Curriculum Design that Facilitates Exiting Skills at the High School Level for the Bilingual Student

by

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Provost
The purpose of this study was to investigate curriculum and classroom practices that effectively facilitate Limited English Proficient (LEP) students to successfully exit English as a Second Language (ESL) programs into a mainstream academic setting.

The problem is LEP students’ academic needs are not being met. The result is that LEP Hispanic students dropout of school at a 3.5% rate higher than any other ethnic group. There is a national debate about the curriculum and methods to be used and the length of time a student needs to spend in a program. Students who are ready to exit have habits and behaviors of good language learners.

The research indicates that the key curriculum components that facilitate students to become good language learners are the use of connections, using the life context of students in the school experience, allowing students to generate their own learning through projects that provide them with the opportunity to explore, analyze and converse, having high standards and measuring with on-going assessment.

The descriptive research design was chosen to study the topic of practices that facilitate bilingual students to exit ESL programs. The curriculum design which resulted consists of three elements a matrix of Intermediate ESL Performance Goals, a description of the practices recommended by the research and a semester overview of four integrated thematic units illustrating the use of the research.
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CHAPTER ONE
THE PROBLEM

Introduction
The purpose of this study was to investigate curriculum and classroom practices that effectively facilitate Limited English Proficient (LEP) students to successfully exit English as a Second Language (ESL) programs into a mainstream academic setting. The discussion of how best to educate LEP students has become a hot political topic. States, districts and commercial enterprises are debating the merits of bilingual education as opposed to immersion programs. The merits and demerits of both sides are argued by experts who have researched the subject and have many statistics to prove their findings. However, a clear statement of methods and focus has yet to emerge. The result is that curriculum and programs vary from district to district and school to school. (Lachet, 1999)

Development of the Problem
The LEP count in a large southwestern urban school district has gone from 1,264 in 1989 to 3,547 in 1999. A number of those students have remained in a sheltered program for 9 to 10 years. According to Lucas (1992), LEP students’ academic needs are not being met due to a scarcity of skilled teachers, inadequate program planning, lack of materials and the traditional
departmental structure of the secondary schools. Hispanic Drop Out Project's Final Report (1996) illustrates this problem with dropout statistics. The high school dropout rate for Hispanic students is between 30 and 35 percent. This is 3.5 percent higher than white students and 2.5 percent higher than black high school students. The report states that 56 percent of all immigrants are Hispanic and account for 90 percent of the immigrant dropout rate.

In the area of curriculum and program design, there is a debate between researchers and the public. ESL/bilingual research states that it takes five to seven years of some form of sheltered instruction before a students is fully prepared to compete equally in a mainstream high school program (Collier, 1989). The Ron Unz Movement (Unz, 1997) wants the ESL students to be mainstreamed after a year and a half of intensive ESL instruction. California passed a law mandating that students be mainstreamed after that length of time. California ESL students are therefore immersed in the mainstream program no matter what level of English they have achieved.

The question of academic success is also a sizable issue. De Avila (1997) points out in his article, "Setting Expected Gains," that academic success is more than simply being proficient in the four areas of reading, writing, speaking and listening, as many students drop out after they have passed the proficiency test. De Avila (1997) points to quality of instruction as the key component in mastering academic skills. Yet what is quality instruction and how can it be consistently implemented? In many instances recommendations for curriculum changes are either too broad and theoretical or seem to be methods-bound. The broad theoretical argument that bilingual education is the most effective approach with the LEP student does not really communicate what kind of bilingual program is required. What does bilingual education mean in
practical terms? It can mean a traditional style of instruction given in Spanish only, ESL content instruction given in English with a little Spanish spoken for clarification of vocabulary and complex concepts, or Two-Way Instruction (Thomas and Collier, 1998).

The ESL methodology or “English Only” (Unz, 1997) is equally confusing. An ESL method that is extremely popular is called the Natural Approach and is based on the findings of Stephen Krashan (Krashan and Terrel, 1983). It is a literature based method. Students study real literature through discussion and writing. Grammar is taught in mini-lessons when students are ready. Using this method, students are to gain all the necessary understanding of language. The Natural Approach is only one example of the methods available to teach English: there are also the Silent Way, Suggestopedia, audio-lingual patterning, dialogues and direct grammar instruction (NCBE, 1988). This plethora of methods and philosophies can leave the classroom teacher without a rationale that is comprehensible, without a curriculum guide or, in some instances, without a text (Sandoval, 1998).

Another aspect of the curriculum problem, according to Lucas (1992) is that language acquisition research has been focused primarily on children ages 6 months to 12 years of age. Lucas (1992) states very little research has been conducted to show what the best approaches are for the high school student. This statement is especially significant as the brain’s capacity for learning a language changes drastically after puberty (Eagan, 1996). Many times puberty affects pronunciation. Other ways puberty affects language development have yet to be fully researched (Geary, 1996). Therefore the scope and sequence of which skills and concepts need to be mastered at each level of ESL competency are not clearly indicated by the literature. What is clear though is
that students need to be writing and reading at grade level before they can exit the program (DeAvila, 1997).

Need for the Study

Successful ESL instruction has been occurring for years. While many students have been dropping out, others have continued their studies and gotten high paying jobs. This study was to examine the key curriculum components and classroom practices that have been used and have facilitated students to acquire the skills necessary to successfully exit an ESL/bilingual program. Although many times the traditional teacher-centered approach and the alternative student-centered approach seem dramatically opposed, both approaches help students learn what society expects them to know. The traditional approach teaches students how to perform well on standardized tests. The student-centered approach facilitates students to be responsible for their own growth and development (Lachet, 1999). Thus there is a need to study programs and practices both traditional and innovative to discover what curriculum components and classroom practices have been facilitating students to successfully exit ESL/bilingual programs.

The Purpose of the Study

The purpose of this study was to investigate curriculum and classroom practices that effectively facilitate Limited English Proficient (LEP) students to successfully exit English as a Second Language (ESL) programs into a mainstream academic setting.
Research Question

What are the key components in a high school ESL English curriculum that facilitate exiting skills for the bilingual student?

Definition of Terms:

Sheltered Class: These are classes where the same content as the mainstream curriculum is used, but the vocabulary is simplified, graphics are used, lecturing happens for no more than 10 minuets and testing methods involve hands on projects (NCBE,1988).

Limited English Proficient: This term refers to students who have not yet mastered the vocabulary or language structures necessary to function well in a mainstream setting. These students usually come from an ethnic group that either speak another language at home or a non-standard form of English (NCBE,1988).

L1: This term refers to the student's first language.

L2: This term refers to the student's second language (NCBE,1989).

Bridging: This refers to the ability to use one language to bridge to another language for faster comprehension of complex ideas. Ideally bridging is an ongoing process as it reinforces language students already have and expedites the new language to develop (NCBE,1988).

