CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Fall 2006

EDMS 543 (Cohort Poway) –Mathematics Education in Elementary Schools
Thursday: 8:00 A.M. – 2:15 P.M. (Valley School - Poway)
CRN: 42641

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Office Hours: Thurs.: 7:30 A.M. – 7:55 A.M.

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 focuses on how children develop mathematical understanding; children's mathematical thinking; curriculum development; methods, materials, planning, organization and assessment in various elementary school curricula; and curriculum integration. Methods of cross-cultural language and academic development are integrated into the course.

Course Prerequisites

(Admission to the Multiple Subject Credential Program is a prerequisite. Semesters 1-2 of the Integrated Bachelor of Arts and Multiple Subject Credential Program and the consent of the Program Coordinator are also prerequisites.

Course Objectives

1. Using reflective writings, teacher candidates will provide ongoing evidence of good depth of understanding as well as application to the classroom, of chosen ideas from weekly assigned readings.

2. Using the interview process to apply the pedagogical content knowledge that is being learned in the course, teacher candidates will improve their use of inquiry for assessment purposes by focusing on students' thinking about mathematics to better understand elementary level students with different understandings and plan appropriate interventions.

3. By merging theory and practice in order to enable their future students to understand a mathematical topic and make connections among ideas related to this topic, teacher candidates will participate in the design, construction, and presentation of a reform-minded mathematical activity that focuses on students' mathematical thinking.

4. By compiling an effective list of resources on a predetermined math topic, teacher candidates will demonstrate evidence that they are able to provide students with access to a balanced and comprehensive mathematics curriculum that promotes and enhances student learning and

understanding, and provides conceptual understanding of the logic and structure of mathematics, problem-solving skills, and computational and procedural skills.

5. By reflecting on and weaving what has been learned in the course during the semester regarding mathematics standards, reform-minded mathematics ideas, constructivist teaching and learning methods which enhance how children think and problem solve, teacher candidates will analyze the curriculum that is currently being implemented in their practicum classroom.

FOCUS QUESTIONS

These focus questions will serve as a guide throughout this course. They will direct our thinking and study as we learn more about teaching children mathematics. When you complete this course, you should have knowledge, understanding, and experiences that will help you answer these questions:

1. How do children develop mathematical understanding, competence, and confidence?
2. How does the culture of the classroom affect mathematical communication and learning?
3. How does the teacher help all children become successful in learning mathematics?
4. How will you continue to develop your mathematical understanding, confidence, and competence?
5. How does the teacher analyze the curriculum in relation to State Mathematical Content Standards?

Unique Course Requirements

Students will be required to have access to children in grades K-6 for the purpose of conducting a series of math interviews to learn about how children think and problem solve.

Each student will be required to implement and videotape a lesson in his or her observation classroom.

Required Texts

- Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (6th ed). Boston: Pearson Education, Inc.
  ISBN: 0-205-48392-5
  The text has a companion Web site at: http://wps.ablongman.com/ab_vandewalle_math_5.

- California Department of Education (2000). *Mathematics framework for California public schools, kindergarten through grade twelve* (2000 Revised Ed.). Sacramento, CA: Author. This document can be found on the WWW at: http://www.cde.ca.gov/re/pn/fd/documents/mathematics-frame.pdf. The Web site contains a downloadable PDF file. There are also copies in the library for checkout**.**

- Choate, J. S. (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs* (4th ed). Boston: Allyn and Bacon

You are required to access the following Web sites and materials for this course.

- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Author. This document can be found at: http://standards.nctm.org/

- Star Test Blueprints for Standards Items (grades 2-7) http://www.cde.ca.gov/ta/tg/sr/documents/bpcstmath2to7.pdf

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)

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:

CTC Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis in this course:

- **Standard 3**: Relationship between Theory and Practice
- **Standard 4:** Pedagogical Thought and Reflective Practice
- **Standard 5:** Equity, Diversity and Access to the Core Curriculum for All Children
- **Standard 8A:** Pedagogical Preparation for Subject-Specific Content Instruction by MS Candidates (Mathematics)

Teacher Performance Expectation (TPE) Competencies:

Primary Emphases:

- TPE 1a-Subject Specific Pedagogical Skills for MS Teaching (Mathematics)
- TPE 2-Monitoring Student Learning During Instruction

Secondary Emphases:

- TPE 3-Interpretation and Use of Assessments
- TPE 4-Making Content Accessible
- TPE 5-Student Engagement
- TPE 6a-Developmentally Appropriate Practices in Grades K-3

- TPE 6b-Developmentally Appropriate Practices in Grades 4-8
- TPE 6d- Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment
- TPE 7-Teaching English Learners
- TPE 8-Learning About Students
- TPE 9-Instructional Planning
- TPE 10-Instructional Time
- TPE 11-Social Environment
- TPE 13-Professional Growth
- TPE 14-Educational Technology in Teaching and Learning

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).

