

CORAL WAY BILINGUAL ELEMENTARY SCHOOL

TENTATIVE GENERAL OBJECTIVES

1. To develop in the native English-speaking pupils and native Spanish-speaking pupils by the end of the sixth grade, skills, abilities and understandings comparable to those they would have achieved in a monolingual school
2. To develop in each of the groups by the end of the sixth grade, skills, abilities and understandings in the second language equivalent to those achieved in their native language
3. To develop in each group the ability to operate in the second culture as easily and comfortably as in their first
4. To lead the individuals in both groups to recognize the symbolic nature of language with the expectation of the pupils achieving increased objectivity in their thinking processes
5. To give the individuals in both groups the opportunity to develop attitudes of acceptance toward other languages and cultures, which will increase their vocational potential and job opportunities in the future
6. To give the individuals in each group control of skills and abilities which will prepare them for wider areas of economic opportunity
7. To provide the individuals in both groups with experiences which will enable them to live richer, broader and more satisfying personal lives
8. To provide these pupils with a background of experiences which will enable them to be more socially productive in their roles as members of a world community of many language and cultures

CORAL WAY CURRICULUM WORKSHOP
June 17 - July 26, 1963

WRITING COMMITTEES

Teachers participating in the bilingual curriculum workshop will serve on two committees:

Curriculum-articulation committees (vertical planning)

English as a second language

Cook (grade 1)	Dye (grade 3)
Paepke (grade 2)	Cantero (resource)

Spanish as a second language

Sierra (grade 1)	Sánchez (grade 3)
Iglesias (grade 2)	Cantero (resource)

Spanish as a vernacular

Menéndez (grade 1)	Lecours (grade 3)
González (grade 2)	Inclán (resource)

Science

Borden (grade 1)	Martin (grade 3)
Heydrick (grade 2)	Inclán (resource)

Curriculum-integration committees (horizontal planning)

Grade one

Cook	English as a second language
Sierra	Spanish as a second language
Menéndez	Spanish as the vernacular
Borden	Science

Grade two

Paepke	English as a second language
Iglesias	Spanish as a second language
González	Spanish as the vernacular
Heydrick	Science

Grade three

Dye	English as a second language
Sánchez	Spanish as a second language
Lecours	Spanish as the vernacular
Martin	Science

PURPOSES AND FUNCTIONING OF THE COMMITTEES

The committees have been organized for the purpose of providing the Coral Way Elementary School with an appropriate curriculum for the pupils who are to participate in the bilingual program in the school year 1963-64. The bilingual curriculum will be so constructed as to be in harmony with the goals of the regular elementary school program of Dade County and the pertinent curriculum bulletins will serve as guides.

The curriculum-articulation committees will concentrate their efforts on establishing a three-year sequence of the linguistic content, skills and understandings in each subject matter area. The curriculum-integration committee will concentrate their efforts on providing at each grade level an integrated approach to the introduction and reinforcement of the linguistic content, skills and understandings assigned to that grade by the curriculum-articulation committees. For each curriculum area, the committees will concern themselves with:

- the goals in terms of skills, habits, concepts, and desirable outcomes
- the materials pupils and teachers will use in working toward these goals
- procedures appropriate to the attainment of these goals
- planning for specific lessons or units to be developed.

The curriculum-articulation committees will begin to function the second day of the workshop and will continue as many days as necessary up to three weeks, after which time the curriculum-integration committees will begin to function. Progress reports will be heard each week at joint committee meetings. Other meetings will be held as the necessity arises.

COMMITTEE ON ENGLISH AS A SECOND LANGUAGE

Among the goals of the English as a second language curriculum are:

1. Productive mastery of the sound system
2. Productive mastery of the basic structural signals
3. Productive mastery of the basic vocabulary of the several areas of the English curriculum
4. Receptive control of non-basic structure and vocabulary of the several areas of the English curriculum
5. Skills in reading and in oral and written language as defined in the pertinent Dade County curriculum bulletins.

The source materials for selecting content for developing mastery of the sound system and basic structural signals are:

- Grade 1: Units for the Teaching of English in the First Grade
Units for the Teaching of English in the Second Grade
Units for the Teaching of English in the Third Grade
(These three sets of units are those used in Puerto Rico)
Fries American English Series, Book One

Grade 2: Fries American English Series, Book One
Fries American English Series, Book Two
Fries American English Series, Book Three

Grade 3: Fries American English Series, Book Three
Fries American English Series, Book Four
Fries American English Series, Book Five

All grades: Pertinent Dade County curriculum bulletins

The source materials for selecting content for developing mastery of the basic vocabulary and for developing receptive control of non-basic structure and vocabulary are the Scott Foresman or Ginn basal readers and the new edition of the Heath science series. These may be supplemented by the health and social studies materials used in the Coral Way School.

Procedures appropriate to the attainment of the goals listed above are exemplified by the activities and exercises in the

1. Units for the Teaching of English in the First Grade, Second Grade, and Third Grade (Puerto Rico)
2. Fries American English Series, Teacher's Guides
3. Teacher's Guides for English in Grades I and II (Philippines).

A large part of the planning has been taken care of by the directions in the instructional materials. A major problem will be the relating of the vocabulary from the various curriculum areas to particular structures, so as to provide systematic meaningful practice on the vocabulary to be learned.

The job assignments for the English as a second language committee are as follows:

1. Isolate the structure content of each unit of the materials listed under grades one, two and three above.
2. Isolate the basic vocabulary from the various curriculum areas.
3. Assign the basic vocabulary in lexical sets to various structures.

COMMITTEE ON SPANISH AS A SECOND LANGUAGE

The goals of the Spanish as a second language curriculum are the same as those of the English as a second language curriculum, except that they apply to the Spanish language and the Spanish curriculum. It must be kept clearly in mind that the goals of both second language curricula center on language learning. For part of this process of second language learning the subject matter areas provide the framework for further language learning, and at the same time the skills, concepts and understandings introduced in the vernacular are reinforced.

The source materials for selecting content for developing mastery of the Spanish sound system and the basic structural signals are:

1. Mueller, et al, Spanish for Secondary Schools (Heath)
2. Bowen and Stockwell, Patterns of Spanish Pronunciation
3. Politzer and Staubach, Teaching Spanish, A Linguistic Approach
4. Pertinent Dade County curriculum bulletins

The source materials for selecting content for developing mastery of the basic vocabulary and for developing receptive control of the non-basic structure and vocabulary are the Laidlaw Spanish basal reader series, the Heath Spanish science series, and the Laidlaw Spanish health series. These may be supplemented by translations of basic concepts from the English social studies program.

Procedures appropriate to the attainment of the goals are exemplified in

1. The materials in the English as a second language program
2. A Manual of Materials, Aids, and Techniques for the Teaching of Spanish to English-Speaking Children (volume 1, grade 1; volume 2, grade 2; volume 3, grade 3) El Paso Public Schools

The planning consists primarily of combining the linguistic content of two sets of materials with the procedures of two other sets of materials.

The job assignments for the committee on Spanish as a second language are as follows:

1. Isolate the structure content of Mueller et al, Spanish for Secondary Schools and Politzer and Staubach, Teaching Spanish.
2. Isolate the pronunciation contents from Bowen and Stockwell, Patterns of Spanish Pronunciation.
3. Isolate the basic vocabulary from the various curriculum areas.
4. Assign the basic vocabulary in lexical sets to various structures.

COMMITTEE ON SPANISH AS THE VERNACULAR

The goals of the Spanish as the vernacular curriculum are essentially the same as the goals of the English as the vernacular curriculum as specified in Elementary School Instructional Objectives.

