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TITLE   Content Analysis Schedule for Bilingual Education
                Programs: Bilingual Instruction for Spanish Speaking
                Pupils.
INSTITUTION   City Univ. of New York, N.Y. Hunter Coll. Bilingual
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                *Program Evaluation; Self Esteem; Sociolinguistics;
                Spanish; Student Grouping; Tutoring
IDENTIFIERS   California; Marysville Joint Unified School District;
                *Project BEST

ABSTRACT

        This content analysis schedule for the bilingual
program of the Marysville (California) Joint Unified School District
presents information on the history, funding, and scope of the
project. Included are sociolinguistic process variables such as the
native and dominant languages of students and their interaction.
Information is provided on staff selection and the linguistic
background of project teachers. An assessment is made of the duration
and extent of the bilingual component, and the methods of second
language teaching in general. Included is an analysis of materials,
student grouping, tutoring, curriculum patterns, and cognitive
development. The report also discusses self-esteem, learning
strategies, the bicultural and community components, and means of
evaluation. Attached are the following materials: a questionnaire on
the attitude of parents toward bilingual education, a report on home
visits within the program, and a description of the course, "Teaching
the Bilingual Child." (SK)

75

marysville, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 072698

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

___✓___ Initial Proposal

___✓___ 2nd Year Continuation

_____ 3rd Year Continuation   (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL 003 979

Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

Developed by Marietta Saravia Shore
Coordinator, BEARU

verified by project

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 75

CONTENT ANALYSIS SCHEDULE
    FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Toby Glick/Castor Gonzalez   . Date 6/28/71

0.2 Name of Project Bilingual Instruction for Spanish Speaking Pupils

0.3 Address of Project Marysville Joint Unified School District
              504 S. St.-Del Monte Square
        0.4 Marysville, Calif.   95901   .

.05   STATE

0.5 _3_

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE
  1.1 Year Project began under Title VII:
    see   97 - 1969
    Project   07 - 1970
    No.   17 - 1971

1.1 _97_

2.0 FUNDING (Mark all that apply)
  2.1 1-Any PRIOR funding of BILINGUAL program, if Title
      VII continues or expands that program
      0-no prior funding mentioned

2.1 _1_

  2.2 Year prior funding began

2.2 _NS_

  2.3 Prior bilingual program involved:
      1-early childhood (pre K + K)
      2-elementary students (grades 1-6)
      3-secondary students (grades 7-12)
      0-not specified

2.3 _2_

  2.4 Source of prior bilingual program funding:
      1-local   4-university
      2-state   5-federal (specify)_____
      3-foundation 6-other (specify)_____

2.4 _1,2_

  2.5 1-CONCURRENT funding of program(s), if cooperating
      with Title VII program
      0-no concurrent funding mentioned

2.5 _1_

0.3 Address of Project <u>Marysville Joint Unified School District</u>
<u>504 S. St.-Del Monte Square</u>
0.4 <u>Marysville, Calif.   95901   .</u>

.05   STATE   0.5 __3____

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE
  1.1 Year Project began under Title VII:
     see   97 - 1969   1.1 __97____
     Project   07 - 1970
     No.   17 - 1971

2.0 FUNDING (Mark all that apply)
  2.1 1-Any PRIOR funding of BILINGUAL program, if Title   2.1 __1____
       VII continues or expands that program
       0-no prior funding mentioned

  2.2 Year prior funding began   2.2 __NS____

  2.3 Prior bilingual program involved: 2.3 __2____
     1-early childhood (pre K + K)
     2-elementary students (grades 1-6)
     3-secondary students (grades 7-12)
     0-not specified

  2.4 Source of prior bilingual program funding: 2.4 __1,2__
     1-local   4-university
     2-state   5-federal (specify)_____
     3-foundation   6-other (specify)_____

  2.5 1-CONCURRENT funding of program(s), if cooperating   2.5 __1____
       with Title VII program
       0-no concurrent funding mentioned

  2.6 Concurrent program cooperating with Title VII involves: 2.6 __2,3__
     1-early childhood (pre K + K)
     2-elementary students (grades 1-6)
     3-secondary students (grades 7-12)
     4-teachers
     0-not specified

  2.7 Source of concurrent funding, if cooperating with Title VII
     program: 2.7 __1,4__
     1-local   4-federal (specify)_____
     2-state   5-other (specify) _____
     3-university

                               info. from 2nd year document
  2.8 Total Title VII grant (first year only)   2.8 $70,502.00

  2.9 Total funds for concurrent program(s) cooperating with   2.9 $62,960.00
      Title VII other Fed. funds-$5000 > $62,960
                      local-$57,960 > (discrepancies) total---$133,462.00
3.0 1-If a UNIVERSITY is working with the Title VII program,   3.0 __0____
    specify which: _____.
    0-none

4.0 SCOPE of PROJECT

    4.1 Number of schools involved in Title VII program: 4.1 __6__

        1-one   4-four   0-not specified

        2-two   5-five

        3-three   6-other   7 schools

    4.2 Total number of students in program A. First year   4.2 A __254__

A. 154 Mex-Am.   B. 200 100%Mex-Am.   B. Second year C. 246-Mex.Am.   B __350__

  100 Eng. speak.   150 100%Eng.speak.   C. Third year   __180=Eng.speak__ C __426__

254   350   426

    4.3 Grade level of students in program; number of classes per
        grade and total number of students by grouped grade levels
        (by second year)

Grade	Number of Classes		Grade	Number of Classes
PS-PreSchool	3 (45)		7-grade 7	1 (25)
K-Kndgtn	3 (45)		8-grade 8	1 (24)
PSK 180 TOTAL NO. students PS and K			9-grade 9	NS (15)
			B 64 TOTAL students gr. 7-9	

1-grade 1	3		10-grade 10	} all together
2-grade 2	3		11-grade 11	} with 9th grade-15
3-grade 3	1		12-grade 12	}
4-grade 4	1		C 0 TOTAL students gr. 10-12	
5-grade 5	1			
6-grade 6	1			

6th grade } 5-grade 5
together } 6-grade 6
with 7th&8th A 159 TOTAL students gr. 1-6
total 49 }

    4.4 1-All classes graded   4.4 _2_
        (2)-All classes ungraded
        3-Some classes ungraded   3 classes-K,1,2
        If ungraded, specify ages or grades grouped together: 2 " -3,4,5
                                     1 class -6,7,8
5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)   1 " -9,10,11,12
    5.1 Students Dominant and Native language interaction and 2 periods/day
        cultural affiliation (Indicate number of students in each
        category and specify cultural affiliation in box)
        (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 200 mexican-American	II. E-Dom - NEMT	NE dom I N-EMT	200	58%
2. Total English Mother-Tongue		II₂ E Dom - EMT 150 Anglos	E dom II₁ NEMT E-Dom II₂ EMT	0 150	
	I Total Non-English Dominant: 200	II Total English Dominant: 150	Total E-Dom 150 II= II₁ + II₂		42%

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes		Grade	Number of Classes
PS-PreSchool	3 (45)		7-grade 7	1 (25)
K-Kndgtn	3 (45)		8-grade 8	1 (24)
PSK 180 TOTAL NO. students PS and K			9-grade 9	NS (15)
			B 64 TOTAL students gr. 7-9	

	Grade	Classes		Grade	
	1-grade 1	3		10-grade 10	} all together
	2-grade 2	3		11-grade 11	} with 9th grade-15
	3-grade 3	1		12-grade 12	}
	4-grade 4	1		C 0 TOTAL students gr. 10-12	
6th grade together with 7th&8th total 49 }	5-grade 5	1			
	6-grade 6	1			
	A 159 TOTAL students gr. 1-6				

4.4 1-All classes graded
(2) All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 2

3 classes = K,1,2
2 " -3,4,5
1 class - C,7,8
1 " -9,10,11,12
2 periods/day

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)
   5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
   (Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0		No.	%
1. Total Non-English Mother Tongue	I. N-E Dom - NEMT	II. E-Dom - NEMT		NE dom N-EMT	I 200	58%
	200 mexican-American			E dom NEMT	II₁ 0	
2. Total English Mother-Tongue		II₂ E Dom - EMT				
		150 Anglos		E-Dom EMT	II₂ 150	

	I Total Non-English Dominant: 200	II Total English Dominant: 150	Total E-Dom 150 42% II = II₁ + II₂

KEY:

	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program
by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	. . — . . . . %	. . — . — .
A2 Cherokee	A2	. . . . . — . %	. . . . — — .
A3 Other (specify)	A3 . . . — . . .	. . . — — . %	. . . — — — .
A TOTAL No. of American Indian A	. . . — — .	. . — . . . . %	. . — — — .

Americans of other ethnic backgrounds:

	Number	Per Cent of Total Students	if inferred, check (✓)
B1 Mexican-American	B1 _200_	**58** %	__X__
B2 Puerto-Rican	B2 . . . . — . .	. — — . . . %	. . — . — .
B3 Cuban	B3 . . . . — . .	. . . . . %	. . . .
B4 Other Spanish-American (specify)	B4 . . — .	. . . . . . %	. . . .
B TOTAL No. of Spanish-speaking Americans	B 200 . —	**58** %	— X — .
C Portuguese-American	C	. . — . . . %	. — — . — .
D Franco-American	D . — —	. . . — . . %	. . — — — .
F Chinese-American	F . — — — — .	. . . . . %	— — — — .
G Eskimo	G . — — . . .	. . . . . . %	. . . . . .
H Russian	H . . . . — . .	. — . . . . %	. . . . . .
J Other	J	. . — — . . %	. . . . — . —
I TOTAL number of N-EMT target students	200	**58** %	. X . . .

C p.5
C p.4 Addendum

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

	Number	Per Cent	if inferred
E1 _0_ Anglo	E1 _150_ . .	__42__ %	__0__
E2 _0_	E2 _0_ . .	__0__ %	__0__
II TOTAL number of EMT students other than target population	**150**	**4** %	__0__

5.4 Students' native language or mother tongue if DIFFERENT from dominant language
(specify)

5.4 __0__ . . . .

Dominant language	Different Native Language	Number	Per Cent
1-English	. . . . . . 0	. 0 . . .	. . . 0 .
2-Spanish	. . . . . . 0	. 0 . .	. . . 0 .

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent
Number		

B2 Puerto-.ican	32....	..58	......	
B3 Cuban	B3.......	......{	....	
B4 Other Spanish-American (specify)	B4......	......{	....	
B **TOTAL** No. of Spanish-speaking Americans	B 200...	58..{	..X...	

C Portuguese-American	C.......	......{	......
D Franco-American	D.......	......{	......
F Chinese-American	F.......	......{	......
G Eskimo	G.......	......{	......
H Russian	H.......	......{	......
J Other	J.......	......{	......

