

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMS 555: Elementary Multilingual Education (CRN 42677)
UNIV 337 Fridays 5:30-8:15 and Saturdays 8:00-3:50
Fall 2007**

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Office Hours: By Appointment Only

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

This course addresses the needs of elementary school teachers faced with the growing diversity in today's classrooms. It will focus on bilingual sociolinguistic/sociocultural competence and implications for learning and instruction, application of effective alternative instructional practices, cultural aspects of English learners, as well as effective and appropriate English language development (ELD) techniques and successful bilingual, multilingual education for language minority students.

Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program.

Course Objectives

- 1) You will have opportunities to become familiar with basic terms, philosophies, problems, issues, history, and practices related to the education of language minority persons in California and the US.
- 2) You will have opportunities to demonstrate understanding of the most important goals of bilingual/multicultural education.
- 3) You will have opportunities to explain the theoretical framework upon which bilingual education is founded.
- 4) You will have opportunities to demonstrate understanding of existing student identification, assessment, and language redesignation requirements for the state of California.
- 5) You will have opportunities to explain the connections between bilingual education, English as a second language, SDAIE and other pertinent methodologies.
- 6) You will demonstrate several models of multicultural education and their implications for curriculum, instruction, and educational policy.
- 7) You will have opportunities to explain the meaning of culture, differentiated index, the necessity for cultural convergence in schools, and other research-based related notions of multicultural education.
- 8) You will learn to develop and understand each individual student, create a more just and humane learning environment, and help students in their growth and development as human beings.

Unique Course Requirements

This is a HYBRID course and some of its components will be done on WebCT6. It is your responsibility to log on, check for weekly assignments, complete such assignments in due time, and submit them on-line as requested. It is also expected that all students will attend all class sessions and will actively participate in class discussions, activities, group discussions and all cooperative learning sharing activities, whether they are done face to face or on line. At least one classroom observation is required.

This class is designed for hands-on active learning, which incorporates reading, writing, listening, and speaking and requires some “stepping out” in order to better understand English learners and multicultural education. Because of the quick nature of the course, you may be given time for reading and working during some class sessions. There will be opportunities for individual reflection, study, and analysis, but many of these activities will include partner and small group teaching presentations, group discussions, and different kinds of reflective writing. The primary purpose of these assignments is personal reflection and growth, as well as serving as fuel for our discussions. Attend class prepared to discuss assigned readings/topics and to be a contributing participant.

At least one classroom observation is required

Required Texts

Peregoy, S. F. & Boyle, O. F. (2005) Reading, Writing, & Learning in ESL (4th Edition). Longman.

ELD Standards. <http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf>

TaskStream account.

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. Students 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

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

Primary Emphasis:

TPE 7: Teaching English Learners

- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

Secondary Emphasis:

TPE 15: Social Justice and Equity

- Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings
- Incorporating pluralism and divergent perspectives on educating diverse students
- Democratizing public education to achieve social justice and equity

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

A total of 128 attendance points have been incorporated into the final grade for this course. Each Friday is worth 6 points and each Saturday is worth 16 points. One make-up (extra credit) can be made for no more than one missed 3 hour session/portion of class. Entire Saturday sessions cannot be made-up.

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

Course Requirements

Assignment Descriptions

Attendance

128 points

You are required to attend each session for a total of 128. Each Friday is worth 6 points and each Saturday is worth 16 points. One make-up (extra credit) can be made for no more than one missed 3 hour session/portion of class. Entire Saturday sessions cannot be made-up. (See Attendance Policy)

Reading Responses, Participation, & Professionalism

8 X 3 = 24 points

The reading responses provide an opportunity to reflect on the assigned readings for each session. **Do not summarize the readings.** Entries will be graded according to comprehensiveness, insightful connections, and “deep understanding” of the issues.

Reading Response must include the following:

- Responses to the readings that agree, disagree, reflect, note specific ideas/key concepts, etc.
- Connections made between the topics, TPEs, and teaching English language learners.
- One (1) specific example from your school observations or other personal/professional experiences in diverse settings that tie to the readings.
- Two essential/open-ended questions that could be used to begin and sustain a discussion about the readings.

Entries should be at least 1 paragraph in length (no less than 7 sentences). Typed reading response entries must be submitted electronically by the due date to WebCT6 before the class session begins. Bringing a hard copy of this assignment is optional and at the professor's discretion. The timely submission of responses is noted and points are assigned on the basis of having completed the assignment for the semester. No credit will be given for late submissions.

