What will the 2020-2021 School Year Look Like for Language Educators and Their Language Learners?

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The CDC has posted a guidance document from New America, a think tank in Washington, D.C., called "Pandemic Planning for Distance Learning: Scenarios and Considerations for PreK–12 Education Leaders." Those scenarios include:

1. **Brick to Click Learning**: School districts resume traditional in-person classes with the flexibility to quickly pivot to distance education in the event of a COVID-19 outbreak.

2. **Click to Brick Learning**: School districts start with online learning and plans to resume traditional in-person classes on a modified basis when safe to do so.

3. **Blended Learning**: School districts institute a blended learning model across all schools. Blended learning is a combination of learning that takes place in a school building and in an online environment that can include both synchronous and asynchronous learning opportunities.

4. **Online Learning:** School districts move all learning experiences and services online through a proactive, purposeful, and systems-based approach.

https://www.newamerica.org/education-policy/reports/pandemic-planning-for-distance-learning-scenarios-and-considerations-for-prek12-education-leaders/

Blended Learning Models

Model	Face-to-Face/ Synchronous instruction	Support	Assignments
A/B Week	Half of the students in each class report to school for four full days in alternate weeks	May include some synchronous or asynchronous distance learning May include teacher office hours/check ins	Students are provided assignments to support learning during the "off" week
Two-Day Rotation	Students report to school two full days per week	May include some synchronous or asynchronous distance learning May include teacher office hours/check ins	Students are provided assignments to support learning during the rest of the week
One-Day Rotation	Students report to school one full day per week	May include some synchronous or asynchronous distance learning May include teacher office hours/check ins	Students are provided assignments to support learning during the rest of the week

Considerations for language instruction for all models

Beginning with the End in Mind

The unit theme, learning targets, and end of unit [summative performance assessment](#) presented in a real world scenario and based on authentic resources (ideally an Integrated Performance Assessment) are determined from the beginning. Learning experiences to guide learners toward the learning targets are then planned.

A starting point may be to gather and curate [authentic resources](#) and determine the "best fit" for each. Text may be used as the context for

- ❏ [Lesson hooks](#)
- ❏ [Providing comprehensible input](#)
- ❏ [Guided, modeled tasks](#)
- ❏ [Intentional skill building](#)
- ❏ [Pair/small group work](#)
- ❏ Teaching [grammar in context](#)
- ❏ [Tiered assignments](#)
- ❏ [Student discussions](#)
- ❏ [Learning centers](#)
- ❏ Interactive activity
- ❏ [Closure activities](#)

[Examples of ways to embed authentic resources into lesson plans](#)

Throughout

- ❏ Instructional planning is anchored in the [ACTFL World-Readiness Standards for Learning Languages](#) and [high-leverage teaching practices](#)
- ❏ Instruction is responsive to students' interests and needs
- ❏ Students are aware of the learning targets and their proficiency levels
- ❏ Students understand and can use the [proficiency-based rubrics](#)

- ❏ Students receive [feedback](#) from the teacher and their peers and know how to use it to improve their products and performances
- ❏ Teachers conduct checks for understanding during live instruction
- ❏ Student work provides formative and summative assessment data
- ❏ Student performances and products [inform instructional decisions](#)
- ❏ Students [self-assess](#) and set goals

Unit Resources (accessible in both physical and virtual classrooms):

- ❏ Unit vocabulary lists
- ❏ [Proficiency-based rubrics](#)
- ❏ [Graphic organizers](#)
- ❏ Independent reading log
- ❏ [Student self-assessment](#)
- ❏ Learning targets
- ❏ [Expressions lists](#)
- ❏ Project checklist
- ❏ Language structure explanations/videos/anchor charts (ex. [Spanish](#), [French](#))

Suggested Planning Scenario for Language Teaching and Learning: A/B Week Model

Description

Half of the students in each class reports to school for four full days in alternate weeks ("A" weeks). Students are provided assignments to support learning during the "off" weeks ("B" weeks) either completely independently or with some interaction with the teacher. This planning model assumes a four-week unit theme.