I TOTAL number of N-EXIT target
students   C p.5   200----   58.%   .X...
                C p.4 Addendum

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 .C Anglo..........   E1 150..   ..42.%   ..Q...

E2 .0 ....   E2 0...   ..0..%   ..0...

II TOTAL number of EXIT students
other than target population   150.....   ..42.%   ..0..

5.4 Students' native language or mother tongue if DIFFERENT
from dominant language   5.4.._0 ....

	(specify)		
Dominant language	Different Native Language	Number	Per Cent
1-English	.......0..............	.0...	...Q..
2-Spanish	.......0..............	.0...	...0.

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
Number	%	not spec.	No.	%	not spec.	only listening comprehension		speaking ability	
						No.	%	No.	%
E 150 English	42.	.....	150	100	....	....	...	...	....
A ..... American Indian	...	....	.....	....	...	...	....	....	...
A1 ..... Navajo	....	.....	.....	....	...	...	....	....	...
A2 ..... Cherokee	....	.....	....	....	...	...	...	...	...
A3 ..... Keresan	...	.....	....	....	...	...	...	...	....
A4 .... Other (spec.)	...	...	....	....	...	...	....	....	....
B 200.. Spanish	58	X..	200	100	X	...	...	...	...
C ..... Portuguese	...	...	...	...	...	...	....	....	...
D .... French	....	.....	...	...	...	...	...	...	...
F ..... Chinese	....	.....	...	....	...	...	...	...	...
G ..... Eskimo	....	.....	...	....	...	...	....	....	...
H ..... Russian	....	...	....	....	...	...	...	...	...
J ..... Other (spec.)	...	....	....	....	...	...	...	...	...

C*4

* C · Continuation document, 1970

5.6 Recruitment of Students:
    0 – not specified
    1 – English Mother Tongue and Non English Mother Tongue
       Students are required to participate in the bilingual program
    2 – Only N-EMT are required to take program; EMT's participation
       is voluntary
    3 – Both EMT and N-EMT participation is voluntary

            E-Dom.

5.6 __3__

5.7 Proportion of ~~EMT~~ pupils in project area: see Chart C
n.s.– not specified on the chart for second year ∴ first year data used

5.7 __95__

5.8 Community Characteristics (mark ally that apply)
    0 – not specified
    1 – inner city-ghetto
    2 – major city
    3 – small city, town or suburb 40%
C 4 4 – rural 50%
    5 – other (specify) migrant children 10%

5.8 __3,4,5__

5.9 A. Socio-economic status of N-EMT participating students
       (indicate specific percent of low SES)
    B. Average family income, if mentioned
C 4 n.s. – not specified

5.9 A. __100%__

B. __NS__

5.10 Socio-economic status of EMT participating students
    (indicate specific percent of low SES on the blank)
    n.a. – not applicable (no EMT)
    00 – not specified

5.10 __NS__

5.11 Proportion of migrant students in project
    (Indicate specific percent)
    n.s. – not specified

5.11 __10%__

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made		
2 will be made		
0 not mentioned		

6.1 I .1.
    II .not made

see Attachments
*1 and 2 for Report of Home Visit
and Parent Attitude to Bilingual Education
Questionnaire

6.2 If a sociolinguistic survey was or will be made,
    mark all groups included:

	I N-EMT	II EMT
1 parents	.X..	....
2 children	.X..	....
3 teachers	.X..	....
4 community	X	....
5 others (specify)		

6.2 I 1,2,3,4.
    II ....

6.3 Language dominance of N-EMT groups (check A_parents, B_children, C_teachers)
    will be determined by the extent each language is used in different domains

```
                    0 - not specified
                    1 - inner city-ghetto
                    2 - major city
                    3 - small city, town or suburb  40%
C 4                 4 - rural 50%
                    5 - other (specify)  migrant children 10%
```

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. __100%__
       (indicate specific percent of low SES)

     B. Average family income, if mentioned   B. __NS__

C 4   n.s. - not specified

5.10 Socio-economic status of EMT participating students   5.10 __NS__
      (indicate specific percent of low SES on the blank)
      n.a. - not applicable (no EMT)
      00 - not specified

5.11 Proportion of migrant students in project   5.11 __10%__
      (Indicate specific percent)
      n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __1__

```
              I for          II for                           II . not made
              N-EMT group    EMT group        see Attachments
    1 was made    .......      .......         *1 and 2 for Report of Home Visit
    2 will be made ......      .......         and Parent Attitude to Bilingual Education
    0 not mentioned ......     .......            Questionnaire
```

6.2 If a sociolinguistic survey was or will be made,   6.2 I __1,2,3,4__
     mark all groups included: II __......__

```
                     I N-EMT        II EMT
    1 parents         .X...         ......
    2 children        .X....        ......
    3 teachers        .X....        ......
    4 community        X            ......
    5 others
       (specify)      _____        _____
```

6.3 Language dominance of N-EMT groups (check A_parents, B__children, C_teachers)
     will be determined by the extent each language is used in different domains
     through various means of communication.
     e.g. specify extent descriptively: never, sometimes, always   6.3 A __X__
                                                  B __X__
                         USE NON-ENGLISH LANG.   USE ENGLISH   C __X__

DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	A-B	A-B-C	A-B	A-B	B	B	B	B
2 Church	A-B	A-B	0	0	B	B		
3 School	B-C	B-C	B-C	B-C	B-C	B-C	B-C	B-C
4 Work	A-C	A-C	C	C	C	C	C	C
5 Socializing	A-B-C	A-B-C						
6 Neighborhood	A-B	A-B	0		B	B	B	B
7 film-TV-radio	A-B-C	A-B-C	0					
8 magazines,news								
9 Others								
(specify)								

C p.9 Eg. pre-school #1

.6.4 If not included in survey, how was student's language dominance 6.4 $I_{2,3,}$
    determined?   I   II   II $_0$

                                              N-EMT   EMT

1-inferred by use of surname   _____   _____
2-established by formal testing of students   X__   _____
3-assessed by informal means (specify how)   X__   _____
4-not mentioned   X__   _____
                3- language assessment by teacher & coordinator

6.5 Sociolinguistic Survey includes: (check all that apply)   6.5   0
       An analysis to determine if an interlanguage exists
       in the community, (e.g., a mixture of two languages
       which serves as a single system of communication for
       a group of people).
       1-yes
       0-no

       Attitudes toward maintenance or shift:

6.6   N-EMT parents' attitudes toward maintenance of child's   6.6 1
      N-EMT in particular domains of use or complete shift
C 7,p.22   to English
      1-yes   "approval of bilingual program" yes/no during home visit
      0-no   See Report of Home Visit.

6.7   EMT parents' attitudes toward their children's learning   6.7_____
      of the N-EMT language
      1-yes   Beautiful responses as far as verbal communication between teachers,
      0-no   parents, principals, and ᵒᵒᵒ ___tor but none on a written survey.

6.8   Children's own attitudes regarding the second language   6.8 1
      they are learning and the speakers of that language
C 6   1-yes   Coordinator's role: to give parent questionnaires.
"eager to learn" 0-no

6.9   If not included in survey how were parental and/or   6.9 3
      community attitudes toward N-EMT maintenance
      determined?
C 14   1-will not be assessed
#1 copy en-   2-will be assessed, method not specified
closed of   3-has been or will be assessed by method other than
questionnaire   sociolinguistic survey (specify how) meetings with parents reveal approval of
          N-EMT maintenance (Maintenance instructional programs)
See XEROX
ATTACHMENT #1

6.10 1-After sociolinguistic survey is made, how does it influence   6.10 NS
      program? (specify) (e.g. transfer or maintenance instructional
      programs)
C 7   The coordinator who works quite closely with teachers, parents, and
      0-not mentioned   principals discusses those responses which were given to him by
                  parents in order to improve the program.
7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:
C 9   (indicate non-English language in each box)

      X_ Language dominance not specified   (if any information is not
      X_ Mother tongue not specified   specified, cross out that
      ___ not specified whether monolingual or bilingual   heading and complete the
                                rest of the chart)

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's   6.6 1
     N-EMT in particular domains of use or complete shift
C 7,p.22 to English
         1-yes   "approval of bilingual program" yes/no during home visit
         0-no   See Report of Home Visit.

6.7 EMT parents' attitudes toward their children's learning   6.7_____
     of the N-EMT language
     1-yes   Beautiful responses as far as verbal communication between teachers,
     0-no   parents, principals, and coordinator but none on a written survey.

6.8 Children's own attitudes regarding the second language   6.8 1
     they are learning and the speakers of that language
C 6   1-yes   Coordinator's role: to give parent questionnaires.
"eager to learn" 0-no

6.9 If not included in survey how were parental and/or   6.9 3
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closed of   3-has been or will be assessed by method other than
questionnaire   sociolinguistic survey (specify how) meetings with parents reveal approval of
See XEROX   N-EMT maintenance (Maintenance instructional programs)
ATTACHMENT #1

6.10 1-After sociolinguistic survey is made, how does it influence   6.10 NS
      program? (specify) (e.g. transfer or maintenance instructional
C 7   programs)
          0-not mentioned   The coordinator who works quite closely with teachers, parents, and
                            principals discusses those responses which were given to him by
7.0 STAFF SELECTION   parents in order to improve the program.

        **
C 9 7.1 Linguistic background of project teachers, by number in each category:
          (indicate non-English language in each box)

          _X_ Language dominance not specified   (if any information is not
          _X_ Mother tongue not specified   specified, cross out that
          ___ not specified whether monolingual or bilingual   heading and complete the
                                                        rest of the chart)

		A-Monolingual	B-Bilingual
I	N E Dom. NEMT	N=	N= 8
II	E Dom EMT	N= 2	N=
II₁	E Dom NEMT	N=	N=

7.1		No.	%
I	A		
I	B	8	80
II	A	2	20
II	B		
II₁	A		
II₁	B		

monolingual teachers
understand more than
can speak

A Total Number   B Total Number
Monolingual   Bilingual
  2   8

A	2	20
B	8	80
N	10	

Total Number
of Teachers
N 10

C 9 Pre-school: "The addition of two native speaking Mexican-American teachers & two Spanish
speaking teacher aides to our existing staff would be needed."
** 7.1--C 10 Teachers and teacher aides of the Spanish classes will be native speakers of
Spanish from the local Mexican-American community.

7.2 <u>Linguistic background of project aides or paraprofessionals, by number</u>:
(indicate non-English language in each box)

   <u>X</u> Language dominance not specified
       Mother tongue not specified
       Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT	0	9 Spanish
II E Dom EMT	0	
II₁ E Dom N-EMT		

7.2	No.	%
I A	—	—
I B	9	100
II A	0	—
II B	0	—
II₁A	0	—
II₁B	0	—
A	0	0
B	9	100
N	9	

A Total Number Monolingual   <u>0</u>

B Total Number Bilingual   <u>9</u>

N Total Number of aides or paraprofessionals   <u>9</u>

7.3 <u>Language(s) used by bilingual teachers</u>:   7.3 <u>2</u>
(Mark all that apply)

1-Bilingual teachers teach in only one language (Both languages)

    1a-Bilingual teachers who teach in only one language teach in their <u>dominant language</u>, whether that is their native or second language.