The **WebCT6 Discussion Board** will be used as another way in which we will entertain and respond to questions, reflections, insights, or concerns regarding course content. The discussion board facilitates relationships among students and the professor. Your peers will respond to your discussion with clarifying questions to further your thinking process. You will have several opportunities to initiate discussion, using your essential questions, and to act as a respondent. Discussion Board responses should follow the same requirements of the reading responses listed above. Rubric(s) will be provided in class and/or on WebCT6.

Multicultural/Multilingual Research Article Review (M&Ms) Begins 4th Session

30 points

Part I – Individual/Research Article Review

You will go to the CSUSM Library website, <http://library.csusm.edu/>. Find and read journal articles published in the last 5 years about instructional strategies and practices to be used with English learners. **You will select one article and provide a one page review, including a one paragraph summary and one paragraph reaction, to the article.** When writing the summary/reaction for the article, please refer to the APA website, <http://www.apastyle.org/electsource.html>, for the correct electronic reference listing of the article. Eight (8) points are allotted for this research article review. **No duplicate articles are allowed.** Rubric(s) will be provided in class and/or on WebCT6.

Part II – Group/PowerPoint Presentation

You will review the articles selected in Part I, as a pair or triad. As a group, you will select an article and present a 5 minute Quick-Talk/PowerPoint presentation about that article. Ten (10) points are allotted for your presentation. Following each presentation, your peers will evaluate your presentation and provide verbal and written feedback. Pairs/triads will be assigned presentation dates during the first class session. Presentations will begin during the fourth class meeting. **Please be prepared.** Rubric(s) will be provided in class and/or on WebCT6.

The following criteria will be used to evaluate your presentation of the research article review:

- Pair/triad creates an evaluation form for classmates. (See the internet for examples.)
- Pair/triad creates a handout of some sort for the class to take away something important from the article presented.
- Pair/triad clearly states and explains the big idea of the article.
- Pair/triad discusses instructional strategies and practices that teachers can use to support English learners.

Part III – Group/Teaching

The pair/triad will have 7-10 minutes to teach the class content using one (1) of the instructional strategies/practices discussed in the PowerPoint presentation article. **NOTE: This is not a time for the explanation of the strategy only.** Please be prepared to use materials, texts, and other resources necessary for teaching the selected content. Twelve (12) points are allotted for your instruction. Rubric(s) will be provided in class and/or on WebCT6.

The following criteria will be used to evaluate your application of an instructional strategy/practice:

- Pair/triad selects content
- Pair/triad sets purpose for use of strategy
- Pair/triad teaches content using the strategy

ELD/SDAIE Lesson Observation

10 points

You will observe an ELD **or** SDAIE lesson at your student teaching school site. You will collect and document evidence of any instructional modifications made to provide comprehensible academic input for the English learners in the class. As part of your write-up, you are to discuss how you would modify the lesson/activity in light of the information and knowledge gained in the course. You will also have an opportunity to make a judgment about the lesson as well. Your lesson observation must address TPE 7, TPE 4, and TPE 5. The graphic organizer/form and rubric(s) will be provided in class and/or on WebCT6.

Social Justice and Equity Thematic Lessons

40 points

Providing rigorous academic instruction that also facilitates English language acquisition is critical to the academic achievement of English learners. This assignment will provide you with an opportunity to demonstrate ways in which curriculum and instruction, while remaining grade level appropriate, can be modified so that it is comprehensible to English Learners. **Parts of this assignment will be done in class and thus collaboration is highly encouraged.** You will work in assigned groups to design literature-based social justice and equity thematic lessons that will include appropriate literature selections reflecting multicultural perspectives for students in grades K-2, 3-6, or 7-8. Group members will work together to develop SDAIE lesson plans. During several class sessions, you will have the opportunity to work on your unit planning by applying what they have learned from the readings, class discussions, and classroom experiences. These lessons are to be taught on the last day of class.

Social Justice & Equity Organization

Cover Page

Introduction

Class Profile (To be provided, in part, by Instructor)

Multicultural Literature

Lessons – Plans and Appendices

Lesson Presentation Session (Session 8)

A. Cover Page

Please include the Social Justice & Equity Theme, author names, and illustrations/pictures related to the topic/focus of your lessons.

