

Approved World Languages Learning Resources

Secondary World Languages: Digital Instructional Resources

These learning resources are intended to serve as division-level, approved instructional resources at the secondary level. Per School Board Policy IIAA, school and division-level staff have reviewed these materials and deemed them suited to the specific curricular goals within the [Albemarle County's revised world languages curriculum](#).

This is Language (Approved in 2015) is a digital resource of intermediate level, authentic videos featuring native speakers and interactive language exercises in French, Spanish, and German. Schools may purchase teacher accounts and student accounts that allow for instructors to monitor students' progress and differentiate assignments based on students' language levels. The content of the videos is also aligned with Virginia's Standards of Learning in World Languages as well as the American Council for Teachers of Foreign Languages (ACTFL) standards: <http://www.thisislanguage.com/> (Approved in 2015)

Middlebury Interactive (Approved in 2015) is a digital language learning program provides language instruction for Spanish, French, German, Latin and Mandarin. <https://www.middleburyinteractive.com/digital-courses/digital-k-12-world-language-learning-courses>

TPR Storytelling (Teaching Proficiency through Reading and Storytelling or TPRS) (Approved in 2011) is a method of teaching foreign languages. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the teacher will use a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short grammar explanations known as "pop-up grammar". For more information, including a comprehensive list of novels, student materials, and additional software, please click on the following link: <http://www.tprstorytelling.com/> TPRS Publishing

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Secondary World Languages: Japanese

These learning resources are intended to serve as a central text for Japanese classes. They have not been adopted by the Virginia Department of Education. Per School Board Policy IIAA, staff has reviewed materials currently adopted (2005) by the Virginia Department of Education and have deemed these suggested resources to be better suited to the specific curricular goals and needs of Albemarle County Schools.

Dekiru Nihongo ALC Press, Inc. <http://www.dekirunihongo.com>

These materials are intended to be a central resource for Japanese classes. They can be purchased in a traditional print format.

Reviewing teachers found that Dekiru Nihongo focuses not on how much students know about a language but on the practical application of the language—how well they actually use what they are learning in real and authentic applications. Using Japanese in practical contexts is important. The series begins with situations that students are familiar with in their daily lives and encourages students to express their ideas in the target language.

Finally, each lesson was developed with clear performance based objectives with the important goal of providing students the opportunity to use the target language in many personal and authentic ways.