DOCUMENT RESUME

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AUTHOR   Figueroa, Ramon
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                Programs: Bilingual Project Forward-Adelante.
INSTITUTION   City Univ. of New York, N.Y. Hunter Coll. Bilingual
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                Grouping; Tutoring
IDENTIFIERS   Bilingual Project Forward Adelante; New York;
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ABSTRACT

This content analysis schedule for the Bilingual
Project of Rochester, New York presents information on the history,
funding, and scope of the project. Included are sociolinguistic
process variables such as the native and dominant languages of
students and their interaction. Information is provided on staff
selection and the linguistic background of project teachers. An
assessment is made of the duration and extent of the bilingual
component, and the methods of second language teaching in general.
Included is an analysis of materials, student grouping, tutoring,
curriculum patterns, and cognitive development. The report also
discusses self-esteem, learning strategies, the bicultural and
community components, and means of evaluation. Attached are several
appendixes supplying additional information on material used in the
program. (SK)

ED 078706

#201
Rochester, New York

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

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

__✓__ Initial Proposal

__✓__ 2nd Year Continuation

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

Give Dates and Note if Evaluation is included in continuation.

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

FL 003 980

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

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

Developed by Marietta Saravia Shore
Coordinator, BEARU

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

0.1 Project No. ___201___

CONTENT ANALYSIS SCHEDULE
    FOR BILINGUAL EDUCATION PROGRAMS

verified by project

Research Assistant ___Ramón Figueroa___   Date ___8/71___

0.2 Name of Project ___Bilingual Project Forward-Adelante___

0.3 Address of Project ___450 Humbolt St.___

0.4 ___Rochester, New York 14610___

.05 STATE   0.5 __19__

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE
    1.1 Year Project began under Title VII:

see		. 97 - 1969
Project		07 - 1970
No.		17 - 1971

1.1 __97__

2.0 FUNDING (Mark all that apply)
    2.1 1-Any PRIOR funding of BILINGUAL program, if Title   2.1 __0__
         VII continues or expands that program
         0-no prior funding mentioned

    2.2 Year prior funding began   2.2 __--__

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

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

0.2 Name of Project __Bilingual Project for the Americas__

0.3 Address of Project __450 Humbolt St.__

0.4 __Rochester, New York 14610__

.05 STATE   0.5 __19__

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE
  1.1 Year Project began under Title VII: 1.1 __97__
      see   . 97 - 1969
      Project   07 - 1970
      No.   17 - 1971

2.0 FUNDING (Mark all that apply)
  2.1 1-Any PRIOR funding of BILINGUAL program, if Title   2.1 __0__
          VII continues or expands that program
       0-no prior funding mentioned

  2.2 Year prior funding began   2.2 __--__

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

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

  2.5 1-CONCURRENT funding of program(s), if cooperating   2.5 __1__
          with Title VII program
       0-no concurrent funding mentioned   Title I & local share

  2.6 Concurrent program cooperating with Title VII involves: 2.6 __1,2,3,4__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)
       3-secondary students (grades 7-12)
       4-teachers
       0-not specified

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

  2.8 Total Title VII grant (first year only)   2.8 __$169,000__

  2.9 Total funds for concurrent program(s) cooperating with   2.9 __60,500__
       Title VII '70-'71--12.8 Title VII;   2.9 Title I & local

3.0 1-If a UNIVERSITY is working with the Title VII program,   3.0 __0__
     specify which: _____
     0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program.   4.1 __4__

    1-one   4-four   0-not specified
    2-two   5-five
    3-three   6-other

4.2 Total number of students in program A.First year   4.2 A __220__
                                  B.Second year   B __360__
                                  C.Third year   C __800__

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

Grade	Number of Classes		Grade	Number of Classes	
PS-PreSchool	4		7-grade 7		un-graded
K-Kndgtn	4		8-grade 8		classes
PSK __160__ TOTAL NO. students PS and K			9-grade 9		7-11 5 class.
			B ...... TOTAL students gr 7-9		
1-grade 1	4		10-grade 10		
2-grade 2	2		11-grade 11		
3-grade 3			12-grade 12		
4-grade 4			C ...... TOTAL students gr. 10-12		
5-grade 5					
6-grade 6			TOTAL 80 students		
A __120__ TOTAL students gr. 1-6					

4.4 1-All classes graded   4.4 __3__
    2-All classes ungraded
    3-Some classes ungraded
    If ungraded, specify ages or grades grouped together: __7-11__

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	Non-English Dominant	English Dominant	5.0		No.	%
1. Total Non-English Mother Tongue	I. N-E Dom - NEMT	II. E-Dom - NEMT 15 Puerto Rican & Latin American	NE dom N-EMT	I	323	84
	323 Puerto Rican & Spanish		E dom NEMT	II₁	15	4
2. Total English Mother-Tongue		II₂ E-Dom - EMT 46 Puerto Rican Black & White American	E-Dom EMT	II₂	48	12
	I Total Non-English	II Total English	Total Dom		63	16

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes		Grade	Number of Classes	
PS-PreSchool	4		7-grade 7	....	un-graded
K-Kndgtn	4		8-grade 8	....	classes
PSK 160 TOTAL NO. students PS and K			9-grade 9	....	7-11 5 class.
			B ...... TOTAL students gr 7-9		
1-grade 1	4		10-grade 10	....	
2-grade 2	2		11-grade 11	......	
3-grade 3	....		12-grade 12		
4-grade 4	....		C .... TOTAL students gr. 10-12		
5-grade 5	_____				
6-grade 6	_____		TOTAL 80 students		
A 120 TOTAL students gr. 1-6					

4.4 1-All classes graded   4.4 3
    2-All classes ungraded
    3-Some classes ungraded
    If ungraded, specify ages or grades grouped together: 7-11

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

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 323 Puerto Rican & Spanish	II.E-Dom - NEMT 15 Puerto Rican & Latin American	NE dom I N-EMT	323	84
2. Total English Mother-Tongue		II₂ E-Dom - EMT 46 Puerto Rican Black & White American	E dom NEMT II₁	15	4
			E-Dom EMT II₂	48	12
	I Total Non-English Dominant: 323	II Total English Dominant: 63	Total E-Dom II= II₁ + II₂	63	16

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

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

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

Americans of other ethnic backgrounds:

B1 Mexican-American	B1	...... %	......
B2 Puerto-Rican	B2 326	...... %	.... X ..
B3 Cuban	B3	...... %	......
B4 Other Spanish-American (specify)some Dominican	B4 7	...... %	......
B TOTAL No. of Spanish-speaking Americans	B 333	...... %	......

C Portuguese-American	C	...... %	......
D Franco-American	D	...... %	......
F Chinese-American	F	...... %	......
G Eskimo	G	...... %	......
H Russian	H	...... %	......
J Other Turkish	J 5	...... %	......

I TOTAL number of N-EMT target students	338	...... %	......

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

E1 Black American	E1 38	..... %	(inf) Interim Eval '70
E2 White American	E2 10	...... %	......

II TOTAL number of EMT students other than target population	50	.. .. .. %	......

5.4 Students' native language or mother tongue if DIFFERENT
from dominant language   5.4 0

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

5.5 Students' Dominant Language and Extent of Bilingualism

```
        B2 Puerto-Rican          B2 220      ......;      ... A..
        B3 Cuban                 B3 .....    ......;      .....
        B4 Other Spanish-American
           (specify)some Dominican B4  7     ......;      ......
        B  TOTAL No. of Spanish-   B  333     .....;      ......
           speaking Americans

        C  Portuguese-American    C .....     ......;     ......
        D  Franco-American        D .....     ......;     .....
        F  Chinese-American       F .....     ......;     ......
        G  Eskimo                 G .....     ......;     .....
        H  Russian                H .....     ......;     .....
        J  OtherTurkish           J ....5     ......;     ......
```

I TOTAL number of N-EMT target
  students   238...   ......;   ......

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

    E1 Black American   E1 38..   ......;   (inf) Interim Eval
                                                            '70
    E2 White American   E2 10.   ......;   .....

II TOTAL number of EMT students
   other than target population   50....   . ...;   ......

5.4 Students' native language or mother tongue if DIFFERENT
    from dominant language   5.4 0...........
                              (specify)

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

5.5 Students' Dominant Language and Extent of Bilingualism.

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
C 63	English 16	....	60	....	...	3	...	...	....
A ____	American				...	...	...	...	
	Indian ...		....	...	...	...	...	...	
A1	Navajo ...	...	....	...	...	...	...	...	
A2	Cherokee ...	...	....	...	...	...	...	...	
A3	Keresan ...	...	....	...	...	...	...	...	
A4	Other (spec.) ...	...	...	...	...	...	...	...	
B 323	Spanish 84	.	300	...	.	23	...	...	...
C	Portuguese ...	...	...	...	...	...	...	...	
D	French ...	...	...	...	...	...	...	...	
F	Chinese ...	...	...	...	...	...	...	...	
G	Eskimo ...	...	...	...	...	...	...	...	
H	Russian ...	...	....	...	...	...	...	...	
J 5	Other (spec.) ...	...	5	...	...	0	...	...	...
	Turkish								

5.6 .ecruitment of Students: 5.6 __3__

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

5.7 Proportion of EMT pupils in project area: see Chart C   5.7 __25%__
    n.s.- not specified on the chart

5.8 Community Characteristics (mark all that apply)   5.8 __1,2__
    0 - not specified
    1 - inner city-ghetto
    2 - major city
    3 - small city, town or suburb
    4 - rural   below
    5 - other (specify)   poverty

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. 85% level
      (indicate specific percent of low SES)
    B. Average family income, if mentioned   B. __NS__
    n.s. - not specified

5.10 Socio-econonomic status of EMT participating students   5.10 85% disadvan-
     (indicate specific percent of low SES on the blank)   taged and "cul-
     n.a. - not applicable (no EMT)   turally de-
     00 - not specified   prived"

5.11 Proportion of migrant students in project   5.11 15% est.
    (Indicate specific percent)
    n.s. - not specified   about 15% of childrens' families migrate
                         from nearby camps into Rochester

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __1__
                I for   II for   II __0__
                N-EMT group EMT group (Ibero)

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

P.R. Community Agency and ABC
had previously conducted a sur-
vey in 1968-69.

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

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

6.3 Language dominance of N-EMT groups (check A_parents, B_children, _teachers)
    will be determined by the extent each language is used in different domains
    through various means of communication.
    e.g. specify extent descriptively: never, sometimes, always   6.3 A Spanish
                                                  B Span. & Eng.

```
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)
```

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

5.9 A. 85% below poverty level

B. NS

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

5.10 85% disadvan-taged and "cul-turally de-prived"

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

5.11 15% est.

about 15% of childrens' families migrate
from nearby camps into Rochester

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

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

6.1 I 1
II 0

(Ibero)
P.R. Community Agency and ABC
had previously conducted a sur-
vey in 1968-69.

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

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

6.2 I 1,2,4
II --

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

6.3 A Spanish
B Span & Eng.
C " "

	USE NON-ENGLISH LANG.				USE ENGLISH			
DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	very little				very little		very little	
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines,news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance 6.4 I 1,2
    determined?   I   II   II 1,2

	I N-EXT	II EXT
1-inferred by use of surname	X	X
2-established by formal testing of students	X	X
3-assessed by informal means (specify how)		
4-not mentioned		

Teachers' aides interviews of children & parental questionnaires

6.5 <u>Sociolinguistic Survey includes</u>: (check all that apply)   6.5   0
    An analysis to determine if an interlanguage exists
    in the community, (e.g., a mixture of two languages
    which serves as a single system of communication for
    a group of people).
    1-yes   not done, but in many homes,"Spanglish" is used
    0-no

Attitudes toward maintenance or shift:

6.6 N-EXT parents' attitudes toward maintenance of child's   6.6 1
    N-EXT in particular domains of use or complete shift
    to English
    1-yes   90% of parents wish their children to
    0-no   retain Spanish and acquire English

6.7 EXT parents' attitudes toward their children's learning   6.7 1
    of the N-EXT language
    1-yes
    0-no

6.8 Children's own attitudes regarding the second language   6.8 1
    they are learning and the speakers of that language
    1-yes
    0-no

6.9 If not included in survey how were parental and/or   6.9 3
    community attitudes toward N-EXT maintenance
    determined?
    1-will not be assessed
    2-will be assessed, method not specified
    3-has been or will be assessed by method other than
      sociolinguistic survey (specify how) events in the local community
      pushing for bilingual-bicultural education

6.10 1-After sociolinguistic survey is made, how does it influence   6.10 1
    program? (specify) (e.g. transfer or maintenance instructional
    programs)
    0-not mentioned   flexibility in curriculum design & implementation

7.0 STAFF SELECTION

1-yes   not done, but in many homes,"Spanglish is used
0-no

Attitudes toward maintenance or shift:

6.6   N-EMT parents' attitudes toward maintenance of child's   6.6__1____
N-EMT in particular domains of use or complete shift
to English
1-yes   90% of parents wish their children to
0-no   retain Spanish and acquire English

6.7   EMT parents' attitudes toward their children's learning   6.7__1____
of the N-EMT language
1-yes
0-no

6.8   Children's own attitudes regarding the second language   6.8_1____
they are learning and the speakers of that language
1-yes
0-no

6.9   If not included in survey how were parental and/or   6.9_3____
community attitudes toward N-EMT maintenance
determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than
sociolinguistic survey (specify how) events in the local community
pushing for bilingual-bicultural education

6.10   1-After sociolinguistic survey is made, how does it influence   6.10_1____
program? (specify) (e.g. transfer or maintenance instructional
programs)
0-not mentioned   flexibility in curriculum design & implementation

7.0 STAFF SELECTION

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

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

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

A Total Number   B Total Number
Monolingual   Bilingual
   2   14

Total Number
of Teachers
N 16

7.1

		No.	%
I	A		
I	B	NS	NS
II	A		
II	B		
II₁	A		
II₁	B		
A		2/14	13/87
B			
N		16	

PART II. NARRATIVE

I. Abstract

The major objectives of this proposed program of Bilingual Education are:

1. to develop a competence in English in children whose
   home language is Spanish in order to allow continuous
   progress through school.

