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Blackhawk Technical College
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Jessica Owens - Fox Point-Bayside School District
Lauren Rosen - University of Wisconsin
Janet Rowe - Hortonville Area School District
SuAnn Schroeder - Medford Area School District
Dan Tess - Elmbrook School District
May Vang - UW-Whitewater
Brian Wopat - Onalaska School District
Operation Cooperation!
From belief statements to final draft
Learning to Lead Experiences
1. Knowledge, skills and dispositions developed through language, intercultural and global learning are critical for college, career, community and world-readiness.

2. All students should have access to standards- and proficiency-based language learning.

3. Advanced language proficiency requires an extended period of well-articulated and effective standards and proficiency-based language learning.

4. All languages and varieties have value.

5. Students’ linguistic and cultural heritage and assets should be developed and sustained.

6. Cultural literacy is an essential component of language proficiency.

7. Language is a critical dimension of global competence.

8. Standards need to be relevant to life and lifelong learning.

Workshop Goals: We can

1. explain elements of the Wisconsin Standards for World Languages.
2. describe how our state standards integrate the national World Readiness Standards for Learning Languages.
3. explore how to use the new standards to plan thematic units.
4. define professional learning goals to prepare for future implementation of the standards.
5. learn and prepare to lead this work.
Workshop Agenda

A. Community for equity/learning
B. Foundational beliefs
C. Purposeful design
D. Unpacking for understanding
E. Noticings and wonderings
F. Standards-based planning for learning
G. Goals for professional learning and implementation
Leading & Learning Through Equity

The Four Agreements:

★ Stay engaged
★ Speak your truth
★ Expect/accept non-closure
★ Experience discomfort

“Equity in action” commitment to self and community
Self  ←  Others  →  Community

Quick Sort  ↓  Common Ground  ↓  Compare Perspectives
Same, same, different

Quick Sort → Common Ground → Compare Perspectives

Student age/grade level
Discussion Question

How would you describe to a parent what students will know and be able to do as a result of taking your classes?
Same, same, different

Quick Sort  →  Common Ground  →  Compare Perspectives

School Community
Discussion Question

What opportunities do your students have to learn through interaction with native or heritage speakers of your language?
Same, same, different

Quick Sort → Common Ground → Compare Perspectives

Student population
Discussion Question

Why do your students study a world language?
What’s Your Why?

Why do you promote and teach world languages?
What’s Our Why?

Know Your Why

Michael Jr.
Standards define what students will know and be able to do as a result of learning over time, and at points along the way.

Standards provide consistency and equity in learning across classrooms, programs, and communities.
“All students deserve equity in access to learning the languages of our local communities and the world. The world today is interconnected, interdependent, and fiercely competitive. The best education prepares students for college and careers within our global community. Language and cultural learning are critical components of that preparation.”

-Dr. Tony Evers
Governor, State of Wisconsin
(Quote from tenure as State Superintendent)
Equity Through Standards for Proficiency

Equity

Proficiency

Standards
Delivering on the Promise of Proficiency

2019 Wisconsin Standards for World Languages
Path to Proficiency

I use Words

Novice Low

I use words & phrases

Novice Mid

I use some single sentences

Novice High

Intermediate Low

I always use sentences when required.

Intermediate Mid

I use strings of sentences and connectors

Intermediate High

I start using paragraphs & past & future time.

Advanced

I am a paragraph level speaker.

Intermediate High
Wisconsin Standards for World Languages
1 Honestly, digging in for the first time.
2 Have skimmed but have yet to ponder.
3 Have read and need time to learn more.
4 Have started using for curriculum or unit planning.
5 Willing and ready to facilitate learning with others.
Refreshed, Not New Standards!

- Grounded in Wisconsin’s legacy resources
- Aligned with national frameworks
- Informed by standards work in other states
- Responsive to local, and global, community and workplace needs
Wisconsin’s Legacy

<table>
<thead>
<tr>
<th>1997 Standards</th>
<th>2001 Amendment with proficiency levels</th>
<th>2002 Curriculum guide</th>
</tr>
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</table>

![Image of a book cover](image1.jpg)

![Image of a book cover](image2.jpg)
National Frameworks

Goal: “knowing how, when, and why, to say what to whom”

2015 World-Readiness Standards for Learning Languages

2017 NCSSFL-ACTFL Can-Do Statements
Context for Language Learning

America's Languages Report

Making Languages our Business Report

Wisconsin Language Roadmap Report
Think, Ink, and Synch

Quietly read a segment of the introduction to the Standards.

