

LESSON PLANS

Title: Student Validation of Primary Source Documents Grades 6-12

DAYS ONE THROUGH FIVE

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Language Diversity Component

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"The goal of the California State Program for Students of Limited English Proficiency is to produce Fluent English Proficient (FEP) students that will function successfully in mainstream English-speaking classes.

Many primary source documents are written in the students' original language - what ever it may be. Also, English translation for those documents are readily available. Many of California's limited English proficient students and their families have been involved with the necessity of migration. A wealth of primary source documents are carefully stored in their homes. Photographs, letters receipts, etc. are all a valid bridge for language development."

INTRODUCTION

The Department of Education of the State of California provides a clear definition of effective instructional programs for English Learners. English Learners are students in grades K-12 who are developing English language skills to become full and successful participants in the educational process through the English language at their corresponding grade level. Usually these students are fluent speakers--and in many instances literate readers and writers--of one or several other languages, none of which is English.

For these students, effective instructional programs that meet legal compliance requirements set in state and federal statutes consist of four basic instructional components:

1. English Language Development (ELD)
2. Specially Designed Academic Instruction in English (SDAIE)
3. Primary Language Instruction (L1), if needed
4. Self Esteem and Positive Self Image; Cross Cultural Component

The daily amount of instructional time devoted to each of the four components indicated above varies according to the English language proficiency levels of the English Learners. In the following pages each instructional component is described in detail. A final chart combines all four into a model school program applicable for each and any grade level. A summary chart specifies the requirements for each component.

English Language Development --- ELD

The goal of the English Language Development component is to help non-English speakers to acquire, learn and develop English language skills, including vocabulary, fluency, and pronunciation.

Acquisition, learning, development and mastery of English occur through stages or levels of language proficiency. These levels are:

- (1) Preproduction
- (2) Early Production
- (3) Speech Emergence
- (4) Intermediate Fluency

The ELD classroom requires homogeneous groups of students based on their language proficiency levels. Limited numbers of students sometimes permit combining to consecutive levels in the same class, for example, Early Production and Speech Emergence students. In many cases the classroom is set up so that there is small group instruction based on the proficiency levels of the students.

Teachers create or implement many visual and kinesthetic methods of teaching. The lessons include vocabulary, primarily from core content areas, which students are encouraged to speak in active communication practice.

Definitions of proficiency levels, and appropriate teaching strategies and thinking skills for each level appear in the chart following this page.

Specially Designed Academic Instruction in English --- SDAIE

Specially designed academic instruction in English provides opportunities to teach students, and to help them apply, content area concepts using the English language. The key to a successful SDAIE program is how teachers integrate the English Language Development component and the Primary Language (L1) component with SDAIE. Students should have a clear understanding of the content area concepts to be presented in SDAIE through their primary language, if necessary. The English vocabulary to successfully understand and communicate about the concept in SDAIE should be developed and practiced during English Language Development instruction.

Many visuals and kinesthetic activities are used by the teacher. Hands-on instructional activities provide the means to acquire and learn the English language specific to each content area. Students are grouped heterogeneously in small cooperative learning groups. Each group includes all levels of proficiency: from Pre-Production to English-only speakers.

Primary Language Instruction (if needed) --- L1

The goal of the primary language instructional component is to introduce academic or content area concepts using the language the student understands best. Primary language lessons help students succeed in SDAIE lessons and in developing the content area vocabulary in ELD.

Primary language instruction provides a preview of what will be taught or applied in SDAIE and ELD, to give students a head start on conceptual development, the background and vocabulary of the SDAIE and ELD lessons while promoting L1 development and mastery.

For L1 instruction students are grouped according to their respective native languages.

Self Esteem, Positive Self Image / Cross Cultural Component

This component of the curriculum must be interwoven throughout all other components. i.e., ELD, SDAIE, and L1. Opportunities to enhance ALL students' positive self-esteem and positive self image as well as cross cultural awareness and pride must be provided at all times.

Each day ALL students will experience learning activities which involve culturally diverse concepts. Teachers will encourage and reinforce students' behaviors with positive comments.

Vocabulary Development -- The Key to Integrating of the Four Instructional Components

Vocabulary development by means of word categories or word sets based on MEANING is the most important component of this entire lesson plan. The entire set of documents that serves as instructional materials for this unit was analyzed, and as many categories as possible were identified. Thus, all new vocabulary appears in the identified sets of words.

The word categories serve another key purpose: Alerting all teachers in charge of integrating this unit through the instructional activities here provided, of the key/new vocabulary to be mastered by students. Teachers, then, should make an extra effort to use the vocabulary in their oral presentations, encourage the use of the vocabulary through student responses, discussions, activities, etc., and post the new vocabulary sets in prominent places so students can refer to the words as they listen, and speak, and read or write.

English/Spanish vocabulary sets are provided. English/Spanish cognates--words with similar spelling, pronunciation and meaning in the two languages--are particularly important in dual-language/immersion bilingual programs.

Vocabulary development demonstrated by the use of new words at the end of the unit constitutes the most important evidence of student learning. No teaching can be defined as successful teaching unless it results in extensive and active vocabulary use on the part of students.