2. to develop competence in Spanish in order to enhance
   self-concept and learning ability through knowledge of
   history and culture associated with Spanish language.

3. to provide better educational opportunities for Spanish-
   speaking children and youth.

4. to develop competence in English and Spanish for a limited
   number of monolingual, native English-speaking children
   through participation in bilingual and bicultural programs.

5. to establish closer parent-school communication.

The proposed program includes four components:

1. a pre-school component; primarily for four-year olds. For ap-
   proximately 50% of the time, material and information will be
   presented in Spanish by a teacher who is a native speaker of
   Spanish; the other approximately 50% of the time, similar material
   and information will be presented in English to the same group of
   children by a teacher who is a native speaker of English. Both
   teachers will be fluent in the other's language in order to plan
   and correlate lessons, have parent conferences, etc. Time will
   be included in the day for these purposes. There should be
   no less than 15 native Spanish-speaking nor more than 5 native
   English-speaking children in each group of 20 children. A total
   of 80 children will be enrolled. It is planned that 40 children
   will be enrolled in morning and 40 children in afternoon sessions.
   In addition to the two teachers described above, one Spanish-
   speaking community school aide will be employed as part of the
   staff.

2. a primary elementary school component for kindergarten and first
   grade. The structure will be similar to the pre-school component.
   Kindergarten will be on half day sessions while first grade will
   meet all day. Approximately 80 children will be enrolled in
   kindergarten and 40 in first grade. A Spanish-speaking community-
   school aide will be assigned to this component also.

3. a secondary school component primarily for grades 7 - 10.
Mathematics, Social Studies and Science will be taught in Spanish
at the above-mentioned grade levels while each student is en-
rolled in an intensive English as a Second Language program.
Approximately 50 students will be enrolled. A Spanish-speaking
community-school aide will be assigned to this component.

4. an administrative. pre-service orientation and planning session.
and inservice training. Prior to September 1. 1969. the
Project Supervisor will conduct a two week. pre-service orientation
and planning session for all personnel employed for bilingual
education units. This session will provide orientation to
City School District practices and procedures in addition to
orientation to bilingual education program philosophy and design.
psychological and sociological problems of the target population.
and hispanic culture and history. Uses of curriculum materials
and evaluative procedures will be presented at this time and
continued in inservice training throughout the school year.

The intent of this design is to provide a model program that will grow in

scope over a five-year period, adding elementary and secondary grades each year

until a full pre-school through 12th grade bilingual program is developed.

The target population for bilingual education is Spanish-speaking

(primarily Puerto Rican) children. A Puerto Rican Citizens' Advisory Committee

on Bilingual Education has been established to aid in program planning,

implementation. and evaluation. The committee is composed of parents.

community leaders. community workers. and youth. The City School District is

working closely with this committee.

The major objectives as previously stated should be met through the

implementation of the proposed program.

The planning of this proposal was funded by a Title VII grant award.
#OEG-0-9-420201-3444 (280). The project number is 42-0201-0.

7.2 <u>Linguistic background of project aides or paraprofessionals, by number</u>:
   (indicate non-English language in each box)
   _____Language dominance not specified
Sp. _X_Mother tongue not specified
   _____Not specified whether monolingual or bilingual

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

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

7.2		No. NS	% NS
I	A	___	___
I	B	___	___
II	A	___	___
II	B	___	___
II₁	A	___	___
II₁	B	___	___
	A	3	33 1/3
	B	6	66 2/3
	N	~~9~~	

N Total Number of aides or paraprofessionals

A Total Number Monolingual
   _3_

B Total Number Bilingual
   _6_

   _9_

7.3 <u>Language(s) used by bilingual teachers</u>:   7.3 _1_
   (Mark all that apply)

   1-Bilingual teachers teach in only one language

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

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

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

   0-language(s)used by teachers not specified

7.4 <u>Language(s) used by bilingual aides or paraprofessionals</u>:   7.4 _1_
   (Mark all that apply)

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

II B   ──   ──
II₁A   ──   ──
II₁B
1   A $\underline{3}$ $\underline{33}$ 1/3
    B $\underline{6}$ $\underline{66}$ 3/3
    N $\underline{9}$

A Total Number   B Total Number   N Total Number
    ingual   Bilingual   of aides or
     3   6   paraprofessionals
                             9

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

     1-Bilingual teachers teach in only one language

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

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

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

     0-language(s)used by teachers not specified

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

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

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

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

A. Teachers No. %	B. Aides No. %	C. Proj. Director	D. Evaluator(s)No. %
			North-American
Puerto Rican 10	Puerto Rican 9	Puerto Rican	
			(partial bilingual)
North-American 6			
0-not specified			

7.6 Selection of N-EIT teachers from local community   page 7
      0-not specified   7.6 No.   %
       Number of N-EIT program teachers from local community _____   0   ___ .
       and % _____ of total N-EIT teachers.

7.7 Number and Proportion of teachers and aides of same   7.7   No.   %
       cultural background as N-EIT students: A   50
       indicate specific percent on the blank, or   B   50

                                         if specified descriptively,
                                         1-few
                     A = teachers   2-some
                     B = aides   3-many
                                         4-most
                                         5-more than half
                                         0-not specified

7.8 Teacher Qualifications — Training prior to project   no.'s
       (Indicate number of teachers with each qualification, 7.8 19,17,27   16,16,16
                                       if given)
       n.s.-qualifications not specified   for more specifics, see p.5P
         0-previous courses not specified
       1.____ teacher must meet a specified level of language proficiency on a
              standardized proficiency test of the non-English language through
              which (s)he will instruct
       2.____ teacher must meet a specified level of communicative competence in
              the non-English language determined by a structured interview
       3.____ previous teaching through N-EIT (in country where it is a native
              language, in Peace Corps)
       4.____ previous teaching in local area
       5.____ courses in N-EIT language structure and usage
       6.____ courses in N-E literature
       7.____ content (e.g. Social Studies) courses learned through N-EIT
       8.____ any previous education through N-EIT
       9.____ courses in teaching ESL
       10.____ courses in methods of teaching N-EIT language
       11.____ courses in methods of teaching content (e.g. math)in N-EIT
       12.____ certification in ESL
       13.____ certification in teaching N-EIT
       14.____ cross cultural courses
       15.____ courses in the cultural heritage, values, deep culture of N-EIT
       16. X other qualifications, specify B.A., provisional certif., interest, etc.
                                           (19)   **(17)**   **(27)**

8.0 STAFF DEVELOPMENT   8.1 A   2,3,5,6
                                                   B   2,3,5,6

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

7.8 Teacher Qualifications - Training prior to project   7.8 **19,17,27**   **16,16,16** no.'s
    (Indicate number of teachers with each qualification,
                   if given)

    n.s.-qualifications not specified   for more specifics, see p.5F
      0-previous courses not specified
    1. ___ teacher must meet a specified level of language proficiency on a
          standardized proficiency test of the non-English language through
          which (s)he will instruct
    2. ___ teacher must meet a specified level of communicative competence in
          the non-English language determined by a structured interview
    3. ___ previous teaching through N-EMT (in country where it is a native
          language, in Peace Corps)
    4. ___ previous teaching in local area
    5. ___ courses in N-EMT language structure and usage
    6. ___ courses in N-E literature
    7. ___ content (e.g. Social Studies) courses learned through N-EMT
    8. ___ any previous education through N-EMT
    9. ___ courses in teaching ESL
    10. ___ courses in methods of teaching N-EMT language
    11. ___ courses in methods of teaching content (e.g. math) in N-EMT
    12. ___ certification in ESL
    13. ___ certification in teaching N-EMT
    14. ___ cross cultural courses
    15. ___ courses in the cultural heritage, values, deep culture of N-EMT
    16. X other qualifications, specify B.A., provisional certif., interest, etc.
                            (19)   **(17)**   **(27)**

8.0 STAFF DEVELOPMENT

                                     8.1 A **2,3,5,6**
                                         B **2,3,5,6**

    0-No staff training mentioned

8.1 The project is offering training for teachers   A. For   B. For Para-
    and /or paraprofessionals in the following areas:Teachers professionals
    (mark all that apply)

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

                               I **1,4,9,10**
8.2 Stated goals of teacher training are: 8.2 II **1,4,9,10**   Students

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

    List specific courses if given. (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply)   8.3 __3,5__

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

8.4 Project provides released time to teachers and paraproffesion-   8.4 __1__
als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit 8.5 __1__
toward eventual certification: 1-yes 0-not mentioned
How? (specify) __COP release time (twice a week) for career__
__lattice and H.S. equivalency__

8.6 Paraprofessional's role: 8.6 __2,3,5,6__

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? __supervise movies, etc., visits to community centers; art,__
6-liaison with parents   music, games

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A __4__
(mark all that apply)   A for teachers   B for aides   B __4__
0-not specified
1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)   X   X
Project Supervisor Dpt. Instruction Staff

8.8 Number and Proportion of personnel giving teacher training who   no.   %
are: 8.8 1 __1__ ____
1-bilingual   Proj: Supervisor (1,2)   2 ____ ____
2-bicultural   Instructional staff   3 ____ ____
3-N-EM (specify background) (Eng. monolingual) (3)

8.9 Training is provided: 8.9 __1,2__
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A __3__
                                          B5 ____
B (indicate no. of hours)   6 __X__
A 1-approximately equivalent to a   5 __x__ weekly   7 ____
college course   6 __X__ monthly
2-more than one course   7 ____ bi-monthly
3-less than one course
4-other (specify) _____

                                               no.   %
8.11 Number and Proportion of teachers attending training: 8.11 1 __100__
or: if specified descriptively, indicate:
0-not specified

8.5 <u>Project provides for paraprofessionals to receive course credit</u> 8.5 _1_
   toward eventual <u>certification</u>: 1-yes 0-not mentioned
   How? (specify) _COP release time (twice a week) for career_
                  lattice and H.S. equivalency   8.6 _2,3,5,6_
8.6 <u>Paraprofessional's role</u>:

   1-teaching whole class
   2-teaching small groups
   3-tutoring individually
   4-clerical
   5-contributing to bicultural component
     how ? _supervise movies, etc., visits to community centers; art,_
   6-liaison with parents   music, games

8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A _4_
       (mark all that apply)   A for teachers   B for aides   B _4_
   C-not specified   ____   ____
   1-University faculty   ____   ____
   2-project's Master Teachers ____   ____
   3-project's teachers
   4-other (specify)   X   X
   Project Supervisor   Dpt. Instruction Staff   no.   %
8.8 <u>Number and Proportion of personnel giving teacher training who</u> 8.8 1 _1_
   <u>are</u>:   Proj: Supervisor (1,2)   2 __ __
   1-bilingual   Instructional staff   3 __ __
   2-bicultural   (Eng. monolingual) (3)
   3-N-EMT (specify background)

8.9 <u>Training is provided</u>:   8.9 _1,2_
   1-during a summer session
   2-during the academic year
   3-other (specify)

8.10 <u>Extent of training</u>:   8.10 A _3_
                                 B (indicate no. of hours)   B5 ____
   A 1-approximately equivalent to a   5 ____ weekly   6 _X_
      college course   6 _X_ monthly   7 ____
     2-more than one course   7 ____ bi-monthly
     3-less than one course
     4-other (specify) _____   no.   %
8.11 <u>Number and Proportion of teachers attending training</u>:   8.11 1 _100_
                      or: if specified descriptively, indicate:
   0-not specified   6-most
   1-100% (16)   7-many
   2-more than 75%   8-few
   3-50-74%   9-other (specify)_____
   4-25-50%
   5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 <u>Teachers'attitudes are assessed</u>: (Mark all that apply)   9.1 _2,3,7,12_
   0-not mentioned
   1-to N-EMT language or dialect
   2-to N-EMT students - expectations of achievement
   3-to N-EMT culture

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

   7-through a questionnaire
   8-other (specify)_12 on the job observations by supervisor & evaluation
                        of content

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff: 10.1 __1__
 0-not specified   1-bilingual teacher
 1-team teaching   2-ESL teacher   10.2 _1,2,3,4,5_
 2-cluster teaching   3-bilingual coordinator
 3-shared resource teacher   4-aides or paraprofessionals
 4-other (specify) _____   5-consultant psychotherapist
             or guidance counselor
             6-other (specify)_____

10.3 Average number of pupils per class: 10.3 _20_____
 0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 __1____
 0-not specified

10.5 Average number of N-ENT or bilingual aides (or para- 10.5 __1____
  professionals) per clas:
 0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)   I   II   II$_1$

N-ENT language will be maintained in program: (mark all that apply)	IC DON-MENT	E DO-ENT	E DON-MENT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	....

