

*Nurturing Proficiency,  
Building Biliteracy*

# THE LOUISIANA WORLD LANGUAGES COMPENDIUM



October 2019

DEPARTMENT of  
**EDUCATION**  
Louisiana Believes



# CONTENTS

<b>INTRODUCTION</b> .....	2
<b>FROM THEORY TO PROFICIENCY</b> .....	4
<b>STRATEGY 1: K-12 IMMERSION PROGRAMS</b> .....	5
<b>One-Way Immersion</b> .....	6
<b>Two-Way Immersion</b> .....	7
<b>STRATEGY 2: K-8 EARLY WORLD LANGUAGE (E-WL) PROGRAMS</b> .....	8
<b>STRATEGY 3: WORLD LANGUAGE (WL) PROGRAMS</b> .....	9
<b>RECOGNIZING EXCELLENCE</b> .....	10
<b>Louisiana Seal of Biliteracy</b> .....	10
<b>State Certified Immersion School Award</b> .....	10
<b>Interests and Opportunities Index</b> .....	10
<b>CONCLUSION</b> .....	10
<b>APPENDIX: WORLD LANGUAGES RESOURCES</b> .....	11

To assist administrators and teachers with the implementation of World Languages programs, this document provides multiple layers of guidance regarding the justification, program design, and instructional resources aligned with Louisiana Student Standards for Modern Languages and Immersion. This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [Language.Acquisition@la.gov](mailto:Language.Acquisition@la.gov) so that we may use your input when updating this guide.

# INTRODUCTION

Throughout its history, Louisiana has been home to different cultures, traditions, and languages. Gathering influences from European, African, Asian, and Native American peoples, Louisiana proudly embraces its diverse linguistic and cultural heritage. Carrying its tradition of multiculturalism into the future, Louisiana stands ready to enter the global stage.

*With equitable access to attain proficiency in World Languages, students will achieve academically, communicate with cultural understanding, and succeed in a global community.*

It is with this in mind that we look to the future and take the steps needed to prepare Louisiana's students to become successful global citizens. Strong World Language programs are a component of this vision.

# THE IMPORTANCE OF LEARNING LANGUAGES

The benefits of learning multiple languages extend beyond the ability to travel the globe or to communicate with diverse populations. Decades of research has shown that students who study other languages have higher rates of academic achievement, have improvement in cognition and executive function, and are more understanding of cultural differences. In addition to the personal gains achieved from language learning, the study of World Languages can be a catalyst for economic growth.

## ACADEMIC ACHIEVEMENT

Across grade levels, World Language acquisition leads to improved student academic achievement, regardless of the type of programming used (Immersion, E-WL, or WL) or the language studied.

In a Louisiana study,<sup>1</sup> third, fourth, and fifth grade students participating in elementary World Language programs showed significantly higher scores on standardized tests of English language arts and math than those who had not studied a World Language. A Kansas study<sup>2</sup> noted that over time, students participating in language immersion programs had improved test scores, were able to think more critically and divergently, and excelled in their native languages. Research<sup>3</sup> also shows that students who study a World Language consistently over the course of their high school careers score higher on ACT English and mathematics components compared to students who did not study a World Language.



**CONSISTENT ACCESS TO WORLD LANGUAGE EDUCATION LEADS TO SIGNIFICANT, MEASURABLE GAINS IN STUDENT ACHIEVEMENT.**

*“Learning another language is not only learning different words for the same things, but learning another way to think about things.”*

*~ Flora Lewis*

1 Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana*. U.S.; Louisiana, from ERIC database.

2 Cade, J. M. (1997). The foreign language immersion program in the Kansas City, Missouri Public Schools, 1986-1996 [Abstract]. *Dissertation Abstracts International -A 58(10)*, 3838.

3 Olsen, S.A., Brown, L.K. (1992). The relation between high school study of foreign languages and ACT English and mathematics performance. *ADFL Bulletin*, 23(3), from the ERIC database.

## COGNITIVE BENEFITS

Beyond helping students to achieve academically, language learning also improves student cognitive function and metalinguistic awareness. One study<sup>4</sup> of second language learning at the elementary level shows that learning a second language positively correlates to more flexible thinking. In this study, students learning a second language were able to see beyond traditional approaches to solve complex problems and were more easily able to supply new and different ideas. Similarly, studies<sup>5</sup> show that bilingual and emerging bilingual students perform better on metalinguistic tasks and develop metalinguistic awareness more quickly than monolingual students.



