



Atlanta Global Studies Center



Call for Proposals Course Development Projects in World Languages and Global Learning Academic Year: 2020-2021

Description: The Atlanta Global Studies Center seeks proposals from K12 teachers for course development projects in less commonly taught languages and global learning. Proposals should describe course development projects that will result in engaging lesson ideas for teachers and students, easy-to-follow lesson plans for a unit, reproducible teaching and classroom materials in the target language or content area, assessment tools and resources for extending lessons. Preference will be given to applications that propose to develop online teaching tools and/or [virtual exchange opportunities](#) for students.

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 and/or global competence in another content area.

Types of Awards

1. Two awards of \$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 projects should meet one or more of the following requirements:
 - The project can be developed for a course that has an international focus, such as international economics, world/non-US history, world geography, etc.
 - The project can be integrated into a course that does not have a specific international focus (mathematics, science, music, etc.)
 - The project should include activities on global themes (e.g. [U.N. Sustainable Development Goals](#), innovation to solve global problems) and/or in global contexts (e.g. virtual exchange programs, inviting speakers from international communities, developing service learning projects with international communities, etc.)

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Requirements

- [Submit a K12 Course Development Proposal 2020-21](#) by **October 1, 2020, 11:59 pm (EST)**.
- 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).
- If funding is requested for items other than professional stipend, the Atlanta Global Studies Center can purchase needed materials and other approved expenses directly.
- Professional stipend payments will be processed by the end of the academic year, upon completion of the grant requirements.
- Grant recipients will be required to complete a W9 to receive the award payment.
- Grant recipients will present their course development projects at the AGSC Annual Symposium K12 Workshop on Saturday, April 24, 2021.
- Grant recipients will submit project materials and a final report by June 1, 2021.
- AGSC will publish grant-funded course development projects online. See <https://atlantaglobalstudies.gatech.edu/k12-resources/curriculum-materials> for examples

Funding Priorities

- Priority given to novice teachers who have been in the field for fewer than five years.
- Proposed units/projects that will lead to clear and achievable Global Competency outcomes will be highly favored. Please refer to <https://asiasociety.org/sites/default/files/inline-files/all-grades-global-leadership-performance-outcomes-book-edu.pdf>
- Proposed units/projects which can be easily modified and adapted by other teachers will be highly regarded.
- Preference will be given to applications that propose to develop online teaching tools and/or virtual exchange opportunities for students.

Resources

- Unit planning templates have been provided at the end of this document as a guide and framework for planning.

Deadline for Submission: October 1, 2020

Notification of Awards: November 15, 2020

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Proposal Evaluation

Criteria	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 proposal clearly describes the unit or project that the applicant will develop and answers the question: <i>How will the project engage students in one of the target languages (Korean, Hindi, Portuguese, Arabic, Japanese, Russian) or how will the project incorporate global learning in a non-language course?</i>	
3. The proposal clearly describes the supporting materials that will be developed including teaching materials in the target language or content area as well as resources for extending lessons.	
4. The applicant has submitted a project timeline that includes a development phase, implementation phase and evaluation and feedback phase.	
5. The applicant's sample material demonstrates that the applicant can communicate clearly and provide easy to follow instructions for future teachers.	
6. The proposed unit/project has clear and achievable student learning outcomes.	
7. The applicant agrees to present his/her unit or project at the K12 workshop on April 24, 2021, to have his/her project published on the AGSC website, and to submit all materials and a report by June 1, 2021.	
Total	/21

***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: _____

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

Appendix A: World Language Unit Template

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

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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			
•			
•			
•			
Resources			
•			
•			

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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

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Intercultural Reflection Questions:		