BUILDING POSITIVE IDENTITIES IN HIGH SCHOOL NEWCOMERS WITH THE

6+1 TRAIT WRITING MODEL

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled BUILDING POSITIVE IDENTITIES
IN HIGH SCHOOL NEWCOMERS WITH THE 6+1 TRAIT WRITING MODEL by
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K-12, is acceptable in form and content and demonstrates a satisfactory knowledge of the
field covered by this project.

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Abstract

Schools in the United States are faced with an influx of adolescent English language learners (ELLs). To help with positive identity development for ELLs, welcoming environments can support the process of acculturation. Writing can also assist in building an ELL's identity. The purpose of this project was the creation of a curriculum which will help build cross-cultural identity in ELLs using the 6+1 Trait Writing Model. The impact of cultural differences can be integrated via cross-cultural education in high school using this approach. This curriculum is specifically for newcomer ELLs and uses a multidimensional acculturation model as its framework. It grapples with the challenges the ELLs may face in school and is applied with the 6+1 Trait for literacy identity development. The students can express their identities and culture in experience-based comparisons between first language (L1) and second language (L2) cultures in writing.

Table of Contents

List of Figures

BUILDING POSITIVE IDENTITIES

Introduction

Poverty, war, and political unrest are main reasons for immigrants to leave their home country (Rothe, 2011). In 2008-2009, 2, 4 million new immigrants arrived in the United States of America (US). During the decade of 2000-2010, 13.9 million immigrants came to the US, of which 58 percent were newcomers from Latin American countries including 29 percent from Mexico (Camerota, 2011). The most recent newcomers accounted for 54.3 percent from Latin America including Mexico, Central America, South America, and the Caribbean. Asian immigrants are the second largest group making up 17.1 percent of the arrivals (Camerota, 2010; Garcia, 2007).

Many of these increasing numbers of arriving immigrants come from non-western countries which compel collectivism as a way of life as opposed to individualism seen in the new country, as a sociopolitical paradigm (Alfred, 2009; Rothe, 2011; Schwartz, Montgomery, & Briones 2006; Schwartz, Unger, Zamboanga, & Scapocznik, 2010). Their way of collectivist thinking reflects group interests, in contrast with the individualist's emphasis on independence which is seen in the US. The resulting cultural impact should be integrated by teachers in their lessons in order to "bridge the cultural divide" (Alfred, 2009).

Schools in the United States are faced with an influx of newcomer immigrants from mainly non-European countries (Schwartz et al., 2010). In this curriculum project, newcomers are defined as foreign-born, and recently arrived English language learners (ELLs). For positive identity development, welcoming environments can support the process of acculturation in ELLs.

BUILDING POSITIVE IDENTITIES

According to Berry's (1980) bidimensional acculturation theory in psychology, newcomer ELLs can adapt their identity with four acculturation strategies in assimilation, integration, separation or marginalization. Based on Berry's integration part, Schwartz et al. (2010) developed a multidimensional model with additional variables. ELLs' dentity adaptations are explored by Norton (Norton & McKinnecy, 2011) in reference to second language learning.

In particular, the acculturation process affects adolescent high school (HS) newcomers' identity development. They can experience challenges during the period of acculturation and most of them face identity changes in their new country (Berry, 1997; Schwartz et al., 2010). They might have to adapt their identity to the second language (L2) environment and undergo changes in transitional processes. During this overwhelming time, adolescent ELLs experience changes due to language, culture, and transformations inherent in the adolescent phase of physical and emotional maturity, thereby gradually transitioning to form a new identity.

During my student teaching experience, I discovered that the assignments to the students from the content areas, lacked a coherent model which the ELLs could use to help them better approach a required written task.   In schools, many teachers use the 6+1 Trait Writing Model (6+1 model) for their students in order to optimize their learning good and culturally appropriate formats for their written tasks in the classrooms which are based on the local standards (Culham, 2005).

In school, the teacher can help ELLs to understand that both home and American cultures are complimentary, thereby facilitating the formation of a cross-cultural identity (Tong, Huang, &

McIntyre, 2006). In the content-area classroom, the HS ELLs' identity development can be built through the 6+1 model in conjunction with a curriculum that addresses the acculturation process. Writing can also assist in building an ELL's identity. The purpose of this project was the creation of a curriculum which will help build cross-cultural identities in ELLs using the 6+1 trait writing model (6+1 model). The impact of cultural differences can be integrated via cross-cultural education in high school using this approach.

This curriculum is specifically for newcomer ELLs and uses a combination of Berry's acculturation strategies and multidimensional variables as its framework. It grapples with the challenges the ELLs may face in school and is applied with the 6+1 Trait for literacy identity development. The students can express their identities and culture in experience-based comparisons between first language (L1) and second language (L2) cultures in writing. This acculturation curriculum can be adapted by content-area teachers to promote positive identity building in high school ELLs.

The acculturation curriculum presented through the 6+1 model here is based on Schwartz et al.'s (2010) multidimensional variables expansion of Berry's (1980) four acculturation strategies. The multidimensional acculturation stages are used for the ELLs in the 6+1 model (Culham, 2005). The 6+1 model is already used in many content-area classrooms for the purpose of standardized guidelines for good writing. The model reinforces the traits and writing process with assessment rubrics (Culham, 2005). The teacher discusses strengths and weaknesses with the students. The common language helps the students to improve their writing in that particular area.

BUILDING POSITIVE IDENTITIES

This curriculum project combines Berry's (1980) four different acculturation areas in with

Schwartz et al.'s (2010) addition of complex, independent variables. In addition, the 6+1 model

offers HS ELLs the possibility to communicate about their identity development in writing. They

exchange their personal thoughts in *identity texts*, so the teacher can support a positive

acculturation process with lessons based on their personal needs. In this way, ELLs develop their

personal identity in an individualized way.

Literature Review

The project's relevant scholarships are described in the next sections. They successfully

helped to acquire a framework for the purpose of positive identity building during the period of

acculturation. Research in acculturation consists of divergent opinions about the best way to

explain the process.

Multidimensional acculturation becomes appropriate in many facets especially with the

arrival of different types of newcomers. In school, ELLs' challenges are supported with cultural

sensitive approaches and experience-based learning. Writing with the 6+1 model offers ELLs

the opportunity to express their forming identities by utilizing texts.

Acculturation Research

When immigrants leave their home country, their self-identity can adapt to the myriad of

experiences in the receiving country (Ryder, Alden, & Paulhus , 2000). This process of

acculturation includes changes occurring in relation to the contact between the two different

cultural individuals or groups. The changes which can take place include adjustments in

"attitudes, behaviors, values, and sense of cultural identity" (Ryder & al., 2000, p, 1, para 1).

The outcome of acculturation results in the contact, adaptation or lack of both, with a single person or many people from another cultural group (Berry, 1980, 1997). The same term can lead to change while in the new country. Research has focused upon the process of transformation in immigrants, the immigration wave of which occurred after 1965 and triggered an increased awareness of collectivistic-oriented , ethnic minority groups (Schwartz et al., 2006).

Beginnings with One- and Bi-dimensional Models

The acculturation research begins with a one-dimensional approach in which the immigrants adapt to the L2 culture by excluding the L1 culture which is engaged in the process of assimilation (Schwartz & Zamboanga, 2008). In this linear approach, the assumption is that the immigrant will directly move from L1 to complete assimilation of the L2 without any other options. However, the framework for this approach lacks an exhaustive explanation for the acculturation process (Ryder et al., 2000)

Therefore, the bidimensional approach is favored in acculturation research with independent L1 and L2 dimensions (Ryder & al., 2000). In fact, Berry's (1980) acculturation framework represents a bidimensional approach with the selective inclusion of L1 and L2 culture features by the individual immigrant.

Berry' Acculturation Framework

Berry (1980) is the first acculturation researcher to include the contact between different cultural individuals and groups with its implications for acculturation (Padilla & Perez, 2003). Importantly, he started to include the formation of a diverse society with the presence of immigrants from different home country. The individuals choices to maintain the L1 and acquire

BUILDING POSITIVE IDENTITIES

the L2 are included in his bi-dimensional acculturation model. Immigrants basically ask

themselves the question, whether they want to maintain their L1with culture and how much they

want to adopt from the receiving country's L2 with culture (Berry 1997).

The two principles of *cultural maintenance* and *contact participation* are at the basis of

Berry's theory (1997). There are four different acculturation strategies as seen in Figure 1,

according to Berry's Acculturation Model. Four acculturation strategies result from the

combined L1/L2 positive or negative approaches to the two dimensions (Berry, 1997).

Berry's Acculturation Model

L1	Yes	No
L2 Yes	*Integration*	*Assimilation*
L2 No	*Separation*	*Marginalization*
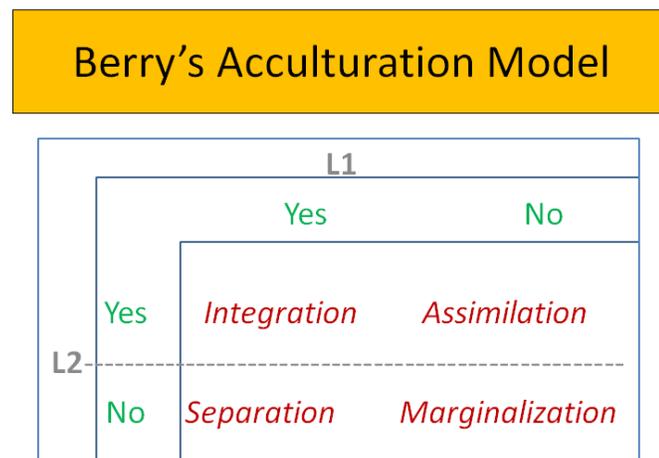
Figure 1. Berry's Acculturation Model (see Berry, 1997, p. 9).

The acculturation option of assimilation is assumed in research preceding Berry and

generally based on demographic variables (Ryder et al., 2000). The assimilation occurred based

on the constant contact with the L2 culture leading into adaptation to the majority culture in the

new country. These researchers excluded individual differences and other factors important for

BUILDING POSITIVE IDENTITIES

this transformational process. But acculturation of culturally diverse individuals includes "culturally based values, attitudes, and behaviors" (Ryder et al., p. 50, para 4). In addition, they can have multiple cultural identities, which may be independent and vary in different strengths.

Ryder et al. (2000) agree that acculturation should be shown in two independent dimensions. Immigrants adopt each their own ways of acculturation in basically four separate strategies. The bidimensional model leaves the individual the possibility to adopt parts of both cultures with the attendant potential of possible biculturalism . Based on cultural differences, the new immigrants can have negative experiences leading to inimical acculturation decisions. They can encounter problems like discrimination   determined by their status as a minority group and based upon their ethnic background and even skin color (Rothe et al., 2011). Pressures from the L1/L2 culture can create negative outcomes in adaptations, when the cultural requirements differ in two opposite viewpoints. These two negative acculturation strategies are marginalization and separation.

Marginalization

Both cultures are rejected in *Marginalization* because of cultural loss or exclusion from the L2 society, like in discrimination (Berry, 1997). Immigrants do not maintain their own L1 culture or the new L2 culture for individual reasons (Taras, 2008). This means the marginalized person refuses contact with either L1 or L2 culture. They feel excluded and rejected by both cultures resulting into a very negative acculturation outcome which can ultimately lead to clinical depression. In a study by Schwartz et al. (2008), marginalization resulted in small numbers of immigrants being confused about acculturation.

The acculturation markers for integration describe the ELLs situation in reference to L1/ L2

languages and cultures in Figure 2. During marginalization, the student has no connections with

the L1/L2 languages and cultures. This means he/she socializes with nobody, has no friends, and

feels rejected by everybody.

<div style="border:1px solid orange; padding:1em;">

Marginalization   *No L1 or L2

- student socializes with nobody

- no friends

- feels rejected by everybody

   *languages and cultures

</div>

Figure 2. Acculturation Markers for Marginalization (adapted fromTaras, 2008, EAAM, p. 3)

Separation

In *Separation*, the original L1 values are maintained, and the new L2 values are rejected by

the individual (Berry, 1997). Immigrants are isolated from the new culture for a myriad of

reasons (Taras, 2008). They prefer contact with their L1 culture, group, and people. In order to

garner support, many immigrants live in enclaves with their own L2 group for support (Schwartz

et al., 2010). These accommodations and discriminatory effronteries can effect a change

whereby the immigrant prefers separation from the mainstream L2 culture. When the immigrants

BUILDING POSITIVE IDENTITIES

are acculturating into separation from the L2 culture, oftentimes there is further degeneration to frank segregation (Ryder et al., 2002).

