# Multilingual Acculturation Studies for Newcomers

PEIMS Code: N1290062

Abbreviation: MULTILAS

Grade Level(s): 9-12

Award of Credit: 1.0

## Approved Innovative Course

- Districts must have local board approval to implement innovative courses.

- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.

- Innovative courses may only satisfy elective credit toward graduation requirements.

- Please refer to TAC §74.13 for guidance on endorsements.

## Course Description:

The central focus of this course is to help emergent bilingual (EB) students in embracing their acculturation experience. Acculturation refers to the cultural and social changes that an immigrant undergoes when exposed to a new environment and interacts with a different cultural group (Berry & Sam, 2018). The course takes an integrated identity approach, aiming to facilitate a successful academic journey for newcomer students as they learn a new culture and language. It offers cultural and social support tailored to the diverse needs of newcomer students, guiding them through various stages of acculturation and fostering increased community engagement and academic achievement. By incorporating research-based strategies, students will explore how they can blend their home country's culture with that of their new country, enhancing their understanding and showcasing their unique strengths to contribute to global appreciation as they prepare for their future. This course provides students with a supportive system to help them navigate and adapt during this transitional period, ultimately leading to greater success in and readiness for their academic journey.

## Essential Knowledge and Skills:

(a)     General Requirements. This course is recommended for students in grades 9-12. Students shall be awarded one credit for successful completion of this course. Recommended prerequisites: none.

(b)     Introduction.

(1)     The Multilingual Acculturation Studies for Newcomers course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the three strands of academic orientation; cultural development; and personal success. The strands are integrated to help students develop knowledge and skills in order to think critically and adapt with a deeper understanding of social and cultural competencies.

(2)     Multilingual Acculturation Studies for Newcomers (MULTILAS for newcomers) is designed to provide instructional opportunities for secondary immigrant students new to the country. This course allows students the opportunity to participate in instruction

designed to support the acculturation process. It addresses the affective needs of emergent bilingual (EB) students in compliance with federal requirements and the provision of Chapter 9, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Emergent Bilinguals) under the Texas Education Code, §§29.051-29.064.

(3) The Multilingual Acculturation Studies for Newcomers (MAS for newcomers) will help EB students develop social, cultural, and linguistic skills through academic studies while validating a student's heritage background. Explicit sociocultural instruction for students new to the country helps to affirm, respect, and value their belief in self and to develop resilience.

(4) Comprehensible input is the instructional technique that teachers will utilize allowing students access to skills designed to promote positive asset-based learning in acculturation while learning the language. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that EB students acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

(1) Academic Orientation: listening, speaking, reading, writing, and thinking--school environment. The student develops an understanding of how to navigate the school environment to become oriented with the surroundings. The student is expected to:

(A) identify and locate people in school that are able to help navigate the school environment and provide support, such as counselors, administrators, nurses, social workers, secretaries, and resource officers;

(B) discuss the benefits of participating in traditional school events that occur regularly, such as prom, homecoming, Thanksgiving break, winter break, spring break, semester exams, state exams, summer school, and pep rallies;

(C) explain campus code of conduct, such as dress code, discipline, attendance, behavior expectations, grading, and health and safety protocols;

(D) compare previous school environment to current school environment, recognizing similarities and differences, such as schedules, school supplies, student-teacher relationships, and parental involvement; and

(E) describe school procedures for regular safety drills, such as secure drill, lockdown drill, evacuation drill, shelter-in-place for hazmat drill, shelter for severe weather drill and fire evacuation drill.

(2) Academic Orientation: listening, speaking, reading, writing, and thinking--technology. The student develops the skills necessary to navigate the use of technology needed for effective classroom participation. The student is expected to:

   (A) use computer skills such as typing, word documents, slide shows, electronic folders, and sending emails to learn technical knowledge required for academic success;

   (B) access online classroom, grades, and communication platforms to self-direct, self-evaluate, and self-advocate; and

   (C) produce products and participate in online communication using applications and programs, such as presentation slides, translators, QR codes, hyperlinks, link shorteners, and online meetings.

(3) Cultural Development: listening, speaking, reading, writing, and thinking--identity. The student develops an understanding of an integrated identity which instills confidence, self-assurance, and a positive cultural fusion of new and heritage culture. The student is expected to:

   (A) identify and discuss various feelings associated with acculturation;

   (B) identify and use coping strategies, such as breathing techniques, self-care, meditation, physical activity, art therapy and abstaining from substance abuse, for various situations to monitor and support well-being;

   (C) discuss the importance of understanding the connection of name to identity and create a visual representation;

   (D) list personal likes and dislikes and compare with peers to identify commonalities;

   (E) identify and explain how past adversities can help to build grit and determination which can help develop new skills and perspectives;

   (F) analyze how cultural identities can be grafted together to honor both heritage and new cultures; and

   (G) evaluate factors that contribute to successful acculturation ensuring a sense of belonging.