                  11.1 I __1_____
                     II _1_____
                     II$_1$ _NA___

11.2 How many years does project state is optimal for instruction 11.2 __0___
  for N-ENT group through N-ENT language to continue?

                   infer 13 years
                   K-12

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

10.4 Average number of aides or paraprofessionals per class: 10.4 __1___
   C-not specified

10.5 Average number of N-EMT or bilingual aides (or para-   10.5 __1___
   professionals) per clas:
   0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)   I   II II_1

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

11.1 I __1_____
II .1.....
II_1 .NA...

11.2 How many years does project state is optimal for instruction   11.2 ___0___
   for N-EMT group through N-EMT language to continue?
                                                                       infer 13 years
   0-not mentioned   K-12
   if for a particular number of years:
   1 2 3 4 5 6 7 8 9 10

   .. ..

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

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

11.3 Second language learning is introduced in which grade: 11.3 I   Pre-K = 13
   code: C= N.A. (if no EMT)   II   " " "
                                                                  II_1 .NA...

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

(for group row header: 1 = Pre-K, 14 =)

Secondary Component III (Grades 7-11)

TIME SCHEDULE
SAMPLE STUDENT'S PROGRAM

	PERIOD	MON.	TUES.	WED.	THURS.	FRI.
(1)	8:30- 9:15	Spanish	Spanish	Spanish	Spanish	Spanish
(2)	9:20-10:05	Soc. Studies	Soc. Stud.	Soc. Stud.	Soc. Stud.	Soc. Stud.
(3)	10:10-10:55	English (ES)	E.S.L.	E.S.L.	E.S.L.	E.S.L.
(4)	11:00-11:45	Ingles	Ingles	Ingles	Ingles	Ingles
(5)	11:50-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
(6)	12:40- 1:25	Math	Math	Math	Math	Math
(7)	1:30- 2:15	Reading (Gym)	Science Lab	Reading (Gym)	Science Lab	Reading (Elective)
(8)	2:20- 3:05	Science	" (90 min.)	Science (Early Dismissal 2:20)	" (90 min.)	Science

N.B. Extra help: Tues. & Thurs. After school

* Bil. Counselor will handle students' programs

The schedule above broken into eight periods daily consists of 45 minutes per period with, Science Lab twice a week for 90 minutes. Since this is a modular schedule that should provide whenever necessary the flexibility to tutor individually one, two or three students in the various language and academic areas, the teachers in coordinated unism with the reading specialist and teacher aides should arrange and make provisions for tutorial and small groups instruction. Or the other hand, those students that are working above average expected performance level should be also given the time to do independent study in interest areas of the above academic program and/or take electives from the regular school program. * Counselor, upon recommendations of teachers, will effect (placement, changes, referrals) and will inform the vice-principal at the secondary school and the Project Director.

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

```
                    00       0 not      grades                              14 Voc.
     code:   (if no EIT)mentioned  1-3  4-6  7-9  10-12 13-college          training
I  N-J DOM
II J-9  - EIT
III D-DOM/NEIT              --- Pre-K ---> 12                               ·· NA
```

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

11.5 Second language learning for English dominant students is   11.5 I₂ 12
projected through grade: II 12
```
                00 if  0 not    grades
      code:     no EIT specified  1  2  3  4  5  6  7  8  9  10  11  12
II  EIT                                                               X
II₂ N-EIT/E Dom           --- Pre-K ---> 12                           X
```

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

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

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

	11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
PreK	NS			Pre K 50
1				1 50
2				2 50
3				3
4		50% Spanish	50% English	4 varies according
5				5 to student needs
6				6
7	45		M,S,SS	7
8				8
9				9
10				10
11				11
12				12
K				K 50

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

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

	11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
PreK				Pre K

11.5 Second language learning for English dominant students is
    projected through grade:
                    00 if   0 not   grades
        code.   no EiT specified 1 2 3 4 5 6 7 8 9 10 11 12
    II EiT   ...   ---   -- --- --- -- --- --- --- --- -- ... X.
    IIᵦ N-EiT/E Dom ...   ...   Pre-K ⟶ 12 -- -- --- -- ... X.

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

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

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

11.7 Min. per day of instruction through N-EiT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EiT
PreK NS			Pre K 50
1			1 50
2			2 50
3			3
4		50% Spanish 50% English	4 varies according
5			5 to student needs
6			6
7 45		M,S,SS	7
8			8
9			9
10			10
11			11
12			12
K			K 50

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

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

11.10 Min. per day of instruction through N-EiT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EiT
PreK			Pre K
1			1
2			2
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12

IV. Program Procedures

Operational procedures will be organized in the following manner:

A. Component I - Pre-school unit.

Forty four-year old children will be enrolled in morning and 40 more in afternoon pre-school bilingual language development programs. The two sections will be assigned one Spanish-speaking teacher aide who will assist with teacher assigned activities and other areas as pre-scribed in section VI of the narrative. The native Spanish section will provide a Spanish atmosphere. All written material in and around the room will be in Spanish. The teacher will use only Spanish as will the teacher aide. They will respond to questions spoken in English, but their answers will always be in Spanish. The narrative English section will provide a North American atmosphere. All written material in and around the room will be in English. The teacher will use only English as will the teacher-aide. They will occasionally respond to questions in Spanish, but their answers will be always in English. The establishment of a classroom atmosphere that is representative of the specific language and culture reflects part of the philosophy of The Coral Way project in Dade County, Florida. It is vital that children learn to associate the language they are learning at a given time with specific cultures as represented by specific classrooms and people. There must be as little confusion as possible. This philosophy and the following is a possible outline of the program organization:

Time	Spanish Section	English Section
8:30 - 9:00	Planning and lesson coordination time with each other and aide.	

9:00 - 10:00   Language instruction with 20 children, 15 of whom should be native speakers of Spanish and 5 of English.

Language instruction with 20 children, 15 of whom should be native speakers of Spanish and 5 of English.

<u>Bilingual Oral Language and Conceptual Development Program for Spanish-speaking Pre-school children</u> will be used in conjunction with <u>Introducing English</u> by Lancaster and <u>Peabody Language Development Program, Pre-school level.</u>

Teaching procedures and activities will be similar in both sections.

Same materials will be used in English:

Teaching procedures in both sections will include:

1. listening activities

2. pattern practices

3. vocabulary building

4. pronounciation practice

Activities for accomplishing the above will include:

    stories

    songs

    games as suggested in Michigan, Lancaster, and Peabody Programs.

Physical activities
Filmstrips
Records
Puzzles
Blocks
Paints
Coloring activities

10:00 - 10:15   Lavatory and Group Exchange (Aide will supervise this for one section in the morning and the other in the afternoon in order to provide relief time for the teacher as per City School District - Rochester Teachers' Association contract.)

10:15 - 10:30   Mid-morning snack and relaxation. This activity should be alternated with the above, perhaps on a weekly basis, in order to provide the opportunity for each group to eat in the two cultural atmospheres - not always in one or the other.

10:30 - 11:30   Same as the 9:00 - 10:00 instruction with the exchanged group.

11:30   All children dismissed.

The afternoon groups would follow the same basic outline and structure.

Time is provided for preparation and coordination of program.

B. Component II - Primary Elementary Unit.

This component will enroll 40 children in the morning kindergarten and 40 other children in the afternoon kindergarten, and 40 children in the first grade. The ratio of Spanish-speaking children to English-speaking children will be the same as Component #1, 3-1.

The kindergarten structure will be identical in language philosophy and similar in content to Component I. The Peabody Language Development Program Level I will be included. The program will be compatible with the existing City School District kindergarten syllabus.

The first grade program will maintain the previously described English-Spanish structure and language philosophy. All 40 children will experience half of the day in the Spanish section and half of the day in the English section. The children will be divided into groups of 20 children each for A.M. and P.M. instruction. English and Spanish reading programs will be introduced. The Miami Linguistic Readers will be used in the English section and Por el Mundo del Cuento y la Aventura will be used in the Spanish section. The Miami Linguistic series are specifically designed for Spanish-speaking children and are well structured. This approach is compatible with teaching reading in Spanish as well. The Por el Mundo del Cuento y la Aventura series appears to be the best Spanish reading series available at this time. It is especially appropriate for Rochester since it was developed in Puerto Rico and presents the culture

and background indigenous to Puerto Rico.

In addition, arithmetic and science will be added to the content. The program will be compatible with existing City School District syllabus.

C. Component III - Secondary Unit - grades 7 - 10.

This component will provide the opportunity of studying social studies, mathematics and some sciences in Spanish. Much of the present English curriculum will have to be translated into Spanish since the curriculum must be compatible with existing New York State and local syllabi. Spanish-speaking students will continue to enroll in two or more English as a Second Language classes for English instruction and credit. The subjects mentioned above can be structured for presentation in any language. This component will allow new entrants from Spanish speaking countries to pursue their education while learning English. In addition, this should make the adjustment to a different culture easier for them. This component will change yearly to meet the needs of newcomers to the United States and also to meet the needs of the children who move through the elementary bilingual unit to junior and eventually senior high school. The present procedure is designed to alleviate an immediate need of Spanish speaking secondary students.

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

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

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

	11.14 Min. per day of instruction through N-MT	Total min. per day of any instruction	11.15 Subjects taught in *second* lang.	11.16 % of time per day of instruction through N-MT
PreK				Pre K 50
1				1 50
2				2 50
3				3
4				4
5				5
6				6
7	45			7 . 50
8				8 . 50
9				9 . 50
10				10 . 50
11				11 . 50
12				12

11.17 Mixed or separate language usage by teacher and/or aide   11.17 . 3 __
in the classroom (mark all that apply)

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

We encourage child's use of particular target language (Spanish or
English)

12.0 METHODS OF SECOND LANGUAGE TEACHING

	of instruction through N-ENT	day of any instruction	in second lang.		of instruction through N-ENT
Pre.				Pre N	.50
1				1	.50
2				2	.50
3				3	
4				4	
5				5	
6				6	
7	45			7	.50
8				8	50
9				9	.50
10				10	50
11				11	.50
12				12	

11.17 Mixed or separate language usage by teacher and/or aide   11.17 .3 _
in the classroom (mark all that apply)

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

We encourage child's use of particular target language (Spanish or
English)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination   12.0 1
of methods)   2a

1-Audio-lingual habit skills or behavioral approach. Emphasis
  on communication. Includes contrastive analysis of sounds
  (units) in both languages by teacher and students, student
  repitition of tapes and/or fluent teachers' model sentence
  patterns until responses are automatic. Structural drills and
  dialogues are systematically presented. Includes direct as-
  sociation between object and word in second language in a
  sequence of patterns learned in complete sentences. Inductive-
  generalizations drawn from examples.

2-Transformational-cognitive approach
  Acquiring an understanding of the structural patterns or
  grammatical rules of a language.

COMPONENT III SECONDARY UNIT (GRADES 7 - 11)

This component will provide 75 - 80 students the opportunity to take a complete bilingual modular academic package or a partial bilingual program (consisting of Spanish and Social Studies).

The complete bilingual package will be scheduled by modules corresponding as closely as possibly f e a s i b l e to the Monroe High School time schedule. The courses will include the following offerings:

1. Spanish vernacular for Spanish speaking students. This course will follow closely the syllabus of Español Departamento de Instrucción Pública. It will stress reading and writing skills in accurate literate Spanish within the content of a native language area. It will further develop the correct usage of listening comprehension, understanding and speaking. Since the reading level of most youngsters in Spanish is below the average expected grade level, the Spanish instructor shall coordinate and plan with the Reading Spanish Specialist who will assist in correcting present reading deficiencies. It is advisable that these two teachers work and plan in conjunction with the Social Studies teacher so that an intensified reinforcement can be effected to gradually improve the language performance and academic achievement.

