

U.S. HISTORY CURRICULUM ADAPTED FOR ENGLISH LANGUAGE LEARNERS
THROUGH FLIPPED LEARNING

By

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CERTIFICATION OF THESIS/PROJECT CAPSTONE WORK

We, the undersigned, certify that this project entitled U.S. HISTORY CURRICULUM ADAPTED FOR ENGLISH LANGUAGE LEARNERS THROUGH FLIPPED LEARNING by Daniel McCarthy, Candidate for the Degree of Master of Science in Education, Teaching English to Speakers of Other Languages, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



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ABSTRACT

The purpose of this project was to provide educators an alternative method to the traditional method of teaching content courses. Many areas of content are taught through the instructional method of lecture style where students are passive learner instead of active learners. This curriculum project was to address the change to active learning and the need to improve content course learning for English Language Learners (ELLs). As technology becomes a vital part of the classroom, teachers are in need to find effective ways to implement it. One effective way that would improve content learning education for ELLs is through the flipped learning or flipped classroom. Research has shown that flipped classrooms can impact student achievement, student learning outcome, student motivation, and teacher preparation. Flipping the classroom allows for educators to change the environment of the classroom to become more interactive and also suit each individual needs more. This curriculum project created videos and material for flipped classroom on the American Colonies unit, is to provide an active learning environment for teachers to use towards developing their flipped classroom.

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Introduction

Education is always evolving and changing as new techniques and technology is incorporated for the intention of improving student learning and achievement. Seen in Secondary education for the most part is teacher lecture driven for the in-class portion of the day. While homework is centered around students reading chapters from textbook books, book, articles, to create background knowledge to bring to the classroom to further the learning in the classroom activities. This is commonly used for students' learning throughout K-12, especially as students reach secondary education in content areas. Until in more recent years, teachers themselves have only experienced being taught through a traditional method of teacher lecture focus classroom (Fraga & Harmon, 2015). Yet with looking to diversify and differentiate instruction for all students, teachers are looking for methods to use with these students.

More recently, studies have looked at the option of the use of flipped classroom or flipped learning to develop more in-depth learning environment for students. Bauer-Ramazani, Graney, Marshall, & Sabieh (2016) explain flipped classroom or learning is the pedagogical approach to have direct instruction placed in the individual learning space to make the group learning space dynamic, interactive learning environment. Flipping the classroom allows for students to enter the classroom with having developed background knowledge of the course content having the lecture or discussion of content as homework. Allowing for the classroom environment to be engaging and meaningful using the built background knowledge. Flipped

learning is intended to provide more opportunities for students to apply, analyze, and evaluate their learning during in-class time, from creating background knowledge and comprehension outside of class. Also, flipped learning promotes group or peer learning activities. Furthermore, for students that are English Language Learners (ELLs), or students with disabilities, the opportunity to move through content at the pace they might need is beneficial. Flipped classrooms can provide this through the availability of lectures provided online for their convenience. The researcher's interest in this topic is to make my teaching more focused on active learning methods and culturally relevant focused that is intended for secondary education students who are also considered ELLs. The researcher wants students to feel that learning content with its high academic language and vocabulary should not impede their learning while building their language skills also. The researcher feels that traditional lectures do not provide ELLs with the time to get the full understanding of the content. By creating video lectures that can be viewed personally as much as they need to gain full understanding of the content. Additional benefits include the opportunity to go through the content material at their own pace while taking notes will enhance their understanding and background knowledge for when they do the classroom activities.

Literature Review

The purpose of this literature review was to analyze how to improve instructional needs of English Language Learners (ELLs) through the use of the non-traditional method of flipped learning and a flipped classroom that incorporates active learning in high school content areas courses. Also, on how the use of online and blended learning with flipped learning.

English Language Learners

There are various ways that English Language Learners (ELLs) can be defined, but for this intention of this section will use the New York state legal definition. The Commissioner's Regulations for NY State Education in CR PART 154 which all Local Education Agencies must comply to follow the same standards provide the same quality of education for all students for ELLs and Multilingual learners (MLLs) (Part 154) defines English language learners (ELLs) as students that are either foreign or native that speak a language other than English and has little to no ability in English or scores below the level of proficiency on the New York State English As a Second Language Assessment Test (NYSESLAT) (N.Y. State Education Bilingual Key Terms, p. 21). Based on the grade level and scores of the NYSESLAT, students are assessed in for Listening, Reading, Writing, and speaking and placed into levels of language ability of Entering, Emerging, Transitioning, and Expanding (shown in Table 1).

Table 1.

Entering

A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to

	demonstrate proficiency in a variety of academic contexts within this grade level
Emerging	A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.
Transitioning	A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.
Expanding	A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.
Commanding	A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.
-	

Table 1. Retrieved from the Overview of the Spring 2015 New York State English as a Second Language Achievement Test (NYSESLAT)

At the Entering and Emerging stages, students' need many supports in their academics because of the demand for English language has not been developed yet to suit the needs for that grade level. By the Transitioning stage, students show some independence in their academic and English Language skills that meets grade level. Once the language learner has reached the final stage of Commanding, they are no longer considered an ELL.

ELLs Subgroups. The term ELLs encompass all individuals that are English language learners. To understand how an individual is an ELL, subgroup can be used. In New York State, majority of the ELLs are individuals that have come from other countries. In our schools, they are labeled as Newcomers. The term Newcomers means that they have come to U.S. from another country and has attended the school for less than three years and are also ELLs (NY State Bilingual Education Demographics and Data Reports 2016). Services are given to help the Newcomer with social interactions and school routines. Similar to Newcomers, Students with Interrupted or Inconsistent Formal Education (SIFE) are those who have been enrolled in a U.S. school. SIFE students are those who have shown signs of literacy in their native language to be at least two years or more below their grade age ability. This student might have had an interruption in schooling that is the cause for this. One other subgroup the ELL might be is ELL with disability. ELLs with a disability will have Individualized Education Plan (IEP) that will provide the special education services and the language to be used for this student.

U.S. Census data. The information that will be reviewed in this section will be from the U.S. Census data for English as a Second Language. According to the 2015 U.S. Census data, Spanish is the most popular first or home language other than English (U.S. Census, 2015). Census data from 2009-2013 showed that over 60,000,000 people spoke languages other than English at home (U.S Census, 2015). Nearly 40,000,000 of these are foreign born. In New York State, over 5 Million people speak language another language than English. As the shown for the National census, Spanish is also the number one language spoke besides English with over 2.5 Million people. Some of the other large populations of minority languages spoken in NY are Chinese (including Cantonese, Mandarin and other Chinese Languages with over 500,000),

Russian (225,000) Italian (nearly 200,000) French Creole (150,000), and Korean (100,000). Census also asked the question of how well the person felt they spoke English being less than “Very Well”. The question is the opinion of the person belief that they feel that they can or cannot speak the English language well. Shown in figure 1, of the selected languages groups besides English that are spoken in NY state found that languages like the Chinese languages, Russian, and Korean had over 50 percent that answered not very well. Spanish and French Creole speakers felt more able to speak English very well than not. Only Italian speakers’ results show that less than thirty percent did not feel their English was very well.

Figure 1.

