



# More Than a Decade of Standards: Integrating “Connections” in Your Language Instruction

BY SANDY CUTSHALL

*EDITOR’S NOTE: In this issue, we continue our series of articles focused on the National Standards for Language Learning, or the “5 Cs.” In the February and April issues of the magazine, we highlighted the goal areas of Communication and Cultures. Here, we look at Connections as expressed through language. Later this year we’ll focus on Comparisons and Communities.*

## Connections

**W**hat is the least important of the five goal areas of the National Standards for Language Learning? Or put another way—if a teacher were running short on time, which of the Standards could be skipped over without jeopardizing his or her students’ success in acquiring the language skills they need?

Everyone who immediately recognized that as a trick question can give themselves five extra credit points. In fact, there are no good answers to questions like that, since the very concept of raising any of the National Standards above the others (and thereby devaluing the rest) creates a false and potentially detrimental comparison. The 5 Cs were specifically designed to work best when they are integrated, and time and again the best practices in language education have been distinguished by a successful relationship among these different goal areas.

Unfortunately, it is still true that some language educators—if forced to choose—would pick Communication (possibly along with Cultures) as indispensable and see the other Cs as being perhaps less necessary to their students. In fact, those first two goal areas are the ones that seem to be most valued overall in the field, according to the three-

year Standards Impact Survey completed in 2011, which found a tendency among educators to simply “embrace Communication and Cultures Standards and take these on as a primary mission.”

What of the other sometimes misunderstood or marginalized Standards? When it comes to Connections, not only do teachers ignore this area at their own (and their students’) peril, but language education experts in fact believe that making connections to other disciplines and information is critical to engaging students—at every level and in every learning environment.

“I see Connections as the reward for learners studying a language,” says Foreign Language Education Professor Ali Moeller of the University of Nebraska-Lincoln. “What it really sparks for students is a motivation to learn because they can suddenly see a purpose for the language in their real lives. It fulfills them when they can learn something new by connecting with other disciplines. If teachers were to say, ‘I’ll wait until my students have more language until we make connections’—it will just never happen. The motivation will not be there and the students will not continue,” she says.

“The Connections Standards were designed as a way for language teachers to help

students become lifelong language users,” notes Tom Welch, who was on the original task force that wrote the National Standards in the mid-1990s. “There was a real understanding among us of the need to have language *study* become language *use*. It is actually in using the language that one is able to connect to native speakers and to specific information that is not available outside the target language and culture.”

The Connections goal area includes two Standards (3.1 and 3.2; see box on next page). The first focuses on target language support for content from other disciplines. As the Standards document states, “Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas.”

The second Standard focuses on information now available to the learner through the target language. “As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives,” reads the document. “As learners of a foreign language,

they broaden the sources of information available to them. They have a 'new window on the world.'"

## Opening Windows and Opening Worlds

According to Debbie Robinson, consultant and strategist on K–12 initiatives for The Language Flagship, there are some great models for implementing Connections in the field of language education, as well as what she sees as an “evolving view beyond just basic connections to what we usually call the disciplines.”

In addition to—but looking beyond—just math, science, and the arts, Robinson says, “There are emerging content areas that are really critical to success if we want to have our students prepared for the communities in which they will live and work.” The profession has most recently expanded understanding of these areas through efforts like the 21<sup>st</sup> Century Skills Map for Languages which includes themes that are critical for success in the new millennium, she says, such as global awareness. “Educators may take some of the content that we already focus upon in our traditional high school classes but then see it through this new lens—looking at perhaps financial, economic, business and entrepreneurial literacy,” notes Robinson. “We could ask: ‘What does that look like not only here but in our target language countries?’” Other examples of content she suggests are civic literacy and health and wellness awareness. “I think we have a new sense of purpose with the Connections Standards that allows us to look more intentionally and systematically at these emerging content areas,” she says.

Robinson points to the Advanced Placement (AP) Curriculum Framework as one area where this new approach is apparent. The AP, which was updated for 2011–2012 in certain languages (French Language and Culture; German Language and Culture; Italian Language and Culture); for 2012–2013 in others (Latin; Spanish Literature and Culture); and will be revised for 2013–2014 in another (Spanish Language and Culture), has evolved to include new contemporary themes, including Global Challenges, Beauty



## Connections

Connect with Other Disciplines and Acquire Information

### Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

### Standard 3.2

Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.

and Aesthetics, Science and Technology, Families and Communities, Personal and Public Identities, and Contemporary Life.

