



## 6-12 WORLD LANGUAGES INSTRUCTIONAL MODELS

### LEARNER-CENTERED MODEL

#### SUGGESTED STRATEGIES

*Ask students to:*

- Use a portfolio system such as [LinguaFolio](#) to set and monitor language learning goals
- Use an interactive platform to collaborate or exchange information with others to:
  - create a final product related to art, music or historical events
  - teach a lesson
  - report on global perspectives of world events
  - create an original poem, artwork, or song, website, blog or virtual field trip
  - conduct research on linguistic/cultural similarities and differences
  - document the preparation of culturally authentic food
- Create and conduct interviews or surveys
- See [SOL progression charts](#) for more strategies

*AP and Dual Enrollment*

- Follow recommendations from the [College Board](#) or partner college

*Fluent Speaker Courses*

- Create activities that [address fluent speaker language gaps](#)

*IB Courses*

- Rehearse IB text types in reading and writing activities while reinforcing connections to the Thematic Areas
- Rehearse IA-style speaking, using photos to connect to target culture and Thematic Areas.
- Reinforce connections to TOK and CAS
- (HL) Read a literary work in the target language and watch the film adaptation of that work, then write a review comparing the two
- (HL) Create an (f)Instagram based on the perspective of a character in the work of literature

#### SUPPLEMENTAL STRATEGIES FOR MEETING THE NEEDS OF DIVERSE LEARNERS

- [Supporting World Language Learning for Students with Disabilities](#)
- [EL Teacher Toolkit](#)
- [6-12 Online Resources](#) - additional resources

#### SAMPLE WEEK-LONG AGENDA

*Preparation and general recommendations*

- Goal Setting: Use the [NCSSFL-ACTFL Can-Do Statements](#) to set language learning goals.
- Language Learning: Engage in the target language for 30 minutes a day.
- Vary the type of engagement to include the 4 skills of listening, speaking, reading, and writing through the lens of intercultural exploration.
- Include unrehearsed conversations and written messages as well as rehearsed presentations as part of practice time.
- Self-Assessment: Reflect on progress towards language goals at the end of each two-week period.

*Sample Schedule:*

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Monday:

The teacher introduces activities that build background knowledge and set the stage for developing the driving/essential questions, parameters and desired outcomes of the project as well as standards and content to be covered. Students brainstorm ideas and construct a timeline for the completion of tasks and the project.

Tuesday-Thursday:

Students complete a variety of practice activities that can be incorporated into a final project as well as stand-alone activities for demonstrating comprehension of skills that are required for completion of the project. Students work towards the completion of the project independently or collaboratively in teams.

Friday:

Students engage in small group/individual student-teacher meetings to discuss progress and goals. Students reflect on new learning and progress towards goals. This could include a self-assessment, peer assessment, rubric review of work, exit ticket, or submission of work for review and/or grading.



# 6-12 WORLD LANGUAGES INSTRUCTIONAL MODELS

## TEACHER-CENTERED MODEL

### SUGGESTED STRATEGIES

Ask students to:

- Use a portfolio system such as [LinguaFolio](#) to allow students to monitor their learning
- Use interactive platforms to:
- share and exchange information with the teacher
- respond to prompts
- Participate in a virtual field trip
- Participate in conversations with the teacher
- Listen to songs or other audio files
- Conduct research and create a product on a topic of historic or cultural significance
- Compare and contrast perspectives, cultures and/or countries
- Create an original poem, artwork, or song
- Create culturally appropriate restaurant menus
- See [SOL progression charts](#) for more strategies

### AP and Dual Enrollment

- Follow recommendations from the [College Board](#) or partner college

### Fluent Speaker Courses

- Create activities that [address fluent speaker language gaps](#)

### IB Courses

- Rehearse IB text types in reading and writing activities while reinforcing connections to Thematic Areas
- Rehearse IA-style speaking, connecting visual prompts to target culture and Thematic Areas
- Reinforce connections to TOK and CAS
- (HL) Read a literary work in the target language and watch the film adaptation of that work, then write a review comparing the two