"A" Weeks are characterized by learning experiences that…

- ❏ Maximize face-to-face/synchronous time with students
- ❏ Provide comprehensible input in context
- ❏ Are in real world contexts
- ❏ Allow students to reconnect with the teacher and their classmates
- ❏ Provide opportunities for practice in the interpersonal mode
- ❏ Build student confidence to meet or exceed learning targets
- ❏ Provide models and examples
- ❏ Build student skills with language
- ❏ Offer opportunities to work in pairs and small groups
- ❏ Integrate communicative modes
- ❏ Engage students in interactive activities
- ❏ Are tiered to meet learners' needs
- ❏ Offer opportunities for enrichment or extension of learning (ex. learning centers)
- ❏ Offer opportunities for participating in discussions and debates

"B" Weeks are characterized by learning experiences that…
- ❏ Maximize online platforms and tools

- ❏ Provide [choices](#) and flexibility
- ❏ Provide a variety of learning experiences across and integrating communicative modes
- ❏ Provide opportunities to acquire additional language through interaction with and interpretation of [authentic resources](#)
- ❏ Are supported by the teacher through online feedback and [office hours](#)/check ins
- ❏ Encourage students to revise and improve products and performances
- ❏ Provide opportunities for targeted small group instruction
- ❏ Allow students to explore topics of interest to them
- ❏ Have students working more independently

Overview

Week	Instruction/Learning
1 (Face-to-Face/Synchronous instruction)	❏ [Unit input](#) ❏ [Pair and small group work](#) ❏ [Interpretation of authentic text](#) ❏ [Practice in the interpersonal mode](#) ❏ [Teacher modeling](#) ❏ Peer feedback
2 (Distance Learning)	Students are given choices for focused practice in all three modes of communication
3 (Face-to-Face/Synchronous Instruction)	❏ Unit input ❏ [Pair and small group work](#) ❏ [Interpretation of authentic text](#) ❏ [Practice in the interpersonal mode](#) ❏ [Teacher modeling](#) ❏ Peer feedback
4 (Distance Learning)	Students will complete a project of their choice related to the unit theme in the form of an integrated performance assessment.

A/B Week Unit Example

Week-1 (A): Face-to-Face/Synchronous Instruction

Day 1
- Lesson Hook: Meme   - Brainstorming activity on new theme (connecting to prior learning)   - Comprehensible input #1 in context   - Interpersonal activity in pairs using input in context (with scaffold/support)   - Students use information collected during interpersonal activity to participate in a guided conversation (with scaffold/support) Teacher uses questioning and prompting strategies (check for understanding)   - Student reflection on the new unit theme (Can-Do's, what interests them about the topic, KWL chart, etc.)   - Interactive activity: Game (check for understanding)   - Closure (Google Form informal check in)   - Student task: personal response to new input (ex. preferences, opinions, connections)
Day 2
- Lesson hook: Question of the day   - Pair/small group work using a cooperative learning or discussion protocol using homework task (with scaffold/support)   - Students improve their products and the teacher evaluates as a formative task   - Teacher models interpreting an authentic resource aligned to unit input and reinforces reading/listening/viewing skills   - Comprehensible input #2 in context   - Interpersonal activity in pairs/small groups using input #2 in context with conversational expression list   - Interactive activity: Target language song   - Closure (Exit ticket)   - Student task: create a visual product using new content

Day 3

- Lesson hook: Picture description
- Peer feedback on homework task (with scaffold/support) using unit Can-Do statements and rubrics
- Students interpret an authentic resource aligned with unit theme in pairs/small groups (with scaffold/support)
- Pairs/small groups combine to share information gleaned from authentic resource
- Teacher leads grammar in context activity using an authentic resource on a focus structure using a protocol (ex. PACE)
- Guided or independent activity based on formative data
- Interactive activity focused on input #2: Online game (check for understanding)
- Closure (Student self-assessment based on learning target(s))
- Student task (Choice):
  - Review grammar videos and anchor charts and use grammar in context authentic text as a model to create your own
  - Create a product in response to the authentic resource that was interpreted in class