Whole Language: This consists of literature based language methods, that teach the second language through experiencing it and using it in a way that is useful and related to everyday activities. This approach favors the use of real literature in basic instruction (NCBE,1988).

Grammar Based: This approach also uses real-life experiences and literature, but units and themes are focused around developing specific
grammar concepts such as use of the past tense, and regular and irregular verbs (NCBE, 1989).

**Immersion Programs:** These are programs where students are immediately put into the mainstream academic setting. This method is often referred to as "sink or swim" (NCBE, 1989).

**Two-Way Instruction:** In this approach one half of the day's instruction is given in English and other half of the day's instruction is given in Spanish (Collier and Thomas, 1998).

**English as a Second Language Class:** In such a class the student is expected to master speaking, listening, reading and writing skills necessary to function in a mainstream setting. The classes are divided into Beginning where students basically focus on speaking and listening, Intermediate where writing and reading are introduced with a great deal more complexity, and Advanced where writing and reading skills are the primary focus. Transitional is usually the equivalent to Freshman English (NCBE, 1988).

**Mini-lessons:** These are short lessons that highlight one aspect of grammar (NCBE, 1988).

**Morphology:** This is the study of the construction of words, prefixes, suffixes and roots (The New Merriam-Webster Dictionary, 1989).
CHAPTER TWO

THE LITERATURE REVIEW

Introduction

When is a language minority student proficient enough to be mainstreamed into an academic high school program? This is a complex question because many factors are involved: the individual student, the community, the family, the teacher. The question can be raised from two perspectives. What is proficiency, and how does one know when a student is proficient? And the more pragmatic question, how are students prepared to function well in an academic setting? This paper will define language proficiency, describe the basic qualities of the proficient student and examine the key components of curriculum and classroom practice as covered in the literature of successful programs and successful classrooms.

According to Collier's article in TESOL Quarterly (1989), a proficient student has strong reading and writing skills, has acquired the rules of word structure (morphology) and word order (syntax), has an expanded academic vocabulary, and finally, has the skills needed for academic subject areas. She goes on to say, in her 1995 article in Directions in Language Education, that language proficiency for the high school student is "like a moving target;" (p.235) it seems to expand in difficulty from year to year as the cognitive demands on the student increase. This definition could explain why it is difficult for students to transition at the high school level.
Secondly, language research has found significant elements in district programs, communities and classroom practices that foster these qualities of language acquisition in at-risk Language Minority (LM) students (Lockwood and Secada, 1999). This research project is focused on these key components in curriculum and classroom practice.

**Proficient Students**

The proficient student, according to De Avila (1997), has the ability to benefit from instruction in the “language of the classroom.” This means that the student is socially and academically literate. However, research indicates that an attitude of confidence and purpose is also necessary if the student is to be successful. This attitude involves the ability to solve problems using his or her past experience and the knowledge and belief that he or she is successful mainly due to his or her own effort (Chamot, 1992).

**Academic Literacy Skills**

**Reading:** Research emphasizes that having a large and active vocabulary is the cornerstone to academic success (Collier, 1989, Rance-Roney, 1995, Harklau, 1994, and Saville-Troike, 1984). According to Rance-Roney (1995), the fluent native reader has a working vocabulary of 10,000 to 100,000 words. She also states that the second language speaker has a working vocabulary of 2,000 to 7,000 words and this puts them at a disadvantage in an academic setting. In her 1984 study Saville-Troike noted that “vocabulary knowledge is the single most important area of second language development” (p. 199). The successful second language student therefore, has a large working vocabulary and is working to extend it.
Writing: Successful students know that writing is a process and are able to write a clear summary, essay and story using sophisticated organization and sentence structure (Arizona Academic Standards, 1998). An informal indicator that the students are ready for exiting is that they know how to edit their own work. Editing requires a focus on language accuracy and a knowledge of the basic rules of grammar. They have some of the intuitive listening skills of a native speaker. Students can begin to correct their work simply by listening to how the language of their written work sounds (Rance-Roney, 1995).

Speaking and Listening: ACTFL Speaking Proficiency Guidelines (Stanfield, 1992) provide a helpful definition of academic oral proficiency. The guidelines state that proficient students easily and fluently express verbal opinions, analysis, and description in relation to academic subjects. This guideline also indicates that students are able to listen to the opinions of others with respect and comprehension and rationally offer other perspectives. It is important to note that many of the students who have studied in the public schools for more than six years have this skill even though their reading and writing are not at the proficiency level (De Avila, 1997).

Using Strategies to Achieve Success

Transfer from L1 to L2: The proficient student has multiple strategies to transfer from L1 to L2. One example is a complex phenomenon that still needs research. Rance-Roney (1995) writes that there is evidence that it is possible for literate students to transfer what they know from L1 to L2. In her article she describes how students might transfer information through reading. Saville-Troike noted in her 1984 study on
academic language learning that the highest achievers used their first language to enhance conceptual development, even when tested in L2. She further noted that three of the five highest achieving students used their native language with their peers to the exclusion of English, while the other two top achievers rarely spoke any language at all. She and Harklau (1994) both noted that it was helpful for the students to speak in the language they were most comfortable with, while they were trying to understand a particular academic problem.

**Vocabulary Development**: Another language learning strategy is to list ten or twenty new words a day and learn them. An example of this approach comes from the field of rural development where it is crucial to communicate with the local people in their own language. A linguistically inclined American rural development worker learned fluent Arabic in three years, while working in Egyptian villages using this method. His pocket notebook and dedication to this approach made him a legend with all the other development workers. (Huijsman, 1983) His approach is certainly not for everyone, but has shown success.

**Study Skills**: Once a student has learned how to read or to study in their own language he/she is able to transfer those skills to any academic setting (Krashan, 1999). An example of this strategy at work is a monolingual “A” student from Mexico who was placed in a Sheltered American History class. The majority of students had tested orally proficient on the IDEA Test for Oral Proficiency at the proficient level and read English at the 6th grade level as indicated by the Iowa Test for Basic Skills. They did not, however, have a high degree of motivation. The monolingual “A” student came into class and applied all of the study and reading strategies she had used successfully in her past.
She was able to comprehend many of the more complex concepts in the course. She received an “A” while many of the more orally proficient students did not. Using her study and reading strategies, she graduated three years later with honors (Fernandez, 1998).

The literature states that self-conscious use of strategies are what good language learners do to achieve success (Ngeow, 1998). She goes on to say that a variety of strategies can be taught directly to students and that students can be encouraged to choose those strategies that are most appropriate for themselves.

**Key Curriculum and Classroom Practices**

De Avila (1997) states in his study that oral language proficiency gains can be predicted because progress can be tied to informal instruction. In other words, the student has the listening and speaking skills to benefit from mainstream instruction. At this point in the student’s language development, however, literacy gains are more difficult to predict as they are tied to the “quality of instruction.”

