EDSS 547
Secondary World Languages Education
CRN #27539
Tuesdays
5:30 pm – 89:15 pm
University Hall 440
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Dr. Rosario Diaz-Greenberg
Phone:	760.750.4309
E-Mail:	rgreen@csusm.edu
Office:	UH 463
Hours:	Tuesdays before and after class or by appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

COURSE DESCRIPTION

Focuses on developing and understanding of theory, methodology, and assessment of World Languages in integrated and inclusive secondary classrooms.

Diaz-Greenberg: *Required of credential candidates aiming to obtain an authorization to teach Spanish at the Secondary Level.* This course involves the practical application of the underlying theories and issues pertaining to second/foreign language education. Students will participate in lesson development, peer teaching experiences, materials development, textbook evaluation, and test construction appropriate for the teaching of foreign languages. Students are required to do additional reading and to submit five annotated bibliographies of articles from foreign language journals from the last three years or complete an analysis of four professional publications.

Course Objectives

Candidates completing EDSS 457 will be able to:

a) demonstrate a high proficiency in the language that allows them to conduct their classes in the target language

b) demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced

c) demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.

d) demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.

e) demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition

f) emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.

Students are expected to a) report, interpret, analyze, and synthesize complex information, and;

b) demonstrate university-level competence in information literacy, the use of technology, and oral communication.

Please note that this is a hybrid course that involves face-to face as well as online components. Therefore, students are required to check Cougar Courses for online components, announcements, and assignments.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

GENERAL CONSIDERATIONS

Outcomes and Standards
The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the School of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners.*) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Ability
Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

CSUSM Academic Honesty Policy
"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:
As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Appeals
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult the Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations
Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows:
1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

All University Writing Requirement

The writing requirements for this class will be met as described in the assignments. Every course at the university, including this one must have a writing requirement of at least 2500 words.

COURSE REQUIREMENTS

Required Texts

Shrum, J.L. & Glisan, E.W. Teacher's handbook: Contextualized language instruction, Heinle and Heinle. ISBN/ISSN 08384-1465-6 Note: Latest edition available

Recommended
Merino, J, Trueba, H. & Samaniego, Fabian (1993) Language and Culture in Learning: Teaching Spanish to Native Speakers of Spanish, Falmer Press. ISBN 075070 230

Wurr, A & Hellebrandt, J (2007) Learning the Language of Global Citizenship: Service-Learning in Applied Linguistics, Anker Publishing Company, Inc. ISBN 978-1-933371-06-1

Mandatory
California Frameworks for Foreign Language (Available from CDE)

Diaz-Greenberg, EDSS 547

Grading Standards

<u>**Submission Schedule:**</u>
Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit.

<u>**Grading Emphasis:**</u>
Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations will use APA format.

All assignments are due on the dates indicated. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.
The following grading scale will be used:

90 – 100	A
89 – 80	B
72 – 79	C+

Use of Technology
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol
Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?
In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Assignments

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted via e-mail as text messages or enclosures. If you choose to submit your work electronically, please send it to the e-mail address indicated, to ensure timely receipt and response. Text should be readable by MS Word. Please submit in paper form and also submit electronically in Cougar Courses

1.   **Lesson Plans** and accompanying materials: For this semester you will need to prepare three mini-lesson plans as follows: 1) Grammar 2) Listening and Reading 3) Vocabulary and Culture (15 pts) Please look at the lesson plan samples provided on pages 12 to 15 of this syllabus and follow the same format. The three lessons, as well as the cultural presentation, will be put together to create a mini-unit of study. If possible, select items related to your teaching practice. This assignment can be done in pairs.

2.   **Professional Development Reflection Paper** (2-4-page self-assessment summary or Outcome Assessment that include progress toward achieving course objectives and how the student envisions him/herself as a developing professional.
You will select the most important learning or closely related sets of learning you have acquired during the course. You will write in detail:
what you learned, how you knew you were learning something of significance (assessing your own learning), how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and how you will demonstrate overall "cultural competence" (as this definition is developed in class)
Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. **This paper is due on the last day of class**. (15 pts) This assignment is done individually.

3.   **Peer Teach**: (10 points) Peer Teaching provides an opportunity to reflect on learning about teaching through the assigned chapter. You are required to sign up with a peer-teaching group. Your group will be responsible for teaching your classmates the assigned material in Teacher's handbook: Contextualized language instruction for one session of the course. Groups will be formed on the second day of class. Each group should have three to five members. All group members are responsible for reading and analyzing a specific chapter of the textbook. Your group will condense the information from your assigned chapter in such a way as to make the content assessable to your classmates. You will provide a 15-20 minute discussion that is interactive and should engage the class and allow us to examine the material in a meaningful way that promotes critical thinking and varied perspectives. You may also share additional resources found related to the topics. Each member of the group will need to upload a copy of the assignment presented to class in order to obtain full credit.

- A written summary and/or analysis of the assigned topic that reflects understanding of the key concepts, including comments / analysis from the required readings.
- A reflection of the topic including connections that can be made between the topics and teaching English language learners, **with specific examples from teaching experiences, school observations, or other personal experiences in bilingual settings.**
  Note: Reading Responses can also be done in a Power Pt format following the sample provided.