Day 4

- Lesson hook: Mystery item/person (with scaffold of circumlocution expressions)
- Students share homework tasks in pairs/small groups
- Teacher leads guided activity using an authentic resource focused on input #2 and on building interpretive skills (ex. reading/listening/viewing skills)
- Formative performance task to practice interpretive and interpersonal skills (focused on input #1)
- Student self-assessment on learning targets and goal setting
- Review expectations for Week B-1
- Interactive activity: Viewing activity
- Closure (Pick 2)
- Student task: design a schedule for your tasks next week

Week 2 (B): Distance Learning

Students are required to complete one task from each section.

Task 1: Reading Practice	Task 2: Listening/Viewing Practice
Students select a target language text from a list aligned with the unit theme provided by the teacher and complete a journal entry or response sheet with summary, key words, and personal connections. ● Story ● Article ● Comic strip ● Poem ● Infographic ● Social media posts	Students select a target language resource from a list aligned with the unit theme provided by the teacher to practice listening/viewing skills and complete a journal entry or response sheet with summary, key words, and personal connections. ● Video clip ● Music video ● Audio clip ● Commercial ● Read aloud
Task 3: Speaking Practice	Task 4: Writing Practice
Students conduct an interpersonal exchange based on the unit theme performed live or recorded. ● Students conduct an interpersonal exchange with a classmate and record ● Students conduct an interpersonal exchange with a heritage speaker and record ● Pairs of students conduct an interpersonal exchange with a classmate for the teacher during office hours or check ins ● Student conducts an interpersonal exchange with the teacher during office hours or check ins	Students complete one presentational writing product using unit theme content. A planning organizer must accompany the draft product. ● Poem ● Comic strip/storyboard ● Select a visual/photo/picture related to the unit theme and write a description of it ● Write a postcard ● A journal entry or blog post ● A writing product of your choice approved by the teacher

Optional Tasks
- Create a Jeopardy Game in the target language about unit content using Jeopardy Labs or Factile and send your teacher the URL.   - Create a Mad Lib in the target language on the Mad Lib Generator site.   - Go onto Digital Dialects, Hello World, Quia Shared Activities, or Chillola and play some language games   - Find a target language reading/story of your choice and complete the reading log (online stories, ebooks from the public library website, etc.)   - Record yourself reading a target language children's story

Support during distance learning weeks:

- The teacher is available during office hours and check ins/meetups for support
- The teacher may choose to virtually meet with students for targeted small group instruction
- Students may email the teacher with questions and concerns

Week 3 (A): Face-to-Face/Synchronous Instruction

Day 1
- Lesson Hook : Guessing game (with scaffold of circumlocution expressions)   - Teacher gives feedback about Week B-1 tasks and offers opportunities to improve products/performances based on the feedback   - Teacher leads a skill building segment related to the presentational speaking performance task using an authentic resource (ex. Expressing opinions)   - Teacher does a guided activity analyzing an example of a presentational speaking performance assessment   - Introduce presentational speaking performance task   - Students complete graphic organizer for performance assessment   - Students share completed graphic organizers in pairs/small groups to add to their ideas   - Closure   - Student task: work on first draft of presentational speaking performance assessment product
Day 2
- Lesson hook: Joke or pun   - Peer feedback on performance assessment drafts (using proficiency-based rubrics)   - Teacher collects student first drafts   - Students participate in a guided discussion/debate related to the unit theme (with scaffold/support and using a discussion protocol)   - Interactive activity- making communities connection   - Closure   - Student task: Follow-up task to discussion or community connection activity or prepare questions for Mystery Skype
Day 3

- Lesson hook: Read aloud
- Tiered activity- tiered tasks or text using authentic resources at varied levels of challenge (ex. Tiered writing prompts)
- Students share products from tiered activity in pairs/small groups
- Teacher leads a guided activity interpreting an authentic text for the purpose of cultural comparisons
- Interactive activity- Mystery Skype
- Closure
- Student task: Students complete final draft of performance assessment product using feedback
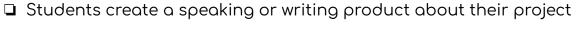
Day 4

