# 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

### 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.

### Sample Weekly 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.

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

**Virginia Learns Anywhere**
# 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.

### 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.

### 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
HYBRID MODEL

SUGGESTED STRATEGIES
Ask students to:
• Select tasks from a Choice Board.
• Use an interactive platform to:
  o exchange information
  o collaborate with classmates
  o develop and teach a lesson
  o compare and contrast perspectives, cultures and/or countries and share with the teacher and classmates
  o create and share an original poem, song, or artwork
  o 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

SAMPLE WEEK-LONG AGENDA

Preparation and general recommendations
• Goal Setting: Use the NCSSFL-ACTFL Can-Do Statements to set language learning goals.
  o Language Learning: Engage in the target language for 30 minutes a day.
  o Vary the type of engagement to include the four skills of listening, speaking, reading, and writing through the lens of intercultural exploration.
  o 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.

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