2. Social Studies in Spanish. This course will offer cross-cultural studies of North-American and Spanish American history. Stress will be particularly placed on Puerto Rican history and culture to initiate and develop self-identity. (see Addendum).

3. Mathematics. Mathematics shall be taught in Spanish and it will offer programmed instruction in accordance with the City School District and state syllabus. A diagnostic test in basic Mathematics skills will be given at the

beginning of the year to collect baseline data. The first two weeks shall be
spent in reviewing the basic fundamental elements of Mathematics in all levels.
(See Mathematics Addendum).

4. Science. Science shall be taught in Spanish and the course will also be
programmed to meet individual needs. The I.S.C.S. pilot program will be
translated into Spanish. This series is based on students' inquiry and individual
experimentation.

5. English as an acquired language. This course will use Fries American English
series. The basal texts are books II, III, and IV with the corresponding tapes.
Since this program developed by Puerto Rican specialists and used by Puerto Rican
students, it will provide new entrants a familiar sequential to their previous lan-
guage learning in English.

6. English for Spanish speakers. This course will also use the Fries American
English series and without neglecting the aural-oral language skills, it will
stress remedial and developmental reading and writing skills. The Reading English
specialist will work closely with both English teachers. (See Addendum).
The total bilingual package will be supplemented by the regular school program in
the areas of Physical Education, Art, Music and other exploratory courses which
are available at the secondary school.

English speaking students who after two or three years of successful achievement
in Spanish as a foreign language and upon recommendation of the Spanish Department
will be able to take the bilingual partial package (Spanish and Social Studies)
will be encouraged and welcomed to either audit or take the course with full
credit provided they can meet the requirements. The addition and exchange is
not only desirable in promoting social interaction, but above all it is
educationally most valuable to all the students concerned.

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

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

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

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

	I-A	I-B	II-A	II-B	
13.1 Second language listening-speaking skills are learned:					13.1 IB __1__ IIB __1__
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language					
3-a specified period of time after listening-speaking skills in dominant language taught					
4-before any specified level of listening-speaking competence achieved in dominant language					
13.2 ALM sequence followed:					13.2 IA __1,4__ IB __1,4__ IIA __1,4__ IIB __1,4__
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills					
3-Learning to read overlaps learning of listening-speaking skills					
4-There is some overlap between					

... might ..., subordinate to interrogative; ... to passive.

<u>5-Grammar - Translation Method</u>
Formal study of rules of grammar and translation from first language
to second. Emphasis on reading in second language rather than using
it for oral communication.

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

	IA	IB	IIA	IIB	
13.1 Second language listening-speaking skills are learned:					13.1 IB __1__ IIB __1__
1-concurrently with dominant language listening-speaking skills		X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		____		____	
3-a specified period of time after listening-speaking skills in dominant language taught		____		____	
4-before any specified level of listening-speaking competence achieved in dominant language		____		____	
13.2 ALM sequence followed:					13.2 IA __1,4__ IB __1,4__ IIA __1,4__ IIB __1,4__
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	
2-Reading is taught concurrently with listening-speaking skills	____	____	____	____	
3-Learning to read overlaps learning of listening-speaking skills	____	____	____	____	
4-There is some overlap between learning to read and to write	X	X	X	X	
13.3 Listening-speaking proficiency determined by:					13.3 IA __1,2__ IB __1,2__ IIA __1,2__ IIB __1,2__
1-measure of listening-speaking proficiency	X	X	X	X	
2-informal assessment by teacher	X	X	X	X	
13.4 Second language reading skills are learned:					13.4 IB __1__ IIB __1__
1-concurrently with learning to read in dominant language		X		X	
2-after a specified level of dominant language reading competence achievement		____		____	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		____		____	
4-before learning to read in dominant language		____		____	

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

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

1	X	X	X	X
2				
3				

13.5 IA $\underline{1}$
    IB $\underline{1}$
    IIA $\underline{1}$
    IIB $\underline{1}$

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

X	X	X	X
X	X	X	X

13.6 IA $\underline{1,2}$
    IB $\underline{1,2}$
    IIA $\underline{1,2}$
    IIB $\underline{1,2}$

13.7 Grade level reading is expected:
    1-in first grade
    2-in second grade
    3-in third grade
    4-in fourth grade
    5-in fifth grade
    6-in sixth grade
    7-other (specify)

13.7 IA $\underline{1}$
    IB $\underline{1}$
    IIA $\underline{1}$
    IIB $\underline{1}$

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

13.8 IB $\underline{2}$
    IIB $\underline{2}$

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

14.0 I $\underline{2,4}$
    II $\underline{2,4}$

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

3-Second language learning is always in-

13.6 Reading readiness is determined by: X   X   X   X 13.6 IA [1,2]
   1-test of reading readiness   IB [1,2]
   2-informal teacher assessment   X   X   X   X   IIA [1,2]
                                                IIB [1,2]

13.7 Grade level reading is expected:
          1-in first grade   13.7 IA [1]
          2-in second grade   IB [1]
          3-in third grade   IIA [1]
          4-in fourth grade   IIB [1]
          5-in fifth grade
          6-in sixth grade
          7-other (specify)

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

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I [2,4]
    (mark all that apply)   II [2,4]

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

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		
	Non Eng. dom. students		Eng. dom. students		15.0 IA __1__
					IB __1__
					IIA __1__
	A -in dom. lang.	B 2nd lang.	A 2nd Eng.	B 2nd lang.	IIB __1__

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

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

3-Other (specify)

0-Not specified

16.0 MATERIALS

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

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1   16.2 IA _0_   II. _0_
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:
0-none specified		
1-pattern drills	X	X
2-dialog memorization		
3-choral repetition	X	X
4-songs	X	X
5-programed instruction	X	X
6-stories read to children	X	X

AUDIO VISUAL AIDES

control of the standard form.

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

3-Other (specify)

0-Not specified

16.0 MATERIALS

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

2-Basal readers

3-Dialect readers

4-Experience charts (stories
dictated by children)

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1   16.2 IA_0_   II_ _0_
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

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

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

16.4 The sources of Non-English materials and textbooks are: 16.4 $\underline{1,2,3,7,8,9}$
(mark all that apply)
0-not specified
1-are written. by native speakers of that language
2-comme._ially prepared and published in countries where
  N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
  (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject
  curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language 16.5 $\underline{1}$
component are:
0-not specified   attached--see revised list updated since
1-xerox att..ched-page and document __1969__ Appendix #1 materials for
                            Secondary
17.0 STUDENT GROUPING Appendix #2 Textbooks   Component
                      # 3 Books for Spanish-speaking children
                   # 4 Adult Books
17.1 Student grouping; mixed or separated into dominant language 17.1 $\underline{1}$
groups: (mark all that apply)
0-not specified
<u>Pupils of both linguistic groups are</u>:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning: art, music, gym, health
5-separated for native and second language learning into
  dominant language groups
6-separated for most academic subject learning into dominant
  language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 $\underline{,1,2,3A}$
(mark all that apply)   A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time
0-not specified

	A-more than ½ the time	B Less than ½ the time
1-total class	X	
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

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

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject
   curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5___1___
    component are:
    0-not specified   attached--see revised list updated since
    1-xerox attached-page and document __1969____   Appendix #1 materials for
                                              secondary
17.0 STUDENT GROUPING   Appendix #2 Textbooks   component
                        #3 Books for Spanish-speaking children
                        # 4 Adult Books
17.1 Student grouping; mixed or separated into dominant language   17.1___1___
    groups: (mark all that apply)
    0-not specified
    <u>Pupils of both linguistic groups are</u>:
    1-always mixed for all learning
    2-mixed for language learning
    3-mixed for some academic subject learning
    4-mixed for non-academic learning; art, music, gym, health
    5-separated for native and second language learning into
      dominant language groups
    6-separated for most academic subject learning into dominant
      language groups
    7-never mixed for language or other academic learning
    8-other (specify)

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

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

17.3 Criteria for grouping:

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

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1__3,4__
        no-not mentioned
          0-type is not specified   (some student tutor-
          1-inter-ethnic (N-EIT student tutors EIT students)   ing in H.S. compon-
          2-intra-ethnic (N-EIT student tutors N-EIT)   ent)
          3-done by older children (cross age)
          4-done by peers (same age)
          5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
         0-area not specified   18.2___2,3,4
         1-inter-ethnic (N-EIT aide tutors EIT student)
         2-in the acqusition of native language skills
         3-in the acqusition of second language skills
         4-in other academic subjects

18.3 Parent tutoring: (mark all that apply)   18.3___7___
            no-not mentioned
              0-type not specified
              1-inter-ethnic parent tutoring is used
              2-intra-ethnic parent tutoring is used

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

19.0 CURRICULUM PATTERNS   19.0__3,4,5,10__

        The stated curriculum pattern of the bilingual project:
        1-Except for inclusion of N-EMT instruction the curriculum is
          otherwise typical or regular, for this state.
          There are other modifications whithin the curriculum of the
          bilingual program which differ from traditional, typical curri-
          culum such as: (mark all that apply)
              2-a non-graded classroom: pupils of different ages are
                grouped together during part of the school day
              3-flexible or modular scheduling
              4-small group instruction
              5-individualized learning
              6-open classroom
              7-guided discovery and inquiry
              8-a curriculum which is both child and subject-centered
              9-others (specify)
             10-if the program includes activities which complement
                experiences children encounter in the home, community
                and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
        0-method not mentioned   20.1___1,2,5__
        1-structured envirionment rich with materials child can manipulate
          order, compare, match for perceptual-motor development
        2-non-verbal materials, such as Montessori materials from which
          children can learn sensory discrimination, matching, seriation,
          counting, addition, subtraction
        3-labeling and discussion of concepts related to time, space, distance,
          position
        4-labeling and grouping actual objects to learn classification;
          grouping objects with common attributes and labeling their

19.0 CURRICULUM PATTERNS   19.0 __3,4,5,10__

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is
   otherwise typical or regular, for this state.
   There are other modifications whithin the curriculum of the
   bilingual program which differ from traditional, typical curri-
   culum such as: (mark all that apply)
        2-a non-graded classroom: pupils of different ages are
           grouped together during part of the school day
        3-flexible or modular scheduling
        4-small group instruction
        5-individualized learning
        6-open classroom
        7-guided discovery and inquiry
        8-a curriculum which is both child and subject-centered
        9-others (specify)
       10-if the program includes activities which complement
           experiences children encounter in the home, community
           and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

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

20.2 Cognitive development in later grades (grade 4 and above)   1
     0-method not mentioned   20.2 _____
        1-specify or xerox p. no. and document   p.34 ('70)
        n.a.-no grade 4 or later grades

21.0 <u>SELF-ESTEEM</u>   21.0 <u>1,2,5,11</u>,12,
                                                                                        14, **19**

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

Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as:
        10-pupils act as tutors for other pupils
        11-puils have some options in choice of curriculum
        12-pupils choose activities from a variety of interest centers
        13-older puils participate in curriculum planning and/or
            development
        14-pupils write a bilingual newspaper for dissemination to the
            community
        15-other (specify **19** self-concept enhanced by cultural atmosphere
22.0 LEARNING STRATEGIES   of classroom   22.0 __0____

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

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings
   through painting, music, dancing
6-teacher provides experiences in which the various ways that
   children act are accepted by the teacher; their actions are
   discussed and the children are encouraged not to make fun of
   "different" ways
7-teacher provides experiences leading to competency and
   success
8-teacher provides experiences where occasional failure is
   acknowledged as part of everyone's experience; second
   attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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13-older puils participate in curriculum planning and/or
    development
14-pupils write a bilingual newspaper for dissemination to the
    community
15-other (specify **19** self-concept enhanced by cultural atmosphere
                        of classroom   22.0 __0__

22.0 LEARNING STRATEGIES

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

23.0 BICULTURAL COMPONENT

                                                23.1 __3,5,6__

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

23.2 Cross-cultural awareness: 23.2 ____0____
     If project mentions specific values or modes of behavior of
     N-ENT culture, please summarize below: (or attach xerox)
     found in document _____, page # _____.
     0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3 ____0____
        either or both groups, describe below: (or xerox-document page/#)
     0-none mentioned

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

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

24.0 COMMUNITY COMPONENT
                                    (see note*)

24.1 Bilingual libraries are provided for: 24.1 ___1,3___

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3____0____
        either or both groups, describe below: (or xerox-document page/#)
        0-none mentioned

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

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

24.0   COMMUNITY COMPONENT   (see note*)

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

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

*note: We have worked with the Monroe County Library to set up an
initial library geared to the adults of the project community. We
are also working with the Puerto Rican Culture and Art Center in de-
veloping same geared to present reading level of adult community.