- Lesson hook: Tweet or Instagram post(s)
- Students perform presentational speaking assessments during learning centers activities (live or recorded)
- Learning centers (enrichment on theme)
- Student self-assessment on learning targets and revisit goals
- Review project protocol and students select topics
- Interactive activity- Virtual field trip
- Closure
- Student task: Prepare for project work next week

Week 4 (B): Distance Learning Focused on Project-Based Learning

During this week, students will complete a project of their choice related to the unit theme in the form of an integrated performance assessment and will be evaluated as an assessment.

- ❏ Students begin by creating a graphic organizer on which they brainstorm all of the ideas they have on the topic
- ❏ Students research their topic by interpreting two examples of authentic text. The authentic text may be curated by the teachers. Research notes are captured on graphic organizers.   Some examples may include:
    - ❏ Infographics
    - ❏ Articles
    - ❏ Commercials
    - ❏ Videos
    - ❏ Advertisements
    - ❏ Recipes
    - ❏ Interviews
    - ❏ Social media posts

- ❏ Students share their ideas with a classmate and collect feedback and additional ideas
    - ❏ Students conduct an interpersonal exchange with a classmate and record
    - ❏ Students conduct an interpersonal exchange with a heritage speaker and record
    - ❏ Pairs of students conduct an interpersonal exchange with a classmate for the teacher during office hours or check ins
    - ❏ Student conducts an interpersonal exchange with the teacher during office hours or check ins
    - ❏ Students leave a voicemail on the teacher's Google Voice number
    - ❏ Students send an email to the teacher
    - ❏ Students conduct an interpersonal exchange with a classmate via text and save their chat

- ❏ Students create a speaking or writing product about their project

- ❏ During this week, students are required to check in with the teacher at least once to report on the progress of their work.
    - ❏ During [office hours](#)
    - ❏ During informal check ins and meetups
    - ❏ Via email with the teacher

Suggested Planning Scenario for Language Teaching and Learning: Two-Day Rotation

Description

Students report to school two full days per week. Students are provided assignments to support learning during the rest of the week either completely independently or with some interaction with the teacher. A component of synchronous or asynchronous distance learning may be included. This planning model assumes a four-week unit theme.

Face-to-Face Instruction are characterized by learning experiences that...

- ❏ Maximize face-to-face/synchronous time with students
- ❏ Provide comprehensible input in context
- ❏ Are in real world contexts
- ❏ Allow students to reconnect with the teacher and their classmates
- ❏ Build student confidence to meet or exceed learning targets
- ❏ Provide data to the teacher through checks for understanding
- ❏ Provide models and examples
- ❏ Build student skills with language
- ❏ Integrate communicative modes
- ❏ Engage students in interactive activities
- ❏ Provide opportunities for practice in the interpersonal mode
- ❏ Offer opportunities to work in pairs and small groups

Student Independent Learning Days are characterized by learning experiences that…

- ❏ Maximize online platforms and tools
- ❏ Provide [choices](#) and flexibility
- ❏ Provide a variety of learning experiences across and integrating communicative modes
- ❏ Provide opportunities to acquire additional language through interaction with and interpretation of [authentic resources](#)
- ❏ Are supported by the teacher through online feedback and [office hours](#)/check ins
- ❏ Encourage students to revise and improve products and performances
- ❏ Provide opportunities for targeted small group instruction
- ❏ Allow students to explore topics of interest to them
- ❏ Have students working more independently

Asynchronous Learning includes

- ❏ Screencasts created by the teacher for [intentional skill building](#), [guiding grammar in context protocols](#), [modeling and analyzing examples](#). For all screencasts, students are given a task to complete while viewing.
- ❏ [Office hours](#) or meetups where students check in with the teacher on their learning
- ❏ The teacher giving meaningful feedback to students on the tasks they are completing independently

Overview

Week	Instruction/Learning
Face-to-Face/Synchronous Instruction	❏ Unit input ❏ Pair and small group work ❏ Interpretation of authentic text ❏ Practice in the interpersonal mode ❏ Teacher modeling ❏ Peer feedback
Student independent learning weeks 1 and 2	Students are given choices for focused practice in all three modes of communication
Student independent learning weeks 3 and 4	Students will complete a project of their choice related to the unit theme in the form of an integrated performance assessment.