    Bilingual teachers who teach in only one language teach in their <u>native</u> language:
          1b-only if native language is also their dominant language
          1c-even if native language is <u>not</u> their dominant language
          1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their <u>dominant</u> language.

0-language(s) used by teachers not specified   Spanish & English

7.4 <u>Language(s) used by bilingual aides or paraprofessionals</u>:   7.4 <u>2</u>
(Mark all that apply)

1-Bilingual aides instruct in only one language
    1a-Bilingual aides who instruct in only one language teach in their <u>dominant</u> language, whether or not it is their native language.
    Bilingual aides who instruct in only one lang. teach in their <u>native</u> lang.:
    1b-only if native language is also their dominant language
    1c-even if native language is not their dominant language
    1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified Spanish & English

C 10

7.5 <u>Cultural affiliation of teachers, aides, project director and evaluators by</u>

					II B	0	—
II ·E Dom EMT		0			II₁A II'B₁	0 0	— —
II₁ E Dom N-EMT					A B N	0 9 9.	0 100

A Total Number Monolingual 0	B Total Number Bilingual 9	N Total Number of aides or paraprofessionals 9

7.3 <u>Language(s) used by bilingual teachers:</u>   7.3 __2__
(Mark all that apply)

1-Bilingual teachers teach in only one language(Both languages)

     1a-Bilingual teachers who teach in only one language teach in their
        <u>dominant</u> language, whether that is their native or second language.

     Bilingual teachers who teach in only one language teach in their
     <u>native</u> language:
          1b-only if native language is also their dominant language
          1c-even if native language is. <u>not</u> their dominant language
          1-0-not specified

2-Bilingual teachers teach in both their native and second language,
  regardless of which is their <u>dominant</u> language.

0-language(s)used by teachers not specified   Spanish & English

7.4 <u>Language(s) used by bilingual aides or paraprofessionals:</u>   7.4 __2__
(Mark all that apply)

1-Bilingual aides instruct in only one language
C 10   1a-Bilingual aides who instruct in only one language teach in
      their <u>dominant</u> language, whether or not it is their native language.
     Bilingual aides who instruct in only one lang. teach in their <u>native</u> lang.:
     1b-only if native language is also their dominant language
     1c-even if native language is not their dominant language
     1-0 not specified
    2-Bilingual aides instruct in both their native and second language,
     regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified Spanish & English

7.5 <u>Cultural affiliation of teachers, aides, project director and evaluators by
number and percent</u> (Mark all that apply) Specify cultural affiliation.

A. Teachers No. %	B. Aides No. %	C. Proj. Director	D. Evaluator(s)No. %
Pre-school through H.S. 6 __ (bilingual)	9 Pre-school–8th __ (bilingual)	__Monolingual__	Bilingual 1 __
K & Jr. High __2__ (monolingual)	–0–	__–0–__	–0– __0__ __0__

0-not specified

7.6 Selection of N-EMT teachers from local community
   0-not specified   7.6 No.   %
   Number of N-EMT program teachers from local community ____   **N5** ___
   and % ____of total N-EMT teachers.

7.7 Number and Proportion of teachers and aides of same   7.7 No. %
   cultural background as N-EMT students: A 4 **80**
   indicate specific percent on the blank, or   B 9 100

At least; teachers & teacher aides of the Spanish   if specified descriptively,
classes will be native speakers of   A = teachers   1-few
Spanish from the local Mexican-Ameri-   B = aides   2-some
can community.   (all)   3-many
C 10   4-most
                               5-more than half   80% bilingual 8
                               0-not specified   20% monolingual 2
                               6-all   teachers----10

7.8 Teacher Qualifications - Training prior to project   no.'s
   (Indicate number of teachers with each qualification, 7.8 2,4,5,8,9,10,11,15
                               if given)

    n.s.-qualifications not spcified
     0-previous courses not specified
    1.____teacher must meet a specified level of language proficiency on a
         standardized proficiency test of the non-English language through
         which (s)he will instruct
    ②__8__teacher must meet a specified level of communicative competence in
         the non-English language determined by a structured interview
    3.____previous teaching through N-EMT (in country where it is a native
         language, in Peace Corps)
C 10 — ④_10_previous teaching in local area
      ⑤_10_courses in N-EMT language structure and usage
      6.____courses in N-E literature
      7.____content (e.g. Social Studies) courses learned through N-EMT
      8.____any previous education through N-EMT
      ⑨_10_courses in teaching ESL
      ⑩_10_courses in methods of teaching N-EMT language
I 10   ⑪_10_courses in methods of teaching content (e.g. math)in N-EMT
      12.____certification in ESL
      13.____certification in teaching N-EMT
      14.____cross cultural courses
      ⑮_10_courses in the cultural heritage, values, deep culture of N-EMT
      16.____other qualifications, specify

8.0 STAFF DEVELOPMENT   see Attachment #3   8.1 A 1,2,6,8,10 _____
                                         B 1,2,6 _____
     0-No staff training mentioned
  8.1 The project is offering training for teachers   A. For   B. For Para-
    /   and /or paraprofessionals in the following areas:Teachers professionals
I Sec. J.   (mark all that apply)

    n.s.-Training indicated, but nature not specified ....
    1-English as their second language ....   --X--   --X--
    2-The teaching of English as a second language ....   --X--   --X--
    3-X as their second language.......................
    4-The teaching of X as a second language............
    5-Methods of teaching other academic subjects ....
    6-Methods of teaching other academic subjects
     in X language   X   Y

(ell)

4-most   80% bilingual 8
5-more than half   20% monolingual 2
0-not specified   teachers----10
6--all

7.8 Teacher Qualifications - Training prior to project   no.'s
(Indicate number of teachers with each qualification, 7.8 2,4,5,8,9,10,11,15
if given)

     n.s.-qualifications not spcified
       0-previous courses not specified
     1.____teacher must meet a specified level of language proficiency on a
           standardized proficiency test of the non-English language through
           which (s)he will instruct
     ②..8.teacher must meet a specified level of communicative competence in
           the non-English language determined by a structured interview
     3.____previous teaching through N-EMT (in country where it is a native
           language, in Peace Corps)
C 10 ── ④.10 previous teaching in local area
     ⑤.10 courses in N-EMT language structure and usage
     6.____courses in N-E literature
     7.____content (e.g. Social Studies) courses learned through N-EMT
     8.____any previous education through N-EMT
     ⑨.10 courses in teaching ESL
     ⑩.10 courses in methods of teaching N-EMT language
I 10   ⑪.10 courses in methods of teaching content (e.g. math)in N-EMT
     12.____certification in ESL
     13.____certification in teaching N-EMT
     14.____cross cultural courses
     ⑮.10 courses in the cultural heritage, values, deep culture of N-EMT
     16.____other qualifications, specify

8.0 STAFF DEVELOPMENT   see Attachment #3   8.1 A 1,2,6,8,10
                                                 B 1,2,6

     0-No staff training mentioned
   8.1 The project is offering training for teachers   A. For   B. For Para-
       and /or paraprofessionals in the following areas:Teachers professionals
I Sec. J. (mark all that apply)

	A. For Teachers	B. For Paraprofessionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	X
3-X as their second language	X	X
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language	X	X

I 11 Sec 8--teaching the bilingual child
1 course 10--teaching reading to Spanish speaking pupils   I 1,5,6,7,8,9,10
2 parts 8.2 Stated goals of teacher training are: 8.2 II same

	Students I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of	X	X
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of	X	X
6-Strategies for cognitive development of	X	X
7-Strategies for reinforcing the self-esteem of	X	X
8-Methods of cross-cultural teaching or teaching the bicultural component	X	X
9-Formulation of pupil performance objectives	X	X
10-Methods of evaluation of pupil performance objectives	X	X

     List specific courses if given (or Xerox and attach)

8.3 <u>Methods of Teacher Training</u>:   (Mark all that apply)   8.3 <u>1,2,3</u>

    1-courses
    2-experiential, teaching supervised by master teacher
    3-workshops where teachers offer suggestions to each other
    4-use of video-tapes of teachers for feedback on how they are doing
    5-cross-cultural sensitivity training, t-groups
    6-interaction analysis (e.g. Flanders system)
    7-other (specify)

8.4 <u>Project provides released time to teachers and paraproffesion-</u>   8.4 <u>1</u>
    <u>als for joint lesson planning</u>:   1-yes   0- not mentioned

8.5 <u>Project provides for paraprofessionals to receive course credit</u>   8.5 <u>1</u>
    <u>toward eventual certification</u>: 1-yes   0-not mentioned
    How? (specify) <u>In-Service Courses</u>

8.6 <u>Paraprofessional's role</u>:   8.6 <u>1,2,3,4,5,6</u>

    1-teaching whole class
    2-teaching small groups
    3-tutoring individually
    4-clerical
    5-contributing to bicultural component
    how ? <u>Personal experiences Research-Educational Background</u>
    6-liaison with parents

8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A <u>1</u>
    (mark all that apply)   A for teachers   B for aides   B <u>1</u>
    0-not specified

I 10   1-University faculty   X   X
    2-project's Master Teachers
    3-project's teachers
    4-other (specify)

8.8 <u>Number and Proportion of personnel giving teacher training who</u>   8.8 1 2 0 100% of
    <u>are</u>:   22a teacher &
    1-bilingual   3 aide partici-
    2-bicultural   pation
    3-N-EIT (specify background)

8.9 <u>Training is provided</u>:   8.9 <u>2</u>
    1-during a summer session
C 6   2-during the academic year
    3-other (specify)

8.10 <u>Extent of training</u>:   8.10 A <u>1</u>
              B (indicate no. of hours)   B 5
I Sec. A 1-approximately equivalent to a   5 _____ weekly   6 3 hrs.
J. p.10   college course   6 <u>3 hrs</u> monthly   7
    2-more than one course   7 _____ bi-monthly
    3-less than one course
    4-other (specify) <u>8.3 hrs. monthly extra</u> for curriculum days

                                 no.   %
8.11 <u>Number and Proportion of teachers attending training</u>:   8.11 9 __ 100%
I p.3   or: if specified descriptively, indicate:
Sec. C 0-not specified   6-most
    1-100%   7-many
    2-more than 75%   8-few
    3-50-74%   9-other (specify) all

8.5 <u>Project provides for paraprofessionals to receive course credit</u> 8.5 __1__
    <u>toward eventual certification</u>: 1-yes 0-not mentioned
    How? (specify) ___In-Service Courses_____

