

K-12 Foreign Language

# Resources



# ACADEMIC CONTENT STANDARDS

The sample resources provided in this section can be used to aid in understanding of the academic content standards. In addition, they can facilitate the process of implementing standards-based instruction and assessment. Additional sections on advocacy and policy as well as funding and professional development provide educators with information on developments in the foreign language field and on opportunities for improvement in teaching and learning. One of the Ohio Department of Education Center for the Teaching Profession's seven guiding principles of quality professional development in Ohio is: "Quality professional development is relevant to and embedded in each educator's principle work." The resources provided here serve as a starting point in developing quality professional development at the local level. The model curriculum will provide a greater opportunity to explore best practices, research-based instruction and effective lessons and strategies for all children.

## *Instruction and Assessment*

Resources listed in this section provide information for educators seeking practical and creative ways to implement standards-based instruction and assessment. Research on teaching and learning also is included.

### *Electronic Sources:*

- **Association for Supervision and Curriculum Development (ASCD)** In addition to many publications for purchase dealing with current issues in education, the ASCD Web site provides basic information on issues in the Education Topics section, including constructivism, integrated curriculum, differentiated instruction and multiple intelligences.  
[www.ascd.org](http://www.ascd.org)
- **Center for Advanced Research on Language Acquisition's (CARLA) Virtual Assessment Center** CARLA is part of the National Foreign Language Resource Centers. (See below.) The Virtual Assessment Center is a Web-based learning module that provides teachers with background information on planning/instruction/assessment, step-by-step guidance and many practical resources on developing second language assessments. The module is ideal to accompany initial discussions on standards-based education and assessment.  
[www.carla.umn.edu/assessment/vac/](http://www.carla.umn.edu/assessment/vac/)
- **Center for Applied Linguistics (CAL)** CAL brings together scholars and educators who use the findings of linguistics and related science in identifying and addressing language-related issues. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination of information, design and development of instructional materials, technical assistance, conference planning, program evaluation and policy analysis. The Topic Areas section of the Web site provides information on many issues of particular interest to foreign language educators.  
[www.cal.org](http://www.cal.org)

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- **Collaborative Articulation and Assessment Project (CAAP)** CAAP is a voluntary, action-oriented articulation project designed to address the problems typically associated with the language learner's transition from high school to post-secondary foreign language instruction. High school and college instructors have collaborated to create a core curriculum and a common set of instructional objectives for students at each stage of a four-level language program. Articulation ensures that students move smoothly through a course of study from one level to the next. Assessment measures for French, German and Spanish give students an indication of their potential university course placement and can inform local assessments for any language. Listening, speaking, reading and writing tests provide feedback to high school students and to their teachers about general performance levels across the state and each individual's progress toward common curricular goals.  
[caap.osu.edu](http://caap.osu.edu)
- **Fairfax County, Va., Public Schools Foreign Language Program** Recognized nationally as a model program, the Fairfax County Public Schools Foreign Language Program Web site provides educators with an array of practical resources, including rubrics, online student tutorials and information on an extended sequence of language instruction.  
[www.fcps.k12.va.us/DIS/OHSICS/forlang/](http://www.fcps.k12.va.us/DIS/OHSICS/forlang/)
- **FLTEACH** The FLTEACH Listserv provides foreign language educators a vehicle to share and to seek out information on a variety of topics related to foreign language education. The main focus of the Listserv is foreign language teaching methods including school/college articulation, training of student teachers, classroom activities and curriculum and syllabus design. Students in teacher training programs, teachers both new and experienced, administrators and other professionals interested in any aspect of foreign language teaching are invited to participate in discussions. The Archives section allows foreign language educators to search all postings for information on a particular topic of interest.  
[www.cortland.edu/flteach](http://www.cortland.edu/flteach)
- **Foreign Language Ohio Resource Center (FLORC)** What will standards-based lesson plans and assessments look like? What are the best practices in foreign languages? What is the latest research in the field that will help educators in the classroom? What should educators tell a parent who questions the value of a foreign language? How do educators persuade an administrator to begin an elementary school language program? FLORC, supported by funding from the Ohio Board of Regents, is a virtual resource center designed to answer these and other questions of interest to Ohio foreign language teachers. FLORC is currently in the planning stage, and a pilot site will be launched during the summer of 2004.  
[www.flc.ohio-state.edu/FLORC/default.html](http://www.flc.ohio-state.edu/FLORC/default.html)
- **Friendship through Education** Friendship through Education is a consortium of organizations committed to creating opportunities that facilitate interactions among youth worldwide. The site provides numerous links to organizations and projects designed to address standards. Among the resources available are collaborative projects, e-mail exchanges, workplace skills in a global society and cultural exchanges.  
[www.friendshipthrougheducation.org](http://www.friendshipthrougheducation.org)

