

ABSTRACTS – 2009 LEA with IHE Grantees

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Alaska

T293A090049
Anchorage School District
Anchorage
Alaska
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Project MIR (Mission is Russian!) Expansion: Pipeline to Superior Proficiency expands Anchorage’s elementary Russian K-5 partial immersion program at Turnagain Elementary School to grade six and, in subsequent grant years, transitions the partial immersion model into Turnagain’s feeder middle and high schools up to grade 10. The project will create two middle school Russian immersion courses (World Geography and U.S. History), and four new high school immersion courses (Language Arts: Youth Views of Russia, Language Arts: Literary Perspectives, Alaska Studies and a new service learning elective: People and Faces).

The project also connects the eventual K-12 Russian language immersion program to the University of Alaska Anchorage (UAA), building the pipeline for an eventual K-16 articulated Russian language model. The District and University will jointly develop a K-12 Russian language framework and assessment rubrics. Using the Oral Proficiency Interview (OPI) for placement at the University, project graduates will likely enter into third level college coursework. Teachers from elementary to postsecondary will collaborate and learn together from experts in the second language field. The District and University will extend classroom learning to after-school, summer camps and connect students early with the university campus setting.

Russian

Grades served during the 5 years 6 - 10

Planning for grades K-12

Partial Immersion

FLES

1-6	900 minutes per week	50 min/wk
7	500	250
8	500	250
9	500	250
10	500	250

California

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The project has four key components with corresponding goals and objectives: 1) Program Expansion (adding grade levels and school sites, including middle school); 2) Academic Achievement (improvement in Korean proficiency indicators and mastery of the five goals of the National Foreign Language Standards; 3) Professional Development; and 4) Parent and Family Education. The program design supports achievement of these goals for students, parents, and teachers.

Korean

Grades served during the 5 years K through 6

Planning for grades K-12

Two Way Partial Immersion

K-5 925 minutes per week

6-8 500 minutes per week

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The model and approaches are partial immersion with standards-based, content-based (K-5), and articulated, sequential language instruction (Chinese 1-4, including AP) (6-12) with extensions to college-level coursework. It features include intense, applied summer language experiences for both professional development and extended student study at all levels. Annual assessments will include AP, SAT Subject Tests, Mandarin, publishers' tests, and locally developed materials using ACTFL guidelines with performance data reported as required.

Chinese

Grades served during the 5 years K-5

Planning for grades K-12

Partial Immersion Standards-Based Content based (K-5)

Sequential Foreign Language Program (6-12)

IHE Program for AP students with continued linkage at university level (10-12)

K-5 300 minutes per week

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The program will build K-16 critical language pathways for students, offer specialized training for our faculty, and create a pipeline for critical language teachers to come back to SFUSD. The program outcomes will include: sequential, standards-aligned curricula starting in Kindergarten with embedded assessments for each language; on-going and sustained professional development for teachers supported by San Francisco State University (SFSU) and Stanford University; longitudinal research study conducted by SFSU documenting student achievement, linguistic and intercultural performance; and an accountability plan to hold the district accountable to all stakeholders.

Chinese, Korean, Japanese, Russian
Grades served during the 5 years K-5
Planning for grades K-12
Two –Way Immersion (Chinese and Korean)
K – 1 240 minutes x 5 days per week
2 – 3 210 minutes x 5 days per week
4 – 5 150 minutes x 5 days per week
FLES (Japanese and Russian)
K-2 90 min/wk
3-4 150 min/wk

Colorado

T293A090015
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The program will focus on expanding and improving Global Village Academy's immersion instruction by developing an integrative, content-based curriculum framework and six integrated units per grade that align subject matter, concepts, and skills with the foreign language functions and tasks, in addition to addressing intercultural learning outcomes.

Mandarin Chinese
 Grades served during the 5 years K-2
 Planning for grades K-12
 Immersion
 K 1800 min/wk
 1-2 1400 min/wk

Illinois

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The purpose of this program is to establish comprehensive Mandarin Chinese foreign language program that spans grades 4 through 14. The school district will create a self-sustaining K-14 foreign language study program in conjunction with global career pathways education that links Chinese language to future career options. Objectives include elementary language and culture instruction and formal Chinese as a foreign language course in middle school. These goals will be reached with the assistance of our partners, Harper College and the Michigan State University's Confucius Institute.