8.6 <u>Paraprofessional's role</u>:   8.6 ~~1,2,3,4~~,5,6

    1-teaching whole class
    2-teaching small groups
    3-tutoring individually
    4-clerical
    5-contributing to bicultural component
    how ? __Personal experiences~~ Research-Educational Background__
    6-liaison with parents

8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A__1__
    (mark all that apply)   A for teachers   B for aides   B__1__
    0-not specified

I 10 1-University faculty   __X__   __X__ .
    2-project's Master Teachers
    3-project's teachers
    4-other (specify)   %

8.8 <u>Number and Proportion of personnel giving teacher training who</u> 8.8 ~~120~~ 100% of
    <u>are</u>:   ~~22a~~ teacher &
    1-bilingual   3___ aide partici-
    2-bicultural   pation
    3-N-EMT (specify background)

8.9 <u>Training is provided</u>:   8.9 __2__
    1-during a summer session
C 6 2-during the academic year
    3-other (specify)

8.10 <u>Extent of training</u>:   8.10 A__1__
                         B (indicate no. of hours)   B5____
I Sec. A 1-approximately equivalent to a   5 _____ weekly   6__3 hrs.
J. p.10 college course   6 3 hrs monthly   7____
    2-more than one course   7 _____ bi-monthly
    3-less than one course
    4-other (specify) 8.3 hrs. monthly extra for curriculum days

                                            no.   %
8.11 <u>Number and Proportion of teachers attending training</u>:   8.11 9__ 100%
I p.3   or: if specified descriptively, indicate:
Sec. C 0-not specified   6-most
      1-100%   7-many
      2-more than 75%   8-few
      3-50-74%   9-other (specify)__all__
      4-25-50%
      5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 <u>Teachers'attitudes are assessed</u>: (Mark all that apply)   9.1 4,5,6,7,11
    0-not mentioned
    1-to N-EMT language or dialect
    2-to N-EMT students - expectations of achievement   C 6-no not formal assessment
    3-to N-EMT culture

    4-prior to participation in bilingual project
    5-after project training
    6-after participation for a period of time in project

    7-through a questionnaire   \see addendum Questionnaire attached
    8-other (specify) _____
    11--to the course they attended

10.0 STAFF PATTERNS

10.1 <u>Staff patterns</u>: (mark all that apply) 10.2 <u>Staff</u>:   10.1 __4__
    0-not specified
    1-team teaching   1-bilingual teacher
    2-cluster teaching   2-ESL teacher   10.2 _1,3,4_
    3-shared resource teacher   3-bilingual coordinator
    4-other (specify) _Bilingual Education_ 4-aides or paraprofessionals
       Coordinator (daily visits & answers to 5-consultant psychotherapist
       questions).   or guidance counselor
                                            6-other (specify)_____

C 4
10.3 <u>Average number of pupils per class</u>:
    0-not specified   10.3 __25__

C 32
10.4 <u>Average number of aides or paraprofessionals per class</u>:
    0-not specified   10.4 __1__

10.5 <u>Average number of N-EMT or bilingual aides (or para-</u>
    <u>professionals) per class</u>'   All bilingual-bicultural 10.5 __1__
    0-not specified

10.6 <u>Special aide to pupils having most difficulty in learning</u>
    <u>is given</u>:   10.6 _1,2_
    1-individually   by: 3-teacher
    2-in small groups   4-special remedial teacher   by _3,4,5,6,7,8_
    0-not specified   5-paraprofessional   most of the time
                              6-parent tutor
                              7-older student tutor
                              8-peer tutor
                              9-not specified
                              10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)   I   II II_1

<u>N-EMT language will be maintained in program</u>: E DON   E DON   E DON
(mark all that apply)   NEMT   EMT   NEMT
0-not specified how long
1-as the alternative language of learning   X___   ___0.   _____
   for as long as desired
2-as the medium of instruction for special   X___   ___0.   .....
   subject matter (e.g. cultural heritage)
3-only for the length of time necessary for
   the acquisition of sufficient English to   _____   _____   .....
   permit learning of academic content at an   11.1 I __1__
   acceptable level in English   II _0__
                                                                    II_1 _0__

C 4
11.2 <u>How many years does project state is optimal for instruction</u>
    <u>for N-EMT group through N-EMT language to continue?</u>   11.2 __8__

    0-not mentioned
    if for a particular number of years:
    1 2 3 4 5 6 7 (8) 9 10

(if specified in terms of a condition, please state it -

10.4 <u>Average number of aides or paraprofessionals per class:</u> 10.4 __1__

C 32 0-not specified

10.5 <u>Average number of N-EIT or bilingual aides (or para-</u> 10.5 __1__
  <u>professionals) per class</u> All bilingual-bicultural
  0-not specified

10.6 <u>Special aide to pupils having most difficulty in learning</u> 10.6 __1,2__
  <u>is given:</u>
  1-individually by: 3-teacher by 3,4,5,6,7,8
  2-in small groups 4-special remedial teacher most of the time
  0-not specified 5-paraprofessional
    6-parent tutor
    7-older student tutor
    8-peer tutor
    9-not specified
    10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II_1

<u>N-EIT language will be maintained in program:</u> E DOM E DOM E DOM
(mark all that apply) NEMT EMT NEMT
0-not specified how long
1-as the alternative language of learning X 0
  for as long as desired
2-as the medium of instruction for special X 0
  subject matter (e.g. cultural heritage)
3-only for the length of time necessary for
  the acquisition of sufficient English to
  permit learning of academic content at an 11.1 I __1__
  acceptable level in English II 0
    II_1 0

11.2 <u>How many years does project state is optimal for instruction</u> 11.2 __8__
  <u>for N-EIT group through N-EIT language to continue?</u>

C 4

  0-not mentioned
  if for a particular number of years:
  1 2 3 4 5 6 7 (8) 9 10

  (if specified in terms of a condition, please state it -
  e.g. "if a child begins learning in N-EIT and English in Pre-K,
  N-EIT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 <u>Second language learning is introduced in which grade:</u> 11.3 I_1 2,13,14
  code: C= N.A. (if no EIT) II 1,2,13/4
  13= 14= II_1

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM		X.	X	X	X	X	X	X	X	X	X				
II EDOM		X.	X	X	X	X	X	X	X	X	X				
II_1 DOM/NEMT															

11.4 The current project will be linked to a future Bilingual
Program at the indicated grade level: (indicate specific grade)

	00	0 not	grades					14 Voc.
code:	(if no EIT)	mentioned	1-3	4-6	7-9	10-12	13-college	training
I N-E DOM								
II E-DM - EIT		---		...	...	X.	---	---	---
II₁ E-DOM/NEIT		---		---	---	X.	---	---	---
		---		...	---	---	...	---	---

code: 13=College or University (Other professional training)   11.4 I   7-9
      14=Federal, State, or Private Vocational Job training   I₂ 7-9
                                                                     II

11.5 Second language learning for English dominant students is   11.5 I₂ 00
     projected through grade: II

	00 if	0 not	grades										
code:	no EIT	specified	1	2	3	4	5	6	7	8	9	10	11	12
II EIT	---									X.			
II₁ N-EIT/E Dom	---									X.			

11.6 Learning in their native language for Non-English dominant   11.6   9
     students is projected through grade:
     0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language
     per day for N-EIT students who are N-E dominant is:

I 16 Sec. L.

     code: 0=not specified   m=math   s = science   ss = social studies

	11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
PreK				Pre K
1				1
2				2
3				3
4	50%	45 min per	all subjects	4 50%
5		subject	except ESL	5
6				6
7				7
8				8
9				9
10	ungraded			10
11	0			11
12				12

11.10 The amount of instructional time in and through their native language
      for N-EIT students who are English dominant is:

      code: 0 = not specified   N.A. = not applicable, no N-EIT, E dom students

11.5 Second language learning for English dominant students is projected through grade: 11.5 I₂ 00
II

code: no EIT specified | grades 1 2 3 4 5 6 7 8 9 10 11 12

II EIT .... X.... ....
II₂ N-EIT/E Dom ....

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 ..9

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EIT students who are N-E dominant is:

I 16 Sec. L.

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
PreK				Pre K
1				1
2				2
3				3
4	50%	45 min per	all subjects	4 50%
5		subject	except ESL	5
6				6
7				7
8				8
9				9
10	ungraded			10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

	11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
PreK				Pre K
1	about 50% of the	it varies with	M;SS;Health;	1
2	day	subjects & stu-	History	2 50% of the day &
3		dents' abilities		3 it may vary on
4				4 different days
5				5
6				6
7				7
8				8
9	2 periods per day			9 80.9%
10				10 20.%
11	ungraded			11
12				12

(OVER)

11.7

1. Expanded experiences with the environment so that concepts may be acquired and clarified through a.) field trips, excursions, visitors, b.) filmstrips, motion pictures, pictures, realia.

2. Improvement and extension of the native language Spanish so that the mother tongue may be refined through one hundred oral lessons in Spanish based upon the Ann Arbor, Michigan materials prepared by the Foreign Language Innovative Curriculum Series Committee (dialogues, games, jingles, rhymes, stories, etc.). Stories, conversation, poetry provided by the teacher aide and/or teacher if she is a native speaker.

3. Literacy in Spanish so that pupils may make use of printed materials in their native language through a.) reading readiness activities in Spanish, b.) sound symbol correspondence lessons, c.) skill development in using structure and context clues in reading, d.) reading vocabulary development and enrichment, e.) comprehension skills and study skills.

4. Proficiency in oral English will stress listening comprehension and speaking fluency through records, tapes, lesson plans and teaching manual, use of listening posts, tape recorder and informal exchange among English speaking peers.

5. Literacy in English commensurate with the language strengths and development of the learners through many approaches to reading.

6. Achievement in subject matter areas of arithmetic, science, social science and other content specialties through manipulative materials for developing quantitative concepts, new math in Spanish, adaptations in Spanish of existing materials at suitable levels, practice in computational skills, science concepts developed and explained in Spanish, health and safety practices presented pictorially and verbally in Spanish, social science concepts: family, neighborhood, community, art, music and literature.