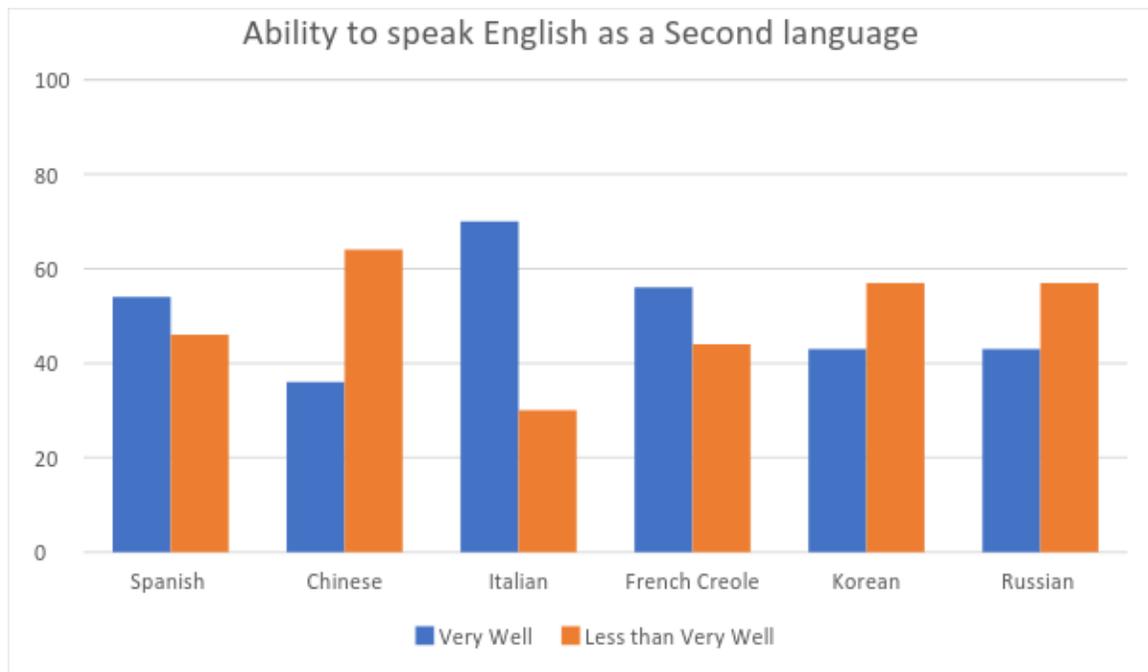


Figure 1. Ability to speak English as a Second Language

New York State Public Schools data. This paragraph will discuss the data collected by New York State on all its Public Schools that are providing education for ELLs. In New York State information on all of its Public Schools is available with the New York State Report Card. This database provides data on Enrollment Data, Assessment Data of the Math and English Language Arts tests, English Language Learners, and High School graduation rates. From the NYS education report card, nearly 200,000 students are ELLs in all the public-school districts. The majority (about 140,000) of the enrolled ELLs are of Hispanic or Latino descent. Also, the data shows that ELLs represent Asian and or Pacific with over 40,000 students, African American or Black with 12,247, 748 American Indian, 484 Multiracial, and 18,545 were white (New York State Public School Report Card, 2016).

Figure 2

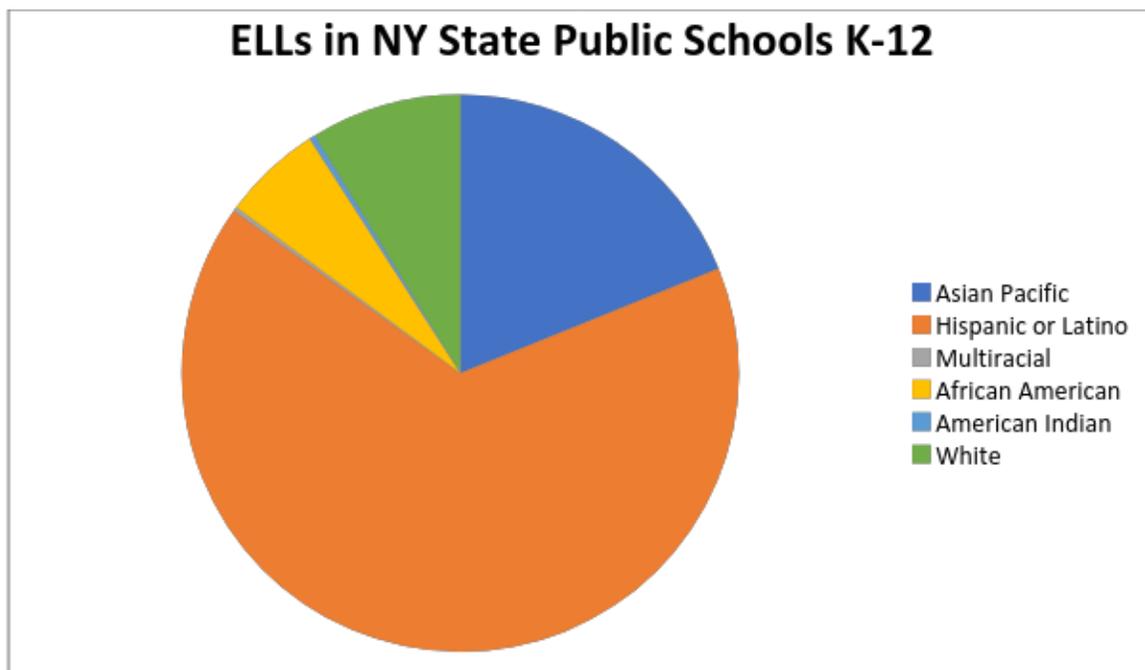


Figure 2. ELLs in NY State Public Schools K-12

ELLs that were placed in secondary education data that consisted of 7th through 12th and ungraded secondary found to be about 75,000 students (New York State Public School Report Card, 2016).

Dunkirk Public Schools ELLs data. This section summarizes the data on ELLs from the New York State Report Card for the Dunkirk Public Schools. Enrollment data shows that there are 322 students that are ELLs. One hundred and seventy-eight (178) of the 322 students are males and 144 are female. The majority of the ELLs (317) are of Hispanic or Latino ethnicity. Only one student is Asian or Native Hawaiian Pacific and four white. From the data for students with disabilities and economics disadvantaged, students that are both an ELL and disability are 59 and 309 of the total are economically disadvantaged. ELLs that are between grades 3-8 that are considered for Dunkirk to be proficient in the NYS ELA Assessment is only one student. Nearly 98% of all ELLs are either a level one or two. In the assessments for the Mathematics for ELLs in grades 3-8 finds that only 2% of all ELLs were found to proficient. Again over 95% of all of these ELLs are either level 1 or level 2.

ELA & math assessment. In New York State, to assess its students' academic proficiency in the concentrations of English Language Arts and Mathematics provides yearly testing. This paragraph will explain about both assessment testing. English Language Arts is testing given to all students from 3-8th grade to measure student's proficiency and skills that are grade level through the Common Core Standards (engageny.org/3-8). To know where the student is in the progression of becoming proficient are placed into 4 levels. Levels 1 and 2 state that students are well below or below being proficient. Stage 3 is when students are showing the skills and ability

to be considered proficient. Finally, students are able to be above proficiency. Based on the data collected under five percent of all ELLs that took the ELA were found to be proficient (New York State Report Card, Graduation Rates.). ELLs overwhelming was placed at level 1 (71% of all) being well below proficient. For the Math Assessments, more ELLs were placed at a proficient level being 12%. Again, majority of students were placed at a level 1 with about 62% of ELLs for this assessment test.

English Language Learners in secondary education content courses. For ELLs, High School can become a daunting task to accomplish because the expectation for knowing and communicating using necessary content vocabulary and academic language can be overwhelmingly difficult. Under the new National Education law of ESSA (Every Student Succeed Act) is to provide equality in education to all students and with the intention towards those who are disadvantaged and are high needs students. ESSA also is placing accountability on schools to improve that are not meeting standards and to raise graduation rates (ESSA, 2015). New York State like many of the states has accepted the law of ESSA, mandates that all students of ability will be provided a rigorous education with high standards that will prepare them for their higher education or a career. Furthermore, in many of the content areas courses, students are given high stakes tests for example US and Global History that expect them to use that academic language skills and content knowledge to assess their understanding of the content material. Unlike native English speaking students, ELLs are working on developing their L2 in English while attempting to learning the content simultaneously. Of the total ELLs that attempt to complete the necessary requirements for the content area courses and or for NY state graduation only 27% graduate (New York State Report Card, 2016). In recent years, about 28%

after several failed attempts will give up and will drop out (New York State Report Card, 2016). One area of study that can provide context to reasoning for ELLs underachieving is the learning environment and process.

