

# Communicating with the World: Recommendations for World Languages in the Mount Vernon Community Schools

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## Introduction

Mount Vernon, Iowa, is part of an ever-shrinking multi-cultural world in which Mount Vernon students and families travel, communicate, and do business across the globe. Nationally, the number of bilingual speakers is on the rise. In Iowa, the number of those who speak a language other than English at home has more than doubled over the past ten years. Regents institutions and other Iowa colleges recommend a minimum of two years of a world language for admission. Mount Vernon students have risen to the challenge. 90-95% of first year high school students elect to study a world language. Anecdotally, Mount Vernon world language teachers report that students who have studied four years of a language often choose to continue that language in college or feel confident enough in their language learning ability to begin a new language when they enter college. Many choose to study abroad either during high school or college.

Given such high interest in world languages, Mr. Schwiebert organized a committee of interested parents, teachers and School Board members to explore how the district could build upon the already strong tradition of world language study to see how we as a district could expand and deepen our world language offerings so that students could begin their language study earlier, have more choice of languages, and could reach higher levels of proficiency. As the committee did more research, we realized that world language students reap other important benefits: they become more sensitive to world cultures, improve their knowledge of social studies, develop their reading ability and language arts skills, and become global citizens.

In this report, the World Languages Advisory Committee offers research-based reasons why Mount Vernon students should take advantage of the study of world languages. Second, we discuss the questions we posed about the study of world languages and the answers we discovered, the types of programs available, not to mention the several options we examined. Finally, we make our recommendations for world languages for the Mount Vernon Community School District and the goals we recommend for world languages program within the district. We believe that implementing our recommendations would make Mount Vernon Community Schools a school of choice in the region and a leader in world languages.

## Why Study World Languages?

Beginning with the appearance of *Strength through Wisdom*, the report of the President's Commission on Foreign Language and International Study (1979), a series of studies have highlighted the need for improving language study in our nation's schools. In *A Nation at Risk: The Imperative for Educational Reform*, the report of the National Commission on Excellence in Education edited by David P. Gardner (1983), the study of world language and culture was placed alongside the five basics of English, mathematics, computer science, social studies, and the natural sciences as a fundamental component of a sound education.

More recently, the *National Standards in Foreign Language Education Project* noted that "language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language" (1999: p. 7).

Among the many reasons for world language education, the primary rationale is the development of a **life-long ability to communicate with people from other countries and cultures**. As Sandra Savignon puts it,

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people. (p. 187)

Language learning also correlates with **higher academic achievement on tests of basic skills**. To begin with, basic skills do not suffer when time was given to learning a new language (Donoghue 1968). In fact, in "Tangible Benefits of the Study of Latin: A Review of the Research" (1977), Rudolph Masciantonio published a survey of research. Latin instruction in the elementary grades had been shown to result in significant and dramatic gains in standardized test performance in basic skills areas. In a similar study, gains were also reported for third grade students of Spanish (Armstrong and Rogers 1997). For middle school students, Carr (1994) concluded that performance in reading comprehension, language mechanics, and language expression was significantly higher in favor of the experimental group (foreign language study) when such variables as academic aptitude and level of performance in the treatment were statistically controlled.

Learning another language can **enhance knowledge of English language and reading ability in English**. Learning the vocabulary and structure of another language can help learners better understand the structure of English, and the cognates can help with the learning of English words (Curtain and Dahlberg 2004).

Learning another language creates a **positive attitude toward other cultures**. An experimental group of 63 5th grade pupils who had been learning Spanish and a matched controlled group of pupils who had not been learning Spanish were tested to determine attitudes toward people of other countries. The

experimental group had significantly more positive attitudes toward the Spanish-speaking peoples they had studied about than did the group that had not studied Spanish (Riestra and Johnson 1964). Bamford and Mozokawa (1989) reported similar results.

Students of world languages tend to **score higher on the SAT and ACT**. Even one year of study of a world language helps students score better on the SAT verbal section (Cooper 1987). Analysis of the American College Test (ACT) scores of 17,451 students applying for college admission between 1981 and 1985 found that high school students who studied a foreign language consistently scored higher on ACT English and mathematics components than did students who did not study a foreign language in high school. The 2003 results of the SAT show that U.S. students who had studied a foreign language for four or more years outscored all other students on the verbal and math portions of the test (College Board 2003). (See Appendix 6).

Knowledge of a second language also seems to coincide with **high academic achievement**. Among early language learners, Bamford and Mizokawa (1989) report improved overall school performance and superior problem-solving skills. Among secondary school language learners, a study by Horn and Kojaku (2001) shows that students who were in “rigorous” programs in high school, which included three years of world language study, were likely to earn better grades in college and less likely to drop out.