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**SECOND LANGUAGE LEARNING PRODUCES STUDENTS WHO ARE BETTER ABLE TO TACKLE AND SOLVE COMPLEX PROBLEMS WHILE LOOKING FOR ANSWERS IN NEW AND DIFFERENT WAYS.**

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## CULTURAL COMPETENCE

The benefits of language learning extend outside the classroom to the issue of cultural competence. Studies<sup>6</sup> show that students who are a part of second language and bilingual education programs have more positive attitudes toward people of different cultural or racial backgrounds. These studies also show that learning a second language can change students' preconceived attitudes towards the studied language and culture.



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**SECOND LANGUAGE LEARNERS ARE MORE RECEPTIVE TO LEARNING ABOUT AND INTERACTING WITH OTHER CULTURES.**

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## ECONOMIC GAINS

The increases in cognitive development, critical thinking, and creativity gained through second language learning are the same skills necessary to spark innovation and economic growth.

In the United States today, only 9% of Americans speak a second language.<sup>7</sup> However, research<sup>8</sup> has shown that businesses prefer to hire employees that are bilingual or multilingual. In turn, bilingual employees earn more than their monolingual counterparts.<sup>9</sup> Providing Louisiana's students with language skills now will prepare them to enter the workforce more prepared and with the ability to earn higher wages. The results of this are twofold - businesses will be able to hire highly qualified Louisiana graduates, and those graduates will be able to earn higher wages.



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**BY PRODUCING GRADUATES WITH ADVANCED LANGUAGE SKILLS, LOUISIANA WILL HELP TO SECURE ITS PLACE AS AN INDUSTRY LEADER AND IMPROVE THE LIVES OF ITS CITIZENS.**

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*One language sets you in a corridor of life.  
Two languages open every door along the way.*

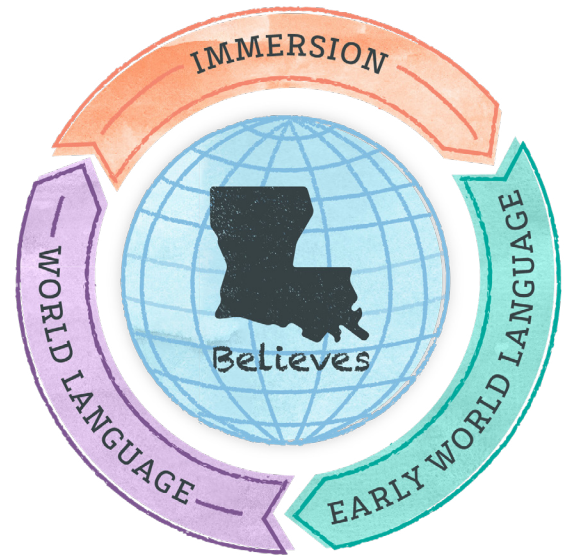
*~ Frank Smith*

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- 4 Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary school level. *Foreign Language Annals*, 7(1), 111-115. from Linguistics and Language Behavior Abstracts database.
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- Riestra, M. A., & Johnson, C. E. (1964). Changes in attitudes of elementary-school pupils toward foreign-speaking pupils resulting from the study of a foreign language. *Journal of Experimental Education*, 33(1), 65-72. from PsycINFO database
- 7 JNCL-NCLIS. (2015, January). *Language & Innovation* [Press release]. Retrieved February 12, 2019, from <https://languagepolicy.org/wp-content/uploads/2015/01/FL-Innovation.pdf>
- 8 Porras, D., Ee, J., & Gándara, P. (2014). Surveying the linguistic landscape: Bilingualism and employment opportunities. In R. Callahan & P. Gándara (Eds.), *The bilingual advantage: Language, literacy, and the labor market* (pp. 234-257). Bristol, England: Multilingual Matters.
- 9 Saiz, A., & Zoido, E. (2005). Listening to What the World Says: Bilingualism and Earnings in the United States. *Review of Economics and Statistics*, 87(3), 523-538. doi:10.1162/0034653054638256

# FROM THEORY TO PROFICIENCY

Because language learning is not a *one-size fits all* endeavor, Louisiana supports a multi-tiered approach to World Language instruction. Recommended programming models include:

- **K-12 IMMERSION**
  - » **ONE-WAY IMMERSION**
  - » **TWO-WAY IMMERSION**
- **K-8 EARLY WORLD LANGUAGE**
- **9-12 WORLD LANGUAGE**