New York State Graduation requirements. Students that entered the 9th grade in 2016 will follow the graduation requirements for New York State based on course credits and examinations. In terms of credits that are assigned to courses, students are required to complete a total of 22 credits. In relation to time, a course that has 1 credit attributed to it means that the duration is 1 school year. Courses that last only for one semester of the school year are given ½ point credit. Each area of content, by New York State has placed minimum credit requirements that students must complete (which is shown in Table 2). New York State also places requirements how these credits must be earned. Students must complete four credits in the content areas of English and Social Studies meaning that they will take these content areas each year. In both the content areas of Sciences and Mathematics, students must complete 3 credits. Other requirements towards the credits are Language other than English (LOTE) with one credit, Visual Arts, Music, Dance, or Theater one credit, Physical Education (2 credits), Health (1/2 credit), and Electives (3.5 credits).

Table 2.

Content Area	Concentration	Number Credits
English		4
Social Studies	U.S. History (1) Global History and	

Geography (2)	
Participation in Government (1/2), Economics (1/2)	4
Life Sciences (1), Physical Science (1), either another Life Science or Physical Science	3
Mathematics	3
Language Other than English	1
Visual Art, Music, Dance, and or Theater	1
Health	.5
Electives	3.5
Total	22

Table 2. NYS Diploma Requirements applicable to grade 9 students first entering High School in 2016 Retrieved from

<http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaRequirements.pdf>

In order to graduate, New York State also requires students passing examinations in content areas of English, Math, Social Studies, and Science. Depending on the score of each exam and the ability requirements based on if they are students with disabilities or ELLs have different minimum requirements for passing scores to be eligible for graduation. ELLs are provided the ability to receive a local diploma by successfully passing one exam in each of the content areas of English, Math, Social Studies, and Science. For ELLs the passing score states that ELLs must get a minimum score of 65 on all four exams and with an ELA score that is at least a 55. Alternative is that the student must pass three of the exams with a 65 or better, one exam with a 60 or better, and an ELA score of at least a 55 (NYSED Graduation Requirements, 2017).

New York State Social Studies. In New York State based on the requirements for graduation, students must successfully complete 4 credits in the areas of U.S. History (1 credit), Economics, Government (1/2 credit), and Global Studies (2 credits). Students that are entering into 9th grade will begin with Global Studies content as a two-year program that is usually completed at the end of 10th grade. Students that are able to successfully complete the course will take the regents exam at the end to assess their proficiency in the content over the two years. All students must pass this regents exam to continue onto U.S. History. U.S. History is a one year course that begins its curriculum with the American Colonial Period up to more recent year current events. Similar to Global history, students again must take the regents exam and successfully pass it.

Needs of ELLs. Because ELLs are in the process of learning English, this group of students has many challenges and needs in High School. This paragraph focuses on the many needs of ELLs in High School. ELLs as a group are found to be one of the most needing for

improved instruction in secondary education (Lopes-Murphy, 2012). Reasoning why is that today content teachers using the New York Common Core standards are found to focus heavily on methods to improve content knowledge directly for state testing, yet lack the use of second language supports for ELLs in their classes (Pearson, 2015). When ELLs are provided content and instruction through home language supports allows for better outcome of academic achievement and student motivation (Pearson, 2015). Results from the study conducted by Clark, Touchman, Martinez-Garza, Ramirez-Marin, & Skjerpig-Drews (2012), mentions that ELLs do not have the option to postpone their content learning while they are developing English language skills. Based on their linguistic ability does not correlate with their grade level or cognitive ability. The Clark, et al. (2012) study also shows that students that were provided Spanish language supports in the content could achieve higher test scores compared to those instructed in English only. By using the native language, students and teachers created a compromise to learn the content by using the language that would be easier for them.

Native and Second language supports. This paragraph focuses on the importance of providing both Native and Second language supports for ELLs to improve their learning. When educators provide both English and Native language connections in the content can be made in both languages and will promote higher levels of thinking (Clark, Touchman, Martinez-Garza, Ramirez-Marin, Skjerpig Drews, 2012). Results from research on Native and Secondary language supports, agree that when the classroom that incorporates both native and secondary languages into the learning, students are able to make connections in the content between the two languages (Clark, Touchman, Martinez-Garza, Ramirez-Marin, & Skjerpig Drews, 2012, & Madrinan, 2014). Students that are have low proficiency in English can benefit when the teacher

is able to communicate in the ELLs native language because it will benefit them with their academic learning. Madrinan (2014) states that when students are forced to learn and operate in English, students will either fake understanding or will avoid participation.

Translanguaging. The term Translanguaging is the idea of that the bilingual individual is using both L1 and L2 as one linguistic system (Celic & Seltzer, 2012, Pancheco & Miller, 2016). Translanguaging is not the same as code switching which is the individual is using the different languages separately. Meaning that the two languages are separate language codes and do not have linguistic reference to each other (translanguaging guide). Translanguaging allows for the individual to select features of either language to make sense for themselves when communicating. From Cummins (2000) when ELLs are able to be taught in their home language it helps foster academic development in the secondary language. Furthermore, Velasco and Garcia (2014) mention that when students of cultural background and of language are able to communicate about cultural topics found it beneficial to incorporate home language. Velasco and Garcia examine the impact of biliteracy with students k-4th grade in terms of writing skills development. Velasco was interested in how students would develop their writing based on the stages of planning, drafting, and production that used translanguaging. In terms of self-regulated learning with translanguaging, students would be motivated to use either language depending on their thought process to complete the writing. One example that was used in the study was that one individual whose L1 was Japanese would complete the planning and drafting stages of writing in complete Japanese. Only when writing was in the production stage would the individual write in English. All notes during the process were done in Japanese.

Translanguaging in the classroom. Translanguaging in the classroom is a different approach than the traditional bilingual education approach would be. Bilingual Education usually separates the two languages from being used together in the classroom. The belief is to avoid cross contamination between the two languages which will help the learner (Cresse & Blackledge,). This is described as separate bilingualism where the two languages are not used together in instruction and learning. Yet as mentioned in Cresse & Blackledge (2010), students are lacking understanding in the target language, might have a better understanding from their native language if used. This way they can make connections in both languages which they are able to improve both at the same time. Pacheco & Miller (2016) conducted their study on pre-school children, finds that when educators welcomed translanguaging strategies into their classroom, strengthen the students' bilingualism over time. Effective strategies that Celic & Seltzer (2012) provide in their book for translanguaging include cognate charts, multilingual texts and word walls, and Multilingual collaborative work.

Sheltered Instruction Observation Protocol (SIOP).

This section will discuss how educators can develop content learning with both native and secondary language supports using the SIOP model. SIOP was developed by Echevarria, Vogt, and Short (2013) would find that some young inexperienced teachers had inadequately incorporate effective sheltered instruction for ELLs. The SIOP model is intended to provide all educators with a standard framework to work around through each step and process of the lesson and instruction (Echevarria, Vogt, & Short, 2013). SIOP is separated into eight features that the teacher will follow to effectively instruct ELLS which are *Lesson Preparation, Building*

Background, Comprehensible Input, Strategies, Interaction, Practice & Application, Lesson Delivery, and Review & Assessment.

