

Team EFL Haiti

**A Curriculum Design Project for
5th Grade English at
St. Andre's School
Hinche, Haiti**



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March 2015**

Needs Assessment Summary

Our needs assessment for St. Andre's School consisted of a brief survey, interviews, and consultation of national standard materials.

The brief survey was given to Shester and Marc, two English teachers in the Hinche community who work closely with St. Andre's School. This survey was sent to them via Facebook. We received open responses to questions we had about the materials and practices found in the 5th grade classroom such as "What materials/books do the 5th grade students already use?" and "How much time will the 5th grade study English each week?" From their responses we discovered that the 5th grade classes are very big (about 40 students) and that their materials are very limited. They do not have access to technology and only use the national standards book provided to them.

In order to understand more about the national standards, we found the national Haitian curriculum for the 5th grade and consulted that as well. From the national curriculum, we discovered that one of the main areas of study for 5th graders is Social Studies and Geography. Students are required to understand landforms, habitats, and the geographical features around them.

Our main and most consistent source of information came from people who have attempted needs assessment with this school in the past. Ruth and Jaime, MIIS TESOL students who have also created English curriculum for St. Andre's school, informed us of the lack of resources found in the classrooms. Lisa Donohoe, director of the Language and Professional Programs and head of the grant funding for our trip to Haiti, reiterated this notion.

Overall, our needs assessment proved to be ineffective with providing us a significantly tangible grasp on the types of materials teachers will realistically have available. However, it did prove to be effective in helping us realize that our curriculum will be situated in a very low-resource, rather unpredictable environment. Because of this, we discovered that our curriculum needs to be accessible, as well as adaptable.

Rationale

The challenges of designing a curriculum for St. Andre's are obvious, mainly that there are inherent problems when you design a primary-level English program backwards. Because there is currently no English program in place at this level, the decision was made by previous teams to begin with teacher-training curricula and move down to a 6th grade curriculum, then to 5th grade, and so on. The challenge we were faced with was how to design an English program for 10-11 year olds who have had no English instruction, but that can be amended in the future when the students will have started English instruction in increasingly lower levels. How do you make something interesting for older students but appropriate for their level, while also being incredibly adaptable?

Based on the limited resources available at St. Andre's, the most logical approach was to work with the materials that are already there. One thing that the English teachers in Hinche pointed us to was the Haitian National Curriculum, which has content and language objectives for the core subjects taught at the primary level: Creole Language, French Language, Math, Social Sciences, and Experimental Sciences (Ministère de l'Éducation Nationale, n.d.). The teachers already use these

content standards in the classroom, so it made sense to take a content-language integrated learning (CLIL) approach that centers around what can be found in the existing curriculum. As Dalton-Puffer (2011) explains in her research about CLIL and pedagogical practices, CLIL is used extensively in foreign language settings where the classroom is the main context of foreign language interaction in the daily lives of learners. In addition, it is assumed that teachers are non-native speakers of the target language and students have already acquired literacy skills in their L1 (Dalton-Puffer, 2011, p.183-184). In St. Andre's School, learners are in a foreign language setting, teachers are non-native speakers of English, and they have already achieved literacy skills in Creole (as our needs assessment indicated). Therefore, the desired conditions for this methodology are present in this context. CLIL allows for a curriculum to be designed that integrates the content demands of the national curriculum, as well as presents an opportunity for an innovative way to teach language.

A large portion of the Social Sciences section of the document deals with the subject of geography, specifically the geography of Haiti. Because geography is something easily grasped by learners of all ages and levels, we felt it was a good starting subject for beginning learners of English (Personal Communication, P. Shaw, 2015). From there our research led us to Bloom's Taxonomy, which has been a tool heavily utilized by teachers and within language education. The taxonomy allows teachers to think of learning as part of lower and higher order thinking skills and seeks to incorporate these skills into the learning process (Churches, 2015). Therefore, our English curriculum is largely constructed around the Bloom's Taxonomy and we attempted to incorporate the spectrum of its thinking skills into our design.