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

        participation in many of the
        activities (15)

24.3 12,19,15
24.3 1,5,6,7,8,
      9,3,14

(14)   (12)   (19)

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

        --supports & nourishes parental action groups
        --is invited to participate in local activities concerning the
          Spanish-American (state & nationwide)

24.4 1,2,3,4,6

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

24.5 2,3,4,5

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

24.6   3

7-informal meetings open to entire community
8-meetings conducted in both languages ⑫   ⑲
9-home visits ⑭
10-other (specify) telephone, school visits, parent-teacher, p-staff con-
11-project director personally involved in program ferences, open houses,
   dissemination. specify how

   participation in many of the
   activities ⑮

24.4 Community involvement in the formulation of school policies
   and programs is sought through: 24.4 1,2,3,4,6
    0-type not specified
    no-not sought
    1-existing community groups working with program
    2-bilingual questionnaires
    3-community-school staff committees
    4-community advisory groups
    5-formal meetins open to the entire community
    6-informal meetings with community groups
    7-other (specify)
    8-project director personally seeks involvement of community
     in program. specify how

     --supports & nourishes parental action groups
     --is invited to participate in local activities concerning the
      Spanish-American (state & nationwide)

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

24.6 The school is open to the community through: 24.6   3
    0-not mentioned
    no-school is not open to community for community use
    1-opening school facilities to the community at large for use
     after school hours and on weekends
    2-providing adult education courses
    3-other (specify) open houses, meetings

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
   program through: 25.1
    1-newspaper articles   1,2,3,6
    2-radio programs
    3-TV programs
    4-video-tapes
    5-films
    6-visitors to observe the program

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

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of
     the same language, culture and grade levels as the children in
     the bilingual program: 26.1 _1,2,3,_4
     0-not mentioned
     1-published measures
     2-staff developed measures
     3-staff translations of published measures
     4-staff adaptations of published measures

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

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

27.0 EVALUATION PROCEDURE

27.1 0-not specified   27.1 ___0___
      1-A comparison group has been chosen
      2-A comparison group will be chosen

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

               Evaluation materials: p.60, 1969

The secondary school bilingual program will be the presentation of possibly mathematics, sciences and social studies in Spanish with multiple classes in English as a Second Language as the educational approach this year. This plan is being adopted to alleviate the immediate needs of Spanish-speaking secondary school students this year. This program should alter as needs change to include Spanish for Spanish-speaking students or Spanish as the vernacular.

The following are relevant bilingual educational materials which have been produced through other programs:

1. Miami Linguistic Readers, Dade County Public Schools. Miami, Florida. A structurally well-built, linguistically sound program for teaching reading to Spanish-speaking children. Has been well tested and evaluated. Is an equally effective reading program for native speakers of English.

2. Course of study for Spanish. Dade County Public Schools. Miami, Florida. A program in Spanish vernacular designed to develop skills, abilities and attitudes in oral expression and reading. Relates well with the Laidlaw series, Por el Mundo del Cuento y la Aventura.

3. Southwestern Laboratory Materials, A bilingual, bicultural program, San Antonio, Texas. A science oriented program designed to develop oral skills and abilities in both Spanish and English. No structured approach to teaching reading.

4. A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-school Children, Michigan Department of Education. A well structured language development program designed for Spanish-speaking pre-schoolers based on linguistics. Can be applied to native speakers of both languages.

5. This American English Series, a program of English as a Second Language developed and used in Puerto Rico.

6. English This Way, MacMillan Company. A program of English as a Second Language. Good for upper elementary and secondary students.

The Miami Linguistic Readers, parts of the Spanish S Program and the parts of the Bilingual Oral Language and Conceptual Development Program will be used along with the Peabody Language Development Program, Levels P & I, Introducing English, and the Laidlaw series, Por el Mundo del Cuento y la Aventura.

These materials have been selected because they are linguistically oriented materials. They are geared to Spanish-speaking children, who will be in the majority in the program. The Spanish readers were developed in Puerto Rico and reflect the culture and background indigenous to Puerto Rico. They are well structured and compatible with existing City School District syllabi for primary grades. These materials will be supplemented by recordings, songs, art projects and books in both languages. The Southwestern materials were excluded because of the heavy science orientation, lack of structural reading program, and because the program originators must be responsible for teacher orientation and training. The Fries American English series and English This Way were also evaluated. The former did not meet our local needs: it seemed to lack relevancy to urban children. The latter was too difficult for young children. However, it will be used at secondary level in the program of English as a Second Language.

The secondary school content will be compatible with existing City School District syllabi for social studies, mathematics and science. grades 7 - 10. In order to follow the course content in Spanish, it may be necessary to translate existing curriculum into Spanish.

It is the intention of the pre-school and elementary proposal to follow basically the program at the Coral Way School in Dade County, Florida. The presentation and use of Spanish approximately 50% of the time by a teacher who is a native speaker of Spanish in a Spanish atmosphere and the presentation and use of English approximately the other 50% of the time by a teacher who is a native speaker of English appears to be a linguistically appropriate approach.

16.5 <u>materials</u>

Comp. III Español A

ADDENDUM (SECONDARY COMPONENT III)

Español

The Spanish vernacular course will use Alonso and Hernández Ureña "Gramática Castellana" (editorial Lozada) Buenos Aires, Argentina. The primero y segundo curso contents will be taught as units for the various levels of Español. The literary genres to be studied in level of progressive difficulty at the various levels will be: Prosa: a) Cuento; b) Novela; c) Biografía; d) Ensayo; e) Artículos periodísticos. Poesía: a) Rimas; b) Poemas; c) Teatro. These techniques will be used progressively always after the teacher has modeled or given the student a sample to illustrate the process that he intents to receive back from the student. The teacher will also repeat two or three times the same process with more illustrations.

The Spanish teacher and Reading Specialists will work closely together and use the following Spanish literary classics:

Level I	1.	Carreras	<u>Hombres y Mujeres de Puerto Rico</u>
	2.	Laguerre	<u>Antología de Cuentos Puertorriqueños</u>
	3.	Alarcón	<u>El Final de Norma</u>
	4.	Casona	<u>Flor de Leyendas</u>
	5.	Coll y Toste	<u>Leyendas Puertorriqueñas</u>
	6.	Valera	<u>Cuentos y Leyendas</u>
Level II	1.	Carreras	<u>Hombres y Mujeres de Puerto Rico</u>
	2.	Pérez Galdós	<u>Marianela</u>
	3.	Palacio Valdés	<u>La Alegría del Capitán Ribot</u>
	4.	Alvarez Quintero	<u>La Muela del rey Ferfán - La Reja</u>

Comp. III Español   B

	5.	Zorrilla	Don Juan Tenorio
	6.	Bécquer	Rimas y Leyendas
Level III	1.	Carreras	Hombres y Mujeres de Puerto Rico
	2.	Oppenheimer	Antología de Poesía Hispanoamericana
	3.	Babín	Panorama de la Cultura Puertorriqueña
	4.	Calderón de la Barca	La Vida es Sueño
			El Alcalde de Zalamea
	5.	Gallegos	Doña Bárbara
	6.	Lope de Vega	Peribañez
	7.	Prologue by Turner	Antología de Ensayos

Other readers:

	1.	Cervantes	Don Quijote
	2.	José Hernández	Martín Fierro
	3.	Díaz Alfaro	Terrazo
	4.	Alvarez Quintero	El Genio Alegre
	5.	Tirso de Molina	El Burlador de Sevilla
	6.	Anónimo	Lazarillo de Tormes
	7.	Alonso	El Jíbaro

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* Techniques: 1. Teacher models (oral); 2. Choral (group) repeats model;
3. Individual (or semi-choral) repetition is issued; 4. Teacher
repeats same; 5. Questions/Answers to check comprehension.
These techniques are applicable for oral and written exercises
in developing skills to do the following tasks: 1. Reading
(aloud - silent); 2. Spelling; 3. Dictation; 4. Text explanation;
5. Summary; 6. Reports; 7. Composition

ADDENDUM (SECONDARY COMPONENT III)

Social Studies

The Social Studies course shall be taught in Spanish and will consist of cross cultural studies of North-American and Spanish-American history. Stress will be particularly placed in the role of Puerto Rican history and culture, as it blends with Spanish-American, North-American and world history developments. The textbook to be used principally is Conociendo a Borinquen, Publicaciones Cultural, 1969 It is authored by Pérez Martínez and Díaz de Villar - for Puerto Rican history. The textbook to be used for Spanish-American culture will be Introducción a la Civilización Hispanoamericana, D. C. Heath, authored Pattee. The textbook to be used for North-American history will be: Muzzey, Kidger y Colorado, Breve Histori de los Estados Unidos de Norteamérica, Ginn and Company. Documents of the Constitutional History of Puerto Rico and the United States (available in both English and Spanish) will also be used. Historia General del Mundo by Thomas Lawler (Ginn and Company) will cover the world history portion. Social Studies reference books for teacher and students to be obtained from the Editorial Departamento de Instrucción Pública, Hato Rey, Puerto Rico:

	Number of copies
América de Todos J. Warren Nystrom, E. D. Jones, H. Harter (Traducción y Adaptación de A. J. Colorado y M. T. Galiñanes) Rand McNally and Co., New York	2
Las Américas: Ayer y Hoy Programa de Estudios Sociales Editorial del Departamento de Instrucción Pública, Hato Rey, Puerto Rico	2

Comp. III Social Studies B

Number of copies

El Viejo Mundo: Ayer y Hoy   2
Division de Currículo
Sección de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

Páginas de Nuestra Historia   2
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

Geografía de Puerto Rico   2
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

El Mundo y sus Pueblos   2
John A. Heine y Edward Kolevson
Versión castellana y adaptación de Arturo Orzabal Quintana
Editorial Allyn and Bacon Inc.

Historia de la Cultura de la América Latina   2
Pedro Henríquez Ureña
Fondo de la Cultura Económica
México

Ibero América: Su Historia y su Cultura   2
Américo Castro
Holt, Rinehart and Winston
New York, N.Y.

Historia de nuestros indios   2
Ricardo E. Alegría
2da. edición
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

La Isla de Puerto Rico (Revisada)   2
F. Gaztambide, P. Arán
Rand McNally and Company
New York, N.Y.

Historia para el Principiante   2
Cordier y Roberts
Traducción: Arturo Parrilla
Rand McNally and Company
New York, N.Y.

	Number of copies
Lecturas sobre historia de Puerto Rico para estudiantes de escuela superior Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Prontuario Histórico de Puerto Rico Tomás Blanco Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Constitución del Estado Libre Asociado de Puerto Rico Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Documents of the Constitutional History of Puerto Rico Office of Puerto Rico Washington, D. C.	2
Decálogo y Anecdotario de Hostos Semanario Escuela Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Don Román Baldorioty de Castro: Su vida y su obra Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Ramón Marín: Una existencia al servicio de su pueblo Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Ramón Emeterio Betances, el antillano Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Ruiz Belvis Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Maestro Cordero Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2
Prontuario para la enseñanza de estudios sociales en la escuela elemental Editorial del Departamento de Instrucción Pública Hato Rey, Puerto Rico	2

Comp. III Social Studies D

Number of copies

La enseñanza de estudios sociales en primer grado   2
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

La enseñanza de estudios sociales en segundo grado   2
(En preparación)
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

La enseñanza de estudios sociales en tercer grado   2
Programa de Estudios Sociales
Editorial del Departamento de Instrucción Pública
Hato Rey, Puerto Rico

ADDENDUM (SECONDARY COMPONENT III)

English and E.S.O.L.

Both courses will use the Fries American English Series which was developed by specialists of Departamento de Instrucción to be used in Puerto Rico for Puerto Rican youngsters.

The ESOL and English course will seek to develop the student's ability to understand, speak, read and write in standard English. The ESOL class will continue to place the major emphasis in the aural-oral language skills development. The English course while continuing to develop the oral language skills will place the major emphasis in the reading and writing language skills. The English Reading Specialist will provide remedial/ and developmental reading techniques to intensify the concentrated effort needed to upgrade the students' below average reading level.

All three teachers will spend daily, weekly and monthly planning time throughout the school year to coordinate and design new approaches to the successful implementation of this major thrust in the area of the English language.