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- **Instructional Management System (IMS)** Ohio's Instructional Management System (IMS) is the vehicle for communicating State Board-adopted model curricula. Information on standards-based education, Ohio's academic content standards, model lessons and units, support materials for improving teaching and learning, and creating quality assessments address the overarching issues of designing an aligned system of education in the state. In addition, searchable lessons/units and assessments will become available as the model curriculum for foreign language is approved. Approved materials for other content areas are already in place for review. These materials can provide ideas for integrating content from other areas into the foreign language class and for reinforcing state-assessed areas of the curriculum.  
[www.ims.ode.state.oh.us/ims/](http://www.ims.ode.state.oh.us/ims/)
- **National Assessment of Educational Progress (NAEP)** The National Assessment of Educational Progress, or the Nation's Report Card, provides periodic assessments in Spanish, with assessments for other languages in development. The framework can be used as a model for standards-based assessment at the local level.  
[www.nagb.org/pubs/FinalFrameworkPrePubEdition1.pdf](http://www.nagb.org/pubs/FinalFrameworkPrePubEdition1.pdf)
- **National Foreign Language Resource Centers (NFLRCs)** The United States Department of Education has awarded grants to a small number of institutions for the purpose of establishing, strengthening and operating national foreign language resource and training centers to improve the teaching and learning of foreign languages. Presently, there are 14 Title VI Language Resource Centers nationwide. Each center provides a different area of focus for its collection of resources. This Web site will provide a listing of all 14 NFLRCs and links to their particular collections.  
[www.nflrc.msu.edu/index.html](http://www.nflrc.msu.edu/index.html)
- **Ohio Department of Education/Ohio Foreign Language Association Model Assessment Project** The ODE/OFLA Model Assessment Project provides sample assessments designed to serve as useful tools for classroom assessment and curricular planning. These models provide concrete examples of ongoing assessments and tips for devising proficiency-based tests. The model assessments contain practical applications of the teaching guidelines and philosophies set forth in state and national standards. The model assessments have been developed for four languages: French, German, Latin and Spanish. Teachers of other languages, however, can base their own assessments on the exemplars in this project. The models address the abilities of students at three different age levels: Elementary (K-5), middle (6-8), and high school (9-12). In addition, they focus on three different levels of proficiency: novice (K-5, 6-8, 9-12), intermediate (6-8, 9-12) and pre-advanced (9-12). The assessments were written by K-12 Ohio educators who represent a variety of program models, languages and levels.  
[www.ode.state.oh.us/curriculum-assessment/ci/model\\_assessments/welcome.asp](http://www.ode.state.oh.us/curriculum-assessment/ci/model_assessments/welcome.asp)

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- **Teaching Foreign Languages K-12: A Library of Classroom Practices** Teaching Foreign Languages K-12 is a video library illustrating effective instruction and assessment strategies for teaching foreign languages. The language classrooms shown in this library include Spanish, French, German, Japanese, Italian, Latin, Russian and Chinese. All classroom videos are subtitled in English and are appropriate for K-12 teachers of any foreign language. Two of the video components feature educators from Ohio. Created in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL), the library includes a 30-minute introduction and 60-minute overviews of ACTFL's Standards for Foreign Language Learning and new assessment practices, as well as 27 classroom programs. In the 30-minute classroom programs, teachers from schools across the country model interpersonal, interpretive and presentational modes of communication throughout a range of grade and competency levels. Concepts of culture, comparisons, connections to students' lives, and the importance of community also are integrated into the lessons. A Web site and print guide accompany the video programs, providing a complete professional development experience.  
[www.learner.org/resources/series185.html](http://www.learner.org/resources/series185.html)