11.13 1-Program is one-way - only non-English Mother Tongue
       students (including N-EMT-English dominant). English
       Mother tongue students do not receive instruction in
       a second language
       0-no English Mother tongue students

11.13 __1__

-C4

11.14 The amount of instructional time in and through their second language
       for pupils who are native speakers of English is:

       code: 0 = not specified   N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2	no more than an			2
3	hr a day	NA	SSL	3 1/10 per day
4			(Spanish as a	4
5			Second Language)	5
6				6
7				7
8				8
9				9
10	ungraded			10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide
       in the classroom (mark all that apply)

11.17 _5,6_

       0-not specified
       1-languages are never mixed by either the teacher, aide or the
         pupil in any one class period; only one language is used.
       2-the second language is used exclusively by the teacher,aide
         and pupils during at least one portion of the school day.
       3-the teacher uses one language exclusively within a class period;
         pupils are allowed to use either native or second language.
       4-the teacher uses only one language; however, the aide or para-
         professional uses another during the same class period; students
         may use either.
       5-the teacher reinforces any conversation initiated by the child
         through the use of whichever language the child has used at the time.
       6-constant switching from one language to another by teacher during
         lesson.   whenever needed
       7-the teacher uses English and the paraprofessional then translates
         the same material for N-EMT pupils.
       8-other (summarize)

	Min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
PreK				Pre K
1				1
2	no more than an			2
3	hr a day	NA	SSL	3 1/10 per day
4			(Spanish as a	4
5			Second Language)	5
6				6
7				7
8				8
9				9
10	ungraded			10
11				11
12				12

11.17 <u>Mixed or separate language usage by teacher and/or aide</u>   11.17 _5,6_
in the classroom (mark all that apply)

0—not specified
1—languages are never mixed by either the teacher, aide or the
   pupil in any one class period; only one language is used.
2—the second language is used exclusively by the teacher, aide
   and pupils during at least one portion of the school day.
3—the teacher uses one language exclusively within a class period;
   pupils are allowed to use either native or second language.
4—the teacher uses only one language; however, the aide or para-
   professional uses another during the same class period; students
   may use either.
5—the teacher reinforces any conversation initiated by the child
   through the use of whichever language the child has used at the time.
6—constant switching from one language to another by teacher during
   lesson.   whenever needed
7—the teacher uses English and the paraprofessional then translates
   the same material for N-EIT pupils.
8—other (summarize)

I = Initial proposal

12.0 METHODS OF SECOND LANGUAGE TEACHING

     (Mark all that apply; some projects may use a combination   12.0 _1_
I 1st yr   of methods)   _2a_
16, Sec. L.
     1—<u>Audio-lingual</u> habit skills or behavioral approach. Emphasis
Curric. on communication. Includes contrastive analysis of sounds
     (units) in both languages by teacher and students, student
     repitition of tapes and/or fluent teachers' model sentence
     patterns until responses are automatic. Structural drills and
     dialogues are systematically presented. Includes direct as-
     sociation between object and word in second language in a
     sequence of patterns learned in complete sentences. Inductive-
     generalizations drawn from examples.

     2—<u>Transformational-cognitive approach</u>
     Acquiring an understanding of the structural patterns or
     grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

~-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
1-concurrently with dominant language listening-speaking skills
2-after a specified level of competency achieved in listening-speaking skills in dominant language   X   NA
3-a specified period of time after listening-speaking skills in dominant language taught
4-before any specified level of listening-speaking competence achieved in dominant language

13.1 IB 2
     IIB NA

13.2 ALM sequence followed:
1-Listening-speaking proficiency precedes introduction of reading   X

13.2 IA 1
     IB
     IIA
     IIB

C-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking
  skills are learned: 13.1 IB 2
  1-concurrently with dominant language   IIB NA
    listening-speaking skills
  2-after a specified level of compe-
    tency achieved in listening-speaking
    skills in dominant language   X   NA
  3-a specified period of time after
    listening-speaking skills in dominant
    language taught
  4-before any specified level of lis-
    tening-speaking competence achieved
    in dominant language
                                                           13.2 IA 1
13.2 ALM sequence followed: IB
  1-Listening-speaking proficiency   IIA
    precedes introduction of reading   X   IIB
1st yr 2-Reading is taught concurrently
13, Sec.K. with listening-speaking skills
  3-Learning to read overlaps learning
    of listening-speaking skills
  4-There is some overlap between
    learning to read and to write

13.3 Listening-speaking proficiency   13.3 IA
  determined by: IB 2
  1-measure of listening-speaking   IIA
1st yr.   proficiency   IIB 2
19, Sec.M 2-informal assessment by teacher   X   X
Eval.

13.4 Second language reading skills   13.4 IB 3
  are learned: IIB 3
  1-concurrently with learning to read
    in dominant language
  2-after a specified level of dominant
    language reading competence
    achievement
** 3-a specified period of time after
    learning to read in dominant language
    (e.g. a specific grade)   X   X
  4-before learning to read in dominant
    language

**3a-and also, may I say, after they have had quite a bit of ESL/SSL

C 2nd yr. p.3

	I Non Eng dom students		II Eng dom students	
	A dom lang	B second lang	A dom lang	B second lang

13.5 Reading is introduced:
A-individually, when child is ready or at a specific time during grade:

	I-A	I-B	II-A	II-B
K	X		X		13.5 IA __K__
1					IB ____
2					IIA __K__
3					IIB ____

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

	I-A	I-B	II-A	II-B
1			X		13.6 IA _2_
2	X				IB ____
	(2)		(1)		IIA _1_
					IIB ____

C p.5

13.7 Grade level reading is expected:

	I-A	I-B	II-A	II-B	
1-in first grade	X (1)		X (1)		13.7 IA _1_
2-in second grade		X (2)		X (2)	IB _2_
3-in third grade					IIA _1_
4-in fourth grade					IIB _2_
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

C 2nd yr. p.7 2.0

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)
10-hard to determine

13.8 IB _2_
IIB _10_
hard to tell

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
(mark all that apply)

14.0 I _2, 4_
II _1_

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		X
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	

13.6 Reading readiness is determined by:
    1-test of reading readiness
    2-informal teacher assessment

      C p.5

		X		13.6 IA_2_
X				IB ___
(2)		(1)		IIA_1_
				IIB____

13.7 Grade level reading is expected:

C 2nd yr. p.7 2.0

		1-in first grade	X_(1)		X_(1)		13.7 IA_1_
		2-in second grade		X_(2)		X_(2)	IB_2_
		3-in third grade					IIA_1_
		4-in fourth grade					IIB_2_
		5-in fifth grade					
		6-in sixth grade					
		7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the
    SECOND language is expected:
    1-in the first grade
    2-second grade
    3-third grade
    4-fourth grade
    5-fifth grade
    6-sixth grade
    7-other (specify)
    10-hard to determine

13.8 IB_2_
    IIB_10_
hard to tell

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
    (mark all that apply)

14.0 I_2, 4_
    II___1_

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		X
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students		II Eng. dom. students		15.0 IA 1
	A –in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IB 1 IIA 1 IIB 1

1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types

1st yr.
17, Sec. L.
Curriculum

Reading Materials are: (mark all that apply)
1-Linguistically based
(Merrill or Miami Linguistic readers, ITA, etc.)   16.1 IA 1 IB   IIA 1 IIB____

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1   16.2 IA N A   IIA ____
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

1st yr.
16 Sec. L.
Curriculum

0-none specified	—	—
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children	X	X
AUDIO VISUAL AIDES		

control of the standard form. ___ ___ ___ ___

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

1st yr.
17, Sec. L.
Curriculum

1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)   16.1 IA_1_ IB____   IIA_1_ IIB____

2-Basal readers   ___ ___   ___ ___

3-Dialect readers   ___ ___   ___ ___

4-Experience charts (stories
dictated by children)   ___ ___   ___ ___

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1   16.2 IA_NA_   IIA____
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	X	X
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	X	X
8-flannel or magnetic boards	X	X
9-realia, graphic displays	X	X
10-records, tapes	X	X
11-listening centers	X	X
12-multi-media approach	X	X
Experiential :		
13-role playing	X	X
14-puppetry	X	X
15-experience charts	X	X
16-primary typewriter	X	X
17-learning through direct experience with materials e.g. Montessori	X	X
18-activity centers-chosen by child	X	X
19-other (specify)	___	___
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	X	X
22-other (specify)	X	X

1st yr.
16 Sec. L.
Curriculum

INFORMAL EXCHANGE AMONG ENGLISH SPEAKING PEERS IN A VARIETY OF GAMES, PHYSICAL EDUCATION CLASSES, ART AND MUSIC EXPERIENCES ACCOMPANIED BY ENGLISH.

16.4 The sources of Non-English materials and textbooks are: 16.4 <u>1,2,3,4,</u>7,9,10,
    (mark all that apply)   11
    0-not specified
    1-are written by native speakers of that language
    2-commercially prepared and published in countries where
      N-E is the native language
    3-developed by the project's own bilingual staff
    4-developed by the staff of another bilingual project (specify which)
    5-developed in conjenction with project parents
    6-developed by or with members of N-EMT community
    7-are culturally appropriate for N-E culture
      (specify how this is determined) holidays, traditions and customs of N-E country
    8-are cross cultural   are developed

some—   9-commercially prepared and published in the U.S.
    10-are translations of U.S. texts - math

I 16,17   11-are coordinated with materials used in the regular subject
      curriculum
    12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language 16.5<u> 1 </u>
    component are:
    0-not specified
    1-xerox attached-page and document <u>I 17 Sec. L5</u>

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1 <u>2,3,4,5,6</u>
    groups: (mark all that apply)
    0-not specified
    <u>Pupils of both linguistic groups are</u>:
    1-always mixed for all learning
    2-mixed for language learning
    3-mixed for some academic subject learning
    4-mixed for non-academic learning; art, music, gym, health
    5-separated for native and second language learning into
      dominant language groups
    6-separated for most academic subject learning into dominant
      language groups
    7-never mixed for language or other academic learning
    8-other (specify)

17.2 Students are grouped for language instruction: 17.2 <u>1A,2A,3A</u>
    (mark all that apply)   A-more than ½ the time   B Less than ½ the time

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	X	
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

	I Non Eng dom	II Eng dom EMT	II₁ Eng dom NEMT
0-not specified			
1-by age & grade	X		X
2-by native language	X		
3-by dominant language	X		
4-by language proficiency			

(specify how this is determined) holidays, traditions and customs of the country
8-are cross cultural   are developed

some——— 9-commercially prepared and published in the U.S.
10-are translations of U.S. texts - math
I 16,17   11-are coordinated with materials used in the regular subject
              curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5___1____
component are:
0-not specified
1-xerox attached-page and document __I 17 Sec. L5__

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1__2,3,4,5,6
groups: (mark all that apply)
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into
   dominant language groups
6-separated for most academic subject learning into dominant
   language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2__1A,2A,3A
(mark all that apply)   A-more than ½ the time   B Less than ½ the time
0-not specified
1-total class   X
2-small groups (specify size)   X
3-individual instruction   X

17.3 Criteria for grouping: Students

0-not specified	I Non Eng dom	II Eng dom EMT	II₁ Eng dom NEMT
1-by age & grade	X		X
2-by native language	X		
3-by dominant language	X		
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)		NS	NS

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1__1,2,3,4
   no-not mentioned
      0-type is not specified
      1-inter-ethnic(N-EMT student tutors EMT students)——because they're bilingual
      2-intra-ethnic (N-EMT student tutors N-EMT)
      3-done by older children (cross age)
      4-done by peers (same age)
      5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
      0-area not specified   18.2__1,2,3,4
      1-inter-ethnic (N-EMT aide tutors EMT student) -bilingual
      2-in the acqusition of native language skills
      3-in the acqusition of second language skills
      4-in other academic subjects

