Instructional Framework for World Languages

6-12 World Languages Mission & Vision

The Cherry Creek School District believes that EVERY student should have opportunities to explore new ideas and pursue personal interests through a robust electives program. The goal of the World Language Program in CCSD is to prepare students to be linguistically and culturally competent in a language other than English. The ability to communicate in a culturally appropriate manner with speakers of other languages is key to success in our increasingly diverse global community. CCSD uses the Colorado Academic Standards for World Languages as a roadmap to guide and establish the link between communication and culture, which can then be applied to make connections with other academic disciplines and comparisons with one's own language. It is through this work that our language learners become part of local and global communities.

The World Languages Teaching and Learning Framework is used in teaching the Colorado Academic Standards to meet the needs of EVERY student EVERY day.

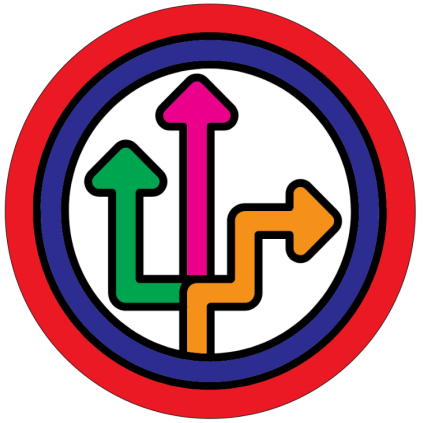
Student Practices



Teacher Practices



Career Pathways



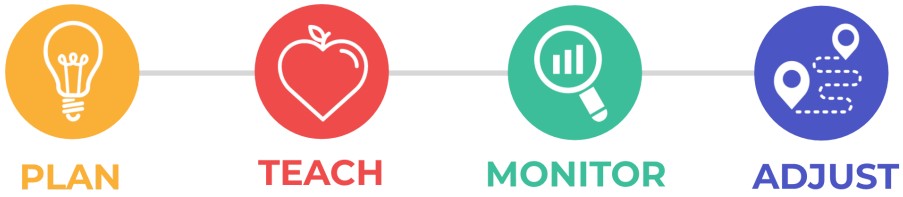
Students: Standards for World Languages Practices

1. INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION , REACTIONS, FEELINGS, AND OPINIONS (INTERPERSONAL MODE).
2. UNDERSTAND, INTERPRET, AND ANALYZE WHAT IS HEARD, READ, OR VIEWED ON A VARIETY OF TOPICS (INTERPRETIVE MODE).
3. PRESENT INFORMATION, CONCEPTS, AND IDEAS TO INFORM, EXPLAIN PERSUADE, AND NARRATE ON A VARIETY OF TOPICS USING APPROPRIATE MEDIA AND ADAPTING TO VARIOUS AUDIENCES OF LISTENERS, READERS, OR VIEWERS (PRESENTATIONAL MODE).
4. USE THE LANGUAGE TO ACCESS, INVESTIGATE, EXPLAIN, AND REFLECT ON THE RELATIONSHIP BETWEEN THE DIVERSE PRODUCTS, PRACTICES AND PERSPECTIVES OF THE TARGET CULTURE(S) AND THE STUDENT'S OWN CULTURE.
5. BUILD, REINFORCE, AND EXPAND THEIR KNOWLEDGE OF OTHER DISCIPLINES WHILE USING THE LANGUAGE TO DEVELOP CRITICAL THINKING AND TO SOLVE PROBLEMS CREATIVELY.
6. USE THE LANGUAGE TO INVESTIGATE, EXPLAIN, AND REFLECT ON THE NATURE OF LANGUAGE THROUGH COMPARISONS OF THE TARGET LANGUAGE AND THE STUDENT'S OWN LANGUAGE.

CHERRY CREEK SCHOOLS
STANDARDS FOR
WORLD LANGUAGE
PRACTICE

The Standards for World Language Practice are used daily by 6-12 students to make meaning of the languages with which they are engaging:

- These are the behaviors of students when learning world languages.
- These are the thinking tools used to experience world languages and a way to interact with them
- These are the 6-12 prepared graduate statements in the 2022 Colorado Academic Standards for world languages.



1: Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (interpersonal mode).

Students participate in conversations in order to interact and negotiate meaning in the target language. In these conversations, students will exchange information and ideas, meet or address needs, and express preferences. At the novice level, students request and provide information through practiced questions, express needs related to daily activities in familiar situations, and express and react to preferences. At the intermediate level, students exchange information and ask follow-up questions, interact with others to meet needs, and explain opinions and/or feelings.

2: Understand, interpret and analyze what is heard, read or viewed on a variety of topics (interpretive mode).

Students can understand, interpret or analyze facts and main ideas from informational texts, fictional texts and conversations. At the novice level students identify isolated facts and understand familiar questions or statements from memorized words, phrases or simple sentences. At the intermediate level, students can identify, understand, and follow the main idea, key information, and flow of events in straightforward texts or discussions.