Lesson preparation. The initial feature of the SIOP model is to have teachers prepare ideas and activities that align with language and content objectives. The content and language objectives that the lesson is focusing on are clearly defined and are appropriate for the learners' age, academic capability, and language proficiency. This being that students are given materials to learn way below their age or grade level because of their lack of language skills. Students should be provided tools and materials that is accommodated from their language ability and that is aligned to the age appropriate content learning. Hence the content needs to be adapted for every level of proficiency without losing the purpose. Furthermore, the activities of the lesson will be meaningful and authentic to the learners through different form of lesson materials intended for all different types of learners. Echeiverra, Vogt, & Strong (2013) suggest using hands on materials, pictures and visuals, and multimedia applications to enhance the quality of learning. Each selected material provides an alternative way for content to be addressed through for types of learners. When teachers just conduct lectures and notes for much of the class time, does not engage all types of learners in an active learning environment.

Building Background. The lessons that are developed through the SIOP model will make connections to the intended students' background experiences and use their knowledge to develop new content and academic vocabulary (Echevarria, Vogt, & Short, 2013). Echevarria, Vogt, & Strong explain that the reasoning for this process is that ELLs might not have a clear understanding of concepts or ideas that might be new, so using prior experiences or their knowledge of similar material could help stimulate building new background knowledge. Kareva

& Echevarria (2013, p. 241.) explain that it is necessary “to use student’s prior knowledge in order to learn what students might already know, to identify misinformation, or discover what needs to focus on to cover the gap”. One way teachers can bridge the gap is preparing lessons that are culturally relevant to students’ personal culture by including cultural stories and history into the curriculum. By including the students’ cultural identity into the classroom, this makes the lessons more beneficial in their learning. Students will also be engaged in the material as they learn. Another key aspect is that teachers that are using SIOP, are building background in vocabulary for secondary language learners to develop their language skills in reading, writing, and oral language. Teachers can effectively build background knowledge through the use of visual aids or digital jumpstarts. Digital Jumpstart is when the teacher provides students that are in need of additional instruction or assistance to get the content before the rest of the class. Digital Jumpstarts is usually conducted through video format for students to review to create that background knowledge for class.

Comprehensible Input. Comprehensible Input are the techniques that teachers used to make instruction understandable for students. To effectively do this, teachers’ can modify their speech so it will be clear for ELLs to understand. One of the main reason that ELLs struggle with learning is that the pace of the teacher’s communication and lesson are not adjusted for ELLs to adequately learn. Additionally, teachers in their lessons will use visuals that are intended to improve the quality of the lesson, yet do not have language that suits ELLs. By adjusting the pace of the communication and lesson will help further the understanding for ELLs. Furthermore, teachers can help ELLs develop understanding based on their body language, hand gestures, and the use of modeling for students to visually see what needs to be done. Other

teaching methods that would enhance the academic learning would be teachers to use repetition on key ideas in lessons. By repetition of explaining concepts will provide students a clear understanding of what was being explained and correct.

Strategies. Teachers use SIOP strategies that are intended to be task orientated and flexible that will make learning active for its students. Strategies that SIOP uses can be categorized to involve Cognitive, Metacognitive, and language learning. Cognitive strategies that are used are to promote learning that student will be able to development basic academic skills. These skills are taught to develop the ability to decode information, make connections, and note taking. Metacognitive strategies are to further the cognitive skills to use higher order thinking skills by having students use skills like evaluating, summarizing, synthesizing, and predicting. Finally, SIOP uses language learning strategies to improve bilingual language development. Teachers uses these strategies with scaffolding to assist ELLs to improve their learning and academic knowledge.

Interaction. SIOP makes daily oral language interactions part of the learning process that are student focus over teacher lecture driven style of classroom learning. Students are engaged in meaningful activities and conversations that allow for ELLs to develop their language skills with peers during group work activities. The purpose of the interactions for the ELLs is for them to develop their speaking and writing skills that peers can assist them with. By placing students that have higher proficiency with students of lower proficiency, can help improve lower proficiency students build understanding of the tasks and improve learning outcomes (Kareva & Echevarria, 2013). Teachers who use SIOP will differentiate instruction and learning activities based on the language proficiency of the ELLs in the classroom. Finally, important to help ELLs in their

learning is when they are provided the opportunity to receive L1 support in the content. Even though students are given content that for the most part is in English are able to receive clarification and explanation when needed in their L1. ELLs are able to make association in their L1 to use when recalling information in particular for new ideas and content information.

Practice, Application, and Lesson Delivery. At the stage of practice and application, teachers allow for students to practice the new concepts through a variety of different activities. Effective methods that work for ELLs in general for content and language development are hands on materials and group assignments. Echevarria, Vogt, & Short (2013) mention that hands on activities provide multiple opportunities for mastering content. Also, it is important that ELLs practice and use the language with the content learning to develop language proficiency. In terms of lesson delivery, must correlate with supporting the initial content and language objectives that lesson is intended to accomplish. ELLs usually need time to process information so lessons must accommodate for this by not creating a pace that is too quick. Yet at the same time is not way below that students lose engagement in the lesson.

Review and Assessment. Assessment and Review begins at the beginning of each lesson by the teacher assessing students understanding of key concepts and vocabulary that would be discussed prior and during homework. Teachers will also conduct this assessment to adjust lesson content for any need of review session before moving forward in new concepts. SIOP teachers throughout the lesson will provide students with feedback when students are confused or misunderstanding. As discussed earlier, teachers can correct issues through the use of modeling, paraphrasing the key concepts or ideas, and using facial and body language to make points clear. In SIOP, which is different than traditional classroom learning is that assessment for

comprehension and learning is conducted throughout the lesson. Usually as Echevarria, et. al. mention is that teachers will check for comprehension at the beginning or at the end of the daily lesson. They might conduct a pop quiz at the beginning of class to check for homework reading. Or they might have them complete a worksheet to assess if the students comprehending the lesson. In SIOP, builds background knowledge first so that it can be used in the lesson based in the initial assessment with providing the content and language objectives of the lesson. During the lesson as any teacher should do is informal assessments such as observations and group checks throughout the lesson to assess understanding. Finally, teachers will assess if students were able to successfully reach the language and content objectives that the lesson set out to complete. The literature review now departs from models and strategies for instruction on ELLs, to the potential of flipped classrooms to meet the needs of ELLs.

Universal Design

The development of Flipped learning and flipped classroom comes from the Universal Design. The intention of Universal design has been to create learning supports for all students' of all abilities that will suit the student's interests, needs, and learning styles. By using the framework of Universal Design for Learning (UDL), Pearson (2015) states it will create better opportunities for active learning experiences and an environment for all students. Components of UDL framework that are used with the Flipped learning environment is that it has flexibility to adjust for all students. Furthermore, it will rely on students to be self-motivated for their personal learning and given adequate supports with peers and teachers. In two studies done by Lopes-Murphy (2012) and Hung (2015) use English language learners (ELLs) that are in high school to see how an inverted or active learning can impacted their academic achievement. Lopes-Murphy (2012) focused her study on ELLs that were considered to be of low level English language

proficiency, that have been placed with new and young teachers that implemented UDL or continued to use traditional methods. The intentions were to see how these teachers would adapt their instructional method to accommodate ELLs in their classrooms. The results concluded that teachers who were inexperienced with working with ELLs found better outcomes for student achievement when using a flipped classroom. Furthermore, teachers that used a traditional classroom method had shown more negative attitudes towards ELLs and were unable to implement instructional methods that was suited for the ELLs abilities. Hung found that many of the STEM (Science, Technology, Engineering, and Mathematics) disciplines relied heavily on lecture based learning. By using an active learning environment for ELLs in content and or STEM disciplines will potentially help benefit their learning.