Chamot (1992), Langer (1998), and CREDE (1999) discuss a number of curriculum and classroom practices that improve the quality of instruction and, therefore, should increase the opportunity for LEP students to become academically successful. The classroom practices are connections, conversation, exploration, analysis, contextualization as well as setting standards and doing ongoing assessment.

**Connections:** The most foundational curriculum component is connections. It is a broad strategy that encompasses both curriculum, program and classroom practice. The basic idea is to use the natural connections that the brain already has in place to extend learning (Wolfe, 1997).
At the curriculum level Ideas, disciplines, and skills are connected in thematic units or integrated curriculum (Lucas, 1992 and Langer, 1998). Thematic units focus study on a particular topic of interest to students, such as volcanoes. In this context students learn writing skills, vocabulary, and reading and create co-operative projects in an effort to access the content of the subject. Students have the opportunity to use the vocabulary in context as it relates to the subject. The ideal setting for students to make connections is integrated core curriculum. With integrated core curriculum the same topic is covered from the perspectives of different subjects or disciplines. For example, in terms of volcanoes, in earth science students would study, magma (lava in the volcano), tectonic plates and earthquakes. In math students would study Richter Scale, the effect of moving plates and land growth as it is occurring in California or Mexico. In world history students would study Pompeii or the current situation in the Ring of Fire. The ESL class would study the vocabulary, present and present progressive verb structure, report writing, and reading skills looking for the main ideas in the science and history material. Through the connections of different disciplines and skills in the thematic unit or integrated curriculum, students develop a rich and complex understanding of a particular subject.

Past connections are used to engage students in new content in a classroom strategy called prior knowledge. In this approach, what students have learned or experienced about the subject matter is elicited through forms of brainstorming, conversation and questions (Christen and Murphy, 1991). Prior knowledge is a crucial component in any curriculum, as it allows the student to relate past learning experience to the content being taught. Students then understand content as relevant and are motivated to learn (Chamot,
Contextualization: Contextualization is a strategy that involves curriculum, classroom practice, and program development. When curriculum is contextualized, the abstract principles of verb usage or algebraic equations are related to students' lives and culture. This gives them the rationale they need to stay involved in the educational process. Contextualization can be as simple as reading a culturally relevant folk tale or using examples from the student's community to illustrate key points. It is one way to give a multicultural group common access to the curriculum. A radical example of this strategy was implemented in the Portland Unified School District. In an effort to develop a multicultural curriculum they experimented with shifting the context of math education. Instead of using the traditional Western European context for teaching mathematics they used an African context. So instead of discussing Archimedes, they discussed the construction of the pyramids, or the development of the numeral system as it developed in North Africa. It was hoped that in this way African American students would see how their heritage played a part in the development of math and the other students would have a broader context of this discipline (Hillard, 1987). In order to implement contextualization in the classroom teachers need to know about students' culture and community.

Contextualization also involves taking the learning out of the classroom and placing it in the community. This example could be reading to a brother, or doing a research project on local businesses or environment. In this way, students are able to experience the relevance of what they are learning. 4H sponsors a photo project where students are given cameras to take pictures of life in their community. The photographs are used as the context for them to
write about their everyday life and to create aesthetic pictures of their community life (Leavitt, Lingafelter, and Morello, 1998).

Contextualization has basically to do with the affective aspects of learning. Research has shown that the emotions must be considered in the learning process. Krashan and Terrel (1983) refers to this dynamic as the affective filter, meaning that if students experience fear, anger, or discrimination, learning stops in the brain. According to Schumann (1994) the emotions could be even more deeply related to cognition itself. The fact remains that the entire school's relation to the culture and community of the student population deeply affects the way they participate in the learning process (Lockwood and Secada, 1999).

**Exploration and Analysis:** This classroom strategy has been called project-based learning. Students and teacher explore open-ended projects together. In this approach, students are introduced to complex thinking and analysis projects. Project-based learning helps the second language learner work co-operatively with a team. It facilitates making the team responsible for its own learning and product. It allows team members to deal with the open-endedness of life questions.

According to Chamot (1992), there are a number of steps involved in setting up such a project. The first is that the students need to have a model of what they are trying to achieve. Next the teacher needs to demonstrate the thinking required in a “think aloud.” Lastly, a series of exercises are provided for the student beginning with a very tight structure and ending with an open ended structure. The looseness of the final structure depends on the complexity of the task and the level of literacy of the students. At this point in the process, students ideally are generating their own learning.
**Conversation:** The literature currently promotes conversation as a key strategy to deepening language and academic skill (Dalton, 1998 and Langer, 1998). When to begin this approach depends on the level of language in the class. If the group is an Intermediate ESL Class it happens best in the midst of an exploration and analysis project. If the class is Advanced or Transitional, it can happen after the conversation topic is introduced. Nystrand (1999), in her article “The Context of Learning,” calls this conversation style of teaching the dialogic classroom. She says that it needs to be set up through patterns of discourse. It requires interaction that allows the student to react to each other’s work, collaborate and finally challenge each other’s ideas. In this environment the class and the teacher dialogue, resulting in depth learning.

**High Standards and Ongoing Assessment:** Basic for students to exit into the mainstream program is high expectations (Langer, 1998; Chamot and O’Malley, 1994). Formal educational standards are an attempt of the government and school system to address this issue. Latchet (1999) states, "The word 'education' means to lead forth; it is impossible to lead anyone anywhere without knowing where you want to go (p3)." Educational standards are based on what a student will be expected to know in the everyday work world. They are based on content and procedures that students are expected to know and be able to use before graduation. From this perspective education is seen as training and there are certain standards required to indicate proficiency. According to Latchet (1999), national standards are to be adapted at the local level in relation to what parents, business, and broader community expect students to know upon graduation.
The State of Arizona has developed a set of educational standards that all students will be expected to meet before graduation. ESL/bilingual students are not exempt from these standards. The contribution of these standards to facilitating successful exiting skills is that students who meet these standards will be aware of what they have accomplished (Dunn, 1999). However, at the state level these standards do not specifically address the LEP student. In an effort to bridge this gap the National Association of TESOL has developed national standards. They have been endorsed by the Northeast and Islands Regional Educational Laboratory (LAB) at Brown University (Latchet, 1999).

These standards change the focus of curriculum from information that must be covered over a specific amount of time, to procedures student are expected to know before advancement. For instance, in the past students were expected to know the present perfect tense by the end of Advanced ESL. Now they are expected to be able to write a report. In the report they are expected to use and spell all verbs correctly. So the study of advanced grammatical forms is focused on the communications forms in which they will be used. This approach gives the student and teacher a way to dialogue over what is expected by objectifying what must be accomplished in order to meet the standard (Latchet, 1999).

