

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION CURRICULUM PRESENTATIONS**

Monday, November 17, 2025

4:00 PM

Arboretum Elementary School  
1350 Arboretum Dr.  
Waunakee, Wisconsin 53597

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. APPROVE THE AGENDA**

**IV. CURRICULUM AND INSTRUCTION PRESENTATION/UPDATES** **2**  
**FROM AGRICULTURE, STUDENT SERVICES, SOCIAL STUDIES,**  
**WORLD LANGUAGE**

A. Agriculture (Room A 138) & Student Services (A 143) Starts at 4:05PM 4

Each department will present the same presentation twice.

The first presentation for both departments will be from 4:05-4:25pm

The second presentation for both departments will be from 4:30 - 4:55 pm.

B. Social Studies (Room A 138 ) and World Language (Room A 143) Starts 53  
at 5:00PM

Both departments will be presenting the same presentation twice.

The first presentation for both departments will be from 5:00-5:25 pm

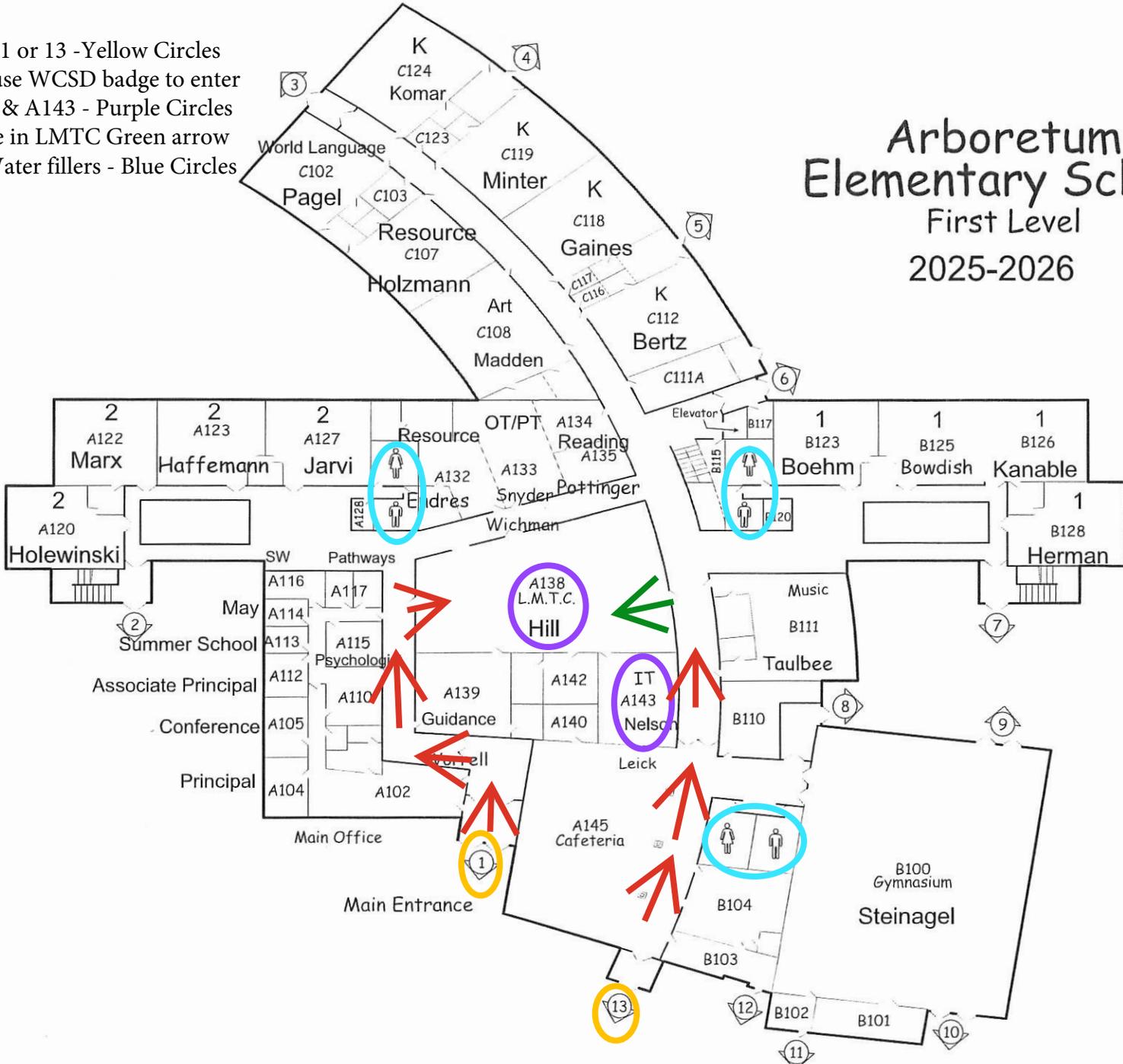
The second presentation for both departments will be from 5:30-5:55 pm

**V. ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

# Arboretum Elementary School First Level 2025-2026

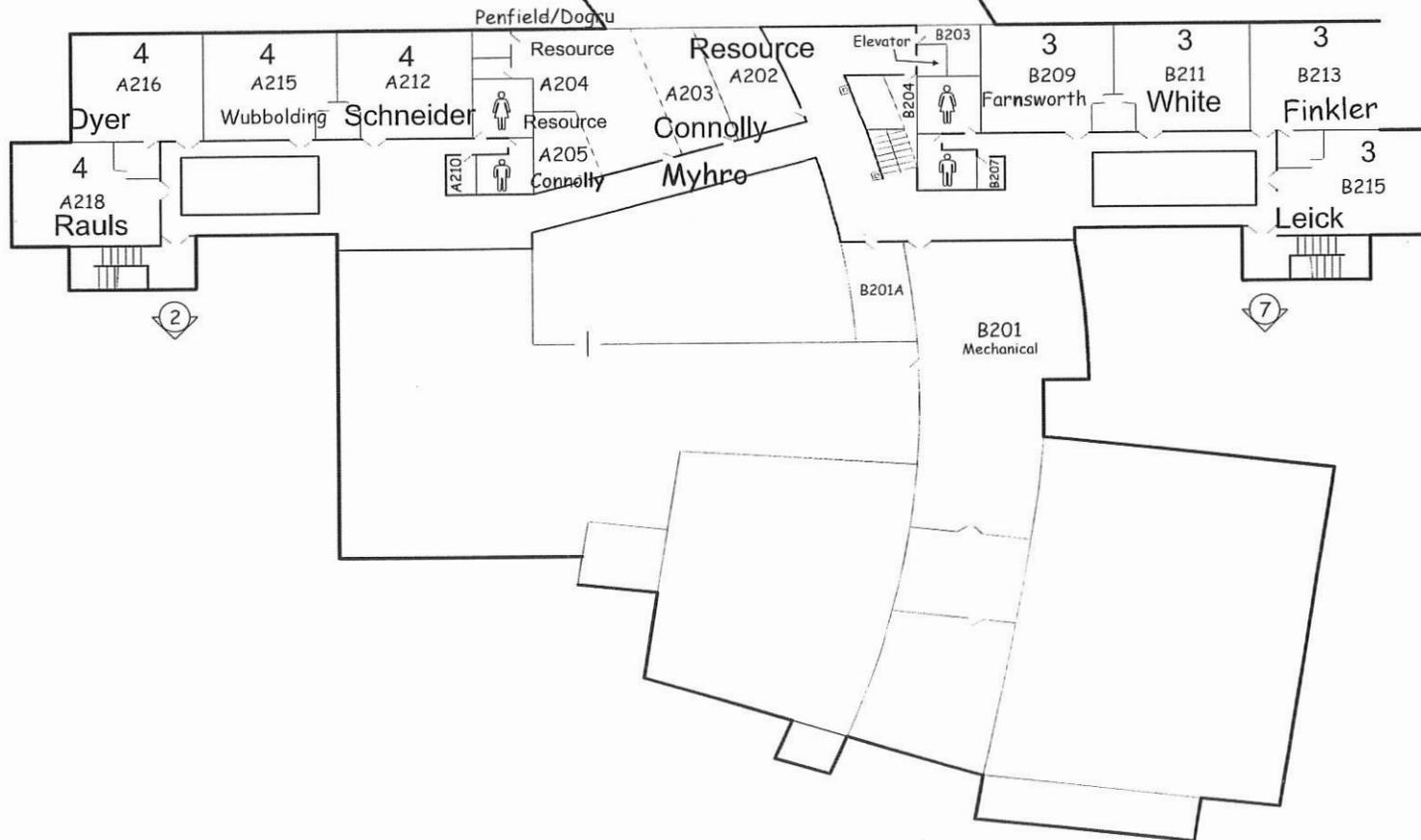
Enter at door 1 or 13 - Yellow Circles  
 Will need to use WCSD badge to enter  
 Rooms A138 & A143 - Purple Circles  
 Check in table in LMTC Green arrow  
 Bathrooms/Water fillers - Blue Circles



# Arboretum Elementary School

Second Level

2025-2026



# Agriculture Department - Updates

Board Meeting 11/17/25

# Agriculture Department Advisors



## **Mrs. Rhonda Knapp**

[rhondaknapp@waunakee.k12.wi.us](mailto:rhondaknapp@waunakee.k12.wi.us)

(608) 849-2100 ext 2317

## **Mrs. Kristina Puntney**

[kristinapuntney@waunakee.k12.wi.us](mailto:kristinapuntney@waunakee.k12.wi.us)

(608) 849-2060 ext 3157

## **Mrs. Gina Trower**

[ginatrower@waunakee.k12.wi.us](mailto:ginatrower@waunakee.k12.wi.us)

(608) 849-2100 ext 2315

# Section 1

## What Are Our Students Learning?

Waunakee Agriculture Department  
Middle & High School

# Increased Student Enrollment

212 High School - 130% increase since 2015

455 Middle School\*

## 7 Youth Apprenticeships

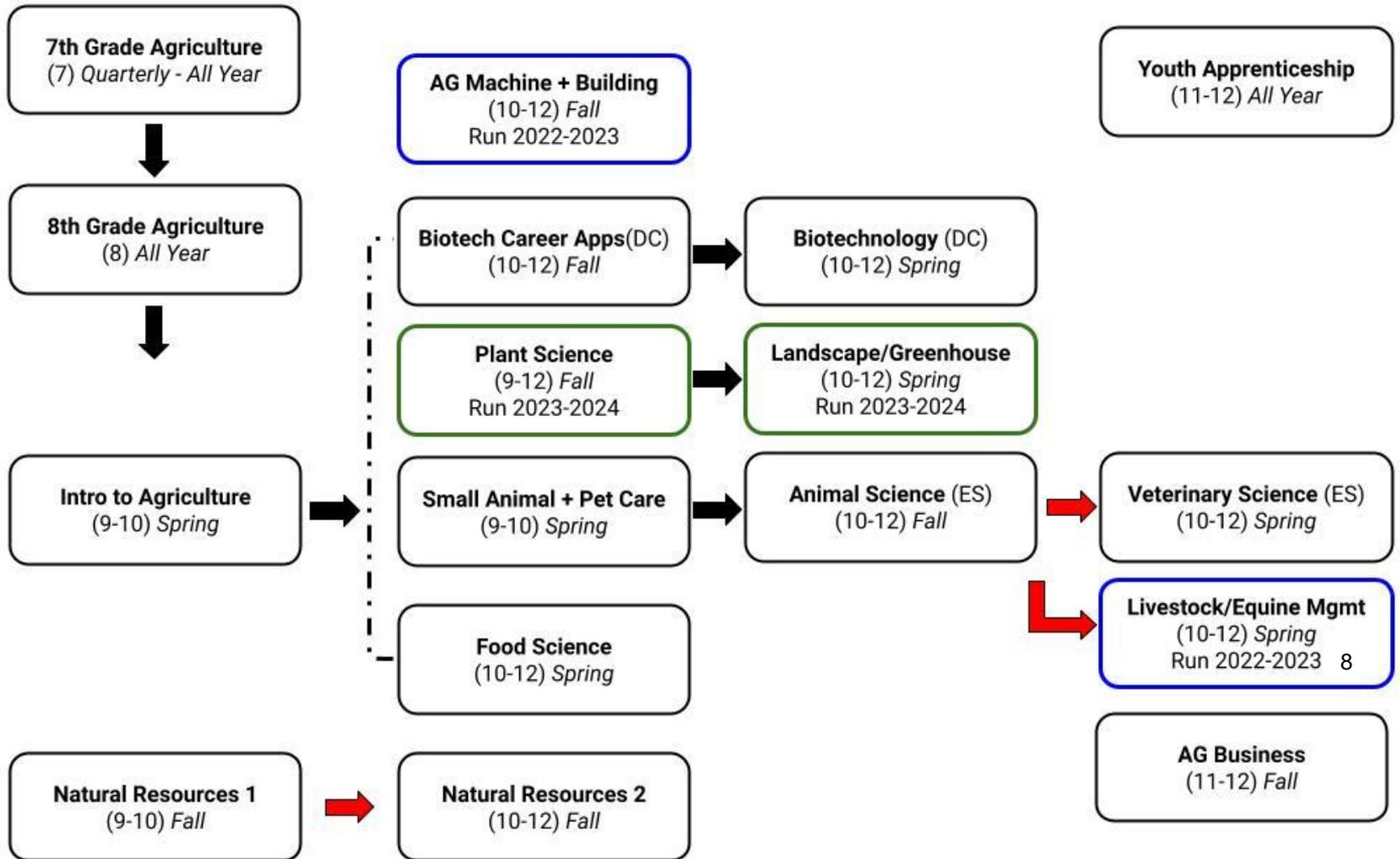
Agriculture & Veterinary Technician Apprenticeships

**100%**

Of students have an SAE Program (8th-12th)

7

# Course Offerings



# 18 Agriculture Industries

SAE projects in these areas from intro to advanced!

