**Utah’s World Languages Essential Standards**

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19. While all standards have value, COVID-19 may limit instructional hours. The essential standards identify the main standard with the understanding that all substandards will be included and taught during instructional time. These essential standards are critical for future language development. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

In consideration of your work with students please prioritize the following suggestions and ideas:

* When students consume and produce language in a safe environment (low affective filter), they will grow in language proficiency. *That is what it all comes down to.*
* Teachers can find ways to maximize authentic input for the students to consume.
  + This can be teacher talk via Zoom.
  + It can be authentic online materials.
  + It can be materials that come with a text series.
  + Students can consume authentic input live or asynchronously.
* The teacher can take steps to make their input comprehensible to give students opportunities to demonstrate their understanding.
  + Teacher can find ways for students to maximize output in the target language.
  + It can happen in a Zoom discussion group
  + It can happen in a Canvas discussion group
    - a presentation,
    - a video
    - a podcast, etc.
  + Students need to have opportunities to create language.
* As you prepare for the school year, please think of ways to maximize the following:
  + Input in face-to-face settings
  + output in face-to-face settings
  + hybrid settings
  + and online settings
* Keep in mind that there is not going to be one right way to maximize input or output.
* Teachers can create various projects and assignments.
* There are various methods to record audio, make video, and type text.
* There are ways to create one-on-one and small group interactions.
* Teachers can collaborate about ideas on how to maximize input and output.
* Think of ways to motivate students to engage when students are not all together in one room.

The remainder of the document contains essential standards organized through the work of world language educators in Granite School District using the ACTFL proficiency scale nomenclature. These essential standards focus on main standards within the following proficiency levels for world language courses:

**Novice Mid Standards, Novice High Standards, Intermediate Low Standards, Intermediate Mid Standards, Intermediate High Standards, Advanced Low Standards, Advanced Mid Standards and Advanced High Standards.**

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