

# Traditional WL Instructional Expectations

We support students' language proficiency growth and participation in a global community through a proficiency-based approach including:

<h2>Standards-Based &amp; Thematic Curriculum</h2> <ul style="list-style-type: none"> <li>• Backwards designed thematic units with performance targets aligned to standards and proficiency level</li> <li>• Engaging communicative and real-world activities supporting student demonstration of performance targets</li> </ul>	<h2>Target Language &amp; Comprehensible Input</h2> <ul style="list-style-type: none"> <li>• <b>90% +</b> teacher target language use at <i>i+1</i> with strategies that support and check student understanding</li> <li>• <b>90% +</b> student target language use in all modes of communication</li> </ul>
<h2>Assessment &amp; Feedback</h2> <ul style="list-style-type: none"> <li>• Relevant real-world tasks including various modes of communication aligned to performance targets</li> <li>• Timely feedback focusing on proficiency elements such as <b>function, content, accuracy, and text type</b></li> </ul>	<h2>Authentic Materials</h2> <ul style="list-style-type: none"> <li>• Age-appropriate, authentic texts and resources aligned to performance targets</li> <li>• Tasks adapted to make texts and resources comprehensible and accessible</li> </ul>
<h2>Learner-Centered Classroom</h2> <ul style="list-style-type: none"> <li>• Instructional decisions based on learners' age, interests, proficiency levels, and needs</li> <li>• Instructional process including <i>I do, We do, You do together</i>, and <i>You do independently</i> leading to meaningful target language output</li> </ul>	<h2>Culture, Content, &amp; Languages</h2> <ul style="list-style-type: none"> <li>• Culturally rich, cognitively engaging environment and activities that integrate cross-curricular content</li> <li>• Interaction with age and proficiency-level appropriate products, practices, and/or perspectives of the target culture</li> </ul>

## Traditional WL Instructional Resources

### Standards-Based & Thematic Curriculum

- KY state standard <http://bit.ly/KYWLStandards>
- ACTFL World Readiness Standards <http://bit.ly/WLreadiness>
- ACTFL “CAN-DO” statements <http://bit.ly/NCSSFLACTFLCanDo>
- FCPS K-5 Curriculum
- FCPS Secondary Novice High Curriculum
- AP Themes
- IB Themes

### Target Language & Comprehensible Input

- How to ensure input is comprehensible: gestures, visuals, modeling, frequent comprehension checks, language in context, and sheltered vocabulary.
- *i+1*=identify prof. level and give opportunities with scaffolding to interact with the target language at the next level.
- *Tuesdays Tips for Staying in the Target Language* <http://www.senorhoward.com/blog/>
- *No I won't Say It In English* <https://tinyurl.com/90TargetLang>
- *Languages and Learners* Curtain and Dahlberg

### Assessment & Feedback

- Using Real-World Tasks to Assess Student Performance, article from *The Language Educator* - <http://bit.ly/RealWorldTasks>
- Using the Modes in Assessment - <http://bit.ly/ModesInAssessment>
- FCPS WL Rubrics Continuum - <http://bit.ly/FCPSRubricsContin>
- FCPS WL Rubrics Single Point - <http://bit.ly/FCPSRubricsSingle>

### Authentic Materials

- Authentic images, art work
- Instructional and cultural videos such as YouTube videos, commercials, television shows and interviews
- Radio and television broadcasts in target language
- Authentic texts such as street signs, storybooks, short stories, blogs, articles, novels, newspapers, Apps, posts
- Authentic printed materials such as posters, advertisements, brochures, maps and instructions
- Movies, songs and music
- Realia such as food wrappers, containers, currency, restaurant menu, tickets, souvenirs, toys, clothes, accessories, and games

## Learner-Centered Classroom

- Gradual Release of Responsibility <https://tinyurl.com/s7ww9g2>
- Learner –to-learner interactions using cooperative learning structures such as Hand Up Pair Up, Mix Pair Share, and Quiz Quiz Trade (Kagan)
- Determine students’ interests and needs using student surveys and choice boards
- Consider different learning styles/modalities – visual, audio, kinesthetic, musical, interpersonal (Gardner)

## Culture, Content, & Languages

- Intercultural communication standards  
<http://bit.ly/ACTFLIntercultural>
- Culture runs throughout the units
- Explore/Investigate Products and Practices to understand cultural perspectives  
(foods, music, fashion, family, tv shows, etc.)
- Interact with others in or from another culture (pen-pals/Skype)
- Connect with other content areas <https://tinyurl.com/y3pzfq7b>