Draft your personal response to a set of questions, based on the text.

When everyone is ready, discuss and combine your thinking with members of your group.
Answer these questions using evidence from pages 3-7:

1. What is important about how world language learning is defined?
2. In what ways do the Standards promote equity in language learning?
3. How are the 5Cs of the World Readiness Standards represented in our Standards?
4. How, and for what purpose, are the NCSSFL-ACTFL Can-Do Statements represented in the Standards?
5. What is the role of Standards 4 and 5?
I see...I think...I wonder...
Revised Standards. What’s familiar?

Standards for Communication: Interpretive, Interpersonal & Presentational
Revised Standards. What’s new?

Standards for Intercultural Communication, and Global Competence and Community Engagement
Revised Standards prepare students to...

- participate in diverse contexts and communities
- develop skills for local and global community engagement
- access the benefits of bilingualism for college, careers, and personal enrichment
Revised Standards prepare students to...

- use the target language to communicate
- engage in disciplinary learning
- compare languages and cultures
- investigate and interact across cultures
Revised Standards. What’s new?

Proficiency-based Performance Indicators

(NCSSFL-ACTFL Can-Do Statements)

Asia Society Dimensions of Global Competence
Global Competence

“Global competence is the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and worldviews of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development.”


Organization for Economic Co-operation and Development (OECD)
“What’s important to know about the 2019 Standards?”

“The Wisconsin Standards for World Languages...”
The Nuts and Bolts
Goal Areas and Standards

Goal Area: Communication

Standard 1 Interpretive Communication
Standard 2 Interpersonal Communication
Standard 3 Presentational Communication

Goal Area: Cultural and Global Competence

Standard 4 Intercultural Communication
Standard 5 Global Competence and Community Engagement
Goal area – *outcome of learning*

The standard – *what students will know and be able to do*

Learner practices – *description of a functional learning task*

Performance indicators – *how well learners perform a task*
Discipline: World Language Education (Modern, Classical, Indigenous and Signed)

Goal Area: Communication (CM) - Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standard 1: Interpretive Communication (IT) - Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

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<tr>
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<tbody>
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<td>Students identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</td>
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1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of

- **WL.CM IT.1.a.n1** Identify memorized or familiar words when they are supported by
- **WL.CM IT.1.a.i4** Identify the topic and related information from simple sentences
- **WL.CM IT.1.a.a7** Identify the underlying message and some supporting
Discipline: World Language Education (Modern, Classical, Indigenous and Signed)

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Goal area – outcome of learning
Standard 1: Interpretive Communication(IT) - Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

The standard – what students will know and be able to do
Learner practices – description of a functional learning task

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Performance indicators – how well learners perform a task

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1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of...
Unpack to Understand!
Learner Practices Unpacked

1. Read the set of learner practices.
2. Identify the standard targeted by each learner practice.
3. Look for evidence of the 5Cs within these practices.
4. Discuss how these practices should be used when planning and assessing learning.
Performance Indicators Unpacked

1. Read and sequence a set of performance indicators.
2. Identify the learner practice evidenced through this progression of learning.
3. What did you notice about the shifts from one sub-level to the next? Why are they important?
Students need performance tasks a sub-level higher to hit proficiency targets over time!
Reflection

What did you learn through unpacking the Learner Practices and Performance Indicators?

What does this new learning mean for your professional practice?
Standards - Based Planning for Learning
Lunch Break - 1:00
Let’s Practice
Putting the Standards to Work

What work is happening, or planned, in your school or district to help teachers learn about, and prepare to implement, the revised Standards?
Resources to Support Standards-Based Planning for Learning

- Blank unit template
- Annotated unit design template
- Unit planning guide
How do thematic units of study support learning?
Thematic Units: The Why

- Central focus for learning, with life relevant question
- Provides a roadmap for the students and teachers
- Connects the goals, assessments, learning experiences, and elements of learning in a meaningful relevant context
Targeting Learning Through Thematic Units

- Theme
- Proficiency Based Performance Level
- Central Ideas
- Focus Questions
- Learning Goals
- Performance Assessments
- Learning Experiences
Facilitated Process

Theme: Community - Where We Live
Table-based step-by-step design work
Central Ideas and Focus Questions

Central idea(s) relevant to students’ lives and local/global community contexts

Focus question(s) for student engagement, inquiry, and learning
Central Ideas and Focus Questions

Central idea(s) relevant to students’ lives and local/global community contexts:
Rich and relevant concept(s) that are the basis of the unit theme and are engaging, lasting, and transferable beyond the language learning context.