### SUPPLEMENTAL STRATEGIES FOR MEETING THE NEEDS OF DIVERSE LEARNERS

- [Supporting World Language Learning for Students with Disabilities](#)
- [EL Teacher Toolkit](#)
- [6-12 Online Resources](#) - additional resources

### SAMPLE WEEK-LONG AGENDA

Preparation and general recommendations

- Goal Setting: Use the [NCSSFL-ACTFL Can-Do Statements](#) to set language learning goals.
- Language Learning: Engage in the target language for 30 minutes a day.
  - Vary the type of engagement to include the four skills of listening, speaking, reading, and writing through the lens of intercultural exploration.
  - Include unrehearsed conversations and written messages as well as rehearsed presentations as part of practice time.
  - Self-Assessment: Reflect on progress towards language goals at the end of each two-week period.

### Sample Schedule:

Learning time is 30 minutes daily

### Monday:

The teacher introduces activities that build background knowledge and set the stage for learning. Students complete guided practice on new learning.

### Tuesday- Thursday:

Students complete a variety of practice activities assigned by the teacher. Students work independently or with others. The teacher delivers 10-minute instructional segments as needed either live or recorded for later viewing. The teacher holds office hours for guidance and assistance.

### Friday:

The teacher provides feedback and students reflect on new learning and progress towards goals. This could include self-assessment, peer assessment, rubric review of work, exit ticket, submission of work for review and/or grading by a teacher, or small group/individual student-teacher meetings to discuss progress and goals.



## 6-12 WORLD LANGUAGES INSTRUCTIONAL MODELS

### HYBRID MODEL

#### SUGGESTED STRATEGIES

Ask students to:

- Select tasks from a [Choice Board](#).
- Use an interactive platform to:
  - exchange information
  - collaborate with classmates
  - develop and teach a lesson
  - compare and contrast perspectives, cultures and/or countries and share with the teacher and classmates
  - create and share an original poem, song, or artwork
  - participate in interviews
- Use a portfolio system such as [LinguaFolio](#) to allow students to monitor their learning
- Participate in a virtual field trip
- Document and share the preparation of food
- See [SOL progression charts](#) for more strategies
- AP and Dual Enrollment
- Follow recommendations from the [College Board](#) or partner college

#### Fluent Speaker Courses

- Create activities that [address fluent speaker language gaps](#)

#### IB Courses

- Rehearse IB text types in reading and writing activities connected to Thematic Areas
- Rehearse IA-style speaking, using photos to connect to target culture and Thematic Areas
- Reinforce connections to TOK and CAS
- (HL) Read a literary work in the target language and watch the film adaptation of that work, then write a review comparing the two
- (HL) Create an (f)Instagram based on the perspective of a character in the work of literature they are reading

#### SUPPLEMENTAL STRATEGIES FOR MEETING THE NEEDS OF DIVERSE LEARNERS

- [Supporting World Language Learning for Students with Disabilities](#)
- [EL Teacher Toolkit](#)
- [6-12 Online Resources](#) - additional resources

#### SAMPLE WEEK-LONG AGENDA

*Preparation and general recommendations*

- Goal Setting: Use the [NCSSFL-ACTFL Can-Do Statements](#) to set language learning goals.
  - Language Learning: Engage in the target language for 30 minutes a day.
  - Vary the type of engagement to include the four skills of listening, speaking, reading, and writing through the lens of intercultural exploration.
  - Include unrehearsed conversations and written messages as well as rehearsed presentations as part of practice time.
- Self-Assessment: Reflect on progress towards language goals at the end of each two-week period.

#### Sample Schedule:

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

#### Monday:

The teacher introduces activities that build background knowledge and set the stage for learning and/or for the driving/ essential questions as well as parameters and desired outcomes of any projects.

#### Tuesday-Thursday:

Students complete a variety of practice activities. This could include activities that can be incorporated into a final project as well as stand-alone activities for demonstrating comprehension of skills that are required for completion of a project. Students work independently or collaboratively if projects have been assigned.

#### Friday:

Students complete a reflection on new learning and progress towards goals. This could include a self-assessment, peer assessment, rubric review of work, exit ticket, or submission of work for review and/or grading by the teacher.