# 9 Student Projects

Directly connected to other CTSOs/Clubs

# 45 Hours

Average community service hours completed by students

# Student SAE Projects

Every 8th-12th grade agriculture student has a SAE project. This year-long project has 5 focus areas:

- Career Exploration and Planning
- Personal Financial Planning and Management
- Workplace Safety
- Career and Employability Skills
- Agriculture Literacy

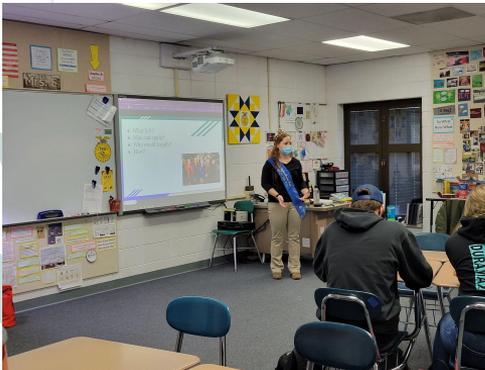


# SAEs = Student Led Projects

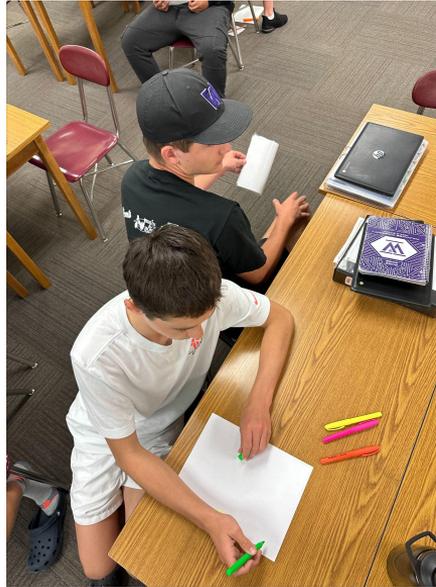
- Milk Machine - commons
- Egg Incubator
  - ◆ Class & Student-led SAE projects
- Hydroponic Herb Gardens + Towers
  - ◆ Fork Farms & Aerogardens



# Student Course Connections



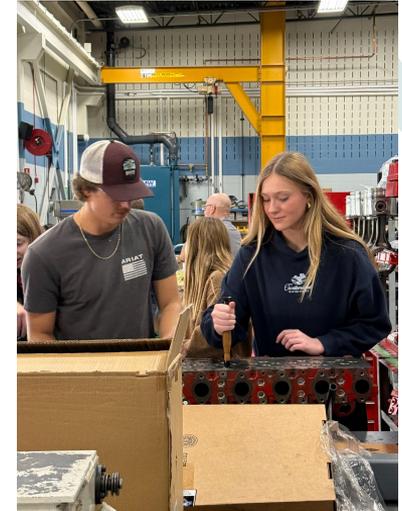
# Middle School Hands On Learning



# Middle School Guest Speakers

## 2025 Quarter 1

- Amy & Rebecca: AgrAbility of Wisconsin
- Rylee: Zen Dogs Center of Waunakee
- Heidi: Insight FS
- 8th Grade Ag Class: Madison College Field Trip



# Community Greenhouse

## Greenhouse Report :

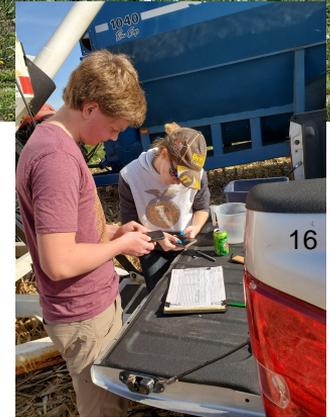
- **Greenhouse Managers:** 6-8 students
  - ◆ Care for greenhouse sale plants, student experiments and community donations
  - ◆ Apply for position - earn up to 10% plant sale profits
  - ◆ Starts Dec thru sale in May
- **# Plants Grown:** 5,200+
- **Connected Organizations:** Plants are grown and donated to organizations to be used for food, landscaping or education!



# Community Test Plot

## Test Plot Report:

- **Field:** ~24.5 acres
  - ◆ Woodland Drive & Peaceful Valley Parkway
- **Purpose:**
  - ◆ Students gain hands-on experiences to learn the inputs required to grow a field crop.
  - ◆ Crop production, soil health, financial management, and business partnerships.
- **2025 Crop Grown:** Corn
- **Partnership:** FFA Alumni, FS Cooperative & Local Agronomists



# Section 2

## How Are Our Students Growing?

Waunakee FFA Chapter - CTSO  
Middle & High School

# Waunakee FFA

## 2025-2026

### Officer Team

Alena W	Leaf L
Abby A	Maya P
Brenna L	Sadie N
Celeste F	Payton S
Henry K	Liam G



# Waunakee FFA - High School

- Same club/organization as the Middle School
- Offered to all students in agriculture course or with an active SAE Project
- Monthly meetings, chapter activities, community projects, leaderships events & contests
- State & National FFA opportunities to active members



**Membership: 92 (as of 1st sem)**

# Waunakee FFA - Middle School

- Same club/organization as the High School
- Offered to all students (7th) & membership in course (8th)
- Hold meetings, chapter activities, leaderships events & contests



**Membership: 39**

# Waunakee FFA - CTSO Opportunities

- Leadership Development Events
- Career Development Events
- Scholarships
- Community Service
- Middle School Member Connections
- Agriculture Outreach + Education
- FFA Alumni Connections + Support



# Community Connection: **Zoetis Support Program**

▼ Rebate program from Zoetis.

Lodi Veterinary Service & Waunakee  
Veterinary Service (Large Animal).

## **Sweet Pea Floral**

Host Floral Design Workshop for FFA  
members & in our Plant Science Classes.

## **Culver's**

Host "Scoops of Thanks" -Corporate  
Scoopie Night- Ag Education & FFA  
Promotion Event



# Community Connection: FFA Alumni

**Membership: 119**

Anyone who is interested in supporting and promoting agriculture, agricultural education and the FFA at the local, state and national level.

FFA advisors and members all across the country rely on volunteers to help support their chapters through the gifts of time, talent and resources in order to gain community support and give teachers more time and freedom to do what they do best - teach students.



23

# Waunakee FFA

## Social Media

Check out our students passions & achievements!



@waunakehsffa



@waunakeeffa



waunakeeffa.org

# Section 3

## Where Are We Going Next?

Waunakee Agriculture Department  
Waunakee FFA Chapter - CTSO  
Middle & High School

# Agriculture Course Advancements

Middle School Agriculture

Required 7th - Elective 8th

Increased Exposure

Increased enrollment,  
classes/numbers, content  
rigor to standards

Youth Apprenticeships  
Career Pathways  
Advanced Course Offerings  
Student Experience

# Agriculture Department: Goals

- Continuity with curriculum 7th grade through 12th grade
- Increase Agriculture Youth Apprenticeship enrollment (SAEs to YA)
- Increase Biotechnology enrollment
  - ◆ Dual credit + Youth Apprenticeship opportunities
- Increase certification opportunities for students - DWD currently discussion more AG
- Update facilities & equipment to meet current pathways standards
  - ◆ New: Incubator ( 96 egg capacity)
  - ◆ Freeze-dryer - Ag Business & Food Sci Courses
- Quality CTE framework - improve metrics for community partnerships

# MS Facilities Update



28



**Agriculture Department**

**THANK YOU!**

Have any questions?

Please ask or contact us!



# K-12 Student Services

BOE/Administrative Cabinet Presentation  
November 17, 2025

# Student Services Department Overview

Department member breakdown (by grade level):

- K-4 (Heritage, Prairie, Arboretum)
  - School Counselor, School Psychologist, School Social Worker at each building
  - Arboretum Social Worker add'l duties (4K, Birth-to-3, etc.)
- 5-8 (Intermediate, Middle)
  - 2 School Counselors, 2 School Psychologists, 2 School Social Workers
- 9-12 (High School)
  - 4 School Counselors, 2 School Psychologists, 2.5 School Social Workers
- School Nurses
  - 2.5 District-Wide
- McKinney Vento Social Worker
  - 0.5 District-Wide





## Student Services Department Goal

By the end of the 2026-2027 school year, the Student Services department will help lower the percentage of K-12 students who are **chronically absent** (missing 10% or more of school days) from **13.2%** (2024-2025 school year) to **10%** or less.

---

## K-4 (Heritage, Prairie, Arboretum)

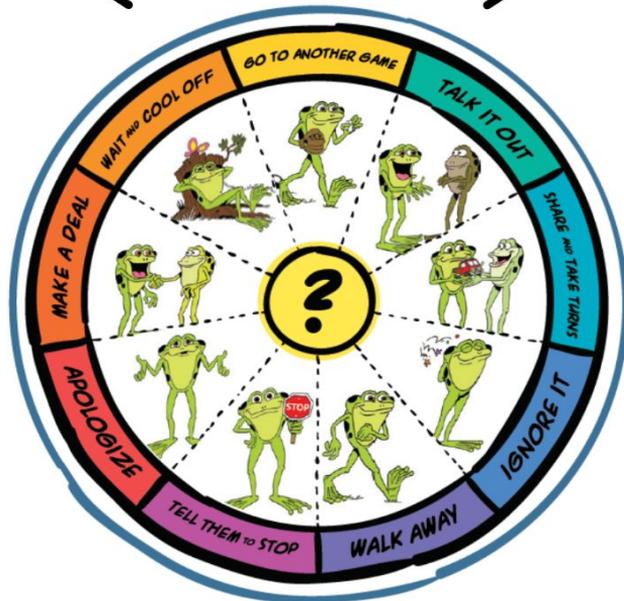


School Counselors:

- Promote equity, access, and academic success for every student
- Teach classroom lessons (descriptions/curriculum topics found [here](#))
- Support additional Tier 1, Tier 2, and Tier 3 SEL systems
- Individual short-term counseling/skill building with students as needed

# K-4 (Heritage, Prairie, Arboretum)

School Counselors (continued):



Supplementary Reproducible E for Elementary Ages



## The ZONES of Regulation

<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

34

---

## K-4 (Heritage, Prairie, Arboretum)

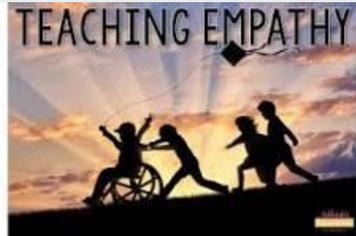
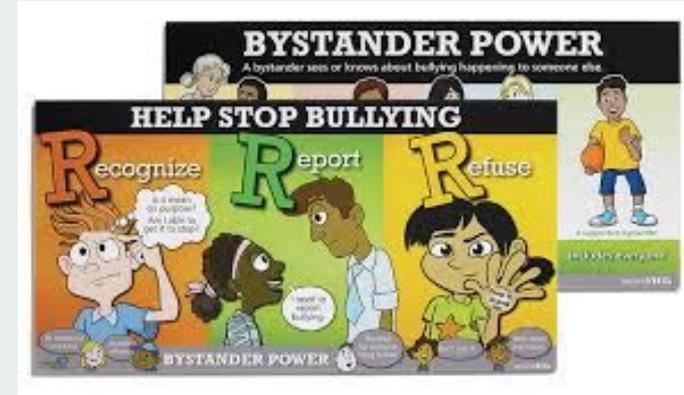
School Social Workers:

- Crucial link between home/school/community
  - Making community based referrals (student/family)
  - Meeting student SEL needs through collaboration w/ staff/direct work
  - Fostering positive relationships with staff, families and the community
- Creating a safe and welcoming environment through commitment to DEI
  - Participating in district committees
  - Facilitating professional development for staff
  - Advocating for equitable and inclusive school communities



# 5-6 (Intermediate) - Direct Student Services

- Instruction
  - Classroom Guidance
  - All school Assemblies
  - Connect Time
  - Student Ambassadors
  - Social Emotional Learning Small Groups
- Counseling
  - Small Groups
  - Individual Counseling
- Student Social Support
  - UPStairs Social
  - Safe Space



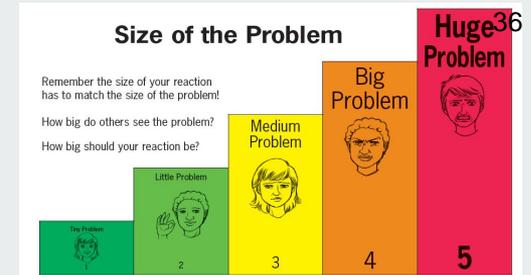
**UPSTAIRS SOCIAL**

**WHAT:** UPSTAIRS SOCIAL: A recess alternative

**WHEN:** DAY 1, PERIODS 5, 6 OR 7, When you are dismissed from the cafe for recess

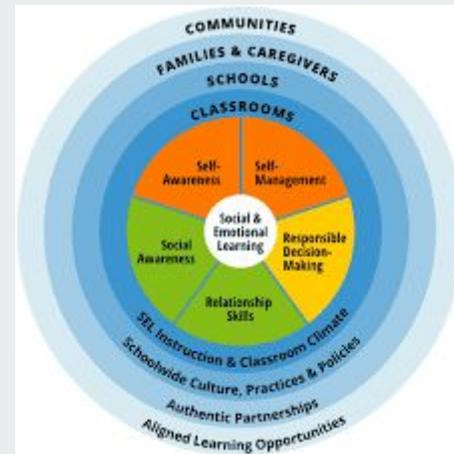
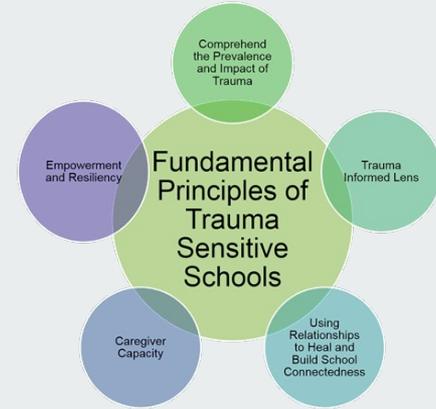
**WHERE:** UPSTAIRS from the cafe.