18.3 Parent tutoring: (mark all that apply)   18.3 5,6

        no-not mentioned
         0-type not specified
         1-inter-ethnic parent tutoring is used
         2-intra-ethnic parent tutoring is used

    Parents are trained to become tutors for their children:
         3-in the home by a home-visiting teacher
         4-in an adult education component
         5-in school through observation and guidance of teacher
         6-as parent volunteers who tutor during the school day
         7-materials are provided for use in home by parents
         8-other (specify)

19.0 CURRICULUM PATTERNS   19.0 2 ,3,4,5,6,7,8,
                                                    10

    <u>The stated curriculum pattern of the bilingual project:</u>
    1-Except for inclusion of N-EMT instruction the curriculum is
      otherwise typical or regular, for this state.
      There are other modifications whithin the curriculum of the
      bilingual program which differ from traditional, typical curri-
      culum such as: (mark all that apply)
         2-a non-graded classroom: pupils of different ages are
           grouped together during part of the school day
         3-flexible or modular scheduling
         4-small group instruction
I 19   5-individualized learning
         6-open classroom
         7-guided discovery and inquiry
         8-a curriculum which is both child and subject-centered
         9-others (specify)
         10-if the program includes activities which complement
           experiences children encounter in the home, community
           and through mass media i.e. TV, describe below:
All the H-200 lessons are planned so that students can cook, buy from grocery stores and feel,
taste, smell around their community. Visits are made to Police Station, Fire Station, snow
trips, etc. Also, we use Sesame Street and Electric Co. Hour every day.

    20.0 COGNITIVE DEVELOPMENT   C p. 1-15 Bilingual Curriculum Report

* 20.1 Cognitive development in early childhood grades is fostered through:
        0-method not mentioned   20.1 1,2,3,4,5
        1-structured envirionment rich with materials child can manipulate
I Curric.   order, compare, match for perceptual-motor development
Sec. L 16 2-non-verbal materials, such as Montessori materials from which
        children can learn sensory discrimination, matching, seriation,
        counting, addition, subtraction
        3-labeling and discussion of concepts related to time, space, distance,
        position
        4-labeling and grouping actual objects to learn classification;
        grouping objects with common attributes and labeling their

19.0 CURRICULUM PATTERNS

19.0 __2_;3,4,5,6,7,8,__
         10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is
  otherwise typical or regular, for this state.
  There are other modifications whithin the curriculum of the
  bilingual program which differ from traditional, typical curri-
  culum such as: (mark all that apply)
          2-a non-graded classroom: pupils of different ages are
            grouped together during part of the school day
          3-flexible or modular scheduling
          4-small group instruction
  I 19   5-individualized learning
          6-open classroom
          7-guided discovery and inquiry
          8-a curriculum which is both child and subject-centered
          9-others (specify)
          10-if the program includes activities which complement
             experiences children encounter in the home, community
             and through mass media i.e. TV, describe below:
All the H-200 lessons are planned so that students can cook, buy from grocery stores and feel,
taste, smell around their community. Visits are made to Police Station, Fire Station, snow
trips, etc. Also, we use Sesame Street and Electric Co. Hour every day.

20.0 COGNITIVE DEVELOPMENT   C p. 1-15 Bilingual Curriculum Report

* 20.1 Cognitive development in early childhood grades is fostered through:
        0-method not mentioned   20.1 __1,2,3,4,5__
        1-structured envirionment rich with materials child can manipulate
I Curric. order, compare, match for perceptual-motor development
Sec. L 16 2-non-verbal materials, such as Montessori materials from which
           children can learn sensory discrimination, matching, seriation,
           counting, addition, subtraction
        3-labeling and discussion of concepts related to time, space, distance,
          position
        4-labeling and grouping actual objects to learn classification;
          grouping objects with common attributes and labeling their
          attributes (i.e. colors, sizes)
        5-direct experience of processes of science through discovery, using
          materials rather than text; active experimentation by child with teacher's
          guidance rather than teacher demonstration.
        6-direct experience of math through discovery rather than instruction
        7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
     0-method not mentioned   ?....-4th-8th-grade
C 17-30 1-specify or xerox p. no. and document   Language Arts Reading
         n.a.-no grade 4 or later grades

*20.1   Continued experiences from 20.1 adapted to individual child's needs and level
of achievement.

.21.0 <u>SELF-ESTEEM</u>   21.0 <u>1,2,3,4,5</u>,6,7,
                                                           <u>8,10,12,14</u>

<u>Stated methods of project component expected to increase self-esteem:</u>
no-self-esteem not mentioned as an objective
  0-self-esteem is an objective but methods not specified
    Teacher encourages pupil to verbally express his feelings:
        1-through role-playing
        2-puppetry
        3-language-experience approach: students dictate stories from
          their own experience
        4-teacher accepts, acknowledges ideas and feelings
        5-teacher encourages non-verbal expression of child's feelings
          through painting, music, dancing
        6-teacher provides experiences in which the various ways that
I p.19   children act are accepted by the teacher; their actions are
Sec. M. Eval. discussed and the children are encouraged not to make fun of
          "different" ways
        7-teacher provides experiences leading to competency and
          success
        8-teacher provides experiences where occasional failure is
          acknowledged as part of everyone's experience; second
          attempts are encouraged
        9-other (specify) (xerox or summarize) document page #

    Teacher provides experiences in pupil self-direction and acceptance of
    responsibility, such as:
        10-pupils act as tutors for other pupils
        11-pupils have some options in choice of curriculum
        12-pupils choose activities from a variety of interest centers
        13-older pupils participate in curriculum planning and/or
          development
        14-pupils write a bilingual newspaper for dissemination to the
          community
        15-other (specify)

22.0 LEARNING STRATEGIES   22.0 <u>1</u>

    1-The project mentions the following specific learning strategies
      as important for reaching a particular ethno-linguistic group:
      (specify or xerox)   Document and Page no.
      Example: Navajo children resist participation in an authoritarian,
      traditional classroom. An open classroom where teacher partici-
      pates rather than directs all activities and students or groups of
      students initiate activites, move about freely or sit in a circle or
      horseshoe rather than sit in rows, has been found more effective.
    0-none mentioned

                          check on Project Handbook on Curriculum guide p.25

23.0   BICULTURAL COMPONENT

5-teacher encourages non-verbal expression of child's feelings
   through painting, music, dancing
6-teacher provides experiences in which the various ways that
   children act are accepted by the teacher; their actions are
   discussed and the children are encouraged not to make fun of
   "different" ways

7-teacher provides experiences leading to competency and
   success
8-teacher provides experiences where occasional failure is
   acknowledged as part of everyone's experience; second
   attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as:
   10-pupils act as tutors for other pupils
   11-pupils have some options in choice of curriculum
   12-pupils choose activities from a variety of interest centers
   13-older pupils participate in curriculum planning and/or
      development
   14-pupils write a bilingual newspaper for dissemination to the
      community
   15-other (specify)

22.0 LEARNING STRATEGIES   22.0 __1____

1-The project mentions the following specific learning strategies
   as important for reaching a particular ethno-linguistic group:
   (specify or xerox)   Document and Page no.
   Example: Navajo children resist participation in an authoritarian,
   traditional classroom. An open classroom where teacher partici-
   pates rather than directs all activities and students or groups of
   students initiate activites, move about freely or sit in a circle or
   horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

                            check on Project Handbook on Curriculum guide p.25

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1_ 3,4,5,6
   1-bilingual alone
   2-bilingual and bicultural
   3-bilingual and multicultural

   0-not specified as to which of the above
   4-an ethnic studies program is included in the bilingual program
   5-art, posters, realia, crafts of both cultures are exhibited in
      the classroom
   6-language and cultural content are integrated
   7-other (specify)

.23.2 Cross-cultural awareness: 23.2 ___1___

C 9
If project mentions specific values or nodes of behavior of
N-EIT culture, please summarize below: (or attach xerox)
found in document _Pre-school_, page #.9_____.
0-not mentioned

Pre-school—"The children experience difficulty in identifying with the other children and adults in the school situation. The families of these children are quite isolated within the community and so the children experience an impoverishment of experiences in either cultural community. Family units, for the most part, are strong and the children well cared for. Parents express concern about their children but are experiencing the same kinds of language and communication problems as their children."

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3 ___1___
either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

Busing

23.4 In the bicultural compenent knowledge of the N-EIT culture   23.4 _1,2,3,4,6,7
involves (mark all that apply)
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature
(oral or written), achievement of particular people or politcal
movements
2- Historical-cultural heritage of the past—contributions to art
and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country—geography, dates
of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of sane ethnic/linguistic group (i.e. Spanish-
speaking peoples)
7-A third culture different from NEIT or EIT
8-Other (specify)

23.5 American culture is defined: 23.5 ___2___
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America—multicultural
contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or
elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 __1,2,3__

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3____1____
        either or both groups, describe below: (or xerox-document page/#)
      0-none mentioned

                                    Busing

23.4 In the bicultural compenent knowledge of the N-EiT culture   23.4 _1,2,3,4,_6,7
      involves (mark all that apply)
      0-no bicultural component mentioned
      1-Humanistic aspects of culture: ideals and values, literature
        (oral or written), achievement of particular people or politcal
        movements
      2- Historical-cultural heritage of the past--contributions to art
         and science
      3-'Deep' culture: family patterns and contemporary way of life.
      4-Itemization of surface aspects of a country--geography, dates
        of holidays etc.
      5-A specific culture only e.g. one Indian tribe
      6-Various cultures of sane ethnic/linguistic group (i.e. Spanish-
        speaking peoples)
      7-A third culture different from NEiT or EiT
      8-Other (specify)

23.5 American culture is defined: 23.5____2____
      0-not specified
      1-narrowly: primarily Anglo-Saxon orientation
      2-broadly: ethnic pluralism of America--multicultural
        contributions of various ethnic groups discussed
      3-other(indicate document and page number for xerox) or
        elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 __1,2,3__
      0-group not specified
      1-project children
      2-adults of the project community
      3-teachers
      no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 __1,2,3__
      0-group not specified
      1-project children
      2-adults of the project community
      3-teachers
      no-ethnic studies library not mentioned

page 19

24.3 Provision is made by the school for informing the parents
   and community about the program through:(Mark all that apply)
      0-method not specified
      no-no provision for informing community
      1 · bilingual newsletter
      2·· monolingual newsletter
      3· ews sent to mass media.
      4-if articles included with project, check 4
C p.14   5-bilingual fliers sent home
      6-formal meetings
      7-informal meetings open to entire community
    · 8-meetings conducted in both languages
      9-home visits
      10-other (specify)
      11-project director personally involved in program
          dissemination. specify how