According to the AP French Language and Culture Curriculum Framework, “Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate . . . One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the French-speaking world.”

Moeller, College Board Advisor for German, notes that the AP offers the entire curriculum online for the different languages, and that there are many excellent examples that can be freely accessed by educators. “Anyone having a hard time seeing how to teach languages aligned with the Standards and these themes can find many lesson plans there,” she says. Her own wiki, Roadmap to Assessment, also includes many additional resources for teachers.

## How Connections Can Work

Language immersion is the model that educators most often identify when they think about content-based instruction or interdisciplinary language learning, since immersion programs have been at the forefront of using language as the medium of instruction to teach other core content.

“In immersion, things are turned on their heads because the language is the vehicle and you take your lead always from the subject matter,” says Tara Fortune, Coordinator of the Immersion Research and Professional Development Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota.

“When it comes to working with immersion teachers and curriculum, I strongly encourage a transdisciplinary approach, beginning with not just one subject—such as math, science or social studies—but rather thinking about a theme that can have meaningful connections to a number of topics.”

The first elementary Spanish immersion program in Utah began in the 1980s, but there was not significant growth until the state created the Utah Dual Immersion Program in 2008. This program, in which K–6 students spend half the day in English with one teacher and half the day with another teacher in a second language such as Chinese, French, or Spanish (i.e., a 50/50 instructional model) offers students the opportunity to become skilled in the second language and gain increased cultural competency. Both one-way immersion programs and two-way immersion programs are currently found in Utah schools; the goal is to have 100 different programs in five different languages by the 2014–2015 school year.

Sandra Talbot, Project Director of the Utah Chinese Dual Language Immersion Program, says students in her program are now reaching fourth grade. In grades K–3, most of the core content learning is delivered by a Chinese teacher while an English teacher concentrates on developing the building blocks for strong English language skills and literacy. Around Grade 4, concepts start to become increasingly abstract but the immersion model embraces strategies that help to make things more concrete, such as

using gestures, visuals, hand movements, and so on.

“The connection between the content and the language instruction is essential,” Talbot says, “because these kids are getting their content in Chinese. So the teacher must teach science, math, social studies . . . because that’s the only instruction in those subjects the student will be getting.” Students in Utah continue in the immersion program through elementary school and when they reach middle school, they will take both a language elective and another core content course in their language. In ninth grade, they will take the AP test, says Talbot, and in the high school years they will be taking language courses coordinated with universities across Utah. [There is an excellent video available showing the success of dual immersion in Utah and highlighting the teaching of abstract concepts as mentioned above; see the Resources box on p. 38 for the link.]

Like Moeller, Talbot also sees student motivation as a huge factor in content-based learning and she has observed this directly in both immersion and more traditional language classrooms. “If you don’t show students there is a connection between the language and the discipline, then some students will stop studying because they don’t see the need. An immersion student, of course, has a real motivation to get the language because they have to learn math, science, and so on, regardless of whether it’s in Chinese, Spanish, or French,” she says. “The kids are being taught that the language is more than just ‘a language’—that it’s their vehicle to connect them to content and so they learn that language takes on a life of its own and can also open them up to whatever interests they have in the future.”

There are many other excellent examples of immersion programs throughout the country, including Portland Public Schools in Oregon—credited as one of the earliest examples of the 50/50 model, which influenced many of today’s newer programs (including Utah’s). Immersion education has expanded over the years—beginning with just three programs in the United States in 1971—and it still continues to grow significantly. According to the Center for Applied Linguistics (CAL) Directory of Foreign Lan-

guage Immersion Programs in U.S. Schools, there were 448 foreign language immersion schools in 2011 (up from 263 in 2006), with 337 of those programs at the elementary level. As of May 2012, CAL listed 415 two-way bilingual immersion programs in 31 states, plus Washington, D.C.

Still, however successful it may be in making the Connections Standards come alive, immersion is by no means the only model that demonstrates content-based instruction. In fact, there are a number of other exciting efforts today that can be looked to when educators are considering how to incorporate Connections in their own instruction. Among these are collaborations with teaching STEM (Science-Technology-Engineering-Math) and language, and other efforts connecting Career and Technical Education with language and culture.