**WHY:** To get to know other students while playing indoor games and doing arts and crafts



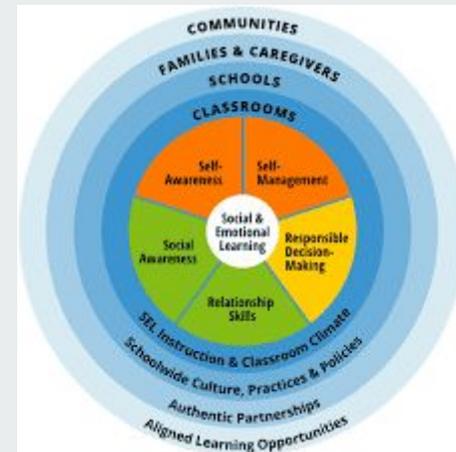
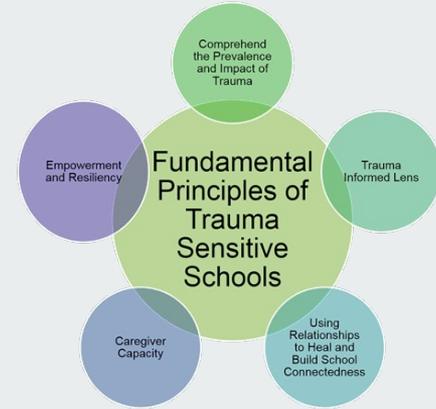
# 5-6 (Intermediate) - Indirect Student Services

- Consultation and Referrals
  - Trauma Sensitive Schools Training
  - Tier 2 Intervention Committee and Liaison-Teacher meetings
  - Academic and Career Planning Committee
  - Family Referrals
  - Bal-A-Vis-X training
  - Mindfulness announcements and resources
  - Diversity Equity Inclusion Steering Committee
  - Building Bridges
  - Release of Information to obtain and disclose pertinent Information
  - Mobil Problem-Solving Team meetings
  - Social Emotional Learning Team
- Data Driven Practices
  - NextPath entries
  - Mental Health Screener ⇒ SEL Groups
  - Check In/Check Out



# 5-6 (Intermediate) - Indirect Student Services

- Consultation and Referrals
  - Trauma Sensitive Schools Training
  - Tier 2 Intervention Committee and Liaison-Teacher meetings
  - Academic and Career Planning Committee
  - Family Referrals
  - Bal-A-Vis-X training
  - Mindfulness announcements and resources
  - Diversity Equity Inclusion Steering Committee
  - Building Bridges
  - Release of Information to obtain and disclose pertinent Information
  - Mobil Problem-Solving Team meetings
  - Social Emotional Learning Team
- Data Driven Practices
  - NextPath entries
  - Mental Health Screener ⇒ SEL Groups
  - Check In/Check Out



---

## 7-8 (Middle School)

### School Counselors:



- Academic
  - Study Skills, Organization, Test Taking, Executive Functioning, Student Scheduling
  - Teacher Meetings, Parent Meetings, Student Advocacy, Classroom Lessons
- Social/Emotional
  - Individual Counseling, Small Group Counseling, Classroom Lessons, New Student Transition
  - Universal Screener (7th), Tier 1, Tier 2, and Tier 3 Interventions and Supports
- Career/Post-Secondary
  - Int. School/High School transition, Xello Career Website, Classroom Lessons
  - High School Planning Conferences, Elective Presentations, Clubs/Organizations
- Additional Duties
  - School/District Committees, Master Scheduling, Test Analysis, Attendance/Absenteeism

# 9-12 (High School)

## School Counselors: Universal Services

- Course Registration & Scheduling
- Post-Secondary Planning
- Create & Build Master Schedule
- Mental Health Support
- Collaboration with STC Coordinator to promote work-based learning
- Quarterly transcript reviews for each student & ensure on track for graduation
- Collaboration with administration, case managers, and ELL student services staff
- Psychotherapy Center of Waunakee liaison for all grades
- Tier 1, Tier 2, Tier 3 Supports
- Individual counseling
- Collaboration with families - meetings w/ student & guardians
- Coordinate New Student Day



# 9-12 - School Counselor Scope and Sequence by Grade Level

## 9th Grade

- Freshman First Day
- Meet with all Freshmen
- BESS Screener (9th Grade)
- Future Freshman Night presentation
- Pre ACT Testing

## 10th Grade

- Individual conferences offered for all students and their parents from December through February
- Standardized testing offered (PSAT & Pre ACT)

## 11th Grade

- Junior Parent Night- post-secondary planning with guest speakers
- Madison College information sessions in building
- College Rep. Visits all year
- National ACT Test administered

## 12th Grade

- Summer college application help session
- Post-secondary planning breakout sessions
- College application support - Contact Time<sub>41</sub> sessions & Individual sessions
- Scholarship and Financial Aid presentation
- Madison College application sessions & course registration

---

## K-12 School Psychologists

School Psychologists:

- 504 Plan evaluations and case management
- Special Education evaluations
- Universal Screener assessment and analysis
- Teacher consultation
- Tier 2 & 3 small groups (executive functioning, social skills, etc.)



---

## K-12 School Social Workers

School Workers:

- Connecting to resources outside of school
- Mental Health support
- Accessing the Student Financial Assistance Fund
- Applying for Free/ Reduced Lunch





## Families In Transition



# Student Supports

- WCSD supported 44 students who experienced homelessness in 2024-25 through transportation, fee waivers, clothing, shoes, winter gear, gas cards, community resources, etc.
- School social workers provided district-wide training to all staff on identifying and supporting students experiencing homelessness or living in foster care.
- Information about youth homelessness and services available under the McKinney-Vento Act was shared with caretakers and community members through social media and school newsletters.
- In November, Homelessness Awareness Month is coordinated by Sara Zimmerman. Staff showed their support for homeless youth by wearing purple, and awareness was promoted through social media and staff/family newsletters.

# Homelessness Awareness Month



# K-12 School Nurses



## Nursing and Health Services Provide:

- Manage daily health office visits for first aid/illness/mental health symptoms
- Coordinate care for students with chronic and acute health care needs
  - Diabetes, seizures, allergies, asthma, g-tube feedings, colostomy bag care
- Provide staff/coach education and training of chronic/acute health conditions and how to administer emergency medications
- Administer daily, as needed, and emergency medications
- Vision/Hearing screenings
- Immunization management based upon WI School Immunization Laws
- Created and maintain Medical Response Teams in each building
- Case Manage 504 plans and provide input and expertise for health related IEPs



# K-12 School Nurses

District Wide	2023-24 / 2024-25
<b>Number of Office Visits</b>	<b>26,721 / 32,796</b>
<b>Number of students with emergency medications (epipens, inhalers, seizure medication, diabetic medication)</b>	<b>178 / 199</b>
<b>Number of daily medications administered</b>	<b>4968 / 8350</b>
<b>Number of students that received hearing screening</b>	<b>290 / 263</b>
<b>Number of students that received vision screening</b>	<b>1476 / 1465</b>
<b>Number of students who received on-site dental care at school</b>	<b>126 / 157</b>



# **Student Financial Assistance Fund**



## What is SFAF?

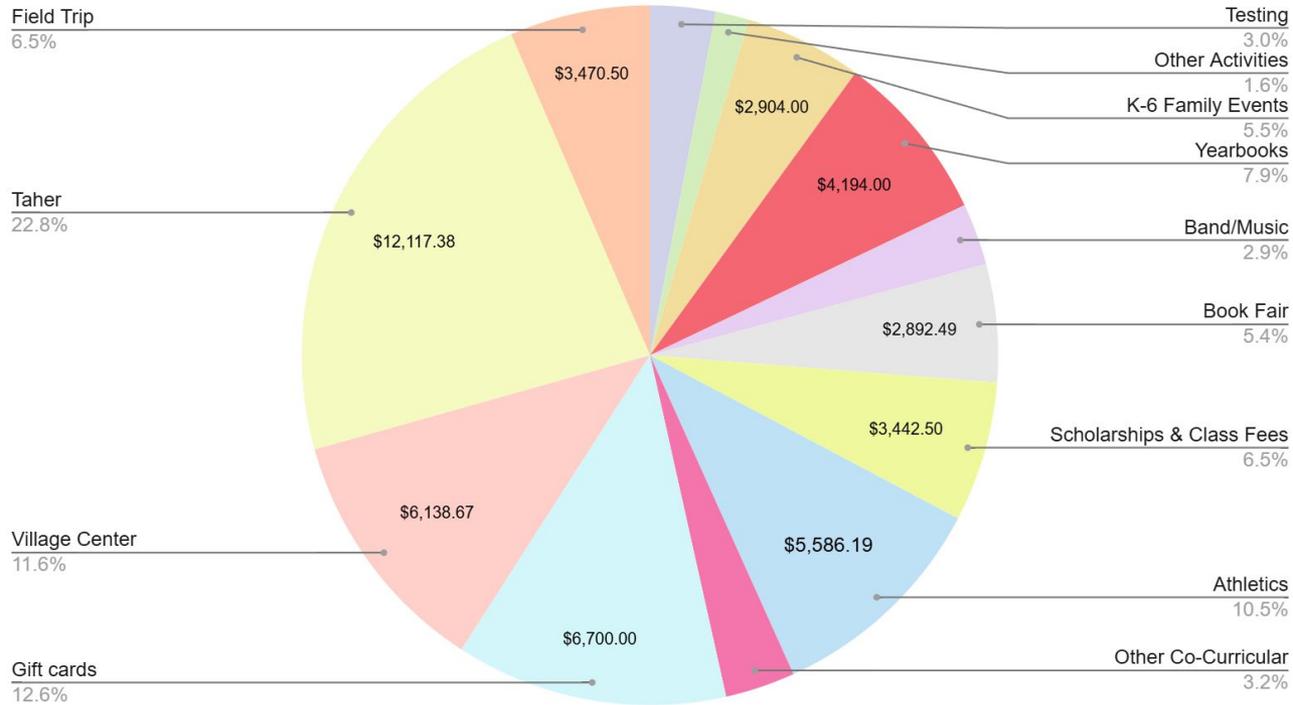
The Committee and Student Financial Assistance Fund is focused on Waunakee students who qualify for free and reduced lunch and families who are experiencing a financial crisis. The fund is made possible by donations from the Board of Education, community members, and local vendors.

Donations are used to fund need-based scholarships for activities such as:

- Food Service assistance
- School-sponsored activities and field trips
- Sports, activity, co-curricular club, and booster fees
- Memory Books/Yearbooks
- Course and AP exam fees
- Field and class trips
- Class and school t-shirts
- Scholarships for graduating seniors
- Gift cards (Walmart, Amazon, and Kwik Trip<sup>49</sup>) for basic needs
- Partnership with the Waunakee Village Center to provide scholarships for students to participate in Village Center activities



# 2023-24 Fiscal Year Spending by Category





# Giving Tuesday Campaign & Funding

- Will share a message with families, staff, and vendors where we provided information about what we've done so far with SFAF and how we continue to grow
- Restart our fundraising goal each school year
- BOE donates \$5,000 annually

## 2025-2026 WCSD Student Financial Assistance Fund



[f Post](#) [t Tweet](#) [</> Embed](#) [in Share](#) [✉ Email](#)

**\$18,590**

Raised

**235**

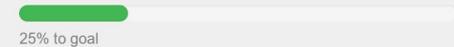
Days remaining

**\$75,000**

Goal

**12**

Supporters



Donate to this campaign:

[\\$10](#) [\\$25](#) [\\$50](#) [\\$100](#) [51 Other](#)

[Promote this fundraiser](#)



## Contact Information

- Lisa Jondle, Director of Student Services
  - [lisajondle@waunakee.k12.wi.us](mailto:lisajondle@waunakee.k12.wi.us)
- Ty Jury, Middle School Counselor/Department Chair
  - [tyjury@waunakee.k12.wi.us](mailto:tyjury@waunakee.k12.wi.us)



**WAUNAKEE**  
COMMUNITY SCHOOL DISTRICT

# Social Studies Update

53

November 17, 2025

# Social Studies Leadership Team

Dawn Peters  
**Elem. Coordinator**

Andrea Hernandez -6th  
**IS Coordinator**  
(Gretchen Kestler-5th rep.)

Jason LaFlash  
Shad Fanta  
**Dept Co-Chairs**  
**MS Co-Coordinators**

Bryan Barfknecht  
Catrina Specht  
**HS Co-Coordinators**



# District Goal



*By June 2029, all Waunakee Community*

*Schools will **significantly exceed expectations** or increase by 2 points on the Wisconsin State Accountability Report Card.*

- Our Social Studies goal is to support the READING goal <sup>55</sup>  
Ongoing discussions as to HOW to support
- Different assessment measures at each building level



# What Are Our Students Learning in Social Studies?



## K-8 Progression of Social Studies

K-3

Social Studies standards are covered through World Language

4

Social Studies Standards are covered with a focus on Wisconsin

5-6

Intro to US History  
5th Grade: 3-5 Standards  
6th Grade: 6-8 Standards

7-8

World Geography  
US History/Civics





### Behavioral Sciences Strand

Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.



### Economics Strand

Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.



### Geography Strand

Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.



### History Strand

Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.



### Political Science Strand

Knowledge about the structures of power, author contemporary society is essential if young citizen effective citizens and problem solvers when they international organizations function and interact.



### Social Studies Inquiry Practices and Processes

Advances in human knowledge come about not because people can memorize factoids or are great at filling out worksheets in school; rather, they come about when people ask questions and pursue those questions in reasoned self-critical ways. This is the essence of inquiry, beginning with questions to be answered and the work needed to begin to answer them, and is the reason that the social studies C3 document, developed by 15 professional social studies and content area associations, is built around the "inquiry arc" (developing questions, students learning to use disciplinary tools and concepts, evaluating sources and using evidence, communicating conclusions).\*

# Wisconsin Social Studies Standards: Strands

# Elementary Schools





# Elementary Units

Inquiry

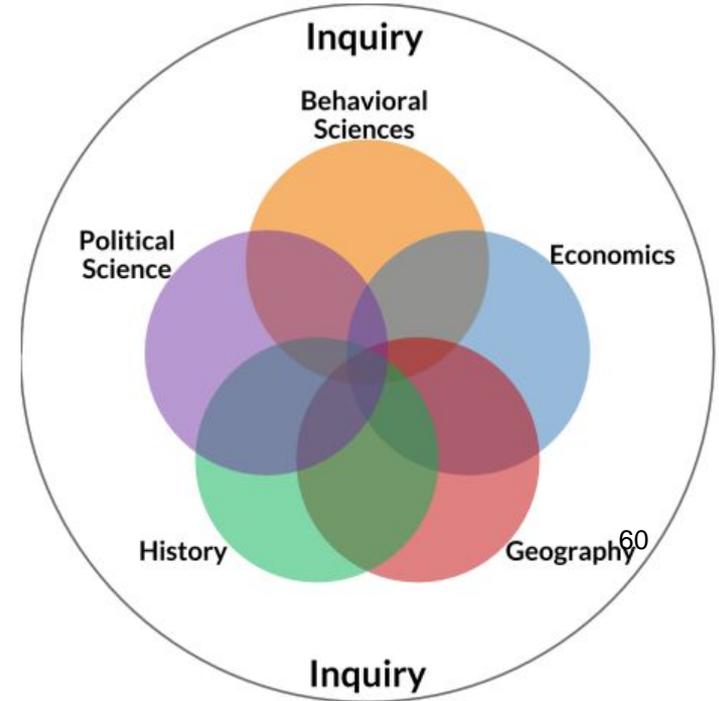
Geography

History

Government

Tribes of Wisconsin

Logging, Mining, Agriculture





# Skills & Knowledge

Content Knowledge

Analyzing Sources

Reading Comprehension -

Non-fiction text

Vocabulary

**Lake Superior Lowland**  
The Lake Superior Lowland only extends 5-20 miles inland from Lake Superior, from the southernmost point, the Lowland slopes north toward Lake Superior. The Lowland has many trees, including spruce and larch trees. The Apostle Island National Lakeshore is a part of the Lake Superior Lowland.