(4) Cultural Development: listening, speaking, reading, writing, and thinking--communication. The student identifies and analyzes the basic concepts of communication skills necessary to cultivate relationships by sharing, listening, and connecting to others. The student is expected to:

   (A) identify a personal learning style and how it can help when acquiring new information;

   (B) demonstrate effective communication skills through role-play with a variety of audiences, such as peers, adults, community, and supervisors;

   (C) demonstrate effective communication skills through various scenarios to avert potential conflict; and

   (D) interpret various perspectives to consider other beliefs, experiences, and viewpoints through activities, such as role-play, scenarios, and video clips.

(5) Personal Success: listening, speaking, reading, writing, and thinking--assets. The student identifies personal strengths and how they can successfully be applied to everyday decision making. The student is expected to:

(A) evaluate personal experiences that build resilience which help to achieve goals;

(B) discuss the major cognitive, social, and affective benefits of a bilingual brain;

(C) discuss character traits that support positive behavior when confronted with problems;

(D) apply personal strategies for dealing with failure and with success, recognizing specific strengths and weaknesses;

(E) define attitude and explain the potential effects of personal attitude on human interactions;

(F) explain the concept of self-image and its potential impact on life choices, such as how self-image can be reflected through body language, how individuals interact with others, setting ambitious goals, making choices aligned with personal values, and responding to setbacks;

(G) analyze personal talents, abilities, skills, and interests;

(H) explain primary causes of stress and identify healthy stress management skills;

(I) analyze the difference between reactive and proactive approaches when responding to challenges; and

(J) discuss traits leading to the ability to overcome adversity and adjust positively to a new life.

(6) Personal Success: listening, speaking, reading, writing, and thinking-leadership. The student develops a perspective of how personal, financial, and career success can influence others. The student is expected to:

(A) identify and set personal and academic goals, including both short-term and long-term goals;

(B) explain social responsibility and how actions can affect others;

(C) explain how advocating for a cause can positively impact people and communities one cares about;

(D) discuss the impact of career choice on future lifestyle by examining the options of college, career and technical education, and military selection;

(E) demonstrate job-seeking skills needed for future job opportunities, such as by participating in a mock interview;

(F) examine how digital footprints can have long-lasting repercussions; and

(G) explain how digital citizenship is a social responsibility.

**Recommended Resources and Materials:**

Instructional Supports

- Yzquierdo, M, Michelle. *Pathways to Greatness*. Seidlitz Education, 2017.

- Salva, Carol, and Anna Matis. *Boosting Achievement*: *Reaching Students with Interrupted or Minimal Education.* Seidlitz Education, 2017.

Anchor Texts

- Bunting, Eve. *One Green Apple.* Clarion Books, 2006.

- Choi, Yangsook. *The Name Jar.* Dragonfly Books, 2003

- Colato Linez, Rene. *My Shoes and I.* Boyds Mills Press, 2010.

- Francis, Emily. *If you Only Knew: Letters From an Immigrant Teacher.* Seidlitz Education, 2022.

- Khan, Henna. *Under My Hijab by Hena Khan.*  Lee & Low Books, 2019

- Kobald, Irena, and Freya Blackwood. *My Two Blankets.* Houghton Mifflin Harcourt, 2014.

- Medina, Jane. *My Name is Jorge: On Both Sides of the River.* Word Song, 1999.

- Tan, Shaun. *The Arrival.* Arthur A. Scholastic Inc., 2006.

- Williams, Karen and Khadra Mohammed. *My Name is Sangoel.* Eerdmans Books for Young Readers, 2009.

Online Resources

- Heath, Marie. "Through Their Eyes: Beyond SEL Resources." Padlet, n.d. Accessed April 18, 2023. https://padlet.com/drmarieheath/through-their-eyes-beyond-sel-resources-gjblz1hvvzq1bl8u.

- Search Institute. "Developmental Assets Framework." Accessed June 2, 2023. http:// https://searchinstitute.org/resources-hub/developmental-assets-framework.

## Recommended Course Activities:

Academic Orientation Strand

- Use the current campus code of conduct manual to allow students to explore the differences between the campus expectations and students' home country expectations to learn social expectations.