Coordinated on-going assessment is a strategy that keep students, teachers, programs and communities focused on the skills and content of the standards. It allows the teacher to adjust the curriculum when objectives are
not reached. It helps students understand where they are in terms of mastering a subject. Assessment is also a way for parents and the school to become involved with the activities of the classroom (Lachet, 1999). Langer (1998) and Chamot (1992) say that informal assessments are more effective than standardized tests for monitoring the progress of LEP students. Informal assessment can happen in any number of ways. In the conversation model the teacher listens and monitors the progress of a group’s or individual’s ability to discuss. The portfolio is another method of assessing progress. A portfolio of the student’s best work is kept for a set period of time. This portfolio gives the student, teacher and parent a way to evaluate an individual’s growth over an extended period of time (Lockwood and Secada, 1999). Good assessment is like a mirror; it shows what knowledge or skill students have acquired and helps schools and broader communities evaluate and improve their programs.

**Summary**

Proficient students are able to function in mainstream programs by reading, writing, speaking, and listening competently. In the past, proficient students have used learning strategies to achieve success and are confident that these strategies will continue to help them succeed on their own. The curriculum components that research says best facilitate this kind of proficiency are ones that provides opportunities for connections, contextualization, conversation, exploration, and analysis and hold to high standards that can be assessed regularly.

Lastly, the research on these six processes is going on. It is still limited
and cannot be generalized to a whole at-risk population. These strategies have been used long enough, though, to indicate that they will produce a positive educational environment where LM students will experience success.
CHAPTER THREE

METHODOLOGY

Purpose

The purpose of this study was to investigate curriculum and classroom practices that effectively facilitate Limited English Proficient (LEP) students to successfully exit English as a Second Language (ESL) programs into a mainstream academic setting.

Research Design

The descriptive research design was chosen to study the topic of curriculum that facilitates exiting skills for bilingual students. The principle of continuity (Merriam and Simpson, 1995) will be used to review the literature for what has been done and continues to enable students to acquire academic skills. The principle of analogy (Merriam and Simpson, 1995) was used to describe patterns in curriculum that are emerging, disappearing and reemerging. These two principles focus on analyzing the trends found in the review of the literature. Using this method, a theoretical framework of effective trends in the field of ESL of academic skills acquisition for high school was built and a curriculum that illustrates their use was produced.

Design

The descriptive design focusing on future research is used for a number
of reasons. It allows for ambiguity of incomplete research, shifting academic positions and trend analysis, while at the same time providing “data that are accurate and representative” (Merriam and Simpson, 1995, p47).

**The Population**

The population for which this project is directed are ESL students attending high school in a southwestern urban setting. These students represent fifteen to twenty countries and at least thirteen language groups. The largest number of the students however, speak Spanish and come from Central America.

The students are from mixed educational backgrounds. Many students have attended at least four years at various urban feeder schools. Some have attended public school since first grade and still do not have the necessary reading and writing skills to exit to mainstream classes. Some come from countries where they have attended high school and studied English, while others are pre-literate, coming from rural areas where they never attended school. A number of students arrive from places such as Somalia, or Cambodia, not knowing western script.

The economic level of the population is the lower middle class and the working poor. In most families both parents work in jobs where English is not required. At least 50-75% of this student population work at full or part time jobs often until 10 or 12 pm. Part or all of the money they earn goes to support their families. In this population, hard and steady physical labor is highly valued as work. This is the key to getting and keeping the all important job. It has more immediate value to the family than education. In fact, most family members have not finished school and many do not see education as related to
employment (Sandoval, 1998).

The living conditions for this population are usually crowded. In some instances, there are multiple families dwelling in the same house. In other cases, students live with older siblings who emigrated here earlier, and, in some rare instances, students live by themselves.

Language, family, economics and living situation affect this population's ability to participate in the educational process (Lucas, 1992).

Assumptions and Limitations

Millions of students have been learning English all over the world for the last two hundred years. The assumption is that teachers have done something to facilitate that success. The next assumption is that since researchers are actively working in the field of language acquisition, there are no indisputable results about how humans learn a second language.

However, while there is a great deal of literature on the subject of academic achievement, it is not specifically focused on program exiting skills or language acquisition at the secondary level. The researcher has taught ESL for fifteen years and brings personal experience to bear on the findings of the literature.

Procedure

ERIC was used to locate projects and reports on adult ESL students transitioning to mainstream academic settings. Documents and conference and project reports were examined to create a holistic picture of what is required of a school, community and classroom to facilitate the ESL student to exit the program.
The researcher attended a number of bilingual conferences and trainings involved in brain research and language development. The researcher then examined brain development research, education and neurological conference material, and curriculum that develops meta cognition. At the same time an Intermediate ESL textbook that incorporated many of the theories and practices advocated in the literature was used (Olshatain, Feuerstein, Schoolnik and Zerach, 1991). Advanced ESL units using many of the theories and practices promoted in the literature, such as Whole Language and Natural Language, were also written. More traditional approaches of direct grammar instruction, dialogues, and a little language patterning were included as well.

Out of this work an ESL/bilingual program was developed at a rural southwestern high school. The results were not documented. However, most students were able to move into the mainstream program and succeed.

In the curriculum design each unit contains an authentic assessment that will be placed in students’ portfolios for a long-term evaluation. The curriculum design prepares students for the high school district’s writing assessment that must be taken each semester. In the first semester students work in the thematic unit Frankenstein and the Personal Experience Narrative Literary Form and are prepared to write their own personal experience narrative for the district writing evaluation. Two of the units to be covered in the the second semester are devoted to creating experiences that the Intermediate students can use in taking the Advanced ESL PACE Test in summary and report writing. The unit on the Rain Forest was designed to meet the requirements of human rights and build a framework of prior knowledge for the Advanced ESL Summary PACE Test on the Tropical Rain Forest. In the unit on Careers and Inventors the students will write simple reports about a career. This experience will help them
participate in the school's School to Work program and learn about report
writing for the Advanced ESL Second Semester writing evaluation.

**Product Design**

The researcher analyzed the trends found in the literature and discerned
the key components of curriculum necessary for exiting skills. A matrix of those
key components was built. The matrix was used as a tool to build classroom
curriculum that facilitates exiting skills at the Intermediate, Advanced and
Transitional levels.
CHAPTER FOUR

Intermediate ESL English Curriculum for High School

Demographics

The high school for which the Intermediate ESL English curriculum was written is situated in a large southwestern city. It has a student population of 2,200 students. There are fifteen different language groups represented in the school’s student body. The ethnic breakdown of the student population is 57% Hispanic, 28% Anglo, 8.3% African American; 3% Native American, and 2.8% Asian. The ESL population represents 21% of the student body. Half of the student body receives reduced or free lunch. In the 1998-99 school year, 280 students dropped out; 175 of them were Hispanic. An example of this school’s multi-cultural climate is that the student body president was from Mexico and the football star was from Ghana. Both were transitioned ESL students.