## Print Sources

- Curtin, Helena, and Carol Ann Dahlberg. *Language and Children Making the Match: New Languages for Young Learners, Grades K-8*. New York, N.Y.: Pearson Allyn and Bacon, 2004.
- Gilzow, Douglas, and Lucinda Branaman. *Lessons Learned: Model Early Foreign Language Programs*. McHenry, Ill.: Delta Systems and Center for Applied Linguistics, 2000.
- Guntermann, Gail (Ed.). *AATSP Professional Development Series Handbook for Teachers K-16, Volume 2. Teaching Spanish with the Five C's: A Blueprint for Success*. Orlando, Fla.: Harcourt, 2000.
- Met, Myriam (Ed.). *Critical Issues in Early Second Language Learning*. Glenview, Ill.: Prentice Hall, 1998.
- Omaggio Hadley, Alice. *Teaching Language in Context*. Boston, Mass.: Heinle and Heinle, 2000.
- Phillips, June (Ed.). *Foreign Language Standards: Linking Research, Theories, and Practices*. Lincolnwood, Ill.: National Textbook Company, 1999.
- Shrum, Judith, and Eileen Glisan. *The Teachers Handbook*. Boston, Mass.: Heinle and Heinle, 2000.
- Vacca, Richard, and Jo Anne Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum*. New York, N.Y.: Pearson Allyn and Bacon, 2000.
- Webb, John B., and Barbara L. Miller (Eds.). *Teaching Heritage Language Learners: Voices from the Classroom*. Yonkers, N.Y.: American Council for the Teaching of Foreign Languages, 2000.
- Wiggins, Grant, and Jay McTighe. *Understanding by Design*. New York, N.Y.: Prentice Hall, 2000.

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## *Professional Associations*

Resources listed in this section provide access to professional organizations and public institutions to afford foreign language educators opportunities to stay informed with developments in their field.

### *Electronic Sources*

- **American Council on the Teaching of Foreign Languages (ACTFL)** ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. The ACTFL Web site includes information on publications, special projects, its annual conference and links to regional and state organizations as well as to language-specific organizations. ACTFL also publishes a quarterly refereed journal, *Foreign Language Annals*.  
[www.actfl.org](http://www.actfl.org)
- **Central States Conference on the Teaching of Foreign Languages** The Central States Conference brings together foreign language educators from 17 states at its annual conference. In addition, Central States provides awards to recognize the leaders of the region, grant and scholarship opportunities and an annual publication dealing with research on current issues of the profession.  
[www.centralstates.cc](http://www.centralstates.cc)
- **National Network on Early Language Learning (NNELL)** NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children. NNELL publishes a refereed journal three times per year, *Learning Languages*.  
[www.nnell.org](http://www.nnell.org)
- **Ohio Foreign Language Association (OFLA)** OFLA has served the needs of Ohio foreign language educators since 1962. The OFLA Web site includes information on the association, its annual conference, local affiliate organizations and opportunities for awards, grants and scholarships. Archives of past issues of its quarterly newsletter, *The Cardinal*, also are available. In addition, OFLA provides a listserv for its membership to communicate with other members across the state.  
[www.ofla-online.org](http://www.ofla-online.org)

## *Advocacy and Funding Sources*

This section provides information on policy and advocacy resources as well as on funding programs and professional development.