AT A GLANCE: LOUISIANA'S WORLD LANGUAGE PROGRAMMING MODELS	IMMERSION (IMM)	EARLY WORLD LANGUAGE (E-WL)	WORLD LANGUAGE (WL)
Program model can be added to an existing school's curricular structure.	✓	✓	✓
Teachers are proficient in the target language.	✓	✓	✓
Students need no prior knowledge of the target language to participate.	✓	✓	✓
Students begin language study <b>no</b> later than first grade.	✓	✗	✗
Students participate in a 5+ year language continuum.	✓	✓	✗
Students learn core subjects such as math, science, and social studies in the target language.	✓	✗	✗
Approach to language learning that develops functionally bilingual and biliterate citizens.	✓	✗	✗
Approach to language learning that allows students to develop novice to intermediate communicative skills while reinforcing and enriching content in other disciplines.	✗	✓	✓
Program should be implemented where there is strong stakeholder support of the programming structure.	✓	✗	✗
Program model provides research-proven academic and social benefits to students.	✓	✓	✓

*If you talk to a man in a language he understands, that goes to his head.  
If you talk to him in his own language, that goes to his heart.*

~ Nelson Mandela



## STRATEGY 1: K-12 IMMERSION PROGRAMS

*“Immersion is a second language learning program whose goal is to develop linguistic competency in a foreign language as well as mastery of the English language, giving individuals the ability to communicate in both languages for both personal and professional needs. Immersion also fosters an awareness and an appreciation of an array of diverse people and cultures.”*

~ CODOFIL<sup>10</sup>

Immersion education has been long heralded for its positive and profound impact on student achievement. Studies consistently show that immersion students, regardless of race<sup>11</sup> or cognitive and linguistic abilities,<sup>12</sup> outperform their non-immersion peers. Immersion programming is a valuable tool for educating the whole child.

**Louisiana supports two immersion models: One-Way and Two-Way Immersion. The goal of each of these program models is to produce fully bilingual and biliterate citizens.**

WHAT DOES IMMERSION LOOK LIKE?	ONE-WAY IMMERSION (OWI)	TWO-WAY IMMERSION (TWI)
Pathway can be implemented as a track within an existing school.	✓	✓
Pathway begins in grades Pre-K or Kindergarten.	✓	✓
Class equally composed of native <b>and</b> non-native speakers of the target language.	✗	✓
Class mainly composed of students who <b>are not</b> native speakers of the target language.	✓	✗
Core subjects (math, science, social studies, and a portion of language arts) are taught in the target language by native/native-like teachers.	✓	✓
Pathway includes targeted daily English instruction with a native English-speaking teacher.	✓	✓

*Language is the blood of the soul into which thoughts run and out of which they grow.*

~ Oliver Wendell Holmes

<sup>10</sup> CODOFIL. (2017). *French Immersion: A Guide for Creating a Successful Program* [Brochure]. N. P.: n. p.

<sup>11</sup> Holobow, N. E., Genesee, F., & Lambert, W. E. (1991). The effectiveness of a foreign language immersion program for children from different ethnic and social class backgrounds: Report 2. *Applied Psycholinguistics*, 12, 179-198.

<sup>12</sup> Genesee, F., Paradis, J., & Crago, M. (2004). Schooling in a second language. In F. Genesee, J. Paradis, & M. Crago (Eds.), *Dual language development and disorders: A handbook on bilingualism and second language learning* (pp. 155-189). Baltimore, MD: Brookes Publishing Co.

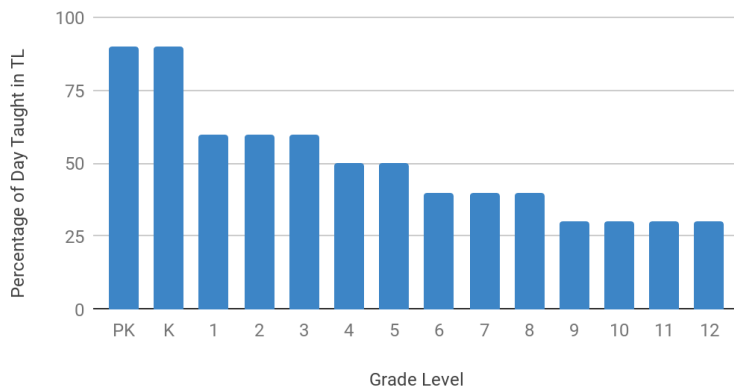
# ONE-WAY IMMERSION

The Louisiana Model for One-Way Immersion programming uses a two-teacher model and is designed to provide long-term, intensive second language acquisition for predominantly non-native speakers of the target language. While this structure is intended for use with non-native speakers, a small number of students from the target language can be incorporated into classes.