Focus question(s) for student engagement, inquiry, and learning:
Life-relevant, open-ended essential question(s) tied to the central idea(s) of the unit. Do these questions have the potential to capture student interest? Are these questions intrinsically interesting, cognitively engaging, and culturally connected?
Central idea(s) relevant to students’ lives and local/global community contexts:
   Communities play an important role in every aspect of our lives.
   Access to places and services varies within communities.
   Communities have the responsibility to provide individuals and neighborhoods equitable access to services essential to public health, safety and well-being

Focus question(s) for student engagement, inquiry, and learning:
   What makes a place a community? How are services in my community different from those available in other communities? What makes a community a “good” place to live?
**Proficiency-Based Performance Level:** What is the language performance level targeted in this unit of study?

- ( ) Novice Mid n2
- ( ) Novice High n3
- ( ) Intermediate Low i4
- ( ) Intermediate Mid i5
- ( ) Intermediate High i6
- ( ) Advanced Low a7
- ( ) Advanced Mid a8
- ( ) Advanced High a9

*Units support language proficiency development through tasks that stretch language performance toward the next level of proficiency.*
STAGE 1: Goals for Learning
What will students be able to do, at the target proficiency-based performance level, as a result of this thematic unit?

<table>
<thead>
<tr>
<th>Learner Practice(s) (Code and Descriptor)</th>
<th>Performance Indicators (Customized Unit Can-Do Statements Specific to Theme) (Code from Standards + Level and Unit-Specific Descriptor)</th>
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## STAGE 1: Goals for Learning

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<tr>
<td>Example: IT.1.a</td>
<td>Example: IT.1.a n2</td>
</tr>
<tr>
<td>Interpretive Communication (IT) Learner Practice 1.a</td>
<td>Interpretive Communication (IT) Learner Practice 1.a Novice Mid n2</td>
</tr>
</tbody>
</table>

Learner Practice tasks, from the Standards, through which learning will be facilitated. Identify learner practices specific to your unit from the list at the end of this template.

Unit specific can-do statements, adapted from the Performance Indicators for each Learner Practice. Prioritize 5-7 customized can-do statements specific to this unit. Do these statements identify what students will be able to do at the appropriate language performance level? Are these can-do statements written in a way that will help students clearly understand the learning goals for this unit?
### STAGE 1: Goals for Learning

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<tr>
<td>1.a Students use and improve linguistic and cultural knowledge as they interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.</td>
<td>I can identify the location of communities and important places or services within them using informational texts.</td>
</tr>
</tbody>
</table>
### Stage 2: Summative Performance Assessments:

How will students demonstrate that they have met, or exceeded, STAGE 1 goals? Are Standards 4 and 5 integrated within one or more performance assessment?

<table>
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<tr>
<th>Interpretive Reading, Listening, and/or Viewing</th>
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Stage 2: Summative Performance Assessments:
How will students demonstrate that they have met, or exceeded, STAGE 1 goals? Are Standards 4 and 5 integrated within one or more performance assessment?

Performance assessments provide evidence of student learning aligned with unit goals. Would a student at this age truly use language for this purpose and in this way? Do these performances reflect authentic language, culture, and contexts? Are these performance assessments tasks that naturally occur and can transfer to community and/or global contexts? Do these assessments provide opportunities for student voice and choice with how they demonstrate their learning?
## Performance Assessments

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<td>Standard 1: Students use the target language and cultural knowledge to interpret, analyze and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</td>
<td>Standard 2: Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</td>
<td>Standard 3: Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</td>
</tr>
</tbody>
</table>

Standard 4 and/or 5 may be integrated within this unit-level performance assessment to provide an authentic context for learning and language use.
### Stage 2: Summative Performance Assessments:

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<tr>
<td>Listen to, view, and/or read descriptions of communities, including the locations of places and services within those communities and demonstrate understanding on a graphic organizer. Analyze the locations to determine whether access to services essential to public health, safety, and well-being is equitable for community residents.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STAGE 3: Learning Experiences

What will prepare students for success on STAGE 2 performance assessments? Have you integrated Standards 1-5 across student learning experiences? What checks for learning will provide evidence that students are ready to move from one learning experience to the next? How will experiences, resources, partnerships, and/or technology be used to engage, enhance, and/or extend learning?