In order to address the issue of high school ESL English curriculum that facilitates exiting to the main stream program the following curriculum has been designed based on research available in the field of language acquisition. The completion of this curriculum will give students the skills, strategies and attitudes necessary for transitioning to the mainstream program and for graduation.

The Curriculum Objectives

The curriculum objectives are based on a matrix created from the
National TESOL Standards, the high school district curriculum objectives, and
the Arizona Academic Standards. The matrix was written with the
understanding that language acquisition is developmental (Krashan and
Terrell.1983) Therefore skills are related to a natural flow. The focusing of skills
evolves from speaking and listening in groups during the first quarter to focus
on independent work in reading, writing, and formal oral presentation the last
quarter. Conversation and teaming require skill in listening and speaking.
Learning a meta-cognitive skill such as webbing requires listening and
speaking skills so students can focus on the necessary directions and ask
questions of clarity. Cognitive skills, like analysis, will be found first in the
listening and speaking objectives. All of these skills are necessary to be a
success in the scholastic environment. (See Table 1)

The matrix of Intermediate Performance Goals is a compilation of the
continuity of what has been done for a long time in ESL education and an
compilation of the newer approaches that have been emphasized in the last
ten years. The matrix of Intermediate Performance Goals is represented in a
flow chart that shows the developmental progression of the social and
academic skills necessary for the high school Intermediate ESL English student
to master for advancement to the next level of study. The chart is written in
shorthand in order to provide a complete picture of the necessary components
of social language and academic language. It was used for writing of goals and
objectives in the Intermediate ESL Curriculum. (See Appendix A)

The Intermediate Curriculum Design

The curriculum covers an entire year with seven thematic units. The
themes begin with Me, Myself, and I. (See Appendix A). The skills focused on
writing a letter of introduction to a pen pal, the ability to form a group, participate
<table>
<thead>
<tr>
<th>QUARTER 1</th>
<th>QUARTER 2</th>
<th>QUARTER 3</th>
<th>QUARTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>LISTENING</td>
<td>LISTENING</td>
<td>LISTENING</td>
</tr>
<tr>
<td>Understands main idea</td>
<td>Distinguish fact from opinion</td>
<td>Recalls facts and details from material viewed or heard</td>
<td>Use context clues to make inferences</td>
</tr>
<tr>
<td>Follows directions to form a group.</td>
<td>Discern for whom, what from thorough listening</td>
<td>Express understanding of cause &amp; effect</td>
<td>Draw conclusions in a discussion</td>
</tr>
<tr>
<td>Listens and comprehends a group discussion</td>
<td>Take notes on a short presentation</td>
<td>Identify main idea in reports</td>
<td>Check for understanding</td>
</tr>
<tr>
<td>Takes turns in a group</td>
<td>Ask teacher to restate and simplify</td>
<td>Demo comprehension of an interview</td>
<td>Obtain what, where, why, when info</td>
</tr>
<tr>
<td>Takes simple dictation</td>
<td></td>
<td>Retell information</td>
<td>Self-monitor and evaluate oral language</td>
</tr>
<tr>
<td>Follows directions to form a group</td>
<td></td>
<td>Modify statement of peer</td>
<td>Use polite form to reach consensus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plan and rehearse oral presentations</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>SPEAKING</td>
<td>SPEAKING</td>
<td>SPEAKING</td>
</tr>
<tr>
<td>Express sequence</td>
<td>Express fact and opinion</td>
<td>Express own point of view</td>
<td>Use compound sentence structure</td>
</tr>
<tr>
<td>participate in full class discussion</td>
<td>Predict using context</td>
<td>Make an oral report</td>
<td>Make an oral report</td>
</tr>
<tr>
<td>participate in team and pair discussion</td>
<td>Speak using basic directions</td>
<td>Respond appropriately to work of peers</td>
<td>determine appropriate topics for interaction</td>
</tr>
<tr>
<td>ask question for interviews</td>
<td>Tell a personal experience or story</td>
<td>Recite a poem</td>
<td>negotiate manage interactions to accomplish tasks</td>
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<tr>
<td></td>
<td>Explain likes and dislikes</td>
<td>Use idioms appropriately</td>
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</tr>
<tr>
<td></td>
<td>Uses humor appropriately</td>
<td>Negotiate roles and tasks in a team</td>
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<tr>
<td>WRITING</td>
<td>WRITING</td>
<td>WRITING</td>
<td>WRITING</td>
</tr>
<tr>
<td>Keep a journal</td>
<td>Keep a journal</td>
<td>Keep a journal</td>
<td>Keep journal</td>
</tr>
<tr>
<td>Edit for usage of present + present progressive</td>
<td>Rewrite a paper for clarity</td>
<td>Revise for ideas</td>
<td>Write a research report</td>
</tr>
<tr>
<td>Write paragraphs</td>
<td>Write dialogues</td>
<td>Proofread final draft</td>
<td>Revise for sentence structure</td>
</tr>
<tr>
<td>Write letters</td>
<td>Write personal exp. narrative</td>
<td>Write skits</td>
<td>Publish final draft</td>
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<tr>
<td></td>
<td>Edit for form, usage, and mechanics</td>
<td>Write a story and biography</td>
<td>Summary written in own words</td>
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<tr>
<td></td>
<td></td>
<td>Use descriptions to describe places + people</td>
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<tr>
<td>READING</td>
<td>READING</td>
<td>READING</td>
<td>READING</td>
</tr>
<tr>
<td>Make predictions in</td>
<td>Use context clues to understand material</td>
<td>Describe literary elements</td>
<td>Identify author's purpose or entertainment information</td>
</tr>
<tr>
<td>Identifies main idea</td>
<td>Read and demonstrate comprehension of questions</td>
<td>Understand cause and effect extend to analysis</td>
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<tr>
<td>Comprehends directions</td>
<td>Read for character development</td>
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<tr>
<td>Understands chronological sequence</td>
<td>Compare and contrast elements in fact and fiction</td>
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<tr>
<td>Use 1st language to extend 2nd lang</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Use decoding strategies for vowels, basic blends, and prefixes and suffixes</td>
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</tbody>
</table>
in class discussion appropriately, and identify chronological sequences. The Intermediate ESL Curriculum design ends the year with the students exploring different careers, analyzing their career goals, and reporting their findings in an oral presentation. For the purpose of the Master’s Research Project, the curriculum of the first semester is used to illustrate what the research recommends as effective classroom practice that facilitates academic language proficiency leading to successful exiting of the ESL program.