Active Learning. This section will focus on how to make learning engaging for all students through methods of active learning. To make learning active is to replace the passive listening and note taking during lectures to approach that will have students involved in activities. One way to think of active learning can be seen as “involving students in doing things which will have them think about what they are doing” (Hung, 2015 p.83). The Flip Classroom is intended to use active learning techniques with students which will allow them to work with others to learn the content material. When students are given assignments to complete with peers or group members, each student will be given tasks that at their ability can complete. ELLs or students with disabilities will not be given tasks that might overwhelm but gives them value to the group as an equal member. Active learning activities can be role playing, a jigsaw poster, group presentation which makes learning physical and real. The intention of using Flipped Learning is so that from the instructional stage to when assessments are done that all students (being language, culture, SES, and abilities) represented in the class will have receive the same

content material needed and developed their content knowledge (Lopes-Murphy, 2012). Students are given the same online videos to view, while given in-class activity materials to develop an in depth analysis of the content through the use of active learning. In comparison to traditional teaching methods with student understanding is usually found with testing scores. Active learning provides teachers formative assessments throughout the class period to see how each student is progressing through the content. From the study by Webb & Doman (2016) mentions that when students read at home and then come to class for lectures, teachers are unaware of all students' comprehension of the reading and content until testing. Furthermore, teachers might not be certain what skills or abilities the student might be lacking for the content homework.

Both Flipped Learning and active learning strategies, allow for more flexibility for both teachers and students. This is to move away from the one size fits all approach of teacher lecturing while students take notes. By using active learning strategies, teachers are able to adapt lesson activities that fit the needs of each student to their learning style. Also, teachers can provide one on one for those who need it while working with the material. By using the framework of UDL, active learning can be also providing learning opportunities through the online learning.

Flipped Classroom

To implement a flipped classroom is to exchange the traditional roles of classroom lectures and homework to advance the content development. As Bauer-Ramazani, Graney, Marshall, and Sabieh (2016) explains that FLIP can stand for having a **F**lexible environment, **L**earning culture, **I**ntentional content, and **P**rofessional educator. The environment being able to be adjusted for all learners present in the classroom. The content is provided in a manner that is seamlessly connected between in-class and home activities. Also, the teacher will provide

materials that will move learning forward with scaffold activities and lessons for those who need it. Teachers that use this method of teaching are looking for ways to improve the dynamics and outcomes of student achievement. A flipped classroom provides the teacher the availability to improve the quality of the class time with interactive tasks that include group work, one on one, and class discussions (Egbert, Herman, & Chang, 2014). The flipped classroom is to engage in learning content through the practices and projects with peers. For the flipped classroom, the ideal outcome results will provide students prepared and able to have developed critical thinking skills (Webb & Doman, 2016). As with the online content and lectures that can be viewed at home and the class time activities, students are able to move through the content at their own pace needed. Researchers Egbert, Herman, and Chang (2014) states that each student is accountable for how and when they decide to complete the work because this method gives control to the students. In the flipped environment, learning is able to use all learning styles (visual, auditory, and kinesthetic) that will suit each learner the best. This is to move away from the traditional classroom lecture setting that the context and content taught will suit all learners as a one size fits all approach.

CALL. One of the possible instructional method that is associated with flipped learning that could benefit all students (especially ELLs) is when the flipped classroom uses computer assisted language learning (CALL) in a Flipped classroom. CALL which is both computer hardware and software that is intended to be used to develop literacy skills through interactive online activities. Recently programs like Google Docs have made it possible for collaborative writing. Google Docs has ability to allow its users to simultaneously input, edit, and communicate with each participant of the assignment through internet connected devices. Effectively CALL can be used through devices like smart phones, tablets, and computers. CALL

can make the instruction individualized with its content and language development activities that allows for the student to proceed through at the pace they need (Bhatti, 2013). Bhatti (2013) studies Pakistani secondary education students that were learning English as a second language that used either a CALL flipped learning or a traditional. The students that used CALL were found to have better self-confidence and motivation in their learning outcome (Bhatti, 2013). This led to students enjoying learning with activities and materials that included visual and audio stimulants throughout. CALL can be used for ELLs that are in need of both content and language development in flipped classroom.

Flipped or flipping the classroom is to restructure the direct instruction of lectures in-class to student focus, group activities and or hands on activities. Key to success for this method of flipping the classroom is having students participate in watching video lectures with notes to prepare for the upcoming content lessons. It is to change the dynamics of the class for better content knowledge and active learning that would hopefully benefit all students with their abilities. A flipped classroom makes learning active whereas traditional classroom has students be passive learners.

By having a flipped classroom, ELLs benefit through this instructional method because they are given the content and lectures before entering the classroom. In a flipped or inverted classroom, teachers provide students with the new content through video lectures. Instead of having students read about the concept or topic, students will get to view the teacher's lecture to prepare for the class. Lectures in a traditional classroom are usually provided to clarify and expand on the key ideas from the students reading. Advantage by allowing the lectures to be in video form and online is that students are able to proceed through the content at the pace they

need. Also by having the lectures online and available for home, families can grasp what their child is learning and better help them with assignments and content. In homes that speak languages other than English, might feel they are unable to assist with homework in English because of the language. The benefit of providing both visual and accessible in their native languages can assist with the learning development. When ELLs are given the opportunity to receive the content in their native language, this can provide them connection to the content that is needed to be known without issue of known the English or academic language. For many of the content area courses, visual images can create associations that ELLs can use to remember and recall information.

The advantage of using a Flipped Classroom compared to a traditional classroom is that allows for more opportunities for verification that the students understood the prior and new material. By beginning the class with an open question time can allow for reassurance and to clarify ideas that might be misunderstood from the video lectures. Webb and Doman (2016) explained that in a traditional classroom a teacher might assign reading for homework without knowing if the students can or will comprehend the material or not. Only when questioned or assessed through testing and quizzes will the teacher have any data to signify what the students content knowledge. This being that some studies found students in secondary and higher education are found to believe that by just attending the class for the lectures they will gain enough information without reading the assigned readings (Bhagat, Chang, & Chang, 2015; Tomory & Watson, 2015). Both students and teachers place high value to lectures in courses to provide the necessary information. Yet does not get the students to be active in learning with just taking lecture notes. By switching lectures to videos online will allow for more hands-on

activities in class that can suit the learning styles of all students for a better learning environment. Thus, lessening the stress on language learning while involved with content for ELLs. As mentioned earlier, students have the opportunity to move through the content at their own pace. So, when doing the in-class assignments, students who are ELLs do not need to know every detail and word to understand the context. Each student can use their background knowledge that the online video lectures can provide for the in-class assignments and lessons.

Online Learning. Online learning can come in many different forms. Higher education has chosen to use the Online learning in the form of online courses. Instead of having face to face interactions with a professor, students are in full control of their own learning. Like seen in the Flipped learning, students are able to move through the content at their own pace and when they want to spend the time to complete the assignments during the assigned time. Instead of having a scheduled time and place, it allows for more opportunities for the student to choose their environment to learn and study. In comparison, in a flipped learning environment, students are to use the online content to prepare for the in-class portion.

The concept is that students will bring into the classroom background knowledge on the content that will help them in the classroom activities. To gather background knowledge, teachers will create or provide lecture videos that the students will view at home. Educators do not have to rely on making their own videos because the expanding market of content available online. With the access to internet sites like YouTubeEDU, Khan Academy, and iTunes U can provide a large overview of topics and content to be used which could be modified for the individual learner. Another advantage is students can complete work at their own pace. So, when they are viewing the video lectures or content at home with family, they can move through

the material at the pace they need. This creates a positive effect for students that they are in control of their own learning. It provides a better understanding of the material that becomes background knowledge that can be used when they are completing the classroom assignments. To use this method of teaching, teachers can implement the use of a blended learning.

Blended Learning. In this section will look at the blended learning environment. The blended learning implements the elements of online learning and incorporates face to face interactions with in-class time (Akkoyunlu & Soylu, 2008). Both online and in-class is to support one another so that students are able to achieve their learning objectives and goals for the course (Strayer, 2015). Blended learning environment allows for optimal student achievement by suiting all students based on their learning style and objectives (Akkoyunlu & Soylu, 2008). To compare to an online course, which with both methods students are in control of their learning and the speed to complete the lesson objectives. In the blended learning environment, content resources overlap from the online learning to in-class activities. Archilla's (2014) study looks at the interaction of a blend learning environment with ELLs. The study was questioning how a blended learning environment can impact the language learning with teacher-student interactions. In terms of student to student interactions, Archilia (2014) found that online learning was limited but was more interactive during in-class portion. Students are to use what they learned in the online material as their new background knowledge of the content to supplement what will be taught and done in the classroom.