3: Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (presentational mode).

Students can present information to narrate their life experiences, express preferences and opinions, as well as inform, describe and explain various topics. At the novice level, students present personal information about self, interests, and activities, and express likes, dislikes and preferences on familiar topics. They provide information on everyday topics of interest with memorized words, phrases and simple sentences. At the intermediate level, students share personal information, tell stories about their lives, activities, and experiences, present on a variety of familiar and researched topics, and state viewpoints to support opinions through a series of connected sentences.

4: Use the language to access, investigate, explain and reflect on the relationship between the diverse products, practices and perspectives of the target culture(s) and the student's own culture.

Students use their target language skills to investigate the world beyond their immediate environment, to recognize and understand others' ways of thinking as they interact in a cultural context other than their own. As they move from the novice to the intermediate level, students first investigate and identify, then examine, interpret and compare products (food, clothing, etc.), practices (customs, traditions, etc.) and perspectives (values, beliefs, etc.) related to everyday life and personal interests when using the target language. They show basic cultural awareness when conversing with others in the target culture, use appropriate rehearsed or learned behaviors, and recognize cultural norms/etiquette. Novice students interact with others in and from another culture at a survival level in some familiar everyday contexts, and intermediate students interact at a functional level when using the target language. Students will consider cross-cultural similarities and differences in products, practices and perspectives to develop insight into the target culture and their own culture.

5: Build, reinforce and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.

Students use the target language to acquire information and diverse perspectives to function in academic and career-related situations. Novice students identify, summarize and examine information from target language resources connected to other content areas. Intermediate students analyze and make inferences for application in other content areas. All students recognize the connections between their world language class and their other content disciplines by transferring and applying information and skills from one to the other.

6: Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student's own language.

Students study, identify, and describe similarities and differences of the target language and their own language, then examine and analyze those similarities and differences. They identify and compare such aspects as differences in formality, grammatical structures, stress, intonation and writing systems to deepen their understanding of their own language and the target language. In addition, students first recognize then begin to use appropriately idiomatic expressions in the target language and develop insight into the different cultural perspectives expressed by such expressions.

Teacher Practices



Culturally Responsive Education (CRE)

Culturally Responsive Education (CRE) is a mental model that is useful for identifying themes and tools of practice for closing Equity gaps. CRE provides a conceptual context for policies and practices that focus on Equity without marginalizing some students relative to others. It actively enlists the awareness of culture, race, ethnicity, gender, ability, and other social markers that shape the perceptions of educational opportunities in the interest of and effort to provide meaningful learning experiences for all students.
More simply put, CRE is the joining of equity and pedagogy.



CRE Planning Guiding Questions

- What do I want students to understand?
- What do I want students to feel?
- What are the targets for rigor?
- What are the indicators for engagement?
- What are the opportunities to be responsive?

Developed by Dr. Yemi Stembridge,@DrYemiS.

A. Facilitate Target Language Comprehensibility

Teacher Actions	Student Actions
• Provide a language rich environment through speaking, listening, reading, writing, viewing and creating in the target language an average of 90% or more during classroom time; contexts and interactions • Use high frequency words, phrases and patterns regularly • Provide repetitions for targeted structures through input that is interesting • Provide repetitions for targeted structures through input that is slightly beyond the students' current level of competency • Develop complexity through recycled skills • Support comprehension and production through use of context, gestures, visual support, etc. • Conduct frequent comprehension checks to ensure understanding	• Acquire language through speaking, listening, reading, writing, viewing, and creating in the target language an average of 90% or more during classroom time; negotiate meaning through contexts and interactions • Use high frequency words, phrases and patterns regularly • Interact with the teacher's repetitions of targeted structures • Request help and clarification in the target language • Mix and match language chunks to create unique individualized communication • Increase fluency, accuracy and complexity over time • Access visual support resources in the classroom

Equitable Teaching

- Provide opportunities for students to incorporate their own backgrounds, identities, and cultures into the World Language Classroom (Cultural Identity)
- Build a community in the classroom in which students' assets are acknowledged and celebrated so that they can feel vulnerable and empowered enough to take appropriate risks (Asset-Focused Factors)

ACTFL Core Practices for World Language Teaching and Learning

Hines-Gaither, K., & Accilien, C. (2023). *The Antiracist World Language Classroom*. Routledge.

