

Subject-Area Lesson Planning Tool: World Languages



INTRODUCTION

World languages education can drive students' social, emotional, and academic growth and development. High-quality world languages instruction supports the development of global citizens who are prepared to interact effectively with an increasingly multilingual and multicultural society. Deep content knowledge in world languages and a set of social, emotional, and cognitive competencies (knowledge, skills, and mindsets) will help students effectively communicate, relate to a variety of cultural perspectives, make connections and comparisons, and engage with the globalized world. For more information, please see the [Office of Superintendent of Public Instruction \[OSPI\] World Languages Learning Standards](#).

"Social emotional learning (SEL) is a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in schools and in life." -- OSPI



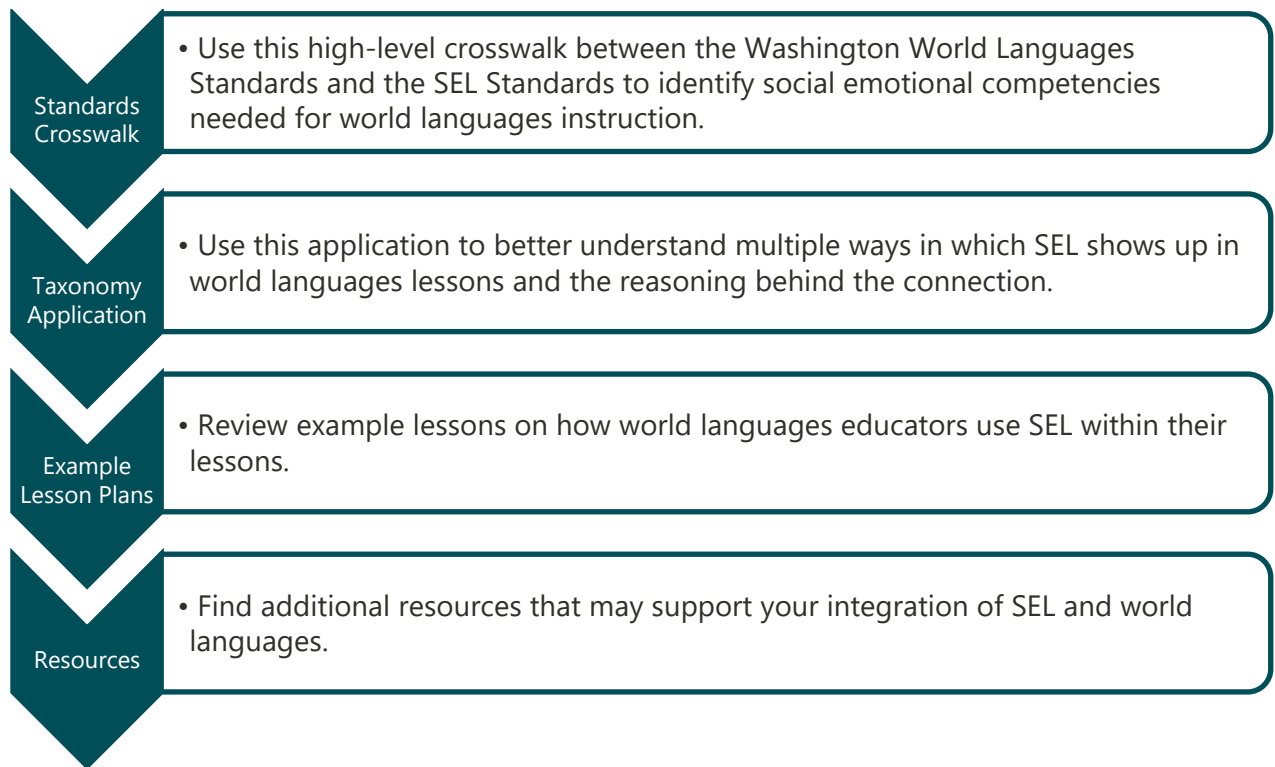
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How to Use This Tool

Effective instruction “relies heavily on the teacher’s knowledge of students’ cultural, academic, and social/emotional assets” ([TPEP Student Growth Goal Rubrics](#)). This lesson planning tool supports world languages educators in Washington as they intentionally plan ways to nurture social emotional competencies through their academic lessons. The tool is scaffolded for your use and includes a crosswalk of world languages and SEL standards, application of how the standards align, example lesson plans, and additional resources (see Figure 1 for a road map). You can use the questions for reflection in each section to customize these strategies for your classroom.

