

# Curriculum Planning Example: *High School, Immigrants*

Grade level: **11–12**

## CONTENT—LEARNING ABOUT:

- Immigration to the United States
- Literacy
- Civic involvement

**COMMUNITY NEED:** Preserving stories that honor the experiences of immigrants.

### **COMMUNITY ACTION IDEA: Documenting Stories of Recent Immigrants**

Document the stories, experiences, and history of recent immigrants for community information and for the immigrants' families.

**PREPARATION:** Meet with adult education teachers about literacy and English as a Second Language classes; interview skills (practice sessions held with an advanced Spanish language class).

**ACTION:** Meet four consecutive weeks, conduct interviews in Spanish, compile and distribute books to high school history and Spanish language classes and to the subjects of the interviews.

**REFLECTION:** Write personal essays before the first visit, describing any expectations of the project, including what students expected to hear in the interviews, and the challenges and benefits anticipated. Following every visit, students write reflective entries in Spanish, culminating with an essay that compares their original thoughts with what actually occurred and what was actually learned. Class discussions throughout, and a final reflective session with the adult students and their teachers.

**DEMONSTRATION:** Make copies of the book for the high school Spanish language and ESL teachers and for the ESL teachers in the adult program; offer to make classroom presentations. (Twelve presentations were made—three in the adult program.)

**NOTES:** Adult ESL daytime classes are held at this high school three times a week. This simplified the process of getting approval from the adult students and the meetings were held during the high school Spanish class time. The partnership between the faculty and mutual benefits were recognized, motivating all of the participants.

During the project, the high school students realized that the adult education students needed experience having conversations in English.

## CURRICULAR CONNECTIONS:

- ✓ *English/Language Arts:* Write to teachers and adult students requesting participation, journal entries, compose thank-you letters, read literature about the immigrant experience, vocabulary study
- ✓ *Social Studies/History:* Preparing background information about the countries of origin and the social, political, and economic situations that lead to immigration
- *Mathematics:*
- *Science:*
- ✓ *Languages:* Use of Spanish, interaction with native speakers, written interviews
- *Art and Music:*
- ✓ *Other:* Computer skills in creating the books, scanning photographs, graphic design

## SKILL DEVELOPMENT:

- Language fluency—verbal and written
- Listening
- Writing

## COMMUNITY CONTACTS:

Jane Adams School

Somali Association of Minnesota