

World Language Education - Program Models

Guiding Resources

- [World Language Education Rules and Recommendations](#)
- [Recommended Program Level Performance Benchmarks](#)
- [Wisconsin Standards for World Language Education](#)
- [Wisconsin World Language Roadmap](#)

State Statute [121.02\(1\)\(L\)\(5\)](#) requires school districts to “provide regular instruction in foreign language [sic] in grades 7 and 8.” State Statute [121.02\(1\)\(L\)3](#) requires schools to “provide access to an educational program that allows pupils each year to study foreign language” in grades 9-12.

An early start to an extended sequence of effective standards-based instruction is required to develop functional levels of language proficiency. [The Seal of Biliteracy](#) credential is awarded to students, in participating districts, who meet or exceed Intermediate High language proficiency.

Program Code	Program Model & Definition	Standards & Outcomes	Licensing & Competencies
EXWL AKA FLEX	Exploratory World Language Program World language exploratory programs introduce PreK-6 learners to one or more languages for limited instructional time (less than 90 minutes/week or no more than nine weeks in duration). Themes guide language and cultural learning. Program is designed to promote, and prepare learners, for future language study.	Standards Wisconsin Standards for World Languages Outcomes Recommended Program Level Performance Benchmarks	Licensed to teach assigned world language and developmental age of learners. Intermediate High or better language proficiency recommended. Teacher Effectiveness for Language Learning Framework
ESWL AKA FLES	Elementary School World Language Program Elementary school world language programs articulate with middle school programs through a language proficiency development pathway. Minimum of 90 minutes/week of standards-based instruction for the full academic year.	Standards Wisconsin Standards for World Languages Outcomes Recommended Program Level Performance Benchmarks	Licensed to teach assigned world language and developmental age of learners. Intermediate High or better language proficiency recommended. Teacher Effectiveness for Language Learning Framework

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CBWL	<p>Content-Based World Language Program Academic content learning facilitated in a language other than English. PreK-6 students in this learning environment for less than 50% of instructional time.</p> <p>Example: science curriculum taught in Chinese</p>	<p>Standards Academic Content Standards and Wisconsin Standards for World Languages</p> <p>Outcomes Content learning and language proficiency development</p>	<p>For content learning facilitated in a language other than English: educators licensed for the appropriate grade level/content area AND have either a bilingual or world language license. Advanced Low or better proficiency in the language of instruction recommended.</p>
<p>OWDL</p> <p>AKA IMMR or World Language Immersion</p>	<p>One-Way Dual Language Education Program Education in a language other than English for primarily English-dominant/proficient learners. Minimum of 50% of core instruction in partner language in grades PK-5, guided by language-content-time allocation policy (90/10, 80/20, 50/50). Secondary level dual language education programs include a minimum of two courses annually in the partner language.</p> <p>*Report data on English Learners using English Learner Language Instruction Educational Program Types.</p>	<p>Standards Academic Content Standards and Wisconsin Standards for World Languages</p> <p>Outcomes Academic Achievement, Bilingualism,/Biliteracy, Intercultural & Global Competence</p>	<p>For content learning facilitated in a language other than English: educators licensed for the appropriate grade level/content area AND have either a bilingual or world language license. Advanced Low or better proficiency in the language of instruction recommended.</p> <p>Guiding Principles for Dual Language Programs</p>

Program Code	Program Model & Definition	Standards & Outcomes	Licensing & Competencies
DLTW-WL	<p>Two-Way Dual Language Education Program - World Language Cohort Education in a language other than English by English-dominant/proficient learners (40-50%) along with English Learner peers (50-60%). Minimum of 50% of core instruction in partner language in grades PK-5, guided by language-content-time allocation policy (90/10, 80/20, 50/50). Secondary level dual language education programs include a minimum of two courses annually in the partner language. Use this program type for non-ELs, former ELs, and non-EL heritage language learners in two-way dual language education programs.</p> <p>*Report data on English Learners using English Learner Language Instruction Education Program Types.</p>	<p>Standards Grade-level academic standards, English Language Development Standards and Wisconsin Standards for World Languages</p> <p>Outcomes Academic achievement, bilingualism/biliteracy, sociocultural and global competence</p>	<p>Grades PK-8 For content learning facilitated in a language other than English, educators licensed for the appropriate grade level/content area AND meet licensing requirements for bilingual learning environments.</p> <p>Grades 9-12 AP Language and Culture, AP Literature and Culture courses: educators with AP certification and world language or bilingual license. Advanced Low or higher language proficiency recommended.</p> <p>For other academic content learning facilitated in a language other than English: educators are licensed for the appropriate grade level/content area, and meet licensing requirements for bilingual learning environments. Advanced Low or higher language proficiency recommended.</p> <p>Guiding Principles for Dual Language Programs</p>
DLDB-HL	<p>Dual Language Education - Heritage Learners Use only for former ELs and non-EL heritage language learners within developmental bilingual dual language LIEP. Academic content learning facilitated in English and partner language.</p>	<p>Standards Grade level academic content standards, ELD and world language standards (SLD</p>	<p>Educators meet licensing requirements for bilingual learning environments.</p>

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	<p>Minimum of 50% of daily core instruction in partner language. Language of instruction guided by the program's language-content-time allocation policy (90/10, 80/20, 50/50).</p>	<p>standards, if partner language is Spanish)</p> <p>Language performance benchmarks used to target and assess language proficiency and literacy in English and partner language.</p> <p>English Language Development Standards: Language proficiency descriptors for productive and receptive language used to target and assess language proficiency across content.</p> <p>Outcomes Academic achievement, bilingualism/biliteracy.</p>	
WLSL	<p>Secondary Level World Language Program Standards-based progression of world language learning in grades 6-12. Includes American Sign Language. Access to world language learning is required in grades 7-12.</p> <p>Note: Computer programming is NOT a world language.</p>	<p>Standards Wisconsin Standards for World Languages</p> <p>Outcomes Recommended Program Level Performance Benchmarks</p>	<p>Licensed to teach assigned world language and developmental age of learners. Intermediate High or better language proficiency recommended.</p> <p>Teacher Effectiveness for Language Learning Framework</p>
HLWL	<p>Heritage Learner World Language Program Language and literacy development for heritage/home-language learners, such as Spanish for Native Speakers courses.</p>	<p>Standards Wisconsin Standards for World Languages</p> <p>Outcomes Recommended Program Level Performance Benchmarks</p>	<p>Educators with world language or bilingual license, at the assigned grade level. Advanced Low or higher language proficiency recommended.</p>

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AIWL	<p>American Indian Language Program Elementary or secondary level language course/program for indigenous American Indian languages.</p>	<p>Standards Wisconsin Standards for World Languages and American Indian language and cultural learning frameworks</p>	<p>American Indian Language & Culture Education Licenses</p>
FWLS	<p>Facilitated World Language Study Program High school learners, with two or more years of world language study, engage in self-directed learning of a new, less-commonly taught language. Licensed world language educator facilitates student goal-setting, assessment, and reflection process. Learning environments include individual, and groups of students, learning diverse languages in a shared learning environment. Includes interpersonal and intercultural communication with members of the target language community.</p>	<p>Standards Wisconsin Standards for World Languages</p> <p>Outcomes Recommended Program Level Performance Benchmarks</p>	<p>Licensed to teach any world language and assigned developmental age of learners.</p> <p>Teacher Effectiveness for Language Learning Framework</p>