Furthermore, **every area of the curriculum can be reinforced or enriched in the world language classroom** and any subject can be taught through a second language. With close cooperation between language and other classroom teachers, the second language experience can contribute directly to the mastery of basic skills and concepts in other parts of the curriculum.

Finally, after 4-5 years of high school language study, **students will become more employable** both in Iowa and around the world. As Iowa communities become more diverse, there will be more and more need for people who are bilingual, especially in agriculture and related businesses, government, hospitality, food service, and home businesses. As the world shrinks and as more and more Iowa companies do business around the world, there is an ever growing need for people who can communicate in more than one language. Additionally, the U.S. government has expressed a need for fluent speakers of languages other than English. Students who have already attained proficiency in one language are well-prepared to learn a second, less commonly taught language in which there is critical need.

## What program options are available?

The World Languages Advisory Committee looked at several options in order to both deepen and expand the language offerings in Mount Vernon. We first discuss options in grades K-8.

The types of language programs available in grades K-8 can be placed on a continuum. At one end are immersion programs, which offer the greatest amount of time in language study and thus produce the greatest amount of time for language study and thus produce students with the highest levels of language proficiency. At the other end are programs that explore language and do not have language

proficiency as a goal. In the middle are FLES programs. In these programs a second language is taught as a distinct subject.

### **Immersion Models: using the language to learn other content areas**

- The new language is both the object of instruction and the medium for learning other content areas.
- In full (total) immersion programs, children learn all their subjects (e.g., math, social studies, science) in the second language.
- In partial immersion programs, only a portion of the curriculum is taught in the second language (e.g., 50%).
- Children in immersion programs work toward full proficiency in the second language and reach higher levels of proficiency than those in other programs.

We looked at the West Liberty and Marshalltown school districts as examples, both of which have large Spanish-speaking populations. Marshalltown is a larger district that uses a magnet school approach, with one of its elementary and one of its middle schools offering 50-50 English/Spanish instruction. Students must apply and/or test into the program. West Liberty has a similar program, but in a district similar in size to Mount Vernon. West Liberty essentially has two parallel tracks in their elementary school, with two sections of dual language and two sections of English only.

We do not feel that Mount Vernon is a likely candidate for an immersion program without first making a serious commitment to language instruction at the middle and high school levels. And even then such a program presents many difficulties and would be difficult to offer to all students. For example, what happens to a seventh grader who moves into the district without a second language? Our lack of non-English speakers also means that a key part of the model -- i.e. students on both sides helping each other progress -- would be missing.

### **FLES Program Model: learning a language as one of basic core subjects**

- A FLES program is a pre-secondary program that is articulated vertically throughout the entire program sequence.
- In a FLES program, a student studies a single language throughout the program sequence.
- Classes in a FLES program meet a minimum of every other day for a minimum average of 75 minutes/week. Classes meet within the school day throughout the entire school year. ACTFL recommends that the new language be taught three to five times a week for no less than 30-40 minutes per class.
- A FLES program results in language proficiency outcomes that involve the production and comprehension of meaningful messages within a communicative setting.
- Teachers in a FLES program have both the language proficiency and professional knowledge and skill necessary for effective foreign language instruction at the K-8 level.

The Corning school district recently began a FLES Spanish program, taught by a roving para-educator. They have kept costs low by using at-risk dollars and by employing a non-certified teacher (wife of their board president). She teaches for 20-30 minutes a day in each K-6 classroom.

Other schools, such those in Loudon County, VA, rely on classroom teachers with language skills to implement their FLES program. We feel this is a better route for Mount Vernon because it would be cheaper to get started while we focus on building the middle school program. We also think it might be beneficial for younger students to be exposed to multiple languages. For example, they might experience Spanish, French, and Japanese during different grade levels, all the while becoming accustomed to learning languages AND to having teachers who are fluent in other languages and knowledgeable about other cultures. These efforts could be enhanced by hiring librarians and other staff with language skills.

### **FLEX (Exploratory Programs) models: learning *about* language**

- General language course: introduction and orientation to the nature of language and language learning, including the goals of cultural understanding. An enhancement to a language arts program. Exposure to the major modern and classical languages as well as some related systems, such as American sign language, Morse code, American Indian sign language, or computer languages.
- Language Potpourri: Limited introduction to the languages that will be available in high school. It may introduce them simultaneously or serially. Usually team taught by specialists in each language.
- Single language offering: provides an introductory experience in one language. In some cases, students may not be able to continue study in high school, but the experience is valued for itself and its contribution to the elementary and middle school curriculum.