Fortune mentions a “massive project” recently developed by CARLA, along with the Boston Museum of Science, to create a Mandarin Chinese immersion curriculum coordinated with STEM. This environmental education project, which looks at issues of sustainability and green ecology, was originally funded with a FLAP grant and is almost finished and ready to be shared with the language education community. [The curriculum should be made available online in late August. Find a link to more information in “See It in *The Language Educator*?” on the ACTFL website.]

“Projects like this one can take us beyond what may be more typically addressed when we think of Connections, such as social studies, since this is also connected to geography and science, resource management, things like that,” says Fortune. “It’s important to get people to think more broadly outside just connecting languages to the humanities—not to exclude those topics, but to broaden our view to include others.”

Robinson points out another successful collaborative effort among 16 school districts in Franklin County, Ohio, demonstrating a cross-curricular approach with STEM schools and languages. As part of this, Metro Early College High School in Columbus features the only high-school level Chemistry course taught in Chinese in the United States, a program which

perfectly complements the school’s STEM-focused curriculum.

In Georgia, there are two notable ways that Connections are being made at the state level: (1) by connecting language with the Career and Technical Education (CTE) field through outreach, and (2) through work done under Memoranda of Understanding (MOUs) with the countries of France and Germany.

“The first idea is that every student in the state of Georgia within the next couple of years will identify what is called a ‘career pathway’ and those pathways will sit under the 17 different CTE clusters we have,” says Jon Valentine, Program Specialist at the Georgia Department of Education. “What we’re doing now is working with CTE to make sure that every possible career that students can go into has a global aspect as well and we encourage both students and teachers to identify that. So then if I were to ask a question of a seventh grade student: ‘Why are you studying French?’ that student would be able to answer specifically how the knowledge of French language will give him a competitive advantage in his chosen career pathway if he continues on it.”

Valentine also highlights the change in importance of the MOUs in Georgia and how they are helping facilitate Connections. “Our frustration historically was that we’d have these agreements in the past and they were just documents that got signed; nothing was done with them.” Today, he says, the agreements are more meaningful—for example, under an MOU signed with Bavaria (Germany), 10 teachers in Georgia who are certified in teaching both German and mathematics are participating in a teleconference with a Bavarian professor, learning directly about how math is taught in the German educational system. Valentine says those teachers will be able to return to their classrooms with greater knowledge of how to make international and cultural connections for their students. “The idea that we’re trying to facilitate is that language is not an end unto itself; language is something that helps you to augment other areas of study,” says Valentine.

## From FLES to Flagship—Connections at All Levels

Connections can be made to all formal disciplines and school subjects, to emerging global themes and contemporary issues, or to virtually any information available in the target language and culture. They can be identified easily within the immersion context, but may also happen simply when an educator makes a commitment within his or her own classroom to focus on content using the language as a vehicle and not an end in itself.

Connections are also found at all levels of language education—including the earliest. One educator made Connections Standards come to life within a FLES [Foreign Language in the Elementary Schools] program at Grove Patterson Academy Elementary in Toledo, Ohio, by closely coordinating with the classroom teachers at each level, K–8, and designing her curriculum entirely around reinforcing what they were doing in their classes.

“I worked with the other teachers to create additional lessons—they just happened to be in Spanish or German—that dealt with the topics they were already focused on at that grade level,” says Lori Winne, who recently finished her final year before retirement from teaching. For example, when the sixth grade teachers came to her and said the kids were struggling with probability, Winne turned around and created lessons in German that dealt with probability. She would at times do science experiments, work with geography, teach math lessons—whatever was necessary, she says, so that the kids were dealing with the same subject matter, only in a different language. When she did teach vocabulary or work on stories with TPRS, Winne would focus on the verbs that the students would need to describe their science experiment, for example.

She says that the classroom teachers appreciated her approach and it grew into a true collaborative effort. “The teachers came to my class with their students and I was able to interact with them on the spot to clarify the material and get more ideas. Because we worked together, they understood what I was doing and then I was better able

to understand what was going on at each grade level.”

Winne, who received her PhD from the University of Toledo in 2007, focused her dissertation work on the relationship between foreign language study in the elementary schools and better state test scores in reading and math. “My research very clearly showed that those students who had elementary foreign language also had higher test scores,” she says. [Those interested in learning more about her unpublished dissertation can find the information about it on the ACTFL website.]

