CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 543 - Teaching Mathematics in the Elementary School (3 units)
CRN 21994 • San Marcos Elementary School • Monday 7:30 a.m. – 2:15 p.m.
Spring 2008 • First Half Term Session

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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:
Learning to teach mathematics for understanding and equity is a challenging process. Therefore, students must expect that this course will provide the initial foundation of one's professional development as a teacher of elementary school mathematics. This course engages students in: (1) ongoing, critical reflection upon one's experiences, observations, and beliefs regarding (a) what it means to teach, learn, and do mathematics as well as (b) who can learn mathematics and/or be successful in school mathematics; (2) developing a beginning knowledge base of problem-based (i.e., Standards-based) pedagogical approaches to teaching elementary school mathematics including general instructional techniques and content-specific strategies; (3) learning the developmental trajectory of children's mathematical thinking in the various content areas, with specific emphasis on number and operations; (4) respecting and examining children's mathematical thinking and reasoning as a means for ongoing assessment of understanding and informing instruction/teacher questioning and; (4) planning, facilitating, and reflecting on a problem-based mathematics lesson.

Course Prerequisites:
Admission to the College of Education.

Course Objectives:
Students are expected to: (1) deepen one's understanding and appreciation of the mathematics content taught at the elementary level, including number and operations (e.g., number sense), algebra, geometry, measurement, and data analysis and probability; (2) identify and recognize one's own perceptions regarding (a) what it means to teach, learn, and do mathematics and (b) who succeeds in mathematics, and also critically reflect on the implications these understandings may have on one's teaching practice and, consequently, elementary student outcomes (i.e., affective, cognitive/academic, social); (3) actively engage in course readings, activities, discussions, classroom observations, and teaching episodes and critically reflect within and across these experiences with particular attention to implications for mathematics teaching practice and outcomes for children, (4) become familiar with the National Council of Teachers of Mathematics (NTCM, 2000) *Principals and Standards for School Mathematics* and California Department of Education's (2005) *Mathematics Framework for California Public Schools*, (5) develop a growing facility to appropriately respect, value, examine, build upon, and promote children's mathematical thinking from a meaningful, sense-making, and problem-based standpoint; (6) develop an initial understanding of children's content specific thinking as well as increase one's knowledge and effective use of appropriate problem-based pedagogical strategies, professional resources, and educational tools to foster children's conceptual understandings, strategies and reasoning skills in meaningful contexts; and (7) develop/deepen a disposition toward teaching mathematics for understanding and equity and begin to build one's capacity to understand, design, engage in, and reflect upon problem-based instructional practice that aims to promote children's mathematical thinking/reasoning and support positive outcomes for diverse students.

Required Materials:

- Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (6th Ed.). Boston: Pearson Education, Inc.
- California Department of Education (2005). *Mathematics framework for California public schools: Kindergarten through grade twelve*. Sacramento, CA: Author. This document can be found at http://www.cde.ca.gov/ci/ma/cf/index.asp.
- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: Author. An overview of this document can be found at http://standards.nctm.org/ (NCTM members have full access)
- TaskStream account.
- ***Additional readings provided by professor.***

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

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).*

For this class, if you miss three class sessions (there are two sessions in a day; a total of 16 class sessions in the term), your highest possible grade will be a B+. If you miss 5 or more class sessions, your highest possible grade is a "C+". Late arrivals, including returning to class late from breaks, and early departures will affect your final grade. Absences do not change assignment due dates. Please contact me regarding any extenuating circumstances that will cause you to miss class *prior* to your absence. Attendance will be taken at each class session.

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:

Participation and Disposition (10%) – Students are expected to **actively** participate in discussions, group work, presentations, and hands-on activities throughout the course. A positive professional disposition includes a willingness to: examine critically one's beliefs regarding mathematics content, teaching, learning, and students (including their families and communities); consider and discuss different ideas, perspectives, and approaches to mathematics pedagogical practice in light of the goals of the course and the Mission of the College of Education; be open to and consider constructive feedback; commit seriously to learning and improving one's teaching practice, specifically with an aim to develop one's capacity to teach mathematics for understanding and equity, and; acknowledge that one's professional development is a continual learning process, and, hence, participation in this course marks the beginning of one's journey. Maintaining a sense of humor and exhibiting behavior and communicative skills that demonstrate tact, respect, and sensitivity to how one's patterns of participation (or lack thereof) or messages may be received (e.g., the degree to which one's participation contributes meaningfully and productively to class discussions or activities) are also important elements of professional disposition.