4.   **Cultural Presentations** (20 points): Students, working in groups, choose a topic relevant to their culture of choice and research it to present it (in a Power Point format) to the class
Each presentation will include:
- 1 page handout (with APA style book reference, key concepts & book review)
- Presentation Visuals (poster, PPT, overhead, and/or props).
- If possible, choose the country of origin of the legend, folktale, or popular story that you are using for your thematic unit under assignment #2
-

5.   **Attendance and Participation.** (5 points) Reflections, Quickwrite activities and other assignments are counted as part of the participation points. **Class attendance**: The student's grade will be dropped one letter grade AFTER TWO absences
If possible, choose a culture that corresponds to the country of origin of your legend, folktale, or story so that you can use this presentation as an introduction to your Unit.

NOTE: It is important to remember that this is a hybrid course, which means that part of it is delivered face to face and part of it is delivered through online assignments. It is expected that each student will check Cougar Courses for online sessions and that each assignment will be submitted in a timely manner.

EXAMPLES OF EACH OF THE REQUIRED LESSON PLANS	
GRAMMAR - The "PACE" Model	*El día que me quieras* "The day you love me"
LISTENING/READING	*Las Madres de la Plaza de Mayo* [*The Mothers of the Plaza de Mayo*]
VOCABULARY and CULTURE: " OJALA QUE LLUEVA CAFÉ"	*See Merlot sample at http://www.merlot.org/merlot/viewMaterial.htm?id=88570*

http://www.merlot.org/merlot/viewMaterial.htm?id=88570

Professional Development Responsibilities

Professional Membership:

CABE www.bilingualeducation.org ACTFL www.actfl.org , AATSP www.aatsp.org TESOL http://www.tesol.edu/, or other appropriate organizations. Check sites for California Foreign Language http://www.standford.edu/group/CFLP and for http://www.clta.net
Conference Attendance:
SDCOE Latino Summit- San Diego County Office of Ed.
California Association for Bilingual Education Annual conference*, San Jose or Long Beach, CA*

Professional Reading:

FLTEACH- http://www.cortland.edu/flteach/welcome.htmlx All students should subscribe for at least a three-week period. The topic of FLTEACH, a listserv founded in 1994 by Jean LeLoup and Robert Ponterio, is foreign language teaching methods including high school/college articulation, training of student teachers, and curriculum. Current membership includes colleagues across the country as well as around the world. In order to subscribe:

Send a message to: LISTSERV@listserve.acsu.buffalo.edu
In the message put only the following: SUBSCRIBE FLTEACHfirstnamelastname
Example: SUBSCRIBE FLTEACH maryjones

Send the message just like that- no signature or anything else. You will get a welcome message by return e-mail with instructions on how to use FLTEACH. You might want to consider other options that are available such as by **subscribing to the DIGEST option, you will get messages only once a day under one heading "FLTEACH" (This option is highly recommended in order to receive the most information with the list text)**

Journals: Please check our Library for availability

Foreign Language Annals (ACTFL)
Learning Languages (NNELL)
AATSP
Modern Language Journal
Studies in Second Language Acquisition
TESOL Quarterly
NABE Journal

TENTATIVE WEEKLY READINGS / ACTIVITIES are on a separate sheet and on Cougar Courses
The professor reserves the rights to modify the schedule below when deemed appropriate. *Items are suggestive, and delivery depends on available time*

General Directions for Micro/Peer Teaching Lesson Plans:

CRITICAL ASSESSMENT TASK HIGHLIGHTS:

1. FLED 8-12: <u>Choose one chapter</u> from the text you have selected. If you do not have access to a textbook, please make sure to inform your instructor so that you can get a "loaner." You can also apply the concepts from each lesson plan to any other textbook/books
2. Prepare and hand in a typed <u>lesson plan</u> (Follow Samples provided) that would permit someone else to do essentially the same thing you were planning to do. Keep a copy for yourself and <u>give one to the instructor</u>.
 Make sure that visuals and overhead transparencies are large enough for everyone to see.
3. Assume that students know only those structures and vocabulary up to and including the lesson you are working on!
4. All peer-teaching assignments must conform to the time limits and guidelines given.
6. <u>At least</u> one lesson must integrate cultural concepts (*Standard: Cultures Goal*) and technology. (This is a *minimum* requirement. Make every attempt to make culture and technology part of each lesson.)

For assistance in obtaining materials for your lessons: Visit the **Barahona Center for the Study of Books in Spanish.**

Specific Assignment:

SAMPLE LESSONS: These lessons are provided as examples of the lessons you need to create for this class.

GRAMMAR - The "PACE" Model (Sample D)	*El amor perfecto* "Perfect Love" **The PACE Model** *El día que me quieras* "The day you love me"
LISTENING/READING	***Las Madres de la Plaza de Mayo* [*The Mothers of the Plaza de Mayo*]** *El Cine* The Cinema theatre *Nombres* Names

I. A CONTENT-BASED LESSON:
Integrating the School Curriculum with World Languages.:

Choose a partner and identify a concept that could be taught in the foreign language through a variety of activities. Devise a <u>content-based lesson</u> (Sample B) that includes content objectives, language objectives, and cultural objectives. Present a portion of your lesson to the class (15 min) and provide an explanation of the entire lesson (15 min).

II. VOCABULARY and CULTURE

Using 5-10 words from your textbook and/or targeted theme (EL ED) plan a <u>ten-minute</u> lesson plan that includes the following:
A. Present the new vocabulary words to your "students".
B. Reinforce their understanding of the vocabulary words through both group and individual practice.
Evaluate their understanding via an assessment tool.
D. Include an additional communicative activity that could be used the following day for re-entry of the vocabulary words into that day's lesson. (You probably will not have time to follow through with this during your peer teach.)