Teacher Preparation. Teacher preparation for class lectures and activities compared between traditional and flipped classroom shows less time spent to create lectures with the flipped class (Webb & Doman, 2016). Teachers found in the study, were found to spent time on make videos of their lectures and presentations roughly about 2 hours (Roehl, Reddy, &

Shannon, 2013). Initially when teachers were introduced to this teaching method felt that they would spend more time making the lectures and online content than the traditional method. One valid point that Roehl, Reddy, and Shannon (2013), pointed to that teachers found that the time spent usually on the lectures could be redirected to, more meaningful with the activities and learning opportunities. Teachers also could use early class time for group discussions or clarifications questions that might had developed while the students viewed the content. When using a flipped classroom, teachers were able to make learning meaningful with the activities planned instead of giving their students busy work to keep them occupy. Which allows for more direct interaction with the content that could incorporate technology into use.

Student Achievement. One of the main areas of concern for this study is to see how students will achieve when teachers had implemented an inverted, blended, or flipped classroom. Webb and Doman (2016) focused their study participants to be ELLs at community colleges in the U.S. and Macau, China. They questioned if ELLs in a flipped classroom would have improved student learning outcomes in grammar compared to a traditional classroom. They found that in terms of grammar student learned outcomes, students in the flipped classrooms benefitted better than traditional classrooms. Flipped provided student better time management between homework and class time to prepare for larger grammar assessment tests. Yet from the study of Blair, Maharaj, & Primus (2015), results found that even though students' perception of active and flipped learning to be more enjoyable, did not result in having high test scores. Students that were participants of this study were undergraduates in a Mechanical and Manufacturing Technology course that the instructor decided to make his class more student centered focused instead of instructor lecture focus. Less students in the Blair, et. al, study reached the highest marks of achievement associated with the course material provided through

the flipped classroom method. One reasoning that Blair, et. al mentioned is that students felt that they would be able to use the online content portion of the class to successful obtain the necessary content for this course without regularly attending the in-class portion. This leading to students becoming motivated and confident in their learning and buying into the method of flipping the classroom. One variable that could be a factor is the involvement of out of class time on materials. Hung (2015), found that students that were attending an inverted classroom would spend more time in deep learning compared to traditional classrooms.

Student attitudes and motivation towards active learning. In several of the studies that were reviewed, found that students do enjoy using active learning over a more traditional learning (Blair, Maharaj, & Primus, 2015, Webb & Doman, 2016, & Hung, 2016). In the study of Butt (2014), which focused on student perception of how a flipped classroom would work found that in the early stages nearly half of the student felt positive that it would work and assist their learning better. As the semester, had finished, over 75% found that the flipped classroom benefitted their learning. Another survey conducted found student's motivation levels were best at the beginning and end of the semester (Han, 2015). In the middle of the semester as students were fully involved in the material showed the least motivation to learn though a flip or inverted classroom. Data comparing an inverted classroom to a traditional classroom found levels of motivation between both to be nearly the same throughout the semester. Yet differed towards the end or completion which students in an inverted or flipped classroom felt that they achieved and gained more information by using this method. As the data of student achievement found, inverted classes did not have as high achievement levels as traditional setting classes. In terms of proficiency levels, Hung's (2014) study found that these students felt that they were able to gather the necessary information and were able to benefit from learning in this flipped classroom

environment as much as their peers. Blair, et. al, students were interested in having more time with the practice sessions or lab time. By using a flipped class method, much of the class time is spent in groups or peers. Individual oriented task is one area that is used infrequently because much of the activities are meant to be group focused learning. Students did express that this method would benefit them better if they were able to do more individualistic activities that worked on their needs personally.

Methodology

Step One: Author's Background

The researcher is a graduate student at SUNY Fredonia, in the program for Teaching English to Speakers of Other Languages (TESOL). The researcher has a background in technology use with video and audio production. He also has an interest in using technology for educational purposes to improve the quality of education for all students. During the researcher's field placements for his program in public schools in Chautauqua County, he noticed that many educators in content areas do not effectively use technology in their classroom. Many ELLs sit silently in class without asking questions when they did not understand the material. Content teachers teach in a rushed pace to get through lectures on content to get to the daily activities. Technology use in the class was only used for ELLs activity centers intended for them to look up definitions.

Step Two: Research Topic

The researcher has been interested in using technology that could improve education for all students. More focused directly to improve the education for ELLs in content area courses. The focus of improvement is the area of student motivation and academic achievement in these courses. During the researcher's field placement in a local High School Algebra class, he noticed that many of the ELLs looked lost and did not understand the content. One of the reasons could be related to the pace of the lectures and examples of problems conducted by the teacher. The teacher moved through the content at a fast pace because the amount of content that was needed to be covered in a short time frame. At the end of the lecture she would distribute to the ELLs lecture notes of what she had covered in hopes it would help benefit them. The researcher felt

that the students would benefit from a reduced language and rigorous content class environment that would allow for them to learn in. One instructional method that intrigued the researcher is the Flipping the Classroom. This method involves technology that allows for students to be able to control the pace they would go through the content. Thus, making the class time readily available for hands on activities and one on one assistance when needed. Making the learning environment more suited for ELLs.

Step Three: Conducting the Literature Review

To begin the process of research, the researcher researched databases of Academic Search Complete and ERIC for Flipped Classroom. Initially results were limited to only a few that focused on Higher Education courses. To expand results to suit the intended research, the researcher found that searches with search terms that included: inverted classroom, flipped or flipping the classroom, content areas, and secondary education yielded more articles. This search did provide more results which allowed the researcher to use articles reference lists to locate relevant empirical studies. One of the difficult parts of the researcher found was that majority of studies were not empirical. Flipped Learning and the Flipped Classroom has become a focus in educational studies in the past few years. In terms of literature in the form of books, has been easier and more available to find. The research has located material of the flipped classroom intended for ELLS during the process.

Step Four: Survey Content Teachers

To find if teachers are using a flipped classroom and as a pilot study, the researcher created and administered a Survey Monkey for local content teachers to answer. Questions on the survey asked: Question 1: Have you ever or are you using the instructional method of a

flipped or inverted classroom? Yes or No answer. Question 2: For those who answered no to Question 1, Would you ever consider using a flipped or classroom? Yes or no answer. If using or in the past used a flipped classroom, did you feel that students benefited academically and were better motivated compared to students in a traditional classroom? Open response. Question 4: Would you be willing to discuss in person about your experience with the use of a flipped classroom? Yes or No answer. Five responses indicated use of flipped classrooms responses did come back from teachers that have used or are using a flipped classroom. Of them, one was willing to communicate. I found that results of the survey came back as what I expected to find with content teachers in local schools. I did not expect that many secondary content teachers to have implemented a flipped classroom as their instructional or classroom learning.