Figure 1. Road Map for Using the Lesson Planning Tool



Questions for Reflection

Before advancing to the next section, reflect on some of your own assumptions and beliefs:

- How do you see social emotional competencies align with specific world languages standards? Which social emotional competencies do world languages scholars tend to use? How do you encourage students’ development of those competencies?
- How do teachers explicitly connect social emotional competencies to effective teaching practices (the four Affirming Learning Environment practices in Module 2 and the Lesson Design Practices in Module 3) to promote students’ mastery of world languages standards? How do you reinforce students’ use of those competencies?
- What social emotional competencies do you use to create the conditions for the kind of learning necessary for all students to develop world languages skills and engage with world languages content?

CROSSWALK OF THE WASHINGTON WORLD LANGUAGES LEARNING STANDARDS AND THE SEL STANDARDS

The [American Council for the Teaching of Foreign Languages \(ACTFL\)](#) has designated [proficiency standards](#) for interpretive, interpersonal, and presentational communication, as well as for investigating and interacting with intercultural communication. *Proficiency* refers to a speaker’s ability to use language in a real-world situation. The following “Can Do” statements, a product of collaboration between the ACTFL and the National Council of State Supervisors for Languages (NCSSFL), summarize what novice language learners should be able to do as a result of world languages instruction. Each standard has a specific set of knowledge and skills as well as the social emotional competencies needed to engage with them. To get started, review the high-level crosswalk between the ACTFL World Languages Proficiency Standards and the [Washington Social and Emotional Learning \(SEL\) Standards and Benchmarks](#).

NCSSFL-ACTFL Novice-Level “Can Do” Statements	Example of Alignment with Washington SEL Standards
Communication	
<p>Interpretive: I can identify general topics and some basic information in familiar, everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p>	<p>To successfully interpret communication from other languages and cultures, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate awareness of and respect for similarities and differences among community, cultural, and social groups (Social Awareness 4B) and an understanding of the variations within and across cultures (Social Awareness 4C). • Demonstrate a range of listening and social skills (Social Management 5A) while interacting with others in a new language. • Demonstrate the skills to manage their emotions, thoughts, and stress in constructive ways (Self-Management 2A) when translating a new language.

<p>Interpersonal: I can communicate in spontaneous spoken, written, or signed conversations on familiar, everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p>	<p>To successfully communicate with others in another language, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate a range of communication and social skills (Social Management 5A) while interacting with others in a new language. • Demonstrate skills to manage their emotions, thoughts, impulses, and stress (Self-Management 2A) in a variety of communicative contexts (conversations, written correspondence, etc.).
<p>Presentational: I can present information on familiar, everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p>	<p>To successfully to present information in a new language, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate a range of communication and social skills (Social Management 5A) while interacting with others in a new language. • Demonstrate the ability to set, monitor, adapt, persevere achieve, and evaluate academic goals (Self-Efficacy 3A) when presenting ideas in a new language. • Demonstrate awareness of and ability to speak on behalf of self and others' personal rights and advocacy (Self-Efficacy 3C) in a new language.

Intercultural Communication

<p>Investigate: In my own and other cultures, I can identify products and practices to help me understand perspectives.</p>	<p>To successfully understand and compare products and practices in multiple cultures, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate awareness of other people’s perspectives, cultures, histories, and identities (Social Awareness 4A); an awareness of and respect for similarities and differences among community, cultural, and social groups (Social Awareness 4B); and an understanding of variation within and across cultures (Social Awareness 4C). • Demonstrate self-awareness and understanding of personal and collective identity (Self-Awareness 1B) and external influences (e.g., culture, family, resources; Self-Awareness 1C).
<p>Interact: I can interact at a survival level in some familiar, everyday contexts.</p>	<p>To successfully interact in multilingual communities, students will use the following social emotional competencies:</p> <ul style="list-style-type: none"> • Demonstrate the ability to engage in respectful and healthy relationships with individuals/ideas of diverse cultures, histories, and identities (Social Management 5C). • Demonstrate a sense of responsibility both for their own and others’ linguistic communities (Social Engagement 6A) and contribute productively to both communities (Social Engagement 6C).

Questions for Reflection:

- How did the information in the crosswalk align with your existing knowledge of the relationships between world languages and SEL? Were there new ideas that broadened your thinking about the relationships between these areas? What questions emerged for you as you reviewed this crosswalk.¹
- What Affirming Learning Environment practices (e.g., Warmth and Support, Responsibility and Choice, Student-Centered Problem Solving) and Learning Design practices (e.g., Balanced Instruction, Cooperative Learning, Self-Assessment and Self-Reflection) might facilitate students' development and application within these examples?
- How can you ensure that you incorporate students' personal and cultural strengths and assets as you continue to nurture social emotional competencies in instruction related to world languages?