Diaz-Greenberg, EDSS 547

III. GRAMMAR

A. Choose a single grammar point from your text or curriculum plan (EL ED)
B. Design a lesson following the guidelines discussed in class **GRAMMAR - The "PACE" Model (Sample (PACE**- p. 154-157, SG)
C. Peer-teach the first two steps (P A). (no longer than 5 minutes)

IV. LISTENING OR READING

A. Design a listening or reading activity that uses the interactive model presented in SG, Chapter 6. Select an authentic taped segment or written text and follow the guidelines presented in class (5 –step model)

B. Peer-teach the pre-reading/listening segment. (no longer than 15 minutes)
Las Madres de la Plaza de Mayo [*The Mothers of the Plaza de Mayo*] : a sample reading/listening lesson

V. INTEGRATING SPEAKING

 Design and demonstrate an information-gap activity integrating speaking as a follow-up to the listening or reading activity you presented. Follow the guidelines on p. 211 (SG), Episode Two. (15 min.)

FOREIGN LANGUAGE LESSON DESIGN (Sample A)

Critical Assessment Task

NAME _____ **DATE** _____

CLASS_____

THEME: Overriding topic, "big picture", what you and your students will be working on for a longer period of time.

I. OBJECTIVES:
Identify what you want the students to achieve by the end of the class period/lesson. It is helpful to write the objectives in terms of observable behavior (i.e., use action verbs. "Learn", "understand", "know" are too vague.)

II. STANDARDS ADDRESSED (National / CA FL frameworks):

III. STRATEGIES & PROCEDURES:

A.   INTRODUCTION How you plan to introduce the topic, motivate students, review prerequisite skills. Connect to previous lesson, preview new lesson.
B.   DEVELOPMENT/ACTIVITY
This is the main part of your lesson. The instruction and participation will vary greatly according to your objectives. e.g., a grammar lesson will involve four parts: P A C E); a reading or listening lesson will have six parts(guidelines presented in class), etc.
C.   CLOSURE/CONCLUSION/SUMMARY
Ask what students have learned, preview future lessons.

IV. ASSESSMENT:
How will you determine if the objectives were met? e.g. teacher observation, questions, test, student reflection and response, activity, writing, independent practice, demonstration.

V. MATERIALS:
Make a list of materials needed to carry out the lesson.

[VII. FOLLOW-UP]

[VIII. TEACHER REFLECTION/SELF-EVALUATION ON LESSON EFFECTIVENESS]
Did I achieve my lesson objectives? How do I know? What worked especially well and why? What would I change if I were to teach this lesson again?

CONTENT-BASED LESSON (Sample B)
Integrating Language and Content

NAME _____ DATE _____

CLASS_____

Curricular Area:	Language:
Grade Level:	Age of learners:
THEME:	LESSON TITLE:

WEB OR SEMANTIC MAP OF LESSON:

LEARNER CHARACTERISTICS:

I. OBJECTIVES:
Content Objectives:

Language Objectives
Content-obligatory

Content-compatible

II. VIII. *Use the standard Lesson Design*

LESSON PLAN: GRAMMAR LESSON/PACE MODEL (Sample C)
CLASS LEVEL: [when the subjunctive in adj. clauses is introduced in the curriculum]
LESSON TITLE: El amor perfecto

TARGETED STANDARDS
*__Communication__
*__Comparisons__
*__Culture__
*__Connections__
*__Communities__

I. OBJECTIVES
2.1/3.2/4.2   Students will discuss the popularity of Hispanic music in the U.S.
1.2/2.2   Students will listen to a song and discuss the refrain.
1.1   Students will discuss characteristics of their perfect love/friend.
4.1   Students will develop the ability to use the subjunctive in adjective clauses
5.1/5.2   Students will explore Hispanic artists and their music.

II. MATERIALS
a. "No hay ni un corazón que valga la pena" (song by Miguel Bosé)- recording and tapescript.
b. Overhead of refrán from song.

Amor inmenso y sin herida
Sin historia y a medida
Amor
    que no haga más preguntas
Preparado a no entender
Amor
    que mire bien de frente
Suficientemente fuerte
Amor
    que no busque salida
    Y no me cueste la vida
c. "Un novio de edición especial" (magazine article from Vanidades)

"No tengo ningún enamorado. . . . A mí me gustaría que converse bastante, que sea muy humano, generoso, bien alegre, que tenga buen sentido del humor, que sea muy trabajador, buen hijo, seguro de sí mismo, que sepa mucho, y que tenga una relación genuina, sincera, con mi hijo."

III. PROCEDURES
A. PRESENTATION
1. Have "No hay ni un corazón que valga la pena" (Miguel Bosé) playing when students enter the room.

2. Ask students if they have ever heard this artist before. Discuss who Miguel Bosé is. What other songs/artists in Spanish do they know? Are songs in Spanish gaining in popularity in the U.S.
 Why?

3. Put the title of the song on the board. Discuss the idea of a "perfect love". Ask students relevant questions: Is the title true? Do you have a boyfriend/girlfriend? What is your boyfriend/girlfriend like?

4. Distribute the words to the song. Listen straight through.

5. Go back to the refrain – put the words on the overhead to draw their attention. What kind of love is he looking for? Go through the refrain and underline the adjective clauses that describe this perfect love.