Step Five: Communicate with Teachers

The researcher communicated with the one content teacher who used the flipped classroom in his biology class. The teacher decided to use the flipped method because he felt that his students were not spending enough out of class time on content activities and readings. The majority of the students came to class without reading the chapter readings and sat through the class blank as he lectured. On quizzes and test, over a quarter of his students would fail and a class average of roughly in the low 70s on grading. He decided to change it up with making lecture available outside of class through YouTube for them to watch. When they came to class they formed in groups or pairs for class activities. Teacher felt that this method was effective, and students seemed to enjoy the class, yet still most of the students did not watch or could not watch the videos at home. Another issue the teacher expressed is there are no guidelines or structure that teachers should follow for the online lectures. He felt that the time he put into the

lecture videos exceeded the time to prepare and present in class. Finally, the involvement of the students' participation with the online learning was another problem. The teacher found that several of the students in the class did not complete the online assignments. Reasoning for the majority of those who would not complete the online content were to be a lack of technology available at the home for students to access the content and student lack of interest. The advantage of using YouTube is easy access on many different types of technology (smartphones, tablets, computers, gaming consoles, smart TVs). The teacher described on frustrating was not having accountability for which students watched or how long they watched. He expressed that it would benefit students to have some form of notes or activity during or after the video. The researcher learned a lot form informally surveying local teachers and getting more in-depth feedback from one.

Step Six: Problem and Purpose

Problem

The problem this curriculum project is addressing is that ELLs are struggling to successfully complete U.S. History during High School. U.S history is usually the second area in Social Science after World History that students must take with New York State Education requirements for High School Regents Diploma. The structure of the classroom daily activities and assigned homework creates a deficit learning environment for ELLs. All students must pass this course for graduation in NY state. Students that are ELLs must score at least a 55 on the U.S. History regents also for graduation.

Purpose

The purpose of this curriculum project is to create Flipped Learning content for ELLs who are enrolled in U.S. History at Dunkirk Senior High School. The researcher will create an online interactive video database for video lectures and supplementary materials to be completed online. While the in-class portion of the class will involve hands on activities, group and peer work, and attention for one- on one assistance and guidance.

Step Seven: Review Flipped Classroom databases

The researcher has reviewed databases and websites that implement the use of flipped learning. One of the databased that the researcher has reviewed is Khan Academy. in the future will look at video databases that have Flipped Classroom content. The researcher will look at online databases that can be used for a flipped classroom such as Khan Academy, YoutubeU, and TeacherTube. Each of the platform sources would be reviewed and analyzed on how they implement the Flipped Classroom and how each approach to provide the online content. The researcher is interested on how each database will provide analysis of student engagement in online learning environment. The researcher is interested in if and how each database makes the learning engaging with interactive materials that students must participate in to complete the assignments. Another interest in review is the supports for ELLs in the online learning environment. Do any of the databases provide translanguaging or bilingual supports?

Step Eight: Implement Content

The researcher is planning to implement the U.S History content through using the online activities to build background knowledge with video interactive mini lectures. Student will access the researcher's database that has been created. They will watch videos between 10 to 20 minutes long. During or at the end of the videos students will be asked to complete questions that will range from multiple choice, true/false, and short response. The researcher for this curriculum project will create a module on the theme of the American Colonial period. Researcher will then develop the in-class portion of the flip classroom that are intended to be hands on and active learning. Instead of having lectures in-class for the majority of the class, students will be engaged in multiple different learning activities. Also, researcher will differentiate learning activities that will suit the needs of ELLs based on language proficiency levels with the use of translanguaging strategies. Furthermore, the in-class learning environment will provide activities that are to be completed in groups or pairs.

Step Nine: Research where American History content falls in high school.

The researcher has located where American History content falls under for New York State Education of standards and regents. The researcher found that based on the Office of State assessment, American History is placed on the United States History and Government for Regents. The researcher found out that the NY state Regent for American History is available in the languages of Chinese, Haitian Creole, Korean, Russian, and Spanish.

Step Ten: Intended Users

The intended users of this curriculum project are High school students enrolled in U.S. History and Government courses that would be taking the NYS Regents exam. The focus in

particular for this curriculum project of Flipped Classroom is on those students who are designated as ELLs.

Step Eleven: Creating the framework for the flipped classroom

The researcher will develop the framework based on the NYS Learning Standards for Social Studies. New York State separates this Colonial Period into two units being Colonial Foundations and Constitutional Foundations. Researcher will outline the framework below in Table 5

Table 5

Framework for Colonial America Unit		
Theme	Topics	Content
Colonial Foundations European contact of Indigenous cultures in the Americas	Native Americans and Europeans contact and relationships	Who are these people? What power and influence do they have? Early interactions and relationships?
	Native American Conflict and Lost	Native American land taken by European countries and powers. Populations of tribes decimated by disease and conflicts with Europeans.
Colonial Development, economic, social, and labor.	Geography and Economic of the early American colonial period. Social and Labor Structure	Geographical locations of settlements of different European groups and each economic system. Analyzing the

		different colonial social structures between the different European colonies. Also, the labor structure used in the different colonies.
	Slavery in the American Colonies	How slavery developed in the colonies. Who and how slavery was represented in the colonies.
Political power and Influence in the Colonies	Enlightenment period	Looking at how the Enlightenment period would influence the colonies. How this would change people's beliefs in the colonies.
	Colonial Uprising to self-governing	Colonists rights are in question with the lack of representation in the English government. Reviewing the colony documents as with the Mayflower Compact and Fundamental Orders of Connecticut, leads to colonial town meetings
Political and economic tensions in the American Colonies.	French and Indian War	How this war would impact the political and economic in Great Britain in the colonies. Proclamation of 1763, Stamp Act, Townsend Act, Tea Act, and leading up to the Boston

	Massacre. How these events would impact the colonial resistance and uprising against Great Britain.
American Revolutionary War	Colonists demand their independence from British govern. How the Continental Army succeeded to defeat the greatest military in the world of its time. The Declaration of Independence.

Step Twelve: Make the online database or site through Google Classroom.

The researcher has made the decision after attempting to develop a database, that for the intended purposes of this curriculum project for time and cost has changed to using a Google classroom. The Google classroom allows for the researcher to easily input content and access to all students. The researcher has developed video lectures or content videos that students will access and view. Students will then proceed to another interactive activity on the google classroom, being a quiz, short response, or additional materials. The Google classroom will also provide resources and aids for students to review.

Step Thirteen: Describe how to modify content to meet the needs of ELLs

The researcher will use both Sheltered Instruction Observation Protocol (SIOP) and Translanguaging strategies to accommodate and modify content with the flipped classroom. By using the SIOP method the researcher will use strategies that will improve the quality of the

lessons being taught through both online and in-class. The researcher intends to have ELLs develop student journals that will supplement the online content to bring to class to use in class assignments. Making the content appropriate through comprehensible input with students' language proficiency levels and suited for their personal learning strategy for developing academic language. Researcher will have students participate in group work as in jigsaws, Gallery walks, and role play to create an active learning environment. The research intends to use students home language into the curriculum as used with translanguaging. One adaptation that will be done with the online content, videos will provide home language reference or if possible, translation in the home language. The purpose that the researcher is intended to do is to allow for the ELL to make connections in both home and target academic language.

Step fourteen: Scope and sequence

Section	Standards	Goal/Objectives
European contact of Indigenous cultures in the Americas		
Topic: Native Americans and Europeans contact and relationships. Initial interactions and Contact between Indigenous Cultures and Europeans	Reading: Key Ideas and Details Students will explore and Writing: Write informative/explanatory text.	Identify key concepts and ideas. Students will analyze connection and relationships that are created during this period of time
Native American Conflict and Lost.		
Colonial Conflicts and Issues	Reading: Integrate and evaluate multiple sources of information.	Students will examine the Native American

Writing: Develop writing an Informative text by selecting the most significant facts, details, and other information. lost both in population and property.

Geography, Economic, Social, and Labor structure of the early American colonial period.

Geography and Economic

Reading: Evaluate various Explanations for actions or events

Students will examine the impact of colonial Settlements through location and economic.

Social and Labor

Reading: Integration of Knowledge and Ideas

Students will analyze the factors of the colonial social and labor system.

Slavery in the American Colonies.

Slavery

Writing: Conduct short and Sustained research to answer Question or problems.

Students will create understanding of slavery and Racial division.

Power and influence of Political in the Colonies.