The acculturation markers for separation describe the ELLs' situation in reference to L1/ L2 languages and cultures in Figure 3. During separation, the student has no interest in the new L2 language and culture. He/she is only involved with the L1 culture and language. This means the student prefers contact with people from the L1 group, has friends in the L1, and dates in the L1 group.
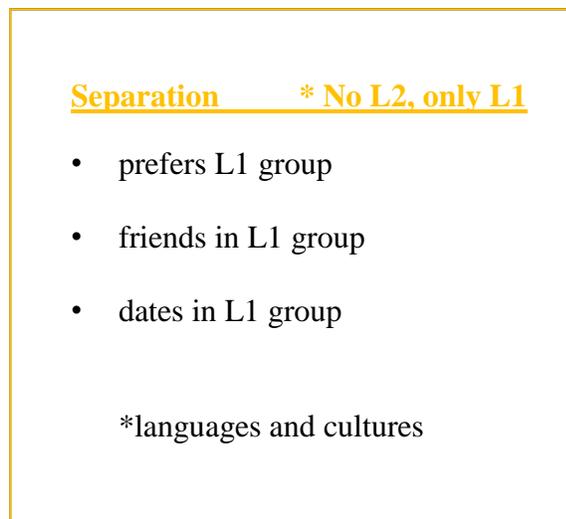
Figure 3. Acculturation Markers for Separation (adapted fromTaras, 2008, EAAM, p. 2)

Assimilation

Assimilation results in the rejection of the L1 culture and exclusive acceptance of the new culture (Berry, 1997). The individual only wants to interact with the new L2 culture and interact

BUILDING POSITIVE IDENTITIES

with the L2 people (Taras, 2008). This acculturation attitude can lead to refusal and denial of

ethnic identity. This rare combination of segregation and exclusion from the L2 society can

eventually lead to marginalization of the immigrants.

   The acculturation markers for integration describe the ELLs situation in reference to L1/ L2

languages and cultures in Figure 4. During assimilation, the student has no contact with the L1

culture/language. He/She is only interested in the L2 culture and language, feels more

comfortable socializing with L2 natives, speaks in English, and prefers the L2 group.

Assimilation   *No L1, only L2

- more comfortable socializing

   with L2 natives

- speaks in English

- prefers L2 group

   *languages and cultures
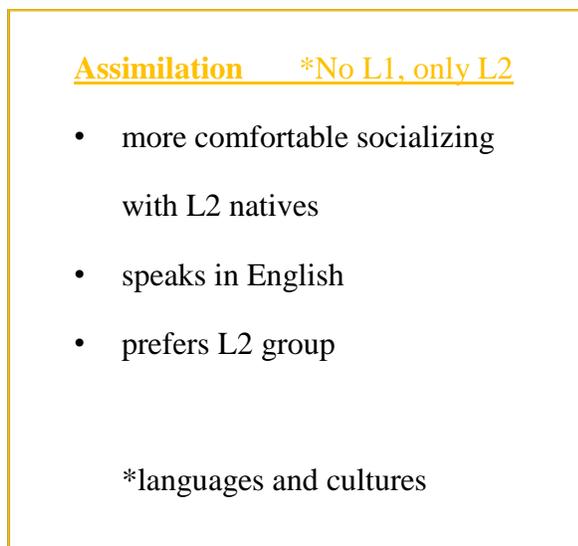
Figure 4. Acculturation Markers for Assimilation (adapted fromTaras, 2008, EAAM, p. 2)

BUILDING POSITIVE IDENTITIES

Integration

   Integration represents the selective maintenance of the L1 culture and adoption of parts of the

new L2 culture (Berry, 1997). Immigrants in this option interact and accept both cultures,

groups, and people (Taras, 2008). In acculturation, the integration results in the better adaptation

outcome as researched by Berry, Phinney, and Sam (2006) with choices between L1 and L2

culture. Findings in Berry et al. (2006) indicate immigrant youth has better socio-cultural

adaptation outcomes in integration. Their positive adaptation is facilitated by maintenance of

their own identity and the participation in the larger society (Berry et al.).   ELLs are bicultural,

if they use integrative acculturation strategies for their identity formation and acculturation.

   The acculturation markers for integration describe the ELLs situation in reference to L1/ L2

languages and cultures in Figure 5. During integration, the student has contact with both L1/L2

cultures and languages. He/She feels comfortable with the L1 and L2 group, uses L1 and L2,

and thinks in L1 and L2.

<u>Integration</u>   * L1 and L2

- comfortable with L1 and L2 group

- uses L1 and L2

- thinks in L1 and L2

- L1 and L2 friends

      *languages and cultures
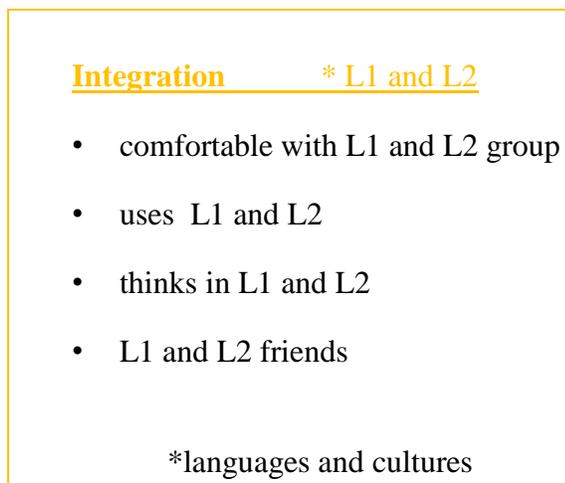
Figure 5. Acculturation Markers for Integration (adapted fromTaras, 2008, EAAM, p. 3)

BUILDING POSITIVE IDENTITIES

This framework is based on the premise of free choice on the part of the immigrant to decide, upon which acculturation model to assimilate and deemed best for the individual (Berry, 1997). In integration, some parts of the L1/L2 heritage culture and language are maintained and others of the receiving country are accepted by the immigrant. These potential outcomes derive from positive experiences in accepting the L1 and the L2 cultures their acculturation.

Berry' Critics

Berry's acculturation model is criticized for the marginalization option, because there is no explanation for cultural adaptation without contact with the L1/L2 cultures (Rudmin, 2003). After review of research, Rudmin suggested that Berry's four choices result in one, so there is only one outcome in his acculturation model. Other researchers assumed the four acculturation options are valid and started empirical studies.

Schwartz and Zamboanga's (2008) used cluster-analytic methods to investigate the validity of Berry's model. Berry's (1980) acculturation options are present in their research results about acculturation variables by latent class. But the results indicate similar groups of participants of participant are noted to be in clusters which are subsequently divided in undifferentiated, assimilated, partial biculturalism, American-oriented biculturalism, separated and full biculturalism. The marginalization strategy was small and undifferentiated with somewhat confused immigrants. Schwartz et al., 2008).

Questions and issues raised by researchers on acculturation prompted Schwartz et al. to expand the integration part in Berry's framework. Exemplifying this expansion is the fact that most newcomers are from non-European backgrounds and experience a more complex process of acculturation (Alfred, 2009). One of the main reasons for the expansion includes the new waves

of immigrants whom originate from sociopolitical landscapes that incorporate collectivism in their governmental institutions. They are not accustomed to individualism and personal independence which might characterize a White English-speaking European background predominant in the US.

An Expanded Multidimensional Model

In fact, the multidimensional model created by Schwartz et al. (2010) consists of six parts with practice, values and identifications divided on one side in L1, collectivism, and country of origin in Figure 6. On the other side, the researchers inserted the L2, individualism, and receiving country. Schwartz et al. identify biculturalism in the integration part of Berry's acculturation framework. Similar to Berry's acculturation theory, migrants have a choice between partial/complete retention of the home culture and adoption of the new culture.
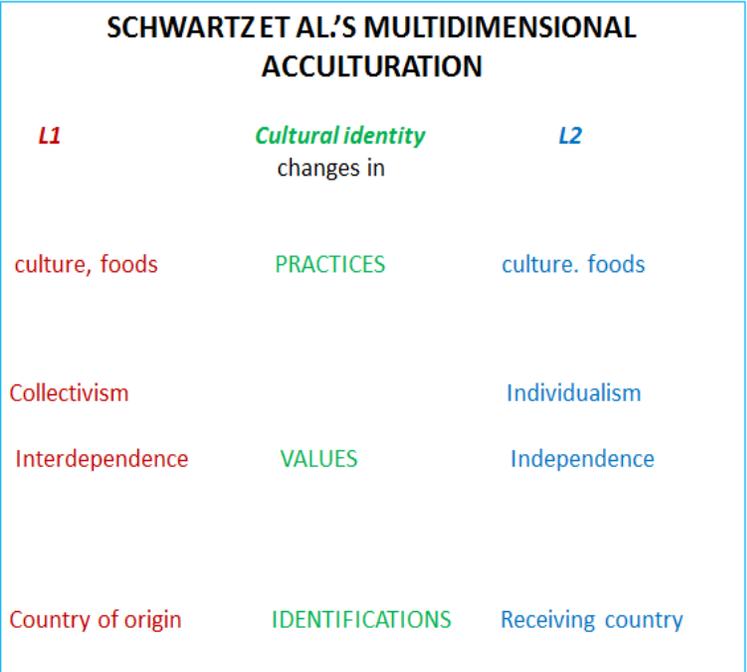
Figure 6. Schwartz et al.'s Multidimensional Acculturation (2010, p. 245)

BUILDING POSITIVE IDENTITIES

The assumption of choice in acculturation is limited by the contextual variables. These variables account for differences in the individual immigrant and her/his context (Schwartz & al., 2010). They include individual, national, socioeconomic, prior country home, home area, and current residence variables. In an effort to understand acculturation, all factors relevant to the migrant are useful when analyzing the process of change.

The expanded multidimensional biculturalism is expressed in practices, values, and identifications (Schwartz et al., 2010). An immigrant can speak L1 and L2 languages fluently, be individualistic in the work environment, group-oriented at home, and feel attachment to L1/L2 cultures. In some cases, the L1/L2 languages and cultures might be combined in personal ways.

Challenges and Multidimensional Contexts

Different languages, ethnicities, and cultures threaten the core national identity of the host country. (Schwartz & al., 2010). Non-European immigrants are faced with onerous challenges, because they may present different characteristics contrasting with the White mainstream America, like different skin color and unconventional sociopolitical ideologies such as collectivism. A White immigrant with English skills can blend into a White, English-speaking-majority country, particularly, if the prevailing ideology reflects that of the heritage country, as such, will ultimately facilitate acculturation . Russian immigrants, however, are mainly White and have proficient knowledge of the English language allowing them to blend easily in the majority population of European origin (Tartakowky, 2009; Tricky & Birnan, 2005). Individualism already present to a certain degree in the home nation facilitates additionally the acculturation process.

Furthermore, the immigrants' ethnicity contributes to their status change in the US (Schwartz & al., 2010). The majority status in their country changes suddenly upon arrival, to that of minority rank. Indians, Asians, and Chinese immigrants are cast into an inferior status only by virtue of their ethnicity. Some Spanish-speaking immigrants are labeled as Hispanic, when they belong in reality to many different countries.

Adolescents and older immigrants may have resided longer in their L1 country and are challenged to acquire the practices, values and identifications of the L2 country (Schwartz & al., 2010). Adolescents at HS age remember their home country more than younger immigrants. They use their cultural knowledge, when they approach L2 natives and may speak English with an accent. Some natives might treat them as inferior due to the fact that they are part of a minority group. Notwithstanding, in some cases, that immigrants may be well-educated, have learned English in his or her native country and perhaps demonstrates to be more articulate than the average, he or she is looked upon as inferior. Schwartz et al. (2010) argue that circumstances have a major impact on acculturation strategies and therefore justify the addition of multidimensional variables to Berry's (1980) acculturation model.

Integrative Multidimensional Acculturation

An integrative acculturation considers the various components of different dimensions for the process to either take place or be refused by the immigrant (Schwartz et al., 2010). The proposal of six components including both L1 and L2 practices, values, and identifications show that the components are independent of each other. This fact and the fact that such components occur at different timeframes, may or may not effect identity transformations for immigrants.

BUILDING POSITIVE IDENTITIES

The changes immigrants experience can occur in one, or more dimensions. According to Schwartz et al. (2010), the transformational process takes place independently in practices, values, or identifications and has different outcomes for each individual immigrant in relation to the L1/L2 cultures. In Midwestern monoculture areas, Mexican and Chinese immigrants might adapt to the L2 culture and socialize with the same, but they won't share their L2 values. More research is needed about the individual changes, and contemporarily, the effects of variables influencing the immigrants like personal context and stressors.

The multidimensional variables enhance Berry's acculturation framework. The addition of multidimensional variables emphasizes the non-European ELLs' cultural identity transfigurations. This approach has implications for the curriculum lessons for teaching strategies. In my opinion, the best strategies include cross-cultural activities based on Berry's acculturation strategies with the addition of multidimensional variables. Based on their personal situation, ELLs can acquire information towards acculturation strategies during their lessons.