Assignments:

I. The following activities are designed to (1) develop students' understanding of **problem-based mathematics instruction** and capacity to **teach mathematics for understanding**, and (2) support students' emerging knowledge of the **development of children's mathematical thinking** in particular content areas. *For the following three assignments, you will work in the same grade-level group of 3 or 4 students to:*

I.A. Analyze and present an existing problem-based mathematics lesson/task. (Group Presentation, 15% of course grade)

I.B. Analyze and present an existing curriculum artifact that your group will revise into a problem-based mathematics lesson/task. (Group Presentation, 15% of course grade)

I.C. Create, implement, and reflect upon an original problem-based mathematics lesson. (Problem-Based Lesson Plan, 10%; Reflection Narrative, 15% of course grade)

General Guidelines for **Assignments I.A.**

Each group will select a lesson to analyze with respect to the foundational chapters in the Van de Walle text (chapters 3-7) and the relevant content chapter assigned to the group. For Assignment I.A., problem-based lessons should come from either ***Teaching Children Mathematics*** (this is a professional journal that can be found in the periodical section of the Kellogg library, QA135.A6) or from http://illuminations.nctm.org/**Lessons**.aspx (there is also an "Activities" link on the Illuminations website, but for this assignment, you must use something from the "Lessons" link). The group will plan a 30-minute presentation using the following criteria:

(1) include an overview of the lesson (including grade level, content area);
(2) include a statement with brief explanation of which NCTM and CDE standards (i.e., as stated in the National Council of Teachers of Mathematics & California Department of Education documents) the lesson addresses;
(3) clearly articulate to what extent the lesson reflects the following AND include evidence from the lesson/task to support the group's claims:
    (3a) teaching for understanding (ch. 3),
    (3b) planning and teaching through problem-based instruction (ch. 4 & 5)
    (3c) knowledge of appropriate conceptual development and children's thinking in the content area (based on the mathematics content chapter assigned to the group); that is, how does this lesson reflect your assigned chapter's content regarding how children develop conceptual understandings in the given mathematics content area (be specific)? (ch. - the content chapter assigned to your group)
        (3c.i.) Specify what mathematical understandings the lesson draws upon (what knowledge does the lesson presume the children have?); make connections directly back to the Van de Walle text,
        (3c.ii.) Specify what mathematical understandings the lesson is attempting to develop and compare/contrast this to what is expressed in your assigned chapter; make connections directly back to the Van de Walle text where there are similarities/differences; and
    (3d) assessment built into instruction (ch. 6), and
    (3e) teaching for equity (ch. 7); and
(4) engage the class members in aspects of the lesson (be mindful of your time limits, your group may only be able to have the class participate in a portion of the lesson); HINT: you can address all the points in (3) above before presenting (4) or you can do (3) and (4) simultaneously, and

(5) provide suggestions for modifying or strengthening the lesson and/or share points of praise based on the group's examination of the lesson and reflections shared regarding items under 3a-3e above.

General Guidelines for **Assignment I.B.**

Each group will select one lesson/task from an existing curriculum (this artifact should be taken from a mathematics textbook from one of your group member's observation/participation classroom placement) to analyze with respect to the foundational chapters in the Van de Walle text (chapters 3-7) and the relevant content chapter assigned to the group. The group will then suggest how the selected lesson/task can be revised so that it reflects more so a problem-based instructional approach to learning mathematics. The group will plan a 30-minute presentation using the following criteria:

(1) include an overview of the selected original lesson (including grade level, content area);
(2) include a statement with brief explanation of which NCTM and CDE standards (i.e., as stated in the National Council of Teachers of Mathematics & California Department of Education documents) the lesson addresses;
(3) propose how the lesson could be revised/modified to make it more problem-based, and thus reflect more the foundational ideas expressed in the early chapters of Van de Walle (chapters 3-7); clearly articulate to what extent the modified lesson reflects the following AND include evidence from the revised-lesson/task to support the group's claims; (Note: It is appropriate to use a compare/contrast approach when addressing the following items; for example, you can say, "Whereas the original task …., the revised task ….." as you talk about each item below):
    (3a) teaching for understanding (ch. 3),
    (3b) planning and teaching through problem-based instruction (ch. 4 & 5)
    (3c) knowledge of appropriate conceptual development and children's thinking in the content area (based on the mathematics content chapter assigned to the group); that is, how does this lesson reflect your assigned chapter's content regarding how children develop conceptual understandings in the given mathematics content area (be specific)? (ch. - the content chapter assigned to your group)
        (3c.i.) Specify what mathematical understandings the lesson draws upon (what knowledge does the lesson presume the children have?); make connections directly back to the Van de Walle text,
        (3c.ii.) Specify what mathematical understandings the lesson is attempting to develop and compare/contrast this to what is expressed in your assigned chapter; make connections directly back to the Van de Walle text where there are similarities/differences; and
    (3d) assessment built into instruction (ch. 6), and
    (3e) teaching for equity (ch. 7); and
(4) engage the class members in aspects of the revised lesson (be mindful of your time limits, your group may only be able to have the class participate in a portion of the lesson); HINT: you can address all the points in (3) above before presenting (4) or you can do (3) and (4) simultaneously.