To build and ensure literacy in English as well, students receive targeted daily English language instruction as well as cross-linguistic lessons. In the immersion classroom, English and the target language are kept separate during the school day to preserve each language's unique identity.



**Louisiana Basic+ Model for One-Way Immersion**



*To learn a language  
is to have one more window  
from which to look at the world.  
~ Chinese proverb*

## KEY ACTIONS

1. Identify target language to be taught.
2. Identify and hire certified teachers who are native/native-like speakers of the target language.
3. Identify and adopt high quality curriculum.
4. Train staff on program structure and dual language instructional strategies.
5. Create a master schedule that ensures fidelity of language by identifying blocks of language-specific times during the school day.
6. Identify language proficiency progress monitoring systems in both languages.
7. Develop program by adding one additional grade level at a time based on Louisiana World Language Immersion Site Certification Guide.

## RESOURCES

### Guidance

- [Louisiana Immersion Language Learning Standards](#)
- [Louisiana World Language Immersion Site Certification Guide \(LDE\)](#)

### Professional Organizations

- [Center for Applied Linguistics \(CAL\)](#)
- [Center for Advanced Research in Language Acquisition \(CARLA\)](#)
- [Council for the Development of French in Louisiana \(CODOFIL\)](#)
- [Dual Language Education New Mexico \(DLeNM\)](#)
- [Be GLAD](#)
- [Louisiana Consortium of Immersion Schools \(LCIS\)](#)

### Research

- [What Research Says About Immersion](#)
- [Validating the Power of Bilingual Schooling](#)

### Recommended Curricular Resources

- [Louisiana Consortium of Immersion Schools \(LCIS\)](#)



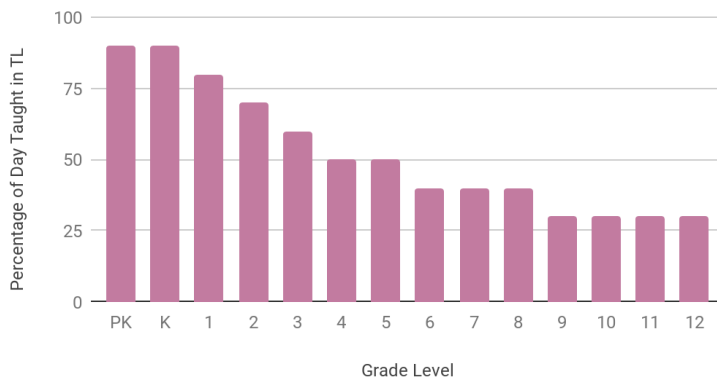
# TWO-WAY IMMERSION

For schools and/or school systems that enroll large, stable, populations of English learners (ELs) **with one common language**, a Two-Way Immersion instructional model should be considered. This model integrates two groups of language learners and is beneficial to both the EL students enrolled and their English speaking classmates.

Research<sup>13</sup> demonstrates compelling evidence that the best way to close the achievement gap for ELs is a well implemented Two-Way Immersion instructional model. The goal of this model is to further develop the EL student’s heritage language while the student learns English as a second language, making the EL student fully bilingual and biliterate.



**Louisiana Basic+ Model for Two-Way Immersion**



The benefits of Two-Way Immersion also extend to the native English speaking students. With this model, students will learn the target language as a second language alongside English, making the English speaking student fully bilingual and biliterate as well.

*Knowledge of languages  
is the doorway to wisdom.  
~ Roger Bacon*

## KEY ACTIONS

1. Identify target language to be taught.
2. Identify and hire native/native-like speakers of the target language.
3. Identify and adopt high quality curriculum.
4. Train staff on program structure and dual language instructional strategies.
5. Create a master schedule that ensures fidelity of language by identifying blocks of language-specific times during the school day.
6. Identify language proficiency progress monitoring systems in both languages.
7. Develop program by adding one additional grade level at a time based on Louisiana World Language Immersion Site Certification Guide.

## RESOURCES

### Guidance

- [Louisiana Immersion Language Learning Standards](#)
- [Louisiana World Language Immersion Site Certification Guide \(LDE\)](#)

### Research

- [What Research Says About Immersion](#)
- [Validating the Power of Bilingual Schooling](#)

### Recommended Curricular Resources

- [Louisiana Consortium of Immersion Schools \(LCIS\)](#)

### Professional Organizations

- [Center for Applied Linguistics \(CAL\)](#)
- [Center for Advanced Research in Language Acquisition \(CARLA\)](#)
- [Dual Language Education New Mexico \(DLeNM\)](#)
- [Be GLAD](#)
- [Louisiana Consortium of Immersion Schools \(LCIS\)](#)
- [Louisiana Teachers of English to Speakers of Other Languages \(LaTESOL\)](#)

<sup>13</sup> American Councils Research Center. (12 July 2017). Why the Dual Language Immersion Approach Will Change Achievement in American Public Schools. Retrieved from [www.americancouncils.org/news/language-news/why-dual-language-immersion-approach-will-change-achievement-american-public](http://www.americancouncils.org/news/language-news/why-dual-language-immersion-approach-will-change-achievement-american-public).

# STRATEGY 2: K-8 EARLY WORLD LANGUAGE (E-WL) PROGRAMS



Evidence<sup>14</sup> shows that early and extended access to second language learning increases student achievement, enhances critical thinking skills, and that students who have early and consistent access to second language learning perform better than their peers over time. Recognizing the importance of early access to World Language, in 1984 the Louisiana Board of Elementary and Secondary Education (BESE) mandated that World Language be taught in grades four through eight. Guidelines for the implementation of this mandate are included in [Bulletin 741](#), the Louisiana Handbook for School Administrators.

By implementing E-WL programs, also known as FLES, districts can expand course offerings in grades K-8 and ensure compliance with the BESE mandate. E-WL programs aim at providing student access to World Language early and consistently throughout their elementary and middle school years.

E-WL: WHAT DOES IT LOOK LIKE IN PRACTICE?	
<ul style="list-style-type: none"> <li>The target language is taught to students in grades K-8 as a content support.</li> <li><b>Elementary grades (K-5):</b> proficiency-based, content-rich target language classes meet for <b>at least</b> 90 minutes each week over the course of an entire school year.</li> <li><b>Middle School grades (6-8):</b> proficiency-based, content-rich target language courses follow recommendations from the Middle School World Language Programing Guide.</li> <li><b>For World Languages,</b> instruction includes all four domains of language learning, ie. speaking (interpersonal and presentational), listening, reading, and writing, as well as global awareness and cultural competence.</li> <li><b>For American Sign Language (ASL),</b> instruction includes interpersonal and presentational communication, interpretation, and cultural competence.</li> </ul>	
KEY ACTIONS	
<ol style="list-style-type: none"> <li>Identify target language(s) to be taught.</li> <li>Identify, establish, and plan for a long-term articulated language pathway that promotes proficiency.</li> <li>Include World Language minutes in master schedule.</li> <li>Identify and put into place quality curriculum.</li> <li>Provide language teachers access to proficiency-based World Language professional development.</li> <li>Implement systems that ensure ongoing language proficiency progress monitoring.</li> </ol>	
RESOURCES	
<p><b>Guidance</b></p> <ul style="list-style-type: none"> <li><a href="#">Louisiana ASL Content Standards</a></li> <li><a href="#">Louisiana Classical Languages Content Standards</a></li> <li><a href="#">Louisiana World Language Learning Standards</a></li> <li><a href="#">Middle School World Language Programing Guide (LDE)</a></li> </ul> <p><b>Curricular Resources</b></p> <ul style="list-style-type: none"> <li><a href="#">World Languages Scope and Sequence (LDE) - Novice</a></li> <li><a href="#">World Languages Scope and Sequence (LDE) - Intermediate</a></li> <li><a href="#">World Languages Scope and Sequence (LDE) - Advanced</a></li> </ul>	<p><b>Professional Organizations</b></p> <ul style="list-style-type: none"> <li><a href="#">American Council on the Teaching of Foreign Languages (ACTFL)</a></li> <li><a href="#">American Association of Teachers of French (AATF)</a></li> <li><a href="#">American Association of Teachers of German (AATG)</a></li> <li><a href="#">American Association of Teachers of Spanish and Portuguese (AATSP)</a></li> <li><a href="#">The American Classical League</a></li> <li><a href="#">American Sign Language Teachers Association (ASLTA)</a></li> <li><a href="#">Center for Applied Linguistics (CAL)</a></li> <li><a href="#">Louisiana Foreign Language Teachers' Association (LFLTA)</a></li> <li><a href="#">National Network for Early Language Learning (NELL)</a></li> </ul>

*Speak a new language so the world will be a new world. ~ Rumi*

<sup>14</sup> Foster, K. M., & Reeves, C. K. (1989). Foreign Language in the Elementary School (FLES) improves cognitive skills. FLES News, 2(3), 4.