In summary, acculturation occurs between two different cultural groups during close contact and can have multiple outcomes. The one-dimensional model is not sufficient to explain the complex process of acculturation. In fact, Berry (1997) includes in his bidimensional model two different acculturation components with four possible outcomes in assimilation, integration, separation, and marginalization.

Schwartz et al. (2010) present more types of acculturation factors, because the growing non-European wave of immigrants requires a new examination looking at different aspects, like presence of more collectivist attitudes compared to the prevailing ideology of American individualism. As a consequence, Schwartz et al. added multidimensional components to

BUILDING POSITIVE IDENTITIES

Berry's acculturation model to represent the complexity of individual factors and variables during the acculturation process. The combination of Berry's acculturation strategies with multidimensional variables from Schwartz et al. addresses the framework for positive identity building for my curriculum .

Challenges and Positive Identity Building

At the same time during ELLs' acculturation, personal identity changes are influenced by several factors, like second language acquisition (SLA). The new identity is also formed during the SLA acquisition with the ELLs' investment and imagined communities. Furthermore, Norton considers the importance of participation in equal power situations for ELLs.

Norton and Identity in SLA

In Norton's research in SLA, identity is seen as as "how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future" (Norton, 1997, p. 410). In Norton's interview with Eton Churchill (2002), she emphazises the connection between identity and SLA. Identity is changed in negotiation/contruction in language learning and social interaction (Churchill, 2002).

From a poststructuralist perspective, Norton emphasizes the complexity of identity as a place of negotiation and transforming in time (Norton, & McKinney, 2011). ELLs will invest in the L2, when they are not ridiculed at by native speakers.The classroom situation has to give them equal cultural capital as that of native speakers. During communication in the L2, they are reconstructing and organizing their identity in the community with L2 speakers. Their investment in the L2 is an investment in their new, always changing identity.

In her English-as-a -foreign language (EFL) classroom, Norton sees her students in relationships with each other, with the lessons, with herself and with students' social life outside the classroom (NNEST, 2010). All these observations and discussions with the second language learners (SLL) come to indicate her students' multiple changing identities. They need to invest in the L2 language and the future through interesting lessons. Norton's interdisciplinary socio-cultural approach to SLA can help students to develop an intercultural identity in the school environment.

Adolescence and Positive Identiy

Adolescent ELLs, in particular, undergo additonal identity transformations in acculturation. During identity formation in adolescence, HS ELLs' experience transformational processes leading into adulthood (Rothe et al., 2011). In 1950, Erikson "conceptualized identity as resulting from the dynamic interplay between the individual and context" (Schwartz et al., 2006). In identity, social elements connect with culture (Rothe et al., 2011). Personal identity refers to the goals, values, and beliefs that an individual adopts and holds. During the identiy change in acculturation, the onus, in part, is on the schools to help ELLs build strong L2 identities while going through identity transformations during the acculturation process. For the positive development of identity, culturally and linguistically different youth need to combine the two cultures into secure cross-cultural self-identity "in a manner that feels comfortable to the individual" (Tong al., 2006, p. 203).

Moreover, adolescent newcomers, experience multiple challenges during the period of acculturation and most of them face identity changes in their new country (Berry, 1997; Schwartz et al., 2010). They might have to adapt their identity to the second- language (L2) environment and undergo changes in transitional processes. During this overwhelming time,

adolescent ELLs experience changes due to language, culture and transformations inherent in the adolescent phase of physical and emotional maturity, thereby gradually transitioning to form a new identity.

For the development of a positive cross-cultural identity in schools, Tong et al. (2006) propose ten ways to support the immigrant student, like in a welcoming environment and introducing the ELLs by a native peer to their new cultural and linguistic surroundings. The transitional period should provide ELLs with emotional support to ease their fears and stress in this new place. ELLs' adjustment can be supported by accepting and valuing the L1 home.

According to La Guardia (2009), the continued use of L1 language/culture influences helps identity building in a positive way. At the same time, in discussions L1 and L2 American ways can be explored by promoting speaking contemporarily. "Teachers should use culturally compatible instruction to build a bridge between home and school" (Stepanek, Raphael, Autio, Deussen, & Thompson, 2010). ELLs need a curriculum including activities related to their culture to acculturate and integrate into their new country and school.

In other words, the building of positive identity for HS ELLs is facilitated with cross- cultural adaptations in their challenging acculturation situation (Tong & al., 2006). ELLs' identity transforms under many influences in reference to several factors deriving from linguistic, cultural, and developmental sources. In this stressful situation, they need welcoming L2 environments with the inclusion of L1 home elements. The general introduction to both cultures promotes positive acculturation to the different acculturation choices. In fact, the different acculturation strategies and factors will be combined in the curriculum project for positive

identity building in school. For the same reason, additional interventions refer to L1 schooling differences and L2 support.

Overwhelming Challenges for HS ELLs

All ELLs are faced with the presence of L2 and culture in school. The presence in school of L2 values, beliefs, and practices can create confusion for the ELLs with different ways of thinking and acting (Berry, Phinney, Sam, & Vedder, 2006). They observe new patterns of behavior which can lead to dissonance between L1 home and L2 school for them (Berry & al, 2006). Also, the lack of L2 and connected cultural competence can trigger misunderstandings creating a cultural mismatch between L1/L2 experiences.

However, many adolescent HS Ells have different L1 and L2 levels, and some with low literacy for their grade. Their schooling presents many variations in academic knowledge (Short & Fitzsimmon, 2007). Older HS ELLs might attend lower grades than their age and find less resources at the secondary schools (Gaytan, Carhill, & Suarez-Orozco, 2007). Other newcomers experienced interrupted schooling and need to improve their primary language literacy for transfer into English. Many of them have no/limited schooling in their first language (L1) and are challenged to acquire content knowledge in English with an introduction to literacy in general (Hones, 2007). But good students, despite assiduous effort, might experience problems with the L2 and struggle in school (Gaytan et al., 2007). Other ELLs might have limited education or be illiterate, never having frequented school based on different needs in their home country, like working to support the family (Hones, 2007). This group has to start literacy acquisition in their L2 School with their personal L1 background.

BUILDING POSITIVE IDENTITIES

Based on their present situation and ethnic origin, HS ELLs might also experience acculturative stress due to negative influences, like possible discrimination (Rothe, 2011). Mexican, Haitian and Jamaican adolescents often experience racism in the US. The additional transition to a new language and culture can create an overwhelming and onerous situation for some HS ELLs between L1 home and L2 School.

L2 Demands and Cultural Sensitivity

Harper (2004) exposes the major problems of ELLs' L2 "in simultaneously acquiring content and language proficiency" to receive the same education as L2 students (p. 158). In fact, ELLs have to reach cognitive academic language proficiency (CALP) in addition to basic interpersonal communication skills (BICS). The building of CALP necessitates critical importance of literacy for understanding meaning, awareness of the grammar/sociolinguistic functioning for language and achievement of social goals of language use (Cummins et al., 2001 {1}). The extended timeframes of acquisition of BICS being 2-3 years and CALP being 5-7 years, create a difficult situation for ELLs in high school.

ELLs should be integrated in a welcoming and inclusive school during the acculturation phase to avoid negative influences on their identity formation. During this time, ELLs, not having an extensive knowledge of English, would garner benefit from the presence of background knowledge of the L1 and consequently, can help them to integrate in school. This beneficial juxtaposition should be included in order to give ELLs a sense of belonging to the L2 during this time of transformational changes.

Positive L1 Presence and Identity Expression in School

Children's linguistic heritage and cultural identity should receive acknowledgement of home cultures through representations or activities in the school environment which reflect or affirm the home culture (Cummins, 2001). The ELLs can show who they are in their home culture and receive affirmation of their future place in their new environment. The loss of L1 could lead to adolescent alienation from parents, home, culture, and school portending negative results for identity development and motivation (Cummins, 2001). Moreover, according to Cummins (2001), schools should use ELLs's background knowledge to build on existing knowledge. The personal abilities of the students should be demonstrated in the classroom.

In addition, the ELLs' L1 should develop in the interest of the increasingly diverse population as a contribution to their new country in an era of globalization (Cummins, 2001). Research confirms the positive effects of bilingual education in generating more flexibility and promoting the transfer of concepts from the L1 to the L2. Teachers should transmit positive messages about the additional knowledge of other languages as an important accomplishment. The positive influence of the L1 presence in school can help the ESLs to learn additional English language skills.

One way, the newcomers can show their abilities, consists in identity texts (Cummin et al., 2005). The ELL's background knowledge includes past experiences that are part of their identity and cognition (Cummins & al., 2005). The transfer of knowledge between L1 and L2 creates a foundation for knowledge in school. The home language concepts and intellectual skills can help students to function in the L2. The student-created identity texts support newcomer students to express their identities in their L1 language and culture elevating also their status in school (Cummins & al.).

Lack of Schooling and Cultural Sensitivity

In an Australian high school newcomer example, the inclusion of L1 and cultural sensitivity can be important for many Ells, especially those without prior schooling. In Australia, Hones (2007) observed immigrants and refugees without formal education from their home country and in need to transform their personal identities at the Ell school in Milpera. The school in Milpera offers a welcoming environment for their students. Social and cultural processes are incorporated in the classrooms. The teachers help students write personal stories, use the language experience approach including field trips, music and artistic expression. For the students' literacy development, early childhood methods are implemented by teachers who integrate fieldtrips with related reading and writing. The principal defines the school's recepts:

> There is a shared vision about receiving, nurturing, preparing and transiting people, so that each of them can achieve their potential, and that potential may be different. Our challenge for us every day is to do it in a way that is socially just and culturally inclusive, and to practice what we preach (Hones, 2006, p. 10).

Hones (2007) observes the inclusion of the L1 experiences and knowledge as the best way to build identity with an incentive for newcomers. In activities, ELLs need to be able to use their cultural experiences and L1 for active learning, e.g. students play soccer together and speak in their own language during their free time. The ELLs' integrate positively in the new environment with L1 interests and language.

However, cultural sensitivity represents a cornerstone element for HS ELLs positive identity development. In her study, Hagan (2004) becomes a tutor in an English-as-a-second language (ESL) program to acquire cultural sensitivity. She interacts with a woman from a

different culture during a human diversity course. During this time, she reflects about her own

culture and biases towards the different culture of the other individual. The exchange of cultural

differences between teacher and student identifies the teacher as a cultural broker within the

learning environment. The mutual interaction leads to cross-cultural understanding and mutual

awareness of cultural differences. Both sides try to negotiate a new identity in a positive learning

environment (Alfred, 2009). The teacher can support the transition to a new identity.

In summary, the HS ELLs should develop a sense of belonging in school in a welcoming

environment with an introduction. The challenging development of L2 includes additional basic

and academic language in content area classes. The lessons can build newcomers' identity with

L1 related experiences. They can show their skills in this process which influences their

development in a positive way, e.g. through identity texts (Cummins et al., 2005). For ELLs, the

L1 and L2 languages/cultures can create a foundation for a transfer of knowledge. Also, the

continued use of the L1 influence identity building in a positive way (La Guardia, 2009).

The L2 in Milpera includes comprehensible cultural contributions related to personal

experiences, so Ells' individual strengths can be demonstrated in the classroom. The teacher can

transform his/her identity to understand and support the Ells in L1/L2 cultural comparisons.

Hagan (2006) experienced cross-cultural exchange with a tutee leading to reflections on biases

and cultural sensitivity. In fact, transformation might have occurred in both their identities

through the comparisons of both cultures present during the tutoring. Cross-cultural identity

building activities can support the acculturation process to integrate into the new country and

school.

Cultural sensitivity is important in the diverse classroom, which should include authentic newcomer experiences for learning to help them with their identity transitions. ELLs need instruction including their L1 language and culture to adapt to their new country in school. During the acculturation process, schools can help ELLs build strong identities with multidimensional acculturation strategies according to Berry (1980) and Schwartz et al. (2010). The building of Ells' positive identities can take place with the four acculturation options with multidimensional variables through the 6+1 Trait Writing.

The 6+1 Trait Writing

The 6+1 model research begun in the mid 1980s, when researchers started to develop a performance assessment for writing at the Northwest Regional Educational Laboratories (Culham, 2003). Experience and empirical research were based on the five characteristics by Paul Diedrich (1974). During the 1980s and 1990s, teacher researchers analyzed student work from grades 3-12 and discovered six traits important to good writing: ideas, organization, voice, word choice, sentence fluency, and conventions. Consecutively, this model turned into the 6+1 model with the addition of the presentation trait (Culham, 2006).

In a 6+1 model study, the pioneers of the same model (Arter, Spandel, Culham, &Pollard, 1994) concluded students experienced improvement in only one trait and nearly in two other areas. In addition, Spandel (2005) confirmed the 6+1 model helps to achieve higher test scores and confidence in writing. She emphasizes the importance of literature as models, so students can imitate the writing of real authors. But, the model needs to be used daily in the curriculum.