If you miss one class session or are late (or leave early) more than two sessions, you cannot receive a grade of "A". If you miss one and a half class sessions, your highest possible grade is a "C+".

If possible, please discuss with the instructor any extenuating circumstances that will cause you to miss class prior to your absence. Attendance will be taken at each class session. Furthermore, grades on assignments turned in late will be lowered unless **prior arrangements** have been made with the instructor. Absence is no excuse for not turning in assignments, as they may be sent electronically (e-mail) to the instructor.

Students with Disabilities Requiring Reasonable Accommodations

Students 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 and Grading Standards

ASSIGNMENTS (The relative weight for each assignment is indicated as a percentage of the total course grade)

Detailed assignment guidelines and scoring rubrics (course packet) will be provided electronically to each student for all written assignments below. The course calendar/topics schedule is attached to this syllabus.

Reading Assignments

(15%) - Each week students will write a "meaningful" paper on the material assigned to be read for that week. Each assignment will be worth 5 points. These writings should be one page in length (use an "11" font, line spacing of 1.5, with **only** your name and class session number as a heading), and should clearly articulate your thoughts **on the assigned readings** and how you might **specifically apply** what you learned from the articles as a teacher in the classroom. Please do not repeat verbatim from the readings. **Other assignments may be given that will substitute the written reflection but not the reading assignment.** These will require more than 1 page in length.

Student Interviews (Critical Assessment Task – CATs)

(20%) - You and one of your classmates will conduct three different student interviews based on questions provided in class. Each interview is worth 5 points. For each interview, you will pose mathematical problems to any one student at a predetermined grade level. The purpose is to get you to begin thinking about students' mathematical understanding, to learn how to effectively pose questions, and interpret the meaning of students' answers, and to provide you with an opportunity to interact with students.

Mathematical Resources & Lesson (Critical Assessment Task – CATs)

(30%) – You will first compile resources on a predetermined mathematical topic (15%) and then design a lesson that you will present and videotape in an elementary class (15%). The purpose of this activity is to help you learn how to design effective mathematical activities, to provide you with an opportunity to begin compiling mathematical resources, and to provide an opportunity for you to practice teaching mathematics in an authentic classroom setting.

Curriculum Assignment (Critical Assessment Task – CATs)

(20%) – You and another student will review the mathematics curriculum currently being used in your classroom (e.g., a textbook) at one grade level and write a short paper that investigates the curriculum alignment with the CA Content Standards and current high stakes assessments. Students will also provide their general thoughts and concerns related to the curriculum (e.g., how the curriculum might need to be altered to make strong connections between mathematical concepts and procedures).

Individual Creative Projects

(10%) – Literature book**:** Develop (conceptualize and draft) a children's literature book that can be used to teach a mathematics concept and present it to the class. As a part of your personal and professional growth, you will begin to understand the context of how to design materials that provide access to all students and stimulate students' imagination in facilitating the learning of mathematics.

Active Participation, Collaboration, and Professionalism

(5%) - Defined as actively engaging and contributing in all class discussions and activities, students will be evaluated daily. In addition, students participate in math menu activities and group alternative algorithm activities. A positive attitude is an important component for establishing the definition for active participation and collaboration. In addition, the student will be expected to exhibit professional behavior and demeanor at all times.

All University Writing Requirement

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). **The writing requirement for this course will be met through weekly writings, student interview analyses, the creation of a lesson plan and mathematical resources, and the curriculum analysis assignment.**

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 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."