¹ These three question prompts are adapted from the Project Zero Thinking Routine *Connect, Extend, Challenge*, <https://pz.harvard.edu/resources/connect-extend-challenge>.

TAXONOMY APPLICATION

Now that you have had a chance to explore, at a high level, some alignment between world languages skills and the SEL standards, review some concrete ways to ensure that you are meeting your students' SEL needs within the world languages curriculum. Specifically, you will review concrete examples of how various [SEL Standards and Benchmarks](#) connect to the world languages skills. As you review these examples, ask yourself the following questions as you begin to plan your own world languages lessons that more intentionally integrate and nurture social emotional competencies. The following questions are based on the SEL–Academic Integration taxonomy that you have been learning about in the module series *Academic Learning Is Social and Emotional: Equity-Centered Social emotional Learning in Washington*.

1. **Explicit skill alignment:** Which SEL standards *are the same* skills, knowledge, and mindsets as those within the world languages standards?
2. **Explicit strategy alignment:** What social emotional competencies within the SEL standards do students use to accomplish specific world languages tasks?
3. **Ways of interacting:** How do students use their social emotional competencies within the SEL standards to participate in activities that help them learn world languages skills and content?
4. **Ways of being:** What social emotional mindsets and habits do multilingual experts develop to be successful?

As you consider these examples, remember that the goal for you as an educator is to create the conditions that encourage students to develop, apply, and exhibit their social emotional competencies while mastering world languages content. The questions and examples in the table that follows can help you begin to intentionally integrate these efforts.

World languages Skills: Examples

NCSSFL-ACTFL “Can Do” Statements/Proficiency Standards (Interpretive Communication— Novice Level)	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p>	<p>Ways of Being and Social Management 5A (Demonstrates a range of communication and social skills to interact effectively with others.)</p>	<p>Students use the communication skills, including the non-verbal behaviors, <i>that multilingual learners use</i> to help understand memorized and familiar words.</p>

NCSSFL-ACTFL “Can Do” Statements/Proficiency Standards /Proficiency Standards (Interpersonal Communication— Novice Level)	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>I can express basic preferences or feelings, using practices or memorized words and phrases, with the help of gestures or visuals.</p>	<p>Ways of Interacting and Self-Management 2A (Demonstrates the skills to manage their emotions, thoughts, impulses, and stress in constructive ways.)</p>	<p>Students <i>may need</i> to manage their feelings related to stressors involved with communicating in an unfamiliar language, <i>enhancing their ability</i> to achieve the ACTFL proficiency standard.</p>

NCSSFL-ACTFL “Can Do” Statements/Proficiency Standards /Proficiency Standards (Presentational Communication—Novice Level)	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>I can present information about myself, my interests, and my activities using a mixture of practiced and memorized words, phrases, and simple sentences.</p>	<p>Explicit Strategy Alignment and Self-Efficacy 3A (Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.)</p>	<p>Students set, monitor, adapt, and persevere <i>to successfully</i> design and deliver presentations about themselves in another language.</p>

NCSSFL-ACTFL “Can Do” Statements/Proficiency Standards /Proficiency Standards (Intercultural Communication/Investigate— Novice Level)	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>In my own and other cultures, I can identify some typical practices related to familiar, everyday life.</p>	<p>Explicit Skill Alignment and Social Awareness 4A (Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.)</p>	<p><i>Both the</i> proficiency standard and the SEL standard require students to expand their knowledge and awareness of other cultural practices, perspectives, and customs.</p>

NCSSFL-ACTFL “Can Do” Statements/Proficiency Standards /Proficiency Standards (Intercultural Communication/Interact— Novice Level)	Taxonomy Approach & SEL Standard and Benchmark	Reasoning
<p>I can use appropriate, rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar, everyday situations.</p>	<p>Explicit Strategy Alignment and Social Management 5C (Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.)</p>	<p>To use appropriate behaviors and recognize inappropriate behaviors, <i>students use skills learned</i> to develop respectful and healthy relationships with individuals of diverse perspectives and cultures.</p>

Questions for Reflection:

- What did you learn from these taxonomy examples? What does it mean to intentionally embed SEL and academics in world languages?
- What are some questions you may ask yourself to become more intentional in your approach to SEL–academic integration?
- How can you incorporate multiple, lived experiences and interpretations through a more intentional SEL–academic integration approach in world languages?

EXAMPLE LESSON PLANS

This section of the tool provides example lesson plans that intentionally embed the World languages Standards and the SEL Standards and Benchmarks. You can use this tool, and what you learned from the module, to help guide you as you make instructional decisions together with your students. As you review the examples, note how the educator uses multiple taxonomy approaches within a single lesson.