We also examined options to deepen and expand world language offerings at the high school level. In particular, we explored the possibility of distance learning (ICN), and various options at Kirkwood, including PSEO.

### **World Languages and the ICN**

Tom Wilkinson has offered German over the ICN in the past. The advantages of the ICN are the ability to collaborate with other schools in order to maximize enrollment. The downside is that, due to schools different schedules that involve holidays and vacations, field trips, and campus-wide gatherings, Tom reported that students lost 25% of class hours. In addition, it is important for a local person to be present who can help students in the remote classroom. The best option is a face-to-face classroom.

## **World Language Options through Kirkwood**

There are three options for gaining credit for world language classes at Kirkwood: PSEO, a contracted course, and a KCC course taught at the high school by a local teacher.

- PSEO –applies to the individual student who enrolls in a KCC class not available at the high school (for which the high school pays a maximum of \$250 tuition per class).
- Contracted course—one taught at the high school by a KCC instructor (full-time or adjunct) willing to travel to the high school. A minimum of 10 students must be enrolled in the class (and more are preferred because some may drop out). The high school pays tuition plus books, which is approximately \$300 or more per student. However, “supplemental weighted funding” is available from the state which may lower the cost to \$150 or so.
- A KCC course taught at the high school by a local teacher qualified by KCC. I believe only the cost of books is involved in this option.

Since Kirkwood offers French, German, and Spanish, and possibly Arabic in the future, there are two ways to make the most of the Kirkwood options, but not require students to travel to Kirkwood. The first would be to offer French as a contracted course at the high school. This would make it possible for students to take a language not already offered. Another possibility is for German 5 or Spanish 5 to be offered at the high school by a local teacher for college credit.

## **World Languages Plan: Recommendations**

### **District-Wide Goals**

- Create an expectation that language learning is a normal and important part of what we do in Mount Vernon Community Schools.
- Provide students with the confidence and skills to become life-long language learners.
- Reinforce and contribute to basic skills, especially English vocabulary development, language arts, and reading.
- Re-affirm the community’s support for the German and Spanish programs.
- Deepen the offerings in German and Spanish.
- Provide students with opportunities to study languages and cultures other than German and Spanish.
- Give students the tools to become more tolerant of other people and other cultures and to become global citizens.

### **Elementary**

Theme: Exploration and Discovery

#### Goals:

- Take advantage of language learning capacity
- Make language/cultural learning fun and “normal”
- Develop multi-cultural appreciation and interest
- Introduce language skills with an emphasis on learning to learn a language; the aim is neither fluency or even measurable proficiency
- Expose children to multiple languages and cultures, not necessarily just Spanish and German

#### Implementation:

- Preferentially hire teachers, librarians, or other school staff with language certification or native-speaking ability whenever possible
- Support current teachers who wish to take courses to refresh or further develop their world language skills
- Place at least one language teacher at each grade level and find team-teaching opportunities
- Use existing programs at other schools or in already published materials to help develop a curriculum
- Invite high school foreign exchange students or Cornell students majoring in world languages to visit elementary school classes
- Assign someone as world language curriculum director (probably one of the middle school world language teachers) who could oversee and coordinate both the elementary and middle school programs

### **Grades 5-6**

Theme: Deepen understanding of language and culture

#### Goals:

- Reinforce basic skills, develop deeper understanding of English language, and support language arts and reading instruction for all students
- Develop appreciation for another culture through lessons in art, music, history, etc.
- Develop confidence and skills necessary to learn a second language
- Develop some degree of proficiency with a second language
- Create a more challenging opportunity for students whose reading skills are at or above grade level
- Leverage team-teaching to provide language specialization and curricular integration

#### Implementation:

- Develop Latin program, alternating every other day with PE or exploratories. Latin is an ideal choice to meet the goals for this level: 60% of English vocabulary comes from Latin; it reinforces

basic skills; middle schoolers find classical mythology fascinating; and it provides a solid foundation for learning other world languages (See Appendix 6 for more details).