**The Apostle Islands** were named by the first French explorers who ventured to Lake Superior. The two most popular for most French explorers were to build forts and to establish trading relationships with Native Americans. They did both on the Apostle Islands. With 8 on Lake Superior, far traders from the interior of the continent could call their furs, which were taken to eastern Ohio on the Great Lawrence River. From there, the furs were shipped to Europe. After the fur trade declined, logging became an important industry on the Apostle Islands. But eventually, most of the forest stands were abandoned. In 1970, 21 of the 22 Apostle Islands were made into a national park. Today, visitors visit the Apostle Islands National Lakeshore to see historic lighthouses, explore sandstone sea caves, and engage in many water activities, such as canoeing and scuba diving.

**Northern Highland**  
The highest point in Wisconsin is located in the Northern Highland Region. It is called Timpano Peak. There are rolling hills and forests throughout this region. The Chequamegon-Nicolet National Forest is located in this region. The Northern Highland region covers about one-third of Wisconsin.

**Chequamegon and Nicolet National Forests**  
One of the most abundant natural features in Wisconsin is forests. Most of the forests in modern Wisconsin consist of regrowth trees because earlier forests were cut down for the logging industry. This is true of the Chequamegon and Nicolet National Forests. Sometimes after the trees had been cut down, immigrants would buy the land and try to farm it. However, the soil was not good for growing crops, and most of the farms were eventually abandoned. Some trees grew back naturally, but many had to be replanted.

**Central Plain**  
A plain is a large, flat area with few trees. The Central Plain of Wisconsin has a lot of rich farmland. Prehistoric glaciers cut a long strip that the Wisconsin River flows through. This area is called the Delta of the Wisconsin River. The Delta has tall cliffs, some over 100 feet high, that overlook the Wisconsin River.

**Eau Claire**  
The city of Eau Claire sits at the confluence of the Eau Claire and Chippewa Rivers. A confluence is a place where two rivers meet. The rivers are significant to the city of Eau Claire in many ways. Eau Claire means "clear water" in French. According to legend, the first fur trader who visited French explorers was traveling down the muddy Chippewa River. When they reached the confluence of the Chippewa and Eau Claire Rivers, they shouted, "Here is the clear water!"

**Western Upland**  
The Western Upland has more rugged terrain than the rest of Wisconsin. The region is a part of a larger geographic formation called the "Driftless Area," which also includes parts of Minnesota, Iowa, and Illinois. It was the name "Driftless" because it was not covered by glaciers, which were called a good "collected sign." The Western Upland is bordered by the Mississippi River and has large hills.

**Eastern Ridges and Lowland**  
The Eastern Ridges and Lowland is one of the world's largest lakes. It is the only one not located in the Eastern Ridges and Lowland Region.

**LEGEND**  
EASTERN RIDGES AND LOWLAND  
WESTERN UPLAND  
CENTRAL PLAIN  
NORTHERN HIGHLAND  
LAKE SUPERIOR LOWLAND

**REGIONS IN WISCONSIN**

**Eastern Ridges and Lowland**  
The Eastern Ridges and Lowland is an important part of Wisconsin's geography. Parallel limestone ridges are located in the western part of the region. The eastern part of the region is covered by a plain that slopes down toward Lake Michigan. This region has some of the world's best farmland. It is also the location of Wisconsin's largest urban centers. Nine out of the 10 largest cities in Wisconsin are located in the Eastern Ridges and Lowland.

**Lake Michigan**  
Lake Michigan is one of the world's largest lakes. It was made by a glacier. The surface area of the lake is 22,300 square miles. It probably gets its name from the Ojibwa word "mishigamaqu," which means "great water." The Great Lakes have one of the most important trade routes and lines of communication between the midwestern part of the continent and the Atlantic Coast. Lake Michigan helps connect the Saint Lawrence River system to the Mississippi River system, which in turn connects the Midwest to the Gulf of Mexico. The people of Wisconsin have always relied on Lake Michigan to provide transportation, communication, and drinking water. Lake Michigan is also one of the state's most popular tourist draws.



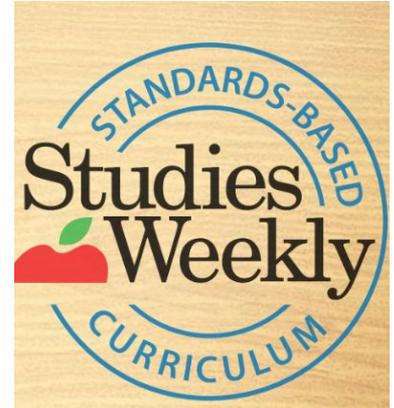
# Resource: Wisconsin Studies Weekly

Aligned to the WI State Standards - revised in Fall of 2025

Adopted by BOE in May 2023 as Core Resource for Fourth Grade

Includes digital and print editions

Purchased annually so consumable newspaper can be written on and sent home with students



# Considering Multiple Lenses:

Promotes critical thinking

Builds connections across disciplines

Encourages empathy and perspective taking

Improves inquiry

Makes learning relevant



## LENSES OF SOCIAL STUDIES

You can use each lens of thinking to develop supporting questions to support your compelling question.

### 01. HISTORIAN

A historian is a detective who studies the past based on clues that were left behind.



### 02. ECONOMIST

Economists are experts on money and the cost of different resources.



### 03. GEOGRAPHER

A detective who studies the Earth and its landscapes.



### 04. POLITICAL SCIENTIST

A political scientist studies how countries are run and how people make decisions together.



### 05. SOCIAL SCIENTIST

A social scientist is a world detective who studies how people behave or interact in groups.



**Example of Compelling Question:** *What causes people to change where they live?*

63

#### Thinking Lenses:

A historian may think...

An economist may think...

A geographer may think...

A political scientist may think...

A social scientist may think...

#### Supporting Questions:

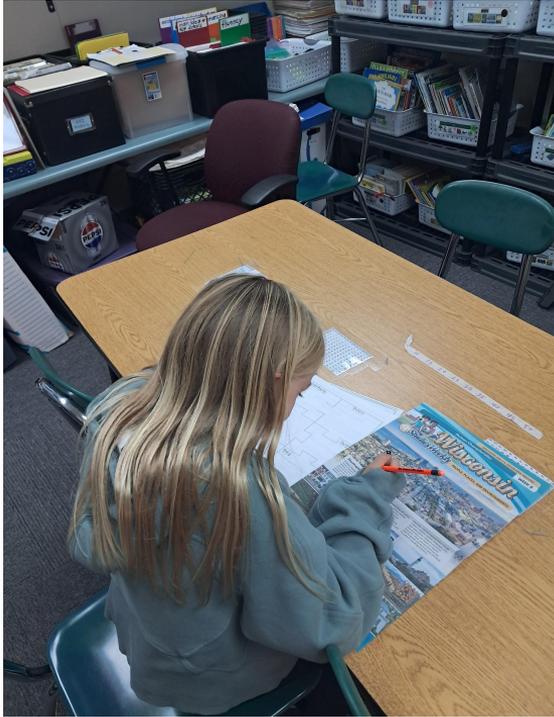
What historical events influenced people to change where they live?

What economic factors influence how people meet their needs?

What natural resources are available to help people meet their needs?

Can laws influence people's decisions and change where people live?

How do changes in people's physical environment impact them physically and emotionally?



# Intermediate School

# WIS Social Studies Department



Common resources: Kids Discover & [Optimal Learning Environment](#)

Common Focus: Inquiry: Primary sources, artifacts, quotes, images

<u>5th Grade</u>	Current Focus/Goals	<u>6th Grade</u>
<ul style="list-style-type: none"><li>● Thinking Like a Historian</li><li>● Colonial Regions</li><li>● Revolutionary War</li><li>● Civil War</li><li>● Government</li><li>● Moving West: The Troublesome Path</li><li>● Maps</li></ul>	<ul style="list-style-type: none"><li>● Exploring historical perspectives</li><li>● Incorporating Technology</li><li>● Act 31 (American Indian Studies)</li><li>● Act 30 (Teaching the Holocaust and other Genocides)</li><li>● Incorporate more Asian Studies</li><li>● Reading, writing, and collaborative discussions to support our reading goal at WIS</li></ul>	<ul style="list-style-type: none"><li>● Geography</li><li>● Civics</li><li>● Immigration</li><li>● World War I</li><li>● Roaring 20's/Great Depression</li><li>● World War II</li><li>● Civil Rights Movement</li><li>● Vietnam War</li></ul>

# 5th Grade Making Learning Meaningful!



Daughters of the American Revolution Play provide a glimpse of the role women played in the Revolution.



Students use technology to examine self-image and identity as we create a class Identity Book.



At Civil War Living History Days in Milton, students explore the times of the Civil War: including technology, culture, economics, professions, and other hands on activities.



The 1st Brigade Band provides a musical immersion of Wisconsin Civil War history in conjunction with music.

# 6th Grade Making Learning Meaningful



## Hosting Vietnam Day:

- Volunteers to run
- Teacher-led learning stations for every 6th grade class
- Guest speakers as primary sources
- Card making, music, artifacts, boot camp



## Holocaust Survivor Speakers

Understanding the resilience of individuals surviving the Holocaust and the lasting effects on the world



## WWI Warfare and Technology:

- Working with building technology integrator
- Students collaboratively building trenches with authentic layouts from World War I<sup>68</sup>
- Using Minecraft Education Software

# Middle School



# Middle School: 7th and 8th Grade

## 7th Grade:

- **Geography, the study of earth and its people**

### Units/Areas of study in 7th grade:

- ☐ Our World
- ☐ Geographic Tools
- ☐ Human Geography
- ☐ Europe
- ☐ Middle East North Africa
- ☐ Sub-Saharan Africa
- ☐ Globalization
- ☐ Asia
- ☐ South America, Middle America, Caribbean
- ☐ Australia and Oceania

- **Current Events all year**

## 8th Grade:

- **American History ~ $\frac{2}{3}$  year:**
  - Pre-Columbian→
  - Exploration→
  - →1800
  - Writing of the Constitution leads into...

- **Civics ~ $\frac{1}{3}$  year:**
  - Bill of Rights
    - and other of the 27 Amendments
  - Breakdown of the 3 Branches of Government

- **Current Events All Year**

# Middle School: GEO Bee

- Used to be organized by National Geographic
- We make our own now
- We also offer our finalists a chance to try out for further competitions in Geography or History



International Academic  
71  
Competitions  
UNITED STATES DIVISION

# 7th Grade Social Studies

## End of the Year Geo Olympics

Students apply their knowledge of Geography in some fun activities to round out their 7th grade year.



## The Great European Union Chocolate Debate

Students represented as ministers/countries of the Council of the European Union cooperate to create a new law that will make both sides of the chocolate debate happy.

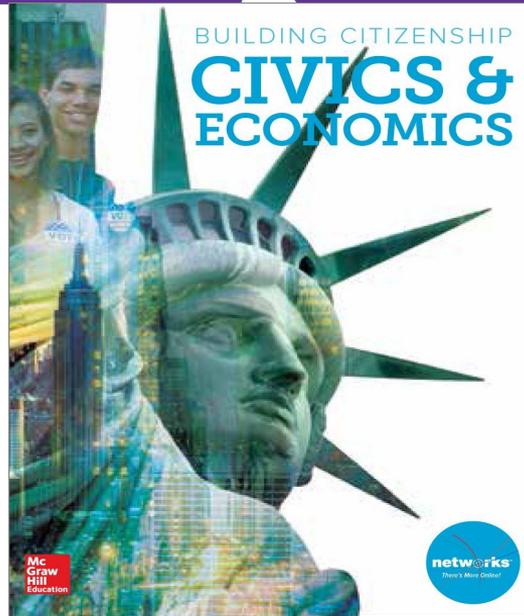


72



# 8th Grade Textbook

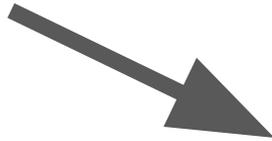
Classroom Set + digital  
version for each student



# History

TextStudio

However....



**Primary Source Docs** when available or a better option  
*Magna Carta, Mayflower Compact, Hobbes and Locke, Thomas Paine, Declaration, Constitution, various letters, auto-bios., diary segments, etc.*

73

Schedule last year: 44 mins → 59 mins--Allowed +time to go deeper and do more read.

# Youth County Government Day

- Partnership with the Waunakee Legion 360
- Paid by Legion
- Guest Speakers: County Exec., Parks and Rec., Sheriff's Dept, K-9 Unit



# 8th Grade Washington, ~~DC~~ Trip → “East Coast” Trip Boston, NYC, Philadelphia, Mount Vernon AND DC!

Since 2015 (with 2 years off--Covid)

Started with 1 bus, ~44 Students

Got up to: 3 busses, over 100 Students!

Now: **Flying!** (this will be year 2) (~90 Ss)

This year: U.S.250th AND World Cup!



# High School

# High School Four Year Social Studies Plan

9th Grade	10th Grade
World History - Year Long (1 credit)	US History <b>OR</b> AP US History - Year Long (1 credit)  <u>Optional Elective(s):</u> Issues in Psychology, Modern Global Studies, Social Problems, or Sociology
11th Grade	12th Grade
<u>Optional Elective(s):</u> Any	Law - Semester Long - Fall/Spring (.5 credit)  <u>Optional Elective(s):</u> Any

In order to graduate, students must have **3 social studies credits**.

World History, US History/APUSH, Law, and **ONE** other semester elective are mandatory.