The lesson plan examples follow the first two steps below.² These steps and guiding questions provide an approach to critically self-reflect and more intentionally support students in developing

² Adapted from Yoder, N., Ward, A. M., & Wolforth, S. (2021). *Teaching the whole child: Instructional practices that integrate equity-centered social, emotional, and academic learning*. American Institutes for Research. [https://www.air.org/sites/default/files/2021-12/Social emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf](https://www.air.org/sites/default/files/2021-12/Social%20emotional-Learning-Equity-Centered-Instructional-Practices-December-2021.pdf)

and applying social emotional competencies within the context of academic learning. For more in-depth guidance on lesson planning for SEL–academic integration, check out the [Academic Integration Planning tool](#), as well as a set of videos featuring Washington educators implementing and reflecting on their lessons.

- Step 1: Prepare** In step 1, identify the assets and strengths that your students can leverage in this lesson, the academic and social emotional outcomes you want to see for your students, and what social emotional competencies you will bring to the lesson as an educator. In step 1 of world languages lesson planning, it may be helpful to consider a compelling question and enduring understanding.

- Step 2: Plan** In step 2, determine what equity-centered practice you will use (e.g., 10 instructional practices) and which taxonomy approach you will focus on. During this step, you will develop or modify your lesson to intentionally embed SEL.

- Step 3: Reflect** In step 3, reflect on what you found to be successful and challenging in implementing the lesson, and reflect on your own social emotional competencies.

Lesson Plan Example 1: Sixth-Grade Chinese

Use the following template (or modify the template that you currently use) to guide your daily lesson planning to support SEL–academic integration.

Step 1: Prepare	
Student Considerations	
<i>What are some of the interests, assets, and gifts that contribute to your students' social, emotional, and academic success and to their success in your classroom community?</i>	
These considerations will be unique to the educator and their students. For example, an educator might note here that their students have become particularly strong in their ability to actively listen to their peers, that they have formed a cohesive and supportive community, or that they tend to be highly inquisitive. The educator could then state some preliminary thoughts on how a lesson might draw upon the students' strengths.	
Academic Standards	SEL Standards
<i>What academic standards will you focus on?</i>	<i>What Washington SEL standards/social emotional competencies will you focus on?</i>
ACTFL Proficiency Standards – Novice Low/Mid Interpretive Communication I can: <ul style="list-style-type: none"> • understand and recognize memorized or familiar words related to mood management when supported by gestures or visuals • identify and understand the emotion-changing elements of actions and words. Interpersonal Communication I can: <ul style="list-style-type: none"> • Express basic feelings using practiced or memorized words and phrases with the help of gestures or visuals. 	Self-Awareness Benchmark 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. (I can explain the different intensities of my emotions and feelings.) Self-Management Benchmark 2A: Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways. (I can select and practice specific self-management skills to maintain self-control.)
Learning Goals	Educator SEL
<i>What learning goals will you focus on with your students?</i>	<i>What social emotional competencies will you leverage to implement your lesson?</i>
<ul style="list-style-type: none"> • Students will recognize and understand the four regions of the Mood Meter. • Students will identify current emotional state based on their current level of energy and pleasantness. • Students will identify four ways people in Chinese culture shift from one emotional quadrant to another. 	These competencies will be unique to the educator and could include relevant competencies that the educator feels confident about or ones the educator is trying to work on. For example, the educator might note that they will be using social awareness to observe students' body language, tone of voice, or engagement level to gauge how students are experiencing the potentially stressful parts of an activity.

Step 2: Plan

SEL-Academic Integration Strategy

What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?

In the space provided, list the practices and approach that comprise your integrative strategy:

- **Instructional Practice:** Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building

Exemplar Answer: Responsibility and Choice, SEL Competence Building

- **SEL-Academic Integration Taxonomy Approach:** Explicit Skill Alignment, Explicit Strategy Alignment, Ways of Being, or Ways of Interacting

Exemplar Answer: Ways of Being, Explicit Skill Alignment

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

- Set a calm mood by playing serene music upon students entering the room and have students follow an established routine of completing an opening activity which is present on the whiteboard when students walk into the classroom.
- Have students verbally repeat new words (from the Mood Meter) in the target language as well as perform accompanying actions in a Total Physical Response (TPR)-method.
- Have students state and label their current emotional state with Post-It note on group Mood Meter.
- Introduce culturally relevant strategies to maintain or move emotional state to new Mood Meter quadrant, including Tai Chi, jump rope, meditation, "rock paper scissors", and Chinese checkers.
- Have students, in groups, practice a strategy to either maintain or move their mood.