- Students who need intensive reading assistance might be exempt from Latin, or begin in grade 6
- Schedule should allow students who move into the district in 6<sup>th</sup> grade to take a 5<sup>th</sup> grade section of Latin

## **Grades 7-8**

Theme: Transition into High School Languages

Goals:

- Provide an introductory world language opportunity to all students
- Increase participation in high school world languages
- Provide students with the opportunities in both German and Spanish
- Create a pathway for extended learning in world languages through fifth year language courses, PSEO courses, AP courses, or additional languages

Implementation:

- Create an every-other day course for the entire school year
- Completion of the two year sequence with strong grades would enable students to place directly into the second year of the language
- Students who felt less confident could enroll in the first year of a language in high school
- Students who desired could begin a new language in high school

## **High School**

Theme: Attain higher proficiency in a world language and greater global awareness

Goals:

- Re-affirm our support for the German and Spanish programs
- Create more opportunities for students to attain higher levels of proficiency in a world language
- Work locally and regionally with other schools to offer other languages or other academic programs that might make the exchange of students between districts a win-win situation for both districts
- Develop more opportunities for study abroad and exchange programs with schools in other countries

Implementation

- Since middle school students will begin language study earlier, there will be less need for as many sections of beginning language in the high school and therefore more room in the teachers' schedules for more advanced courses

- As students become more proficient in the language and learn more about other cultures, they will become more prepared and interested in study abroad and foreign exchange programs

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## **Appendix 1: Questions Considered by the Committee**

1. What are the advantages of language learning? Should the district look seriously at deepening and expanding our world language offerings?
2. Will making language learning a regular part of the school curriculum detract from other subjects?
3. What languages are offered in neighboring and or comparable school districts?
4. What do colleges and universities expect or require in the way of world languages for admission and graduation?
5. How many languages should be offered (can we afford to offer more languages than two)?
6. When should they be offered in a student's career (elementary or middle or hs)?
7. How should they be delivered (face to face, ICN, Kirkwood/PSEO, etc.)?
8. If we begin a language earlier than hs, should it be another language or one that is already offered?
9. How do we make language learning a "core subject" at earlier grades?
10. How do we accomplish articulation from school to school within the district?
11. How can we take advantage of local resources to learn languages (e.g., native speakers, teachers-in-training, hs students, local colleges)?
12. In short, how do we make MV a great place to learn other languages/other cultures?

## **Appendix 2: World Language Offerings at WAMAC Schools**

Anamosa - None offered in middle school but Spanish and French offered in H.S.

Center Point - Same

Solon - None in middle school but Spanish and German in H.S.

Dubuque - Thomas Jefferson Middle School

None in middle school. Offer a world language class, though, and learn small amount about language and culture of French, German, and Spanish.

Marion - Vernon Middle School

Not offering this year. Think about 3 yrs. ago offered Spanish or French for a year. Person I talked to there wasn't real sure.

Waterloo - Central Middle School - None offered in middle school.

Independence - Used to offer Spanish but no longer provide in middle school.

DeWitt - Spanish offered in 8th grade. It is an elective course and meets everyday all year.

Same course as offered in H.S. ( Spanish 1 ) Students receive H.S. credit. Looking into also offering German and may have a H.S. teacher teach this class which is how Spanish is taught.

Maquoketa –

None offered. Years ago used to offer foreign language as an exploratory class which only last 9 weeks. Would like to do again but not sure what class they would give up to be able to staff.

( H.S. used to also offer German but dropped since classes were too small. )

Van Horne - Spanish offered in 8th grade. Spanish and German in H.S.

## Appendix 3: Model Elementary and Middle School World Languages Programs

### A. Foreign Language Immersion

Immersion can be full, partial, or dual-language, and implies that some or all subjects are taught in target language. Generally aim for no more than 60-40 ratio of native Spanish and English speakers in either direction.

#### West Liberty, IA

**History:** Small district with large Spanish population. Received \$1.7 million, five-year grant from U.S. DOE. Began voluntary pre-K and K dual-language immersion program in two sections within their elementary school in 1998, and added one grade per year through 3<sup>rd</sup> grade with grant funding. District now supports program and continues to add grades.

#### Program Details:

- Grade K: four daily blocks that alternate between Spanish and English.
- Grades 1-2: alternate languages daily.
- Grades 3-5: alternate languages weekly.
- Grade 6: daily social studies and Spanish I instruction.
- Grade 7-8: daily social studies and Spanish II instruction.

#### Outcomes cited:

- Goal is fully biliterate grads
- Students complete Spanish II before HS

#### Resources:

- Excellent Web site at:  
<http://www.wl.k12.ia.us/duallanguage/index.php?content=dlmain>

#### Marshalltown, IA

**History:** Larger district with significant Spanish population, began dual-language immersion at one of its elementary and middle schools in 2001 with five-year U.S. DOE grant.

#### Program Details:

- Cited by Corning superintendent as "best program in Iowa"
- Three sections taught in teaching teams by one English-speaking and two bilingual teachers
- 50-50 English/Spanish in grades K-8
- All subjects taught in both languages, generally alternating every two weeks, in grades K-6
- Students must apply for program and have to test in if entering at later grade levels

#### Outcomes cited:

- Many

**Resources:**

- Program overview  
www.marshalltown.k12.ia.us/schools/woodbury/bi-lingual/DualLang.pdf

## **B. Foreign Language in Elementary School (FLES)**

FLES programs teach all subjects in English, except for lessons in the target language.

