

The Delaware Department of Education in partnership with the [National Council of State Supervisors for Languages](#) is providing parents and caregivers additional ideas to sustain world language learning during this period of extended remote learning.

## Learning World Languages

World language learning prepares students to use listening, speaking, reading, writing and literacy skills to communicate with intercultural and global competence within our local and global communities. World language learners use their language and cultural knowledge to:

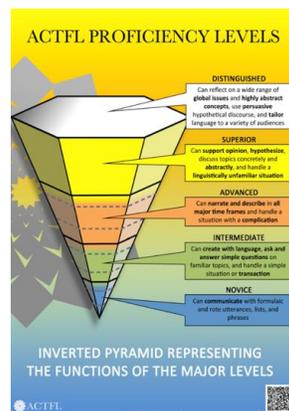
- Understand real spoken, printed, or broadcasted communication, information or entertainment
- Engage in communication with others about information, ideas, feelings or opinions
- Share information and ideas to explain, persuade, or impact outcomes
- Investigate and interact across cultures to build understanding and relationships
- Engage with others to improve conditions in our local and global communities

Background information:

[Delaware World-Readiness Standards for Learning Languages](#)

[ACTFL World Readiness Standards for Learning Languages Video](#)

**Helpful Resources:** *Your student's world language teacher is the best source for resources to continue his or her language, intercultural and global learning.* In addition to the resources provided in the [DDOE's COVID-19 Learning Activities for World Languages](#), the following ideas for independent or guided projects for world language learning will help extended or deepen your student's skills at the appropriate proficiency level. Ideas are presented in three main levels of language proficiency. [Check out the proficiency target for your student based on the course that he or she is enrolled in.](#) If your student is at the high end of the proficiency target, it might be more appropriate to complete activities at the next highest proficiency level.



## NOVICE LEVEL LANGUAGE PROFICIENCY

*Novice learners comprehend and communicate basic information about familiar topics and daily life using practiced words, phrases and simple sentences.*

Novice learners use their language to:

- identify information from things they read, listen to, or view
- exchange information, ideas, and feelings with others
- present information, descriptions, ideas, and preferences with a purpose

### Ideas to Support **Novice Level** Learning in the World Language

<ul style="list-style-type: none"> <li>● Students identify keywords from a song or music video in the world language and first guess and then confirm their meaning. Students create a visual image for the song including use of keywords to represent its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● Students find a recipe and make a shopping list with words and images of ingredients for a traditional dish from the target language culture.</li> </ul>
<ul style="list-style-type: none"> <li>● Students create a personal (or person of choice) profile describing their characteristics, interests, abilities, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Students make a map of their neighborhood or city, label places of interest and write or state three places they like and what they do there.</li> </ul>
<ul style="list-style-type: none"> <li>● Students create a poster or digital presentation with labels describing the characteristics, behaviors, and habitat of animals and use the information for an oral presentation or voice recording.</li> </ul>	<ul style="list-style-type: none"> <li>● Students create a children’s book about five countries in the world with images and captions describing their languages, people, famous landmarks, and more.</li> </ul>
<ul style="list-style-type: none"> <li>● Students make a vocabulary journal of feelings using language and visual images/art from around the world to illustrate how the emotion feels.</li> </ul>	<ul style="list-style-type: none"> <li>● Students learn about school life in another culture and make a venn diagram illustrating things that are the same and things that are different. Students present and compare what they learned.</li> </ul>
<ul style="list-style-type: none"> <li>● Students choose a social or global issue and make a public service announcement with a slogan and action items.</li> </ul>	<ul style="list-style-type: none"> <li>● Students choose how to introduce and compare ways the New Year is celebrated around the world including the time of year, activities, foods, and more.</li> </ul>

### Questions You Can Ask Your Child About Learning

- What is interesting to you about the language you are learning?
- What can you teach me to say, or write, in the language?
- How can I help you practice the language you are learning?
- What do you want to be able to do with the language you are learning?