Two-Day Rotation Unit Example

Face-to-Face/Synchronous Instruction Weeks 1-4

Week 1 Day 1

- Lesson Hook: Meme
- Brainstorming activity on new theme (connecting to prior learning)
- Comprehensible input #1 in context
- Interpersonal activity in pairs using input in context (with scaffold/support)
- Students use information collected during interpersonal activity to participate in a guided conversation (with scaffold/support) Teacher uses questioning and prompting strategies
- Student reflection on the new unit theme (Can-Do's, what interests them about the topic, KWL chart, etc.)
- Interactive activity: Game (check for understanding)
- Closure (Google Form informal check in)
- Student task: personal response to new input (ex. preferences, opinions, connections)

Week 1 Day 2

- Lesson hook: Question of the day
- Pair/small group work using a cooperative learning or discussion protocol using homework task (with scaffold/support)
- Students improve their products and teachers evaluate as a formative task
- Teacher models interpreting an authentic resource aligned to unit input and reinforces reading/listening/viewing skills
- Comprehensible input #2 in context
- Interpersonal activity in pairs/small groups using input #2 in context with conversational expressions list
- Interactive activity: Target language song
- Closure (check for understanding)
- Student task: create a visual product using new content

Week 2 Day 1

- Lesson hook: Picture description
- Peer feedback on homework task (with scaffold/support) using unit Can-Do statements and rubrics
- Students interpret an authentic resource aligned with unit theme in pairs/small groups (with scaffold/support)
- Pairs/small groups combine to share information gleaned from authentic resource
- Teacher leads grammar in context activity using an authentic resource on a focus structure using a protocol (ex. PACE)
- Guided or independent activity based on formative data
- Interactive activity focused on input #2: Online game (check for understanding)
- Closure
- Student task (Choice):
  - Review grammar videos and anchor charts and use grammar in context authentic text as a model to create your own
  - Create a product in response to the authentic resource that was interpreted in class

Week 2 Day 2

- Lesson hook: Mystery item/person
- Students share homework tasks in pairs/small groups
- Teacher leads guided activity using an authentic resource focused on input #2 and on building interpretive skills (ex. reading/listening/viewing skills)
- Formative performance task to practice interpretive and interpersonal skills (focused on input #1)
- Student self-assessment on learning targets and goal setting
- Review expectations for Week B-1
- Interactive activity: Viewing activity
- Closure
- Student task: design a schedule for your tasks next week

Week 3 Day 1

- Lesson Hook : Guessing game
- Teacher gives feedback about Week B-1 tasks and offers opportunities to improve products/performances based on the feedback
- Teacher leads a skill building segment related to the presentational speaking performance task using an authentic resource (ex. Expressing opinions)
- Teacher does a guided activity analyzing an example of a presentational speaking performance assessment
- Introduce presentational speaking performance task
- Students complete graphic organizer for performance assessment
- Students share completed graphic organizers in pairs/small groups to add to their ideas
- Closure
- Student task: work on first draft of presentational speaking performance assessment product

Week 3 Day 2

- Lesson hook: Joke or pun
- Peer feedback on performance assessment drafts (using proficiency-based rubrics)
- Teacher collects student first drafts
- Students participate in a guided discussion/debate related to the unit theme (with scaffold/support and using a discussion protocol)
- Interactive activity- making communities connection
- Closure
- Student task: Follow-up task to discussion or community connection activity or prepare questions for Mystery Skype

Week 4 Day 1

- Lesson hook: Read aloud
- Tiered activity- tiered tasks or text using authentic resources at varied levels of challenge (ex. Tiered writing prompts)
- Students share products from tiered activity in pairs/small groups
- Teacher leads a guided activity interpreting an authentic text for the purpose of cultural comparisons
- Interactive activity- Mystery Skype
- Closure
- Student task: Students complete final draft of performance assessment product using feedback

Week 4 Day 2

- Lesson hook: Tweet or Instagram post
- Students perform presentational speaking assessments during learning centers activities (live or recorded)
- Learning centers (enrichment on theme)
- Student self-assessment on learning targets and revisit goals
- Review project protocol and students select topics
- Interactive activity- Virtual field trip
- Closure
- Student task: Prepare for project work next week

Weeks 1-2 Student Independent Learning Tasks

Students are required to complete one task from each section over the two weeks.