While Winne won’t be continuing to teach in this capacity at Grove Patterson, she hopes that the approach will be continued by the new FLES teacher and says, “I feel quite confident that my colleagues will guide the next person and say, ‘This is the way we want it.’”

It’s clear that Connections can be made by learners at any age, and so on the other end of the learning continuum from FLES is The Language Flagship, a network of programs made up of 26 Flagship programs at 22 institutions of higher education and 10 Overseas Flagship Centers. While each Flagship center is unique, they all share the goal of educating students in the languages and cultures of the world and they all rely heavily on the concept of making Connections in language learning. Flagship, which primarily concentrates on undergraduate and graduate studies, also includes K–12 pilot programs in Michigan, Oregon, and Utah.

“The Language Flagship emphasizes language for specific programs tied to a major,” says Robinson. “It’s absolutely a model to be emulated. Even for students who don’t come in with a very high level of proficiency, they follow this rigorous program and they find themselves taking content courses in their language. So, in essence it is almost like a double major. Although they are actually an Environmental Studies or Journalism major, for example, they happen to be taking their courses in Chinese, or Arabic, or Hindi.” The culminating experience, she says, is for students to go abroad and directly enroll in a university there, taking content courses in the language just as if they were a native speaker.

## Connecting Teachers and Engaging Students

One of the reasons teachers gave in the Standards Impact Survey for not focusing much on Connections in their teaching was that they often did not feel they knew enough about another content area to accurately include information beyond the language structures they taught. Moeller believes that the reason some educators struggle with the Connections Standards is because the pedagogy of how to teach it remains murky and educators are not sure how to begin to collaborate with their colleagues. She says that focusing on creating a community in your school or institution will help facilitate those kinds of Connections. “Reach out to a teacher with whom you have a good relationship and ask questions about what they are doing in their classes right now so you can find some common ground to build on,” she says. “It really motivates kids when they realize what they’re doing is worth the investment of time and effort, so work to create those types of assignments that can really broaden their perspectives.”

While one way to develop Connections is this kind of collaboration with colleagues, it is certainly not the only way. Robinson advises teachers to concentrate on being facilitators of knowledge and less on being experts. Instead she says, encourage your students to seek out and gain the “expert” knowledge themselves.

“Try being more deliberate in your planning to examine everything you currently do with Connections in mind,” she advises. “Ask ‘How could I take this to the next level? How can I make this project demonstrate Connections?’” She says the great thing about this approach is that the teacher doesn’t have to have all the answers, but can rely on the students to find out the information by giving them the right assignments.

One example Robinson presents would be familiar to many Level 2 or 3 high school Spanish or French teachers: Creating a travel brochure about the target culture. However, she suggests educators consider “ramping up” this project by incorporating the National Standards and some of the