<table>
<thead>
<tr>
<th>Unit Can-do #1</th>
<th>Learning Experience</th>
<th>Check for Learning</th>
</tr>
</thead>
<tbody>
<tr>
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Learning experiences become the building blocks for lesson planning. Do learning experiences provide a logical developmental sequence through which students prepare to meet each unit-level can-do statement? How will you, and your students, know when they are ready for the next learning experience?
# Learning Experiences for Each Unit Can-Do

<table>
<thead>
<tr>
<th>Unit Can-do #1</th>
<th>Check for Learning</th>
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<tr>
<td><strong>Learning Experience</strong></td>
<td><strong>Formative assessments provide feedback on the degree to which students have mastered what they need to move on to the next learning experience. They also allow teachers to adjust instruction to meet learners’ needs.</strong></td>
</tr>
<tr>
<td>A combination of learning experiences prepare students to meet each unit can-do statement. Learning experiences will be used to create daily learning plans. Each learning experience will be unpacked latter into lesson level activities for learning.</td>
<td></td>
</tr>
</tbody>
</table>
## Unit Can-do #1

1.a. I can identify the location of communities and important places or services within them using informational texts.

4.a. I can identify how equitable access to places and services in a community affects and reflects the cultural perspectives.

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<th>Learning Experience</th>
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<tr>
<td>• listen to/read about communities (e.g. geography, climate, population) and identify their locations on a map.</td>
<td>Identify communities on a map using multiple sources of informational text.</td>
</tr>
<tr>
<td>• Listen to/read about places/services in a community and identify their locations on a map.</td>
<td>Identify places/services on a map using multiple sources of informational text.</td>
</tr>
<tr>
<td>• Determine distances between services and places on a map</td>
<td>Using a graphic organizer, determine what services/places are within reasonable distance for individuals or neighborhoods in the community.</td>
</tr>
</tbody>
</table>
## Foundational Knowledge to Support Goals for Learning

<table>
<thead>
<tr>
<th>Content, Culture, and Context Connections</th>
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<tbody>
<tr>
<td>Identify connections related to Standards 4 and 5 and the 5Cs of the World-Readiness Standards for Learning Languages.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Language Chunks, Phrases, and Sentence Frames</th>
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</thead>
<tbody>
<tr>
<td>Key components for communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Categories</th>
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</thead>
<tbody>
<tr>
<td>Related groups e.g. colors, professions, country names, school subjects, forms of transportation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar in Context</th>
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<tbody>
<tr>
<td>Specify only the grammar instruction needed for student success with unit goals.</td>
</tr>
</tbody>
</table>
Obstacles and Opportunities

What obstacles or opportunities did you encounter as you planned for learning using the Standards?

What is needed to support instructional planning for standards- and proficiency-based programs?
1) My professional learning goal related to the 2019 Wisconsin Standards for World Languages is...

2) To make progress toward this goal I will...
Professional Learning Resources

DPI World Language

https://dpi.wi.gov/world-language


ACTFL Proficiency Guidelines

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuideline_s2012_FINAL.pdf
Work in Progress

- Proficiency-based Performance Benchmarks
- Teacher Self-Assessment Rubric
- Unit Design Guide
- Curated Portal of Sample Units
- Formatting Changes Ahead!
Workshop Goals: We can

1. explain elements of the Wisconsin Standards for World Languages.
2. describe how our state standards integrate the national World Readiness Standards for Learning Languages.
3. explore how to use the new standards to plan thematic units.
4. define professional learning goals to prepare for future implementation of the standards.
5. learn and prepare to lead this work.
Future Opportunities for Learning

- 11.12.19 CESA 3
- 01.15.20 CESA 1
- 01.29.20 CESA 11
- 02.07.20 CESA 6
- 02.18.20 CESA 9
- 02.22.20 FLESFEST – Alverno College
- 03.04.20 CESA 5
- 03.12.20 CESA 2
- 03.20.20 CESA 4
- 04.13.20 CESA 7
- 04.27.20 CESA 12
- 06.23-24.2020 WAFLT Modified Oral Proficiency Interview MOPI Training
Elevator Speech

“What’s important to know about the 2019 Standards?”

“The Wisconsin Standards for World Languages...”
Workshop Facilitators

Pam Delfosse  Pamela.Delfosse@dpi.wi.gov
Karen L Fowdy  kfowdy@gmail.com
Lynn Neitzel  lmneitzel@gmail.com
Access to world language education beginning in grade 7 and through grade 12 is required by State Statute 121.02(1)(L)/5.

State Administrative Rules require instruction with frequency and duration needed to realize the objectives of a sequential standards-based curriculum. PI8.01(L) 4/6.