B. Introduction – Overview of the Thematic Lessons

The introduction must include the **focus/major concepts** of the thematic lessons. Also include the **purpose** of the lessons and what you want the students to learn by the end of the completed lessons. Please **specify the grade level and language level(s)** for which this unit is appropriate. Be sure to explain whether the lessons are to be taught daily, weekly, or monthly. Briefly discuss the curriculum/content areas that your lessons will cover and **how the study of these content areas relates to the purpose of the lessons** as a whole. (Do not list the standards.)

C. Class Profile

The instructor will provide a class profile. Groups will be responsible for determining who their learners are and how they learn and communicate best. (Refer to the COE Lesson Plan Format “Before” section.) Remember, the lessons are designed for this one group of students. Discuss what these learners will already know and be able to do before the lessons begin. Lastly, briefly discuss how you will modify the lessons based on the diversity (cultural, language, academic, social, etc.) of the class.

D. Multicultural Literature

You will have the opportunity to select multicultural literacy resources (books, websites, text sets, etc.) for these lessons. They must reflect multicultural, social justice, and equitable perspectives appropriate for elementary school students.

Choose **three powerful children’s selections** that should be the center of the curriculum and address appropriate proficiency and content area knowledge. At least **one of the books must be bilingual** (English and another language). Be sure to address how the use of the bilingual book will serve as a “primary language support” for English learners studying your lessons. Also, explain how each book will be incorporated into the lesson(s). Lastly, include a summary (what the book is about) of each book. When writing about the text, refer to the lesson in which the book is used, not the group members who wrote the lesson.

The following questions should help guide your selection of multicultural resources:

- Does this resource help English learners have access to the core curriculum?
- Does this resource help scaffold an equitable classroom?
- Does this resource promote social justice and equity?
- Does this resource help your students feel as if they are part of the culture of the school?

Note: Dr. Alice Quiocho has developed an excellent website with a bibliography of children's literature and multicultural books that could be a great resource for you (<http://www.csusm.edu/Quiocho>). Also, check out Teaching Tolerance's website at www.tolerance.org for other great materials. The Barahona Center at the CSUSM Library has an excellent collection of books in Spanish (<http://www.csusm.edu/csb/>)

E. Lessons – Plans and Appendix

Using the multicultural literature as your foundation and the COE lesson plan format provided, you will write sequentially detailed lesson plans (**# of lesson plans depends upon # of persons in your group-a minimum of 1 lesson plan per pair is required**). Lesson plans should clearly delineate how every child will be successful by providing universal access to diverse students (e.g., gifted, English learners, special needs, non-readers, poor).

Your lessons should be literacy-based and teach the critical concepts of your Social Justice and Equity Thematic focus and objectives. They should also **show evidence of your understanding as it relates to supporting English learners and applying various aspects of multicultural pedagogical theories** studied in this course. This means that you should clearly label these theories/strategies in your lesson plans. An example would be to write "SDAIE" in the lesson plan where it is applicable. Also be clear and specific when writing lesson plans so that anyone will be able to take your lessons and replicate them.

Following each lesson plan, include an appendix or **resources list** of all materials used, such as books, art prints, CD's, computer software, videos, handouts, songs, games, activities, discussion questions, web links, rules, etc. If you have had the opportunity to implement any part of your unit, be sure to include reflections on the implementation as well as student samples, if available. (If providing student samples, please use pseudonyms.)

TBD – Lesson Plan Teaching Sessions (30 minutes each group) – TBD

Groups are expected to **teach a portion of one lesson plan** to the class. This **portion should focus on the SDAIE strategies** embedded within that lesson. There should also be evidence of the social justice, equity, and multicultural/multilingual aspects as well. **NOTE: This is not a time for the explanation of the lesson plan and strategies.** Please be prepared to use materials, texts, and other resources specified in the lesson plan.

There will also be an opportunity for each group to display their Social Justice and Equity lessons and materials. Group members will have time to show and briefly discuss other details related to the lessons/project. Tables will be provided for this set up. Class members will review each unit to further analyze its focus, objectives, contents, etc. Group members will discuss/evaluate the unit and provide feedback regarding the lesson's relation to TPE 7 and TPE 15.