### **Corning, IA**

**Overview:** Corning is a small district in SW Iowa with 100% native English speakers. Their superintendent is a strong language proponent and he and the school board pushed for an immersion program before community disagreement caused them to scale back to a FLES program that began in 2005.

**Program Details:**

- K-6 lessons taught by a roving para-educator, 20-30 minutes every other day
- K-6 curriculum modeled on NE/IA curriculum that can begin at any grade
- MS taught as nine-week exploratory; HS Spanish staff teach 8<sup>th</sup> grade, not sure about 7<sup>th</sup> grade
- Spanish I-IV are only world language courses at HS

**Funding:**

- Program started with \$17k "Kids Enrichment Grant" from IA DOE
- Para paid through at-risk funds, but she's becoming certified and district will begin paying \$10k of her salary from general fund in 2009

**Outcomes cited:**

- Ninth graders ready for Spanish II or even Spanish III material, therefore curriculum is more like Spanish II-V
- Some parents have asked to exempt their children but have been denied

**Resources:**

- Full curriculum and DVD provided by Corning

### **Loudoun County, VA**

**Overview:** In 1999 began teaching Spanish to every county student in grades 1-6.

**Program Details:**

- Grades 1-2, 30 minutes a week; grades 3-5, sixth grade, 30 minutes every other day.
- Grades 7-8: Spanish, Latin, French, German
- HS: Add Mandarin Chinese and ASL

**Outcomes cited:**

- Greater participation in all 8<sup>th</sup> grade languages; Spanish no more dominant than before
- Greater readiness for HS languages

**Resources:**

- <http://www.washingtonpost.com/wp-dyn/content/article/2008/10/01/AR2008100100091.html>

**C. Middle School Latin**

**St. Margaret's Episcopal School, San Juan Capistrano, CA**

**Overview:** Private school in CA. Latin is a required core subject in grades 6-7, along with English, math, science, and world culture/geography.

**Program Details:**

- MS Latin predates ES Spanish program at same school, and MS principal believes Latin program is more important
- In eighth grade, students required to take either third year of Latin or beginning Spanish, French, Japanese, or Chinese
- MS taught in thematic units, with Latin often driving interdisciplinary learning

**Outcomes cited:**

- Higher enrollment in MS than in St. Margaret's elementary or HS, attributed to strong, rigorous curriculum with Latin as a core
- Students find entry-level classes in other languages much easier

**Resources:**

- Program justification:  
<http://www.promotelatin.org/middleschool.htm>
- MS curriculum:  
<http://calendar.smes.org/main/middle/curriculum.html>

## Appendix 4: Admission Requirement and World Language Graduation Requirements at select Associated Colleges of the Midwest, Iowa private colleges and Iowa public universities

Prepared by Todd White (2006) and Tony deLaubenfels (2008) for the Mount Vernon World Languages Advisory Committee, December 2008 Source: College web sites (typically verbatim).

College	Admission requirements or recommendation	Distribution or graduation requirements
Beloit	2-4 yrs. rec.	
Carleton	2 or more rec.	
Coe	2 yr. req.	
Cornell	2 or more req.	3-4 courses
Grinnell	3 yr. rec.	none
Lake Forest	"In depth study" req.	
Lawrence	Optional	
Ripon	"Additional units"	
St. Olaf	2-4 yrs "expected"	
Luther	2 yrs. rec.	2 or 3 courses
Central	2 or more years "would benefit"	6 semester hours/Cultural Awareness
Simpson	3 yrs. req.	3 or more yrs of HS study or 1 year of college study or test
Wartburg	2 yrs. rec.	1 college course
U of I	2 yrs. rec.	4 yrs HS study or course sequence (3-4 courses) or test (CLAS)
ISU	None (2 yrs. CLAS)	varies
UNI	2 yrs. rec.	2 yrs. of HS study
Kirkwood	None	None

### **Beloit College**

Beloit has no absolute secondary school requirements but gives preference to students from a strong college preparatory program. Students are *encouraged* to graduate high school with four years of English or literature; four years of social studies or history; four years of math; at least three years college prep science; two to four years of a foreign language; and a number of electives, which round out a full academic experience.

### **Carleton College**

The strongest candidates for admission to Carleton have taken:

- Four years of English
- Three or more years of mathematics

Two or more years of science  
Three or more years of social science

At a minimum, applicants should have:

Three or more years of English (with a stress on writing)  
At least two years of algebra and a year of geometry  
Two years of social science  
One year of a laboratory science.