In workshops for the 6+1 model, Culham's (2003) 6-trait guide explains the model as a six piece puzzle and confirms her guide represents "the most comprehensive, practical, teacher-

friendly guide to analytic writing assessment" (p. 6). In the introduction, she interprets the traits as a common language for teachers to communicate about student-created texts.

The teachers can add their own ideas according to students' needs (Culham, 2003). The students learn and reflect on good writing descriptors which can be used for grades K-12 and adapted for ELLs. Today, many resources exist for the 6+1 model with lessons, graphic organizers, activities and assessments for elementary grades'. Teachers can implement adaptations according to the needs of ELLs.

In summary, the 6+1 model offers seven traits to achieve good American writing skills including assessment rubrics. The division in traits and assessment rubrics for teacher/student offers a step-by-step approach for ELLs. They would be overwhelmed, if all the elements of the 6+1 model were applied at the same time. Based on research by Arter et al. (1994), ELLs experience improvement in one and nearly two other traits. This outcome shows improvement of the ELLs' writing and experience with norms of American writing.

Spandel's (2005) research applauded high test scores and confidence in writing as important outcomes. For beginning ELLs test scores are important, but higher self-confidence in writing supports their positive identity building. Also, the use of literature as role models for writing raises ELLs' self-esteem to get involved in the writing process. The assessment rubrics build their identity in positive ways, because the teacher can talk to them about their writing in a positive way and give advice for improvement.

With the use of immediate feedback, the students acquire good writing in practical exercises. They are in charge of their writing outcomes through the 6+1 model in self-assessments and teacher assessment. The 6+1 model can include many curriculum materials for different needs

BUILDING POSITIVE IDENTITIES

and for adaptation. But no acculturation curriculum through the 6+1 model exists to direct the

students away from marginalization to the best integrative choice they can reach for themselves.

The positive outcomes in previous research suggesting positive outcomes for beginning ELLs

with traits and writing can also confirm the effectiveness of the 6+1 model.

Previous Use of Writing Traits and Writing for ELL Beginners

In fact, research before the use of the 6+1 model confirms writing improvement through

traits and connected assessments. Archibald (1994) discovered that writing instruction in EFL

can help college students to reflect on their work and acquire more American writing rules for

the creation of academic texts in English. He confirms that his seven trait rubric helped ELLs to

acquire writing skills in English by evaluating and improving them one by one. So, in

Archibald's research, the practice in English writing has improved with seven traits containing

the norms of English writing.

Also, Archibald (2001) underlines the importance to adapt to the writing norms and focus on

the students' weak points in the classroom. Results are similar to the 6+1 trait with major

improvement in three traits and some in the others (Arter & al., 1994; Spandel, 2005). The

assessment of writing can be performed with a multiple trait scheme for good writing. Several

traits in writing can help to improve writing areas in a scaffolded manner.

The correct norm of English writing in paragraphs and identity texts can be taught from the

beginning level (Doyle & Song, 2005). Writing paragraphs are used in an adult writing class for

the expression of ELL's identities. Doyle and Song (2005) emphasize the paragraph writing can

start in the classroom with model paragraphs, so beginning students start to acquire immediately

writing skills in English. At the same time, the teachers learn more about their students' personal

situation and thoughts in their writing.

In sum, before the existence of the 6+1 model, writing traits combined with assessment were

applied with success in ELLs' classes. Their identity was build through the acquisition of L2

writing skills and norms in traits for good writing. The writing process supports students'

transformations during acculturation in identity texts. In addition, teachers receive more

information about the ELLs and can apply the knowledge in cross-cultural activities/ discussions.

The building of positive identities in beginning students and in identity texts through the 6+1

model has already validity in previous studies. Today, the same model can help ELLs with the

new common core standards (CCSS) in writing.

6+1 Model as a Foundation for Writing

The 6+1 trait model can enhance the building of a foundation for students to meet the new

CCSS, because they are aligned with the state's official writing scoring guide (Raphael, 2012).

At the high school level, ELLs are challenged by elevated educational demands in academic

English and the new common core state standards for college readiness in most states. At this

level, they need the writing skills to write for a range of audiences and purposes required for

adolescent literacy.

In Oregon, the 6+1 model is used in intervention classes in order to develop writing skills

for HS ELLs who are required to submit work samples during the school year for their grade.

(Raphael, 2012) The students improved from 66 percent in 2011 to 79 percent in 2012. The

6+1 model is a writing model with scaffolded assessment and improves student performance

over time. ELLs' identity is built through the 6+1 model with scaffold assessment and improves student performance over time.

Culham (2003) emphasizes the 6+1 model is "not a magic bullet…" (Culham, 2003; p. 54, para 4). The writing traits are an assessment and help to discuss about writing with the trait vocabulary between teacher and student. Teachers should model good writing with different materials in the classroom. In Culham's opinion, the 6+1 model give guidelines and improves writing for the students (Culham, 2006). The 6+1 model represents an assessment of common guidelines for good writing.

According to the rubrics, all students can succeed at their pace to progress to become a good writer. The use of evaluation rubrics by the teacher and students support and supports progress in the classroom. This gradual type of assessment with strengths and weaknesses discovery encourages ELLs in the acquisition of academic English and to feel comfortable during the learning of the L2.

Positive Identity Building through the 6+1 model

Positive identity formation can start with a beginner vocabulary in writing. Traits support ELLs' writing and learning to reflect about their texts (Culham, 2003). The pressure of evaluation is reduced by the use of progress rubrics showing their strengths and areas for improvement. Writing paragraphs should be introduced with beginner ELLs to support their identity expression. The use of the 6+1 model can also help with the introduction of the new CCSS at schools (Raphael, 2012). Also, HS ELLs can be prepared for the increasing requirements of writing for college readiness.

BUILDING POSITIVE IDENTITIES

The teacher can achieve scaffolded positive identity building in written self expression (Doyle & Song, 2005). The model can be changed according to the purpose of the 6+1 model based on HS ELLs' needs (Culham, 2003). In my curriculum project, HS ELLs' identity building is supported by the 6+1 model with the inclusion of acculturation strategies and multidimensional variables. Most content area teachers already use the 6+1 model to facilitate the writing process in schools. But with my curriculum, they can use ESL knowledge to enhance their lessons and support ELLs' positive acculturation.

In addition, teachers in school should teach their content-area integrated with second language (L2) literacy (Newman, 2007). Many of them might not know, how to recognize the needs of the HS ELLs and to develop their literacy skills (Short et al., 2007). Also, the literacy instruction should be coordinated with all the other teachers in school to help the HS ELLs with explicit instructions for reading and writing with inclusion of the students' background knowledge (Short et al.) My curriculum includes L2 literacy through the 6+1 model and can be used in discussions with other teachers about literacy in general for HS ELLs.

In sum, HS newcomers face many challenges between home, school and adolescent development in their new country. The acculturation process can lead to the formation of new personal identities within the daily environments. Schools should support the students' possible positive transformations with a welcoming, L1 inclusive environment. The content-area teachers can build identity with the 6+1 model including acculturation strategies with multidimensional variables.

Schools with supportive programs and individuals can have a major impact on the lives of HS ELLs during their new identity formation. Positive relationships and cross-cultural

BUILDING POSITIVE IDENTITIES

sensitivity influences the newcomers' identity development towards positive acculturation . The gap between home and all new experiences can be bridged in the school with culturally inclusive environments. In addition, adolescence in HS already presents major identity changes in a student's life.

My curriculum project includes Berry's acculturation strategies and Schwartz et al.' multidimensional variables for positive identity building through the 6+1 model. The content-area teacher can adapt the curriculum to her/his subject to build the HS ELLs' positive identities in school. In addition, they can discuss with other teachers about literacy for the ELLs.

Curriculum

The curriculum was designed to support positive identity building through the 6+1 model in the content-area classroom. The students are in 9th grade and at the beginning level. The 6+1 model helps build identity while students are acculturating to their new country. The curriculum has lessons that include the four acculturation strategies as discussed by Berry (1980) with the inclusion of Schwartz et al.'s multidimensional variables. The acculturation strategies of marginalization, assimilation, separation, and integration guided the themes for the lessons with the 6+1 model. Multidimensional variables were included in L1/L2 activities to compare the two languages and cultures.

All the lessons included comprehensible input through visual, guided, modeled, and student-centered teaching, like in visuals or You-Tube video presentations. The learning environment is task-oriented in group cooperation. The students' mistakes are regarded as integral to learning creating a low-anxiety environment for students' risk-taking. The lessons

include all the modalities of reading, listening, speaking and writing to reinforce each other. During each acculturation strategy unit, a particular trait(s) is/are reviewed before the lessons. In activities, the trait and rule is reinforced with graphic organizers.

   The teacher uses scoring rubrics and checklists for chosen trait(s) during a lesson. The rubrics and charts were adapted to the HS ELLs to assess progress in writing. Moreover, during the process of acculturation, the students need a supportive and challenging environment with choices in the classroom. The curriculum content and learning tasks are relevant with authentic tasks, so the students are more likely to view their education as purposeful and engaging.

    Reading materials were drawn from age- and level-appropriate books/materials for the beginning HS ELLs. Informational text at various reading levels, digital media, newspapers, and magazines were implemented for the learning tasks. Students' prior knowledge is used to develop a deeper understanding, to integrate new information, and to use the knowledge in new ways. The content should be connected to the real world also for the understanding of the world outside the school.

   Intended Audience

   The acculturation curriculum was designed through the 6+1 model for content-area HS teachers to build positive identity in ELLs. The created lessons are for 9th grade HS ELL newcomers at the beginning level and based on the New York State (NYS) English as a second language (ESL) standards 2 and 4. The content-area HS teacher receives guideline lessons, in which he/she can insert their content-area material and State/content-area specific standards. The curriculum can be used by the teacher as lesson starter including ELLs background knowledge. The whole lesson can be adapted with material insertion at any point of the lessons. The

BUILDING POSITIVE IDENTITIES

designed acculturation lessons can help the content-area teacher to build positive identity with everyday subject prompts for beginning HS ELLs.

Scope and Sequence with Standards

The back mapping process was used for the design of my curriculum. In other words, I thought first about the goals I wanted to reach and which standards I will implement in my lessons. I chose an acculturation curriculum framework for 9th grade beginner ELLs' through the 6+1 model aligned with the NYS ESL standards 1 and 4 based on the four modalities of writing, reading, speaking, and listening in interaction. Many HS ELLs in 9th HS might be older, might have little o no schooling and acquired different levels of beginner English.

My goals is to encourage positive identity building during acculturation through the 6+ 1 trait model by addressing Berry's four acculturation strategies. The four acculturation strategies are marginalization, separation, and integration in order from worst to best option. In addition, I used Schwartz et al.'s cultural orientation variables of practices in culture/food, identities in collectivism/individualism, and identifications in country of origin/receiving country. The content-area teacher can help ELLs' positive identity formation . He/She can move ELLs out of the worst option in marginalization towards the best acculturation strategy for them and their personal situation.

Acculturation Strategies

Isolation   L1   L2   L1 + L2

Marginalization - Separation - Assimilation - Integration
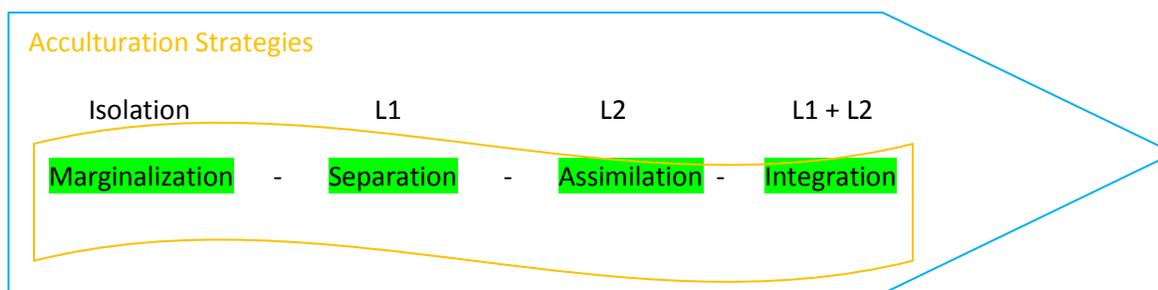
Figure 7. Berry's (1980) Acculturation Strategies from worst to best option.

Marginalization results in no contact and isolation with L1/L2 cultures and languages. For positive identity development, the ELLs need support to move away from their current condition and to participate in society in a better acculturation option for them.

Separation can be a better choice for ELLs that live in their cultural L1 group most of the time. But they are not involved in the L2 language and culture, which can limit their possibilities in the future. They might still work in an L2 environment and need social/language skills to adapt to their working place.