## INTERMEDIATE LEVEL LANGUAGE PROFICIENCY

*Intermediate learners communicate main ideas related to familiar topics using a series of sentences, simple paragraphs, and questions to manage interactions and tasks from daily life.*

Intermediate learners use their language to:

- demonstrate understanding of big ideas and related information from things they read, listen to, or view
- engage with others to request and provide information, ideas, and preferences to meet needs, provide advice, and share opinions
- present information, descriptions, ideas, and preferences with a purpose

### Ideas to Support **Intermediate Level** Learning in the World Language

<ul style="list-style-type: none"><li>• Students choose a song or music video in the world language and write (or record) a song review of the track including its message, what they like about the song, and information about the performer.</li></ul>	<ul style="list-style-type: none"><li>• Students make a step-by-step how-to video in the world language for making a traditional dish with simulated or real ingredients. A cultural craft or personal skill/hobby could be substituted.</li></ul>
<ul style="list-style-type: none"><li>• Students make a paper or digital photo journal introducing a famous contemporary or historical person from the target language culture with written and or recorded descriptions of the individual's life and contributions or impact.</li></ul>	<ul style="list-style-type: none"><li>• Students research and draft an itinerary for a five day trip to a country in which the target language is spoken.</li></ul>
<ul style="list-style-type: none"><li>• Students write a paragraph or create a slide presentation with voice-over describing their favorite animal, its habitat, diet, behaviors and why they like it.</li></ul>	<ul style="list-style-type: none"><li>• Students research and create an infographic describing how the target language is used in Wisconsin and the United States. Students can also create a mini-lesson in the language for viewers.</li></ul>
<ul style="list-style-type: none"><li>• Students create a list of feelings or emotions accompanied by what they do when they feel that way and add images or drawings to illustrate their approach to expressing or releasing emotions. When I feel (sad) I (listen to music).</li></ul>	<ul style="list-style-type: none"><li>• Students research school and daily life customs in another culture and create a day in the life presentation with information of interest to them.</li></ul>
<ul style="list-style-type: none"><li>• Students choose a social or global issue to research and summarize their learning on a poster with facts, resources and ideas.</li></ul>	<ul style="list-style-type: none"><li>• Students choose and prepare a presentation about a traditional holiday from the target language cultures including the purpose, practices, significance, and how it varies over time and space.</li></ul>

## Questions You Can Ask Your Child About Learning

- Can you show me an example of what you can do to communicate in this language?
- What helps you to learn how to communicate in this language?
- What is challenging to you about the language you are learning?
- What are your goals for language learning? What are you working on now?

### ADVANCED LEVEL LANGUAGE PROFICIENCY

*Advanced learners communicate to inquire, describe, discuss, and reflect on topics of interest using extended language with connections to past, present, and future contexts.*

Advanced learners use their language to:

- understand main ideas and analyze related information from diverse topics of interest based on what they read, listen to, or view
- sustain discussion to exchange, support and debate ideas related to social issues and other topics of interest
- make presentations to inform, describe, persuade, or entertain

### Ideas to Support **Advanced Level** Learning in the World Language

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● Students create a diverse playlist of songs or music videos in the world language with summaries describing the artist, genre, message, and review. Students can opt to write (or record) a song in the world language communicating their feelings about current events.</li></ul> | <ul style="list-style-type: none"><li>● Students create a travelers' guide to foods, dining, and food culture in their community for speakers of the target language.</li></ul>   |
| <ul style="list-style-type: none"><li>● Students choose a living relative to interview or ancestor to research and write a biography or create a digital story board of their life.</li></ul>   | <ul style="list-style-type: none"><li>● Students create a travel brochure or digital resource promoting and describing things to do in a city in which the target language is spoken.</li></ul>   |
| <ul style="list-style-type: none"><li>● Students write an essay describing what animal they would choose to be and why.</li></ul>   | <ul style="list-style-type: none"><li>● Students create an ad campaign to promote study of their world language highlighting how/where it is used, what makes it interesting, and why it is good to know.</li></ul>   |
| <ul style="list-style-type: none"><li>● Students interview others about what they do to express or manage emotional tides and present their findings along with their analysis, conclusions, and recommendations.</li></ul>   | <ul style="list-style-type: none"><li>● Students prepare and present a proposal for education in the future based on what they believe students should know and be able to do and how to best prepare them for the work, community and personal life.</li></ul> |

- Students choose a social or global issue to research and present a speech with their findings and proposal for personal and community action.

- Students explore how cultural practices, practices, and or perspectives have changed across generations, as a result of events, or through immigration/migration to new environments.

### Questions You Can Ask Your Child About Learning

- Can you show me an example of how you use this language?
- What helps you to learn how to communicate in this language?
- What is challenging to you about the language you are learning?
- What are your goals for language learning? What are you working on now?