F. TPE Reflections/TaskStream (Do not attach to lesson per Instructor's directions.)

Even though we are referencing and seeking to understand several TPEs in this course, you are specifically responsible for writing a reflective statement for TPE 7 and TPE 15 in the TaskStream Electronic Portfolio. **It is important to note that the required, primary artifacts for the TPE 7 and TPE 15 written reflections are the Social Justice and Equity lessons. THERE WILL BE NO EXCEPTIONS.**

Each reflection should be approximately 250-350 words (the goal is to be succinct not to count words). Use the first person pronoun when writing instead of using "the Teacher Candidate." Focus on a description/summarization of the TPE, analysis of attached artifacts and how they demonstrate your understanding of the TPE, and reflection/conclusion sequence. You **must** attach your Social Justice and Equity Thematic lessons as the primary artifact to support your ideas in the reflection for both reflective statements for credit as well. Make sure that the artifacts are accessible to those who will be reading your portfolio in future instances. For this purpose, artifacts must be in Word format. **Do not use zip files.** You may attach other artifacts as secondary artifacts which also support your ideas. When you submit each TPE reflection, you will receive feedback from me. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. Please return to the TPE at another point in your program and make modifications as your understanding deepens.

Each TPE reflective statement must include:

Paragraph 1 - a description/summarization of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)

Paragraph 2 and 3 - an analysis of how the attached artifact(s) is (are) evidence of that learning

Paragraph 4 - a reflection/conclusion describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

You will not receive full points for this assignment if you do not attach accessible artifacts and complete each TPE.

Grading Standards

Assignments and Beginning Point Values

• Attendance	128 points
• Reading Responses (8 @ 3 points each)	24 points
• Multicultural/Multilingual Research Article Review	30 points
• ELD/SDAIE Lesson Observation	10 points
• Social Justice & Equity Lessons/Poster Session/TPE Reflections	36 points
Total before Extra Credit	228 points
• Extra Credit (Optional)	6 points
Total after Extra Credit	234 points

Grading Standards

In this class, all students begin with **228 points**. Points will be deducted from your total, based on the quality of the work turned in for each assignment.

In addition, all students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before class meetings. Unless otherwise negotiated with the instructor, all assignments are to be submitted as specified in class on the due date. **Assignments not submitted on due date will lose credit per day.** Assignments should be typed and double-spaced. Hard copies of assignments will be student or peer evaluated at times.

The following grading scale will be used with the points students have remaining at the end of class:

221-228	A	216-217	B+	203-207	C+
218-220	A-	211-215	B		
		208-210	B-		
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199-202	C	187-196	D	186 and below	F
197-198	C-				

Note: Students are reminded that the College requires completion of this course with a C+ or higher.

All University Writing Requirement

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages). Writing requirements for this class will be met as described in the assignments

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 student 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.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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 College 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.

Schedule/Course Outline

(Timeline, subject and reading assignments are subject to change pending on needs of students. Note that if and when there is a problem in understanding assignments and content, please see the instructor in a timely manner.)

Date	Topic <i>(Tentative)</i>	Assignments Due This Session
Session 1 Friday, September 21, 2007	Course Overview Identifying English Learners Getting to Know Our English Learners Preparing our Classrooms for English Learners Multicultural Literature	Reading Response #1 to WebCT6 by 5:30pm
Session 2 Saturday, September 22, 2007	Teaching English Learners First and Second Language Acquisition Pedagogical Theories	Reading Response #2 to WebCT6 by 8:00am
Session 3 Friday, October 19, 2007	Social Justice & Equity Pedagogical Theories History of Bilingual Education Educating Language Minority Students	Reading Response/WebCT6 Discussion #3 to WebCT6 by 5:30pm
Session 4 Saturday, October 20, 2007	Social Justice & Equity Lessons – Planning Teaching English Learners	Reading Response #4 to WebCT6 by 8:00am M&M Presentations in class
Session 5 Friday, November 2, 2007	Social Justice & Equity Lessons – Planning Pedagogical Theories Teaching English Learners TPE 7 – Teaching English Learners	Reading Response/WebCT6 Discussion #5 to WebCT6 by 5:30pm M&M Presentations in class
Session 6 Saturday, November 3, 2007	Social Justice & Equity Lessons – Planning Teaching English Learners TPE 15 – Social Justice & Equity	Reading Response #6 to WebCT6 by 8:00am M&M Presentations in class
Session 7 Friday, November 16, 2007	Social Justice & Equity Lessons Teaching English Learners Language Learning For English Learners	Reading Response/WebCT6 Discussion #7 to WebCT6 by 5:30pm M&M Presentations in class ELD/SDAIE Lesson Observation Due to WebCT6 by 5:30pm
Session 8 Saturday, November 17, 2007	Social Justice and Equity Lessons Presentation Next Steps Closure and Celebration	Reading Response #8 to WebCT6 by 8:00am Social Justice & Equity Thematic Lessons due in class by 8:00am TPE 7 and TPE 15 hard copy due in class

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration