

Language Diversity Component (Five levels)

- (1) Preproduction (Non-English)
- (2) Early production
- (3) Speech emergence
- (4) Intermediate
- (5) Advanced

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.

Secondary Sources:

Reference Book: Foreign Relations of the United States

Specific Subject Book: Panay Incident
Hamilton Darby Perry
Macmillan, 1969

Seedtime of the Republic: Clinton Rossiter

Self Esteem Component: Adjectives and actions to be performed by students.

1. Responsible -- Keeps Unit materials organized.
Completes assigned class work and home work on time.
Can state and explain work in progress every day during entire Unit.
2. Personable -- Student shares ideas on migration from his/her own experience.
Student uses good eye contact while listening to others' ideas.
Student shares with others his/her opinions, materials, ideas.
3. Competent -- Names all flowers based on sketches of fellow students.
Convert today's temperature from Fahrenheit to Celsius.
Names major bodies of water of Japan.
4. Admired -- Always helpful--not a show-off--to others when they are struggling.
Sets a good example by using always positive adjectives with others.
Others always claim this person's work is his/her best ever.
5. Trusting -- Works well with other students.
Peers always fulfill their commitments to this person.
Always cooperates and helps others by responding to peers' requests for assistance.
6. Dedicated -- Masters all vocabulary words related to geography.
Completes all work assigned by the teacher.
Always provides suggestions for additional projects at the end of a unit.
7. Courteous -- When working in cooperative groups, always thanks peers for their ideas.
Always asks his/her peers how can he/she provide needed assistance.
Always makes requests from others using questions instead of commands or demands.
8. Thoughtful -- If new student arrives, this person volunteers to be "buddy" making new arrival welcome.
Communicates class and homework to students who are absent.
Keeps track of audiovisual materials so teacher can use them with ease in teaching.
9. Self-controlled -- Stays on class/group tasks and teacher never calls him/her to order.
If others cause him/her stress, keeps his/her cool by speaking soft and gentle.
Can always repeat instructions given by teacher.
10. Participative -- Joins cooperative groups without explicit request from teacher.
Always raises hand when volunteers are called.
Brings from home all requested items or information regarding this Unit.
11. Supportive -- Follows class rules and instructions for this Unit.
Has positive words for all students in cooperative groups throughout task.
Remind other students of specific assignments so overall project is successful.
12. Open minded -- Listens to others and only forms judgment or opinion after hearing all sides.
Participates in unfamiliar activities without hesitation.
Accepts others' opinions as genuine contributions to the success of the task.
13. Cooperative -- Always insures that everyone in group has opportunity to speak.
Verbally expresses two divergent views and states a possible middle ground.
Insures all materials needed for groups work are readily available to share.
14. Sensitive -- Tries to help others who may be feeling down by asking "Do you want to tell me what is wrong?" "How can I make you happy?"
Expresses true appreciation for the help received with appropriate expressions.
Verbalizes for others what frustrates them, or make them irritable or happy or sad.
15. Hopeful -- Student will be in charge of planning future activities, like fund raisers, etc.
Student will research how can creative projects suggested by others can be carried out.
Student proposes solutions to all difficult social/personality problems in class.
16. Self-directed -- Student researches primary documents from own family and begin a personal history.
Student helps develop an aerobic activity to teach during physical education.

- Student volunteer to develop a scrapbook containing pictures of the different flowers studied and from the areas traveled in the Unit. Student labels pictures.
17. Creative -- Able to see many uses for their illustrated books.
Expresses self through a number of mediums as demonstrated by Unit requirements.
Thinks and expresses multiple ways to solve problems.
18. Efficient -- Completes Unit work neatly.
Stays on task by preparing own schedule.
Uses materials conservatively, never wasting or throwing paper.
19. Capable -- Student is able to stay on task independently and when cooperating.
Reminds students of class rules and directions to follow for assignments.
Student offers guidance and models how to do assignments when others request it.
20. Patient -- Traces outline of map of China slowly without lifting pen from paper.
Sorts and classifies pictures of flowers, expressing criteria for classification.
Keeps vocabulary box with all new words to use in describing experiences.
21. Understanding -- Can express the strong and weak points of each classmate.
Works with others to overcome their weak points.
Requests assistance from others who have specific strong points.
22. Diligent -- Is the first to arrive to class every day.
First to complete assignments, and does them well.
Always turns in extra work not assigned by the teacher.
23. Conscientious -- Revises own work and others' work to insure is well done.
Uses positive vocabulary to encourage others to participate.
Offers his/her help to others without their request.
24. Hard working -- Student works slowly but with extreme care aiming for perfection, neatness, etc.
Student frames, decorates his/her work for better presentation.
Student stays after class or after school to help teacher or other students.
25. Discriminating -- Demonstrates ability to identify similarities and differences.
Recognizes positive and negative behaviors.
Verbalizes the positive and negative consequences of actions.
26. Analytical -- Demonstrates ability to identify primary source documents to be used for specific task.
Has ability to analyze others' past experiences and relate them to his/her own experience.
Expresses how cultures may be similar or different.
27. Persistent -- Always expresses interest in the task at hand and is happy to do it.
Repeats work done to improve it.
Makes time every day to review vocabulary words with a friend.
28. Practical -- Applies classroom learning to present day situation at home and school.
Solves problems in a reasonable manner.
Has skills to organize tasks and peers to do assigned work.
29. Proud -- Accepts responsibility for actions.
Expresses positive qualities about self and gives examples of pertinent actions taken.
Expresses confidence in successful future endeavors.

Multicultural Component: Suggested Activities

1. When you go to a different place, you will do whatever it takes to do whatever it is you usually do in your own country and culture. What "traditions" would you (have you) and your family maintain(ed) if (since) you went to a different country?
2. Reasons for migrating. What are the reasons for migrating to a different country (or state)?
Personal stories: Make a book
What can the migration experience be like?
3. Enlightening / Uplifting stories of migration experiences.
Read and report, or write your own.
4. Different kinds of migrations: voluntary vs involuntary migration.
Compare, contrast and give examples.
5. The way people cope in a new situation. Discuss, give examples.
6. What are the qualities necessary to be an immigrant?
Relate these qualities to your own experience.
7. Migration stories. Compare and contrasts migration experiences across cultures, including: Europeans, Africans, Native Americans, Mexican, and Caribbean (Puerto Rican, Haitian, Cuban) migration experiences.

Additional resources appear on the following pages:

Routes of Anza and Portola.

The Leaving of Ireland

The American Experience -- The Way West (Four-part, six hour documentary presented by PBS)

VISUAL AIDS

Enclosed: Pictures of China

Transparencies of Hawaii

Additional resources:

Suggested: Magazines

National Geographic

Vol. 173, No.3	March 1988 --	"China passage by rail"
	July 1983 --	"China's opening door"
	July 1991 --	"China's youth wait for tomorrow"
	December 1974--	"The isles of the Pacific"
	March 1986 --	"Secrets of the Giant Panda"
	May 1974 --	"Three spectacular treasures from a Chinese tomb"
	March 1974 --	"Those successful Japanese"

Videos

A Great Wall

Pacific Arts Video, 1985 (103 min)

50 N. La Cienega Blvd., Suite 210, Beverly Hills, California 90211

The Heart of the Dragon

Ambrose Video Company, 1980 (12 episodes, 57 min. @)