Task 1: Reading Practice	Task 2: Listening/Viewing Practice
Students select a target language text from a list aligned with the unit theme provided by the teacher and complete a journal entry or response sheet with summary, key words, and personal connections. • Story • Article • Comic strip • Poem • Infographic • Social media posts	Students select a target language resource from a list aligned with the unit theme provided by the teacher to practice listening/viewing skills and complete a journal entry or response sheet with summary, key words, and personal connections. • Video clip • Music video • Audio clip • Commercial • Read aloud
Task 3: Speaking Practice	**Task 4: Writing Practice**
Students conduct an interpersonal exchange based on the unit theme performed live or recorded. • Students conduct an interpersonal exchange with a classmate and record • Students conduct an interpersonal exchange with a heritage speaker and record • Pairs of students conduct an interpersonal exchange with a classmate for the teacher during office hours or check ins • Student conducts an interpersonal exchange with the teacher during office hours or check ins	Students complete one presentational writing product using unit theme content. A planning organizer must accompany the draft product. • Poem • Comic strip/storyboard • Select a visual/photo/picture related to the unit theme and write a description of it • Write a postcard • A journal entry or blog post • A writing product of your choice approved by the teacher

Optional Tasks
- Create a Jeopardy Game in the target language about unit content using <u>Jeopardy Labs</u> or <u>Factile</u> and send your teacher the URL.   - Create a Mad Lib in the target language on the <u>Mad Lib Generator site</u>.   - Go onto <u>Digital Dialects</u>, <u>Hello World</u>, <u>Quia Shared Activities</u>, or <u>Chillola</u> and play some language games   - Find a target language reading/story of your choice and complete the reading log (online stories, ebooks from the public library website, etc.)

Support during "off" school days:

❏ The teacher is available during <u>office hours</u> and check ins/meetups for support
❏ The teacher may choose to virtually meet with students for targeted small group instruction
❏ Students may email the teacher with questions and concerns

Weeks 3-4 Student Independent Learning Tasks

During this week, students will complete a project of their choice related to the unit theme in the form of an integrated performance assessment and will be evaluated as an assessment.

- ❏ Students begin by creating a graphic organizer on which they brainstorm all of the ideas they have on the topic
- ❏ Students research their topic by interpreting two examples of authentic text. The authentic text may be curated by the teachers. Research notes are captured on graphic organizers.   Some examples may include:
    - ❏ Infographics
    - ❏ Articles
    - ❏ Commercials
    - ❏ Videos
    - ❏ Advertisements
    - ❏ Recipes
    - ❏ Interviews
    - ❏ Social media posts

- ❏ Students share their ideas with a classmate and collect feedback and additional ideas
    - ❏ Students conduct an interpersonal exchange with a classmate and record
    - ❏ Students conduct an interpersonal exchange with a heritage speaker and record
    - ❏ Pairs of students conduct an interpersonal exchange with a classmate for the teacher during office hours or check ins
    - ❏ Student conducts an interpersonal exchange with the teacher during office hours or check ins
    - ❏ Students leave a voicemail on the teacher's Google Voice number
    - ❏ Students send an email to the teacher
    - ❏ Students conduct an interpersonal exchange with a classmate via text and save their chat

- ❏ Students create a speaking or writing product about their project
- ❏ During this week, students are required to check in with the teacher at least once to report on the progress of their work.
    - ❏ During [office hours](#)
    - ❏ During informal check ins and meetups
    - ❏ Via email with the teacher