## Social Studies Elective Course Offerings

<b>Issues in Psychology</b>	Semester <b>Fall &amp; Spring</b>		<b>Modern Global Studies**</b> <u>Offered Next: 2027-2028</u>	Semester <b>Fall</b>
<b>AP Psychology</b>	Year		<b>AP US Government &amp; Politics**</b> <u>Offered Next: 2027-2028</u>	Year
<b>Sports Psychology*</b> *Required to take Issues in Psych or AP Psychology first	Semester <b>Fall &amp; Spring</b>		<b>AP European History**</b> <u>Offered Next: 2026-2027</u>	Year
<b>Social Problems</b>	Semester <b>Fall</b>		<b>America in Conflict**</b> <u>Offered Next: 2026-2027</u>	Semester <b>Fall</b>
<b>Sociology</b>	Semester <b>Spring</b>		<b>Exploring Wisconsin</b>	Semester <b>Spring</b>
<b>Economics</b>	Semester <b>Fall</b>		<b>AP Macroeconomics</b>	Semester <b>Fall</b>
<b>U.S. Indigenous Studies</b>	Semester <b>Fall</b>		<b>African American Studies</b>	Semester <b>Spring</b>

\*\* - Indicates that the course is offered every other year





# AP Courses - % of scores 3 or Higher (considered “passing”)

<b>AP US History</b>	
25-26 enrollment: 139	
2024	85.1% (101)
2025	86.8% (129)

<b>AP Psychology</b>	
25-26 enrollment: 250	
2024	96.4% (192)
2025	93.3% (149)

<b>AP Macro</b>	
25-26 enrollment: 55	
2024	70.6% (48)
2025	65.6% (32)

<b>AP Euro History*</b>	
25-26 enrollment: N/A	
2023	53.6% (28)
2025	90.3% (31)

<b>AP Government*</b>	
25-26 enrollment: 49	
2022	62.2% (45)
2024	89.2% (37)

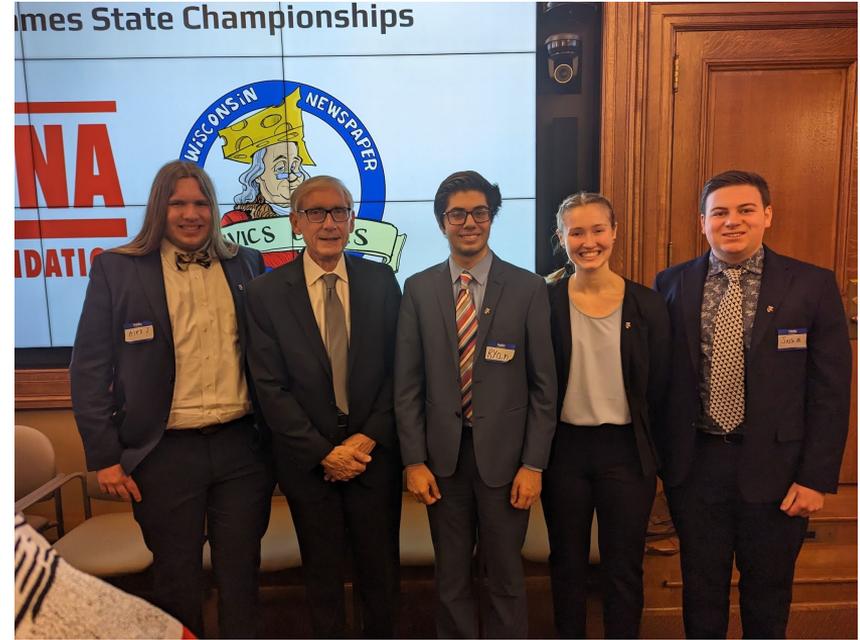
## Other High School Social Studies Successes Include:

- Co-Taught World History (9th Grade) and US History (10th grade) sections are going really well and all involved (Josh Cash, Heather McCumber, and Bryan Barfknecht) (Lauren Michiels and Dan Esparza) have had a good experience
- Freshman Academy sections of World History (Alex Jelacic) have also been going well and there have been successes in attendance, behavior, and skills



## Extra Curricular Opportunities and Clubs at the High School

- Future Liberal Leaders (*Lauren Michiels*)
- Turning Point USA (*Christina Raemisich*)
- Mock Trial (*Bryan Barfknecht & Heather McCumber*)
- Model UN (*Corina Rogers*)
- WI Civics Games (*Corina Rogers*)
- Investment Club (*Aaron McDonough*)



May 2023 - Civics Games  
students took 2nd place at State <sup>81</sup>



*Are there any questions for  
the team?*





**WAUNAKEE**  
COMMUNITY SCHOOL DISTRICT

# World Language Department

November 17, 2025

**[To access the videos within the slides,  
please click here.](#)**



## **Mission:**

Preparing learners to engage in our global community through language and cultural competency.

## **Vision:**

- Ensure that our classroom environment is safe and equitable for ALL students.
- Deliver curriculum that offers various global perspectives.
- Create an engaging and supportive learning environment.
- Promote a love of learning about other cultures and nuances of language.
- Employ best practice as a world language team.
- Offer an academically rigorous program that also is mindful of different learning needs of students.

## **Values:**

### **The Waunakee World Language Department values and is committed to:**

- Ongoing collaboration
- A well-articulated K-12 curriculum
- Continuous reflection
- Clear communication
- High expectations for all
- Respect for diverse perspectives and experiences
- Encouragement and appreciation



# What are our students learning?

K-5	All students take Spanish (K-3 is social studies content-based curriculum, 4-5 is content-related )			
6th grade	All students take Spanish for 1 semester		All students take Introductory French for 1 semester	
7th grade	Introductory Spanish <i>(for students new to Spanish 1)</i>	Continuing Spanish <i>(a continuation of Spanish 1)</i>	French 1 <i>(1st semester of French 1)</i>	Chinese 1 <i>(1st semester of Chinese 1)</i>
8th grade	Continuing Spanish	Spanish 2	French 1 <i>(2nd semester of French 1)</i>	Chinese 1 <i>(2nd semester of Chinese 1)</i>
9th grade***	Spanish 2	Spanish 3	French 2	Chinese 2
10th grade	Spanish 3	Spanish 4	French 3	Chinese 3
11th grade	Spanish 4	Spanish 5 (CAPP)	French 4	Chinese 4
12th grade	Spanish 5 (CAPP)	Spanish 6 (CAPP)	French 5 (CAPP)	Chinese 5 87

Students new to a language, may begin in **level 1** at any point during their high school career

\*\*\*Spanish Language Arts is offered as two separate courses with a two year curriculum cycle.

- SLA 1 is open to 9-10 grade students
- SLA 2 is open to 11-12 grade students

# Description of ACTFL levels

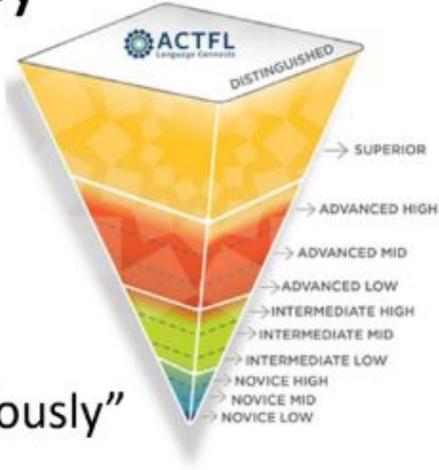
<p><b><u>Novice Low:</u></b> Speak in lists and memorized phrases</p> <p><b>K-4 Sp</b></p>	<p><b><u>Intermediate Low:</u></b> Speak in lists and memorized phrases, Simple conversations about common topics</p> <p><b>Sp 3, Fr 3, Ch 3</b></p>	<p><b><u>Advanced Low:</u></b> Formal and informal conversation, Narrate and describe in paragraphs, circumlocute occasionally, some speech hesitant and irregular, Narrate present, past, and future with infrequent errors</p> <p><b>SLA 1 / 2*</b></p>
<p><b><u>Novice Mid</u></b> Speak in lists and memorized phrases, 25-50 words, No language creation, Introduce self and others</p> <p><b>5th/6th Sp, Intro, Continuing, Fr 7/8, Ch 7/8, Sp/Fr/Ch 1</b></p>	<p><b><u>Intermediate Mid:</u></b> Create language with some memorized phrases, topics related to self, create and respond to information questions</p> <p><b>Sp 4 / 5, Fr 4 / 5, Ch 4 / 5</b></p>	<p><b><u>Advanced Mid:</u></b> Narrate in present, past, and future with limited errors, Speak well on concrete and familiar topics, Handle unanticipated language</p>
<p><b><u>Novice High</u></b> Speak in phrases, Limited to memorized chunks, Ask and answer simple questions</p> <p><b>Sp 2, Fr 2, Ch 2</b></p>	<p><b><u>Intermediate High:</u></b> Use language to do multi-step task, Handle a complication, Present opinion with reason and support, Speak in present, past and future with errors</p> <p><b>Sp 6</b></p>	<p><b><u>Advanced High:</u></b> Speak with ease on a variety of topics, Hesitant with abstract topics, Speak very well on concrete topics, Paraphrase and circumlocute with ease</p>

\*Many factors can impact the level of proficiency of our students in SLA 1 / 2.

# What are we trying to develop? Proficiency

Proficiency describes an individual's ability to **use** the language:

- to “accomplish **communication** objectives”
- in “all types of **situations**”
- on “**topics** that may or may not be familiar”
- in “**contexts** that may or may not have been encountered previously”



Proficiency refers to what an individual is able to do **regardless of the setting, or where, when and how** the language was learned.

ACTFL Proficiency Guidelines (2024, p. 6)

**Accuracy** = in a manner acceptable and appropriate to those who use the language in their home, school, community, and work

# Student Placement (new to district) and Advancement

We work closely with Pathways to determine advancement or placement of new students. We use both the AAPPL and a writing sample to determine the best level for students.

ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM	
Advanced Low	Advanced	A-1	A and E	B
Intermediate High		I-5		
Intermediate Mid	I-4			
Intermediate Mid	I-3			
Intermediate Mid	I-2			
Intermediate Low	I-1			
Novice High	Novice	N-4		
Novice Mid		N-3		
Novice Mid		N-2		
Novice Low		N-1		

90

# World Language Department - Elementary Team

Samantha Pilsner, PES



Gina Pagel, AES



Morgan Wiegel, HES & PES



Hailee Hamer, HES



# Our Elementary World Language Program is approaching the 20 year mark!

- We integrate social studies standards and content into Kindergarten–3rd grade Spanish class. Beginning in 4th grade, Spanish class topics expand beyond SS and grade level teachers teach/assess SS knowledge & skills.
- **All students** receive **30 minutes** of Spanish instruction three times in each six day rotation. Each also has a **focus country** that highlights the diversity of the 21 Spanish-speaking countries.
  - **Kindergarten**, students learn about Cuba
  - **first grade**, students explore Honduras & Central America
  - **second grade**, students learn about Mexico
  - **third grade**, students focus on Spain
  - **fourth grade**, students learn about Peru in South America

# K-1

**Units taught:** *New curriculum built over the summer.*

*Collaboration with Paul Sandrock.*

- Greetings, Introductions & Expressing Feelings
- School Materials and Classroom Phrases
- 5 Senses of our Body
- Fall is 1 of 4 Seasons in WI
- Calendar (days of the week, months, seasons)
- Global Celebrations & Culture
- Communities: Places & Jobs
- Winter
- Family/ Needs & Wants
- Rules, Laws & National Symbols
- Spring
- Maps & Gobes
- Summer



# Kindergarten



# 2-4

## 2nd: Introduction to Mexico

- Timelines of Independence
- Day of the dead
- Rights, responsibilities, leaders
- World Address
- Diversity among us, adj
- Biographies: Spanish-speaking leaders

## 3rd: Introduction to Spain

- Celebrations in Spain
- Purpose, Parts, Types of maps
- Continents, Latitude & longitude
- Branches/Levels of government
- Goods/Services, Producers/Consumers

## 4th: Introduction to Peru (routines)

- Food, Market, Currency in Peru
- Leaders & Symbols of Peru
- Geography of Peru & the world
- History of Peru



# World Language Department - Intermediate Team



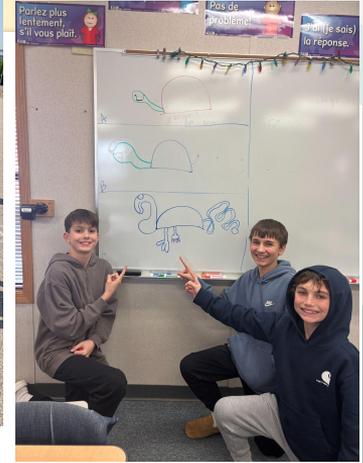
**Claudia Bright - French**

**Melanie Graaskamp - Spanish**

**Caitlin Smith - Spanish**

# 6th grade French

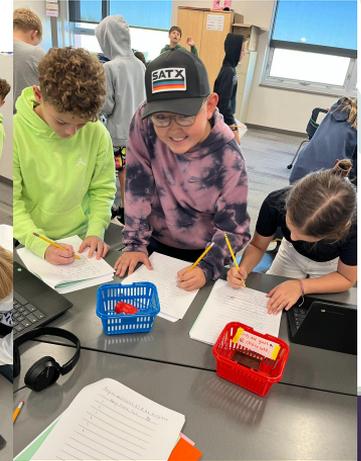
6th Grade students are exploring age related culture such as the “escargot” hopscotch game as well as discussing and enjoying bûche de Noël. They are also engaging in collaborative writing.



# 5-6 Spanish

In 5th grade Spanish, students are spiraling from elementary in how to independently introduce themselves via interpersonal spoken conversations.

In 6th grade Spanish, students are developing presentational pre-writing skills. Pictures show students describing their food preferences as they walk around the class “grocery store!”



# World Language Department - Middle School Team



Spanish Teachers:  
Ellen Willrett & Karen McDonough



French Teachers:  
Claudia Bright\* & Beth Stachour\*



Mandarin Chinese:  
Rosy Zhu\*

# 7-8 French

In 7th & 8th Grade students are learning to express themselves and give their opinions in French. They engage in French in fun and collaborative ways. Their global perspective is expanding as they learn about francophone cultures around the world!



100

# 7-8 Spanish

## Intro, Continuing and Spanish II-

Within the Spanish program at WMS, students are learning to express themselves starting with basic conversations and expanding to more complex topics. They practice reading, writing, listening and speaking in Spanish. We explore cultural traditions and practices.



01

# World Language Department - High School Team



## Spanish Teachers:

Kristin Bastidas, Tiffany Simandl, Rachel Burkard,  
Catie Anderson, Elaine Simmons, & Jennifer Balcázar

## French Teachers:

Alissa Bratz, Shari Thompson, & Beth Stachour

## Mandarin Chinese:

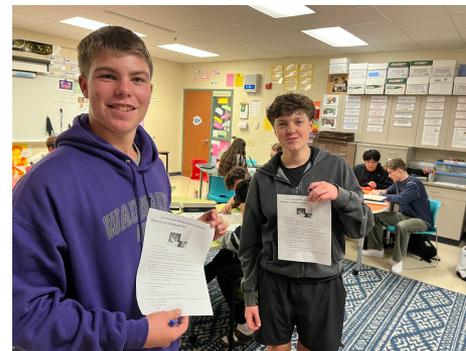
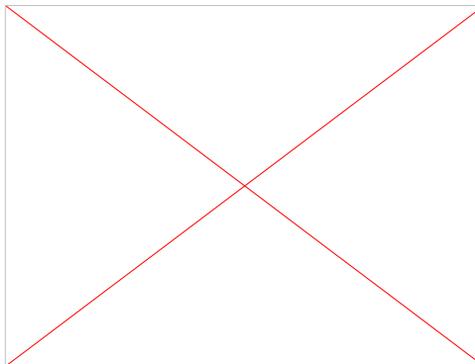
Rosy Zhu

# 9-12

In High School Spanish classes students begin to explore culture that goes beyond the superficial knowledge of a country. We delve into history, current events, and popular culture such as art and film while refining grammar and vocabulary.