Connections: This topic is a comprehensive strategy that encompasses both curriculum, program and classroom practice. The basic idea is to use the natural connections that the brain already has in place from prior skill, knowledge and life experience to extend learning (English Update, 1999). The principal of connections is represented in three ways in the curriculum. Each unit is designed using the process recommended by Chamot and O’Mallay (1994) in the CALLA Handbook. They recommend a dynamic process of preparation activities that open the student to new content, presentation activities that are taught directly to students, practice activities that help students master the content and skill material, evaluation activities which provide the necessary assessment, and extension activities where students can explore their interest in the topic in other directions. This process of unit design builds on prior connections while extending and developing further connections to the subjects and disciplines being studied.

The presentation section of the curriculum contains a number of prior knowledge activities that will trigger students’ connections to the subject they are going to study. For example, in the first unit, Me, Myself, and I, students make a montage of their family to introduce themselves to the class. In this way the class can be begin to see familial resemblances which will tie to the
discussion of genes and inherited traits that occurs later in the unit. Secondly, the thread of family is connected throughout the first semester and culminates in the writing of a Personal Experience Narrative. (See Appendix A) Thirdly, connections are used to teach basic reading and writing skills. A skill will be taught directly, then practiced in the context of literature, used in specific writing assignments, played with in games, and tested. In this way the skill is practiced from a number of perspectives giving all students the opportunity to internalize it (Langer, 1998).

On-going-assessment: In order for students to stay motivated and learn it is important that they know where they are in relation to mastering a skill and where they need to work to improve. On-going-assessment is a crucial element in the Intermediate ESL Curriculum design. For example, when students complete a grammar exercise they correct their work immediately and have the opportunity to discuss any unclarities as a class or with partners. Students will have the opportunity to check the assignments they have turned in and examine their current grade weekly. A computer printout showing all this information will be posted. In this way students can begin to take responsibility for their own progress. When there is a problem, parents and counselors can become involved in a timely fashion.

Students will also be assessed formally using the The John Collins Portfolio Method. (Collins, 1992). He recommends a Type Three and Four writing format that will be used for the portfolio. The Type Three uses a method where students skips lines, reads the finished product aloud to listen for any errors, and is graded on three Focus Correction Areas referred to as FCA's. Type Three papers are not recopied and Type Four papers are checked by a partner and recopied. FCAs are taught directly. They might be the specific
content of a unit of study, subject verb agreement, or the vocabulary of the unit used and spelled correctly. Type Three and Four assignments are ways for students to see what they have learned in the context of a writing assignment. They are kept in a portfolio and saved for the semester so that it is possible to see a student's progress.

The first Type Three in the Intermediate ESL Curriculum design is a letter of introduction from the unit Me, Myself and I. (Appendix A) The FCA's will be 1. the use of correct letter format 2. there will be two clear paragraphs that describe themselves, and 3. all words in the letter will be spelled correctly. The other Type Threes will be a paragraph describing their fathers, a paragraph describing a monster, and two Personal Experience Narratives describing an event in their lives. The semester assessment process will end with the District written evaluation which will be a Type Four Personal Experience Narrative. Students will have five pieces of writing to help them analyze and evaluate their own progress. (see Appendix A)

At the end of the semester the students will evaluate themselves, describe what they have accomplished and decide what they want to work on in the next semester. They will receive a certificate of accomplishment to celebrate their progress on the long journey to becoming fluent English Language Students.

**Contextualization:** The curriculum uses the context of students' lives and culture. In the first unit the students talk about themselves and their families. In the Communication unit they will examine the history of written communication and experience how their own culture started writing (Swerdlow, 1999). This will give them the context for how their culture participated in the evolution of academia. They will discuss what different body postures communicate and
come to understand that we all communicate something whether we want to or not (Appendix B). In the third unit they will view the life of Frankenstein from the perspective of the family. Students will develop a story about a time they tried to do something new and everything went wrong, affecting the whole family (Appendix C).

Contextualization is the strategy that relates the most to the affective elements of the curriculum. The nuts and bolts of the affective component of contextualization will happen in cooperative learning groups. Students will learn to share with each other in small and large group settings. The skills required to actualize this strategy are addressed on the performance goals matrix under listening and speaking. (Table 1)

**Conversation:** Students are expected to participate in conversation in class discussion and in co-operative learning groups. The conversations will start at the concrete level with the presentation of the family montage. Conversation skills will be further developed as the class decides on a class symbol and individuals conduct interviews around school on a problem. (see Appendix B) During the Frankenstein and the Personal Experience Narrative unit conversations will become more academically sophisticated as the students analyze the literary elements of the Frankenstein play. Students will feel safe enough to share stories from their lives and in doing so see where their lives are part of the educational process.

**Exploration and Analysis:** The focus of Exploration and Analysis is in the extension portion of each unit. Students will follow projects based on their own interest and curiosity and will be encouraged to work independently, or in teams. The activities will be as simple as drawing and describing a man, to as complex as discussing and writing about Frankenstein from the point of view of
another character. As the semester progresses some of the projects will naturally extend themselves according to the students’ interests. Students will study current events weekly as teams. Fridays they will read the Scholastic News. The most relevant issues will be discussed in teams and as a class. These discussions can easily be expanded to projects of study.

In summary, the study of these units will develop the skills, habits and attitudes of successful language learners. They will acquire a large vocabulary grounded in the content of each theme. Students will have multiple opportunities to experiment with different meta cognitive strategies such as webbing and have the opportunity to reflect on which methods are most effective in helping them learn new material (Oxford, 1994). It needs to be noted that students’ success is dependent on their parents, the program, the community’s attitude and their own sense of purpose. However, students will experience challenge and academic success from the processes presented in the Intermediate ESL Curriculum Design.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary:

The purpose of this study was to investigate curriculum and classroom practices that effectively facilitate Limited English Proficient (LEP) students to successfully exit English as a Second Language (ESL) programs into a mainstream academic setting.

The problem is that LEP students' academic needs are not being met. The result is that LEP Hispanic students drop out of school at a 3.5% rate higher than any other ethnic group. While the Hispanic population is the fastest growing minority, they comprise 90% of the dropout rate in ESL high school programs. There is a national debate about the curriculum and methods to be used and the length of time a student needs to spend in a program. This situation can leave the classroom teacher without a rationale that is comprehensible or a clear idea of what classroom practices will best facilitate proficiency and exiting. A student who is ready to exit the ESL sheltered program has strong reading and writing skills, has acquired the rules of word structure and syntax, has an expanded academic vocabulary and has the skills needed for academic subject areas. These students have habits and behaviors of the good language learner, the ability to transfer information from language 1 to language 2, a self-conscious use of strategies to expand vocabulary, understanding of how they learn and confidence in their own ability to learn.
The research indicates that the key curriculum components that facilitate students to become good language learners are the use of connections, using the life context of students in the school experience, allowing students to generate their own learning through projects that provide them with the opportunity to explore, analyze and converse, having high standards and measuring this progress with on-going assessment. The use of connections, is the result of current brain research that indicates that effective learning is related to building on what a student already knows, explicitly illuminating connections in content and different disciplines, and teaching skills from many different perspectives. Contextualization has to do with rooting the school experience and curriculum in the lives and cultures of the student population. In exploration, analysis and conversation students generate their own learning through independent projects and team and class discussion. Moreover, high standards and on-going assessment keep student and teachers focused on the skills needed for mastery.