The Fries textbooks and tapes to be used are: Books II, III and IV - (D. C. Heath) Other suggested readers from the Departamento de Instrucción Pública, Hato Rey, Puerto Rico are:

Number of copies

English Reader Series (Book II)   6
Department of Education
Ginn and Company
Boston, Massachusetts

Heroes, Heroines and Holidays   6
Eleanor Thomas
Ginn and Company
Boston, Massachusetts

Number of copies

Gulliver's Travels   6
Jonathan Swift
Simplified by M. West
Longman's Green and Co., London

Robinson Crusoe   6
Daniel Defoe
Longman's Green and Co., London, England

Teen Age Tales (Book I)   6
Strong S. Robert
D. C. Heath and Company
Boston, Massachusetts

The Count of Montecristo   6
Alexander Dumas
Longman's Green and Co., London, England

Eigth Treasure 1 Stories   6
Scott Foresman and Company
Moderow, Sandruz, Noyes
Chicago, Illinois

The Deerslayer   6
J. Fennimore
Longman's Green and Co., London, England

A Tale of Two Cities   6
Charles Dickens
Longman's Green and Co., London, England

Silas Marner   6
George Elliot
Laidlaw Brothers
New York, N.Y.

The Adventures of Tom Sawyer   6
Mark Twain
Longman's Green and Co., London, England

Lorna Doone   6
Richard Blackmore
Scott Foresman and Company
Chicago, Illinois

Comp. III English and ESOL C

	Number of copies
The Prisoner of Zenda	6
Anthony Hope	
Longman's Green and Company, London, England	
Ivanhoe	6
Sir Walter Scott	
Laidlaw Brothers	
River Forest, Illinois	
Jane Eyre	6
Charlotte Bronte	
Laidlaw Brothers Inc.	
New York, N.Y.	
Lamb's Tales from Shakespeare	6
Kingsley Williams	
Longman, Green and Co., London, England	

       1. The Tempest
       2. A Midsummer Night's Dream
       3. Much Ado About Nothing
       4. As You Like It
       5. Twelfth Night

Pride and Prejudice	6
Jane Austen	
Longman's Green and Co., London, England	

ADDENDUM (SECONDARY COMPONENT III)

Mathematics

<u>Seeing Through Mathematics series</u> (Scott Foresman Company) books I, II, III, and IV
This series authored by Van Engen and Hartung, will be adapted and translated into
Spanish curriculum units. Student work-book will be prepared to be used with the
series above and offer additional practice in Math skills. These other reference
books will be incorporated to the student Math work-book: Hartung and Knowles
Special Book B and Tareas de Matemáticas (7, 8, 9) and Tareas Algebra Moderna
(10, 11) from the Editorial Departemento de Instrucción, Hato Rey, Puerto Rico.
The course will provide individual programmed instruction according to the student
ability and performance. The key will be mastery of basic fundamental Math skills
and relevance to its usage in life. A diagnostic Math skills test, will be given
at the beginning of the year to assess baseline. The first two weeks shall be
spent in reviewing the basic elements of Mathematics, in all levels.

Level I Multiplication process, division, decimals, percentage, equations,
  geometrical forms (area, perimeter, volumen).

Level II First grade simple equations and other numerical and verbal problems,
  basic geometrical concepts.

Level III First and second grade equations, problems, basic geometrical concepts,
  trigonometry notions.

All levels will be initiated and exposed to general concepts of Mathematics as they
apply in the business world (banking, insurance, etc.) as well as trends of the
present American economy and simple lay understanding of the stock market.

Math reference books for teacher and students to be obtained from the Editorial Departamento de Instrucción Pública, Hato Rey, Puerto Rico.

	Number of copies
Aritmética Social Num. 4 (Revisado)	4
Aritmética Social Num. 5 (Revisado)	4
Aritmética Social Num. 6	4
Matemática Séptimo Grado	4
Matemática Octavo Grado	4
Algebra Curso I	4
Algebra Curso II	4
Geometría de Plano	4
Modern School Solid Geometry	4
Plane Trigonometry	4

ADDENDUM (SECONDARY COMPONENT III)

Science

I. S. C. S. (Intermediate Science Curriculum Studies)

The I.S.C.S. Program is: a) aimed at general education, giving the student a sequential picture of the structure and process of science; b) laboratory centered; c) individualized to take care of the broad range of student ability; and d) self-pacing, so that the student travels through the activities at his own speed.

The I.S.C.S. Program consists of combined student texts and lab guides, and the accompanying laboratory apparatus. It is a sequential three-year program. Each year's activities have "story-lines" organized around science concepts and the processes of scientific inquiry.

A "story-line" of both science concepts and the processes of science runs through the three grade levels. Thus, the seventh-grade course is concerned with <u>energy</u>, <u>its forms and characteristics</u>, and <u>measurement</u> and <u>operational definition</u>. The student investigates the conversion of energy from one form to another, making realistic measurements wherever possible. The eight-grade themes are <u>matter and its composition</u> and <u>model building</u>. The student develops the seventh-grade particle model and then applies it in interpreting physical, chemical, and biological situations in the laboratory and in nature. In the ninth grade, the student uses the techniques of investigation and experimentation as well as the science concepts that he has learned to attack problems in a variety of situations in earth and biological science.

In order to teach the program the school must provide a room in which students can do laboratory work that involves the use of chemicals in some cases.

The minimum requirement is a room that has flat-top tables, one electrical outlet, and a sink with running water and drain. There should be storage facilities for the laboratory equipment and supplies, arranged so that students can have ready access to these. In the event that a separate storeroom is used, it is recommended that an equipment table or laboratory cart be provided in the classroom so that the equipment can be made available without the necessity of students' leaving the room. Space for the storage of text materials is also desirable.

I.S.C.S. is designed for use with non-college bound students, as well as those students who will study biology, earth science, chemistry, or physics in high schools. Although I.S.C.S. encompasses materials that comprise a much needed background for success in modern high school science, it can serve as a terminal course.

The format of the materials of the I.S.C.S. Program with the pictorial activity frames, seems to aid the poor reader a great deal. Because inability to read the English language will be a handicap for our Spanish speaking students, the teacher will be working in the translation and adaptation of these material before the school year 1970 - 71 begins.

Science reference books for teacher and students to be obtained from the Editorial Departamento de Instrucción Pública, Hato Rey, Puerto Rico.

	Number of copies
La Ciencia en Tu Mundo (Libro 5)	6
La Ciencia Hoy y Mañana (Libro 6)	6
La Ciencia Presente y Futuro (Libro 6)	6
La Ciencia nos Ayuda (Grado 7)	6

1.15

	Number of copies
La Ciencia nos Ayuda (Grado 8)	6
La Ciencia nos Ayuda (Grado 9)	6
CHEM Judy	5
B.S.C.S.	5
Physical Sciences	5
Gravedad	3
La Bóveda Celeste	3
La Electricidad	2
La Parada de los Insectos	2
Nubes, Lluvia de Nieve	2
El Cuerpo Humano	5
La Parada de los Insectos	2
El Calor	2
La Atmósfera	2
La Luna, Nuestra Vecina Mas Cercana	2
Materia, Moléculas y Atomos	2
El Fuego Amigo y Enemigo	2
Mas Allá del Sistema Solar	2
Hablemos del Tiempo	2
Mundo Animal	2
Mundo Vegetal	2
El Sistema Solar	2

16.5 <u>materials</u>   <u>LIST OF TEXTBOOKS</u>

<u>Title of Book</u>	<u>No. of Copies</u>
1. I Am From Puerto Rico	30
2. Estampas puertorriqueñas	50
3. Readers Digest Skill Builders	10 each of levels 4, 5 and
4. The Adventures of Tom Sawyer	10
5. With It	25
6. The Time is Now	10
7. Born Free	10
8. The Girl from Puerto Rico	10
9. The World of Washington Irving	10
10. The Little Prince	10
11. Great Tales and Poems of Edgar Allen Poe	10
12. Mrs. Mike	10
13. The Prince and the Pauper	10
14. Diary of Ann Frank	10
15. A Dictionary for Boys and Girls - Webster	5
16. Seventeenth Summer	5
17. Mama's Bank Account	5
18. A Patch of Blue	5

LIST OF TEXTBOOKS

Title of Book	No. of Copies
19. Treasure of the Sierra Madre	2
20. Sunrise at Campobello	2
21. The Planet of the Apes	2
22. The Mouse that Roared	2
23. "Español para el bilingüe"	100
24. Diccionario Enciclopédico Básico	50
25. "Nombre" Lengua 1°	60
26. "Verbo" Lengua 2°	40
27. "Paradigma" Lengua y Literatura 3°	20
28. "Sintagma" Lengua y Literatura 4°	10
29. Diccionario de Sinónimos	30
30. Historia de Puerto Rico (vivas)	100
31. Nuestro Mundo A Través de las Edades	50
32. Breve Historia de los Estados Unidos	50
33. Study Lessons in Our Nation's History	50
34. Lecciones de Gobierno Civil	50
35. Puerto Rico y su Historia	1
36. Social Studies/8	50

LIST OF TEXTBOOKS

Title of Book	No. of Copies
37. Living World History Second Edition	50
38. Historia de Puerto Rico (Brau)	2
39. Puerto Rican Profile (Praeger Publishers)	100
40. El Libro Puertorriqueño	25
41. Romeo and Juliet and West Side Story	25
42. English This Way	50
43. Las 2,000 Palabras Usadas con Más Frecuencia en Inglés	75
44. Let's Talk	25
45. Newspapers - Democrat and Chronicle	
46. Assorted paperbacks	
47. Reference Books	
48. Teacher's Guide for We Speak English	1
49. English Teaching Forums	
50. Games for Second Language Learning	1

List Of Textbooks

Title of Book		No of Copies
Probing the Natural World Student's Text	7th Grade	25
Probing the Natural World Teacher's Edition	"	1
Probing the Natural World Student's Record Book	"	25
Probing the Natural World Teacher's Edition of Students Record Book	"	2
Probing the Natural World Student's Textbook	8th Grade	25
Probing the Natural World Teacher's Edition		2
Probing the Natural World Student Record Book		25
Probing the Natural World Teacher's Edition of the Student Record Book		2
Pathways in Science Earth Sc. 1	9th Grade	25
Teacher's Guide to Earth Sc 1		1
Pathways in Sc Earth Sc 2		25
Teacher's Guide to Earth Sc. 2		1

LIST OF TEXTBOOKS

Title of Book	No of Copies
Pathway in Science Biology 1	25
Pathway in Science Biology	1
Work a Text Life Science	25
Teacher's Edition to Work a Text Life Science	1

11th Grade

Title of Book	No of Copies
Pathways in Science- The Materials of Nature- Chemistry 1	25
Teacher's Edition to the above text	1
Pathways in Science Chemistry of Mixtures- Chem. 2	25
Teacher's edition to the above book	1
Pathways in Science Chemistry of Metals- Chem. 3	25
Teacher's Edition to the above book	1

12th Grade

Title of Book	No of Copies
Pathways in Science The Forces of Nature Physics 1	25
Teacher's Edition to the above book	1
Pathways in Science Matter and Evergy Physics 2	25
Teacher's edition to the above book	1

Holt, Rinehart and Winston, Inc.

Title of Book	No. of Copies	
	Spanish	English
Modern Elementary Science, A New Science Program Book 1	.	50
Teachers's guide to the above book		3
Modern Elementary Science, A New Science Program, Book 2	.	:50
Teacher's guide to the above book .		2
Modern Elementary Science, A New Science Program, Book 3		40
Teacher's Guide to the above book		2
Harper & Row Publishers		
The Young Scientist, Observing his World Book 1		50
Teacher's Guide to above book		2
The Young Scientist, Exploring his World		50
Teacher's Guide to the above book		2
The Young Scientist Understanding his World Book 3		40
Teachers Guide to above book		2
Silver Burdett		
Science Readiness charts for Kindergarten		:100
Science Readiness Charts for Grade 1 .		100

Science   David C. Cook Publishing
Plants and Seeds A 1558		4
Science Themes No. 1 & 2 A891 & A1556		"
Seasons A 865		"

Social Studies
Transportation A1559		4
Holidays A866		"
My Community A1531		"
A Trip to the Zoo A1534		"
Variety A892 .		".

Stories
Little Red Riding Hood		4
The Three Little Pigs		"
Goldilocks andthe Three Bears		"
Snow White and the Seven Dwarfs		"
Pinocchio		"
Cinderella		"
Sleeping Beauty		"
The Ugly Ducking		"

French and European Publications - Stecher-Hafner and
Cultural Puertorriquena, Inc.