Chinese
 Grades served during the 5 years 4-5
 Planning for grades 4-12
 FLES
 4-5 60 min/wk
 6-8 43 min/wk
 9-12 50 min/day

Kansas

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This project will develop, implement, and assess a sequential language program for grades K-12. Interactive distance learning technologies will be used to deliver Chinese to students, develop and implement curriculum, and provide professional development for Chinese instructors. During the fall 2009, the project will build on existing K-2 and 9-12 curriculum by developing curriculum for grades 3-8. The program model uses

interactive technologies to deliver language and culture programs to rural and urban schools across four states, making the project replicable and cost effective. An existing distance learning network and statewide technology will support delivery of project classes and professional development.

Chinese

Grades served during the 5 years K-12

Planning for grades K-12

FLES (K-6)

K-2 40 minutes per week

3-6 90

7-8 225

9-12 250

Kentucky

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The program will expand articulated programs of study in Mandarin Chinese and Japanese languages to enable students to achieve a superior level of proficiency with K-16 opportunities, and to provide critical longitudinal research in Chinese language programs. The district will also provide high quality professional development to teachers of Mandarin Chinese and Japanese in efforts to improve the teaching and learning experiences for all students.

Chinese and Japanese

Grades served during the 5 years K-12

Planning for grades K-12

FLES

K-5 95 minutes per week Content-related

6-12 250 minutes per week Content-based

Montana

T293A0900054
Missoula County Public Schools District #1
Missoula
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The overall goal of this program is to develop, implement and evaluate a high quality and sustainable Arabic language and culture program in cooperation with University of Montana during the school day for students in grades 6-12 in the context of a K-16 program of study. The program will be designed to address the four language skills that are crucial processes for determining the growth of literacy and predicting academic success.

Arabic

Grades served during the 5 years 6 - 12

Planning for grades 6 -12

Two-Way Partial Immersion

6-12 45-50 minutes per week

Minnesota

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Hopkins
MN
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The Minnesota Mandarin Immersion Collaborative (MMIC) in collaboration with the University of Minnesota will develop a well-articulated K-12 Mandarin immersion program with a Science, Technology, Engineering and Math (STEM) curricular focus that will equip students with global literacy for effective participation in the world community. MMIC immersion programs currently serve K-2 students. FLAP funding will support expansion of the program through grade 6. Funding will enable MMIC to develop, pilot and implement both a quality staff development model and comprehensive student assessment system to ensure sequential improvement in foreign language proficiency. An Articulation Team will research existing secondary immersion programs, identify and address transition issues, develop a curricular framework to provide high quality content courses in Mandarin for middle school and high school, seek high quality secondary teachers, and develop study abroad opportunities with a STEM focus for Mandarin immersion students.

Chinese

Grades served during the 5 years K-6

Planning for grades K-12

Immersion

K-2 1600 per week

3-5 1000

6-8 750
9-12 500

North Carolina

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The goal of the Chinese Culture and Language (CCL) program is to establish an articulated K-12 Chinese foreign language curriculum within the Cumberland County Schools that is aligned with the National Standards for Foreign Language Learning and the North Carolina Standard Course of Study in order to increase students' proficiency in reading, writing, comprehending and communicating in a critical need language. There is no current Chinese language program.

The targeted schools, all located within one attendance area, will implement the content-enriched FLES model and sequential curriculum based on the ACTFL Performance Guidelines for K-12 Learners. Foreign language instruction will be integrated in thematic units that connect the three modes of Communication (presentational, interpersonal, and interpretive), Culture, Connections, Comparisons, and Communities. Units will be designed with carefully planned language structures and vocabulary that are reinforced through activities in the subject areas of the curriculum, i.e., math, science, social studies, etc.

Fayetteville State University (FSU) faculty will provide support in creating and implementing a standards-based Chinese curriculum that will seamlessly articulate with post-secondary foreign language options. Visiting International Faculty (VIF) will support the project by assisting in recruitment and placement of at least 6 VIF teachers in the target schools, planning and evaluation meetings, arranging school visits, designing training workshops, and technical support in curriculum development activities.

Chinese

Grades served during the 5 years K-12

Planning for grades K-12

Content-based FLES

K-5 150-200 minutes per week

6-8 250

9-12 250

Oklahoma

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The Jenks K-16 Chinese Initiative will develop and implement a Chinese 50/50-Immersion Program at S.E. Elementary School, create a K-16 Chinese Articulation Team of experts to develop a K-16 Articulated Curriculum, and implement a successful plan for recruiting and developing the faculty and staff involved in the Project. The Project's first step is a strategic planning year. During this period, the majority of planning and work will involve the comprehensive review of Jenks' and OU's Chinese language curriculum and its re-design to align it to the ACTFL advanced level of proficiency by grade 12, and a superior level by grade 16. The district currently has a 7-12 Chinese language program.

Chinese

Grades served during the 5 years K-4

Planning for grades K-16 Articulation

K-4 50/50 Immersion 1050 minutes per week--
Starting in 2010