NRCAL Framework for the Development and Selection of Instructional Materials

- Developed for the NRCAL Professional Development Seminar (April 14-16, 2015) by James Hussar, Associate Professor of Spanish and Portuguese, CSUF
NRCAL Open-Access Database

Materials developed and selected for open access via the NRCAL database will evidence language use consistent with a proficiency-based approach. Language use will be:

- Contextualized, with a clear and consistent theme and/or topic and readily-apparent connections and transitions between words, sentences, and/or paragraphs.
- Authentic, e.g. approximating or replicating usage by native speakers of the language.
- Creative, moving from meaningful, structured practice to more open-ended communication.
Materials developed and selected for open access via the NRCAL database will evidence language use consistent with a proficiency-based approach. Language use will be:

- Centered on a topic that is familiar and interesting to students, or is personalized.
- Sustained, involving discourse at or beyond the sentence level.
- Appropriate to the expected level of language proficiency of the students.
- Accurate with regard to structures, syntax, orthography, word choice, etc.
Alignment

- Proficiency-based instruction aligns with National Standards for Foreign Language Education, World Language Content Standards for California Public Schools, and California Common Core State Standards for English Language Arts & Literacy.
Instructions for Submission

WARNING:
To Prevent Fire. Keep burning candle within sight.
• Keep out of the reach of children and pets.
• Never burn a candle on or near anything that can catch fire.

Extinguish candle before throwing away.
Made in China
Please provide the following:

- Name(s) of contributor(s).
- Affiliation(s) of contributor(s), e.g. name of school or organization.
- Language of study (Chinese, Japanese, Korean, Vietnamese).
- Intended student level of proficiency (Novice, Intermediate, Advanced, Superior).
- Intended student age (check all that apply: primary, secondary, post-secondary).
- Type of activity (select the most relevant: speaking, listening, reading, writing, cultural competency).
- A brief description of the activity and strategies for implementation (in English, 200-300 words). Supporting documents (necessary handouts, instructions, scripts, PowerPoint presentations, links, etc.). For each original document in the target language, include an English translation of the same.