The Flagship Chinese Acquisition Project
F-CAP

Chinese Flagships:
Brigham Young University, Arizona State University,
Hunter College/CUNY
Universities of Mississippi, Oregon, Rhode Island,
State Departments of Education:
Utah State Office of Education
Delaware, Georgia, Kentucky, Oklahoma,
South Carolina
Local Educational Partners....

• Arizona
• California
• Delaware
• Georgia
• Idaho
• Illinois

• Kentucky
• Michigan
• Mississippi
• New York
• Oklahoma
• Oregon

• Rhode Island
• South Carolina
• Tennessee
• Texas
• Utah
• Wyoming
F-CAP

- Scope
- Substance
- Significance
- Sustainability

Superior Language Proficiency
F-CAP

Superior Language Proficiency

Scope
Demographics

Urban <-> Rural
East <-> West
North <-> South
Liberal <-> Conservative
K-12 <-> Higher Ed
Numbers of Students

Total in Chinese in grades K-4

4,500 students
First Year Establishing an Infrastructure for:

- Management
- Coordination
- Communication
- Dissemination
Consortium Goal: To create two model articulated pathways or pipelines

• K-12 immersion pathway

• Articulated 7-12 pathway
Goals For the Two Model Pipelines:

Develop and share

- research
- curriculum
- curricular materials
- professional development for teachers
Based on Proficiency

• Target Proficiency goals with benchmarks defined for each grade level K-12
• Articulated Curricula for each grade level
• Proficiency Testing
• Data-driven Decision Making
At the end of year one.....
Substance of F-CAP

Mentoring

Curriculum

Assessment

Professional Development

Materials

Teacher Recruitment

Visa Process

Proficiency Targets
The Contents of the Box-
PROFICIENCY TARGETS

• K-6: Developed and being tested for every grade level in every DLI language.

• 7-12: Proficiency level targets projected and being tested in Chinese.
The Contents of the Box-CURRICULUM

1) Curriculum for Teaching Other Content

Areas

• Transitioning to Common Core
• Materials being translated to support CC
  • Will be assessed by state tests
The Contents of the Box-CURRICULUM

2) Literacy Curricula in the Target Languages for Grades K-6

• articulated

• with lesson plans

• with scripts for beginning teachers
The Contents of the Box-CURRICULUM

Articulation between elementary and secondary programs in the K-16 pipeline
Utah Dual Language Immersion Model Secondary Course Sequencing

To satisfy the requirements of the Utah Secondary Dual Language Immersion Model, students must enroll in 2 courses in grades 7-9, which are taught entirely in the immersion language (Chinese, French, Spanish, or Portuguese). Students will have the option to take the AP exam as a 9th grader. Upper division university courses will be offered in grades 10-12 to students who pass the AP exam. Students will have the option to start a 3rd or 4th language in grades 10-12.

7th
- World Languages* 3 Honors
- Foundations of Social Studies

8th
- World Languages* 4 Honors
- Health/Humanities

9th
- World Languages* AP
- World Geography

10th
- 3000 Level University Course
- Start of a 3rd or 4th language (optional)

11th
- 3000 Level University Course
- Continuation of a 3rd or 4th language

12th
- 3000 Level University Course
- Continuation of a 3rd or 4th language

World Languages 3 Honors = Chinese 3 Honors, French 3 Honors, Spanish 3 Honors, Portuguese 3 Honors
World Languages 4 Honors = Chinese 4 Honors, French 4 Honors, Spanish 4 Honors, Portuguese 3 Honors
World Languages AP = Chinese AP, French AP, Spanish AP, Portuguese AP

UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.
Secondary Immersion Classes

- 7th grade: Foundations of Social Studies
- 8th grade: Health and Humanities
- 9th grade: World Geography
The Contents of the Box- Materials to Support Curriculum

• Identified for every language
• Collaboration with textbook publishers

  e.g. Pearson’s *Envision* common core math series now in Chinese
The Contents of the Box-Assessment Systems

• Content Areas (Math/English Literacy)

  State Tests

• Language Assessments
  - AAPPL
  - BYU assessments

• LinguaFolio
The Contents of the Box
Staffing Models

• Teacher recruitment and orientation
• Visas for visiting teachers
• Alternative route to certification
The Contents of the Box - PROFESSIONAL DEVELOPMENT

Training and Networking for:

- language immersion teachers
- their English teaching partners
- principals and other administrators
The Contents of the Box-
PROFESSIONAL DEVELOPMENT

Training and networking for secondary teachers and administrators in development:

“Web-in-Airs”

(Just-in-time streaming video library)
Mentoring and Networking: Integral to the Program

• For teachers
• For principals
• For district administrators
• For all F-CAP collaborating institutions
F-CAP

Superior Language Proficiency

Significance
F-CAP’s Significance: Numbers

15,000 students in grades K-6 in the consortium, 4,500 in K-4 Chinese

Secondary classes in development for 17 states
Sheer Numbers

- 40 Spanish DLI Schools
- 31 Chinese DLI Schools
- 10 French DLI Schools
- 2 Portuguese DLI Schools

Approximately 15,000 Students, **4,500 in Chinese**!
Substance and Sustainability

Mentoring

Assessment

Professional Development

Certification

Visa Process

Proficiency Targets

Teacher Recruitment

Materials

Curriculum
Sustainability: Language in a Box

- Almost everything any school or district needs
- Can be adapted to fit any situation
- K-6 DLI Relatively CHEAP
Sustainability

When we graduate thousands of students who are linguistically professionally competent in their chosen field, our program will go mainstream in this nation.