

World Language Resources

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Standards and Performance Targets

World-Readiness Standards for Learning Languages

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

ACTFL Proficiency Guidelines

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTFL Performance Descriptors for Language Learners

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

NCSSFL-ACTFL Global Can-Do Benchmarks (Interactive document)

The NCSSFL-ACTFL Can-Do Statements are aligned with the ACTFL Proficiency Guidelines and the ACTFL Performance Descriptors for Language Learning. The Can-Do statements are organized from the Novice to the Distinguished levels. They describe the specific language tasks that learners are likely to perform at various levels of proficiency.

http://www.actfl.org/global_statements

NCSSFL-ACTFL Global Can-Do Benchmarks

Can-Do Statements Progress Indicators for Language Learners (Full PDF Document)

http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf

NCSSFL National Council of State Supervisors for Languages Links to state world language standards

http://ncssfl.org/links/index.php?links_index

Setting Performance Targets

<http://resourcesfromgreg.wikispaces.com/Proficiency+Resources>

Target Language Use

<http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom>

Intercultural Can Do Statements <http://oflaslo.weebly.com/ncssfl-actfl-can-do-statements.html#.U3xKttzuXKg>

State Frameworks (Selected)

Kentucky Standard for World Language Proficiency

<http://education.ky.gov/curriculum/wlang/Pages/Curriculum-Documents-and-Links.aspx>

New Jersey Core Curriculum Content Standards World Languages

<http://www.state.nj.us/education/cccs/standards/7/>

North Carolina World Language Essential Standards <http://www.ncpublicschools.org/docs/acre/standards/new-standards/foreign-language/world-language.pdf>

Oregon Second Language Standards

<http://www.ode.state.or.us/teachlearn/subjects/secondlanguages/standards/second-language-all-in-one.pdf>

South Carolina Standard for World Language Proficiency <https://ed.sc.gov/agency/programs-services/63/>

Ohio Framework
<http://www.ofla-online.org>

District Frameworks (Selected)

Shelby County Schools World Language (Memphis, TN)
<http://www.scsk12.org/uf/ci/wl.php>

Jefferson County Schools (Louisville, KY)
<http://www.jefferson.k12.ky.us/departments/gheens/WorldLang.html>

Common Core and 21st Century Skills

Common Core State Standards <http://www.corestandards.org>

Common Core Language Arts Standards “Unpacked” North Carolina State Department of Education
<http://www.dpi.state.nc.us/acre/standards/common-core-tools/>

Alignment of the National Standards for Learning Languages with the Common Core State Standards
<http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards>

World Languages 21st Century Skills Map
http://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Thematic Planning

The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design by Donna Clementi and Laura Terrill (2014) <http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Curtain Helena and Carol Ann Dahlberg. *Languages and Learners Making the Match: World Language Instruction in K-8 Classrooms and Beyond* 5th Ed. (2016). New York: Pearson. See Chapter 2. (Chinese Version also available)

Backward Design and Standards Based Instruction PowerPoint by Jennifer Eddy, Queens College
http://nclrc.org/about_teaching/related_docs/eddy2009.htm

Handouts on Thematic Teaching
<http://helenacurtainwiki.wikispaces.com>

Pennsylvania Department of Education Standards Aligned System (SAS)
(Select World Language Subject area) Lists essential questions according to Cultures, Communities, Connections, Comparison and Interpretive, Interpersonal and Presentational Communication <http://www.pdesas.org/module/sas/curriculumframework/>

Presentation on Content-based Instruction (Including Thematic Teaching)
Wendy Brownell <http://wendybrownell.wikispaces.com>

Enduring Understandings, Essential Questions: Greece NY School District World Languages
<http://web001.greece.k12.ny.us/files/874/ELA%20Add%271%20themes%20Chkpts%20A%2CB%2CC.pdf>

World Languages Framework Project Homepage. World Languages Framework Learning Scenarios Project consists of learning scenarios (thematic units) containing lessons and activities
www.state.nj.us/education/aps/cccs/wl/frameworks/wlo

Wiki page on Curriculum Development

<http://campmusicuentos.wikispaces.com>

Lesson Planning

Lesson Planning Guide <https://startalk.umd.edu/lesson-planning/>

STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons
<https://startalk.umd.edu/principles/>

Differentiation in the World Language Classroom <http://daretodifferentiate.wikispaces.com>

Differentiation Strategies for Foreign Language Instruction. Wiki by Toni Theisen 2009 ACTFL Teacher of the Year.
<http://tonitheisen.wikispaces.com/Differentiated+Instructional+Strategies>

Video series on differentiation in the world language classroom from South Carolina Department of Education
<http://www.knowitall.org/EducatorPlus/content/video.cfm?ProgramIDpassed=663&SeriesIDpassed=100&offset=9>

The Essentials of Language Teaching: Planning a Lesson <http://www.nclrc.org/essentials/index.htm>

Planning: Don't Teach a Lesson Without It.

http://web3.sctev.org/profdev/tlc/Planning_Dont_Teach_Lesson_Without_It_April_14_2009.wmv

Culture

How do I use Culturally Authentic Materials for Instruction and Assessment <http://web3.sctev.org/profdev/tlc/tlc-april07-126603.wmv>

Culture: Don't Teach a Lesson Without It

http://web3.sctev.org/profdev/tlc/Culture_Dont_Teach_Lesson_Without_It_March_10_2009.wmv

Authentic Materials: How to Find Them, How to Use Them. http://web3.sctev.org/profdev/tlc/TLLC_authentic-materials_10-09

Authentic sources (audio, video, text) for various languages <http://oflaslo.weebly.com/external-resources.html#.U3xLvtzuXKg>

Differentiation

Differentiation in the World Language Classroom: <http://daretodifferentiate.wikispaces.com>

Differentiation Strategies for Foreign Language Instruction. Wiki by Toni Theisen, 2009 ACTFL Teacher of the Year.
<http://tonitheisen.wikispaces.com/Differentiated+Instructional+Strategies>

Differentiated Instruction for English Language Learners:

<http://www.colorincolorado.org/article/41025/>

Seven Strategies for Differentiating Instruction for English Learners (ASCD):

http://edge.ascd.org/_Seven-Strategies-for-Differentiating-Instruction-for-English-Learners/blog/5455189/127586.html

Classroom strategies and tools for Differentiating Instruction in the ESL Classroom:

http://conservancy.umn.edu/bitstream/109954/1/A_Dahlman_P_Hoffman_S_Brauhn.pdf Or

http://minnetesol.org/journal/vol25_html_pages/17_Dahlman.htm

Video on Differentiating World Language Instruction: Teaching and Language Learning Collaborative, Office of Academic Standards, South Carolina Department of Education <http://web3.sctev.org/profdev/tlc/tlc-nov07-130383.wmv>

Assessment/Performance

Book

Keys to Assessing Language Performance by Paul Sandrock (2012)

<http://www.actfl.org/publications/books-and-brochures/the-keys-assessing-language-performance>

Web Resources

CARLA virtual assessment center at <http://www.carla.umn.edu/assessment/VAC/>

Georgia Department of Education Bank of Performance Assessments in French Japanese and Spanish

<https://www.georgiastandards.org/Frameworks/pages/BrowseFrameworks/MLL-PerformanceAssessments.aspx>

Jefferson County (Louisville, KY) Performance Assessments for Thematic Units in Four Levels and Four Languages:

<https://skydrive.live.com/?cid=28f7c805d5a3213d&sc=documents&id=28F7C805D5A3213D%21154</URL>>

Shelby County Schools (Memphis TN) scsworldlanguages.weebly.com

New Jersey CAPS Project (Consortium for Assessing Performance Standards) <http://flenj.org/CAPS>

Measuring Student Growth in World Languages from Ohio Foreign Language Association

http://oflaslo.weebly.com/uploads/1/9/5/2/19527349/wl_slo_guidance_doc.pdf

Ohio Foreign Language Association Integrated Performance Assessments and Rubrics [http://oflaslo.weebly.com/integrated-](http://oflaslo.weebly.com/integrated-performance-assessment-ipa-center.html#U3xHidzuXKg)

[performance-assessment-ipa-center.html#U3xHidzuXKg](http://oflaslo.weebly.com/integrated-performance-assessment-ipa-center.html#U3xHidzuXKg) Rubrics: <http://oflaslo.weebly.com/proficiency-rubrics.html>

Fairfax County Public Schools PALS Performance Assessment for Language Students <http://www.fcps.edu/is/worldlanguages/pals/>

Integrated Performance Assessments

<http://creativelanguageclass.com/2013/11/23/integrated-performance-assessments/>

<http://swcolt2011.wikispaces.com/IPA+examples>

<http://swcolt2011.wikispaces.com/IPA+examples-Andrea+Henderson>

Videos

Teaching and Learning Language Collaborative – South Carolina Assessment Videos (Home pages for all videos)

<http://www.knowitall.org/educatorplus/content/program.cfm?offset=1&SeriesIDpassed=100>

Individual Videos

How do I Define Assessment? <http://web3.sctev.org/profdev/tlc/tlc-sept06-126599.wmv>

What is performance Assessment <http://web3.sctev.org/profdev/tlc/tlc-dec06-126600.wmv>

Why are the 3 Modes Integral to the Cycle of Assessment? <http://web3.sctev.org/profdev/tlc/tlc-feb07-126601.wmv>

What does Transfer look like on Language Assessment? <http://web3.sctev.org/profdev/tlc/tlc-march07-126602.wmv>

Instructional Strategies that Support Performance Based Instruction. <http://web3.sctev.org/profdev/tlc/tlc-oct07-130382.wmv>

ACTFL K-12 Performance Guidelines: Don't Teach Without Them, Part 1

http://web3.sctev.org/profdev/tlc/ACTFL_K12_Performance_Guidelines_Part%201.wmv

ACTFL K-12 Performance Guidelines: Don't Teach Without Them, Part 2: Rating Performance in Speech

http://web3.sctev.org/profdev/tlc/TLLC_September08.wmv

Destination: Real Communication Part 1: Knowing What to Assess

http://web3.sctev.org/profdev/tlc/Destination_Real_Communication_Part_1_Nov_11_2008.wmv

Destination: Real Communication Part 2: How to Assess

http://web3.sctev.org/profdev/tlc/Destination_Real_Communication_Part_2_Knowing_Assess_Dec_2_2008.wmv

Destination: Real Communication Part 3: From Performance to Grades

http://web3.sctev.org/profdev/tlc/Destination_Real_Communication_Part_3_From_Performance_to_Grade_Feb_10_2

[008.wmv](#)

Interim Performance Assessments: Don't Teach Without Them

<http://web3.scetv.org/profdev/tlc/TLLC.Sept09.InterimPerfAssessm.wmv>

Grading for Performance Series Part 1: From Testing to Assessing

http://web3.scetv.org/profdev/tlc/TLLC_Grading_Perform01.wmv

Grading for Performance Series Part 2: From Assessment to Feedback

<http://web3.scetv.org/profdev/tlc/TLLC.Jan10.GradPerform.part2.wmv>

Grading for Performance Series Part 3: From Rubrics to Grades

<http://web3.scetv.org/profdev/tlc/TLLC.Feb10.GradePerfmPart3.wmv>

World Language Blogs

General

<http://musicuentos.com>

Sara-Elizabeth Cotrell, World Languages Specialist at Musicuentos, and Spanish teacher in Louisville, KY

<http://creativelanguageclass.com>

Megan Smith and Kara Parker, Spanish teachers in Louisville, KY.

<http://senorab1972.wordpress.com>

Missouri Spanish Teacher, Central States Conference Teacher of the Year, 2011

<http://www.amylenord.net/blog.html>

Amy Lenord, Spanish teacher and consultant in West Texas

<http://marishawkins.wordpress.com>

Maris Hawkins, Middle school Spanish teacher in Maryland.

Senor Howard Blog <http://senorhoward.com/blog/>

<http://leesensei.edublogs.org> Language Sensei

Philip Lee, Secondary school Japanese teacher near Vancouver, British Columbia

<http://neiljones.org> Resources and Ideas for Language Teachers

Neil Jones, Spanish teacher in London

Project Based Learning and Other Topics

<http://sraspanglish.blogspot.com> Señora Spanglish Rides Again

Laura Sexton, Spanish teacher

Working With Music and Other Topics

<http://elmundodebirch.wordpress.com>

Sharon Birch, Spanish teacher in Maryland

Comprehensible Input and TPRS

<http://kplacido.com>

Kristy Placido, Teacher Trainer

<http://somewheretoshare.com>

Carrie Toth, Spanish teacher in Illinois

<http://pomegranatebeginnings.blogspot.com>

Rachel Ash and Miriam Patrick, Latin Teachers

<http://palmyraspanish1.blogspot.mx> Teaching Spanish with Comprehensible Input

Cynthia Hitz, High School Spanish teacher in Pennsylvania

Integrating Technology

<http://spanishflippedclass.blogspot.com> Flipping my Spanish Classroom

Heather Witten, High school Spanish teacher in Colorado

Sample Thematic Units

Thematic Curriculum Unit Plans Jefferson County (Louisville, KY) Public Schools

Target Proficiency Level : Novice Mid to Intermediate High

<https://skydrive.live.com/?cid=28f7c805d5a3213d&sc=documents&id=28F7C805D5A3213D%21154> or goo.gl/oQx19

Thematic Curriculum: Shelby County (Memphis, TN) Schools Target Proficiency Level : Novice Mid to Intermediate High

<http://www.scsk12.org/uf/ci/wl.php>

<http://scsworldlanguages.weebly.com>

Startalk Model Student Curricula

STARTALK has created model curricula to provide support for student programs in the curriculum development process. The models were created around two general themes—travel and identity—and provide sample templates which demonstrate how these themes might be implemented with different age groups and proficiency levels. The intention was to offer representative samples of learning experiences, with the understanding that teachers would adapt the sample experiences to meet the various linguistic and cultural requirements of their individual classrooms. An overview chart, containing descriptions of the ten model curricula, is available at this link: <https://startalk.umd.edu/model-curricula/ModelCurriculaOverview>. The thematic units are available at:

<https://startalk.umd.edu/model-curricula/>

Aztec Unit

Target Proficiency Level: Novice High

Author: Victoria Gilbert (With additions by Rappaport and Brenes)

Focus Question(s): How were the Aztecs like us and what have we learned from them?

Note: Unit was designed for grade 5 students, but the topic would be of interest to Level 1 (Novice High) students of any age.

https://www.dropbox.com/sh/z1x8l36v4uj6lcv/EWH_HNXDaa

Comparing Ancient Inca Civilization with Modern Day

Target Proficiency Level: Novice High

Author: Victoria Gilbert (With Additions by Brenes, Cotumaccio, Rapaport & Whitman)

This unit focuses on the location, transportation, languages, foods and clothing of the Incas. Optional extension activities delve in greater depth into festivals and sacred sites, music, arts, and arms of the Inca.

<https://www.dropbox.com/sh/jf60aalhu9vp5si/uZTyFDtLaN>

The Mayas

Target Proficiency Level: Novice High

Authors: Elizabeth Whitman & Cristina Cotumaccio

This unit does not have a unit plan but contains various lessons.

https://www.dropbox.com/sh/nh6yz374ht2nx5o/T2Bbrv_zr8

Well-being: A Balanced Lifestyle

Target Proficiency Level: Novice Mid-Novice High

Author(s) Donna Clementi & Laura Terrill.

The goals of the unit are that learners will be able to:

- Explore health and wellness websites to identify elements of a balanced lifestyle here and in (country).
- Compare lifestyles of teenagers to teenagers in (country) in terms of balance.
Make recommendations for ways to create or maintain a balanced lifestyle.
Create a presentation for (the community) highlighting ways to encourage a balanced lifestyle.

<http://www.actfl.org/sites/default/files/pdfs/KeysTemplates/H112BalancedLifestyleUnit.pdf>

Challenges: Education.

Target Proficiency Level: Novice High to Intermediate Low

Author(s) Donna Clementi & Laura Terrill.

The goals of the unit are that learners will be able to:

- describe the current status of education of young people locally, nationally, and globally
- identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school

- give reasons why going to school is important to oneself and locally, nationally, globally
- give examples of initiatives to support schooling for all young people around the world
- connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication
<http://www.actfl.org/sites/default/files/pdfs/KeysTemplates/D112EducationStandards-BasedUnit.pdf>

Exploring Time and Place: Living in the City **Target Proficiency Level: Novice Mid-Novice High**

Author(s): Donna Clementi & Laura Terrill.

The goals of the unit are that learners will be able to:

- Identify businesses, services, schools, parks, etc in a city
- Describe the purpose(s) of various businesses, services, etc. in a city
- Locate businesses, services, schools, parks, etc on a city map
- Describe what makes a city special
- Ask for and give directions from one point to another within a city
- Compare cities in the United States to cities in France
<http://www.actfl.org/sites/default/files/pdfs/KeysTemplates/LivingintheCity.pdf>

Challenges: the Natural World **Target Proficiency Level: Novice Mid-Novice High**

Author(s): Donna Clementi & Laura Terrill.

The goals of the unit are that learners will be able to:

- Define “biodiversity” and why it is important to life on Earth
- Give reasons why biodiversity is disappearing locally, regionally, globally
- Give examples of endangered plants and animals
- Compare biodiversity efforts in the French-speaking world and the US
- Give examples of what individuals can do to sustain the biodiversity of planet Earth
<http://www.actfl.org/sites/default/files/pdfs/KeysTemplates/BiodiversityUnit.pdf>

Contemporary Life: In Search of the Coqui **Target Proficiency Level: Novice Mid-Novice High**

Author: Laura Terrill

Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui.

The goals of the unit are that learners will be able to:

- locate and name traits common to rainforests; compare local natural areas to rainforests
- discuss activities common to Puerto Rico identifying those things that they want to do
- explore websites for information on Puerto Rico and the El Yunque rainforest
- create an informational story that makes others aware of Puerto Rico and the beloved coquí
<http://lauraterrill.wikispaces.com/AATSP+-+Coqu%C3%AD>

Live Healthy/Vive Sano **Target Proficiency Level: Novice High**

Sample Ready-To-Teach Thematic Unit from New Jersey (Live Healthy Unit) The unit is complete with all lessons and materials Available in Spanish but can be adapted to other languages.

In “Live Healthy,” students explore American and Spanish views on healthy living using a range of culturally authentic learning materials, such as websites, music, graphs, and food labels. As they do, they reflect on their own habits, develop materials that promote a healthy, active lifestyle, and consider the impact of food allergies on today’s youth. Through a series of scaffolded learning activities, they strengthen their interpretive, interpersonal, and presentational skills.

Primary interdisciplinary connections: Health and Technology

21st century themes: Global Awareness and Health Literacy

<http://www.state.nj.us/education/cccs/21cu/7/>

Source for Essential Questions and Enduring Understandings from Greece (NY) School District

<http://www.greece.k12.ny.us/district.cfm?subpage=874>

World Languages Framework Project Homepage. **Target Proficiency Level: Novice Mid-Advanced Low**

World Languages Framework Learning Scenarios Project consists of learning scenarios (thematic units) containing lessons and activities www.state.nj.us/education/aps/cccs/wl/frameworks/wlo



Novice-Mid
Learner Range



Novice-High
Learner Range



Novice-High
Learner Range



Intermediate/Low
Pre-Advanced
Learner Range

East Grand Rapids Public Schools 1-12 Curriculum

http://www.egrps.org/documents/Curriculum/REVWorldLanguage2009_2012.pdf