24.3 3,4,5,6,7,8,
9,11

24.4 Community involvement in the formulation of school policies
   and programs is sought through:
      0-type not specified
C Eval.   no-not sought
Sec. M.   1-existing community groups working with program
p.15   2-bilingual questionnaires
      3-community-school staff committees
      4-community advisory groups
      5-formal meetins open to the entire community
      6-informal meetings with community groups
      7-other (specify)
C p.14   8-project director personally seeks involvement of community
         in program. specify how I p.7 Bilingual Education Coordinator attending
           meetings of the Community Advisory Committee

24.4 3,6,8

24.5 The school keeps informed about community interests, events and
   problems through:
      no-no mention of school seeking to be informed about community
      1-meetings open to the entire community conducted in ~~both~~ Spanish
C p.15   ~~languages~~
      2-community representatives to the school
      3-bilingual questionnaire sent to the home
      4-home visits by school personnel coordinator
      5-other (specify)
      0-method not specified

24.5 1,4

24.6 The school is open to the community through:
      0-not mentioned
C p.14   no-school is not open to community for community use
      1-opening school facilities to the community at large for use

24.6 1,2,3

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program
    dissemination. specify how

24.4 Community involvement in the formulation of school policies
     and programs is sought through: 24.4 _3,6,8_
        0-type not specified
        no-not sought
C Eval.   1-existing community groups working with program
Sec. M.   2-bilingual questionnaires
p.15   3-community-school staff committees
        4-community advisory groups
        5-formal meetins open to the entire community
        6-informal meetings with community groups
        7-other (specify)
G p.14   8-project director personally seeks involvement of community
           in program. specify how   I p.7 Bilingual Education Coordinator attending
         meetings of the Community Advisory Committee

24.5 The school keeps informed about community interests, events and
     problems through: 24.5 _1,4_
        no-no mention of school seeking to be informed about community
        1-meetings open to the entire community conducted in ~~both~~ Spanish
C p.15   ~~languages~~
        2-community representatives to the school
        3-bilingual questionnaire sent to the home
        4-home visits by school personnel coordinator
        5-other (specify)
        0-method not specified

24.6 The school is open to the community through: 24.6 _1,2,3_
        0-not mentioned
C p.14 no-school is not open to community for community use
        1-opening school facilities to the community at large for use
          after school hours and on weekends
        2-providing adult education courses
        3-other (specify) scheduled meetings with parents and others in the community

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
     program through: 25.1 _1,2,3,6_
        1-newspaper articles
C p.9   2-radio programs   Yuba County Welfare Dept.
        3-TV programs   for Pre-School
        4-video-tapes
        5-films
        6-visitors to observe the program

-25.2 Project's impact: Addendum—p.4   25.2 _1,2,3_
                1-Project mentions that other classes in the school, but
                   not in the program have picked up methods or material from
                   the bilingual program
                2-Project mentions other schools in the local educational system
                   have started bilingual programs
                3-Project mentions that a University has instituted teacher
                   training courses in bilingual education to meet staff devel-
                   opment needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of
        the same language, culture and grade levels as the children in
        the bilingual program: 26.1 _1,2,3,4_
        0-not mentioned
        1-published measures
        2-staff developed measures
        3-staff translations of published measures
        4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 ___3___
        0-not mentioned
        no-never
Introduction   1-once or twice during the year
Final Report   2-more than twice
Audit   3-regularly
        4-other (specify)

26.3 Evaluator has met with teachers: 26.3 ___3___
        0-not mentioned
        no-never
Final Report   1-once or twice during year
Audit   2-more than twice
        3-regularly
        4-other (specify)

27.0 EVALUATION PROCEDURE

       27.1 0-not specified   27.1 ___1___
C 19   1-A comparison group has been chosen
Sec. M   2-A comparison group will be chosen

       27.2 0-not specified (mark all that apply)   27.2 _1,3,5,7_
             1-Pre-tests have been given to project group or sample
Final Report 2-   "   will be   "   "
             3-Post-tests have been given to project group or sample
             4-   "   will be   "   "
             5-Pre-tests have been given to comparison group
           : 6-   "   will be   "   "
             7-Post-tests have been given to comparison group
             8-   "   will be   "   "

OEG-0-4-1400-75-4159 (280)

Project # 75 Marysville, California   sent this questionnaire back with their
Content Analysis Schedule verification   as the one they use, developed by Las Cruces
New Mexico.

QUESTIONNAIRE

PARENT ATTITUDE TOWARD BILINGUAL EDUCATION

ACTITUD DE LOS PADRES ACERCA DE LA INSTRUCCIÓN BILINGÜE

Please mark one response for each of the following statements.
Márquese una respuesta para cada frase siguiente.

1. I feel that my child is getting .....
    Mi hijo(a) está recibiendo .....

    _____ a. a very good education.
              muy buena instrucción.

    _____ b. a good education.
              buena instrucción.

    _____ c. a poor education.
              instrucción inferior.

    _____ d. a very poor education.
              instrucción muy inferior.

2. In the past my child usually has received .....
    Anteriormente mi hijo(a) recibía .....

    (Do not answer if this is your child's first year in school.)
    (No se conteste si es el primer año de su hijo(a) en la escuela.)

    _____ a. a very good education.
              muy buena instrucción.

    _____ b. a good education.
              buena instrucción.

    _____ c. a poor education.
              instrucción inferior.

    _____ d. a very poor education.
              instrucción muy inferior.

LAS CRUCES PUBLIC SCHOOLS

QUESTIONNAIRE
PARENT ATTITUDE TOWARD BILINGUAL EDUCATION
ACTITUD DE LOS PADRES ACERCA DE LA INSTRUCCIÓN BILINGÜE
Page 2

3. I believe my child will continue to get .....
    Creo que mi hijo(a) continuará recibiendo .....

        _____ a. a very good education.
                    muy buena instrucción.

        _____ b. a good education.
                    buena instrucción.

        _____ c. a poor education.
                    instrucción inferior.

        _____ d. a very poor education.
                    instrucción muy inferior.

4. My child is learning .....
    Mi hijo(a) está aprendiendo .....

        _____ a. many things about his heritage and culture.
                    mucho acerca de su herencia y cultura.

        _____ b. some things about his heritage and culture.
                    algo acerca de su herencia y cultura.

        _____ c. nothing about his heritage and culture.
                    nada acerca de su herencia y cultura.

5. School seems to be making my child .....
    La escuela parece influir en mi hijo(a) a ser .....

        _____ a. very friendly with children from other cultural backgrounds.
                    muy amigable con niños de otras culturas.

        _____ b. friendly with children from other cultural backgrounds.
                    amigable con niños de otras culturas.

        _____ c. the same in his friendliness toward children from other
                    cultural backgrounds.
                    lo mismo en su amistad con niños de otras culturas.

        _____ d. unfriendly with children from other cultural backgrounds.
                    poco amigable con niños de otras culturas.

        _____ e. very unfriendly with children from other cultural backgrounds.
                    no amigable con niños de otras culturas.

LAS CRUCES PUBLIC SCHOOLS

8

6. It seems as though my child's teacher is .....
   Parece que la maestra de mi hijo(a) está (es) .....

   _____ a. very eager to talk to parents.
           muy deseosa de platicar con los padres.

   _____ b. eager to talk to parents.
           deseosa de platicar con los padres.

   _____ c. indifferent about talking to parents.
           indiferente a platicar con los padres.

   _____ d. reluctant to talk to parents.
           renuente a platicar con los padres.

   _____ e. very reluctant to talk to parents.
           muy renuente a platicar con los padres.

7. I visit school .....
   Visito la escuela .....

   _____ a. 7 or more times a year.
           7 o más veces al año.

   _____ b. 5-6 times a year.
           5 o 6 veces al año.

   _____ c. 3-4 times a year.
           3 o 4 veces al año.

   _____ d. 1-2 times a year.
           una o dos veces al año.

8. I am .....
   Estoy .....

   _____ a. very interested to hear about what is going on in school.
           muy interesado en saber lo que pasa en la escuela.

   _____ b. somewhat interested.
           algo interesado.

   _____ c. not interested.
           desinteresado.

LAS CRUCES PUBLIC SCHOOLS

9

9. I feel that I am told .....
   Creo que me dicen .....

   _____ a. everything I want to know about my child's schooling.
            todo lo que deseo saber de la instrucción de mi hijo(a).

   _____ b. almost everything I want to know.
            casi todo lo que deseo saber.

   _____ c. very little of what I want to know.
            muy poco de lo que deseo saber.

   _____ d. nothing cf what I want to know.
            nada de lo que deseo saber.

10. Parents should be included .....
    Se debe incluir a los padres .....

   _____ a. much more in educational decision making.
            mucho más en la formulación de decisiones educativas.

   _____ b. more in educational decision making.
            más en la formulación de decisiones educativas.

   _____ c. about as much as they are now included in educational decision
            making.
            como ahora se incluyen en la formulación de decisiones educativas.

   _____ d. less in educational decision making.
            menos en la formulación de decisiones educativas.

   _____ e. much less in educational decision making.
            mucho menos en la formulación de decisiones educativas.

11. School seems to be .....
    La escuela parece .....

   _____ a. helping my child like himself more than before.
            ayudar a mi hijo(a) a estimarse a sí mismo más que antes.

   _____ b. making no difference in my child's attitude toward himself.
            causar ningún cambio en la actitud de mi hijo(a) hacia sí mismo.

   _____ c. making my child like himself less than before.
            hacer a mi hijo(a) a estimarse a sí mismo menos que antes.

LAS CRUCES PUBLIC SCHOOLS

12. My child seems to be .....
    Mi hijo(a) está (es) .....

    _____ a. very happy in school.
              muy contento en la escuela.

    _____ b. happy in school.
              contento en la escuela.

    _____ c. indifferent about school.
              indiferente acerca de la escuela.

    _____ d. unhappy in school.
              descontento en la escuela.

    _____ e. very unhappy in school.
              muy descontento en la escuela.

13. How well do you understand what the school is trying to do for your child?
    ¿Cuánto sabe usted de lo que la escuela está tratando de hacer por su hijo(a)?

    _____ a. quite well.
              mucho.

    _____ b. a little.
              poco.

    _____ c. not at all.
              nada.

14. For my child, speaking, reading, and writing the English and Spanish languages
    would be .....
    Para mi niño, el poder hablar, leer y escribir inglés y español sería .....

    _____ a. a great advantage.
              una ventaja enorme.

    _____ b. an advantage.
              una ventaja.

    _____ c. no advantage.
              ninguna ventaja.

    _____ d. a great disadvantage.
              una desventaja enorme.

LAS CRUCES PUBLIC SCHOOLS

QUESTIONNAIRE
PARENT ATTITUDE TOWARD BILINGUAL EDUCATION
ACTITUD DE LOS PADRES ACERCA DE LA INSTRUCCIÓN BILINGÜE
Page 6

15. The ability to understand, speak, read, and write more than one language
    makes .....
    La habilidad para comprender, hablar, leer y escribir más de una lengua .....