The descriptive research design was chosen to study the topic of curriculum that facilitates exiting skills for bilingual students. The principle of continuity (dynamics that have worked in the past) and the principle of analogy (what has been new found to be effective) were used to describe patterns in curriculum. These two principles were used to analyze the trends found in the review of the literature. The curriculum design which resulted consists of three basic elements. The first is a matrix of Intermediate ESL Performance Goals the students are expected to master. The second is a semester’s overview of four thematic units. Third is two sample thematic units that represent the specific steps to be taken for mastery of the skills in the performance goal.
Conclusion:

The discipline of language arts is going through many different forms of change and will most likely continue to go through many more changes. Nonetheless, there are patterns of continuity to be found in classroom practices that have been used in the past and will probably continue to be used in the future.

Research focused on literacy, language acquisition and brain research has created some of the most radical changes in teaching practice in the language arts classroom. Application of these practices has not always been clear or practical. Further, the inappropriate use of these teaching practices has produced undesirable results, causing students to score poorly on standardized tests. Yet, after years of trial and error in classroom practice combined with research analysis, the literature is able to point to a number of methods that can be instrumental in enabling academic language proficiency. The Intermediate ESL Curriculum uses three of these practices in all of its seven units: prior knowledge and projects and conversation.

In the Intermediate Curriculum Design each unit opens with a series of prior knowledge exercises such as brainstorming, journal writing and conversation. The use of prior knowledge strategies reflects what the research shows; students experience comfort with the new information and therefore extend it to what they already know.

Students must take responsibility for their own learning. In the practice and evaluation section of each unit students are involved in cooperative learning projects that require exploration and analysis.
The work that has quietly and not so quietly been going on in education is slowly beginning to gain form. The processes and integrated content discussed in the literature is becoming something that any teacher can implement in a class. What give these processes validity to the student, teacher and community are the standards. These standards objectify the skills that students have or haven't mastered and give teachers and schools the clarity to refine what they are doing in such a way that students can succeed.

**Recommendations:**

It is recommended that the Intermediate ESL Curriculum be implemented by the researcher during the school year of 200-2001. The curriculum needs to be evaluated at the end of each unit to determine how well each student has achieved the performance goals and mastered the thematic content. Evaluation needs to go on at a number of levels; first, the evaluation section of each unit; second, students need to evaluate their own progress in relation to performance goals and content.; and third, the teacher and instructional assistant need to analyze the unit for overall effectiveness. At the end of each semester the class, teacher and instructional assistant will evaluate overall student progress and recommend adjustments. In the ideal situation the curriculum will be evaluated and refined for two to three years in order to solidify it's ability to facilitate exiting skills.

The formats for the performance goals and the thematic units are transparent in that they can to be used with many different kinds of goals and themes. It is recommended that the evaluation of the first semester be shared with the Intermediate ESL section of the department in the hope that the format could be used to build a common Intermediate ESL curriculum. Over a two or
three year period of time the format and evaluation structure would give teachers and administrators a way to dialogue about the key components in curriculum that facilitate exiting.
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APPENDIX A

FIRST SEMESTER INTERMEDIATE ESL CURRICULM OVERVIEW
Appendix A: The First Semester Intermediate ESL Curriculum Overview represents an example of how the principles of connecting, using students' context, conversation, and ongoing assessment might be used during a semester. The one-page format that gives from the units comprising a semesters work. Each unit stands alone while at the same time showing the extension to the next unit.
# Appendix A. First Semester Overview of Intermediate ESL Curriculum

<table>
<thead>
<tr>
<th>Me, Myself, and I</th>
<th>Communication</th>
<th>Frankenstein and The Personal Experience Narrative</th>
<th>Winter Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Goals</strong></td>
<td><strong>Objectives</strong></td>
<td><strong>Activities</strong></td>
</tr>
</tbody>
</table>
| 1. own and others personal qualities.  
2. heredity and genes | LISTENING  
SWBA to listen in a group  
SPEAKING  
SWBA to participate in group discussions  
WRITING  
SWBA to write a letter  
READING  
SWBA to identify chronological order | LISTENING  
SWBA to take notes  
SPEAKING  
SWBA to tell personal experience  
WRITING  
SWBA to write a paragraph  
READING  
SWBA to follow written directions | LISTENING  
SWBA to ask questions of clarity  
SPEAKING  
SWBA to predict using context  
WRITING  
SWBA to edit for usage and mechanics  
READING  
SWBA to compare and contrast different aspects of literature |
| 1. Communication is anything that conveys meaning, or feelings to another being. | 1. Study communication as symbols, code, body language, sign language and music  
2. Read and analyze a folk tale.  
3. Make instruments and practice communication  
4. Write a note about self from someone else's point of view | 1. Study and discuss Dolly  
2. Read out loud the "Hearse Song"  
3. Read the play Frankenstein  
4. Watch and analyze the movie  
5. Discuss POV of characters | 1. Review semester's key grammar skills in relation to editing.  
2. Read and analyze the story of Squanto and the pilgrims  
3. Recite a Christmas poem to the class  
4. Read and analyze the How the Grinch Stole Christmas |
| **Activities**     | **Projects** | **Grammar** | **Past Tense positive forms and negative forms  
Past tense questions** |
| 1. Create a family montage  
2. Review family and body parts vocabulary  
3. Practice describing pictures using adjective and clear sentences  
4. Write a note about self from someone else's point of view | 1. Draw and describe a man  
2. Write a letter of introduction to a pen pal Type Three | Simple present contractions adjectives that describe character | Review present, present progressive and past. questions, and adjectives. |
APPENDIX B

SAMPLE UNIT COMMUNICATION
Appendix B and C; These tables represent two sample units from the First Semester Curriculum Overview, Communication and Frankenstein and The Personal Experience Narrative. They are both a detailed picture of what will happen in each unit. They were designed using the CALLA method. Each unit is a palate of activities. These activities can be used as they are written for weekly and daily lesson plans or modified and extended depending on the classroom experience.
# Appendix B Communication I relate to others when I communicate

Learning Aim: The student will know that communication is expressing feelings, needs, and ideas.
The student will know that communications is a code of abstract symbols, sounds, and movements that convey meaning.