As a beginning level class, the lower order thinking skills are the most consistently present (remembering, understanding, applying). However, opportunities to push students to use higher order thinking skills are also apparent (analyzing, evaluating, and creating). Ultimately, this curriculum is based upon the belief that the most effective learning takes place when the skills build upon each other (from lower to higher) and are all fully incorporated into the learning process. This reasoning also led us to narrow the focus of the curriculum to geography of the Gulf Coast of the United States, given that it is a similar but foreign region that is in another country, but is subject to some of the same things as Haiti given its position (e.g. natural disasters, tourism, weather, etc.). Ideally the opportunity for comparison and contrast will lead to the higher order thinking skills, as well as provide opportunity for specific language goals.

In regards to language goals, the ones we set for our curriculum are purposefully vague and underdeveloped. The reasoning for this lies in the inherent challenges discussed above, chiefly the need to create something that is easily adaptable and flexible. We imagine that as the program evolves and as the curriculum is moved along through the different grades and different teachers' hands, the language goals will need to change. This is a development project after all, and one of the overarching goals of the entire relationship between MIIS and St. Andre's is to equip the teachers in Hinche to create their own curricula and lessons. Our intention is definitely to leave some of the pieces open ended.

In summary, by using the Haitian National Curriculum, Bloom's taxonomy, and a CLIL approach as the core foundations, our curriculum is situated within the immediate

and relevant context of teachers and learners while also staying connected to the larger philosophies and principles that drive language learning around the globe. The integration and implementation of these three major components allows opportunities for purposeful, rational, and meaningful language learning to take place. By using such components as the core of our curriculum, our hope is to produce a language learning experience that will prepare the students in Hinche not only for English study at the secondary level, but also for communicative use of English in their professional lives beyond the walls of the classrooms.

Goals Statement

As a result of taking this course, students will...

- Metacognitive: make connections between what they learn in English about Gulf Coast Geography and what they learn about Haitian Geography in social studies in Creole; start to develop an awareness for linguistic and cultural differences
- Cognitive: know basic English phrases that relate to what they can say about themselves and where they live; know how to talk about geographical regions and features in English
- Performance: practice the four skills in the classroom setting; read and create maps; practice using their language skills with their peers; complete an IPA
- Affective: become interested in exploring the language and culture of places outside Haiti; develop confidence in experimenting with and using basic English phrases as they continue to be language learners

Syllabus Outline

Discovering the Gulf Coast

Unit	Topic	Language Objectives	Content Objectives	Materials
1 (1 week)	Learner Training: Learning English through geography (Haiti)	-greetings -some geography terms (North, South, East, West)	-culture: what is it? -maps	-map of Haiti -student notebooks -pencils
2 (3-4 weeks)	Mexico	-place names/origins -tourism terms -near/next to/far -"to be" -direction terms -country	-important places on the Mexican gulf coast -taking vacations	-map of gulf coast
3 (3-4 weeks)	Texas	-why?/because -where/there -the southwest -state	-important places on the Texan Gulf Coast -jobs (fishing, tourism, oil)	-map of gulf coast
4 (3-4 weeks)	Louisiana	Vocab: -rivers, lakes -city/port -family -feelings -the south	-New Orleans -storms/natural disasters -talking about family	-map of gulf coast -book "A storm called Katrina" -map of Louisiana
5 (3 weeks)	Alabama/ Mississippi	-comparisons: more/better/worse/less/bigger/smaller/different than/but -the south	-Important place: Gulf Shores, Mississippi River -vacations and tourism	-map of gulf coast

6 (4 weeks)	Florida	-Island/Beach -Adjectives -Do vs Don't -the southeast	-Everglades National Park -Ecosystems: food chain, habitat, animals -Literature related to geography (Alligator Pie)	-IPA assessment plan materials (paper, pencils, article, pictures of the Florida Keys) -pictures of the Everglades -graphic organizers
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Sample Unit Plans