Most Carleton students go well beyond this minimum, and the Admissions Committee is usually attracted to candidates who take advantage of the opportunity to do honors or advanced placement work. Normally, students also will be expected to take two or more years of a foreign or classical language unless it is not offered at their school.

### **Coe College**

High school course work that includes four years of English, three years of math, science, history, and two years of foreign language

### **Cornell College**

The Admission Committee recommends your secondary school program include:

- 4 years of English
- 3 or more years of mathematics
- 3 or more years of science
- 3 or more years of social studies
- 2 or more years of foreign language

Students who do not satisfy the high school course recommendations as described, but who are otherwise well qualified, may be admitted after individual review of their applications.

*World language requirement for graduation: 3 or 4 courses*

### **Grinnell College**

Grinnell's admission board believes that strong, consistent performance in a challenging college-preparatory program is the best indicator of your potential success in college. The recommended secondary school program includes:

- four years of English

- four years of mathematics or through Pre-Calculus
- three years of a laboratory science
- three years of a foreign language and
- three years of social science

*World language requirement for graduation: No set requirements*

**Lake Forest College**

During high school, we expect you to challenge yourself academically choosing honors, accelerated, AP, IB, or college level course work, when appropriate. All student should have:

- Four years of English
- Three or more years of mathematics
- Two to four years of study in both the social and the natural sciences
- In-depth study of one or more foreign languages

**Lawrence Univ.**

We recommend that high school students take at least 16 academic units from the areas of English, mathematics, history, social studies, natural sciences, and foreign languages.

**Ripon College**

Ripon College encourages applications from those students who are best prepared to benefit from and contribute to both the academic and extracurricular programs that it offers. In evaluating applications, attention is paid to evidence of academic achievement, as indicated both by the distribution of courses taken in secondary school and by performance in those courses. A minimum of seventeen units of college preparatory work should include:

- English                    4 years
- Mathematics            Algebra, Geometry, and Algebra II
- Social Studies        3 years
- Natural Sciences    3 years

Additional units from the subject areas listed or foreign language, fine arts or computer science

**St. Olaf College**

The following is a list of what we expect you to have taken before entering St. Olaf:

- English or literature - 4 years
- Social studies or history - 4 years
- College prep. math - 3-4 years (preferably 4 years)
- College prep. science - 3-4 years (preferably 4 years)
- Foreign language - 2-4 years

### **Luther College**

To be considered for admission, the applicant should be within two semesters of graduation from an accredited high school and should complete the following college preparatory coursework:

- Four years of English, which may include one year of speech, communication, or journalism
- Three years of mathematics
- Three years of social science
- Two years of natural science, including one year of laboratory science
- Two years of foreign language study (recommended)

Applicants who do not meet these standards will be considered for admission if they submit above-average ACT or SAT scores.

*World language requirement for graduation: 2 or 3 courses*

### **Central College**

Would benefit from having taken the following courses:

- » English - 4 years, including literature
- » math - 2 or more years, including algebra, advanced algebra and geometry
- » social studies - 3 or more years, including American and European history
- » sciences - 2 or more years of lab science
- » foreign languages - 2 or more years

*World language requirement for graduation: 6 semester hours of Cultural Awareness credit.*

### **Simpson College**

Although no specific distribution of entrance units is required, it is strongly recommended that the following be included:

- four years of English (composition and literature);

- three years of one foreign language;
- three years of mathematics (two years of algebra, one year of geometry). Students planning to major in either mathematics or science in college are urged to complete four years of high school mathematics;
- three years of social science;
- three years of laboratory science.

*World language requirement for graduation:* Foreign language competency may be satisfied through three or more years of the same foreign language in high school with a passing grade of C- or higher, through testing or by completing one year of college-level foreign language.

### **Wartburg College**

Students preparing to attend Wartburg are encouraged to pursue a college preparatory course of study throughout high school. Recommended study before entering Wartburg includes:

- Four years of English.
- Three years of mathematics; advanced courses preferred.
- Three years of science; advanced courses preferred.
- Two years of social science.
- Two years of foreign language.
- One year of introduction to computers.

*World language requirement for graduation:* One course credit in foreign language required

### **University of Iowa**

#### **High school course requirements**

<b>Subject area</b>	<b>Years required</b>
English/Language Arts	4
Single Foreign Language	2
Science*	3
Social Studies	3
Algebra	2

*World language requirement for graduation (CLAS):* To complete the General Education Program, students must:

1. Complete the fourth-year level of a foreign language in high school; **or**
2. Complete the last course in the designated course sequence of an approved foreign language at The University of Iowa, or the equivalent course at another college or university, or during study abroad; **or**
3. Pass an achievement test measuring proficiency in a foreign language equivalent to that usually attained after four semesters of college study (see below).