- Compare home country school schedule to current school schedule to provide conversations about differences of school day amongst students, such as length of day, number of days, courses.

- Create experiences and prepare students to engage in popular activities specific to high school students, such as creating or borrowing mums during Homecoming to take photos and send back home.

- Generate a list of necessary electronic platforms important for academic success, such as practice looking up grades, sending and receiving emails, using search engines, adding browser extensions.

Cultural Development Strand

- Create a past and future hands activity by having students draw around their hands and represent their past on their left hand and their future on their right hand.

- Use the text *The Arrival* as a parallel to the acculturation process and have students create their own journey representation.

- Use the text *The Name Jar* to help students explore how their name relates to their identity and the text *My Name is Jorge* to demonstrate the power of words and actions towards others.

- Role-play communication scenarios using various registrars to teach formal and informal language.

Personal Success Strand

- Use Search Institute: 40 Developmental Assets handout (available in Spanish) and the assessment tool (cost involved) to create personalized plans for developing student strengths.

- Role-play interviewing for a job preparing students with language register, attire, and body language.

- Develop career plans with students by locating college scholarships available for immigrant students, filling out a FAFSA, and taking virtual college tours.

- Create a video for incoming newcomers to help orient them to their new environment.

- Design an advocacy letter with students to allow them the opportunity to communicate solutions to social problems that others might not be aware of.

- Develop a fictitious budget through exploration of cost of living versus income to teach students how to live within their means and avoid debt that incurs with loans and credit cards.

## Suggested methods for evaluating student outcomes:

It is recommended that assessments reflect a demonstration of students' growth academically, linguistically, socially, and culturally. Therefore, experiential demonstrations and performance-based assessments will provide a more accurate measure of learning.

Formative assessment

- Role play - students assume the role or task to demonstrate skills or competencies necessary for a specific position (e.g., interviewing for a job, conflict resolution).

- Concept Mapping - students use a graphic organizer to demonstrate their understanding of relationships between concepts (e.g., Venn diagram, graph, chart).

- Journaling - students create a cumulative journal that collects their learning through the course.

- Group Discussions - students will participate in whole-class discussion to build and deepen a common understanding.

Summative assessment

- Presentation Project - students demonstrate their knowledge and skills by generating a project based on a challenge or problem they may face in the real world (e.g., video, poster, PPT).

- Performance - students demonstrate their understanding of knowledge and skills by communicating through a performance (e.g., drama, cultural performance, dance).

- Collaborative Project - students build upon each other's strengths to generate a project through collaboration (e.g., presentation, research, role-play).

- Service-based Project - students engage in an educational approach that combines classroom work with real-life experience in serving the community (e.g., offer cultural workshops, community beautification project, participate in local organizations, ambassadorship).

- Research Project - students participate in research to pursue interests and hone their problem-solving skills (e.g., cross-cultural understanding, higher-education opportunities, professional and vocational interests).

**Teacher qualifications:**

Valid Texas classroom teaching certificate appropriate for the grade level, plus one of the following:

- Bilingual Education Supplemental

- Bilingual Endorsement

- Bilingual/ESL Endorsement

- English as a Second Language Endorsement

- English as a Second Language Supplemental

- Grades PK-12—Bilingual/ESL

- Grades PK-12—English as a Second Language

- Junior High School (grades 9-10 only), High School, or Secondary: Bilingual/ESL

**Additional information:**

Recommended trainings from the following list will help to build the capacity and understanding of cross-cultural teaching. The following are recommended for the proposed course:

- Seidlitz Education - provides research-based trainings to help support the language, literacy, and affective development of emergent bilingual students. Trainings are approximately $3600 for 60 participants (2022 approximate cost)
  - Sheltered Instruction in Texas through Seidlitz Education
  - Pathways to Greatness through Seidlitz Education
  - 7 Steps to a Language Rich Interactive Classroom through Seidlitz Education
  - Boosting Achievement: Reaching Students with Interrupted or Minimal Education through

- Regional Service Centers - serve member districts with English Learner support by utilizing scientifically based research approaches and methodologies to teach Emergent Bilingual children. Trainings are at no cost to participating member districts.

- TXEL. Org - provides access to relevant information and impactful resources that ensure success for emergent bilingual students. Trainings are both, at no cost and per training.

- Saddleback Webinar Series- Trainings are free and available for all.

- Center for Applied Linguistics Webinars and Video Resources - promotes language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Trainings are both, at no cost and per training.