

6-12 WORLD LANGUAGES INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: This model focuses on student voice, choice, flexibility, as well as deeper approaches to learning such as inquiry, engineering design process, project-based learning, and design thinking. Students may focus on processing moods, emotions, feelings, and current events using physical activity and creative thinking.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful language targets that build towards learning goals.

Prior to selecting a language learning target for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon World Language Standards](#) and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure.

SUGGESTED STRATEGIES

The learner-centered pathway allows for higher levels of inquiry and student autonomy as they build conceptual understanding and work individually and/or collaboratively to complete assignments. Students may need guidance on project planning and guidance on time and task allocation.

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)

Ask students to:

- Use a portfolio system such as [Wakelet](#) 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

SAMPLE WEEKLY SCHEDULE

(Maximum world language instruction is 2.5 hours/week.)

Learning time, including supplemental activities, is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

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.

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<p>and differences</p> <ul style="list-style-type: none"> ○ document the preparation of culturally authentic food ● Create and conduct interviews or surveys ● See Virginia’s SOL progression charts for more strategies <p>AP and Dual Enrollment</p> <ul style="list-style-type: none"> ● Follow recommendations from the College Board or partner college <p>Fluent Speaker Courses</p> <ul style="list-style-type: none"> ● Create activities that address fluent speaker language gaps <p>IB Courses</p> <ul style="list-style-type: none"> ● 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 	
<p>Resources</p> <ul style="list-style-type: none"> ● 6-8 Online Resources - Oregon Open Learning ● 9-12 Online Resources - Oregon Open Learning ● Oregon Open Learning - additional resources ● EL and Newcomer Toolkit ● Use the NCSSFL-ACTFL Can-Do Statements to set language learning goals. 	

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TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specifically to the standards. Instruction takes the form of direct instruction, then demonstration of skills or concepts in a mode directed by the teacher. Skills and concepts covered using this model could then be used flexibly in a student-centered approach.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful language targets that build towards learning goals.

Prior to selecting a language learning target for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon World Language Standards](#) and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure

SUGGESTED STRATEGIES

The teacher-centered pathway uses confirmation and structured inquiry as students apply content to assigned coursework. The role of the teacher in this pathway is to provide direct support for students to explore language skills and world cultures through assignments and projects. Students create work products that are shared largely between themselves and their respective teachers.

Ask students to:

- Use a portfolio system such as [Wakelet](#) 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 Virginia's [SOL progression charts](#) for more strategies

SAMPLE WEEKLY SCHEDULE

(Maximum world language instruction is 2.5 hours/week.)

Learning time, including supplemental activities, is 30 minutes daily

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

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.



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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

Resources

- [6-8 Online Resources](#) - Oregon Open Learning
- [9-12 Online Resources](#) - Oregon Open Learning
- [Oregon Open Learning](#) - additional resources
- [EL and Newcomer Toolkit](#)
- Use the [NCSSFL-ACTFL Can-Do Statements](#) to set language learning goals.

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HYBRID MODEL

OVERVIEW: This model is a happy medium between the two approaches above. Instruction in this pathway may take the form of menus, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful language targets that build towards learning goals.

Prior to selecting a language learning target for students to explore, teachers should identify the specific required content that has not been taught and develop learning opportunities to address the missing content. Teachers may utilize the [Oregon World Language Standards](#) and district curriculum guides to assist with determining which standards students have had sufficient exposure and experience with prior to a school closure

SUGGESTED STRATEGIES

The hybrid pathway allows for a balance between student and teacher-centered learning approaches of instruction and employs different levels of inquiry as appropriate. This pathway provides a foundation of support provided by the teacher with opportunities for students to explore topics in the completion of individual and/or group projects and challenges. Students may need guidance on project planning and guidance on timelines and task allocation.

Ask students to:

- 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 [Wakelet](#) to allow students to monitor their learning
- Participate in a virtual field trip
- Document and share the preparation of food
- See Virginia's [SOL progression charts](#) for more strategies
- AP and Dual Enrollment
- Follow recommendations from the [College Board](#) or partner college

SAMPLE WEEKLY SCHEDULE

(Maximum world language instruction is 2.5 hours/week.)

Learning time, including supplemental activities, is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

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.

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<p>Resources</p> <ul style="list-style-type: none"> ● 6-8 Online Resources - Oregon Open Learning ● 9-12 Online Resources - Oregon Open Learning ● Oregon Open Learning - additional resources ● EL and Newcomer Toolkit ● Use the NCSSFL-ACTFL Can-Do Statements to set language learning goals. 	