In reading, the goals are outlined in terms of growth in seven areas:

1. Reading readiness
2. Meaningful vocabulary development
3. Word recognition skills
4. Comprehension and associational abilities
5. Oral reading skills
6. Study skills
7. Library skills

The materials for developing the skills and abilities in the objectives are the books of the Laidlaw Spanish basal reader series:

<u>Mis juegos y cuentos</u>	(readiness)
<u>A jugar y a gozar</u>	(pre-primer)
<u>A la escuela</u>	(primer)
<u>Amigos de aquí y de allá</u>	(book one)
<u>Pueblo y campo</u>	(book two, level one)
<u>Sorpresas y maravillas</u>	(book two, level two)
<u>Por esos caminos</u>	(book three - in preparation)

Other readers of the enrichment type available are

Campanillitas folklóricas
Esta era una vez bajo las palmeras
Esta era una vez bajo los yagrumos

Additional titles to help provide for individual differences are available in the Spanish collection of the Coral Way Elementary School library.

There are teacher's manuals to accompany the Spanish basal readers. The procedures recommended are essentially those of the English reading program in Dade County, with such modifications as are necessary due to the nature of the Spanish language and writing system.

The planning lies largely in careful study of the teacher's manuals. Questions about reading appearing on page 110 of the Elementary School Instructional Objectives will be studied with the Spanish texts and teacher's manual to make whatever changes necessary in the manuals.

In oral and written language, the goals are listed in Bulletin 2-F. Effective communication skills - oral or written - must be acquired through purposeful drill and meaningful experiences. The activities are to be carried out during the whole day. During the morning the pupils in the Spanish as the vernacular will be establishing the base of the skills which will be reinforced in the afternoon in the second language.

Suggestions will be made for building up a meaningful vocabulary related to the immediate environment and the aims and interests of children for each grade level. Activities provided should be inter-related with the other areas in the curriculum. It will probably be necessary to review all skills previously taught at each level.

In regard to the areas of learning developed in written language, the charts in the above mentioned Bulletin 2-F will be studied and adapted to the Spanish as the vernacular program.

The teaching of spelling is a part of the total language arts program and its principles and goals are to be derived from Bulletin 2-C. It should be kept in mind that spelling instruction is to be carried out developing a favorable attitude toward it on the part of the pupils. The criteria for selection should be based on frequency of natural usage on each grade level.

COMMITTEE ON SCIENCE

A good science is strongly related to the total school program. Many of the science topics are cross-connected with other curriculum areas, especially social studies, health, and mathematics. It must be geared to the children's developmental needs - physical, mental and emotional. It should provide opportunities for developing the following activities which are necessary in learning science:

- observing
- experimenting
- reading
- keeping records
- using audio-visual aids
- asking questions
- discussing science problems
- field trips and excursions
- studying current events
- thinking

The plan for developing such goals will be drawn from the Elementary School Instructional Objectives on pages 125-151.

The materials to be used for the development of the goals of the science curriculum include:

- Grade 1: Science for Work and Play
La ciencia: Jugamos y trabajamos
- Grade 2: Science for Here and Now
La ciencia: Aquí y ahora
- Grade 3: Science Near and Far
(Spanish translation in preparation)

Each of the science books listed above has a teacher's manual. The manuals for the Spanish edition are in English and are simply reprints of the English manual.

The teacher's manuals will have to be studied and correlated with the objectives of the Dade County science program. The classroom procedures adapted and activities prepared are to be related to the children's environment, their interests and needs. They are to meet the requirements of the society in which the pupils live. The teacher must be flexible and capitalize on his own talents and plan accordingly. Topics will be treated differently in different grades, and the complexity of the treatment will vary to meet the level of understanding in each grade.

The committee is to make detailed plans for the presentation of the material for the native speakers, that is the English teachers, who comprise the committee, will prepare for the English-speaking children. These plans will then be adapted as necessary and translated for use with the Spanish-speaking pupils.

The science period in the second language should be planned as a reinforcement of the concepts already learned in the vernacular. Constant drill in the structural patterns needed for the oral expression of the concepts already learned should be provided. As in the case of all of the subject matter areas presented in the second language, the content serves two functions -- as a frame of reference for language learning and as reinforcement of skills and concepts introduced in the first language.