6. Do you think this kind of love exists? Does it exist for the singer?

B. ATTENTION TO FORM
 1. Look at underlined phrases.
 2. Circle the verbs.
 3. What form are the verbs in?

C. CO-CONSTRUCT EXPLANATION
 1. Why is the subjunctive used?
 2. Does this love exist/is it a sure thing?

D. EXTENSION ACTIVITY

1. Hand out the article: "Un novio de edición especial"	a. Read the first line to determine whom the article is about and what the theme is. b. What kind of love is she looking for? Read the last paragraph. Put the characteristics on the board. (Note the use of subjunctive.)
2. Write down five characteristics of your perfect love. (This activity could also be done about friends.)	(Busco/Quiero un novio/a que …).
3. Go around the room with your list and find other people that have listed the same characteristics.	a. ¿Qué tipo de novio/amigo buscas? b. Busco un amigo que juegue deportes. c. ¡Yo también! d. When you find someone that has one of the same characteristics, write his/her name beside that characteristic. Then, continue on to another person.

4. As whole class, make a list on the board of the characteristics that seem to be the most important.	Queremos amigos
	    que sean amables.
	    que tengan muchos intereses.
	    que les gusta leer.

5. Listen to Bosé song again. Would anyone like to bring in other songs in Spanish? Would you like to hear/know more about Miguel Bosé?	Find information on the internet about him or go to Amazon.com and listen to excerpts from his CD's.

IV. CULTURAL INFORMATION
Popular Hispanic music
Grammar: PACE Model

While there are many good models for teaching grammar, the one we have chosen for this workshop is the PACE Model, developed by Donato and Adair-Hauck. It is a straightforward, easy model to follow and aims at teaching language in context with real-life tasks for increased meaning for the learner.
Pace Model:

P - PRESENTATION of meaningful language
A - ATTENTION
C - CO-CONSTRUCT AN EXPLANATION
E - EXTENSION ACTIVITY

Below is an example of the PACE Model and a grammar lesson with the future tense. The model was developed during the Connecting Cultures I workshop in the summer of 1997 by participants Martha Bickley, Patrice Castillo, and Laura Phillips. It uses authentic materials (song by Luis Miguel), technology (CD player or tape player), and several Standards are targeted (see table below). The format is slightly different from that required by the workshop for Connecting Cultures II, but you will have a good idea of what a PACE model can be from this example.

Learning Scenario: Grammar

Ms Bickley
Mr Castillo
Ms Phillips
Lesson Title: **El día que me quieras**
Class Level: When future tense is introduced in the curriculum
Standard Theme: Culture

> **Targeted Standards**
> 1.2 Interpretive Communication
> 1.1 Interpersonal Communication
> 2.1 Practices of the Culture
> 2.2 Products of the Culture
> 4.1 Language Comparisons

I. Objectives
1.2/2.2 Students listen to and transcribe words from a song by a popular Mexican singer
4.1   Students develop the ability to use the expression 'will/shall' (future)
1.1   Students will describe how the world 'will' change when they fall in love or meet the man/woman of their dreams
2.1   Students will describe romantic notions in Mexican and American cultures
II. Materials
A. Magazines with photos of Luis Miguel
B. Tape of the song "El día que me quieras'
C. Transcript of song with verbs deleted (cloze activity)

III. Procedures
A. Presentation
1. Teacher shows magazine photos and posters of Luis Miguel with his music playing, in the background
2. As a class. discuss Luis Miguel and who he is
3. Students listen to the song, 'El día que me quieras.'
4. Teacher will use question techniques to illicit the future form of verbs; ¿Cómo será el hombre/la mujer de sus sueños? ¿Será guapo/a .....
B. Attention to form
1. Give students cloze activity of the song.
2. Students listen to the song and fill in the blanks with the correct form of the verb in the future tense.

C. Co-Construction
1. As a class. review the correct verb forms in the cloze activitv
2. List verbs on the board (Regular and irregular)
3. Discuss formation of the verbs and add other irregular forms
D. Extension
1. Students will answer the question "How will the world change when you fall in love?" by giving 5 examples in Spanish.
2. Divide groups by sex and students compare and choose most popular answers.
3. As a class. list examples on the board under 2 headings: boys and girls
4. Compare similarities and differences and discuss "'Who is more romantic'?".
5. OR "what will the man (woman) of your dreams be like?"
IV. Cultural Information
Luis Miguel and pop culture

Handout for close listening activity

El día que me quieras
Luis Miguel

Acaricia mi sueño
el suave murmullo
de tu suspirar.
como ríe la vida
si tus ojos negros
me quieren mirar
v si es mío el amparo
de tu risa leve
que es como un cantar,
ella aquieta mi herida
todo todo se olvida.
El dia que me quieras
la rosa que engalana.
se _____ de fiesta
con su mejor color
Y al viento las campanas
_____ que ya eres mía
y locas las fontanas
se _____ su amor.
La noche que me quieras
desde el azul del cielo,
las estrellas celosas
nos _____ pasar.
Y un rayo misterioso
_____ nido en tu pelo.
luciérnaga curiosa
que _____ que eres
mi consuelo.

* You can [play](#) an instrumental midi version of this song while you do the activity. Sorry, you'll have to sing yourself.

Responses to close activity
El día que me quieras
Luis Miguel

Acaricia mi sueño
el suave murmullo
de tu suspirar.
Como ríe la vida
si tus ojos negros
me quieren mirar
y si es mío el amparo
de tu risa leve
que es como un cantar,
ella aquieta mi herida
todo todo se olvida.
El día que me quieras
la rosa que engalana.
se **vestirá** de fiesta
con su mejor color
al viento las campanas
dirán que ya eres mía
locas las fontanas
se **contarán** su amor.
La noche que me quieras
desde el azul del cielo.
las estrellas celosas
nos **mirarán** pasar.
Y un rayo misterioso
hará nido en tu pelo.
luciérnaga curiosa
que **verá** que eres
mi consuelo.

