Considerations for K–12 World Language Education

Social Emotional Support:
World Languages promote student engagement and well-being.
- Languages are about communication. By participating in a World Language class, student begin to
- Participating in World Language instruction, no matter the language, helps students to build an emotional vocabulary in not only the target language, but also their native language. Participating in SEL activities in the target language helps to build a solid vocabulary around their health, feelings, and goals.

Relevance:
World Languages are an essential part of a PreK–12 education.
- Under Washington state law, World Language education is part of basic education and a requirement for high school graduation.
- World languages are introduced early; Washington’s full-time kindergarten statute requires “providing experiences in science, social studies, arts, health and physical education, and a world language other than English.”
- World Language education is part of a well-rounded education in Federal law.

Integration of World Languages Standards:
Plan for curriculum and instruction thoughtfully.
- Emphasize the learning process over products (performances, exhibits, productions).
- Consider how multiple standards can be addressed with cross-content lesson collaborations.
- World Language standards are already aligned with Common Core.
Instructional Practices:
*World Languages create a passion for learning.*
- [Research](#) supports that, in a globalized world, those who can communicate effectively in more than one language have a great advantage.
- World Language instruction is suited to develop the [whole child](#) and build [21st-Century Skills](#).
- World Languages promote [project-based learning](#), interdisciplinary studies, and opportunities for meaningful engagement with families and the community.

Assessment:
*Monitor student growth and development regularly.*
- Key in on formative assessment and proficiency.
- Develop student capacity for self-reflection.
- The ACTFL “Can-Do” Statements are framed to encourage [standards-based grading](#).
- [Seal of Biliteracy](#) assessment is continuing to be conducted throughout the year.
- [Competency Credits](#) are integral to Washington’s equity, diversity, and inclusion work.

Special Considerations for World Languages:
*World Languages can be delivered safely and effectively.*
- World Language classes can be delivered safely virtually on a variety of platforms, including through video, over a landline, and with print material.
- World Languages affects learners at all levels, from pre-kindergarten through postsecondary levels.
- World Languages classes at the high school level support the continuation of [Dual Language](#) education.

Resources:
- [American Council on the Teaching of Foreign Languages](#) (ACTFL)
- [Washington Association for Language Teaching](#) (WAFLT)
- [Center for Advanced Research on Language Acquisition](#) (CARLA)
- [Pacific Northwest Council for Languages](#) (PNCFL)