GRADING SCALE: Grades for this course will be based on the following grading scale:

A..... …93% - 100 %
A-……..90% - 92%

B+……..88% - 89%
B..... 83% - 87 %
B-…….. …... 80% - 82%

C+……..78% - 79%
C..... 73% - 77 %
C-……..70% - 72%

Exemplary "A" Students:

- Demonstrate serious commitment to their learning, making full use of the learning opportunities available and searching out the implications of their learning for future use.
- Complete all assignments thoroughly and thoughtfully toward the goal of developing in-depth math projects.
- Make insightful connections between all assignments and their developing overall understanding of mathematical concepts; they continually question and examine concepts in a genuine spirit of inquiry.
- Students show a high level of achievement of course goals.

"B" Students:

- Simply comply with the course requirements and expectations.
- Complete all assignments, usually thoroughly and thoughtfully.
- Usually connect assignments to their developing overall understanding of mathematical concepts; may be satisfied with accepting their learning as it is received without deeply examining concepts or seeking a higher level of understanding.
- Students show reasonable achievement of course goals.

"C" Students:

- Demonstrate an inconsistent level of compliance to course requirements and expectations.
- Complete all assignments with limited thoroughness and thoughtfulness.
- Make limited connections between assignments and their developing overall understanding of mathematical concepts; may not be open to examining concepts on a deeper level and may actually dismiss the importance of such inquiry.
- Attempt, but show limited progress in achieving course goals.

Remember! You are required to maintain a B average (3.0 GPA) in your teacher education courses to receive a teaching credential in the State of California.

Curriculum Review Assignment

EDMS 543

	Developing	Nearly Meets	Meets	Exceeds
TPE 1, 1a Subject Specific Pedagogical skills for MS Teaching Assignment (Teaching Mathematics in a MS Assignment)	Candidate's analysis of the curriculum will demonstrate little to no understanding of how to teach the state adopted academic content standard in mathematics.	Candidate's analysis of the curriculum will demonstrate some understanding of how to teach the state adopted academic content standard in mathematics.	Candidate's analysis of the curriculum will demonstrate considerable understanding of how to teach the state adopted academic content standard in mathematics.	Candidate's analysis of the curriculum will demonstrate exceptional understanding of how to teach the state adopted academic content standard in mathematics.
TPE 4 Making Content Accessible	Candidate's analysis of the curriculum will demonstrate little to no understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum.	Candidate's analysis of the curriculum will demonstrate some understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's analysis of the curriculum will demonstrate considerable understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's analysis of the curriculum will demonstrate exceptional understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum
TPE 6, 6a, 6b Developmentally Appropriate Teaching Practices in Grades K-3 & 4-8	Candidate's analysis of the curriculum will demonstrate little to no understanding in the use of developmentally appropriate teaching practices.	Candidate's analysis of the curriculum will demonstrate some understanding in the use of developmentally appropriate teaching practices	Candidate's analysis of the curriculum will demonstrate considerable understanding in the use of developmentally appropriate teaching practices	Candidates's analysis of the curriculum will demonstrate exceptional understanding in the use of developmentally appropriate teaching practices

Secondary TPE's for this Assignment

- TPE 9 – Instructional Planning
- TPE 10 – Instructional Time

Lesson Presentation Assignment

EDMS 543

	Developing	Nearly Meets	Meets	Exceeds
TPE 1, 1a Subject Specific Pedagogical skills for MS Teaching Assignment (Teaching Mathematics in a Multiple Subject Assignment)	Candidates' lesson plan and presentation demonstrates little to no understanding of how to teach the state adopted academic content standard in mathematics	Candidates' lesson plan and presentation demonstrates some understanding of how to teach the state adopted academic content standard in mathematics	Candidates' lesson plan and presentation demonstrates considerable understanding of how to teach the state adopted academic content standard in mathematics	Candidates' lesson plan and presentation demonstrates exceptional understanding of how to teach the state adopted academic content standard in mathematics
TPE 4 Making Content Accessible	Candidates' lesson plan and presentation will demonstrate little to no understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' lesson plan and presentation will demonstrate some understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' lesson plan and presentation will demonstrate considerable understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidates' lesson plan and presentation will demonstrate exceptional understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum
TPE 6, 6a, 6b Developmentally Appropriate Teaching Practices – Grades K-3 & 4-8	Candidates' lesson plan and presentation will demonstrate little to no understanding in the use of developmentally appropriate teaching practices.	Candidates' lesson plan and presentation will demonstrate some understanding in the use of developmentally appropriate teaching practices.	Candidates' lesson plan and presentation will demonstrate considerable understanding in the use of developmentally appropriate teaching practices.	Candidates' lesson plan and presentation will demonstrate exceptional understanding in the use of developmentally appropriate teaching practices.