Title	No. of Copies
Folklore- Cuentos Folkloricos de Puerto Rico	10
Legends - Daroqui, Julia	20
Spanish-Language-Readers -. Norma, Carmen	20
Spanish Language-Readers - Pereyra Camarillo y Roa, Maria Enriqueta	20
Spanish Language-Readers - Ribes, Francisco	20
Mathematics - Zubieta R., F. For Junior High Students	80
Mathematics " For High School Students	80
Botany- Experiments - Arroyo, Jose Antonio	20
Animals; Cats; Reptiles	20
Automobiles-Repairing; Trucks; Motorcycles	10
Puerto Rican Fiction - Diaz Alfaro, Abelardo	10
World History - Watson, J. Werner	25
World History - Hernandez Ruiz, Santiago	25
Far East-Social Life and Customs; History; Geography	20
Dogs-Stories- Spanish Language version of W. Disney's 101 Dalmatians	2
Children's Songs; Songs; Spanish	50
Children's Songs; Songs, Spanish	50
Anatomy - El cuerpo humano, laminas educativas	50
Animals-Pictures, Illustrations, ETC.	25
Botany; Flowers; Fruits	25

Title	No. of Copies
Penmanship - Better Handwriting for Everyone	100

Miami Linguistic Readers

	No. of Copies
Biff and Tiff Textbooks Level 1A	30
Biff and Tiff Workbooks	45
Kid Kit and the Catfish Text. Level 1B	30
Kid Kit and the Catfish Work.	55
Nat the Rat Text. Level 2	30
Nat the Rat Work.	65
Tug Duck and Buzz Bug Text. Level 3	30
Tug Duck and Buzz Bug Work.	65
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On the Rock in the Pond Text. Level 4	30
On the Rock in the Pond Work.	65
The Picnic Ship Text. Level 5	30
The Picnic Ship Work.	65
Hot Corn Muffins Text. Level 6	30
Hot Corn Muffins Work.	65
The Camping Trip Text.	30
The Magic Bean Text. Level 7	30
The Magic Bean Work.	65
Chang's Shell Level 8 Text.	30
Chang's Shell Work.	65
Rumple Stiltskin Text. Level 9	30
Rumple Stiltskin Work.	65
Dick's Cat Text.	30
On Sun Fish Island Text. Level 10	30
On Sun Fish Island Work.	65
Mark's Jet Text. Level 11	30
Mark's Jet Work.	65
Matt and the Black Cat Text. Level 12	30
Matt and the Black Cat Work.	65
B is for Bicycle Text.	30
White Horse Text. Level 13	30
White Horse Work.	65
The Man on the Ferry Text. Level 14	30
The Man on the Ferry Work.	65
The Twin Mystery Text. Level 15	30
The Twin Mystery Work.	65
All Systems Go Text.	30

One Teacher's Manual for each of the above

	No. of Copies
Basic Goals in Spelling 2	130
Teacher's Edition	4
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The Majic of English- Workbook	130
Today's Basic Science I	60
Teacher's Edition	4
Progress Laboratory Series 100 - answer booklets	130

From Bowmar School Catalog
Spanish Editions of Bowmar Early Childhood

	Quantity
Papa es grande	1
Los cuatro sombreros de Benny	1
Amigos, Amigos, Amigos	1
La Niña que celebra el cumpleanos	1
Sabes que?	1
La Señora Jones es mi amiga	1
La Manzana es roja	1
Afuera	1
Que dices?	1
Cancioncitas	1
7" LP Record	1
Versitos	1
7" LP Record	1
Juegos y meñiques	1
7" LP Record	1

French and European Publications - Stecher-Hafner and
Cultural Puertorriquena, Inc.

Title	No. of Copies
Library Science- Diaz-Plaja, Aurora	4
General Works	
Child Study Gesell, Arnold	4
Philosophy	
Educational Tests and Measurements	2
Social Science	
Audiovisual Education - Moreno, G. Roberto	10
Social Science	
Reading- Lopez Lay, Ana Luisa For Pre-K students	80
372,4 WB For K students	100
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Alphabet Books- Letras y Numeros	200
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Children's Poetry; Riddles; Children's Plays	100
Spanish Language-Composition and Exercises	40
For Third Grade Spanish Students	
Storytelling; Animals - La Granja de los Animales	4
El Tren de los Animales	"
El Barco de los Animales	"
El Avion de los Animales	"
Los Juegos de los Animales	"
La Escuela de los Animales	"
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Storytelling- Coleccion Aurora	20
Storytelling - Cuentos inmortales	20
Songbooks; Children's Plays - de Sciarrillo, Carmen	20
Songbooks - Legardo, Nanolita	20
Songbooks; Children's Poetry	20
Social Sciences; Puerto Rico- Social Life and Customs	40
Social Sciences- Puerto Rico- Our Gov't, Our Geography	40

MATERIALS FROM HAMMETTS EARLY CHILDHOOD AND SPECIAL EDUCATION

Title	Quantity
Capitals, manuscript No.6060	2
Lower case manuscript No.6061	2
Numelrals 6062	2
Large colored heads 6250	2
36" laces 7402	2
jumbo pegboard 6220	2
jumbo pegs 6230	2
Large parquetry 6213	2
Two faced clock dial 7014	2
Creative building toys 300	2
Wooden pounding bench 125	2
Mechanics Bench 270	4
Community Workers 119	2
Transportation people 131	2
Family group 109	2
Family Play Farm 915	2
Laundry Set 400 V	2
Child's broom 105	2
Puppy love 165-1	2
Peter Rabbit 165-2	2
Elly Elephant 165-3	2
Kitty Kitten 165-6	2
Hundred chart 248	2
Sewing cards 9383	4

From Houghton Mifflin for Elementary
Reading- Mis primeras lecturas 1970 whole set

Modern School Math Kdg. 1-14388

From Creative Playthings

Picture Dominoes	1
Matchmates	2
Numbers sorter	1
Bruna Puzzles- Farm	1
Colora	2
Rising Towers	2
Whimsicals	2

From Random House

The Cat in the Hat Beginner	1
El Gato ensombrerado	1
El Rey los ratones y el queso	1
Eres tu mi mama?	1
Suimi	1
Un pez fuera del agua	1
Viajes del Doctor Dolittle	1

From National Textbook Co.
Bedtime Stories in Spanish   (3 cassettes) 1,2,3
Habia una vez   (1 cassette)
Vamos a cantar - 12" LP
Horas encantadas (Book)

Title of Book	No of copies
"Lenguage" - Third Grade-	35
Teachers's Manual- Acosta-Edited by Cecit	1
Biff and Tiff Workbooks Miami Linguistic Readers	80
Teachers'Manuals K	?
Small Readers for Biff and Tiff	40
Teachers' Manuals K	2
Small Readers for Kid Kit	80
Teachers' Manuals K	?
Biff and Tiff Textbooks	160 3
Teachers' Manuals 1st	
Biff and Tiff Workbooks	160 .3
Teachers" Manuals 1st	
Kid Kit Workbooks (Level 1 B)	160 5
Teachers' Manuals 1st	
Kid Kit Textbooks	160 3
Teachers' Manuals 1st	
Tug Duck and Buzz Bug Workbooks	160 3
Teachers' Manuals 1st	
Tug Duck and Buzz Bug Textbooks	160 3
Teachers' Manuals 1st.	

Laidlaw Brothers

Por el mundo del cuento y la aventura	
Camino de la Escuela	160 3
Teachers' Manuals 1st	
Aprendamos a Leer	160 3
Teachers' Manuals 1st	
Amigos de Aquí y de Allí	160 3
Teachers' Manuals 1st	
Camino de la Escuela Workbook	160 3
Teachers' Manuals	
Aprendemos a Leer Workbooks	160 3
Teachers' Manuals	
Amigos de Aquí y de Allí Workbooks	160 3
Teachers' Manuals	

Title of Book	No of Copies
Benzinger, Inc	
Las Ranas- Pepe y Toño for K	40
Frog Fun- Pepper and Tuggy for K	40
Libro de Lectura- for 1st	40
Reading Book for 1st	40
Libro de Lectura - for 2nd	40
Reading Book for 2nd	40
Libro de Lectura - for 3rd	40
Reading Book for 3rd	40

Teachers Manuals for all the above books

Music
Cantemos (Let's Sing)	2
Nuestras Canciones (Our Songs)	2
Canciones hispanoamericanas (Spanish American Songs)	?
Nuevas canciones para ti (New Songs for You)	2
Cantos Infantiles para grados primarios (Children's Songs for Primary Grades)	2
Todos los pueblos cantan Vol I-II-III(All the People Sing)	2
De semántica musical y otros estudios (Of Musical Semantics and Other Studies)	2
Manual de educación musical para escuelas elemental (Manual of Musical Education for Elementary School)	2
Puerto Rican Singer (Canta Conmigo)	4

Other Materials

1 Record #2A- Peabody Kit - Primary Level
6 Penlight batteries for P Mooney Stick

Cardboard Holders Cardboard Stands Abacus, Puzzles, Games and other
materials for classroom use ordered either from the City School District
Storehouse or other Companies

Newspapers and Magazines

Title of Book	No of Copies

En el Hogar y en la Escuela Textbook — .50
Teachers' Manuals K — 2

En el Hogar y en la Escuela Workbook — 50
Teachers' Manuals   K — ?

Del Campo al Pueblo- Libro II Nivel I — 50
Teachers' Manuals   2nd — 2

Del Campo al Pueblo- Workbooks — 50
Teachers' Manuals — ?

Aventuras Maravillosas- Libro II — 50
Teachers'Manuals — 2

Por Tierras Vecinas - Libro III NIvel II — 50
Teachers' Manuals — ?

Por Tierras Vecinas Workbooks — 50
Teachers' Manuals — ?

Por los Caminos del Mundo Libro IV — 50
Teachers' Manuals — 2

Por los Caminos del Mundo Workbooks — 50
Teachers' Manuals — 2

Nuestros Amigos — 50
Teachers' Manuals — ?

Nuestros Amigos Workbooks — 50
Teachers Manuals — 2

Mathematics

Matemática Moderna Nivel 1 — 100
Matemática Moderna Nivel 2 — 50
Matemática Moderna Nivel 3   From Addi.m-Wesley Co — 40

Modern Mathematics   Level 1 — 100
Modern Mathematics Level 2 — 50
Modern Mathematics Level 3 . From Addism - Wesley Co. — 40

Teachers'Manuals if available - of each level — 16
                          Carmen S Sanguinetti
Programa de Matematica Patrones y Estructura - 1st — 150
Mathematics- Elementary 1st — 100

Teachers' Manuals for the   above books - Spanish and English — 1?

2.14

LIST OF TEXTBOOKS

Title of Books	No of Copies
Pathways in Science Sound and Light Physics 3	25
Teacher's edition to the above book	1
Work-a-Text in Physical Science	25
Teacher's edition	1
Repaso Matemático Bilingue 7-12	50
Modern Algebra, Structure and 9th Method Book 1	50
Contemporary Algebra Book 1 10th	50
Mathematics, a Modern Approach 8th	50

+ Bilingual Curriculum Units —
(K-3) in Language Arts, Social Studies,
Math + Science —

developed by <u>Adelante</u> staff (summer 1971)
Rochester, N.Y.

LIBRARY ADDENDUM

The following books are recommended for Spanish speaking students. The school libraries in the City School District can place purchase orders from: Bro-Dart Books, 1609 Memorial Ave., Williamsport, Pa. 17701.

Children's Books

Author	Title	Publisher
Jiménez-Landi, Antonio	ABC...XYZ	Aguilar
Puerto Rico Departamento de Instrucción	Alborada	Kapelusz
Vega, Blanca de la	Antología de la Poesía Infantil	Kapelusz
Berreta & Costa	La Apasionante Historia de los Grandes Inventos	Juventud, 1967
Collodi, Carlo	Las Aventuras de Pinocho	Juventud, 1962
Twain, Mark	Aventuras de Tom Sawyer	Diana, México
Brunhoff, Jean de	Babar y el Papá Noel	Aymá, 1955
	Blanca Nieves	Fher, 1967
	Blondina y los Tres Osos	
Gil, Bonifacio	Cancionero Infantil Universal	Aguilar, 1954
	La Cenicienta	Fher, 1967
Stone, George K.	101 Experimentos Científicos	Fernández, 1954
Mercamaga, J. M.	Cristóbal Colón	Fher, 1967
Andersen, Hans Christian	Cuatro Cuentos de Andersen	Timún Más
Alegría, Ricardo E.	Cuentos Folklóricos	El Ateneo, 1967
Méndez de Benet, Evelyn	Cuentos y Risas	Departamento de Instrucción Pública de Puerto Rico

