7 & 8 students in the AASD will....	In grades 9 & 10 students in the AASD will...	In grades 11 & 12 students in the AASD will....
A1 - Conversation: Carry on a short conversation about personal needs including what they have done, are doing, and are planning to do.	A1 - Conversation: Sustain a conversation including descriptions on selected topics about themselves and their state or country.	A1 - Conversation: Initiate and discuss a variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.
A2 - Questions: Ask and answer questions about themselves and others, including biographical information.	A2 - Questions: Ask and answer a variety of questions, giving reasons for their answers.	A2 - Questions: Ask and answer questions on a variety of topics that require elaboration and substantiation of opinion.
A3 - Opinions: State personal preferences and feelings.	A3 - Opinions: State personal preferences and feelings with some explanation.	A3 - Opinions: Defend personal opinions, feelings, preferences with more complete explanation.
A4 - Problem-solving: Express personal survival needs such as hunger, thirst, fatigue.	A4 - Problem-solving: Give possible solutions to a problem related to a personal need.	A4 - Problem-solving: Discuss options, giving justifications for solving problems related to personal needs and needs of others.
A5 - Comprehension: Ask for repetition and repeat to ensure understanding.	A5 - Comprehension: Ask for simplification to ensure understanding.	A5 - Comprehension: Suggest alternative words, ask for clarification, and paraphrase to ensure understanding.

COMMUNICATION

B. Interpretive: Listening and Reading

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

In grades 7 & 8 students in the AASD will....	In grades 9 & 10 students in the AASD will...	In grades 11 & 12 students in the AASD will....
B1 - Reading: Understand simple, authentic written materials such as magazines, newspapers, and/or short stories on age-appropriate topics.	B1 - Reading: Understand selected authentic written materials such as magazines, newspapers, poetry, and/or short stories on a variety of topics.	B1 - Reading: Understand more complex written materials on a wide variety of topics, and in a wide variety of formats and genre.
B2 - Strategies: Begin to derive meaning from simple, authentic materials through the use of a dictionary, prediction, prefixes, suffixes, root words, cognates, contextual clues, and word order.	B2 - Strategies: Derive meaning from more complex materials by using a dictionary, prediction, prefixes, suffixes, root words, cognates, contextual clues, and word order.	B2 - Strategies: Use word forms, a dictionary, word order, contextual clues, and prediction to derive meaning as reading material becomes more complex.
B3 - Listening: Understand spoken language that has strong visual support or incorporates familiar vocabulary and structures.	B3 - Listening: Understand spoken language on familiar topics.	B3 - Listening: Understand spoken language that incorporates advanced vocabulary and structures.
B4 - Listening: Comprehend the main idea of personal discussions and conversations on everyday topics.	B4 - Listening: Comprehend the main idea of oral presentations and/or selected authentic materials such as videos, radio and television broadcasts.	B4 - Listening: Comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos, radio and television broadcasts.

COMMUNICATION

C. Presentational: Speaking and Writing

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.

In grades 7 & 8 students in the AASD will....	In grades 9 & 10 students in the AASD will...	In grades 11 & 12 students in the AASD will....
C1 - Oral Presentations: Dramatize student-created and/or authentic songs, short poems, skits, or dialogues.	C1 - Oral Presentations: Present student-created and/or authentic short plays, stories, skits, poems, songs.	C1 - Oral Presentations: Present student-created works and authentic literature.
C2 - Speeches: Write and present a short narrative about their personal lives.	C2 - Speeches: Write and deliver a short presentation about their school or community.	C2 - Speeches: Write and present a short speech on a topic that has been researched.
C3 - Directions: Give simple commands to and make simple requests of another person or group.	C3 - Directions: Give a series of directions to someone in order to complete a multi-step task.	C3 - Directions: Give a series of directions to someone, coaching the person in order to complete the task.
C4 - Recounting events: Tell a simple story.	C4 - Recounting events: Tell a story incorporating some descriptions and detail.	C4 - Recounting events: Recount a story with substantive description and detail.
C5 - Forms of Writing: Write personal journals and/or brief messages to friends (postcards, letters, e-mail).	C5 - Forms of Writing: Write short letters and compositions.	C5 - Forms of Writing: Write formal compositions and letters for a variety of purposes.

CULTURE
D. Practices

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

In grades 7 & 8 students in the AASD will....	In grades 9 & 10 students in the AASD will...	In grades 11 & 12 students in the AASD will....
D1 – Behaviors: Interact with respect, imitating appropriate patterns of behavior (i.e. greetings or gestures) used with friends and family in the cultures studied.	D1 – Behaviors: Interact with respect, using culturally appropriate patterns of behavior in informal, everyday situations.	D1 – Behaviors: Interact with sensitivity and respect, using culturally appropriate patterns of behavior in both informal and formal situations.
D2 – Activities: Participate in and learn about age-appropriate cultural activities such as games, songs, holiday celebrations, and pastimes.	D2 – Activities: Compare and contrast elements of teenage life such as school, weekend entertainment, and pastimes found in other cultures to their own.	D2 – Activities: Examine the role and importance of various social activities within the cultures studied.
D3 – Beliefs and Attitudes: Identify some common beliefs and attitudes within the cultures studied (e.g. social etiquette, role of the family) and compare them to the students' own beliefs and attitudes.	D3 – Beliefs and Attitudes: Discuss and compare how the beliefs, perspectives, and attitudes of the target cultures and the students' own culture affect behaviors in daily life.	D3 – Beliefs and Attitudes: Discuss how common beliefs, perspectives, and attitudes within the cultures studied affect the target countries' positions on global issues.

CULTURE
E. Products

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

In grades 7 & 8 students in the AASD will....	In grades 9 & 10 students in the AASD will...	In grades 11 & 12 students in the AASD will....
E1 - Objects and Symbols: Identify and compare objects and symbols such as monuments and emblems that are used day-to-day and represent other cultures.	E1 - Objects and Symbols: Compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture.	E1 - Objects and Symbols: Gain knowledge of the historical background of objects and symbols, and how they came to represent certain cultures.
E2 - Contributions: Identify some major contributions and historical figures from the cultures studied that are significant in the US.	E2 - Contributions: Identify major contributions and historical figures from the cultures studied that are significant in the target cultures.	E2 - Contributions: Examine the role and significance of the contributions of other cultures in today's world.
E3 - Influences: Identify some historical and contemporary influences from other cultures that are significant in the US such as exploration, colonization, music, sports.	E3 - Influences: Identify some historical and contemporary influences from other cultures that have widespread impact in today's world, such as the democratic form of government and environmental concerns.	E3 - Influences: Discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world.
E4 - Geography: Identify countries and regions (and their geographic features) where the target language is spoken, and explain the impact of the countries' geography on daily life .	E4 - Geography: Explain the influence of the target countries' geography on daily life, including housing, agriculture, clothing, food, etc.	E4 - Geography: Discuss the influence of the target countries' geography on its history, and current political and economic situations.