Assimilation is a good option for ELLs that only want to stay in contact with the L2 group and acquire the new culture/language fast. But the cultural heritage needs to be a positive part of their life, so they are able to face possible discrimination or racism. For their positive identity building, the L1 culture should be a pleasant aspect of their life.

Integration is the best acculturation strategy, because the individual ELL makes choices between the two cultures/languages to form their own personal blended identity. This outcome has to include a strong identity building to meet requirements from the different cultural groups for personal happiness.

The curriculum has 6 lessons for each acculturation strategy and consists in 24 lessons. I

designed 6 marginalization, 6 separation, 6 assimilation, and 6 integration lessons. Schwartz et

al.'s multidimensional L1/L2 variables of practices in culture/food, identities in

collectivism/individualism, and identifications in country of origin/receiving country were added

to the acculturation strategies. For each of the four acculturation options, I added L1/L2

multidimensional variables: for the first 2 lessons culture/food, then the next 2 for

collectivism/individualism and last 2 lessons for countries. Both L1/L2 are included in the cross-

cultural activities, which support the ELLs background and new knowledge for positive identity

building.

6 lessons	6 lessons	6 lessons	6 lessons	= 24 lessons
Marginalization	Separation	Assimilation	Integration	= 4 acculturation strategies
1-6	7-12	13-18	19-24	= lesson numbers
L1/L2 Culture/food				= first two lessons
L1/L2 Collectivism/Individualism				= second two lessons
L1/L2 Country of origin/Receiving country				= third two lessons

Figure 8. First Curriculum Outline

BUILDING POSITIVE IDENTITIES

The six traits of idea, organization, voice, word choice, sentence choice, conventions, and presentations were used in order for the curriculum. The traits of conventions and presentations are always included in all lessons, because they represent grammar and the esthetic aspects of the writing. The 6 marginalization lessons are based on idea, the 6 separation lessons on organization, the 6 assimilations lessons on voice, and the 6 integration lessons on word choice and sentence choice. For beginning lessons, the traits were used in the order of the lessons and rubrics proposed in Culham (2003). They go from easy to difficult in order and are easier for beginner ELLs with limited vocabulary. The 6 marginalization lessons use idea, the 6 separation lessons use organization, the 6 assimilation lessons use voice, and the 6 integration lessons use word/sentence choice.

```
6 marginalization lessons   -   idea

6 separation lessons        -   organization

6 assimilation lessons      -   voice

6 integration lessons       -   word/sentence choice
```

Figure 9. Combination of acculturation strategy lessons with the traits.

The 6 lessons referring to one acculturation strategy have one theme, and each lesson has a topic. The themes are related to the students new environments to build positive identity: "Introducing myself", "Me and my Community", "Me and food", and "Me and hobbies". The sixth theme is "Celebration", which is popular with students. Each theme is divided in 6 lessons. For marginalization the theme "Introducing myself" has the four topics: personal, school, home, and family introductions. The fifth lesson is always a writing prompt about the theme. The student can chose a topic from the theme. The sixth lesson is always another writing prompt about the theme "Celebrations". In this case, the topic is "Family celebrations" like birthday or marriage.

<div style="border: 1px solid cyan; padding: 10px;">

MARGINALIZATION   Introducing Myself:

Lesson 1-4   personal, school, home, and family.

Lesson 5 writing prompt about theme

Lesson 6 writing prompt about family celebrations like birthday

</div>

Figure 10. Marginalization Lessons Structure

SEPARATION   Me and my Community:

Lesson 7-10   home, neighbors, shops, and buildings

Lesson 11 writing prompt about theme

Lesson 12 writing prompt about festivities like Ramadan

Figure 11. Separation Lessons Structure

For separation the theme "Me and my Community" has the four topics are home, neighbors, shops, and buildings. The fifth lesson is again a writing prompt about the theme. The sixth lesson is a writing prompt about "Festivities" like Christmas, or Ramadan. ELLs

   For assimilation the theme is "Me and Food" with the topics: Grocery, cooking, fast food, and restaurant. The fifth lesson writing prompt is about food. The sixth lesson writing prompt is about "National Festivities".

ASSIMILATION   Me and Food

Lesson 13-16 parks, hobbies, mall, and movies

Lesson 17 writing prompt about food

Lesson 18 writing prompt about National festivities

Figure 12. Assimilation Lesson Structure

BUILDING POSITIVE IDENTITIES

For integration the theme is "Me and Hobbies". The topics are parks, hobbies, mall, and movies. The fifth writing prompt is about hobbies. The sixth writing prompt is about any celebration.

INTEGRATION   Me and Hobbies

Lesson 19-22 parks, hobbies, mall, and movies

Lesson 23 writing prompt about hobbies

Lesson 24 writing prompt about any favorite celebration

Figure 13. Integration Lesson Structure

The theme for marginalization is "Introducing Myself". The student indicators for marginalization in figure 4 indicate no interest in L1 or L2. The ELL has no social connections and friends. The goal is the development of interest in socialization with peers to integrate into the L1 and L2 environment in school. The lessons include partner/group work for socialization and give information in discussions/activities about L1/L2 cultural differences to acculturate the students. The trait "idea" helps to reflect about the multidimensional variable L1/L2 culture. The students acquire knowledge about how to make contact through introductions in different countries.

The theme for separation is "Me and my community". The student indicators for separation indicate socialization with L1 and no interest in L2 in figure 4. The ELL has only contact with

the L1 group. The goal is the development of interest in the L2 without the inclusion of the L1. The lessons include interaction in partner/group and cross-cultural discussions/activities about L1/L2 about relations to the community.

The theme for assimilation is "Me and Food". The student indicator for assimilation shows socialization only with the L2 group and no interest in the L1 group in figure 4. The ELL frequents only the new cultural group. These lessons concentrate on L1 without the exclusion of the L2 talking about food.

The theme for integration is " Me and my Hobbies". The student indicator for integration includes L1 and L2 socialization. These lessons include interaction in partner/group and cross-cultural discussions/activities about L1 with inclusion of L2. The students interact in partner/group work and cross-cultural discussions/activities about their hobbies.

The book "Daily Trait Writing" for 3rd grade by Evan-Moor (2004) was used for lesson adaptation to the 9th grade HS Ell beginner level. Beginner HS ELLs need knowledge about the traits at a higher level , which corresponds to 3rd grade. The lessons include activities to generate ideas and details with the inclusion of conventions and presentation. The book contains lessons for 5 weeks about each trait and always includes conventions/presentation. In the weekly summaries, I chose the most important parts of the traits and adapted the corresponding lessons for the level of HS ELLs in reference to the four acculturation options with the multidimensional variables. The activities need to be connected with their age-group and daily lives. Their surroundings are the first themes and topic of interest. The use of different materials including the computer can get them involved in the classroom.

The lesson plans are divided into abbreviation key, content standards ESL 1 and 4, theme, topic, vocabulary, materials, content objective, language objective, and a short description of the lesson. The lessons start always with the activation of background knowledge and visuals/objects presented to the students. Questions are asked to involve the students and to contribute their ideas about the theme. Then, they are introduced in steps of modeling, copying, review and applying to the learning material to write about ideas and details. Visuals, colors, and graphic organizers are used to facilitate the Ells' comprehension. In the wrap-up, they can apply their new knowledge in an additional activity. The ELLs identity is built in scaffolded lessons for cross-cultural information to acculturate in a positive way. The sixths lesson always includes the writing prompt about celebrations.

Their writing results in identity texts, because they reflect about their L1/L2 experiences. The teacher can recognize their acculturation choice in the written texts. Both languages and cultures are always compared during the lessons with more or less emphasis according to the acculturation strategy. The L1/L2 comparisons support integration in school. Partner/group work is used to meet the other students in interaction. The L1 is present, and ELLs can express their identity in school. The teacher approaches the ELLs with cultural sensitivity and experience-based instruction.

In the first 6 lessons, marginalization and L1/L2 multidimensional variables are added to avoid this option. The students are isolated and need to socialize in the classroom with both L1/L2 groups. They need to recognize the reasons for their acculturation choice. During the lesson, ELLs reflect about themselves and their close environment. They are introduced to cross-cultural activities and the trait idea to accept both L1/L2 languages and cultures. The multidimensional variables are included in the order as explained above.

In the 6 separation lessons, the students reflect about the L2 home in order to identify positively with their new country. The emphasis is on the L2 environment with comparisons to the L1 past situation and with inclusion of the multidimensional variables. The student prefers friends, socialization, and dating in her/his own L1 group." The goal of these lessons is the development of interest in the L2 language and culture in group/partner work, interaction with L2 speakers, and the exchange of L1 and L2 experiences. The ELL self-assessment chart and teacher assessment rubric contain idea, organization, conventions, and presentation.

In the 6 assimilation lessons, ELLs compare L1/L2 situations referred to national foods and eating places. The trait voice matches the process of looking back in the past and of developing a strong identity in the L1 language/culture. The student indicators for assimilation are feeling comfortable socializing with L2 natives, speaking in English and preference for the L2 group. The goal of the six lessons is the building of L1 background knowledge in L1 language and culture acquisition to accept the   heritage country with its language and culture. Heritage speakers talk about their L1 language, culture and country. The L1 language/culture should be accepted as being part of an individuals' identity.

Food is generally preferred according to the home culture. In many countries, meals are prepared in a special culturally determined way. Fast food is part of the American culture. So, foods can help to relate to certain cultures and information about them can get ELLs interested in them. Foods are part of acculturation to a country and new tastes can be acquired with time. In activities, the L2 country and multidimensional variables are included for comparisons between L1/L2 experiences.

In the 6 integration lessons, students think about their hobbies in the L1 and L2 culture. ELLs feel comfortable with L1 and L2 group. The students use and think in L1 and L2. Friends are part of both L1 and L2 groups. The goal is the reinforcement of choice between L1/L2 and a personal identity. The point out, what they enjoy in both L1 and L2 languages and cultures in a personal blended identity. The traits word and sentence choice are important for the expression of personal feelings. The multidimensional variables are included in both L1/L2 languages and cultures.

BUILDING POSITIVE IDENTITIES

  Self-assessment charts and a trait rubric were adapted from a "Daily Trait Writing" for 3rd grade

by Evan-Moor (2004) for the HS ELLs. The students receive self-assessment charts for the trait

of the 6 lessons acculturation strategy including ideas, conventions and presentation. The traits

are described for the beginner level with 1 for starting, 2 for developing, and 3 for good

assessment. The traits are shortly described: idea with the main message, conventions with

grammar, and presentation with clean for pleasant to look at and without eraser marks. They use

a new sheet for the assessment.Teacher comments can be added underneath the traits. Students

get a number assessment. In the self-assessment charts, the students can evaluate their drawing,

or sentence(s). The Ell self-assessment chart   contains for the first lessons the traits idea,

conventions, and presentations in Figure 16.

1	2	3
Starting	**Developing**	**Good**

IDEA: The main message

CONVENTIONS: Grammar

PRESENTATION: Clean

Figure 14.. Ell Self-Assessment Chart 6+1 Trait

BUILDING POSITIVE IDENTITIES

The teacher assessment rubric contains for the first lessons the traits idea, conventions, and presentations in Figure 17 Teacher comments can be close to the traits. Students get a number assessment. The teacher always writes first a positive and then improvement comments.

1	2	3
Starting	**Developing**	**Good**

Comments:

IDEA

CONVENTIONS

PRESENTATION

Figure 15. Teacher Assessment Rubric 6+1 Trait

For the second 6 lessons, they include the Ell self-assessment chart and teacher assessment rubric contain idea, organization, conventions, and presentation. For the third 6 lessons, they include idea, organization, voice, conventions, and presentation. For the fourth 6 lessons, they include idea, organization, voice, word/sentence choice, conventions, and presentation.

BUILDING POSITIVE IDENTITIES

Results

Lesson 1-6 Marginalization's with Multidimensional L1/L2 Components

6+1 Trait Lesson Plan 1 - L1 and L2 Culture Practices - Trait: IDEA

Key: **SWABAT –** student will be able to   **T** – teacher   **S(s)** – student(s)
Content Standard(s):   English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding.   English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Introducing Myself   **Topic:** Personal Introductions   **Vocabulary**: name, address, nationality, What…? What is your name? What is your address? What is your nationality?   **Materials**: visuals of key vocabulary, poster, colored markers, Venn-Diagram, You-Tube presentations from three different countries, computer
Content Objective(s): SWBAT describe and perform introductions in L1/L2 to avoid marginalization   **Language Objective(s):** SWBAT identify idea, topic and details in sentences
Lesson: Explanation introduction differences between L1/L2 to adopt L2 to approach native speakers; modeling L2 introductions followed by S introductions with help of T;

introductions is the main idea in the lesson; introduction shown from L1 countries and the USA

with you-tube and ask S to show introductions in their countries; T models introductions in the

USA and prompts S to imitate them with a partner;

visuals and word strips for name, address and nationality are shown to the Ss; vocabulary

explained, class divided in groups and mixed up word strips handed out to each group to match

visual and words; task observation and help; each group puts sentence strips in order and reads

them; poster and markers passed out to each S group, heading (idea) "introductions" with

questions written on the whiteboard and repeated with Ss; Ss in each group copy both on their

poster and add pictures from the internet;

Explanation and writing on the whiteboard of "introductions = topic" (title, idea), the

"sentences = details" (information) about the topic; both terms copied on their poster by

designated Ss in group.;

Model of completed Venn diagram (V) shown to the Ss; explanation of V; Ss receive each a V;

Ss write in the V as topic of the idea "Introductions in different countries"; Ss choose a partner

and copy "introductions in my country" on the right and "introductions to the USA" on the left

as modeled; T model inserting a sentence for each side with input from the S; sentence in the

middle modeled for similarities in introductions; S talk with their partner and write in the

columns of the V the corresponding sentences; T helps Ss, if necessary; S partners are asked to

identity topic of idea and details in the Venn diagram; for a review, the students have to use with

the teacher one of the three learned introductions before leaving the classroom.