# STRATEGY 3: WORLD LANGUAGE (WL) PROGRAMS



Whether World Language (WL) programs are the beginning of language study or a continuation of quality E-WL or Immersion programs, Louisiana believes that access to four years of language study in high school should be available to all students.

In addition to increases in academic achievement and cultural competence already mentioned, learning a second language in high school has a number of other benefits.<sup>15</sup> Students who study languages in high school are able to increase their college and career opportunities by being more competitive than their peers without language study. Likewise, these students are more prepared to take advantage of life-changing study abroad and travel opportunities because of their language skills and ability to understand and respect different cultures and customs.

## 9-12 WORLD LANGUAGE: WHAT DOES IT LOOK LIKE IN PRACTICE?

- The target language is taught to students in grades 9-12 for Carnegie Unit credit.
- For World Languages, instruction includes all 4 domains of language learning, ie. speaking (interpersonal and presentational), listening, reading, and writing, as well as global awareness and cultural competence.
- For American Sign Language (ASL), instruction includes interpersonal and presentational communication, interpretation, and cultural competence.

## KEY ACTIONS

1. Identify language(s) to be offered.
2. Develop a fully articulated World Language program, offering Levels 1-4 and beyond to provide a pathway to Louisiana's Seal of Biliteracy diploma endorsement.
3. Identify and put into place high quality curriculum.
4. Identify and hire certified world language teacher(s).
5. Provide language teachers access to proficiency-based World Language professional development.
6. Implement systems that ensure ongoing language proficiency progress monitoring.
7. Monitor validity of program by proficiency testing students exiting Level 4 with nationally recognized tests such as DELF/DELE/DSD, STAMP, or AAPPL.

## RESOURCES

### Guidance

- [Louisiana ASL Content Standards](#)
- [Louisiana Classical Languages Content Standards](#)
- [Louisiana World Language Learning Standards](#)

### Curricular Resources

- [World Languages Scope and Sequence \(LDE\) - Novice](#)
- [World Languages Scope and Sequence \(LDE\) - Intermediate](#)
- [World Languages Scope and Sequence \(LDE\) - Advanced](#)

### Professional Organizations

- [American Council on the Teaching of Foreign Languages \(ACTFL\)](#)
- [American Association of Teachers of French \(AATF\)](#)
- [American Association of Teachers of German \(AATG\)](#)
- [American Association of Teachers of Spanish and Portuguese \(AATSP\)](#)
- [The American Classical League](#)
- [American Sign Language Teachers Association \(ASLTA\)](#)
- [Center for Applied Linguistics \(CAL\)](#)
- [Center for Applied Second Language Study \(CASLS\)](#)
- [Louisiana Foreign Language Teachers' Association \(LFLTA\)](#)

*The limits of my language are the limits of my world. ~ Ludwig Wittgenstein*

<sup>15</sup> Benefits of Learning a Second Language in High School & Middle School. (n.d.). Retrieved from <http://www.leadwithlanguages.org/why-learn-languages/middle-high-school/>

# RECOGNIZING EXCELLENCE

Louisiana has developed three pathways to recognize students, schools, and school systems who show a commitment to World Language growth and proficiency. These distinctions include the Louisiana Seal of Biliteracy, the State Certified Immersion School Award, and the Interests and Opportunities Index.

## LOUISIANA SEAL OF BILITERACY

In 2014, the Louisiana legislature passed RS 17:273.4, instituting the State's Seal of Biliteracy. High school students that meet all requirements for graduation and also meet the following criteria are eligible for this special academic graduation endorsement:

- Proficiency level of Intermediate High or above in one or more languages other than English
- ACT composite score of 19 or above in Reading and English

## STATE CERTIFIED IMMERSION SCHOOL AWARD

[Per legislation](#), immersion schools demonstrating a commitment to World Language education can apply to become a Louisiana State Certified Immersion School.