Listening and Reading: Shrum & Glisan Model

LISTENING & READING COMPREHENSION GUIDELINES**
Design lessons that include the following stages (Shrum & Glisan, p. 120):
A. Pre-listening/Pre-reading
B. Identify main elements
C. Identify details
D. Organize/revise main ideas/details
E. Recreate text
F. React to text/explore intertextuality

** This model has been revised in the Second Edition of Shrum & Glisan. The authors reworked the model to align with and address the National Standards. The Revised Interactive Model has five new stages:

Preparation
Comprehension
Interpretation
Application
Extension

THEME: **"Los Desaparecidos"y las Madres de la Plaza de Mayo**
By Barbara C. Schmidt-Rinehart
Language: **Spanish**

 Level: **Upper level (or lower level by varying the tasks)**

I.OBJECTIVES:

Students will speak to their classmates about their family and friends
Students will demonstrate comprehension of song lyrics and poem by filling in a chart of basic information
Students will write a letter or a poem.
Students will investigate the historical significance of the "disappeared ones"

II.STANDARDS ADDRESSED: Communication; Culture; Comparisons

III. STRATEGIES & PROCEDURES:(This lesson includes both a listening and reading exercise. The lesson plan is written to use the song as the pre-reading activity for the poem. There are many other ways these two pieces could be used.)

 A. INTRODUCTION
        Tell students that today we are going to talk about political events in Argentina in the 1960s, 70's, and 80's.Locate Argentina and Buenos Aires on the map.Explain that first we will talk about our own families and friends, then will learn about what happened to many family and friends in Argentina in the 1980s.(During the introduction, put the *Desapariciones* song on for background music.)
B.DEVELOPMENT/ACTIVITY [1]
1. Pre-reading: As homework, each student should have brought to class a photo of a family member or friend doing some activity (a sporting event, musical recital, at a party, etc.). In partners, talk about your pictures. Fill out the first two rows of the chart.
Ask students what they would do if this person just didn't come home one day. If he/she just disappeared?
Explain "los desaparecidos" – information can be found on the *Madres de la Plaza de Mayo* website:
http://www.madres.org
"*Desapariciones*":Listen to the first part of the song (stop right after the refrain.)The first time through, students should listen for the names and fill in your chart for the next three rows.The second time, fill in other information.Compare with a partner. Give students a copy of the song to check the information on their charts.
Give students a hand-out of the poem, "Cuando me enseñó su fotografía"Look at title.Talk about the author.

Read the poem aloud to the students (or have a native speaker record it and play the tape.)

2.Identify main ideas: Answer the following questions:[2]
En los primeros dos versos la poeta indica que está transmitiendo las palabras de otra persona.¿Quién es esa persona que habla?
El poema termina con una pregunta. Léela y da una posible razón por la cual el poema termina de ese modo.¿Y por qué crees que termina precisamente con esa pregunta?

---

[1] The six step model for teaching interactive listening and reading comes from Shrum & Glisan's (1994) *Teacher's Handbook: Contextualized Language Instruction*.Boston:Heinle and Heinle.

[2] Adapted from lesson in *Con destino a la comunicación*, Chandler, Gómez, Kihyet, & Sharron (1998).Boston:McGraw Hill.

3.Identify details

a.Have students scan for specific information. Fill out the chart (the last row). This can be done in groups.

b.¿Qué emociones despierta en ti el poema?

c.¿Puedes imaginar tal cosa ocurriendo en tu vida?

4.Organize and revise main ideas and details

check the information on the chart for accuracy

clarify parts of the poem that are still unclear

5.Recreate the text: Write a follow-up letter. Possible themes:

Read some of the letters on the web (http://www.madres.org/cartas) .Then, write one of your own to an imaginary "desaparecido" or to a leader of another country supporting the release of political prisoners.

Write a brief poem about the photo you brought to class, including the emotions it evokes.

6.React to the text: The following are possible activities to give the students the opportunity to give opinions and reactions to the text and to explore the topic further.

☐ Analyze and compare the two texts (the song and the poem.)

☐Listen to the refrain of the song. Again.divide students into groups. Give each group one of the questions from the refrain to discuss. First, discuss the answers in the song, then write another possible answer (with the information gleaned from the poem and song).

☐Follow-up reports/presentations about the political situation in Argentina in the 1980's.

☐Assign additional reading from the website.

☐Compare the weekly demonstrations today at he *Plaza de Mayo* with other demonstrations in the world.

☐Watch the movie *La Historia Oficial*. (The video and lesson plans can be purchased from FilmArobics - http://www.filmarobics.com)

C.**CLOSURE –** Conclude the lesson by emphasizing that although this was a part of Argentina's history of 20 years ago, that it is still a weekly demonstration to keep the memory alive.Encourage students to do further reading… or visit Buenos Aires and walk with the mothers and grandmothers one Thursday.They'll never forget it!