*Continued on p. 37*



1. The National Standards describe Connections as:
  - A. Meeting new people and traveling abroad
  - B. Finding and sharing resources
  - C. Reinforcing and furthering knowledge of other disciplines plus acquiring information and recognizing distinctive viewpoints
  - D. Discussing current events
2. Which of the following were used in the original Standards document to describe teaching the goal of Connections?
  - A. Connections flow from other areas to the language classroom and also originate in the language classroom to add unique experiences and insights to the rest of the curriculum
  - B. Language acquisition focuses on the broader education of students; it benefits their growth in non-language disciplines, encourages the transfer, enrichment, and strengthening of information; it helps students “learn how to learn”
  - C. Students must be given interesting and challenging topics and ideas that they can read about, discuss, or analyze using their emerging skills with the new language. Many of these topics can be drawn from the wider school curriculum
  - D. All of the above
3. All of the following are examples of how students might demonstrate Connections, except:
  - A. Search Internet sites to create a chart of how citizens around the world respond to various environmental issues, such as recycling or conserving water
  - B. Write in the names of the main cities on a map of a country where the target language is spoken
  - C. Given a map of the geographical features of a country where the target language is spoken, decide where the major cities are likely to be located; then compare this prediction with where most people live
  - D. Prepare to be a docent in an art museum, ready to explain the historical, cultural, and artistic influences on a specific work of art
4. The following statements accurately describe the various ways that students “make” Connections, except:
  - A. Students make Connections every time they say hello to someone from another country
  - B. Students make deeper Connections by comparing, contrasting, hypothesizing, and analyzing
  - C. Students often make Connections through their own insights (the “aha” moment) and not always as the result of a teacher-directed activity
  - D. Students might not reflect on a Connection made in a language class until they are in another class (e.g., science, health, or language arts)
5. Immersion programs demonstrate Connections in unique ways, as other subject areas are explicitly the content of instruction. In other language programs, educators should be alert to the following caution when implementing the Connections goal:
  - A. Giving students options to select their area of interest or content to demonstrate Connections
  - B. Talking about cultures and countries other than those where the target language is spoken
  - C. Having students apply knowledge gained in other subject areas as they complete projects in the language classroom
  - D. Giving more “points” for an assignment or project for students’ prior knowledge from another discipline (e.g., science or art) than for target language use
6. Here is an example of implementing Connections through social studies content in grade four, when students frequently study their home state. All of the following are examples of appropriate strategies for Connections, except:
  - A. Students learn the names of various political officials in their community and state in the target language and compare job duties with a similar official in the target culture
  - B. Students eat desserts from different countries
  - C. Students use their target language to identify the habitats and food sources for animals native to their state
  - D. Students find place names in their state related to the target culture
7. Identify the statement you believe is true about implementing Connections:
  - A. It is easier in elementary and middle school because at those grade levels the approach throughout the school is naturally interdisciplinary
  - B. It is easier to implement in senior high because the content in other subject areas isn’t so advanced or specialized that the language teacher will have difficulty teaching it
  - C. It is easier at the postsecondary level because students are motivated to seek out articles, websites, and other resources in the target language to support what they are studying in other subject areas
  - D. Connections Standards can be implemented easily at any level of instruction
8. While all of the following are appropriate language teaching strategies, the one best representing Connections is:
  - A. Students compare the “My Plate” representation of a balanced diet in the United States with a similar representation of a balanced diet from various countries around the world

POP QUIZ *Continued*

- B. Students sing a song from the target culture about the environment
  - C. Students direct one another through a city from the target culture as one partner gives directions and the other partner traces the route
  - D. Students identify the images of war in a poem from the target culture
9. The best summary of the goal of Connections is:
- A. Be sure to include content from three other disciplines in each unit of instruction
  - B. To bring in the goal of Connections means that the teacher has to find out what classes students have in common so the teacher knows who to involve in co-planning units
  - C. Broaden the content of language learning by tapping other disciplines and help students gain new perspectives that they will apply in other classes and beyond the school
  - D. An artistic cover in color should be required for all written projects in the language classroom
10. I should not try to implement Connections in my teaching if:
- A. I have no time to plan with a teacher from another subject area
  - B. I am not an expert in another subject area, such as science, art, social studies, or health
  - C. I can't figure out how to assess Connections
  - D. Wait a minute, there are no excuses—I can implement Connections!

Quiz created by ACTFL Associate Director of Professional Development Paul Sandrock

INTEGRATING CONNECTIONS

*Continued from p. 35*

emerging themes and content areas (i.e., 21<sup>st</sup> century skills) mentioned earlier.

“We can modify this assignment to be that students are working in a group as a travel agency. They have to plan a trip for a visiting delegation from the target culture who would like to create a sister city relationship with your town. The delegation is full of individuals with specific needs: one is a woman with an import business who likes to shop and she also needs access to a local gym; the Parks and Recreation Director likes to have a morning jog and is on a high protein diet; there are heritage students who study art and are looking for great architecture and one is also a vegetarian, and so on. The project is to create an itinerary that will meet all their needs, including visuals and graphics, maps, budgets and schedules, perhaps a multimedia presentation. The group members will prepare a detailed outline and will also need to keep track of their hours so they can also bill the travel agency for their work.”

Robinson points out that the new task could include the 5 Cs—including the different communicative modes, Cultures and Comparisons, and clearly Connections and Communities. Plus, she says, “It embraces those 21<sup>st</sup> century themes like global awareness, financial and business literacy, health and wellness, as well as technology and multimedia skills.” The teacher can easily assign whatever special requests or needs are appropriate to the delegation to target desired skills and content areas, and can also have students using technology in all aspects of the research and presentation.

As with other areas such as Cultures and Communities, technological advances have significantly helped to facilitate the goal area of Connections. Welch recalls, at the time the Standards were written, “I think we were able to see what was coming, in terms of the ‘flattening out of the world’ and a greater sense of the interconnectedness that was developing globally already at that time because of technology.”