Affective Objective: the students will experience that they have the power to communicate their feelings and ideas.
The students will experience the wonder of organizing what they think so others can understand.

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBA to discern who and what from listening</td>
<td>SWBA to work with a partner write a dialogue</td>
</tr>
<tr>
<td>SWBA to take notes from an oral presentation</td>
<td>SWBA to write a letter about a communication problem and favorite music</td>
</tr>
<tr>
<td>SWBA to listen with respect even when they don’t agree</td>
<td>SWBA to keep a journal</td>
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<tr>
<td>SPEAKING</td>
<td>READING</td>
</tr>
<tr>
<td>SWBA to tell a personal experience</td>
<td>SWBA to use directions to finish assignments</td>
</tr>
<tr>
<td>SWBA to make a presentation to the whole class</td>
<td>SWBA identify problem and resolution in a story</td>
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<tr>
<td>SWBA to identify the main idea in an article</td>
<td></td>
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</tbody>
</table>

## Activities

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Presentation</th>
<th>Practice</th>
<th>Evaluation</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have an &quot;A&quot; student come and talk about homework.</td>
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<tr>
<td>2. Interview a partner for their style of behavior.</td>
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<tr>
<td>3. Journal about a younger sibling's communication style.</td>
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<td>4. Analyze your habits and those of someone you admire. What do each communicate?</td>
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<tr>
<td>5. Study symbols as communication</td>
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<tr>
<td>6. Tell personal experience with a communication error</td>
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<tr>
<td>7. Brainstorm kind of music and what it communicates</td>
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<tr>
<td>1. Model main idea as the clue to learning what the author has to communicate</td>
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<tr>
<td>2. Learn strategies for discerning the Main Idea</td>
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<tr>
<td>3. Goals - M.Jordan - Video How did he communicate his goals?</td>
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<tr>
<td>4. Read folk tales about communication error</td>
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<tr>
<td>5. Research history of written communication</td>
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<tr>
<td>6. Practice different forms of communication, i.e., sign</td>
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<tr>
<td>6. Listen to music and write what it makes you think about.</td>
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<tr>
<td>7. Study body language as communication</td>
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<tr>
<td>1. Practice the different communication styles in teams</td>
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<td>2. Discuss communication styles that help learning</td>
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<td>3. Team create a symbol to communicate what they want to learn.</td>
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<td>4. Discuss story as communication of an event.</td>
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<tr>
<td>5. Graph plots of stories</td>
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<tr>
<td>6. Analyze different point of views in stories</td>
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<td>7. Role play different POVs from the same story</td>
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<tr>
<td>1. Practice following directions on the Internet Scavenger Hunt</td>
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<td>2. Write paragraphs about personal goals and how you communicate them to family and friends.</td>
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<td>5. Discuss class goals and make a class symbol</td>
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<tr>
<td>6. Write a letter about a personal communication problem.</td>
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<tr>
<td>7. Create a book about an oatmeal box drum and practice communicating different feelings.</td>
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<td>1. Have someone come and demonstrate sign language</td>
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<td>2. Class project</td>
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<tr>
<td>a. Class brainstorm a school problem</td>
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<td>b. Teams choose one</td>
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<tr>
<td>c. Create an interview</td>
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<td>d. Interview 3 people</td>
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<td>5. Organize findings</td>
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<td>6. Make a poster to show findings and present it to class</td>
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**Literature:** Junior Files 1 Making Connections "The Immigrant" Charlie Chaplin video  The Boy Who Could Do Anything by Anita Brenner

**Grammar:** Simple present Tense Adjectives Adverbs, Parts of Speech
APPENDIX C

FRANKENSTEIN AND THE PERSONAL EXPERIENCE NARRATIVE
## Appendix C. Frankenstein and the Personal Experience Narrative

### Learning Goals
- SW review genes, heredity, and cloning
- SW know about the Romantic Period and Mary Shelley
- SW know about different celebrations of the dead around the world

### Affective Objective
- SW feel confident to read a part for a play
- SW trust the group enough to share likes and dislikes
- SW feel confident enough to complete a writing assignment alone

### Listening
- SWBA to distinguish fact from fiction
- SWBA to ask the teacher to restate information
- SWBA to listen attentively while others speak

### Speaking
- SWBA to participate in group, team, and paired discussions
- SWBA to explain likes and dislikes
- SWBA to identify key facts

### Writing
- SWBA to keep a journal
- SWBA to write a personal experience narrative
- SWBA to edit for simple sentence structure and paragraph format

### Reading
- SWBA to compare fact and fiction
- SWBA to identify story sequence independently
- SWBA to read poetry and a play

### Activities

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<tr>
<th>Preparation</th>
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<tr>
<td>1. Halloween sound effects</td>
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<td>2. Read &quot;Hearse Song&quot; and practice choral reading as a class</td>
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<tr>
<td>3. Introduce Personal Experience Narrative</td>
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<td>4. Practice scary story writing in teams</td>
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<td>5. Journal on times a simple situation got real scary</td>
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<td>6. Study short 1 and Frankenstein spelling words</td>
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<tr>
<th>Presentation</th>
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<tr>
<td>1. Study articles about Dolly in terms of implications for humans.</td>
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<td>2. Watch Monsters video</td>
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<td>3. Journal about what is a monster?</td>
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<td>4. Use Frankenstein anticipatory guide</td>
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<td>5. Read the play Frankenstein and discuss</td>
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<td>6. Discuss play after reading and answer questions independently</td>
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<td>7. Watch the movie</td>
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<td>8. Use listening sheet for movie</td>
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<th>Practice</th>
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<tr>
<td>1. Team discussion on different points of view in the play and movie.</td>
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<td>3. Rewrite the story from the point of view of the Monster and Elizabeth.</td>
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<td>4. Read Avi story and compare and contrast it to Frankenstein.</td>
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<td>5. Look for details in each story that made it more real.</td>
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<td>6. Write a paragraph about what makes a story interesting to read.</td>
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<th>Evaluation</th>
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<tr>
<td>1. Read I Felt I was From Another Planet by Steck Vaughn and</td>
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<tr>
<td>2. Talk about stories as personal experience narratives. Focus in team on plot, paragraphing and detail.</td>
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<tr>
<td>3. Write a practice personal experience narrative about a time you had a big personal problem</td>
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<td>4. Discuss the District testing process</td>
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<th>Extension</th>
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<tr>
<td>1. Begin Writing district writing evaluation</td>
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**Literature:** "Frankenstein" Action, (Oct.18,1991)  Mary Shelly's Frankenstein video  When I Was Your Age ed.by Amy Ehrlich

**Grammar:** Past Tense regular positive and negative / Questions present and past