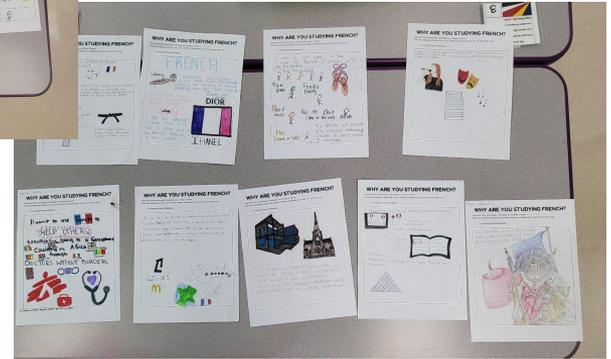
AFS Global Competence Certificate



103

# 9-12

In High School French students expand their knowledge and communication skills in French. They continue to learn about the francophone world, listen to French music, and learn about French history.



# 7-8, 9-12 Mandarin Chinese

Mandarin Chinese is the official language in Mainland China. **In Chinese courses**, students learn Chinese **characters** and **standard** Mandarin Chinese **pronunciation** and they engage in activities to help them learn more about the Chinese **culture**!



Chinese 2  
Making Dumplings

# Special project

Spanish Language Arts students participated in the AFS Global Up Joven/Teen Program for the Americas, where they earned their AFS Global Competence Certificate. As a part of this program, our native and heritage speakers of Spanish had the opportunity to be a part of a virtual exchange with a HS class from Cruz de Elorza, Mexico, taught by Srta. Keith Alanis.



AFS 2024: Intercambio Virtual  
Waunakee, WI (E.E.U.U.)

[Open Preview](#)

y  
TBC.Cruz de Elorza, **Nuevo León**  
(México)

[Click on link here!](#)



Teen  
**global UP**  
106  
Global Competence Certificate

Manual para Participantes  
Global Up Joven

# **We assess reading, listening, speaking, writing and, in upper levels, command of grammar concepts.**

- We have developed rubrics at each level that are based on the ACTFL proficiency guidelines (from previous slide)
- We grade students based on performance, which is typically higher than proficiency level



# INTERPERSONAL MODE

La identidad Unit: I Spanish V



Student Name \_\_\_\_\_ Class: \_\_\_\_\_ Score: \_\_\_\_\_ / \_\_\_\_\_ %

	NM - 1	NH - 2	IL - 3	IM - 4
<b>Complexity</b> What language do you use?	2-3 word phrases	Phrases & simple sentences	You create 1-2 simple original sentences at a time	Series of original sentences, narration in present & past
<b>Vocabulary</b>	A few memorized words & phrases; repetitive	Familiar & memorized words & phrases with some details & elaboration	Personalized vocabulary, more details & elaboration, well-used unit vocabulary	More variety of personalized vocabulary, expanded details & elaboration
<b>Accuracy &amp; Comprehensibility</b> <small>(Grammar, Word Order, Word Choice, and Pronunciation)</small> How distracting are your errors to your message?	Frequent errors, consistently distracting	Somewhat frequent errors, often distracting	Some errors; sometimes distracting	Minimal errors; infrequently distracting
<b>Interaction</b> <small>(Communication Strategies)</small> How well do you contribute to the conversation?	You listen actively; you use facial expressions & gestures to communicate, give some non verbal responses, mimic, & ask for repetition at times	You maintain comfortable eye contact, give partner(s) full attention, indicate lack of understanding if needed, ask & answer simple questions, & use greetings & reaction phrases appropriately in the conversation	You self-correct, restate or rephrase when not understood, circumlocute a little, ask & answer relevant questions, & add new ideas to the conversation <u>You respond specifically to what your group mates have said.</u>	You use strategies to initiate, maintain, & end a conversation, & you ask & answer follow-up questions to add details to the conversation <u>You respond specifically to what your group mates have said.</u>
	<b>1</b> Emerging - Just Starting	<b>2</b> Developing - Getting There	<b>3</b> Proficient - On Target	<b>4</b> Advanced - WOW!
<b>Content</b> How well do you complete the task?(See task description)	You do not meet the requirements &/or goals	You partially meet the requirements &/or goals	You meet the requirements & goals of the task	You meet & exceed the requirements & goals of the task
<b>Resources</b> How well do you incorporate resources from class into your conversation?	You do not refer to materials covered in class.	You mention superficial references to resources used in class.	You refer to a resource or two from class in your conversation.	You refer to several resources in your conversation to use as evidence to back up your points.

108

Cooperative  
Academic  
Partnership  
Program

**UWO**  
**OSHKOSH**  
**CAPP**

# 16 University Credits

Our French V and Spanish V can earn 16 credits

# 5 Additional Credits

For students who continue on to Spanish VI

# 2189 Credits Earned

By students taking CAPP courses in 2024-2025\*

\*includes data for French V, Spanish V, and Spanish VI and includes retroactive credits

# CAPP Year by year data



# Reflections from former students about their World Language experience at WCSD



We have a handout to share with you that summarizes their responses.

112

# Former Student Comments on Taking WL

I'm currently studying abroad in Spain due in no small part to my grasp of the language you helped foster in that class. **The language has allowed me to connect with a people and culture in ways otherwise unimaginable.** I would highly recommend it to anyone looking to understand the world, and the people in it, a bit more. Also, the college credits were incredibly useful in pursuing a bachelor of arts at UW Madison.  
-Ian Schroeder, Class of 2023

The credits I've earned from Spanish have got me so far along with my credit progress at the University of Minnesota Twin Cities. I am over halfway (credit wise) with my freshman year of college. **The credits I've earned from Spanish 6 specifically have gotten me out of a few writing intensives I had to take and also got me out of any language pre requisites** I needed to complete for my major. I think learning not only the language but the culture as well has helped me grow as a person by seeing cultures outside of what is told to me in bits and pieces.  
-Annalyse Gile, Class of 2025

Taking Spanish all the way through Spanish 6 my senior year really set me up for success in college academically. **I entered in with 24 credits coming from Spanish, 10 of these fulfilled my Humanities credits and the other 14 went towards electives. Being set ahead like this led me to be able to take 2 certificates (similar to minors),** so the degree I am earning is Consumer Behavior and Marketplace Studies with certificates in Sports Communication and Entrepreneurship. Along with this being set ahead from Spanish credits is allowing me to study abroad in my upcoming spring semester!  
-Morgan Meyer, Class of 2023

Taking Spanish throughout high school not only helped me physically increase my skill set and the people I am able to communicate with, but it also greatly helped to inform me on different cultures whether it's music, food, movies, or really anything from cultures I might never even got to experience. **Spanish has given me a broader perspective on the world and opened my eyes to different ways of life from my own.** As for credits, as a Psych major at Florida State University, my dual enrollment credit from the CAPP program from Spanish 5 and 6 were able to completely knock out my language requirement for my major and if I choose to minor in it, it would only be one or two extra classes. Tons of time and money saved!  
-Emma Raemisch, Class of 2025

113

# Former Student Comments on Taking WL

While taking Spanish, I learned about different cultures and got introduced to the language. The Waunakee High School Spanish program prepared me for college by providing me with a space to be challenged and to learn. **More specifically, by completing the CAPP program, I satisfied all of my World Culture General Education credits at Indiana University, and I can get a head start on my degree.**

-Morgan Wayne, Class of 2025

Taking Spanish 5 and 6 in high school has helped me in numerous ways. Firstly, these classes gave me 21 credits heading into college. These credits have aided me in completing my degree by providing elective credits and giving me class standing advantages for signing up for courses. Outside of college, Spanish 5 and 6 has helped me in my jobs and speaking with members of the community. **With the ability to speak another language, I can speak, work, and connect with my peers and coworkers in a way that not everyone can do.** I highly recommend taking these classes in high school to get you a step ahead in college and being able to communicate with others!

-Makena Sowinski, Class of 2023

The ways in which participating in both Spanish and French have impacted my life are countless. **The CAPP credits enabled me to begin language classes at roughly a third-year level, which meant I could jump in far ahead of my classmates and take courses that matched my skills. Because of this, I was able to graduate in 2.5 years with majors in Spanish and Political Science and a minor in French.**

Thanks to the language credits that allowed me to graduate early, I was able to start law school a year ahead of schedule—saving both time and money while accelerating my career. During law school, I served on the International Law Review, where I translated legal papers for fellow members to help advance legal scholarship. Since graduating this past May, **I've continued using both Spanish and French at my law firm, which handles some immigration cases,** as I am asked to translate documents in both languages.

**Beyond the professional benefits, these language skills have truly made my world a bigger place. I can connect with more members of my community and understand a wider range of world events.** I look forward to continuing to use these skills and know they will always serve me well.

-Alyssa Beery, Class of 2019

# Former Student Comments on Taking WL

**Taking Spanish has had a profound impact on my life, from allowing me to excel in college, to providing me with the confidence to speak to native speakers and finding my way through Mexico, Spain, and even France.** The credits that I earned from taking Spanish 5 and 6 (21 I believe it was) bumped an entire semester of college off my journey, as those credits directly transferred to UW-Madison and counted toward all of my humanities credits that my engineering degree required. In fact, I think I even had some credits left over as I had surpassed the required amount for my degree. Additionally, I was allowed to come into college taking 3rd year Spanish classes.

-Adam Greiber, Class of 2019

Taking Spanish throughout my time as a Waunakee student, specifically Spanish 5 and 6, has contributed significantly to my success in college. **The college credit I earned through these classes has allowed me to graduate with my undergraduate degree in Public Health one semester early, which is also allowing me to begin my Master's degree early.** This would not have been possible without the elective credits I earned through Spanish 5 and 6 at Waunakee. Beyond the logistics, I will always look back fondly on my time in Spanish classes, as all of the teachers in the department put so much time, energy, creativity and effort into making it a positive and lasting experience for us.

-Ava Bryan, Class of 2022

Though not yet fluent in Spanish, I was definitely able to hold my own in many conversations with locals. **Additionally, I am planning on graduating from UW-Madison after just 3 years, which was made possible largely due to the credits that I received from Spanish 5 and 6 in high school. Many others who took these classes also plan on graduating early or doing a double major, so these credits have certainly proven to be beneficial to us.** Overall, I can honestly say that Spanish was always my favorite class as an upperclassman at Waunakee, and I would confidently recommend it to anyone with even the slightest interest in learning a language.

-Drew Wegert, Class of 2023

115

# Former Student Comments on Taking WL

This past fall, I interned in the Office of the First Lady at the White House. Throughout my job, I interacted with people all over the country and world—many of which spoke Spanish. I remember my first week there, the former President and First Lady hosted their Hispanic Heritage Month reception. **Knowing Spanish is so much more than being able to communicate a few words. It's important, and I saw first-hand how special it was when it is understood and celebrated. Thanks to the amazing program and teachers at Waunakee, we are connected to an integral part of American culture.**

-Quinn Bogost, Class of 2022

Taking Spanish in high school has been really valuable for me in college. I use Spanish at my job to communicate with some of my coworkers, which has helped me be more useful at work. The college credits I earned from my high school Spanish classes also filled most of my general education requirements at UW–Madison, allowing me to start my major-specific classes sooner. **Studying Spanish also helped me develop an appreciation for other cultures, which has made it easier to succeed in a more diverse university environment.**

-Emily Rapps, Class of 2024

I am finishing up my third year of undergrad, and will get my Bachelor's of Business Management this spring from Tarleton State University. Taking Spanish all the way to Spanish 6 was truly one of the best decisions I made in high school, and I have put my language skills to use since graduation.

Last year, I worked for a rope horse trainer in Stephenville, TX, and one of the employees spoke little to no English, which left a major barrier in communication. Before I started working there, the boss would talk into a translator, which wasted time and was often incorrect. This employee was an amazing caregiver to all of the horses on the ranch, but he felt isolated because of a language barrier. **I used my Spanish to help communicate between the employee and my boss, and both were so thankful. Being able to put my Spanish to use in the real world every day at work feels like such an accomplishment and a way that I can positively impact those around me.**

In addition, getting college credits while still being in high school saved me money and time, and **I will be able to get my Bachelor's degree in three years instead of four.** My time in your classroom has been the most influential instruction to date, and I am so grateful for my knowledge in Spanish.

-Clare Burcalow, Class of 2023

# Former Student Comment on Taking WL

I loved taking Spanish classes in high school because you made them super engaging and fun! **I learned so much that helped me feel prepared for my college Spanish courses.** The credits I earned in high school also helped me get closer to completing a degree in Spanish language.

-Adrian Karinopoulos, Class of 2024

**Taking these classes was very impactful for me, in college I worked many service jobs and was able to speak with customers whose primary language is Spanish in their first language.** I'm now currently studying for a doctorate degree and will be spending time in Sevilla, Spain next semester! I took some upper level Spanish writing courses in college but wasn't able to continue due to a really heavy course load for my primary degree. But I've found practicing and relearning Spanish has been very easy because of the knowledge base I have! I'm excited to put these skills to use next semester in Spain.

-Cate Beckman, Class of 2019

I currently work as a school social worker in a dual immersion elementary school. My Spanish and bilingualism has allowed me to connect with so many families and students, including our newcomer population. It has been so impactful to run socio emotional groups and connect families to resources in another language. I have grown so much in my confidence in conversational Spanish by talking with native speakers and learning from them.

**With my high school credits, I was able to bypass a lot of early Spanish courses in undergrad and obtained my Spanish minor by my junior year of undergrad at UWM. The basics that I learned in high school set me up well for more advanced and conversational experiences I have had since then! My bilingual brain continues to grow and I am grateful for that.**

-Grace Gengler, Class of 2018

I go to UW La Crosse and work at the YMCA in the area in the food program. One of our programs is called Mobile Market and we deliver food boxes to families in the area that need it. **Many of our clients speak spanish and taking spanish 6 has helped me be able to have some basic conversations with them and communicate any updates about our program. It has made my job a lot easier and more meaningful** so thank you for teaching me!