MATERIALS:

Song, "*Desapariciones*" (The Mana CD, *Unplugged*, can be purchased at many music stores or on-line from amazon.com, http://www.amazon.com)

Hand-out with words to the song

Chart: *Familia y amigos*

Hand-out of poem: *Cuando me enseñó su fotografía*

Information from the WWW (http://www.madres.org) *Schmidt-Rinehart*

_____

CUANDO ME ENSEÑO SU FOTOGRAFÍA
Marjorie Agosín
Cuando me enseñó su fotografía
me dijo
ésta es mi hija
aún no llega a casa
hace diez años que no llega
pero ésta es su fotografía
¿Es muy linda no es cierto?
es una estudiante de filosofiía
y aquí está cuando tenía
catorce años
e hizo su primera
comunión
almidonada, sagrada
ésta es mi hija
es tan bella
todos los días converso con ella
ya nunca llega tarde a casa, yo por eso la reprocho
mucho menos
pero la quiero tantísimo
ésta es mi hija
todas las noches me despido de ella
la beso y me cuesta no llorar
aunque sé que no llegará
tarde a casa
porque tú sabes, hace años que
no regresa a casa
yo quiero mucho a esta foto
la miro todos los días
me parece ayer cuando
era un angelito de plumas en mis manos
y aquí está toda hecha una dama
una estudiante de filosofía
una desaparecida
pero ¿no es cierto que es tan linda,
que tiene un rostro de ángel,
que parece que estuviera viva?
[*Agosín es una poeta chilena. El poema proviene de una colección bilingue de poemas titulada* Círculo de locura: Las madres de la Plaza de Mayo*. Los poemas se concentran en las familias de los argentinos desaparecidos durante la dictadura militar de los años 60, 70, y 80 del siglo XX*.]

FAMILIA Y AMIGOS

NOMBRE	PROFESIÓN	LO QUE LLEVA	LO QUE HACE	LA ÚLTIMA VEZ QUE LO/LA VISTE (o lo/la vio)
Tu amigo /pariente:				
El amigo/pariente de su amigo:				
De la canción:				
De la canción:				
De la canción:				
Del poema:				

DESAPARICIONES
Letra y música: Rubén Blades
CD: Maná: Unplugged, *Tr.#7*

Que alguien me diga si han visto a mi esposo
        Preguntaba la Doña
Se llama Ernesto "X"
tiene cuarenta años
trabaja de celador, en un negocio de carros
llevaba camisa oscura y pantalón claro
Salió anteanoche y no ha regresado
Y no sé ya qué pensar
Pues esto, antes no me había pasado

Llevo tres días buscando a mi hermana.
Se llama Altagracia, igual que la abuela.
Salió del trabajo pa' *[para]* la escuela.
        Llevaba unos Jeans y una camisa clara.
No ha sido el novio, el tipo está en su casa
        No saben de ella en la PSN ni en el hospital.

Que alguien me diga si ha visto a mi hijo
        Es estudiante de pre-medicina
        Se llama Agustín y es un buen muchacho
        A veces es terco cuando opina
Lo han detenido, no sé que fuerza
        Pantalón claro, camisa a rayas
Pasó anteayer

Refrán:

¿ADÓNDE VAN LOS DESPARECIDOS?
Busca en el agua
y en los matorrales.   *[bushes]*

        ¿Y POR QUÉ ES QUE SE DESAPARECEN?
        Porque no todos somos iguales.

        Y ¿CUÁNDO VUELVE EL DESAPARECIDO?
Cada vez que lo trae el pensamiento
 ¿CÓMO SE LE HABLA AL DESAPARECIDO? Con la emoción apretando por dentro

El cine

LeLoup & Ponterio

(photo from http://www.screenvis.com/medkit3.htm)

A muchas personas les gusta ir al cine para ver las películas. Es un pasatiempo muy común y divertido.

Preparation phase*:

1. Cuando Uds. miran los anuncios del cine, ¿qué tipo de información normalmente buscan? ¿El horario? ¿Los protagonistas? ¿El precio?

Nombren 5 categorías de datos importantes:

Datos importantes en la decisión de cuál película van a ver:
1.
2.
3.
4.
5.

2. ¿Hay otro tipo de información que necesitan Uds. para informar su decisión?

Otra información que vamos a considerar al seleccionar una película:

Comprehension & Interpretation Phases*:

Ahora bien. Uds. quieren ir al cine para ver una película. Tienen que decidir cuál película van a ver. Miren la cartelera/ciberguía de los cines de México D. F. Seleccionen tres películas y apunten la información pedida para cada película.

Película	Cine	Dirección	Teléfono	Precio	Horario
1.					
2.					
3.					

En parejas, comparen los datos que han apuntado para ver si concuerdan en qué película quieren ver. Si no, pónganse de acuerdo, persuadiendo el uno al otro.

Application phase*:

En parejas, diseñen/creen un cartel ilustrando la película que van a ver. Incluyan toda la información más importante y emocionante.

Extension phase*:

Presenten su cartel a la clase con las razones para ver esta película. Usen los datos más importantes e interesantes del cartel para animar a los demás a que asistan a la misma película.

---

*For a thorough discussion of this model, please see Teacher's Handbook: Contextualized Language Instruction, 1999, Shrum & Glisan, 2nd Edition; p. 137.

Diaz-Greenberg, EDSS 547

La identificación personal: los nombres
LeLoup & Ponterio

Preparation phase (pre-listening):

Interpersonal
Mode

1. What are some of the things people consider when they select names for their children?
favorite names
a "junior"
honoring a relative or friend
popular names at the time
significance of a particular name
religion
ethnicity
2. Do names have meanings of their own, apart from significance we may attribute to them?

3. How are complete names formed for most of us? (estadounidenses)
first name + middle name (usually) + last name (usually of father)
first name + middle name (usually) + last name of mother
first name + middle name (usually) + last name, which is hyphenated combination of both parents' names

Comprehension phase (listen for gist; main idea):

Interpretive and Interpersonal Modes

Watch this video clip and listen carefully for the following:

1. What is this woman's full name?
2. Where is she from?
3. What is her first name?
4. What is her second name?
5. What is her surname?
6. Compare your answers with your partner.