B. Guide Learners through Interpretive Tasks and Resources

Teacher Actions	Student Actions
• Present interactive reading and listening comprehension tasks using authentic cultural texts and/or level appropriate content • Scaffold to promote interpretive skills • Help learners use background knowledge, contextual cues, and interpretive strategies to construct meaning • Tailor tasks and content to the proficiency levels of students (adapt texts and/or tasks to an individual's level while maintaining appropriate levels of rigor)	• Engage with interactive reading and listening comprehension tasks using authentic cultural texts and level appropriate content • Respond to teacher guided prompts • Use background knowledge, contextual cues, and interpretive strategies to negotiate meaning

Equitable Teaching

- Provide tasks and resources in which students see themselves represented (Cultural Identity and Asset-Focused Factors)
- Intentionally plan for and incorporate tasks, texts, images, etc. that represent the wide variety of countries and cultures who speak the target language being taught (*when applicable*) (Rigor and Engagement)
- Assess the hidden curriculum and single perspective stories, while providing a counternarrative (Rigor and Engagement)
- Incorporate marginalized voices such as Black, Indigenous, Asian, Latinx, people of color, women, LGBTQIA+, people with disabilities, etc. (Engagement and Asset-Focused Factors)

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C. Design Interpersonal Communication Tasks

Teacher Actions	Student Actions
• Provide interpersonal communication tasks for pairs, small groups, and whole class instruction • Develop tasks that are rooted in the interests of learners with level-appropriate proficiency targets • Focus on proficiency, based on comprehension and comprehensibility • Address gestures and other nonverbal nuances of language and culture that combine with oral communication to convey meaning	• Engage in interpersonal communication tasks in pairs, small groups, and with the whole class • Use tasks to exchange information, meet their needs and express opinions at level-appropriate proficiency • Utilize circumlocution as needed

Equitable Teaching

- Provide opportunities for students to incorporate their own backgrounds, identities, and cultures into the conversations (Cultural Identity and Vulnerability)
- Build a community in the classroom that encourages appropriate risk taking allowing for all students to be their authentic selves (Relationships and Vulnerability)
- Create an environment that is asset focused (Asset-Focused Factors)

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D. Plan with Backward Design Model

Teacher Actions	Student Actions
• Identify proficiency based results THEN determine acceptable evidence THEN plan learning experiences and instruction through scaffolding • Focus on NCSSFL-ACTFL Can-Do statements and/or ACTFL Proficiency Guidelines for goal setting and unit outcomes • Develop rich units with real world relevance • Cultivate understanding of different cultural products, practices and perspectives • Embed the three modes of communication (Interpersonal, Interpretive, Presentational)	• Set goals and self assess their own learning • Identify topics of interest

Equitable Teaching

- Plan for opportunities in which students can leverage and demonstrate their assets. (Asset-Focused Factors)
- Plan for opportunities in which students can demonstrate higher order thinking skills and stretch their understanding of content (Rigor)
- Refer to the World Readiness Standards, Colorado Academic Standards, NCSSFL-ACTFL Can-Do Statements **AND** the Social Justice Standards and 6 dimensions of Antiracism in World Languages while planning. (Rigor and Engagement)

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E. Teach Grammar and Culture in Context

Teacher Actions	Student Actions
Grammar: • Focus on meaning over form • Allow language to develop naturally • Increase fluency, accuracy and complexity over time • Guide learners towards an understanding of how grammar functions while providing space for them to explore, discover, and use a newly introduced grammatical form Culture: • Embed culture through communicative tasks • Provide opportunities to compare and contrast the target culture(s) products, practices, and perspectives with the students' cultures and others	Grammar: • Interact with the teacher's repetitions of targeted structures • Mix and match language chunks to create unique individualized communication • Increase fluency, accuracy and complexity over time • Explore, discover, and ultimately use a grammatical form rather than a memorized conjugation Culture: • Interact with learning cultural opportunities • Compare and contrast their own cultural products, practices, and perspectives with those of the target language

Equitable Teaching

- Consider how students' home communities, cultures and families intersect, support and add value to the classroom while building in opportunities for this to be leveraged each day (Asset-Focused Factors and Cultural Identity)
- Identify and disrupt bias, omissions and stereotypes when teaching cultural content (Cultural Identity and Engagement)
- Examine the politics of language, dialects, and accents (Rigor and Relationships)
- Discuss how race intersects with other identities such as ethnicity, class, gender, sexuality, religion, environmentalism, immigration status, documentation status, disability, etc. (Cultural Identity and Relationship)

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F. Provide Regular and Effective Feedback

Teacher Actions	Student Actions
• Provide corrective feedback as a tool for mediating learning and language development • Provide consistent, timely and specific feedback • Utilize feedback throughout instruction to assess and inform learners of progress towards proficiency goals • Adjust instruction based on student outcomes • Regularly use formative, summative, and reflective feedback throughout a unit of study	• Ask clarifying questions • Self-assess to establish personal goals • Utilize feedback to adjust goals and improve proficiency levels

Equitable Teaching

- Guide students to understand their strengths and tendencies as learners (Asset-Focus Factors)
- Evaluate based on individual growth and proficiency levels (Rigor and Asset-Focused Factors)
- Provide multiple opportunities and modes to demonstrate proficiency (Engagement and Rigor)

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Career Pathways in World Languages