Secondary TPE's for this Assignment

- TPE 2 – Monitoring Student Learning During Instruction
- TPE 5 – Student Engagement
- TPE 9 – Instructional Planning
- TPE 10 – Instructional Time
- TPE 11 – Social Environment

Lesson Resources Assignment

EDMS 543

	Developing	Nearly Meets	Meets	Exceeds
TPE 4 Making Content Accessible	Candidates' resources and descriptions will demonstrate little to no understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.	Candidates' resources and descriptions will demonstrate some understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.	Candidates' resources and descriptions will demonstrate considerable understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.	Candidates' resources and descriptions will demonstrate exceptional understanding of how instructional resources can help provide all students with access to a balanced and comprehensive curriculum.

Secondary TPE's for this Assignment

- TPE 1a – Subject-Specific Pedagogical Skills for MS Teaching Assignments (Teaching Mathematics in a MS Assignment)
- TPE 5 – Student Engagement

Student Interviews Assignment

EDMS 543

	Developing	Nearly Meets	Meets	Exceeds
TPE 1, 1a Subject Specific Pedagogical skills for MS Teaching Assignment (Teaching Mathematics in a Multiple Subject Assignment)	Candidate's assessment and recommendations from the student interview demonstrates little to no understanding of how to teach the state adopted academic content standard in mathematics	Candidate's assessment and recommendations from the student interview demonstrates some understanding of how to teach the state adopted academic content standard in mathematics	Candidate's assessment and recommendations from the student interview demonstrates considerable understanding of how to teach the state adopted academic content standard in mathematics	Candidate's assessment and recommendations from the student interview demonstrates exceptional understanding of how to teach the state adopted academic content standard in mathematics
TPE 2 Monitoring Student Learning During Instruction	Candidate's assessment and recommendations from the student interview demonstrates little to no understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidate's assessment and recommendations from the student interview demonstrates some understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidate's assessment and recommendations from the student interview demonstrates considerable understanding of how to monitor student learning and how to effectively make use of this information when teaching.	Candidate's assessment and recommendations from the student interview demonstrates exceptional understanding of how to monitor student learning and how to effectively make use of this information when teaching.
TPE 3 Interpretation and Use of Assessments	Candidate demonstrates little to no understanding of how to effectively assess students' content knowledge through the use of student interviews.	Candidate demonstrates some understanding of how to effectively assess students' content knowledge through the use of student interviews.	Candidate demonstrates considerable understanding of how to effectively assess students' content knowledge through the use of student interviews.	Candidate demonstrates exceptional understanding of how to effectively assess students' content knowledge through the use of student interviews.
TPE 4 Making Content Accessible	Candidate's recommendations from the student interview demonstrates little to no understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's recommendations from the student interview demonstrates some understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's recommendations from the student interview demonstrates considerable understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum	Candidate's recommendations from the student interview demonstrates exceptional understanding in the use of pedagogical strategies that will provide all students access to the mathematics curriculum

Secondary TPE's for this Assignment

- TPE 5 – Student Engagement
- TPE 6, 6a, 6b – Developmentally Appropriate Practices in Grades K-3 & Grades 4-8.
- TPE 8 – Learning about Students and TPE 9 – Instructional Planning