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

Students can state, using Chinese, the strategy they used to move their emotional state to a new quadrant, choosing from meditation, jump rope, Tai Chi, or Chinese checkers.

Lesson Plan Example 2: Novice-Level German

Use the following template (or modify the template that you currently use) to guide your daily lesson planning to support SEL–academic integration.

Step 1: Prepare	
Student Considerations	
<i>What are some of the interests, assets, and gifts that contribute to your students' social emotional and academic success and to their success in your classroom community?</i>	
These considerations will be unique to the educator and their students. For example, an educator might note here that their students have become particularly strong in their ability to actively listen to their peers, that they have formed a cohesive and supportive community, or that they tend to be highly inquisitive. The educator could then state some preliminary thoughts on how a lesson might draw upon the students' strengths.	
Academic Standards	SEL Standards
<i>What academic standards will you focus on?</i>	<i>What Washington SEL standards/social emotional competencies will you focus on?</i>
ACTFL Proficiency Standards—Interpretive Communication I can: <ul style="list-style-type: none"> • identify basic information (times, dates, numbers) on a job fair program. • identify and understand the topic of a job fair promotional video. 	Self-Management Benchmark 2A: Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways. (I can select and practice specific self-management skills to maintain self-control.) Social Awareness Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups. (I can identify similarities, differences, and perspectives among different social and cultural groups.)
Learning Goals	Educator SEL
<i>What learning goals will you focus on with your students?</i>	<i>What social emotional competencies will you leverage to implement your lesson?</i>
<ol style="list-style-type: none"> 1. Students will review a job fair program in German and will be able to classify underlined information into types of numbers, dates, and times. 2. Students will watch a job fair promotional video and will be able to list all of the companies showcased. 	These competencies will be unique to the educator and could include relevant competencies that the educator feels confident about or ones the educator is trying to work on. For example, the educator might note that they will be using social awareness to observe students' body language, tone of voice, or engagement level to gauge how students are experiencing the potentially stressful parts of an activity.

Step 2: Plan

SEL-Academic Integration Strategy

What instructional practice(es) will you use to integrate SEL and academics? What SEL-academic integration taxonomy approach(es) will you use?

In the space provided, list the practices and approach that comprise your integrative strategy:

- **Instructional Practice:** Warmth and Support, Responsibility and Choice, Youth-Centered Problem Solving, Power of Language, Cooperative Learning, Group Discussions, Self-Assessment and Self-Reflection, Balanced Instruction, Expectations and Rigor, and/or SEL Competence Building

Exemplar Answer: Cooperative Learning, Group Discussions

- **SEL-Academic Integration Taxonomy Approach:** Explicit Skills Alignment, Explicit Strategy Alignment, Ways of Being, or Ways of Interacting

Exemplar Answer: Explicit Strategy Alignment, Ways of Interacting

Description of Lesson Activities

What activities will you consider for differentiating instruction and incorporating SEL before or within instruction?

- Facilitate review of how numbers 20 and above are formed. Have students form a circle. Ask them to try to count aloud from 1 through 30.
- Hand out the "[*das Programm der Jobmesse*](#)" sheet and project it onto the board. Instruct students to underline all the numbers silently and individually they see on the sheet. Select students to come up and underline the numbers on the board.
- Draw a four-column T-chart with "das Datum, der Ort, der Preis, die Uhr" as headers. Assign students to work in pairs or small groups to categorize the numbers in the correct columns.
- Facilitate a whole-group discussion while having students fill out the columns on the board to show how they knew where to place the numbers. Affirm student effort and participation through the discussion.
- Ask students to respond to simple questions based on the *Programm*. Examples: "Wann beginnt...?" "Wann endet...?" "Wo ist..?" Students respond verbally with the answers.
- Instruct students to pair up and ask each other the types of questions that were modeled before.

Formative Performance Task

In what ways will you ensure that students mastered the academic and social emotional competencies of the lesson?

As students leave the classroom, have them answer one question about the program still on the board.

Resources

[Addressing Trauma, Tragedy, Mental Health, and Social Emotional Learning \(SEL\): Resources for Educators](#) (American Council on the Teaching of Foreign Languages [ACTFL])

[Social and Emotional Learning in a World Language Class \(example SEL lesson in middle school Spanish class\)](#) (Edutopia)

[SEL and Language Acquisition](#) (Move This World)

[Quick Reference Guide: Social and Emotional Learning in World Language Programs](#) (Massachusetts Department of Elementary and Secondary Education)

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