**Iowa State**

Direct from high school

Students who wish to enter Iowa State University directly from high school should rank in the upper half of their graduating class. In addition, students should also complete the following high school course requirements:

- English/Language Arts: Four years, emphasizing writing, speaking, and reading, as well as an understanding and appreciation of literature.
- Mathematics: Three years, including one year each of algebra, geometry, and advanced algebra.
- Science: Three years, including one year each of courses from two of the following fields: biology, chemistry, and physics.
- Social Studies: Two years.

*Additional entrance requirements for the College of Liberal Arts and Sciences* In addition to the high school preparation requirements described above, students applying to the College of Liberal Arts and Sciences must have completed an additional year of social studies (a total of three years), plus two years of a single foreign language. Students who do not meet the high school course preparation requirements as described, but who are otherwise well qualified, may be admitted after individual review of their applications.

**University of Northern Iowa**

Students who wish to enter the University of Northern Iowa directly from high school must also meet the minimum high school course requirements for admission as indicated below:

Subject	Requirement	Description
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English	4 years	May include one year of speech, communications and/or journalism.
Mathematics	3 years	Must include equivalent of algebra, geometry, and advanced algebra.
Science	3 years	General science, biology, chemistry, earth science and/or physics are acceptable. Laboratory experience is highly recommended.
Social Studies	3 years	Anthropology, economics, geography, government, history, psychology and/or sociology are acceptable.
Electives	2 years	Additional courses from subject areas identified above are acceptable. May include foreign language* and/or fine arts**.

*World language requirement for graduation:*

\*Two years of one foreign language in high school with a C- or above in the last course meets the university graduation requirement. The university highly recommends that students fulfill this requirement while in high school.

**Kirkwood Community College**

Kirkwood has no foreign language requirement for admission or for graduate with AA.

## Appendix 5: World Language Options through Kirkwood Community College

Prepared by Marianne Taylor in consultation with Mount Vernon world language teachers

I spoke with Dave Bunting, Executive Director, Secondary Programs and Jennifer Bradley, Dean, Arts & Humanities. Dave explained that high schools have 3 options for college level language study:

- ❖ PSEO –applies to the individual student who enrolls in a KCC class not available at the high school (for which the high school pays a maximum of \$250 tuition per class). This works for distance learning classes (ATAW, KTS) as well as on-campus classes.
- ❖ Contracted course—one taught at the high school by a KCC instructor (full-time or adjunct) willing to travel to the high school. A minimum of 10 students must be enrolled in the class (and more are preferred because some may drop out). The high school pays tuition plus books, which is approximately \$300 or more per student. However, “supplemental weighted funding” is available from the state which may lower the cost to \$150 or so.
- ❖ A KCC course taught at the high school by a local teacher qualified by KCC. I believe only the cost of books is involved in this option.

Jennifer confirmed that Kirkwood currently offers a full range of courses in French, German and Spanish. Arabic will be available in the future. She said that she is aware of at least 6 schools which offer college level classes taught by local high school teachers in the high school and a slightly larger number of schools with “contracted courses.” She said it is not always possible to find a KCC teacher willing to travel to the high school.

Dave pointed out that high school students can opt out of taking high school Spanish 4 and instead take KCC Intermediate Spanish, thus graduating from high school with the equivalent of a regent’s college minor in Spanish. Dave also said that Jeff Schwiebert has expert knowledge of the workings of PSEO and other KCC connected classes.

Kirkwood might be useful for contracted French classes at all levels if the enrollment is high enough. However, the world language teachers in the district have developed a sequential and carefully articulated curriculum that offers all students a challenging, continuous, coherent, and complete curriculum that provides students with what they need to continue to more advanced studies. It is their hope that they will be able to offer a fifth year of study in the language that will push Mount Vernon students to even higher levels of proficiency and prepare them for global citizenship. They are eager to pursue options for Mount Vernon students to receive college credit, but are not convinced that Kirkwood credits would transfer to other postsecondary schools that Mount Vernon students attend after graduation.

## Appendix 6: The Latin Advantage

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*Latin is the key to the vocabulary and structure of the Romance languages and to the structure of all the Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.*

**Dorothy Sayers, *The National Review***

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**Across the nation, studies have shown Latin to be effective in improving...**

### **SAT Scores**

Studies conducted by the Educational Testing Service show that Latin students consistently outperform all other students on the verbal portion of the Scholastic Assessment Test (SAT).