6+1 Trait Lesson Plan 2

L1 and L2 Culture Practices

Trait: IDEA

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

Content Standard(s):

English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for

information and understanding.

English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for

social interaction.

Theme: Introductions and Me

Topic: School

Vocabulary: teacher, classroom, desk, lunch, to wait, to sit, to have lunch,

Materials: visuals of key vocabulary, colored markers, colored construction paper, colored

Hockey tape, visual of a school, a pool, a park and a house.

Content Objective(s): SWBAT give details for the idea "building" to express opinion to other

L1 and L2 people

Language Objective(s): SWBAT use capital letters at the beginning of a sentence and a period

at the end of a sentence

Lesson: Picture of a school in the United States of America USA) is shown. Ss describe, what a

school is like in their country; on the whiteboard, T writes the differences of their schools; Ss are

asked, where they prefer to go to school;

Review topic as the main idea and a title for sentences/text; sentences about the topic/idea are

details, three sentences are read: My teacher waits in my classroom. I sit at my desk. I have lunch

at school. Ss guess the topic/idea for the sentences; pointing to a visual, Ss are asked about the

topic for the sentences; three visuals are shown, Ss guess the topic/topic;

A poster with sentences written on pieces of colored hockey tape is shown: In my classroom,

we have many books. The walls have posters and word charts. We have a big table and

whiteboard. Ss read the sentences aloud in chorus's receive a piece of colored construction paper

each and copy the sentences with the markers on the hockey tape; Ss guess the topic and write it

as a heading on their poster;

the capital letters and the periods are underlined; Ss choose a partner, get three sentences without

capital letters and periods; Ss insert capital letters and periods; Ss guess the topic/idea; T helps

them, if necessary; S search for a matching visual with same topic/idea;

Ss think of a topic/idea; write it in their journal and add details in two sentences.

6+1 Trait Lesson Plan 3

L1 and L2 Collectivism/Individualism

Trait: IDEA

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Introductions and Me **Topic:** Home

Vocabulary: apartment, house, collectivism, group-oriented, individualism, person-oriented

Materials: visuals of key vocabulary, colored markers, visual and poster of apartment and

house, sheets with word "topic" and lines, pages with a web for three story topics

Content Objective(s): SWBAT describe collectivist/individualist orientations in people living in

apartments and houses in L1 and L2 countries to avoid marginalization

Language Objective(s): SWBAT write sentences about a topic

Lesson: Pictures of apartments and houses in different countries with people are shown; Ss point

out differences; T shows photographs of places with people in different countries; Ss describe

places and people they live and lived in;

explanation with visuals of new vocabulary about apartments and houses with people from the

Internet; Ss compare apartments and houses with people in different countries; people living in

them are discussed in reference to collectivism and individualism; poster with one apartment and

one house with people is shown; the two places and people are topics/ideas for a story; Ss

brainstorm about possible sentences for each topic;

T chooses one of the topics; the first sentence is created as a class for each topic; Ss copy the

sentence for their topic; Ss divided into groups to create two sentences for their topic;

the sentences are shared with the other Ss; T writes them on the whiteboard; sheet with the word

"topic" written on top with lines for sentences is passed out; Ss prompted to write the topic on

the sheet and copy the sentences they like on it;

Ss create a web of story topics for three topics.

6+1 Trait Lesson Plan 4

L1 and L2 Collectivism/Individualism

Trait: IDEA

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

Content Standard(s):

English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for

information and understanding.

English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for

social interaction.

Theme: Introductions and Me

Topic: Family

Vocabulary: family tree, mother, father, sister, brother, uncle, aunt, grandfather, grandmother,

Materials: visuals of key vocabulary, colored markers, family tree, sheets of paper, posters

Content Objective(s): SWBAT compare family in their home country and USA to avoid marginalization

Language Objective(s): SWBAT generate ideas for a topic

Lessons: Scrapbook with T's family is shown; S talk about their family; T uses vocabulary words to ask questions;

modeling of writing names into a family tree; Ss receive family trees to students and fill them out; T helps; Ss are asked about family members here and in their country to connect them to L1/L2 culture;

T shows Ss a model of a letter; Ss receive a sheet of paper and are asked to write a letter to their favorite relative; Ss think about a family member to write to; T models the name of one of her/his family members and add s two sentences on the whiteboard; Ss write two sentences about their family member on the sheet of paper;

Ss are prompted to write about another family member in their journal with the name as the title;

Ss glue their family tree on a poster and add two sentences about their family. The topic is "My family".

6+1 Trait Lesson Plan 5

L1/L2 Countries

Trait: IDEA

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Introductions and Me **Topic:** Introductions **Vocabulary:** introductions for myself, in school, at home, with family **Materials:** visuals of key vocabulary, student checklists and teacher rubrics with idea, convention and presentation, sentences for checklist practice

BUILDING POSITIVE IDENTITIES

Content Objective(s): SWBAT create a topic with ideas on cross-cultural differences between

L1 and L2 country based on themes

Language Objective(s): SWBAT write about a topic with details

Lesson: Ss choose one favorite area of introductions (for themselves, in school, at home and

with the family) and comment on cross-cultural differences between their home and new

country; T writes them on the whiteboard and S copy their comment in their notebook;

 Ss take out the web with the three topics from lesson 3 and decide, which topic they like and

contribute one idea in a sentence for the topic; the sentences are written on the whiteboard under

the chosen topic; Ss to vote on their favorite topic; Ss add more ideas to the chosen topic**;** created

sentences are written on the whiteboard, Ss continue writing about the topic with more details;

S receive each a checklist with idea, conventions and presentation to develop ideas in

sentences,; explanation of the checklist and comparison with sentences written on the

whiteboard; S compare the components in the checklist with their writing; T helps;

 T fills out an assessment form with the three traits and talk with each student about progress

made and area of improvement for their sentences.

6+1 Trait Lesson Plan 6

L1/L2 Countries

Trait: IDEA

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Introductions and Me **Topic:** Family Celebrations **Vocabulary:** celebration, birthday, baptism, wedding, food **Materials:** you-tube videos about a birthday, baptism, and wedding with following food in two L1 and L2 countries, visuals of key vocabulary, student checklist and teacher rubric for idea, assessment rubrics with idea, convention and presentation
Content Objective(s): SWABAT create a topic with ideas on cross-cultural differences between L1 and L2 country **Language Objective(s): SWABAT** write about a given topic with details

BUILDING POSITIVE IDENTITIES

Lesson: Presentation of you-tube video clips about a birthday, baptism, and wedding with following food in two L1 and L2 countries; the three celebrations are written on the whiteboard and brainstormed with the students; T writes sentences under each event; vocabulary clarified;

class divided in partner groups; Ss asked to choose one celebration and think/write about ideas with details together with their partner; T helps;

Ss are prompted to write about the chosen event; Ss receive each a checklist with idea, conventions and presentation to develop ideas in sentences; Ss compare the components in the checklist with their writing; T helps;

T fills out an assessment form with the three traits and talk with each student about progress made and area of improvement for their sentences.

BUILDING POSITIVE IDENTITIES

Lessons 7- 12 Separation with Multidimensional L1/L2 Components

6+1 Trait Lesson Plan 7

L1/L2 Culture Practices

Trait: ORGANIZATION

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and my Community **Topic:** Home **Vocabulary:** next, then, now, end, finally **Materials:** Caleb's Story by Patricia MacLachlan, visuals of key vocabulary, colored markers, poster, sentence strips with sentences, web diagram, checklist and teacher rubric with traits idea, organization, convention, and presentation

BUILDING POSITIVE IDENTITIES

Content Objective(s): SWBAT put their ideas with details in the right order for their L2 text

Language Objective(s): SWBAT use transition words with comma to start their paragraph for

their topic about their home country to identify positively with their L1

Lesson: Ss are asked, what they like about home and who is important to them; T talks about

her community in the US and describes the people important for her; Ss speak about their

community;

transitions words with a comma to start their paragraphs are explained; a story is described to the

Ss in five sentences about a family in their home from the book; Ss are divided into groups;

sentence strips are handed out to them with sentences from the story; Ss are asked to put them in

order to make sense; transition words in the sentences are pointed out to the students; transition

words help to sequence a topic;

Volunteer Ss write transition words on a poster; explanation, when to use them to sequence their

topic; a story is modeled about the T's L2 home life with transition words; design of a web

diagram with idea in the middle and addition of details in bubbles is shown and explained; T

prompts S to choose a partner and describe a part of their L2 home life to her/his; bubble

diagrams are distributed; Ss fill them out with their idea and details to write their own story.

 S checklist with the traits idea, organization, convention, and presentation is distributed, use of

BUILDING POSITIVE IDENTITIES

the checklist is modeled with the story from the beginning of the lesson; Ss are divided in small

groups and check their writing with the help of the list;

Ss create their own assessment poster for the trait organization

6+1 Trait Lesson Plan 8

L1/L2 Culture Practices

Trait: Organization

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and my Community **Topic:** Neighbors **Vocabulary:** beginning, middle, end, ending

Materials: Caleb's story by Sarah MacLachlan,visuals of key vocabulary, graphic organizers with beginning, middle and end, colored markers, poster, 2 chapter beginnings with neighbors, 3 cut-up stories in beginning, middle, and end, web diagrams, web diagram neighbors

Content Objective(s): SWBAT grab reader's attention with their writing about L2 country

Language Objective(s): SWBAT write a story with beginning, middle, and end

Lesson: Ss are asked, why neighbors are important and about the importance of neighbors here and in their home country; Ss compare neighbors here and in their home country in a discussion; T writes sentences on the whiteboard;

Two chapter beginnings about neighbors are read from the book, representing L2 country; Ss are asked which beginning is more interesting; Ss vote on their opinion;

Ss are prompted to think about, how a beginning can grab the readers' attention; explanation for beginning, middle and end, they give order to a story; the sequence of details is important for clarity; Ss divided in groups; hand out of three different beginnings, middles and ends to order in two stories;

modeling on a graphic organizer of beginning, middle and end, using the details of a web about neighbors in L2 country for a story; web and graphic organizer with beginning, middle and end is handed out; Ss create their own web about L2 neighbors and fill out the graphic organizer; T

helps;

modeling of addition details to the graphic organizer and choice of descriptive words, so the reader can imagine the story, Ss add more descriptive detail to their graphic organizer and start writing their story.

S creates a poster with attention grabbers for stories about L1/L2 home and neighbors.

6+1 Trait Lesson Plan 9

L1 and L2 Collectivism/Individualism

Traits: Organization

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

Content Standard(s):

English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding.

English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.

Theme: Me and my Community

Topic: Shops

Vocabulary: simile, metaphor

Materials: Caleb's Story by Sarah MacLachlan**,** visuals of key vocabulary, colored markers,

visuals of different building in USA and home countries of students, Venn diagrams,

sheets with a story for underlining

Content Objective(s): SWBAT compare buildings with people in L1/L2 environment in two

paragraphs

Language Objective(s): SWBAT use similes and metaphors in comparisons

Lesson: Visuals with different types of buildings with people from small to big are show; Ss are

asked to describe a building with people they like best; Ss are asked to talk about different L1/L2

types of buildings;

six visuals are attached to the whiteboard; T models comparing two buildings with people of her

/his choice in a Venn (V) diagram; Ss receive V diagrams, choose two buildings from the

visuals and compare them in the V diagram; Ss are asked to find characteristics/details in both

buildings with people present in the visuals and write sentences using the V diagram.

Comparing in similes and metaphors using "tall" and "skyscraper" is modeled in two sentences:

The building is as tall as a skyscraper. The building is like a skyscraper. Visuals and words are

shown to Ss; Ss form similes or metaphors;

A L2 story with similes and metaphors is read and shown; Ss underline similes and metaphors

with a marker and write their own simile and metaphor;

Ss glue one L1 and one L2 visuals of buildings on a poster and add descriptive sentences.

