



REQUEST TO ADD/REVISE A COURSE

Forest Lake Area Schools

Primary Contact: Linnea Peterson		Department: World Language
Career Pathway: N/A		Subject: Immersion Spanish 6
Grade Level(s)/Building(s): FLAMS Grade 6		Proposed Course Start Date: 2026-2027 academic school year
Department Members involved in the development of the course proposal: Linnea Peterson		
Is your department currently in Instructional Review? yes		Requesting FastTrack due to an urgent department need or concern? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes <i>* For all departments in the instructional review process, new courses will be developed as part of that work.</i>	<input type="checkbox"/> No What approximate year is your department scheduled to begin IR?	

PART I (complete with department colleagues)

COURSE PROPOSAL NARRATIVE

A. Course Information

Proposed Course Title: Spanish Immersion 6	Length of Course: 1 semester
<p>Course Description as it will appear in the registration guide:</p> <p>Spanish Immersion 6 is an introductory course in Spanish language arts. Through thematic units, students develop the building blocks of language proficiency, including vocabulary, grammar, and phonics. Students build competence and confidence in communication across three modes of language use: presentational (writing and speaking), interpersonal (speaking and texting), and interpretive (reading and listening).</p>	

B. Background: Describe the process that led to this request.

<p>Gaps/Needs State the current issues and gaps for why this course is needed. <i>Key considerations: What standards are currently not being met? What skills are not currently being taught? What data support these conclusions? What other relevant needs would this course address? Can an existing course be modified to address the same concerns? Why or why not?</i></p> <p>Currently, there is no course to intentionally bridge the 5th grade Immersion students to the 8th grade Spanish Immersion course. This proposed course would serve as a Spanish Language Arts course, addressing a critical gap in the immersion pathway. Students currently do not have a Spanish language arts course at the elementary level, and they currently start it at the 8th grade level.</p>
<p>Standards Indicate the state, national, or professional standards to which this course could be aligned.</p>

There are currently no state-specific standards for World Language. This course would align with the National Standards for Learning Languages, which do not prescribe a scope and sequence but instead focus on five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. The primary focus of this course would be Communication and Cultures, with the remaining standards addressed as secondary areas of integration.

With respect to Communication, students will continue to develop proficiency in Spanish reading, writing, speaking, and listening. Instruction would focus on expanding vocabulary within thematic units, introducing and reinforcing grammar structures, and strengthening literacy skills. These skills would be applied within meaningful cultural contexts, allowing students to communicate with increasing confidence, accuracy, and purpose.

Rationale | How does this course support the needs outlined above?

Key Considerations: Describe how this course supports the district strategic plan and/or the Middle School Course of Study redesign and learning statements. Describe the Pathways/Design opportunities this new course would create for your students & department. Include any relevant advances in your content area that support the need for this new course.

The Spanish Immersion 6 and 7 course sequence is being developed to promote and further literacy skills within the target language. Currently, student proficiency and readiness to tackle a content area within the target language has been a challenge. Shifting to an experience that acts as an extension to the Immersion 8 experience will better prepare students for the rigors of the immersion credit-bearing program.

ADDITIONAL FACTORS TO CONSIDER

	Consider & Describe Impact
Similar programs in other departments/grade levels	Spanish Immersion 7 Spanish Immersion 8 Spanish Immersion 9
Credit and prerequisite considerations	This course would not carry high school credit. Students would begin earning high school credit upon the successful completion of Immersion 8.
Anticipated major expenditures (specialized equipment, software, textbooks)	Unsure. We would require an online subscription to Realidades or Autentico with Savaas Learning.
Space Considerations (classroom/lab needs, storage, furniture, etc.)	We would use the space that is currently used for Spanish 1 and Immersion 8 at FLAMS.
Schedule Considerations (time of year, block vs. skinny, etc.)	One semester in 6th grade and another semester in 7th grade.
Technology Considerations (access to current software & equipment, etc.)	Besides a subscription to Realidades or Autentico, there are no additional technology needs beyond a typical classroom setting.