-Morgan Ripp, Class of 2023

# Former Student Comments on Taking WL

Taking Spanish throughout high school was one of the best decisions I made. I not only got to learn a new language, but it was also a class that I found to be very fun and engaging. I feel that the mix of games, TV-Shows, and other group practice were all aspects that really helped me learn the material well throughout the semesters. Additionally, the fact that I was able to earn 21 college-level credits from Spanish 5 & 6 was a great help in my college career. **Because of these courses, I am no longer required to take any further language courses in college, and have many elective credits filled from these as well.** With the help of Spanish and other AP classes, I came into my Freshman year with a near Sophomore standing, significantly lightening my course load, and allowing me the freedom to take less courses in the future. **Taking Spanish throughout high school was not only a great and fun learning experience, but also a great investment in my future as a college student.**

-Sam Karls-Dale, Class of 2024

I had the opportunity to go to Barcelona, Spain last year with my family. I was able to use my spanish there. Especially at the Boqueria, there were people who didn't speak any English, and actually spoke catalan seeing as we were in Catalonia, and I was able to use my spanish to communicate with them and learn about new fruits and vegetables. Moreover, all throughout my trip I used my spanish every opportunity I got. Most people in Barcelona spoke English, but when we did an excursion in Mont Serrat I was able to use my spanish again to learn about historic (and still used) churches as well as different types of wine and the mountains. Lastly, Spanish has helped me in college as well particularly academically. **I am minoring in Spanish with the goal of being able to communicate with spanish speakers in my future profession.** I have made so many friends in my spanish classes and continued to enhance my learning. **Being able to come in with credits has made a spanish minor extremely achievable, as I only need to take like 3 more classes.**

-Charlise Smith, Class of 2024



118

# Former Student Comments on Taking WL

Spanish 5 and 6 have had such an amazing impact on my college experience! **Even though I am not majoring in something that requires Spanish, the CAPP credit has put me significantly ahead of others in my class meaning I have priority enrollment for courses here at UW-Madison. This is so helpful for getting into the classes I want, at the times I want, with the professors I want.** I'm also planning on studying abroad and Spanish will surely help me where I plan to go!  
-Kendall Haviland, Class of 2024

Working as a PA/healthcare in general, I have felt that my Spanish was super valuable. I graduated from Carroll University for my masters degree and had a clinical rotation at a free clinic where the majority of the patients spoke only Spanish. I am able to understand my Spanish speaking patients most of the time. **It does allow me to build a stronger relationship with these patients since I am able to connect with them through their language and a simple understanding of their culture. This also helps guide my decision making for different treatment options.** A simple greeting or acknowledgement, helps me build trust and rapport with these patients.  
-Lauren Harrod, Class of 2019

**Taking Spanish gave me the ability to communicate with Spanish speaking clients at my job and it also gave me enough transfer credits to graduate college early.** I am so happy that I spent the time taking Spanish throughout school!  
-Grace Bernards, Class of 2022

I work at Denver Health, which is a hospital that serves a very large Spanish-speaking population. While I still use professional interpreter services, since I would not classify myself as fully fluent (more conversational) and want my patients to have fluent and professional interpretation services at all times, I am able to understand most of what patients are saying and can typically communicate pretty decently. This also applies to my day-to-day life. I love being able to connect with patients of different cultures/backgrounds, and I think it is extremely beneficial to patients when healthcare workers and providers have language skillsets (again, why I would love to improve my skills to be fully fluent). **In summary, Waunakee's World Language program was incredible, and the conversational Spanish that I have retained has absolutely improved connections to my patients, enhanced my critical thinking skills, and made me more marketable in my career.** I am so grateful for the Spanish I learned at Waunakee and hope to one day have the time and energy needed to become fluent and be able to break down more language barriers in healthcare!  
-Autumn Facktor, Class of 2017

# Former Student Comments on Taking WL

In terms of college, the credits I received for taking Spanish 5&6 allowed me to skip quite a few elective courses, putting me on a track to graduate earlier and saving a lot of money as well. I also was able to put my Spanish skills to use while traveling earlier this year. **With a few friends, I traveled around Spain for 10 days. I was surprised at my ability to hold brief conversations with restaurant staff, read signs on public transit, and interact with others. It wasn't fluent, but I remembered enough to feel confident that I could find my way through a conversation if needed!** It was also cool to visit a few of the sites we learned about in class.

-Nate Carter, Class of 2018

Taking Spanish in high school really helped in my higher education at the Milwaukee School of Engineering. I felt that my Spanish skills could easily be converted into an official addition to my resume, so I decided to apply for the Spanish minor. Due to the college credits as well as the vast skills and vocabulary that I acquired and reinforced over all four years of high school Spanish, **I was able to test directly into the highest level of Spanish courses in college (i.e. the ones that directly applied to the minor). This saved me a lot of time (and tuition) due to not having to take the beginner Spanish courses. As a result, I was still able to graduate on time with a Bachelor's degree in Mechanical Engineering and a minor in both Mathematics and Spanish.** Not only did my Spanish skills helped me solidify my communication skills in another language in the U.S., but they also helped me abroad! During my junior year, I elected to study abroad in Lübeck, Germany via the partnership program that the Technical University of Applied Sciences Lübeck had with MSOE. During the summer break after my studies had concluded, I wanted to travel more around Europe to gain a more worldly view. An obvious choice given my language experiences was Spain, and I also wanted to experience first-hand the culture and history that was taught to me in my Spanish classes. My language skills helped ensure smooth communication, as I was the person in the group with the most Spanish language experience, and this further enriched our experiences while there. The final example of how Spanish has helped me is in career employment. There's a company by the name of Ingeteam that I have been following very closely due to their commitments to green and renewable energy, and **when I spoke with them at MSOE's career fair, they noticed my language skills on my resume and then emphasized their work in Spain and travel opportunities to such.**

-Mathew Karls, Class of 2021

# Former Student Comments on Taking WL

The classes absolutely helped me in the beginning of college, as I was able to start in fourth semester Spanish and complete my degree's language proficiency requirement in just one semester, instead of the usual four. Learning about Spain in our class was also when I started thinking about the possibility of studying abroad during college, and my second year, I made that come true. **I spent the fall semester of 2022 studying in Toledo, taking all of my classes in Spanish, and it was one of the most incredible experiences of my life. Without WHS Spanish, I likely wouldn't have been able to do this program—or at least not as early in my college career as I did—because of the level of Spanish language required.**

My knowledge of the Spanish language and culture, the foundation of which was formed during Spanish 5 and 6, were also influential in getting me a virtual internship with the US State Department working for the US Consulate General in Barcelona, which I did for the entirety of my final year of college. During my final year, thanks to completing my language requirement in Spanish quite early, I was able to register for a class called Portuguese for Spanish Speakers, where we used our knowledge of Spanish grammar to learn Portuguese. The lessons felt very similar to learning grammar in Spanish 5 and 6, and I'm certain the grammatical foundation that I learned at WHS helped me in that class. I passed the Portuguese proficiency test after just one semester of instruction. Besides all of that, the credits I got from UW Oshkosh helped me graduate college a year early. That's not all, though... I actually live in Spain now, and am now using the knowledge I gained every single day! I've been living in Santiago de Compostela, Galicia since September 2024, teaching English on a program called NALCAP.

-Emma Nelson, Class of 2021

# Former Student Comments on Taking WL

I never recognized how lasting everything I learned in your Spanish classes was until I was immersed in the Spanish language. **I was able to interact in my day-to-day life completely in Spanish, like at the grocery store and at a restaurant, reading a menu and ordering.** My Spanish creative writing class was taught completely in Spanish, and I was able to listen to and understand my professor and classmates, as well as a few authors we got to speak with over the course of the semester. This class was one of the higher level Spanish courses the program offered, and therefore, the curriculum assumed students already had a solid grasp of grammar. Thanks to your classes, I had that foundation, and it made all the difference.

-Ebba Harrison, Class of 2019

So far, in both my work doing ABA therapy and my Adapted Fitness lab, **I have used Spanish to communicate with my clients! A little rusty- but I'm able to put basic vocabulary into Spanish for my 4 year old client, and practice/learn exercise words in Spanish with my AF client!** Also, the CAP credits gave me so many transfer credits so that things like enrollment times and football game ticket buying dates are earlier for me due to how many credits I have. I'm so glad Spanish has benefited me in college!

-Morgan Ableidinger, Class of 2023

Taking Spanish 5 and 6 was very helpful for me in entering college. **I had received so many college credits from these classes that I was able to graduate a semester early, I could have even graduated a year early if I wanted.** This was extremely helpful for me especially in regards to saving money and not having to take random classes to fulfill the credit requirements of my degree. While I never ended up pursuing a further degree in Spanish I was so grateful to have those extra credits entering into college.

I also went on a mission trip to Argentina 2 summers ago. There I was fully immersed in a Spanish speaking culture with very little of the locals speaking English. While my Spanish was very rusty I was so grateful for all the years I spent in High school taking Spanish because it allowed me to communicate even on the most basic level. **I also had a great understanding of the culture I was entering into thanks to our Spanish classes and learning about Latin American and Spanish cultures.**

-Meghan Spangler, Class of 2019

122

# Former Student Comments on Taking WL

In terms of learning Spanish specifically, it's supported me in many ways in my life. **Not only have I been able to travel to several Spanish speaking countries recreationally, but I was able to formally translate for a group of volunteers in Guatemala. My knowledge in Spanish, which came from 10+ years of education at Waunakee, helped me connect with the families being supported by the volunteers in a way that no one else was able to.**

As for how the college credits have aided me, I owe a lot of my current success to them. **Because of those credits, in both Spanish specifically and general elective credits, I was able to get my Bachelors in Social Work in only 3 years. My program at UW Madison required me to complete the fourth unit of a language, and Waunakee allowed me to enter college with that already completed. My ability to complete undergrad in 3 years set me up for success in grad school, and I got my Masters in Social Work at 21 years old. I truly consider CAPP the main reason I was able to get to where I am today so quickly.**

Now that I have my BSW and MSW, I am a full time licensed psychotherapist in Madison. Spanish has become even more relevant in my life since I began working in this field. I currently see a client, an English-speaking child, whose parents are much more comfortable with speaking Spanish. While they would be willing to use English to connect with me about their child's therapy, my ability to communicate with them in their preferred language strengthens the support I'm able to provide.

Spanish, and the language educators at Waunakee, have set me up for success and cultural humility for the rest of my life. Waunakee is not the most diverse place, so my first real understanding of culture and diversity came from what I learned in Spanish class. I learned many things in those classrooms, far beyond just Spanish.

-Alysa Lawrence, Class of 2021

# Former Student Comments on Taking WL

Spanish has helped me in so many ways in my schooling after high school. First of all having Spanish credits has set me ahead of many other students at my University, these credits have helped me to accelerate my learning by taking higher level courses based off both credits and knowledge gained from class. Going into college I was not 100% sure of what I wanted to do with my Spanish knowledge. Ultimately I am using my Spanish knowledge to further my career as in education by getting a Dual Degree in Teaching English to Students of other Languages. Although English learner (EL) teachers work with a variety of students who speak many different languages having a background in Spanish has allowed me to connect to students in my struggles and successes in language learning. **Spanish honestly plays a bigger role in my life than I ever thought it would be, it has given me many opportunities to grow the thrive in both my educational and personal life.**

-Romi Ripp, Class of 2023

Spanish classes have impacted my life positively in so many ways. While in college, I was able to earn 15 or so retro credits by only taking one class. This was so helpful to me as I needed 150 credits to sit for the CPA exam, and due to these credits, I was able to obtain 150 credits in 4 years of undergrad while also pursuing D1 athletics. I also took enough classes to obtain a Spanish minor and always credit that as a differentiating factor when I was applying for jobs. I majored in accounting and finance in college with a Spanish minor and I now work as a public accountant at PricewaterhouseCoopers LLP (PwC). Within my role at PwC, I work with a team in Mexico and have worked in Milwaukee with people on secondment from our Mexico office. **It has benefitted me greatly to be able to speak Spanish whether that be to communicate with colleagues or just make them feel more at home.** Overall, taking the higher level Spanish classes in high school set me on a great path going forward.

-Kate Vanderhoef, Class of 2017

The ability to take college-level Spanish classes in high school allowed me to easily obtain a Spanish minor in college, without requiring a lot of extra work outside of my major. My Spanish minor gave me the opportunity to study abroad in Costa Rica, where I enjoyed exploring a new culture, learning about the history of their country, trying new foods, and traveling to different cities. I loved that I was able to jump right into upper level classes in college.

Currently, I am teaching 7th grade English at a very small, rural school district in Wisconsin. We don't have a large population of students that speak Spanish as their native language, but **my background in Spanish has allowed me to be a more effective teacher for our few students that do go through our classes with a language barrier.** I've had students write essays in Spanish, and I love that I don't have to rely on semi-accurate translations in order to understand them

-Rebecca Braun, Class of 2017

# Former Student Comments on Taking WL

The credits that I obtained through the CAPP program checked off several requirements in the College of Letters & Science and **allowed me to pursue a double major (neurobiology as well as molecular and cell biology) while still graduating a semester early.** While I did not pursue additional formal education in the language beyond my freshman year at the UW, I continued to utilize the Spanish skills that I learned at WHS in multiple professional settings. Throughout my time in Madison, I worked with Madison Emergency Physicians as a medical scribe in emergency departments across southwest Wisconsin. My ability to comprehend the Spanish language allowed me to seamlessly work with providers who were seeing Spanish-speaking patients and document effectively despite possible language barriers. More recently, I have used my skills as a medical student at the Medical College of Wisconsin in Milwaukee. As a trainee, we have the opportunity to volunteer our time in the Saturday Clinic for the Uninsured which treats patients across the City of Milwaukee who otherwise would not have access to healthcare. A significant number of these patients are Spanish speaking. While required to use interpreters, **I find myself able to bond more closely with my patients when I am able to still communicate effectively and demonstrate my understanding through small interactions using the language.**

I am extremely grateful for the opportunity to have learned so much of the Spanish language while still a high school student and credit the World Language program at WHS for providing me the opportunity to pursue the opportunities described above. I hope to continue to pull on these skills throughout the remainder of my training and throughout my career. For this reason, I would highly recommend each and every student at WHS to pursue some sort of language throughout their four years!

