

Arabic and Chinese Extended Sequences (ACES)

Minneapolis Public Schools

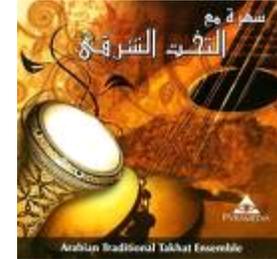


FLAP Plenary Presentation, October 13, 2010

Purpose

- Present goals of ACES Project
- Identify successes
- Share challenges
- Solicit feedback

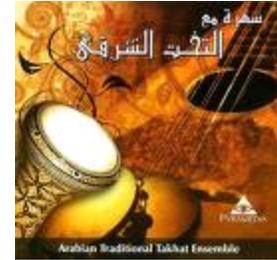
ACES Goals



- Provide high quality, articulated language instruction and curriculum in two critical languages for students who are typically underserved;
- Provide high quality professional development for teachers of two critical languages;
- Establish model articulated programs in critical languages.
- Incorporate interdisciplinary learning experiences through cultural arts presentations



ACES Project Schools



- **Arabic**

- Lyndale Elementary School – Roberta Myer
- Sanford Middle School – Fatima Lemtouni
- Roosevelt High School – Tom Belt

- **Chinese**

- Hall Int'l Elementary School – Feng-Yi Wang
- Northeast Middle School – Fang-Ju Lin
- Patrick Henry High School – Donna Kelly
- South High School – Dingman Yu



High quality professional development

- Four ACES workshop days each school year
- Ongoing mentoring via class observation and individual meetings
- Week-long summer institute with CARLA to develop integrated performance assessments
- Articulation focus meetings with college programs
- Support graduate classes for initial licensure
- Attend professional conferences, i.e. ACTFL, CSCTFL, MCTLC, Chinese conference, Confucius Institute



Model Articulated Programs

Arabic

- Lyndale Elementary – FLES program, grades 2-5
- Sanford Middle School– Sequential FLES, grades 6-8
- Roosevelt High School – Levels 1-3

Chinese

- Hall International Elementary School– FLES Pre-K-5
- Northeast Middle School– Sequential FLES, grades 6-8
- Patrick Henry High School – Levels 1-4
- South High School – Levels 1-6, and College in the Schools

*IB programs in several project schools



Articulation Tools

Arabic and Chinese K-12

Developing and revising

- Benchmarks for each level
- Curriculum maps for each level
- Integrated performance assessments – 2 per year (mid-year and end-of-year)
- Linguafolio

Post-secondary

- Focus meetings with college professors and K-12 teachers to look at student work and draft recommendations for student learning in post-secondary programs

ACES Cultural Arts Component



Objectives:

- Incorporate interdisciplinary experiences through cultural arts presentations
- Involve the community
- Engage all students in exploring cultures
- Demystify the languages and cultures
- Promote learning of Arabic or Chinese at each school



Discover Arabic! - Sanford Middle School



👉 Storytelling the
1001 Arabian Nights



👉 Dancing the *debke!*

Discover Arabic! - At Sanford



Tessellation Art / Mosaics

Playing a the *drebke* drum



Arabic Interdisciplinary Arts

Lyndale Elementary

- Arabic Music
- Math/Art - Tessellations
- Student performance at Multicultural night



Musician Tim O'Keefe plays the *oud* for Lyndale 5th graders.
– Arts Extravaganza, Spring 2009

Arabic Interdisciplinary Arts

Lyndale Elementary



Artist, Edwin Beylerian, worked with 2nd graders on creating patterns.



5th graders' individual pattern designs were combined to a large display.

Chinese Calligraphy and Painting

Patrick Henry High School



Artist Bob Schmitt, demonstrates Chinese calligraphy and painting.



Students' artwork

Student Testimonial: "I learned that Chinese calligraphy has its own way of holding brushes. It actually helped me really understand the stroke order"

Chinese Cultural Arts South High School

- Music, Arts, Calligraphy, and cooking presentations
- Kung fu and Tai Chi demonstrations
- Field trips to Art Institute



Chinese Cultural Arts Northeast Middle School



Kung/Fu Master, Mr. Su Jiang Ming from China instructs students.

Student Testimonial: “I learned how to exercise using Chinese martial arts.” “It was the best thing I have ever done in school.” “I learned how to keep myself balanced mentally and physically.”

Chinese New Year Elizabeth Hall International PYP Elementary



Students make paper decorations.



Students clean room to welcome New Year.



Getting a red envelope from adults on
New Year's Day



Getting a hair cut to welcome the New Year

Chinese Traditional Music

Elizabeth Hall International PYP Elementary

IPA Unit for Chinese

- Grade K - Theme:
 - **How We Express Ourselves**
- Essential Question –
 - **How does music make you feel?**
- Aligned to the Minneapolis World Languages Standards (5C's) and IB/ PYP criteria



Traditional Chinese musician, Ben Zhao, demonstrates instruments to kindergarteners.

Chinese Traditional Music

Elizabeth Hall International PYP Elementary

Interdisciplinary Lesson objectives:

1. Recognize types of Chinese music: classical, Chinese opera, Chinese puppet show, folk, pop.
2. Tell how a piece of music makes you feel, i.e. happy or sad.
3. Tell what emotion a piece of music expresses.
4. Classify Chinese traditional and the modern instruments



Students learned Chinese drumming from Ben Zhao.

How well are students learning language....?

Teachers continue to develop and revise IPAs

- Based on ACTFL model - Interdisciplinary, 5 Cs, 3 modes, higher order thinking, rubrics, UBD
 - 12 -Chinese – E,MS, HS mid-year and end-of-year
 - 8 – Arabic – E, MS, HS mid-year and end-of-year
- Benchmarks, teacher checklist

Students self-assess with Linguafolio

Teachers examine student work at focus meetings

Challenges

District changes

- IB programs
- Attendance areas

Staff

- Professional development for K-12 and Post-secondary
 - Proficiency-based language instruction
 - Assessment training to ensure inter-rater reliability
- Visas
- Licensure

Students

- Student mobility
- Choices

Successes

- Support from school principals, staff, and community
- Development of new curricular approaches
- Integration with IB and other subject areas
- Growth in program enrollment
- Visibility of model programs and curricula impacts all district world languages programs, i.e. curriculum guide development
- Teacher development



Shukrun!
Xie! Xie!

Minneapolis Public Schools
Arabic and Chinese Extended Sequences
(ACES)

FLAP Project

2008-2013

<http://worldlanguages.mpls.k12.mn.us.us/ACES.html>

