



**Classical Charter School Association**

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## **CCSA BOARD EDUCATIONAL PROGRAM (WORLD LANGUAGE) COMMITTEE MINUTES**

**December 8, 2015**

**3:10 – 4:10 pm**

**Classical School Library**

**1. Call to Order by Joanne Bielmeier**

**2. Roll Call/Attendance:** Robyn Hernandez Nagreen, Stacey Foley, Tom Bomann, Anna Cihlar, Sara Lariviere, Nancy Fischer, Joanne Bielmeier, and Kiran Chawla

**3. The Committee approved the Minutes of November 2, 2015, World Language Committee Meeting.**

**Spanish:**

**4. Review feedback from high school Spanish/CAPP teachers/resources and quick wins to achieve balance between grammar and three modes of communication in Spanish.**

- At Spanish 4 and upper levels as well as in 8th grade, workbooks are more heavily used than textbooks. The high schools use the electronic version of the workbooks.
- Spanish communication skills, i.e., the ability of students to converse in Spanish, vary among students, per the high school teachers contacted (Mari Nelson and Paula Meyer).
- Presentation grades in Mari Nelson's Spanish classes are based on student ability to present information without reading from note cards. Anna Cihlar does the same with Classical 7th and 8th grade students. In 4<sup>th</sup> & 5<sup>th</sup> grade, Sara Lariviere's students use notecards for presentations; student grades are not dependent upon how often they reference their notecards.
- Mari Nelson uses the Spanish television show, *Ferdinand and Isabella*, to encourage discussion in her high school Spanish classes.
- It may be difficult to align our program with the high schools, as there is not consistency in expectations between the high school teachers.
- There is a video series that accompanies the existing textbooks/workbooks, and there would be a benefit to watching more of the video series and encouraging more discussion. Currently Classical's program is grammar focused. Increasing emphasis on the videos and/or adding discussion regarding literature would reduce time to complete the existing checklist. Most discussion in class currently revolves around the grammar concepts.
- Classical students know how to behave in a classroom and respect teachers. One of the reasons our students may feel less comfortable participating in discussions in Spanish classes as freshmen is that many of their classmates are juniors and seniors.
- With the implementation of a more formal Latin program, we may need to consider that Classical students could enter high school at Spanish 3 level versus Spanish 4 level. As of 2015-16, there are two CAPP classes offered in the AASD high schools. Students that enter high school in Spanish 3 would follow with Spanish 4 and the two CAPP classes. It would no longer be necessary to take one of the cultural classes to fill the year between Spanish 4 and CAPP/AP classes.
- We do not have enough information at this time to make significant changes to our curriculum. Changes need to be evaluated and can be tackled over the summer break with possible compensation. Some possible changes to consider:
  - There is standardized Spanish test used in the high schools, which includes speaking, reading, writing, vocabulary, and grammar portions. We could review this exam to help assess our program. There are placement exams in the current textbooks; however, these tests are not appropriate for our students.
  - Some grammar concepts, such as possessive adjectives, may currently be covered too extensively per Anna Cihlar. We may be able to remove them and other like topics from the checklists to gain class time to add more discussion-generating activities.

- One possibility may be to replace the 4 or 5 smaller grammar concepts to add a story unit. Another possible idea is to assign Spanish literature as homework and to ask students to discuss the reading with a partner. Assigning Spanish literature to read over the summer break could also be considered.
- Action items:
  - Anna Cihlar will communicate with Mari Nelson to review electronic workbooks used by the high school. While we may not want to use the electronic workbooks at Classical, our 8<sup>th</sup> grade Spanish teacher could introduce the concept prior to graduation to ease the transition to high school for our students.
  - Joanne Bielmeier will reach out to Sarah Klein, CAPP/World Language CSS for AASD, regarding the standardized Spanish exams used at the high schools. We may want to use them to examine our program prior to making any significant changes.
  - Nancy Fischer will meet with Sra. Meidl regarding her best practices for presentation and communication/discussion skills.

## **Latin:**

### **5. Review draft of Latin philosophy statement prepared by Dean Fischer and review Grade K – 3 Latin Materials to determine preliminary implementation plan**

- Ideally, this committee and the CCSA Board will have Latin materials to K-3 teachers in February. Teachers will have time to respond/ask questions by April or May.
- Latin philosophy depends on the curriculum we choose. Memoria Press (MP) has less culture content. Classic Academic Press (CAP) is easy to deliver, requires less editing, and has more repetition. Both programs are highly regarded by Dean Fischer.
- Appleton high schools haven't offered onsite Latin classes in the last few years; however, the curriculum utilized when the classes are offered is produced by Cambridge, which has online and print materials available. Appleton eSchool typically has 10 seats available in the Latin classes they offer through Florida Virtual School. Freedom Project offers Latin classes using the MP materials.
- Pronunciation (classical versus ecclesiastical) needs to be determined. Currently Classical School's Latin roots and sayings follow ecclesiastical pronunciation. Most high school and college Latin programs follow classical pronunciation. For example, the Cambridge program follows classical pronunciation.
- If the Latin rollout is three years: 2016-17 in grades K-3; 2017-18 in grades 4 – 6; 2018-19 in grades 7/8, the possibility of one of the current Spanish teachers being trained over the next two years as a Latin teacher for grades 7/8 was noted.
- Action items:
  - Determine pronunciation to be used in Classical School's Latin program.
  - Robyn Hernandez Nagreen to review K/1 Latin materials distributed last summer. Tom Bomann to review 2/3 Latin materials distributed last summer. They will confer with other teachers and those grade levels and propose modifications to fit in classroom time. The intent of Latin instruction at those grade levels will be to create awareness of and exposure to Latin.
  - Nancy Fischer will reach out to be sure all staff members have the materials distributed last summer and determine which pronunciation, classical and/or ecclesiastical, they have in their possession. Dean Fischer will also work with Stacey Foley on materials for grades 4/5.
  - Stacey Foley will work with Sara Schroeder to review Latin materials for grades 4/5. They will also review the Core Knowledge (CK) grammar concepts and highlight those that are currently covered using only Shurley Grammar. The intent is not to lose any CK grammar concepts when Shurley Grammar is removed from the curriculum.
  - Nancy Fischer will review the CK Scope and Sequence along with Stacey Foley to find a natural break for Shurley Grammar, similar to the decision to end Shurley Grammar at Grade 5.
  - Nancy Fischer will follow up with Spanish teachers regarding possible Latin training.
  - Next committee meeting will follow the brief January Staff Meeting on January 7. We will begin at approximately 3:45 pm.

### **6. Public Comment: None**

### **7. Motion to Adjourn**