Unit 3: Louisiana "A Storm Called Katrina"

Class 1	Class 2	Class 3	Class 4
Intro to "A Storm Called Katrina" and new Louisiana vocabulary	Review of geography vocabulary and intro to family vocabulary	Reading "A Storm Called Katrina" in small groups; vocabulary identification; some feelings vocabulary	Practice drawing a map of Louisiana and inputting new vocabulary; talking about family
Class 5	Class 6	Class 7	Class 8
Start writing short sentences about family; talk about and show example of the map project; intro to buddy project	Finish writing about feelings and talking about family; detailed intro to making a map of their neighborhood/city/ region/country	Continued work on the map project; practice for the buddy project	Finishing the map; going to 1st grade buddy-class to share the map and teach simple words to their buddy (service learning project); short oral reflection upon return to class

Unit 6: The Florida Gulf Coast
“Everglades National Park”

Class 1	Class 2	Class 3	Class 4
Intro to Florida Gulf Coast	Basic Information about Everglades National Park. Begin Brochure Project.	Seasons of the Everglades. Talk about likes and dislikes, notice differences, use adjectives Brochure Project: Add things to bring	Things to do in the Everglades -Use “to do” to talk about activities -hike, boat, explore, watch, learn Brochure Project: Add things to do
Class 5	Class 6	Class 7	Class 8
The Main Habitats in Everglades and the plants and animals that live there Finish Brochure Project: Add Places to Visit	Everglades Food Chain: Read Alligator Pie poem and create their own	Revise Brochure and Present Brochures in class	IPA Assessment

Sample Lesson Plans

Unit 3: Louisiana/New Orleans
Vanessa Hoffman

Unit 3: Louisiana

Lesson 1

Activity	What T is doing	What Ss are doing	Materials	Outcomes	Time
Warm-up	T writes date on the board, asks about the weather, sings the warm-up song (or plays it on a laptop, if available)	Ss repeat date, state the weather, get up and dance while singing the song	chalkboard, voices	excitement	5 min

Book read-aloud	T reads book out loud to Ss	Ss are writing a list of any word they understand from the reading	notebooks, pencils, "A Storm Called Katrina"	list of words	20 min
Map review	T highlights places on the map of Gulf that will be relevant to Louisiana, reviews previous vocab	listening, calling out words they remember	map of Gulf Coast	review of previous lessons	5 min
New Vocab	T brings out map of Louisiana, writes new vocabulary on the map	Ss repeat new words, fill them in on a new map in their notebook	map of Louisiana, notebooks, pencils	map of Louisiana in Ss notebooks with new words	15 min
Cool-down	T asks students to say one thing that they learned today	Ss think about and share what they learned	none	recalling new vocab	5 min

Unit 3: Louisiana

Lesson 8

Activity	What T is doing	What Ss are doing	Materials	Outcomes	Time
Warm-up	T writes date on the board, asks about the weather, sings the warm-up song (or plays it on a laptop, if available)	Ss repeat date, state the weather, get up and dance while singing the song	chalkboard, voices	excitement	5 min
Finishing the map	T is going around while students complete the map they have been working on	Ss adding finishing details, colors, ask for help with new words if necessary	notebooks, markers (?)	complete map	20 min
Buddy class sharing	T leads Ss to the buddy class and makes sure that	Ss show their buddy their map, teach them the	completed maps	service-learning experience	30 min

	each student has a buddy, monitors the sharing and encourages English use	geography vocab using techniques from previous classes			
Reflection	T leads reflection of the buddy experience with students	Ss share what it was like to be the teacher	none	reflection	10 min

