



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)