    _____ a. a good job with a high salary easier to get.
               le facilita a uno conseguir un buen empleo con buen sueldo.

    _____ b. no difference in job or salary.
               no ayuda a uno a conseguir un empleo con buen sueldo.

    _____ c. a good job with a high salary harder to get.
               le dificulta a uno más conseguir un buen empleo y buen sueldo.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Bilingual Education Program

REPORT OF HOME VISIT

Child:_____   Date:_____

Family:_____   Telephone:_____

Address:_____   Originally From:_____

How long at this address?_____   Previous Home:_____

Child's Birthdate:_____   Child's Birthplace:____

School:_____   Grade_____   Teacher_____

Language used in home

    Father_____   Percent of time_____

    Mother_____   Percent of time_____

    Grandparent_____   Percent of time_____

Occupation of parents:

    Resident:_____   Migrant:_____

Father_____   Business Address:_____

Mother_____   Business Address:_____

Education of parents:

    Father_____   Mother_____

Approval of Bilingual Program: Yes_____   No_____

Reasons:_____

_____

_____

_____

Home Visit made by:_____   Length of Visit:_____

Section J (cont'd)

Teaching the Bilingual Child

    The course, Teaching the Bilingual Child, will explore the nature of bilingualism, its effect upon intellectual growth, and its relationship to language development. The impact of bilingual experiences upon personality, motivation and achievement will be discussed. Implications for curriculum at the primary and secondary levels of instruction will be examined.

Methods

    The course will be presented by lectures, discussions, readings and assigned projects.

Schedule

    First week

       .1. Bilingualism defined
       2. Varied views on bilingualism -
           the teacher, the psychologist, the neurologist, the learning theorist
       3. A review of research on bilingualism
       4. Sources of conflicts and confusions for bilingual learners

    Second week

       1. Bilingualism and intellectual growth
       2. Experience and dual language learning
       3. Relationship between language and thought
       4. Learning theories and bilingualism

    Third week

       1. Language and affect
       2. Language and cultural influences
       3. Motivation and achievement through the use of native language
       4. Language and self-esteem

    Fourth week

       1. Using the language of the learner in the instructional program
       2. Achievement through mastery of both languages
       3. Interference - the central problem of the bilingual learner
       4. An experimental bicultural bilingual curriculum

Section J (cont'd)

Teaching Reading to Spanish-speaking Pupils

Teaching Reading to Spanish-speaking Pupils will define the nature of the reading process in the vernacular and in second language learning. Materials and techniques for presenting sound-symbol correspondences in Spanish and for the introduction and maintenance of reading skills in the native language will be given. Reading approaches to the second language, English, will be suggested and reading problems will be noted in both the primary and secondary classrooms.

Methods

This course will be presented by means of lectures, demonstrations, discussions, readings and assigned projects.

Schedule

First week

Reading in the Vernacular
    The reading process
    The developmental nature of reading
    Pre-reading background
        Listening
        Perception
        Experience
        Oral language

Second week

Introducing Reading – Approaches
    Relationship between speech and print
    Sound symbol correspondences
    Skills development
        word recognition
        word analysis

Third week

Reading for Meaning
    Comprehension skills
    Vocabulary expansion
    Activities for the practice and maintenance
    of skills
    Reading in subject areas

Fourth week

Literacy in Two Languages
    Evaluation of pupil progress
    Transfer of reading skills to English
    Interference – sounds and symbols
    Criteria for materials and techniques

RATIONALE FOR A BILINGUAL APPROACH

Any experimental curriculum must grow out of logic and reason based upon theoretical and practical consideration of the nature of learners, the learning tasks, the education of teachers, the school community and a multitude of other variables. The decision to engage fully the Spanish language background and the cultural heritage of Mexican-American pupils proceeds from a conviction that the school is a verbal world; that these verbal demands include oral and written language; and that failure to control the language of the school reduces the amount of knowledge and information available to pupils. This viewpoint places great emphasis upon the communication skills of listening, speaking, reading and writing in the native language of the learner. His own language provides the foundation for literacy; his encounters with the school environment are mediated by his native speech; his concepts are acquired, clarified, labeled, stored and recalled through the use of his personal system of language symbols. His sense of identity and self-worth are enhanced by the acceptance and valuing of is language and culture.

It appears very reasonable to offer the following statements as a logical framework to support a curriculum design whose essential feature is the use of the pupils' native language, Spanish.

1. The learning of one's mother tongue takes place in the intimacy of one's family and carries with it memories, feelings and emotions which become part of the self.

2. Acceptance and valuing of the pupils' native language nurtures feelings of acceptance and valuing of self and family.

3. Human beings learn to listen and to speak before they learn to read and to write. Thus, the natural order of language learning is listening, speaking, reading and writing.

4. There is an important relationship between oral language and its written form for print depends for its existence upon the prior existence of speech.

5. It makes sense to read first the language which has been mastered in its oral form.

6. Learning to read and to write in Spanish makes full use of the mastery of sound and structure of the native language which Spanish speakers possess. The introduction of the written form of a second language, English, demands unrealistically, responses to a sound and structure not sufficiently controlled in its oral form.

Section K (cont'd)

7. Use and refinement of one's native language opens up the content areas of mathematics, science, literature and all other facets of the curriculum which demand the processing of information presented through print.

8. A broad base of oral language should support any writing system to be learned if both oral and written language proficiency are the goals.

9. There are many possibilities for positive transfer later to the reading of English after literacy is achieved in Spanish. These transfer elements stem from the commonalities in the reading process as well as the attitudes of learners who have been successful and who know they are literate.

10. In today's world, there is a tremendous need to encourage literacy and language proficiency in many idioms. Many of the future linguists of the nation may be found among this Mexican-American segment of the school population.

15.

Section L.

Objectives for the Proposed Experimental Curriculum in
Bilingual Education

There are six objectives of the proposed program. These
may be stated as follows:

1. To provide expanded encounters with the environment
    so that concepts may be acquired and clarified.

2. To extend and refine the oral production of the
    native speech of the pupils.

3. To develop literacy in the native language of the
    learner.

4. To present the sounds and structures of English for
    second language acquisition in its spoken form.

5. To offer literacy in the second language commensurate
    with mastery of oral English.

6. To support achievement in the content areas of arithmetic,
    science and social sciences through use of the native
    language to mediate meaning.

In addition to these objectives, other goals of the proposed
program may be stated as these:

1. To enhance the pupils' self-esteem through the provision
    of success experiences.

2. To nurture a sense of pride in the pupils' language,
    heritage and culture through the inclusion of Spanish
    in the curriculum.

3. To prevent discouragement, failure and dropouts among
    pupils who have often felt alienated in the traditional
    curriculum.

4. To insure achievement in the subject areas sufficient to
    prevent educational retardation while pupils are gaining
    control of the oral and written forms of the language of
    the curriculum offered in English.

5. To create opportunities for developing truly literate,
    functional balanced bilingual citizens.

Section L (cont'd)

CURRICULUM

The proposed experimental program will consist of six components especially designed to meet the six educational objectives previously stated. These components are the following:

1. Expanded experiences with the environment so that concepts may be acquired and clarified through

   (a) field trips, excursions, visitors (zoo, circus, bakery, supermarket, dairy, nature walks, trip to the city, fire department, post office, airport)

   (b) filmstrips, motion pictures, pictures, realia (materials will be pictorial with music accompaniment or substitute narration in Spanish).

2. Improvement and extension of the native language, Spanish, so that the mother tongue may be refined through

   (a) one hundred oral lessons in Spanish based upon the Ann Arbor, Michigan materials prepared by the Foreign Language Innovative Curriculum Series Committee (lessons consist of dialogues, games, jingles, rhymes, stories and other language activities especially designed to improve the speech patterns of Spanish-speaking pupils)

   (b) stories, conversation, poetry provided by the teacher aide and/or teacher if she is a native speaker.

3. Literacy in Spanish so that pupils may make use of printed materials in their native language through

   (a) reading readiness activities in Spanish

   (b) sound-symbol correspondence lessons

   (c) skill development in using structure and context clues in reading

   (d) reading vocabulary development and enrichment

   (e) comprehension skills and study skills (materials will include those developed by Eleanor Thonis, adaptation in Spanish of suitable existing materials, modification of language experience approach of Van Allen, individualized re reading using trade and library books in Spanish.)

4. Proficiency in oral English will stress listening comprehension and speaking fluency through

   (a) the use of the expanded H200 materials developed at U.C.L.A. consisting of records, tapes, lesson plans and teaching manual

   (b) the use of listening posts, tape recorder, records, storytelling and other oral English activities in which the native speaker of English serves as the model

<u>Section L</u> (cont'd)

    (c) the informal exchange among English speaking peers in a variety of games, physical education classes, art and music experiences accompanied by English.

5. Literacy in English commensurate with the language strengths and development of the learners through many approaches to reading

    (a) Miami Linguistic Readers
    (b) Van Allen Language Experiences
    (c) Sullivan Associates Programmed Readers
    (d) Holt Rinehart Winston Kinder Owls Series
    (e) Library Books
    (f) Phonic Games
    (g) Copying and Writing Activities
    (h) Dolch Sight List Vocabulary
    (i) Picture Dictionaries
    (j) Individualized Reading

6. Achievement in the subject matter areas of arithmetic, science, social science and other content specialities as appropriate through

    (a) manipulative materials for developing quantitative concepts
    (b) Holt, Rinehart Winston Ejercicios, Levels I and II (new math in Spanish)
    (c) adaptations in Spanish of existing materials at suitable levels, particulary problem solving activities, following instructions to reach a solution
    (d) practice in the appropriate computational skills
    (e) science concepts developed through many media and explained in Spanish--weather, time, insects, seasons, rockets and other science activities presented by

        (1) demonstrations
        (2) charts
        (3) films, filmstrips
        (4) discussion
        (5) exploration

    (f) health and safety practices presented pictorially and verbally in Spanish including

        (1) dental health   (5) personal habits
        (2) foods   (6) traffic safety
        (3) fatigue and rest   (7) playground rules
        (4) grooming   (8) bus routine

    (g) social science concepts covering the family, neighborhood, community, services, people who provide services, through

        (1) oral discussion   (4) bulletin boards
        (2) charts   (5) pictures
        (3) displays   (6) visitors and visits as appropriate

(h) art, music and literature activities as appropriate
     including
                    (1) a variety of art media
                    (2) records, piano, dance, guitar, tape recorder
                    (3) poetry, stories, folk and fairy tales,
                         books (Folk Tales of Mexico)