



Atlanta Global Studies Center



Call for Proposals
Course Development Projects in
World Languages and Global Learning
Academic Year: 2019-2020

Description

The Atlanta Global Studies Center seeks proposals from K12 teachers for course development projects in less commonly taught languages and global learning. Priority will be given to proposals that include engaging lesson ideas for teachers and students, easily-reproducible lesson plans for a unit along with supporting teaching materials in the target language or content area, and resources for extending lessons. Grant funding will be awarded as a professional stipend to compensate teachers for devoting their time to develop quality materials to enhance language instruction in the target languages.

Types of Awards

1. Two awards for \$1000 each will be granted to course development projects in the following target languages:
 - Korean
 - Hindi
 - Arabic
 - Japanese
 - Portuguese
 - Russian
2. One award of \$1000 will be granted to a course development project focused on *Global Learning*. Global Learning courses should meet one or more of the following requirements:
 - The course should have an international focus, such as international economics, world/non-US history, world geography, etc.
 - The course should include extracurricular activities and experiences with global themes and/or in global contexts (e.g., exchange programs, international and language clubs, travel abroad, service learning with international communities, etc.)

Requirements

- Grant recipients must submit a complete application by **October 1, 2019**.
- Grant recipients must be currently employed by a K12 institution.
- If funding is requested for items other than professional stipend, please include a detailed budget, including \$1000 from the Atlanta Global Studies Center and other funding sources (if any).
- Grant recipients will present their course development projects at the AGSC Annual Symposium K12 Workshop on Saturday, April 25, 2020.
- AGSC will publish grant-funded course development projects online.

Funding Priorities

- Priority will be given to novice teachers who have been in the field for fewer than five years.
- Unit planning templates have been provided at the end of this document as a guide and framework for planning. Units which can be easily modified and adapted by other teachers will be highly regarded.
- Units that lead to clear and achievable Global Competency outcomes will be highly favored. For examples of Global Competency outcomes, please refer to <https://asiasociety.org/sites/default/files/inline-files/all-grades-global-leadership-performance-outcomes-book-edu.pdf>

Deadline: October 1, 2019

Application Link:

https://gsu.qualtrics.com/jfe/form/SV_6hENiFxsyGufgAR

Awards Notification: November 15, 2019

How will the application be evaluated?	Score: 1-3 *
1. Applicant is currently employed as a K12 teacher and has been in the field for fewer than five years.	
2. The proposed unit provides engaging activities for teachers and students in one of the target languages (Korean, Hindi, Portuguese, Arabic, Japanese, Russian) or in a content area with an international focus.	
3. The proposed unit includes supporting teaching materials in the target language or content area as well as resources for extending lessons.	
4. The proposed unit is clear, easy to follow, and easy to replicate and/or modify.	
5. The proposed unit has clear and achievable learning outcomes.	
6. The applicant agrees to present his/her project at the K12 workshop on April 25, 2020, and to have his/her project published on the AGSC website.	
Total	/18

***Score interpretation:**

- 1 = applicant did not include enough information or did not sufficiently meet the criterion
2 = applicant included only some information or only somewhat met the criterion
3 = applicant included all requested information and sufficiently met the criterion

Strengths of proposal: _____

Areas in need of improvement: _____

Please use the templates below as guides for planning your unit.

**Appendix A: World Language Unit Template
2018-2019**

Language	
Course/Level	
Targeted Proficiency Range	
Thematic Unit	
Unit Length	
Stage 1: Desired Results	
Enduring Understanding(s) / Essential Question(s) (What universal big idea or question is being discussed?)	
Learning Targets (What do students need to know and be able to do?)	<ul style="list-style-type: none"> • I can ... •
Benchmarks for the Unit (Or how do you know the students got it? What level of performance is acceptable? Good? Outstanding? Needs improvement?)	
Standards: Check as many as apply.	<input type="checkbox"/> 1.1 Interpersonal communication <input type="checkbox"/> 1.2 Interpretive communication <input type="checkbox"/> 1.3 Presentational communication <input type="checkbox"/> 2.1 Cultural practices and perspectives <input type="checkbox"/> 2.2 Cultural products and perspectives <input type="checkbox"/> 3.1 Connections to other disciplines <input type="checkbox"/> 3.2 Acquiring new information <input type="checkbox"/> 4.1 Language comparisons <input type="checkbox"/> 4.2 Cultural comparisons
Functions What can learners do?	Knowledge What context, structure and culture will learners need to show their knowledge?

Functions	Thematic Context	Grammatical Structure	Cultural Competence
	<ul style="list-style-type: none"> • I can ... • 	<ul style="list-style-type: none"> • I can ... • 	<ul style="list-style-type: none"> • I can ... •
Stage 2: Assessment Evidence			
Summative Performance Assessments (May be separate or combined)			
Interpretive Listening			
Interpretive Reading			
Interpersonal (spontaneous; person to person)			
Presentational Speaking (brief up to 5 min)			
Presentational Writing			
Formative Assessments (may be separate or combined)		Formative Assessments (may be separate or combined)	
•		•	
•		•	
•		•	
Stage 3: Learning Activities			
Interpersonal	Interpretive	Presentational	
•	•	•	
•	•	•	
•	•	•	
•	•	•	
•	•	•	
Other Learning Activities			
<ul style="list-style-type: none"> • • • 			
Resources			
<ul style="list-style-type: none"> • • • 			

Appendix B: UNIT TEMPLATE (Adapted From: *The Keys to Planning for Learning*)

Proficiency Target:

Duration:

Theme:

Essential Question (What Learners Are Exploring):	
Unit Goals:	
Lead with Culture - How learners explore the Essential Question:	
Summative Performance Assessments	
Interpretive	
Presentational	Interpersonal
Can-Do Statements (Customized for this unit)	
Intercultural Communication:	Interpretive
	Presentational

Intercultural Reflection Questions:		