Library Addendum   B

Children's Books

Author	Title	Publisher
Verne, Julio	De la Tierra a la Luna	Kapelusz
Cervantes, Miguel de	Don Quijote de la Mancha	Fher, 1967
Sasek, M.	Esto es Cabo Kennedy	Molino, 1967
La Fontaine	Fábulas de La Fontaine	Cantábrica, 1967
Joslyn, Sesyle	La Fiesta	Harcourt Brace, 1967
	El Gato con Botas	Fher, 1967
Disney, Walt	Gentes y Lugares	Gaisa, 1967
Jiménez-Landi, Antonio	Historias con Animales	Aguilar, 1959
Petersham, Maud & Miska	El Libro de los Alimentos	Juventud, 1962
Freixas, Emilio	El Libro de los Reyes Magos	Sucesor E. Meseguer
Ramírez, Pablo	Manuelito, el Niño Navajo	Juventud, 1963
Travers, P. L.	Mary Poppins	Juventud, 1966
Daroqui, Julia	Mi Primer Diccionario	Sigmar, 1966
Fontenau & Theureau	Mi Primer Larousse en Colores	Larousse, 1967
Basurto, Carmen G.	Mis Primeras Letras	Trillas, 1967
Zanini, Giuseppe	El Mundo de los Insectos	Molino, 1965
Kurtz, Carmen	Oscar Cosmonauta	Juventud, 1967
Potter, Beatrix	Pedrín, el Conejo Travieso	Frederick Warne
R. Fernández Urcelay	Pequeña Enciclopedia	Cantábrica, 1966
Sonneborn, Ruth A.	Preguntas y Respuestas sobre Ciencia Elemental	Sigmar, 1966
McGovern, Ann	Preguntas y Respuestas sobre el Cuerpo Humano	Sigmar, 1967

Children's Books

Author	Title	Publisher
Saunders, John R.	Preguntas y Respuestas sobre la Naturaleza	Sigmar, 1966
Federico, Helen	Primer Libro de Oro de los Números	Novaro, 1966
	Pulgarcito	Fher, 1967
Guillot, René	Red Kid de Arizona	Kapelusz
Dumas A.	Robin Hood	Fher, 1967
Díaz-Plaja, Aurora	La Ruta del Sol	La Galera, 1965
Jaynes, Ruth	¿Sabes Qué?	Bowmar, 1967
Madariaga, Salvador de	El Sol, la Luna y las Estrellas	Juventud, 1960
Homan, Rosemary	Spanish Nuggets	
Pongetti & Camargo	Teatro para Niños	Kapelusz, 1957
Ollé, Ma. Angeles	Tula, la Tortuga	La Galera, 1964
Meeks, Esther K.	La Vaca Curiosa	Follett
Jiménez-Landi, Antonio	Los Vehículos	Aguilar, 1967
Swift, Jonathan	Viajes de Gulliver	Peuser, 1964
Polo, Marco	Viajes	Aguilar, 1963
Lofting, Hugh	Viajes del Doctor Dolittle	Random, 1968
Disney, Walt	Vida Secreta de los Animales	Gaisa, 1967
Simon, Norma	What do I Say?	Albert Whitman

Library Addendum D

Adult Books

Author	Title	Publisher
López Cruz, Francisco	El Aguinaldo y el Villancico en el Folklore Puertorriqueño	Instituto de Cultura Puertorriqueña
Harman, Carter	Las Antillas	Time, Inc., 1964
	Antología de Jóvenes Poetas	Instituto de Cultura Puertorriqueña
Kornhauser, Arthur W.	El Arte de Aprender a Estudiar	Iberia, 1966
McCormick, Jack	Atomos, Energía y Máquinas	Librería Campos
Cruz Monclova, Lidio	Baldorioty de Castro	Instituto de Cultura Puertorriqueña
Corbinos, Isidoro	Boxeo	Sintes, 1965
Nevins & Commager	Breve Historia de los Estados Unidos	Cía. General de Ediciones, 1963
Algara, Luis	Carpintería Sencilla	Pax-México
Lombay, Víctor	El Carpintero Joven	Santillana, 1966
	Cartillas	Fundación Alfabetizadora Laubach
Jiménez, José Olivio	Cien de las Mejores Poesías Hispanoamericanas	Las Américas, 1965
Vergara, William C.	La Ciencia: Búsqueda Interminable	Diana, 1967
Wright, C. W.	Como Hablar en Público	Diana, 1966
Hymes Jr., James L.	Como ser un Buen Padre	Lerú, 1957
Rivero, Ignacio	Constitución de los Estados Unidos de América 1789	Unión Panamericana
Rommel, Willi	Construyo Cajas os Prácticos de Metal	Santillana, 1967

Library Addendum E

Adult Books

Author	Title	Publisher
Rommel, Willi	Con Tijeras, Papel y Cartón	Santillana, 1966
Añorga Larralde, Joaquín	Correspondencia Comercial	Minerva, 1969
Gibert, Juliette	La Costura	Espasa-Calpe, 1966
Frankel, Lillian & Godfrey	Creaciones Manuales	Santillana, 1955
Thurston, Howard	Cuatrocientos Trucos que Ud. puede hacer	Constancia, 1967
Doyle, Sir Arthur Conan	Cuentos	Aguilar, 1962
Asimov, Isaac *	El Cuerpo Humano	Toray, 1967
Holt, Emmet L.*	Cuidado y Alimentación de los Niños	Diana, 1961
Callum, Myles *	Cultura Física y Defensa Personal	Cia. Editorial Continental
Fry, John T.	Curso Básico de Radio	Minerva, 1965
Chambers, Warner & Smith	De la Célula a. Tubo de Ensayo	Libreros Mexicanos Unidos, 1965
Zaidenberg, Arthur	Dibujo sin Maestro	Diana, 1966
Seco, Manuel	Diccionario de Dudas y Dificultades d· la Lengua Española	Aguilar, 1966
Robb, Louis A.	Diccionario de Términos Legales, Español-Inglés e Inglés-Español	Limusa-Wiley, 1967
Pepper Jr. William M.	Diccionario de Términos Periodísticos y Gráficos Inglés-Español, Español-Inglés	Columbia Univ. Press
Marks, Robert W.	Diccionario y Manual de las Nuevas Matemáticas	Editors Press Service
	Dictionary of Spoken Spanish Spanish-English/English-Spanish	Garden City Bk , 1960

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Adult Books

Author	Title	Publisher
Hymes Jr., James L.	Disciplina del Niño	Lerú, 1957
Farb, Peter	Ecología	Time, Inc. 1966
Wallis & Logan	Ejercicios Isométricos	Diana, 1966
Reuben, Gabriel	Electrónica Recreativa	Santillana, 1964
Wilson, Mitchel	Energía	Time, Inc., 1968
O'Donovan Patrick & others	Los Estados Unidos	Time, Inc., 1966
Moore, Ruth	Evolución	Time, Inc., 1968
Poole, Lynn & Gray	Exploradores de la Ciencia	Libreros Mexicanos Unidos
Carbajo, Antonio	Expresiones Idiomáticas/ Idiomatic Expressions English-Spanish Spanish-English	Diana, 1968
Iacobucci & Mateo	Fastos Americanos	Kapelusz, 1958
Mora, Manuel de	Filatelia	Doncel, 1966
Mandel, Muriel	Física Recreativa	Santillana, 1967
Mason, J. Alden	Folklore Puertorriqueño 1. Adivinanzas	Instituto de Cultura Puertorriqueña
Asimov, Isaac	Las Fuentes de la Vida	Libreros Mexicanos Unidos
Gosling & Craig	El Gran Robo del Tren	México, Diana, 1966
Ribes, Francisco	Grandes Figuras de la Historia	Santillana, 1968
García, Pérez	Grandes Músicos	J. Ferma, 1964
Vidal, J.	Grandes Obras de la Humanidad	Ferma, 1963
Editors of Life	Las Grandes Religiones del Mundo	Time/Life, 1967

Library Addendum G

Adult Books

Author	Title	Publisher
Llorens Torres, Luis	El Grito de Lares	Cordillera, 1967
Díaz Monteros, Aníbal	Hablando con Ellos	Rumbos, 1967
Langnas & Massa	Historia de la Civilización Latinoamericana	Las Américas, 1965
Lazo, Raimundo	Historia de la Literatura Hispanoamericana en el Siglo XIX	Porrúa, 1967
Pedreira, Antonio S.	Hostos, Ciudadano de América	Instituto de Cultura Puertorriqueña
Carreras, Carlos N.	Ideario de Hostos	Cordillera, 1965
Toledo del Valle, Julio	Iniciación al Aeromodelismo	Santillana, 1967
DuBridge, Lee	Introducción al Espacio	Pax-México, 1967
Scott, Walter	Ivanhoe	Kapelusz, 1964
Muray, Jean	El Juramento de Davy Crockett	Kapelusz, 1964
Lee, Bruce	Kennedy	Santillana, 1965
Barrera, Carlos	Lo Mejor del Mago del Suspenso, Alfred Hitchcock	México, 1967
Mitchell, Margaret	Lo que el Viento se Llevó	Aymá, 1956
Gaer, Joseph	Lo que las Grandes Religiones Crean	Diana, 1957
Gómez Alvarez, Salvador	Manual de Primeros Auxilios	Porrúa, 1967
Instituto Atvidabergs	Manual Facit de Mecanografía	Norma
Engel, Leonard	El Mar	Time, Inc., 1962
Radot, Pierre Vallery	La Maravilla del Cuerpo Humano	Lerú, 1957

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Adult Books

Author	Title	Publisher
Isaacs, Jorge	María	Diana, 1964
Eaton, Jeanette	Mark Twain y su Mundo	Limusa-Wiley, 1966
Berganini, David	Matemáticas	Time, Inc., 1964
Singer, Kurt	Las Mejores Historias de Espionaje	Diana, 1967
Daniel & Hubbell	Mientras América Dormía	Diana, 1963
Pan American Union	National Anthems of the American Republics	Pan American Union
Velázquez de la Cadena, Mariano	New Revised Velazquez Spanish/English Dictionary	Follett, 1967
Cuchi Coll, Isabel	La Novia del Estudiante	Rumbos, 1965
Vanderbilt, Amy	Nuevo Libro Completo Etiqueta	Diana, 1967
Huber, Johanna	Ocupaciones Infantiles	Kapelusz, 1963
Trevino, Jorge	Ortografía Práctica al Día	Trillas, 1967
Astrain, Miguel M.	Los Países del Mundo	Bruguera, 1965
Timón Castro, José	Papel y Tijeras	Santillana, 1966
Bravo Adams, Caridal	Patricia	Diana, 1967
Bravo Adams, Caridal	Pecado Mortal	Constancia, 1967
Steinbeck, John	La Perla	Luis de Caralt, 1966
Ribes, Francisco	Poesía de España y América	Santillana, 1965
Montaner, Carlos Alberto	Poker de Brujas	
King, Martin Luther	Porque no Podemos Esperar	Aymá, 1964
Heminguay, Ernest	Por quien doblan las campanas	Diana, 1964

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Adult Books

Author	Title	Publisher
Veno, Robert	La Prestidigitación	Espasa-Calpe, 1963
Ntl. School Public Relations Assn.	El Primer Paso Importante	Ntl. School Public Relations Assn.
Beltrán de Heredia, Pablo	Pueblos y Costumbres	Santillana, 1968
Coll y Toste, Cayetano	Puertorriqueños Ilustres	Departamento de Instrucción Pública
Baeza Flores, Alberto	¿Quién fue José Martí?	Novaro, 1958
Baeza Flores, Alberto	¿Quien fue Simón Bolívar?	Novaro, 1958
Martin, Raymond V.	Rebelión en la Mafia	Diana, 1964
Maldonado, Felipe C. R.	Refranero Clásico Español y Otros Dichos Populares	Taurus, 1966
Vázquez Díaz, Daniel	El Retrato de Manolete	Afrodisio Aguado
Hadas, Moses	La Roma Imperial	Time Inc., 1957
Ballester Escalas F.	Roosevelt	Toray, 1968
Clarke, Arthur C.	Los Secretos del Futuro	Toray, 1964
Parker, Ed.	Secretos del Karate Chino	Diana, 1967
Bravo Adams, Caridad	Soledad	Constancia, 1966
Fribourg, Marjorie G.	La Suprema Corte en la Historia de los Estados Unidos de América	Limusa-Wiley, 1956
Gronerman & Freirer	Talleres	Novaro, 1966
Macias, Rafael	Terminología Contable	Trillas, 1967
Monserrat Sarto, María	Tiempo Libre, Aficiones para Chicas	Santillana, 1967
Marrero, Carmen	Tierra y Folklore	Cordillera, 1967

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Adult Books

Author	Title	Publisher
Bravo Adams, Caridad	Tormenta de Pasiones	Diana, 1967
Bravo Adams, Caridad *	Trece Novelas Cortas	Diana, 1967
Cotto-Thorner, Guillermo	Trópico en Manhattan	Cordillera, 1967
Severn, Bill	Trucos Mágicos con el Papel	Diana, 1967
Bravo Adams, Caridad	Veinte Historias de Amor	Diana, 1968
Cárdenas, Eduardo	20,000 Biografías Breves	Libros de América
Shipp, Horacio	Vidas que han Movido al Mundo -First Series-	Cía. General de Ediciones
Shipp, Horacio	Vidas que han Movido al Mundo -Second Series-	Cía. General de Ediciones
Gili Gaya, D. Samuel	Vox, Diccionario Manual Ilustrado de la lengua Española	Bibliograf, 1964
Mojica, Fr. José	Yo Pecador	Jus, 1959