Interpretation phase (main ideas & details):

Interpretive and Interpersonal Modes

1. Which name is more important, the first or the second? Why?
2. How are surnames formed in Spanish-speaking families?
3. Do women in this culture change their names when they marry? If so, and this woman were married to a man named Mr. Weaver, what would her name be?
4. Compare your answers with your partner.

Application phase (create/recreate text):

Interpretive and Interpersonal Modes

1. Write your own full name using the Spanish system.
2. Explain the formation of your name to your partner.

Extension phase (analyze and compare):

Interpretive and Interpersonal Modes

Tu nombre: origen y significado	**Click on this site and find the meaning of your first and second names in Spanish.**
Tu apellido: origen y significado	**If you have a Spanish surname, click on this site to find its meaning.**

1. Ask your family the reasons behind your first and second names. Why were you named the way you were?
2. Write a brief explanation of the meaning of your names. Include your surname if you have the information.
3. Introduce yourself to the class, using your full "Spanish-style" name. Explain the meaning of your names and how you got them.

Activities based on Shrum & Glisan Interactive Model from Teacher's Handbook
W3 page maintained by PonterioR@`
Copyright © 2000, LeLoup & Ponterio, International Communications and Culture, SUNY College at Cortland.

Adapting Instruction
EDSS Methods Courses

Learner Outcomes:	Apply a universal design process for curriculum and instructional development in inclusive and multicultural classrooms

Assessment:	Design of two lessons to meet the characteristics of students with diverse learning and language needs

Resource(s):	Title and necessary information:
Textbook/page	Udvari-Solner, A, Villa, R., & Thousand, J. (2002). Access to the general education curriculum for all: The universal design process. In J. Thousand, R. Villa, & A. Nevin (Eds.) Creativity and collaborative learning: A practical guide to empowering students, teachers, and families. Baltimore: Paul H. Brookes Publishing.

Villa, R. A. & Thousand, J. S. (l995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development.

Chapter 5
pp.125 - 135

Choate, J.S. (2000) Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.), Boston: Allyn & Bacon.

Chapters 2, 3, & 14
Chapters related to the activity's content area (e.g., social studies, science, mathematics) |
| Supplemental Print Material | Three learner descriptions
Classroom activity description |

Activity Description

Preparation

1. Read carefully the following chapters:
Villa, R. A. & Thousand, J. S. (l995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development.
Chapter 6, pp. 80-86
pp.125 - 135
(Review Chapter 5)
Choate, J.S. (2000) Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.), Boston: Allyn & Bacon. Chapters 2, 3, 14. Chapters related to the activity's content area (e.g., social studies, science, mathematics)

Reflection and Application

Given 3 learner descriptions and 1 description of a general education classroom activity, in a team of 2 to 4 classmates brainstorm ways to differentiate content, the instructional process, and product (assessment procedures) to ensure each of 3 learners successfully participate in the general education lesson. Provide a rationale for your selection differentiation strategies, given the principles of universal design you have studied thus far in the class.

Learner #1 – Student with mild learning disabilities
Learner #2 – Student who presents behavioral challenges in the classroom
Learner #3 – Student with a sensory disability (e.g., blindness, deafness)

Rubric for Team-Generated Modification of Curriculum & Instruction

Name: _____   **Date:** _____

Dimension	1	2	3	4
Idea Generation	Shallow , inaccurate or no definition of the problem No logical agreement of how to deal with the problem Lack of interest or participation in the whole process Very short & inadequate time, generate few ideas	Poor definition of the problem Little logical agreement of how to deal with the problem Shows limited concern & participation in the whole process Short & inadequate time to generate many quality ideas	Acceptable definition of the problem Agrees on how to deal with the problem Active participation in the whole brainstorming process Spends adequate time to generate a variety of ideas	In-depth analysis of the problem Full consensus of how to deal with the problem Everyone fully participates in the brainstorming process
Content	Produced little & superficial suggestions Modifications suggested are shallow and lack practicality Rationale is inadequate Extremely short report (e.g., 1 page)	Poor information produced Modifications are limited & somewhat practical Rationale is inadequate Report too short to represent adequate content	Produce adequate information Modifications are adequate and mostly practical Adequate pages Complete rationale Adequate length	Produce deep and accurate information Modifications are deep, clear & well developed & practical Rationale is very complete More than adequate length

Culture Presentation Evaluation*
EDSS 547

1.   **Was the panel topic clearly defined?**

2.   **Did all group members have a significant role?**

3.   **Was the presentation convincing? Did it cover the main arguments necessary to persuade the audience of the topic statement?**

4.   **Did the panel presentation demonstrate effective communication strategies?**

<u>**Group Evaluations**</u>

Name	Points Item 1	Points Item 2	Points Item 3	Points Item 4	Totals
1					
2					
3					
4					
5					
6					

Other comments per Group # (Use back of sheet)

TENTATIVE WEEKLY SCHEDULE

The professor reserves the rights to modify the schedule below when deemed appropriate. *Items are suggestive, and delivery depends on available time*