	2000	2001	2002	2003	2004	2005	2006	2007
<b>Latin</b>	<b>665</b>	<b>665</b>	<b>666</b>	<b>672</b>	<b>674</b>	<b>681</b>	<b>672</b>	<b>678</b>
All students	505	506	504	507	508	508	503	502
French	636	633	637	638	642	643	637	637
German	621	625	622	626	627	637	632	632
Spanish	589	583	581	575	575	573	577	574
Hebrew	623	628	629	628	630	620	623	622

*1999-2005 Taken from Table 6 in College-Bound Seniors — A Profile of SAT Program Test Takers. 2007 data taken from 2007 College-Bound Seniors-Total Group Profile Report.*

### **College Grade Point Averages**

A study of freshman college student performance conducted by the University of Tennessee at Knoxville in 1985 yielded the following results:

<b>Language</b>	<b>GPA</b>
<b>Latin students</b>	<b>2.89</b>
<b>No foreign language</b>	<b>2.58</b>
<b>Spanish students</b>	<b>2.76</b>
<b>German students</b>	<b>2.77</b>
<b>French students</b>	<b>2.78</b>

## **Reading Achievement**

In the District of Columbia, elementary school students who studied Latin developed reading skills that were five months ahead of those who studied no foreign language and four months ahead of those who studied French or Spanish. Two years earlier, the same students had been excluded from foreign language classes because of substandard reading performance.

## **Vocabulary Skills**

In Philadelphia, students in the fourth, fifth, and sixth grades received 15 to 20 minutes of daily instruction in Latin for one year. The performance of the Latin students was one full year higher on the Vocabulary Subtest of the Iowa Tests of Basic Skills (ITBS) than the performance of matched control students who had not studied Latin.

## **Math Problem Solving**

Sixth-grade students in Indianapolis who studied Latin for 30 minutes each day for five months advanced nine months in their math problem solving abilities. In addition, the students exhibited the following advances in other areas:

- One year in reading
- Thirteen months in language
- Eight months in world knowledge
- Four months in spelling
- Five months in science
- Seven months in social studies

**Virginia Barrett, in her article “Lively Latin Boosts English Skills and Reinforces Core Subjects,” offers several cogent observations:**

Studying Latin vocabulary brings students in contact “with word roots, prefixes and suffixes which constitute 60% of all English words and 90% of those over two syllables long. Students acquire the building blocks of English. . . . Evidence [has shown] dramatic improvement in student reading scores on standardized tests nationwide, especially of Black and Hispanic students in urban schools.” Barrett also notes that students can also relate to many terms that they are asked to learn in geography, biology, astronomy, math, civics, and social studies.

The Roman empire was also a multi-ethnic, multi-racial society. Thus, many students can relate many aspects of Roman society to their modern world. Barrett adds:

“Children of all ethnic backgrounds [can] gain access to a classical tradition shared by North and South Americans, Eastern and Western Europeans, and many third world nations.”

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## **Appendix 7: Top Twelve Reasons to Study German**

1. Germany is the world's largest exporter, Europe's largest economy, and the world's fifth largest economy.
2. The EU language with the largest number of native speakers is German.
3. 18% of the world's books are published in German.
4. Germany is home to numerous international corporations.
5. German is no harder to learn to speak and write than other languages.
6. German is the second-most commonly used scientific language.
7. Germans form the largest single heritage group in the U.S.
8. German-speaking countries have a rich cultural heritage. German, for example, is the language of Goethe, Nietzsche and Kafka. Mozart, Bach, Beethoven, Freud and Einstein also spoke German.
9. Speaking and understanding German will deepen your knowledge of the culture and improve your employment opportunities.
10. Learning German provides deeper insights into a region that plays a vital role in central Europe's intellectual and economic life and in its cultural history.
11. In many regions, Germans account for the largest percentage of tourists.
12. Germany financially sponsors over 60,000 international exchanges each year.

## Appendix 8: One possible 7<sup>th</sup>-8<sup>th</sup> Foreign Language Schedule

Prepared by Bob Haugse

With 80 to 100 kids in a class the students need to be divided into 4 sections to keep class sizes manageable. Meaning that during each period of the day the students need 4 classes offered.

Period 1	Period 2	Period 3	Period 4
English	Band/Choir	PE class 1 Day 1-3	English
Math	Study hall	PE class 2 Day 1-3	Math
Science	Support Math	German Day 2-4	Science
Social Studies	Support Reading	Spanish Day 2-4	Social Studies

To implement the above schedule a German and Spanish teacher would need to be hired (teaching 2 classes 7<sup>th</sup> & 8<sup>th</sup> grade language) . PE instruction could be done by current staff at the Middle School on a conditional license.