-Cade Hottman, Class of 2020

After high school, I took the third Spanish class at my university because your classes counted for the first and second general language classes. Additionally, I served a mission in 2021-2022 for my church, The Church of Jesus Christ of Latter-day Saints. During this time, I learned Spanish through video calls for two weeks before I spent two months at the MTC (Missionary Training Center) in Mexico City with my district! In my district, I knew the most Spanish, so I spoke the most with the native workers. After that, I served in Riverside, CA, specifically with people who speak Spanish!

In closing, **your classes were a big part of my adventure to learn Spanish! Although I'm not perfect, speaking Spanish increases my confidence. Spanish has allowed me to form more relationships and to communicate with native speakers.** <sup>125</sup>

Thank you for your classes!

-Alesha Steuart, Class of 2019

# Former Student Comments on Taking WL

The Spanish program at WHS is amazing. I was lucky enough to pursue a Spanish minor in college because of the rigor of my high school classes. I had the knowledge and comprehension to test out of the first few Spanish classes and therefore complete my minor in only a year and a half. I am now a pharmacist in the emergency department and use Spanish to communicate with my patients when needed instead of waiting for an interpreter – speeding up their care and improving their overall experience during some of the worst days of their lives.

I also had the opportunity to travel to Spain with the Spanish department prior to my senior year of high school which was truly so magical. We were able to stay with host families, be further immersed into the culture we learned about in class, eat authentic foods, and sightsee SO many beautiful places. I will never forget the coolest host mom EVER - Divi! **This was my first time abroad and was a catalyst for my love of traveling and experiencing other cultures. This opportunity would not have been possible without the organization and supervision of the world language department at WHS.**

**I always credit more of my learning from high school than in college to my abilities of communicating in Spanish because of the foundation that was built.** I am truly so lucky I had the Spanish department I did in high school and could not speak more highly of it or the people behind it.

-Olivia Carroll, Class of 2018

Taking Spanish at WHS gave me such a head-start to my college studies, and have helped me immensely in my career. I am currently a bilingual elementary speech-language pathologist at Northside Elementary in Sun Prairie, but I'll explain how I got there... I went to UW Lacrosse after high school, unsure of what I wanted to study, but all I knew is I wanted to continue Spanish. I entered college with 30-40(?) credits from Spanish 5/6 since the class was in partnership with UW Oshkosh to get college credits. This allowed me to start at 300 level classes that counted towards my degree, as well as gave me a huge jump start towards overall credits to graduate. I went to graduate school at Indiana University and was accepted into their bilingual program. Every semester, I worked with a Spanish speaking client and their families to diagnose and treat communication disorders. At the elementary school where I work, we have a growing Dual Language Immersion program. In grades K-2, we have native Spanish speakers and Native English speakers in a class together where half of their days instruction is in English and the other half is in Spanish. **With my Spanish background, I have the skills to provide services to and make connection with all of my students and families, which is so valuable in today's world. None of this would have been possible without the rigorous high school Spanish classes.**

-Courtney Straus, Class of 2017

# Former Student Comments on Taking WL

Taking Spanish 5 & 6 in high school was an incredible experience and presented me with many opportunities moving forward. Because Spanish 5 & 6 were dual credit courses, I was able to start college with college credits already in my “bank,” which allowed me to sign up for courses before peers of the same grade. This meant that I got first pick and time of course sections, which was extremely valuable. I also only had to take a few Spanish classes in college to earn my minor in Spanish!

**More than the logistical aspect, it gave me a desire to learn more about language and culture, which is why I chose to minor in Spanish in college. Now, fast forward a few years, I am a teacher in our bilingual program here at Heritage Elementary in Waunakee, using my Spanish knowledge every single day. It really feels like a full circle moment. I feel so fortunate to have had the opportunity to take such high level Spanish classes in high school, and truly feel as though it sparked my love for learning more about culture and language.** Because of this spark that Spanish 5 & 6 ignited, I’m able to reach more students every day and connect with ALL of my students through language.

-Kallie Ziegler, Class of 2017

This past spring, I studied abroad in Seville, Spain, participating in a Spanish immersion program and living with a host family. It was the greatest experience of my life thus far. While also definitely the most difficult adjustment I have had to make, I learned so much and don't regret my decision to live there for four months, immersing myself in their culture and practicing and improving my Spanish. I developed a great relationship with my host mother, and to this day, I am in contact with her. I can't wait to go back within the next couple of years.

**I wouldn't be where I am today or have made that decision to study abroad in a city predominantly Spanish-speaking if it weren't for taking your Spanish 5 and 6 classes.** I learned so much in those classes and they were two of my favorites in high school.

-Riley Miller, Class of 2022

# Former Student Comments on Taking WL

**Studying Spanish and French in high school was a huge help to my college and career.** I double majored in Biblical Studies and Classical Languages, studying biblical Greek and Hebrew. My knowledge of Spanish and French were huge helps to me as I learned Greek and Hebrew because I knew many grammatical concepts already as well as good practices for memorizing vocabulary and for understanding verbal systems and different parts of speech. My high school language experience was a foundation on which I was able to build as I learned more languages, which I now use in my career.

**Additionally, the awareness and appreciation of other cultures cultivated in World Language classes has been valuable to me as I have moved away from Waunakee and have interacted with people from different states, countries, and continents.**

-Kendra Gering, Class of 2018

After WHS, I went to UW-Oshkosh, so the college credits transfered and I was able to get somewhere around 20 credits if I remember correctly. Those credits along with some hard work helped me graduate a whole year early. I ended up graduating with a major in Geography and a minor in Spanish. **In total I was able to save thousands of dollars and I gained a year in the workforce because of the college credits that Spanish 5 & 6 gave me.** Also the courses itself prepared me for success in college level Spanish courses. Spanish in general has helped me in conversations with speakers who have English as their second language. Although I don't use Spanish in my every day life (unless you count singing to Spanish music in my car once in awhile) I know that it will only take a little work to have that knowledge flood back. **I thank you for all the work you did and have done to have the availability of those college credits in high school.**

-Jack Schwartz, Class of 2017

**My experience taking Spanish 5/6 and French 5 is something I am continually thankful for.** Having that experience in high school lead me to continue taking Spanish courses while completing my undergraduate degree, including medical Spanish. While I don't use Spanish or French regularly, I have looked into ways to continue practicing like taking Spanish classes in medical school. And I still listen to the songs we would sing in class every week!

-Olivia Avery, Class of 2019

# Former Student Comments on Taking WL

Spanish had retroactive credits which saved me money in college. **Spanish allowed me to study abroad and fully immerse myself** with a Spanish family and a semester of finance, marketing, and literature courses in Spanish. At the age of 20, that was a huge learning curve and forced me to step out of my comfort zone. I'll always love Spanish.

Something that is great is even though I don't use too often now, it's easy to pick back up and speak/read/write. **Spanish travels with you throughout your journey.**

-Katelyn Maier, Class of 2017

Taking Spanish all the way up to Spanish 6 in high school has helped in multiple ways and in different situations. I am grateful that I kept taking Spanish classes all the way throughout high school. In my past role in sales at a hotel in Madison, as well as in my current role as an office coordinator for a hospitality company, there have been both people that have called and that I have encountered in person that either flat out asked if I spoke Spanish or that I could tell were trying to communicate in English, but were trying to think of what to say. **Because of my vocabulary and grammar that I learned in Spanish 5 & 6, we were able to communicate in Spanish and I was able to help answer their questions.** I have definitely lost a little of knowledge throughout the years since I have been out of high school, but I retain key information that allows me to still be able to read and have conversations.

-Jena Opsahl, Class of 2020

Spanish was one of my favorite classes in high school, but it proved to be very useful for me as well. I came into college with 35 credits already, with most of them being from the dual credit program with UW-Oshkosh. **I changed my major halfway through school, but the credits allowed me to still graduate on time this spring.** Additionally, after two years in college, I withdrew and had time out of school before returning. I went to Spain for two months, and my previous Spanish knowledge helped me navigate the city of Malaga by myself. I made a lot of friends there, and since many of them were from other countries in Europe and Asia, our common language was Spanish. I have a B2 certificate in Spanish now, and I'm also applying for a board member role in the UW-Madison Spanish club.

-Caitlin Grommon, Class of 2022

129

# Former Student Comments on Taking WL

I benefited from the CAPP credits I earned to attend university in French speaking Canada where I met my husband. We now live in the province of Québec with our young daughter. I teach English in a French school.

- Alyssa Polley Cressal, Class of 2016

I enjoyed French throughout high school and was happy to earn the 16 credits for level 5. I continued my French studies at UW Madison, studied abroad my junior year in Aix-en-Provence, and will earn a certificate in French. Next year, I will spend the year near Paris in the TAPIF program, as a teaching assistant for English courses.

- Decker Storch, Class of 2022

During my time at WHS, French was always the class I looked forward to. It felt like a family, and I was able to get to know more people better than I did in other electives. I loved my teachers, too! The highlight for me was going to France. I learned so much while having fun! I didn't just learn about the places and the language- this trip taught me a lot about myself. French was the most useful elective I took in high school to prepare me for college. I started at UW-Madison with 31 credits, thanks to CAPP and AP courses. This has given me more freedom in choosing my courses and set me up for success in college.

- Emma Stachour, Class of 2025

# Former Student Comments on Taking WL



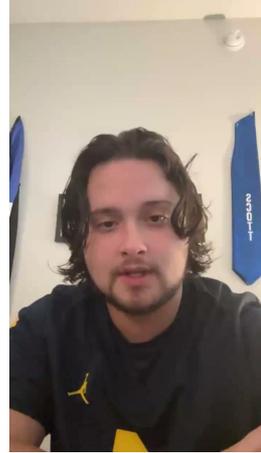
Kennedy Hanewall and Kelsey King, Class of 2022



Abby Myhra, Class of 2017



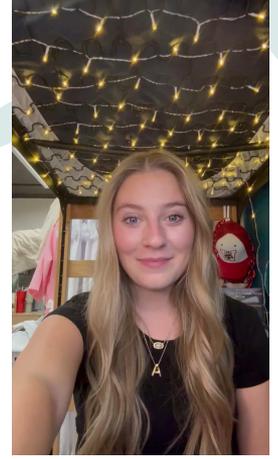
Sage Smith, Class of 2022



Luke Humphrey, Class of 2020



Elena Paul, Class of 2021



Abbey Eberle, Class of 2025



Nathan Mais, Class of 2019

Violet Peotter,  
Class of 2023

Magnus Nicholson,  
Class of 2022



Hadley Foss, Class of 2024



Adam Barberino, Class of 2017

# Trips abroad



# Trip to China 2025

I would like to personally thank Wang Laoshi and Xiuping Zhu for their perseverance and dedication to this cross cultural experience. Not only was it an amazing time for everyone to be immersed in a culture they have been learning about but to also see with their own eyes and experience for themselves that global travel does not have to be scary. In fact it is often an enriching and welcoming experience! Get out in the world and do great things! Don't let anything hold you back! Thanks again for making this empowering adventure possible. These experiences truly help make the world feel a little more approachable and help unlock a global mentality as you replace apprehension with appreciation.



Thank you Zhu Laoshi, Wang Laoshi, as well as BLCU along with all those who could help us during the trip! This has been my most interesting travel experience by far and has taught me so much about the history of China as well as their current culture. Getting to know other students on this trip through our shared experiences has been amazing, and I deeply appreciate the hard work of all those involved. I hope that future students will find the same joy that I have for the last two weeks, and that this remains an amazing opportunity for many to take. - Sora G



# Trip to Spain 2025



I have felt more engaged and excited to learn Spanish after going on this trip, as I now can see how important and amazing that being able to speak a second language is. The trip opened my eyes to the benefits that learning language can bring, and I now am more motivated than ever to continue to develop my Spanish-speaking skills.

-Henry Boldt, Junior

Going on the trip to Spain with so many of my peers and teachers whom I care about was a once in a lifetime opportunity that has helped me feel more engaged and connected to Spanish class. Every year we discuss grammar topics and work to improve our conversational skills, and this experience helped me realize the real life applications of what we're learning. Additionally, I've felt more motivated to speak Spanish in class so that I can incorporate it into my future career. Overall, seeing and learning about the culture of Spain has definitely helped me feel more connected in class, and I still reflect on the great experiences I had during the trip.

Dominick Praksti, Senior

# Trip to France 2024



- Hands-on cultural workshops, such as a perfume-making workshop
- Visiting historical sites in a variety of French regions
- One-week family-stay, experiencing authentic French life with welcoming host families
- Using language skills and cultural knowledge in authentic situations such as dining, shopping, public transportation, and of course - connecting with their host families

# Co-Curricular offerings

- French Club
- Spanish Honor Society
- Spanish Club
- Soñadores/Dreamers

# French Club Activities

ALL are welcome to join French Club to enjoy great snacks with French flair, participation in Halloween in the Halls, a holiday baking competition, French music, games, and fun!

**Membership: 35+**



# Spanish Honor Society

## Invitation only:

- \*Enrolled in Spanish III or higher & plans to continue
- \*3.0 GPA overall / average of 3.3 GPA in Spanish
- \*Juniors and Seniors (induction spring of sophomore year)

## Members:

- \*Complete 15 service hours - 5 hours dedicated to community service with use of Spanish
- \*Partnership with Crossroads Methodist English classes and childcare, WNC English class childcare, Public Library Events, and Waunakee Food Pantry

## Accomplishments:

- \*6 senior scholarships earned over the past 8 years and 2 junior travel awards to visit Puerto Rico and Panamá



**Membership: 116**

# Soñadores/Dreamers Club

- \*Open to all Hispanic/Latino students (Gr. 9-12)
- \*Meet every Wednesday during CT
- \*Meetings are done in both English & Spanish

## Goals

- \*To have a safe place to be seen and heard
- \* Create new friendships in and outside of school
- \*Learn more about culture, community, & social justice

## Activities:

- \*Homecoming Parade/Fall Movie Night
- \*Mentoring with Intermediate School Soñadores and with Heritage kids & volunteering with WNC
- \*Fundraising for an end of year club field trip in the Madison Area to La Movida & Centro Hispano

**Membership: 33**





# Where Are We Going Next?

140

57

# World Language Department: Goals

- Cohesive Vertical Alignment of our courses offered K-12
- Confer with the EL and Bilingual program to anticipate the needs of our students
- Continue our professional development with Paul Sandrock, former DPI World Language Assistant Director and former ACTFL Senior Adviser
- Continue to offer CAPP courses - this requires a commitment to hiring and retaining qualified teachers for our programs (French and Spanish - Masters degree required for UWO adjuncts)



**World Language  
Department**  
**THANK YOU!**

**What questions do you have for us?**

Please ask or contact us!