6+1 Trait Lesson Plan 10

L1/L2 Collectivism/Individualism

Traits: Organization

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

Content Standard(s):

English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for

information and understanding.

English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for

social interaction.

BUILDING POSITIVE IDENTITIES

Theme: Me and my Community

Topic: Buildings

Vocabulary: underline title, compare,

Materials: visuals of key vocabulary

Content Objective(s): SWBAT write a story about people in L2 community with an interesting

　　　　　　　　　　　ending

Language Objective(s): SWBAT use descriptive words

Lesson: T talks about, what she likes in her US community and asks students to tell her about

their home community;

a story with a beginning and middle is read; T models writing an ending on the whiteboard with

Ss' input:; Ss are asked to write an interesting ending for the story;

Ss' vote on the most interesting ending; the whole story is written on the whiteboard with the

ending of the Ss' choice; Ss are prompted to insert transition words from the transition words'

poster taking turns, to add more descriptive adjectives and to think about a title for the story and

underline it;

Ss are asked to create a story about their L2 community with a title, transition words and

beginning, middle, and end;

 volunteer students read their story;

Ss create a poster for the organization trait in their own words.

6+1 Trait Lesson Plan 11

L1/L2 countries

Traits: Organization

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

Content Standard(s):

English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for

information and understanding.

English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for

social interaction.

BUILDING POSITIVE IDENTITIES

Theme: Me and my Community

Topic: Community

Vocabulary: community, home, buildings with people (government offices, store), neighbors

Materials: visuals of key vocabulary, student checklists and teacher rubrics with idea,

organization, convention and presentation, sentences for checklist practice

Content Objective(s): SWBAT create a topic with ideas on cross-cultural differences between

L1 and L2 country based on themes

Language Objective(s): SWBAT write about a topic with details

Lesson: Ss choose one favorite area of L2 community (family, people, buildings with people,)
and comment on cross-cultural community differences between their home and new country; T
writes them on the whiteboard and S copy their comment in their notebook;

 Ss take out the web with the three topics from lesson 3 and decide, which topic they like and
contribute one idea in a sentence for the topic; the sentences are written on the whiteboard under
the chosen topic; Ss to vote on their favorite topic; Ss add more ideas to the chosen topic**;** created
sentences are written on the whiteboard, Ss continue writing about the L2 topic with more
details;

S receive each a checklist with idea, organization, conventions and presentation to develop ideas

in sentences,; explanation of the checklist and comparison with sentences written on the

whiteboard; S compare the components in the checklist with their writing; T helps;

 T fills out an assessment form with the three traits and talk with each student about progress

made and area of improvement for their sentences.

6+1 Trait Lesson Plan 12

L1/L2 country

Traits: Organization

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

Content Standard(s):

English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for

information and understanding.

English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for

social interaction.

BUILDING POSITIVE IDENTITIES

Theme: Me and my Community

Topic: Festivities

Vocabulary: festivity, celebration. Easter, Christmas, Ramadan, Hanukkah, Kwanza

Materials: you-tube videos about the mentioned celebrations with following food in two

L1 countries and USA, visuals of key vocabulary, student checklist and teacher

rubric for idea, assessment rubrics with idea, organization, convention and

presentation

Content Objective(s): SWBAT create a topic with ideas on cross-cultural differences between

L1 and L2 country based on themes

Language Objective(s): SWBAT write about a topic with details

Lesson: Presentation of you-tube video clips about the festivities following food in two L1 and

L2 countries; the festivities are written on the whiteboard and brainstormed with the students; T

writes sentences under each event; vocabulary clarified;

class divided in partner groups; Ss asked to choose one L1 festivity and think/write about ideas

with details together with their partner; T helps;

Ss are prompted to write about the chosen event; Ss receive each a checklist with idea,

organization, conventions and presentation to develop ideas in sentences; Ss compare the

components in the checklist with their writing; T helps;

 T fills out an assessment form with the four traits and talk with each student about progress

made and area of improvement for their sentences.

BUILDING POSITIVE IDENTITIES

Lessons 13-18 Assimilation with multidimensional L1/L2 components

6+1 Trait Lesson Plan 13

L1/L2 Culture/Food Practices

Traits: Word Choice and Sentence Fluency

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s):   English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding.   English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and Food   **Topic:** Grocery   **Vocabulary:** grocery, food, supermarket, outdoor market, stores   **Materials:** bag full of groceries, visuals of food and stores mentioned, market poster, supermarket poster, money, shopping lists, markers
Content Objective(s): SWBAT write about a favorite store with interesting sentences   **Language Objective(s):** SWBAT use descriptive nouns for their sentences

Lesson: A bag with groceries is shown to the Ss; T takes the items out of the bag and talks about them; Ss are asked to list, what food they shop for; Ss asked, whether they go alone to do individualistic/personal shopping or in a group to do collectivistic/family shopping;

Ss are asked, whether the bag of groceries grabbed their attention; in the same way nouns have to be interesting and exciting in writing; Ss talk with a partner about interesting/different foods in the USA stores; the sentences are written on the whiteboard; Ss write a couple of sentences about an event in a store in an interesting way in their notebooks; T helps;

 T underlines nouns and asks Ss to vote on their level of reader interest for them; their function is explained; Ss write on a sheet of paper nouns about L1 food; words written on whiteboard; explanation about exactness/description of nouns in sentences, like instead of rice use Basmati rice; Ss use their list of foods to describe them more and create sentences; T helps;

Ss create a list of their favorite American food words in groups, write them on a poster and add visuals from the internet.

6+1 Trait Lesson Plan 14

L1/L2 Culture/Food practices

BUILDING POSITIVE IDENTITIES

Traits: Word Choice and Sentence Fluency

Key: **S** = Student **T** = Teacher **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and Food **Topic:** Cooking **Vocabulary:** colorful, recipe, ingredients, mix, add, to, two, too **Materials:** variety of fruits, mixing bowl, two spoons, one file out T-chart, T-charts with one column for fruit type and one for adjective to add, one filled in recipe sheet, empty recipe sheets, markers;
Content Objective(s): SWBAT generate a list with colorful adjectives for nouns **Language Objective(s):** SWBAT add adjectives to nouns
Lesson: From a box different L1 fruits are demonstrated, Ss talk about and describe them, visuals of L1 are shown and discussed, Ss asked, how to make a fruit salad and fruits contained in their L1 culture;

used fruit nouns and adjectives written on the whiteboard, show fruits and describe them writing the adjectives on the whiteboard; show a filled in recipe card for a fruit salad, explain vocabulary including homophones to, two, and too in their recipes; Ss receive recipe card and write their individualistic/personal fruit salad recipe with a description including homophones on it, T helps;

T-charts with columns for L1/L2 fruit type and descriptive adjective are distributed, filled-out T-chart shown and nouns with adjectives written on whiteboard, Ss fill out T-chart; T helps;

Ss make an American fruit salad and write the ingredients on a recipe card. Ss can write a recipe card for an L1 fruit salad.

6+1 Trait Lesson Plan 15

L1/L2 Collectivism/Individualism

Traits: Word Choice and Sentence Fluency

BUILDING POSITIVE IDENTITIES

Key: **S** = Student   **T** = Teacher **SWBAT** = Students will be able to…

Content Standard(s):
English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding.
English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.

Theme: Me and Food
Topic: Fast Food
Vocabulary: fast food, in a hurry, quick, no line-up, then, now, instead
Materials: advertisement fast food places, visuals for vocabulary, filled in advertisement chart, empty advertisement charts, colored construction paper, markers

Content Objective(s): SWBAT create a colorful description for a purpose in their L1 culture
Language Objective(s): SWBAT use words to enhance the variety of sentences

Lesson: Advertisement from fast food places shown, Ss discuss about fast food, Ss asked about whether fast food places;
review and explanation of colorful words and sentences to make a story interesting and exciting, T introduces vocabulary with examples, Ss form sentences with the vocabulary and write them in their notebook;

model of L2 advertisement chart filled out with colorful words and sentences, L1 advertisement is created to attract people to buy the product, advertisement is written for a purpose Ss receive empty advertisement charts and write colorful sentences using now, then, instead;

Ss create an American advertisement on a colored construction paper for their favorite fast food place in the US or L1 culture.

6+1 Trait Lesson Plan 16

L1/L2 Collectivism/Individualism

Traits: Word Choice and Sentence Fluency

BUILDING POSITIVE IDENTITIES

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and Food **Topic:** Restaurants **Vocabulary:** restaurant, chain of restaurants, cook, occasion, special **Materials:** computer, restaurant internet visuals, chef hat, apron, filled in wedding announcement, empty wedding announcement, sheets of paper for letter, poster markers
Content Objective(s): SWBAT write about a special L1 event   **Language Objective(s):** SWBAT form different types of sentences

Lesson: L1 and L2 restaurants shown in internet, Ss express their opinions about them;

T put chef hat/ apron on and vocabulary is explained, Ss write sentences with the vocabulary in their notebook, Ss asked about attention getter; T shows and reads a wedding announcement and asks Ss to propose in a letter to a relative a L1 restaurant for the wedding and why, sheets are distributed, T helps;

different types of sentences are on the whiteboard and Ss asked about the differences, Ss are prompted to write about their favorite L1 restaurant with variations of sentence lengths, T helps;

Ss create a menu for a L1wedding on a poster.

6+1 Trait Lesson Plan 17

L1/L2 Country

Traits: Word Choice and Sentence Fluency

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.

Theme: Me and Food
 	
Topic: Food
 	
Vocabulary: grocery, stores, cooking, fast food, restaurant
 	
Materials: visuals of key vocabulary, student checklists and teacher rubrics with idea,
 	
       organization, word choice, sentence fluency, convention and presentation, sentences
 	
       for checklist practice

Content Objective(s): SWBAT create a topic with ideas on cross-cultural differences between   L1 and L2 country based on themes **Language Objective(s):** SWBAT write about a topic with details

BUILDING POSITIVE IDENTITIES

Lesson: Ss choose one favorite area of food (grocery, cooking, fast food, restaurant) and comment on cross-cultural food differences between their home and new country; T writes them on the whiteboard and S copy their comment in their notebook;

 filled in web chart with idea and details is shown, Ss receive each a web chart, and insert a topic they like from the food themes, Ss ad word in the web about the L1 topic and write a title, Ss start writing about the idea with details;

S receive each a checklist with idea, organization, word choice, sentence fluency, conventions and presentation to develop ideas in sentences, S compare the components in the checklist with their writing; T helps;

 T fills out an assessment form with the five traits and talk with each student about progress made and area of improvement for their sentences.

6+1 Trait Lesson Plan 18

L1L2 country

Trait: Word Choice and Sentence Fluency

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Celebrations **Topic:** National Festivities **Vocabulary:** Ramadan, Cinco de Mayo, 4th of July **Materials:** you-tube videos about the mentioned celebrations with following food in two L1 countries and USA, visuals of key vocabulary, student checklist and teacher rubric for idea, assessment rubrics with idea, organization, word choice, sentence fluency convention and presentation

BUILDING POSITIVE IDENTITIES

Content Objective(s): SWBAT create a topic with ideas on cross-cultural differences between

L1 and L2 country based on themes

Language Objective(s): SWBAT write about a topic with details

Lesson: Presentation of you-tube video clips about the festivities following food in two L1 and

L2 countries; the festivities are written on the whiteboard and brainstormed with the students; T

writes sentences under each event; vocabulary clarified;

class divided in partner groups; Ss asked to choose one L1 festivity and think/write about ideas

with details together with their partner; T helps;

Ss are prompted to write about the chosen event; Ss receive each a checklist with idea,

organization, conventions and presentation to develop ideas in sentences; Ss compare the

components in the checklist with their writing; T helps;

 T fills out an assessment form with the four traits and talk with each student about progress

made and area of improvement for their sentences.

BUILDING POSITIVE IDENTITIES

Lessons 19-24 Integration with multidimensional L1/L2 components

6+1 Trait Lesson Plan 19

L1/L2 Culture Practices

Trait: Voice

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s):   English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding.   English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and my hobbies   **Topic:** Parks   **Vocabulary:** park, bench, picnic table, barbecue, family, reunion, out-doors   **Materials:** computer, you-tube clips about people with happy and funny music, one happy and one sad story for all Ss
Content Objective(s): SWBAT tell a story with the expression of feelings,   **Language Objective(s):** SWBAT recognize mood words in sentences
Lesson: L1 and L2 people with happy and a funny music in parks are presented in a you-tube

clip, Ss compare the two presentations talking about people's feelings, Ss are asked, how they feel, when they go to the park

Explanation a park story can be like music, the reader feels in a certain way; in a sentence the writer can express feelings in words = mood words, funny words = funny story, sad words = sad story; a happy and a sad park story is read by the Ss taking turns, Ss asked, which park story is happy and which sad, two sentences are written on the whiteboard and Ss asked to identify mood words, T underlines them, Ss underline the other mood word with a partner;

Mood words from the park story are written on the whiteboard and Ss add others, Ss are asked to write about a happy or sad event at the park with Americans in their journal;

Ss create a mood words poster for different feelings.

