

Broadway Stars in Miss Hwang's Class!

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<http://tinyurl.com/lnynmcx>

1. Overview

I am a 4th and 5th grade teacher teaching in Korean Dual Language Program at Mark Keppel Visual and Performing Arts Magnet. Our students are "immersed" in two languages, half the day in Korean and the other half in English, as they receive instruction. Because I enjoy all kinds of performing arts, I love integrating songs, musicals, and dance into my curriculum. Passing by my classroom, you will certainly be able to hear our students sing, dance, and exchange lines in a play while they are learning!

During the past seven years I have worked as a Foreign Language Academy of Glendale (FLAG) Korean dual immersion teacher, I have learned that the best way to teach target language and content standards in Korean is through meaningful integration of both into a format that actively engages students. In hope of fulfilling such instruction, I developed a theme-based curriculum with the classroom theme "Broadway Stars in Miss Hwang's Class." The curriculum integrates a potentially difficult Science and History/Social Studies unit into a thematic musical, which actively involves and motivates the students to use their language. Often, when introducing a content unit in Korean, the academic vocabulary is hard to grasp, especially as it is not commonly used in ordinary conversation. Integrating content with an engaging music and musicals has made learning more accessible to my students in the past. They are singing, dancing, acting, and performing while immersing themselves in the rich academic content vocabulary in target language. Music and drama definitely enhance my curriculum and make learning meaningful and engaging for my students.

2. The sequence of steps in the curriculum designing process

Step 1: Understanding the common core standards and the state standards

The first step in the process is to understand the nature and components of the Common Core standards. A helpful aspect is that the K-5 reading standards integrate standards for K-5 reading in content subjects such as history and social studies, science, and technical subjects. This does not mean that the Common Core Standards are already integrated curriculum itself. Rather, it means that the reading standards of the CCSS involve reading expository texts pertaining to those content subjects. Then how can this project start from either history/social studies or science content topics? The most effective solution would be to utilize the currently existing California state content standards for history/social studies and science. These state standards are thorough and extensive and thus provide great guidelines in creating content-based thematic units.

Step 2: Dividing the content state standards into themes

The second step is to divide the history/social studies and science standards into thematic sections. Although I teach both 4th and 5th grade, I will use the 5th grade curriculum to be

presented. For examples, the thematic units can be divided in to the following topics: animal structures covering life science standards 2a~d, plant structures covering life science standards 2e~g, earth and water cycle covering earth science standards 3a~e, weather and solar system covering earth science standards 4a~e and 5a~c, elements and combinations covering physical science standards 1a, 1c, 1e, 1g, 1i, and elements and combinations part two covering physical science standards 1b, 1d, 1f, and 1g. These topics and standards then become the main learning objectives in different lessons involved in each thematic unit.

Step 3: Deconstructing and merging the standards

The next step is selecting the Common Core English Language Arts standards that can be integrated into the content-based lessons within thematic units. There are multiple lessons within the same unit, and each lesson focuses on certain content standards from both the Common Core and the California state standards for history/social studies and science. Integration of visual and performing arts and technology comes after these major content standards have been integrated. Arts come as a part of instructional process as well as a culminated end product such as integrated musical presentation. Visual and performing arts standards can bring in visual arts, music, and drama and enrich students' learning experience. Various technological tools described in the earlier section must be considered to find the most effective place to use them. During this step, I also have the assessment in mind. What should students be able to achieve and how can they demonstrate their achievement? The answer to this question would help the teacher develop appropriate assessment tools.

Step 4: Collaboration in curriculum development

Since the main objective and direction have been set, the next step is to carefully consider how students can actively involved in the curriculum development. Before every unit, I create and distribute a unit introduction and survey questionnaire. The introductory survey includes questions about students' home resources or skills pertaining to the relevant content theme. The information gathered through the unit introductory survey is used to enrich a number of lessons in the unit through parent-student partnership, parent-directed, or student-directed lessons and activities under the my facilitation. The important thing to remember is that such innovative lessons must first be carefully and thoroughly discussed with me before the actual lesson delivery. Here, collaboration among students, parents, and myself plays a significant role.

3. Thematic Unit: 5th grade science in Target Language <Plant Structures and Functions>

In this curriculum presentation, I chose the plant structures unit in life science. The unit covers the life science standards 2e, 2f, and 2g. According to the standards, students must know the following:

- How sugar, water, and minerals are transported in a vascular plant
- Plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.
- Plant cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

These three standards are the main learning objectives on which students will be assessed. Having chosen the content standards for the unit, the next step is to find the Common Core English Language Arts Standards to integrate with the content standards chosen above. One thing to remind again is that a thematic unit consists of multiple lessons and therefore not all standards would be taught in a single lesson. Another aspect to note is that while the unit will be taught in Korean, reading and writing standards as well as the science content standards may be

effectively taught regardless of the language, since the concepts are transferable. A benefit to developing curriculum in Korean is that once fully developed, it can easily be modified for instruction in English.

The focus Common Core ELA standards are chosen from Reading Standards for Informational Text (RI), Writing Standards (W), and Speaking and Listening Standards (SL). The selected standards to be integrated into the science content are the following:

- RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

There are about four direct explicit instructions in the thematic unit, and each direct lesson has focus standards from the current California science content standards. Followed by the weekly whole group direct explicit instruction are differentiated small group instructions. The small groups are homogenous groups based on their linguistic level. Differentiated small group instructions will require informational texts that incorporate the Common Core Language Arts Standards listed above. The informational texts will also reflect the science content standards. It is not difficult to find English nonfiction texts that are aligned to both the Common Core Language Arts Standards and the California science standards. As for Korean, I am in the process of designing and creating leveled nonfiction texts reflecting those two types of standards.

- The following page presents the **table-view** of this unit.
- Visit my Google Drive link to view the final product (Musical Film: *Oak Tree Hotel*) of the music-integrated 5th grade science unit. <http://tinyurl.com/llynmcx>

Content Theme: Plant Structure (Life Science)				
Integrated Standards	Whole Group Explicit Lessons & Differentiated Instruction	Collaboration (In-class, Home-School, School-Community)	Media and Technology	Integrative Outcome/Product
Language Arts (CCSS) 5RL4, 6 5RI 2 5W4 Science LS 2e~2g Visual & Performing Arts 5Dance 5.3 5Music 3.2-3.5 5Theatre 2.1-2.3	Vascular plants and basic parts	a. Botanical garden field trip	a. Photo editing	Content Integrated Musical Film Production <Into the Plant World>
	Roots, stems, leaves in details	b. Stem-lab experiments with Hoover High School student buddies	b. Filming basics	
	Photosynthesis	c. Group interviews and presentations to K-4 buddy classes.	c. Creating PSA	
	Cellular Respiration	d. Whole-class content-integrated musical		