Other	Implementing a middle school Spanish Immersion course at the 6th and 7th grade levels would strengthen Forest Lake Area Schools' competitiveness while supporting enrollment and retention within the district's immersion programs.
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PART II (Complete with T&L following building administrative approval)

C. Goals and Learning Outcomes

<p>Long Term Goals for the Course Identify desired results - what will students be able to do independently?</p> <ul style="list-style-type: none"> Students will be able to correctly communicate in present tense with confidence within the thematic units mapped out in the course content below.
<p>Standards Indicate the state, national or professional standards to which this course is aligned. <i>(Copy and Paste standard and benchmarks)</i></p> <ul style="list-style-type: none"> The primary focus of this course would be Communication and Cultures, with the remaining standards (Cultures, Connections, Comparisons, and Communities) addressed as secondary and tertiary areas of integration.
<p>Essential Learning & Skills Describe the essential learning and skills addressed in this course. Students will know and be skilled at:</p> <p>Students will learn about grammar, build their communication skills & build vocabulary about:</p> <ul style="list-style-type: none"> activities people like and dislike by correctly using the verb <i>gustar</i> with infinitives, negatives, & agreement and disagreement statements. Thematic Unit: <i>¿Qué te gusta hacer?</i> (What Do You Like To Do?) their own and others' personality traits using the verb <i>ser</i> with adjectives, adjective noun concordance, & word order with adjectives. Thematic Unit: <i>¿Cómo eres?</i> (What Are You Like?) descriptions of school subjects and schedules & school activities by correctly using ordinal numbers, frequency words, conjugated <i>-ar</i> verbs in the present tense, & subject pronouns. Thematic Unit: <i>Tú día en la escuela</i> (Your Day at School)

D. Course Content

<p>Course Outline Add units and any key experiences or projects that students will engage in.</p> <ul style="list-style-type: none"> Thematic Unit 1: <i>¿Qué te gusta hacer?</i> (What Do You Like To Do?) Project: Students will write about their likes and dislikes. Thematic Unit 2: <i>¿Cómo eres?</i> (What Are You Like?) Project: Students will write about themselves and a friend or family members. Students will use first and third person language to give names, age, birthday, place of origin, personality descriptions, and likes and dislikes. Thematic Unit 3: <i>Tú día en la escuela</i> (Your Day at School) Project: Students will write about their favorite class including what period, the clock time it starts, who teaches the class, describe the teacher and class, say the items the use in the class, if they have a lot of homework, if they get good grades and if they like their schedule.

E. Budget Considerations

<p>Materials, Equipment, Supplies List any new resources not already available necessary for this course. This might include subscriptions, technology, or other various resources needed for the course.</p>
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<p><i>Textbooks</i></p> <p>Title: Realidades</p> <p>Approximate total cost: No cost since we already own a classroom set.</p>	<p><i>Digital Curriculum Resources</i></p> <p>Title(s): Savaas does offer an LMS for students using <i>Realidades</i>. I would <u>not</u> need this. I only need the online access to teacher resources for <i>Realidades</i>, which is being sunsetted and replaced by <i>Auténtico</i>.</p> <p>Approximate total cost: nothing</p> <p>One-time cost or annual renewal? annual renewal.</p>
<p><i>Other Curriculum Materials (consumables, supplies, ancillaries, etc.)</i></p> <p>Materials: Online access to teacher ancillaries for <i>Realidades</i> (or their replacement <i>Auténtico</i>) through Savaas .</p> <p>Consumable/non-consumable: No purchasing of textbook.</p> <p>Approximate total cost: It is an annual renewal.</p>	<p><i>Technology Devices/Equipment/Hardware</i></p> <p>Devices/equipment needed: Students would only need a normal classroom Chromebook.</p> <p>Approximate cost:</p>
<p><i>Staff Development</i></p> <p>Staff Development description: none</p> <p>Approximate cost:</p> <p>Frequency (one time? yearly?):</p>	<p>Follow Up Plan</p> <p>Additional Staff Development</p> <p>Check in Meetings: Due to students having a semester of immersion Spanish in 6th grade, another semester in 7th grade and a full year in 8th grade, the content in Immersion 9 and 10 may shift.</p>

FINAL APPROVAL PRIOR TO SCHOOL BOARD MEETING

<p>Director of Teaching and Learning Signature</p> <p>John-Paul Jacobson</p>
<p>Proposed School Board Meeting Date:</p> <p>March 19, 2026</p>