Schools creating and maintaining well-articulated, proficiency based Immersion programs that lead students to become bilingual and biliterate as indicated by the [State Certified Immersion School Award](#) rubric are eligible to obtain this distinction.

## INTERESTS AND OPPORTUNITIES INDEX

To better support schools in their efforts to address gaps in students' access to enriching experiences such as World Language, Louisiana developed the Interests and Opportunities Index, accounting for five percent of a school's performance score starting with the 2019-2020 school year.

# CONCLUSION

The benefits of language learning are many. By ensuring equal access to acquiring proficiency in another language, Louisiana's students will reap the benefits of

- increased cognitive ability,
- improved communication skills,
- broadened career opportunities and advancement, and
- real world connections to other cultures and perspectives.

Early and consistent access to well-articulated, proficiency-based, and content-rich World Language programs is important for all students. By giving Louisiana's students access to achieve proficiency in multiple languages, they will be set on the pathway to success, both in and out of the classroom.

*En avant! ¡Avancemos! Fördern Wir 走啊!*

# APPENDIX: WORLD LANGUAGES RESOURCES

ADVOCACY AND SUPPORT	
American Council on the Teaching of Foreign Languages <a href="#">ACTFL</a>	Center for Advanced Language Proficiency Education and Research <a href="#">CALPER</a>
Joint National Committee for Languages - National Council for Languages and International Studies <a href="#">JNCL-NCLIS</a>	<a href="#">Lead with Languages Advocacy Tool Kit</a>
Louisiana Foreign Language Teachers' Association <a href="#">(LFLTA)</a>	National Association of District Supervisors of Foreign Language <a href="#">NADSFL</a>
National Council of State Supervisors of Foreign Language <a href="#">NCSSFL</a>	National Network for Early Language Learning <a href="#">NNELL</a>

LOUISIANA WORLD LANGUAGES LEGISLATION	
<a href="#">RS 17:272</a> French language and culture; Teaching French in public schools	<a href="#">RS 17:273</a> Second languages; Teaching World Languages in public schools
<a href="#">RS 17:273.1</a> Critical languages; Teaching critical languages in public schools	<a href="#">RS 17:273.2</a> Foreign Language immersion programs: Certification process and criteria
<a href="#">RS 17:273.3</a> Foreign language immersion programs: Creation by local school boards and parent petition	<a href="#">RS 17:273.4</a> State Seal of Bilingualism
<a href="#">RS 17:284</a> American Sign Language (ASL) in secondary schools	<a href="#">RS 17:285</a> African languages in public schools
<a href="#">RS 17:10.1</a> School and district accountability system: Purpose and responsibilities of state board	

WORLD LANGUAGES TEACHER AND ADMINISTRATOR TOOLKIT	
<a href="#">Louisiana American Sign Language Standards</a>	<a href="#">Louisiana Immersion Language Standards</a>
<a href="#">Louisiana Modern Language Standards</a>	<a href="#">Louisiana World Languages Proficiency Targets</a>
<a href="#">World Language Thematic Unit Planner (LDE)</a>	<a href="#">World Language Lesson Planner (LDE)</a>
<a href="#">Novice Level Scope and Sequence (LDE)</a>	<a href="#">Intermediate Level Scope and Sequence (LDE)</a>
<a href="#">Advanced Level Scope and Sequence (LDE)</a>	<a href="#">Proficiency-Based Testing Guidelines for Carnegie Credit (LDE)</a>
<a href="#">Middle School World Language Programing Guide (LDE)</a>	<a href="#">World Languages Glossary of Acronyms and Terms (LDE)</a>
<a href="#">Administrator's Guide to Observation and Feedback (LDE)</a>	<a href="#">World Language Certification (WLC) Steps for J1 Teacher Certification</a>

HELPFUL WEBSITES	
<a href="#">Advanced Placement (AP) - World Languages</a>	<a href="#">International Baccalaureate Program</a>
<a href="#">LinguaFolio</a>	<a href="#">21st Century Skills Map</a>

## National Foreign Language Resource Centers

PROFICIENCY TESTING	
<a href="#">AAPPL</a>	<a href="#">DELE</a>
<a href="#">DELFB</a>	<a href="#">SIELE</a>
<a href="#">STAMP</a>	<a href="#">WorldSpeak</a>

For more information, or questions regarding World Languages please email: [Language.Acquisition@la.gov](mailto:Language.Acquisition@la.gov)

