State Scholars Core Courses

English – 4 Years

English I, English II, English III, English IV

Mathematics – 3 Years

Algebra I, Geometry, Algebra II

Science – 3 Years

Biology, Chemistry, Physics

Social Studies – 3 ½ Years

Chosen from U.S. History, World History, World Geography, Economics, Government

Languages – 2 Years

2 years of a language other than English

Wyoming P-16 Education Council

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A MEMBER OF THE STATE SCHOLARS INITIATIVE NATIONAL NETWORK

Features of Secondary School and Postsecondary World Language Courses

Feature	Typical secondary school world language course	Typical entry-level postsecondary world language course
1. Total number of class sessions	At least 160 class sessions (50-90 minutes each) are spread over 36 weeks.	Typically, sixty 50-minute class sessions are spread over 15 weeks; however, the number of class sessions can vary.
2. Textbook cost paid by student	$0	$80-$120 for a new textbook and $80 for a used book (if available); $30-$50 for a new workbook (used are not available). Audio CDs come with books for some languages.
3. Extra help in understanding course content	Teacher-led help is provided through written and oral in-class work, one-on-one instruction, guided group work, homework practice, and frequent guidance through revision of work.	Help is available during instructor's posted office hours. Other individual sessions with an instructor must be scheduled by the student. In both cases, students are expected to come prepared with specific topics or grammar points to discuss. Tutors, lab monitors and language discussion tables provide extra help.
4. Instructional methods	Lecture, games, guided practice, group work, online practice, guided composition, individual comprehension checks, student presentations, projects, audio-visual guides, "teacher talk" in target language, re-creation of real-life situations.	Introductory classes are made up of 10-33 students. A variety of activities is offered: significant pair and group work, some lecture, discussion involving entire class, student oral reports, review of homework.
5. Instructional emphasis	Extensive guided practice is given in building speaking, listening, reading, and writing skills in second language; knowledge of second language culture is also emphasized through discussion and presentations by both teacher and student.	Emphasis is given to the four basics of language learning (speaking, listening, reading, writing) and culture. Some instructors speak primarily in the target language with grammar explanations in English. Others speak more in English early in the first semester but gradually increase to primarily using the target language. Some learning of culture occurs through class readings and presentations.
6. Use of technology	Tapes, CDs, slides, Smartboard, LCD projectors, overhead transparencies, online practice, Web pages/Internet, podcasts, film, DVDs, PowerPoint, iMovies, clicker (as available).	Some use of sound recordings and videos in class; some use of online sites to post class materials; websites used in class for practice and outside of class for review. Some students schedule personal time in the language lab in which CDs are used. Most complete lab work online. Many texts have internet sites with listening and grammar exercises.

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7. Homework assignments and their evaluation	One-to-two hours of homework is given per week. Most homework is graded. Some participation grades are considered. Homework involves practice with grammatical structures and/or cultural research.	Daily homework from textbook exercises, workbook exercises, or other teacher-prepared work is to be completed; students need to be prepared to discuss the homework and submit it at the next class session.
8. Quizzes (1-or-2 item assessments of key concepts)	On average one is given per week, depending on the teacher. Some quizzes are self-graded; others are recorded.	Some instructors choose to give quizzes, ranging from a few per semester to one per week.
9. Session-long tests	Twelve-to-eighteen exams; cumulative midyear and final exams; some online assessments (STAMP) and demonstrations of oral proficiency (i.e., skits, speeches); some retakes allowed.	Five-to-six exams per semester plus a comprehensive final are given; some teachers give midterm tests; make-up or retake exams allowed only under extraordinary circumstances and only on special request with university permission.
10. Basis of final grade	A combination of measures is used—some quizzes, session-long tests, homework, participation, oral and written demonstrations of proficiency, some assigned "weight."	A typical grade breakdown is as follows: 40%-50% chapter exams, 10%-20% final exam, 10% attendance and participation, 10% workbook/labs/other, 10% oral exams, 10% other quizzes. The grade breakdowns are instructor specific.
11. Instructor's extra-class responsibilties	Sponsor clubs, coach, work on district and building committees, participate in continuing education/professional development, take trips abroad with students, fulfill building duties.	Sponsor student organizations, conduct and publish research, guide research of graduate students, serve on faculty committees. [NOTE: Many classes are taught by graduate students; some are taught by instructors with a master's degree.]