### *Electronic Sources*

- **Federal Program Grants (FLAP/FLIP)** This Web site, maintained by the U.S. Department of Education, provides a listing of various national funding opportunities, including the Foreign Language Assistance Program and the Foreign Language Incentive Program.  
[web99.ed.gov/GTEP/Program2.nsf/vwNetHeadings?OpenView](http://web99.ed.gov/GTEP/Program2.nsf/vwNetHeadings?OpenView)

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- **Fulbright Exchange** The Fulbright Teacher and Administrator Exchange Program provides opportunities for qualified educators to participate in direct exchanges of positions with colleagues from other countries for six weeks, a semester or for a full academic year. The purpose of the program is to promote mutual understanding between the people of the United States and the peoples of other countries through educational exchange. In exchanging positions with foreign teachers or administrators, program participants have the opportunity to live and work in the cultures of their host countries, an experience which has benefits for the teachers, their schools and their communities.  
[exchanges.state.gov/education/fulbright/](http://exchanges.state.gov/education/fulbright/)
- **Joint National Committee on Languages (JNCL)/National Council for Languages and International Studies (NCLIS)** JNCL/NCLIS provides advocacy and influences policy on the national level. The JNCL/NCLIS Web site provides information on national advocacy efforts as well as information on policy developments and funding opportunities.  
[www.languagepolicy.org](http://www.languagepolicy.org)
- **National Endowment for the Humanities (NEH)** NEH is an independent grant-making agency of the United States government dedicated to supporting research, education, preservation and public programs in the humanities.  
[www.neh.gov/grants/grants.html](http://www.neh.gov/grants/grants.html)
- **Ohio Department of Development** The Ohio Department of Development Web site provides access to economic development in Ohio including export information and international investment in the state. County-level information can inform local districts about exports and international involvement in local communities. Links to U.S. Census reports also are available. This site provides links to good information for the Communities standard and to local data for advocacy purposes that align to state and local development initiatives.  
[www.odod.state.oh.us](http://www.odod.state.oh.us)
- **The Longview Foundation** The Longview Foundation for Education in World Affairs and International Education provides grants for education programs and projects that foster a global perspective and promote learning about world regions, cultures, international affairs and global issues in K-12 and teacher education programs in the United States.  
[www.fdncenter.org/grantmaker/longview/](http://www.fdncenter.org/grantmaker/longview/)

## *Print Sources*

- NASBE Study Group. *The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America's Schools*. Alexandria, Va.: National Association of State Boards of Education, 2003.

## *Departments of Education*

- **Ohio Department of Education**  
[www.ode.state.oh.us](http://www.ode.state.oh.us)
- **Office of Curriculum and Instruction** This site provides information on academic content standards and model curricula. State assessment information also is available here.  
[www.ode.state.oh.us/curriculum-assessment/ci/](http://www.ode.state.oh.us/curriculum-assessment/ci/)

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- **Office of Assessment** This site provides information on state assessments. In addition, current guidelines and samples of the new diagnostic and achievement tests, as well as the Ohio Graduation Tests (OGT), are available. The information provides foreign language educators with the opportunity to link their curricula to required assessments.  
[www.ode.state.oh.us/curriculum-assessment/Assessment](http://www.ode.state.oh.us/curriculum-assessment/Assessment)
- **Instructional Management System (IMS)** The Instructional Management System provides electronic delivery of curriculum models, including lessons, assessments, support materials and general information about standards-based education. The IMS is searchable based on disciplines, standards, benchmarks and general topics.  
[www.ims.ode.state.oh.us/ode/ims](http://www.ims.ode.state.oh.us/ode/ims)
- **Office of Career-Technical and Adult Education** The Career Development link at this site provides valuable information to foreign language educators seeking to link to career and employability skills. Information on Ohio's Career Development Program and to the Ohio Career Information System (OCIS) can provide opportunities to integrate career-oriented concepts into the foreign language curriculum.  
[www.ode.state.oh.us/ctae/](http://www.ode.state.oh.us/ctae/)
- **Links to Other Professional Organizations and Departments of Education in Other States**  
[www.ode.state.oh.us/links.asp](http://www.ode.state.oh.us/links.asp)
- **U.S. Department of Education**  
[www.ed.gov](http://www.ed.gov)