Enlightenment period

Enlightenment Period	Reading: Determine the central Idea or information of a primary or secondary source	Students will examine the influence of the Enlightenment ideas.
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Colonial Uprising to self-governing.

Colonial Uprising to Self-Governance	Draw evidence from Informational text to support Analysis of research	Students will investigate the development towards self-governance.
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Political and economic tensions in the American British Colonies.

French and Indian War

French and Indian War	Reading: Evaluate various Explanations for actions or Events.	Students will develop understanding of reasons Towards the economic and political control in the colonies
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American Revolutionary War

American Revolutionary War	Reading: Evaluate various Explanations for actions or Events. Writing: Provide a concluding Statement and supports the Information presented	Students will investigate the purpose that led to the Declaration of Independence.
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Articles of Confederation

Articles of Confederation	Writing: Develop claims and Counterclaims fairly and Thoroughly, supplying the Thoroughly, supplying the Most relevant data and evidence Most relevant data and evidence.	Students will examine the successes and weaknesses of the Articles of Confederation
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Beginning of Democracy

Government in America

Developing the Constitution	Reading: Evaluate various Explanations for actions or events And determine which explanation Best accords with textual evidence.	Students will analyze the developing stages of the Constitution and needed Compromises.
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Power in the new Government	Writing: Develop a topic thoroughly By selecting the most significant and Relevant facts.	Students will examine the power and function of The federal government Under the Constitution.
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Bill of Rights	Reading: Determine the meaning of Words and phrases as they are used In a text. Writing: Use precise language, vocabulary, and analogy to manage the Complexity of the topic.	Students will review and identify the rights and Protections under the Bill of Rights
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Topic: Our First President

First President of the United States, George Washington	Writing: Develop the topic thoroughly by selecting the most significant and Relevant facts.	Students will identify the presidential actions. explain Hamilton's economic plan.
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Step fifteen: Create the In-Class Activities

The researcher intends to make in-class activities that are going to suit the needs of ELLs. Many of the activities will include visual aids, group work and projects, and discussions. Each daily activity will correlate to the online videos that the students would have previously watched before attended the class. The in-class activities will provide active learning strategies the will get students involved in the learning process. Students for many of the activities read and review text from the Colonial period on different topics covered.

Step sixteen: Limitations

The researcher is expecting limitations in several areas of this curriculum project. One area is developing a database from the basics. One issues is cost factor that developing a interactive database with a video library access. Many of the programs that assist with development and usability can be limited. Also, the amount of database will be able to hold and store which is also a cost factor. Another limitation is access for all students. Some homes might have limited access to internet and internet connected devices, so student will need accommodations for online portion. Finally, the researcher is not fluent in other languages, so access of translators to provide ELLs support in home language might be challenging at times.

Step seventeen: Expansion and Modifications

The researcher intends to expand this curriculum project into other units of U.S. History. Also, the research would like to make this available for other content area courses for ELLs. The researcher would like to modify and expand with different ways of supplying the online portion of the flipped classroom with other concentrations. Seeing that this can be a tool to assist with ELLs academic learning, it could be adapted of other content areas. Math has already been a focus of flipped learning with Khan academy, the research would like to see how it would impact learning in areas for example Physical science courses.

Step eighteen: Database access for Content Teachers

The researcher would like to welcome other educators who would like to use or are using flipped learning or a flipped classroom to use this developed database. By having other content areas in one database can assist with students having to only use one site. Also, it can provide teachers the necessary framework and structure for creating an effective flipped learning environment. Thus, allowing for in-class time to assist those who are in need of further instruction or help. Finally, this database is intended for teachers to use with ELLs to help them develop content and academic knowledge at their pace while developing multilingual academic learning.

Results

See *Colonial America Unit* of the U.S. History Google classroom, can be found by clicking the link below.

Link: <https://classroom.google.com/u/1/c/NzI5ODU5NzEzNlpa>

Discussion

Reflection

The purpose of this curriculum project was to provide content teachers with an instructional method that could suit the needs of ELLs in their classroom. Seeing that content courses such as American History can be overwhelming, by using a format like Google Classroom for students to access could help those who like ELLs that might need more time to analyze information for comprehension. By placing the lectures in video format using the Google Classroom, can allow for students to move through the material at their own pace. This Google classroom which covers the unit on the American Colonies provides students a way to build background knowledge and develop academic language or vocabulary that will be used in the content. The Google Classroom is intended for this curriculum project to be used as part of the flipped classroom.

The flipped classroom for the intention of this curriculum project has been completed with all parts of the online and in-class portion placed on the Google Classroom. I have separated each topic into separate assignments. Each assignment in the American Colonies on the Google Classroom includes the lecture of the topic which includes the academic vocabulary, Lesson Plan, Supplementary online work, and In-Class assignments or activities. In the lecture videos, each presentation used both English and Spanish on the slides for students to use for their notes. While students are watching the videos, students would be asked to complete the graphic organizer that corresponded with the video. Once students have completed the video lecture notes, they will be asked to do a corresponding assignment to have complete as homework. In-class portion of the class will have students work in groups for several of the assignments.

Prior to developing this flipped classroom, I intended to create a separate database for teachers and students to access that could be interconnected to courses provided at the school. I am interested and was looking for ways to use my passion. Yet after an in-depth analysis of what was available and the needed to learn how to code. The amount of time and money that would have needed to make a separate database and function of the site was impractical. I found it to be beneficial to use Google Classroom for the database and site based on the two issues previously discussed. The major reason for my use of Google was the availability of access. Schools or teachers can setup an online classroom and add individuals to the class through email invites. Access to the site would allow for emails when new assignments were active which would notify all users. Secondly, the cost of creating and working the classroom is at no cost. Now Google has open the ability to use to everyone and not just to educators and schools.

Overall, making this Google classroom has been interesting. I have enjoyed being able to use my knowledge of software and hardware to develop videos towards the flipped classroom. I also felt during the process that I enjoyed what I was able to do. I felt during that I was creating something that would be useful for other teachers to use.

Challenges

One of the early challenges that I had was how to make this accessible to everyone. My original vision was to make a complete new database that could be accessible through different types of internet enabled devices. Yet after extended research of what I was going to try to attempt was not feasible. Financially, I could not support keeping a database running. Also focus on access, could have been limited. So, the adjust was to forgo this method and use a well establish site, which was Google.

Another challenge that will present itself is when the flipped classroom would be presented and used, would be those students that do not have internet access at home, how they would access and complete the work. One potential way for students to complete the work is through afterschool program or at the local library. Seeing that the work would be completed through Google, local access at a public library would be easy to get. Another method would be providing those students with a hard copy cd and supplement materials. Finally, if the school can afford to loan students a laptop or tablet could allow for the students to complete work.

Finally, one challenge that I had to overcome to complete this project was my time. During the process completing this thesis and curriculum project, I was completing my student teaching. My time during student teaching was strictly dedicated to it and I had to postpone work on this project. After completing the student teaching experience, I return to completing this project.

Implications

The reasoning for this curriculum project is to enhance the quality of education of ELLs in content areas such as American History. Learning content course material and developing language skills together can become a difficult process for ELLs. By having teachers create an online site such as a Google Classroom can help provide an aid to ELLs as reference and help develop background knowledge of content. By using a flipped classroom would allow for ELLs to move through the content at their own pace and be able to build proper background knowledge on the content for in-class. By using this Google classroom, teacher can follow the model to develop their own for their content course.

Dissemination

I plan to disseminate this unit for the public to use. By having the content available through the Google classroom will allow for anyone to have access. I will provide the needed information to gain access. During the process of development, access was given to those I share the site with. I have planned to disseminate this unit of my flipped classroom to colleagues once I received employment at a school. Throughout the process of development, I felt that implementing a flipped classroom would benefit any content course. By having the information available directly online will allow for students to take control of their learning and how they are learning. I hope many content teachers can use my Google classroom as a starting point towards making their own.

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