Unit 6: Florida
Caitlin Williams

Unit 6: Florida

Lesson 3

Activity	What T is doing	What Ss are doing	Materials	Outcomes	Time
Warm-up: Review of terms from Previous Class in Groups	T writes "climate" "season" "weather" on the board and asks students to define them in their notebooks based off of what they remember from the last class.	Ss form groups of 4 and write terms and definitions in their notebooks	Chalkboard, chalk, notebooks, pencils	Discussion, terms and definitions	5 min
Group: Lists of what we see in Pictures	T puts picture of the Everglades wet season and labels it 1 and a picture of the Everglades dry season and labels it 2, or draws them, on the board.	Make a list of what they see in Picture 1 and a list of what they see in Picture 2	Pictures, Notebooks, pencils, chalkboard, chalk	2 lists of nouns/things that are in the pictures	9 min
Mini-Lecture, Demonstrating use of Adjectives in Geography	Labels the pictures as WET season and DRY season." Write what students came up with on board and points to that thing and says an adjective before it. Then point to the same thing on the other picture but use a different adjective. Writes the added adjective before the noun (aka, cloudy or clear before sky).	Listen, copy down adjectives before nouns	Notebooks, pencils, chalkboard, chalk	Understanding that adjectives such as cloudy/clear, dry/wet help specify and describe nouns.	9 min

Check for Understanding: True or False	Says a statement about the picture (using the adjective as the part that makes it true or false)	Give a thumbs up for true or thumbs down for false	None	Confirmation of Understanding	3 min
Completing Sentence Frames	T writes various I like/I don't like sentence frames on the board, leaving the adjective in each sentence blank. Model the first example: I like the _____ grass. I don't like the _____ sky.	Ss use the pictures to write 2 sentences about what they like and don't like about each picture.	Pencils, notebook, chalkboard, chalk	4 sentences with adjectives	5 min
Prepare a 2 minute script:	Says: You and a friend are planning a trip to go to Everglades. What season do you want to visit? Why? Write: "I want to....because...." (I like/don't like...) on the board.	Write script in pairs	Notebooks, pencils, chalkboard, chalk	Script	10 min
Perform Role Play	Matches pairs of students with another pair, listens and monitors	Performs Role Plays based on script for other students, listen to pair performing	Scripts	Completion of Role Play	10 min
Cool-down: Peer Feedback	Monitor students, listen to students	Say one thing they liked about the other groups role-play	None	Feedback giving and receiving	5 min

Unit 6: Florida

Lesson: 6

Activity	What T is doing	What Ss are doing	Materials	Outcomes	Time
Warm-up	T introduces poem and reads it from the board. Students then repeat with T. Finally, students read it out loud on their own.	Ss listen and read along, then speak and read out loud	Chalkboard, chalk	Interest in poem, sense of accomplishment for reading it	8 min

Comprehension Guide Groups: Vocab matching and Main Idea	T puts students in groups of 4 and writes a numbered list of vocabulary list in English and lettered list of Creole words on the board, followed by a question about the main message of the poem	Matching vocab words, discuss and write main message of the poem	Notebooks, pencils, chalkboard, chalk	A list of numbers and letters, understanding of vocabulary words and the main message of the poem	12 min
Brainstorming Animals and Plants in the Everglades	Monitors, helps students	Generate list of animals and plants: 1 student writes down animal names, 1 students keeps everyone on task, 1 student keeps time, 1 student checks spelling	Notebooks, pencils	List of plants and animals in the Everglades	5 min
Food Chain Graphic Organizer	T explains the concept of the food chain and draws graphic organizer on the board with the animal names written in.	Draw graphic organizer in their notebooks	Chalk, chalkboard, notebook, pencils	Graphic Organizer of the Alligator Food Chain	10 min
Poem Writing	T writes poem model on the board that students will be using, walks around and monitors groups progress	Ss write poem by using their food chain and filling in the blanks Roles: Writer, Food Chain Expert, Spell Checker, Title Master	Pencils, notebook	Group discussion, New Poem	10-15 min
Wrap-up	Encourages students. Calls on groups to read the poem.	Read poem out loud to class.	Poems	Enjoyment of reading, sense of accomplishment, listening, speaking	10 min

References

Churches, A. (2015). *Bloom's Digital Taxonomy*. Retrieved from <http://edorigami.wikispaces.com>

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