Date	Topic	Readings & Assignments Due
Session 1 1/21	Introductions / Needs sensing/ Syllabus Overview *a) demonstrate a high proficiency in the language that allows them to conduct their classes in the target language*	Jigzaw Preliminary Chapter: "Becoming Familiar with the Profession and Expectations for Language Teachers" (Shrum and Glissen) Summarize sections of chapter and present them orally during class. Introduction to MERLOT
Session 2 1/28	*c) demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.*	Before class candidates read "The Nature of Language" at http://www.jstor.org.ezproxy.csusm.edu/stable/20024143?seq=3 "Spanish Linguistics: The past 100 Years: Retrospective and Bibliography" by John M. Lipski, at http://www.jstor.org/stable/345013 and "Communication as an Organizing Principle in the National Standards: Sociolinguistic Aspects of Spanish Language Teaching" by C. A. Klee, located at http://www.jstor.org/stable/345044 Reading Summaries are written beforehand and brought to class for discussion. Candidates are introduced to a lesson plan that targets listening and reading http://personal.ashland.edu/~bschmidt/madres.htm The lesson is demonstrated in class and students are asked to carry out the specific tasks step by step. Afterwards, candidates are asked to work in groups and develop a lesson similar to the one presented in class (http://personal.ashland.edu/~bschmidt/madres.htm) and to use the same format to target at least two of the four language domains (listening, speaking, reading, and writing) The lessons are presented in class and candidates are assessed using the Interagency Language Roundtable Scale. Candidates present their lesson plans and units during Clinical Practice and use the Interagency Language Roundtable Scale to determine students' ability to listen, speak, read, and write in the target language
Session 3 2/4	*c) demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.*	Peer Teaching Chapter 7 "Using a Story-based approach to Teach Grammar" in "Teachers' Handbook" by Shrum and Glisan. Start developing mini-lessons based on a story, legend, or folktale corresponding to any Latin American country. See samples on Cougar Courses
Session 4 2/11	*d) demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.*	**Peer Teaching Chp 5** "Integrating Cultures and Comparisons into Middle School Language Instruction" Chapter will be discussed orally in class. Download and explore RETANet_A Book of Lesson Plans.pdf and bring it to class. Cultural Presentations assignment is introduced and sample is provided http://marilynhougland.wikispaces.com/oaxaca
Session 5* 2/18	*d) demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers*	Working in small groups, candidates examine the various cultures that encompass the "Latino culture" Candidates are asked to prepare and present a lesson plan based on the culture of their choice similar to the one created by former students: http://bcladlessonplan.wikispaces.com/ Cooperative Learning: Group work on presentations

Session 6 2/25	e) demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition	**Peer Teach Chp 3** "Organizing Content and Planning for Integrated Language Instruction" in textbook Read information pertinent to the Cognitive Academic Language Learning Approach and apply the information to the Thematic Unit plan http://www.nclrc.org/about_teaching/topics/lang_learn_strat.html and they also read "Helping Struggling Students to Become Good Language Learners" at http://calla.ws/handouts.html
Session 7* 3/4	e) demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition	Students work in small groups to create cultural presentations.
Session 8 **3/11**	b) demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced	Candidates are introduced to a lesson plan that targets listening and reading http://personal.ashland.edu/~bschmidt/madres.htm The lesson is demonstrated in class and students are asked to carry out the specific tasks step by step. Afterwards, candidates are asked to work in groups and develop a lesson similar to the one presented in class (http://personal.ashland.edu/~bschmidt/madres.htm) and to use the same format to target at least two of the four language domains (listening, speaking, reading, and writing) The lessons are presented in class and candidates are assessed using the Interagency Language Roundtable Scale. Candidates present their lesson plans and units during Clinical Practice and use the Interagency Language Roundtable Scale to determine students' ability to listen, speak, read, and write in the target language
Session 9 3/18	b) demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced	**Peer Teaching Chapter 2**, Developing Oral and Written Interpersonal Communication, in the required textbook (Teachers' Handbook by Shrum and Glisan) and write a Reading Response about the chapter. Candidates also read "Practices and Principles for Engaging the Three Communicative Modes in Spanish through Songs and Music" by F. Nussel, located at http://www.jstor.org/stable/20063629 After reading the article students prepare a lesson targeting the Communication Standards through music similar to the one created by former students in this sample: http://grado7-presidentes.wikispaces.com/
Session 10 3/25	emphasize critical thinking and evidence of student learning to inform their best practices in teaching	**Read "Authenticating Materials through Critical Thinking: The Case of Teaching and Learning Suggestions in Portuguese" at** http://www.jstor.org/stable/20063627 **and prepare a Reading Response to discuss in class. Apply information read to materials used in your class for evaluation**
Session 11 4/1	Spring Break!!!!	**No class today!!!!**

Session 12 4/8	*Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.*	**Peer Teach Chapter 12** "Effective Computer Uses for Teaching Spanish to Bilingual Native Speakers: A Socioacademic Perspective" and Chapter 13 "An Introduction to Computer Assisted Spanish Language Learning" Merino, Trueba, & Samaniego textbook Read Chapter 12, "Using Technology to Contextualize and Integrate Language Instruction," in the "Teachers' Handbook" by Shrum and Glisan
Session 13 4/15	*Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.*	Explore "A Communication Technology Module for the Foreign Language Methods Course" by J. W. LeLoup at http://web.cortland.edu/flteach/methods/main.html Design a technology activity using the computer to present it to the class.
Session 14* 4/22	*demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition*	Students prepare their cultural presentations/units for the class which will be evaluated using the Interagency language Roundtable Scale and the Mini Unit Unit Rubric
Session 15 **4/29**	*demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition*	Students present their mini-units to the class and are evaluated using the Interagency language Roundtable Scale and the Thematic Unit Rubric Final Mini-units are due!
Session 16 5/6	*Final connections to the course. Reflections. Where do we go from here? Outcome Assessment Course Evaluations*	Final connections to course. Reflections. Where do we go from here? Outcome Assessment is due!

Please note that sessions marked with an * are online sessions.