6+1 Trait Lesson Plan 20

L1/L2 Culture practices

Trait: Voice

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and my hobbies **Topic:** Hobbies **Vocabulary:** hobby, soccer, football, sports, stamp collection, instrument, scrapbooking, **Materials:** soccer ball, stamp collection, instrument, photo album, visual of football, interview charts, colored construction paper, markers
Content Objective(s): SWBAT express their personal opinion about a favorite activity **Language Objective(s):** SWBAT recognize prefixes
Lesson: T demonstrates scrapbook and tools, talks with enthusiasm about her hobby, talks about

football and explains it in a disinterested voice, Ss comment about the two presentations;

regarding Ts' feelings;

Explanation story should express personal feelings or with imagination enthusiasm or disinterest,

Ss asked to express in their voice a hobby they like and one they don't with a partner; partner

interview them about an activity and fills out an opinion chart, after the partners took turns

interviewing each other, they write positive or negative according to the opinion on the chart,

volunteer Ss communicate the activity and opinion to the other Ss;

Explanation of prefixes recognize words are negative with un- and dis- , T writes examples on

the whiteboard, Ss are prompted to write their opinion about an American activity in a paragraph

in their notebooks and use two negative prefix words; T. helps;

Ss create an opinion poll on colored constructions paper about activities with their interview

charts in groups .

6+1 Trait Lesson Plan 21

BUILDING POSITIVE IDENTITIES

L1/L2 Collectivism/Individualism

Trait: Voice

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s):   English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding.   English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and my hobbies   **Topic:** Mall   **Vocabulary:** mall, shopping, food court, stores, retail   **Materials:** you-tube clips about malls,
Content Objective(s): SWBAT create a text for a purpose   **Language Objective(s):** SWBAT include point of view and purpose in a story
Lesson: Showing of L1?L2 malls and stores on you-tube, Ss express their opinion in a   discussion about malls and stores;

BUILDING POSITIVE IDENTITIES

T shows a map of a mall and talks about the different places, asks Ss with a partner to write down places in the mall in their notebook, Ss want to convince a friend to come to the mall and write a note for them about places they think their friend would like, T helps;

Explanation of view-point in the note, Ss are the narrator of a story taking place in a mall or store, Ss receive web, think of an idea and write a story; T helps;

Ss create their own mall with places they like on a poster.

6+1 Trait Lesson Plan 22

L1/L2 Collectivism/Individualism

Trait: Voice

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Theme: Me and my hobbies **Topic:** Movies **Vocabulary:** postcard, point of view, narrator, character **Materials:** postcards, marker
Content Objective(s): SWBAT write an interesting short text   **Language Objective(s):** SWBAT use formal and informal language
Lesson: Movie tickets are shown. Ss asked, what movies they have seen and prefer,   Some movie scenes shown on you-tube, one L1 and one L2 movie scene, movies need to be interesting like sentences, have a purpose and a point-of-view through a narrator/character(s). Ss choose a movie scene and write about view-point and purpose in their voice in their notebook,

T helps;

T shows a postcard with an invitation to a movie by a friend, the friend asks the Ss to send a postcard to his employer and invite him/her to the movie, explanation of differences between formal and informal language on the whiteboard, Ss receive a postcard and write to their employer in formal language, T helps;

Ss create a poster with examples of formal and informal language.

6+1 Trait Lesson Plan 23

L1/L2 Country

Trait: Voice

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…
Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.
Themes: Me and Hobbies **Topic:** Hobbies **Vocabulary:** parks, hobbies, mall, movies **Materials:** visuals of key vocabulary, student checklists and teacher rubrics with idea, organization, word choice, sentence fluency, voice, convention and presentation, sentences for checklist practice
Content Objective(s): SWBAT create a topic with ideas on cross-cultural differences between L1 and L2 country based on themes **Language Objective(s):** SWBAT write about a topic with details
Lesson: Ss choose a theme from   parks, hobbies, mall, movies, Ss comment on cross-cultural differences between their home and new country, T writes them on the whiteboard and S copy

their comment in their notebook;

Ss receive a web chart for topic and details, decide, which topic they like and write about the

topic with more details;

S receive each a checklist with idea, conventions and presentation to develop ideas in

sentences,; S compare the components in the checklist with their writing; T helps;

T fills out an assessment form with the three traits and talk with each student about progress

made and area of improvement for their sentences.

6+1 Trait Lesson Plan 24

L1/L2 Country

Trait: Voice

Key: **S** = Student   **T** = Teacher   **SWBAT** = Students will be able to…

BUILDING POSITIVE IDENTITIES

Content Standard(s): English Second Language NYS – **Standard 1**: Students will read, write, listen, and speak for information and understanding. English Second Language NYS – **Standard 4**: Students will read, write, listen, and speak for social interaction.

Theme: Celebrations
 	
Topic: Celebrations
 	
Vocabulary: celebrations, event, festivity, national holiday
 	
Materials: you-tube videos about celebrations with following food in two
 	
        L1 and L2 countries, visuals of key vocabulary, student checklist and teacher rubric
 	
      for idea, organization, word choice, sentence fluency, voice, convention and
 	
      presentation

Content Objective(s): SWABAT create a topic with ideas on cross-cultural differences   between L1 and L2 country   **Language Objective(s): SWABAT** write about a given topic with details
Lesson: Presentation of you-tube video clips about celebrations with following food in two L1 and L2 countries; the three celebrations are written on the whiteboard and brainstormed with the students; T writes sentences under each event; vocabulary clarified;

class divided in partner groups; Ss asked to choose one celebration and think/write about ideas

with details together with their partner; T helps;

Ss are prompted to write about the chosen event; Ss receive each a checklist with idea,

conventions and presentation to develop ideas in sentences; Ss compare the components in the

checklist with their writing; T helps;

 T fills out an assessment form with the three traits and talk with each student about progress

made and area of improvement for their sentences.

Conclusion

My final curriculum project matches in its design the positive identity building of HS

newcomers though the 6 +1 model. In school, HS Ells' are helped   by actuating the inclusion of

the four acculturation strategies, multidimensional variables and identity changes in the HS

Ells. The acculturation strategies reflect the Ells' identity situations in transformation present in

the classroom. In the multidimensional variables, the individual situation and the context of the

Ells is included in their acculturation process. The content-area teacher reflects on the most

effective research-based teaching strategies for all the Ells' in her/his classroom. The designed

curriculum can be adapted to the teachers subject area and has examples, how to involve ELLs in

the classroom.

Theoretical-Based Curriculum Structure

The structure of the curriculum includes the possibilities of different acculturation directions

in marginalization, separation, assimilation, and integration. From the beginning of the

curriculum, the Ells are guided through the acculturation strategies from the research-based least

desirable outcome of marginalization towards the most positive goal of integration with

biculturalism including L1 and L2 languages. Acculturation variables are assigned to reflect

the HS Ells' personal circumstances in his/her own environment.

The multidimensional variables pinpoint each individual Ells' personal development within

their environment. Different experiences in the L1/L2 in school transfer from the six L1/L2

components through the individually- accepted cultural identity changes. The three L1 and L2

components are culture/food, collectivism/individualism, and attachment to the country. These

six components are independent like the Ells' identities and might pass through the cultural

changes in perceptions, values, and identifications. The teacher offers many cross-cultural

activities and discussions during the lessons to inform the ELLs about acculturation options. The

knowledge about the L1 and L2 cultures supports the students' identity transformations. They

might realize, what their choices are or just understand, why native act in different ways. ELLs

can reflect about the differences between L1/L2 cultures to form their own personal identity

according to their circumstances.The addition multicultural variables enhances the curriculum

through the inclusion of the Ells' individual status as a person and environment.

During the lessons, the teacher creates the optimal environment for all the Ells' in the classroom community for positive identity building and learning. The teacher reflects on the Ells' identity in flux and their personal investment in the L2 learning. HS Ell's identity is changing based on their experiences in school. The acculturation process is facilitated by the development of age-appropriate involvement strategies, so Ells invest into the L2 within the positive classroom environment. Based on the teachers' knowledge about the students, they reflect also on all the Ells' imaginary communities for their future application in the L2. Teachers' knowledge about Ells' investment and imagined communities helps her/him to build positive identities in the classroom community.

Cultural Sensitivity in School for Mitigation of Ells' Challenges

The experiences in school influence the Ells' investment in the L2. The positive identity building needs to be supported by positive perceived attitudes in school. Also school personnel contributes to the positive reception during the Ells 'acculturation. The teacher is the main reference person for the Ells with a culturally sensitive attitude. Teachers bridge the cultural differences from illiterate to extensive schooling with positive L2 support. Ells' challenges within the L2 environment at school are mitigated by positive identity building with cultural sensitivity. The inclusion of Ells' L1 is purposeful in their identity development for acceptance of their cultural heritance and the presence at home. The personal identity expression supports the Ells' positive outlook and experiences with the L2. In drawings and short identity texts, the beginner Ells can express their personal thoughts and opinions within the L2 environment. Lack of schooling represents another challenge that requires cultural sensitivity in positive inclusion and attitudes by the L2 School.

For the curriculum, I preferred the 6+1 trait model with assessment for HS Ells. The research-based 6+1 trait supports the Ells growth with step-by-step writing assessment. This

Choice of 6+1 Curriculum

scaffold framework assesses and helps Ells' to improve in guided lessons . Even at the beginning level, good writing needs to be acquired for understanding and future facilitation of this skill. An additional benefit is the combination of reading and writing in the 6+1 model, because these skills support each other. Also, the inclusion of listening and speaking in the curriculum reinforces the writing process. Research on identity expression (Song & Doyle, 2005) and the 6+1 model (Raphael, 2012) confirms that the Ells' will improve with this assessment framework

Limitations

The theoretical bases of this curriculum requires testing in classroom application. The parts of this 6+1 trait with additons have been proven effective in schools. Moreover, the teachers' abilities and effectiveness presents a limitation for the positive outcome for the ELLs who are in school. ELLs' collaboration and understanding might influence the positive development of their identity.

ELLs will have difficulties to write many paragraphs at their beginner level. The 6+1 acculturation curriculum will improve their writing by demonstrating to them the rules of good writing. ELLs will experience step-by-step guided opportunities to acquire knowledge and to integrate their background knowledge during their identity change. But the acculturation implementation with additions in the lessons, will not guarantee integration/bicultural outcomes. However, the positive acculturation lessons can still affect acceptable results in each

student's personal choice with the other acculturation strategies. In addition, the identity

transformation for older HS ELLs is more challenging, because they lived longer with their L1

culture. The adaptation to a new culture has personal directions based on personal experiences.

The curriculum can be used for adaptations by the content-area teachers in order to facilitate

the creation of a positive cross-cultural 6+1 curriculum. They can use the beginning/part of the

lessons and add their subject material to the basic elements. The curriculum can serve the

purpose of facilitating adaptation for teachers by inserting their own material. The lessons will

be tested in a content-area classroom to verify effectiveness of the curriculum.

Improvement for the next curriculum

For the developlment of another curriculum, I would research more areas of Ells' interests

according to their culture and insert this information into to insert into my lessons. The growing

popularity of advanced teachnology encourages me to exert more emphasis on their use as a

learning tool in the classroom. Although the facile use of the computer is not sufficient in

today's frenetic desire to accrue knowledge, it's use is nonetheless part and parcel of the

overarching necessity to acquire knowledge.

I omitted automatic minority status assignment for Ells in my literature review. Also, the

connection between socio -economic status and acculturation choices could be included in future

research, as already expressed as missing by Schwartz et al. (2010) in identity development

research. For my purposes, the human support by adults and peers can make a significant

difference for any student according to erstwhile research.

I also realize the importance of collaboration by the ELLs in cultural contributions and

engagement during discussions of lessons. The participation and openness of the ELLs is

important for the success of the positive cross-cultural curriculum. Their cultural edicts might prevent them from divulging and expressing their opinion, which is deemed otherwise acceptable in the American culture. The L1 cultural norms which might include a propensity to orient toward a collective mindset, might prevent the Ells from contributing to the lessons presumably by inhibiting what might arguably be the inherent human need of self-expression. The Ells might need support to help them communicate their real identity by speaking and in writing all effectuated while ensconced within the protective environs of a trusting classroom.

The curriculum project might be disseminated in an educational magazine for further research purposes. In the future, I would like to design a curriculum with content-area material and technology for positive cross-cultural identity building. My multiple cultural interests guide me towards additional exploration in the area of acculturation to lead HS Ells into a successful HS experience and a future imbude with lifelong fulfilment.

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