Date	Topic and Assignments (Tentative)	Readings
Session 1A 8.24.06 Part 1	Introduction to Mathematics Education Developing Mathematical Understanding Characteristics of Effective Classrooms: Overview of Instructional Practices	2 - Exploring What It Means to do Mathematics 3 -Developing Understanding in Mathematics
Session 1B	Problem Solving Math Content Standards (CA and NCTM): Introduction	4 -Teaching Through Problem Solving
Session 2A 8.31.06	CA Mathematics Content Standards **Group presentations of assigned standards**	This document is available on: http://www.cde.ca.gov/re/pn/fd/documents/mathematics-frame.pdf.
Session 2B	Assessment – Connecting Instruction with Assessment Interviews How Children Learn Through Problem-Solving Development: Cognitively Guided Instruction	6 – Building Assessment into Instruction 5 - Planning in the Problem-Based Classroom
Session 3A 9.07.06	Special Populations: Creating Inclusive Classrooms **Article summary/critique on Math and Special Needs due**	7 - Teaching Mathematics Equitably to All Students; Article per student's choice
Session 3B	Number Sense I: What it Means and How We Can Help Children Develop It. Number Sense II: Classification of Word Problems for Addition and Subtraction **Practice Interview Due**	9 - Developing Early Number Concepts and Number Sense 10 - Developing Meanings for the Operations
Session 4A 9.14.06	How All Children Can Construct Efficient Mental Tools for Fact Mastery.	11 - Helping Children Master the Basic Facts
Session 4B ** 1	Number Sense III: Developing Understanding of Place Value **Place Value Interview due** **Place Value Lesson Presentation**	12 - Whole-Number Place-Value Development
Session 5 9.21.06 ** 2	Demonstration of Curriculum Assignment Number Sense IV: Developing Flexible Methods of Computation, Mental Strategies, and Estimation. **Addition/Subtraction OR Multiplication/Division interview due (turn in only one interview)** **Add/Subtraction OR Multiplication/Division lesson presentation**	13 - Strategies for Whole Number Computation 14 – Computational Estimation with Whole Numbers
Session 6A 9.28.06 ** 3	Fractions Constructing Understanding of Fractions; Fraction Computation **Fraction interview due** **Fraction lesson presentation**	16 -Developing Fraction Concepts 17 - Computation with Fractions
Session 6B ** 4	Measurement - Customary and Metric system **Measurement interview due** **Measurement lesson presentation**	20 -Developing Measurement Concepts
Session 7A 10.05.06 ** 5	Geometry – Developing Geometric Reasoning and Spatial Sense **Geometry interview due** **Geometry lesson presentation**	21 - Geometric Thinking and Geometric Concepts
Session 7B ** 6	Probability & Data Analysis – Developing meaningful experiences Exploring concepts of chance, simple and independent events **Probability & Data Analysis interview due** **Probability & Data Analysis lesson presentation** **Last day to turn in curriculum assignment** **Taskstream Posting**	23 - Exploring Concepts of Probability 22 – Concepts of Data Analysis
Session 8 10.12.06 ** 7	Algebraic Reasoning and Functions – Exploring patterns, variables, and equations. Developing function concepts. **Algebra lesson presentation** Equation Tiles – grades 4-6 Algebra Lab Gear- grades 6-8 **Presentation of Creative Projects**	15 – Algebraic Thinking: Generalizations, Patterns and Functions 19 – Proportional Reasoning 24 – Concepts of Exponents, Integers, Real Numbers
Technology	This competency will be infused throughout the course. Use this chapter as an ongoing reference.	8 – Technology & School Mathematics

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 both English language development and 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

Lesson Plan Format

I. CONSIDERATIONS BEFORE THE LESSON

Facts about the Learners

Who are my students and how do they learn?
What forms of communication do my students use?

Content/Context

Content area(s) or discipline(s)
Grade level(s)
Content standards addressed
Lesson's Objectives
Prior knowledge and skills

Product/Assessments

In what varied authentic ways will students demonstrate accomplishment of the objectives?
What criteria will you use to judge students' success for each objective?

Management/Discipline Considerations

What materials and resources are needed?
How will you incorporate technology?
How will you handle the room arrangement?
How will you handle student grouping?
How will you handle student transitions and misbehavior?

II. OPENING THE LESSON/ *INTO*

Anticipatory Set - How will you motivate and focus students?

III. PROCESS/STEPS OF INTRUCTION/ *THROUGH*

A. Teacher Input

1. How will you describe and model skills?
2. How will you provide examples and non-examples?
3. How will teach to the objective(s)?
4. How will you actively involve all students?
5. What will the teacher do?
6. What will the student do?

B. Guided Practice

1. How will students practice alone?
2. How will you check for understanding?
3. What will your interventions consist of if the objectives are not being met?

C. Independent Practice/Formative Assessment

What benchmark criteria will you look for to assess if students are meeting the objectives?

D. Closure/Summative Assessment

How will you have students summarize their learning?
How will you assess students have met the objectives?

IV. AFTER THE LESSON/*BEYOND*

A. Transfer

How will your structure opportunities for students to continue practice and transfer learning?

B. Reflection

1. What went well in the lesson and was it relevant and worthwhile?
1. What evidence do you have that the lesson went well?
2. What changes will you make to enhance learning?
3. What benefits do these changes have for the students and your effectiveness as a teacher?