He says that of all the Standards, Connections leads students beyond the classroom and even beyond the guidance of the teacher. “Language learning becomes extremely personalized so that you empower students to ‘wander off’ in different areas of the world. You enable your students to connect to topics and interests that have meaning for them as individuals instead of always circulating within the confines of the curriculum.”

As the Standards document states, students do not enter the language classroom as “empty vessels” but instead bring “a wealth of experience and knowledge of the world around them.” Welch therefore suggests teachers ask their students to choose five main interests, or aspects of their lives,

POP QUIZ *Answers:*

- 1. C This is the language of the two standards under the Connections goal.
- 2. D
- 3. B While this may seem to connect with social studies, no geography concepts or new perspectives are learned; changing the activity as in option C would accomplish both!

- 4. A Simply saying “hello” does not connect with another subject area.
- 5. D The others are actual examples of how teachers are implementing Connections successfully.
- 6. B
- 7. D Each level is simply different in HOW to implement and in the CONTENT for the Connections.

- 8. A The others could all be enhanced by reinforcing the information or skills from the other disciplines represented in these examples or eliciting students’ new perspectives or insights.
- 9. C
- 10. D Absolutely, you have learned many strategies through this quiz to empower you to implement Connections!

and then challenge them to find out something about these favorite topics—whether it is rap music, video games, or comic books, or something more weighty such as the experience of being a minority—in the target culture or language, thereby making their own personal connections with the material. To support this approach, Welch refers to the book *Drive* by Daniel Pink, where the author discusses the importance of autonomy in learning.

“Connections has the ability to give students autonomy over time, over task, over technique—all the elements that Pink identified,” says Welch. “This can really open up a tremendous individualized learning opportunity for the students . . . I feel very strongly about these Standards for equipping students with what they need to continue being lifelong language users. As

long as the teacher is always telling students what to do with the language (i.e., learn this vocabulary word, read this passage), it is very reasonable to assume that when the teacher is no longer there, the student is not going to continue doing anything with the language on his or her own. It’s only when we encourage them to make connections for themselves can we expect our students to be autonomous learners.”

Talbot, who has led many workshops for other educators, says, “I find that the more I can convince teachers that making Connections should be a top priority in their language course, the more they experience success in their classrooms. It’s because their students find the motivation that may not in fact exist if the subject is taught in a more traditional way. A kid who may not initially have a passion for the language—that is, a

## See It in *The Language Educator*?

Find more resources online, including Lori Winne’s dissertation research, an example MOU from the state of Georgia, and a link to the CARLA Mandarin Chinese curriculum on environmental education, at [www.actfl.org/seeitinTLE](http://www.actfl.org/seeitinTLE).

school counselor just convinced them to take a language—may actually find that passion when they are able to make that connection.”

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# Resources

## 21<sup>st</sup> Century Skills Map for Languages

[www.p21.org/storage/documents/Skills%20Map/p21\\_worldlanguagesmap.pdf](http://www.p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf)

## AP World Languages and Cultures

[advancesinap.collegeboard.org/world-languages](http://advancesinap.collegeboard.org/world-languages)

## CAL Directory of Foreign Language Immersion Programs in U.S. Schools

[www.cal.org/resources/immersion/](http://www.cal.org/resources/immersion/)

## *Drive* by Daniel Pink

[www.danpink.com/drive](http://www.danpink.com/drive)

## Georgia Department of Education World Languages and International Education

[archives.doe.k12.ga.us/ci\\_iap\\_languages.aspx](http://archives.doe.k12.ga.us/ci_iap_languages.aspx)

## Grove Patterson Academy Elementary Foreign Languages

[grovepattersonpto.org/Foreign\\_Language.html](http://grovepattersonpto.org/Foreign_Language.html)

## Portland (OR) Public Schools Immersion Program

[www.pps.k12.or.us/departments/immersion/1185.htm](http://www.pps.k12.or.us/departments/immersion/1185.htm)

## Roadmap to Assessment

<https://sites.google.com/site/roadmaptoassessment/home>

## Utah Dual Immersion Video

[www.youtube.com/user/UtahPublicEducation](http://www.youtube.com/user/UtahPublicEducation)  
(Scroll down to “Utah Dual Immersion”)

## Utah State Office of Education Dual Language Immersion Program

[www.schools.utah.gov/curr/dualimmersion/](http://www.schools.utah.gov/curr/dualimmersion/)  
(Includes portals to Chinese, French, and Spanish programs)