General Guidelines for **Assignment I.C.**

Each group will create, implement, and reflect upon an original problem-based lesson. The purpose of this activity is to engage students in considering the communities of their learners as a setting in which to situate a problem-based mathematics lesson, designing effective problem-based mathematics instruction, teaching mathematics for understanding and equity in an authentic classroom setting, examining/assessing children's mathematical thinking, and observing and critically reflecting upon a (set of) mathematics classroom teaching/learning experience(s). Further details regarding this assignment will be given in class. **This assignment will help students address TPE 1a.**

II. The following activities are designed to (1) develop students' understanding of the **development of children's mathematical thinking** in particular content areas, (2) engage students in the **on-going process of examining children's mathematical thinking** as a means to inform instruction, and (3) foster students' capacities to **respect, value, examine, build upon, and promote children's mathematical thinking** from a meaningful, sense-making standpoint. *The following two assignments are to be completed individually:*

II.A. Examining children's mathematical thinking. (Analysis-Interview-Analysis Narrative, 10% of course grade)
II.B. Examining children's mathematical thinking. (Analysis-Interview-Analysis Narrative, 15% of course grade)

General Guidelines for **Assignments II.A. & II.B.**

Students will employ the "Here's What, So What, Now What" (HW, SW, NW) analytic process to examine a child's mathematical thinking as evidenced in the child's responses to a task or set of tasks. Students will obtain an artifact of a child's mathematical thinking to examine. Possible artifacts include class work, homework, a test/quiz, responses to

an interview protocol, or even an audio/video recording of a child responding to a task or teacher questioning. Once an artifact has been obtained, students will engage in the following process of examining children's mathematical thinking: (1) identify which standards (i.e., as stated in the National Council of Teachers of Mathematics & California Department of Education documents), intended and/or perceived, are being addressed in a given mathematical task; (2) analyze a child's mathematical thinking (as expressed in verbal, written, and/or kinesthetic responses) using the "Here's what, So what, Now what?" framework/process; (3) draw upon appropriate content-focused chapter readings (ch.9-23) to inform this analytic process; (4) use information from an analysis of the child's thinking (again, with reference to appropriate chapter readings on relevant content areas) to formulate subsequent questions to pose to the focus child to both (a) clarify the student's understanding of the child's mathematical thinking and reasoning and (b) push the child's mathematical thinking forward by posing a new problem-based question/task; (5) use the questions developed in 'step (4)' to conduct a follow-up interview with the focus child using appropriate strategies; (6) apply the HW, SW, NW framework to analyze the child's thinking resulting from the follow-up interview; (7) propose subsequent questions or problems to pose and thus identify conceptual understandings that future instruction should target based on the analysis; (8) critically reflect upon one's analysis and interviewing experience (e.g., suggest different questions to pose to child in light of reflecting upon the follow-up interview). [Note: The follow-up interview must be audio/videotaped for later analysis (again using the HW, SW, NW process), reflection, and reporting purposes. The recording of this interview will not be submitted to the instructor unless otherwise notified.] Further details regarding these assignments will be given in class. **These assignments will help students address TPE 2.**

III. Teacher Performance Expectation (TPE) Submissions - This assignment is in fulfillment of requirements necessary to obtain the Multiple Subject Credential. Each student is required to demonstrate that she/he has met the expectations outlined in TPE 1a (Mathematics) and TPE 2 by submitting reflection statements and supporting artifacts as evidence on TaskStream. (Quality of TPE Reponses, each 5% of course grade)

Further information about the assignments will be given in class. Students are responsible for ensuring that assignments are submitted correctly and on time. Late assignments will receive a reduction in points unless *prior arrangements* have been made with the instructor.

Summary of Assignments with Grade Weights

Responsibility/Assignment	**Points**	**%**
Participation & Disposition (See also **Attendance Policy***)*	40	10
Group assignments:		
I.A. Analyze and present an existing problem-based mathematics lesson/task.	60	15
I.B. Analyze and present an existing curriculum artifact that your group will revise into a problem-based mathematics lesson/task.	60	15
I.C. Create, implement, and reflect upon an original problem-based mathematics lesson.	40	10
i. Problem-Based Lesson Plan	60	15
ii. Reflection Narrative		
Individual Assignments:		
II.A. Examining children's mathematical thinking.	40	10
II.B. Examining children's mathematical thinking.	60	15
III. Teacher Performance Expectation (TPE) Submissions:		
i. TPE-1a (Mathematics)	20	5
ii. TPE 2	20	5
Total	**400**	**100**

Grading Scale:
Please remember that your main goal in the course should be to learn. Concentrate on learning and developing your capacity to best meet the needs of the students you will serve one day. Be learning-focused and not grade-driven.
Grades 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%
D	60 - 69%	F	Below 60%

Course evaluation primarily reflects a student's understanding of the fundamental concepts emphasized throughout the course (content) and, to a lesser degree, a student's hard work (effort). The extent and quality of which a student can demonstrate her/his learning of the core ideas underlying this course (i.e., the concepts of problem-based mathematics instruction [teaching mathematics for understanding] & respecting and examining children's mathematical thinking and reasoning [teaching mathematics for equity]) as evidenced in completed assignments will be reflected in the student's final evaluation.

All University Writing Requirement:
The writing requirement will be met through the following course assignments: reading reflections, student interviews, and lesson plan with reflection.

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.

Electronic Communication Protocol:
Electronic correspondence is a part of preservice teacher's professional interactions. It is expected that students will use their assigned CSUSM email accounts for all electronic correspondence in this course. If you need to contact the instructor, email is often the easiest way to do so. It is the instructor's intention to respond to all received emails in a timely manner. Emails sent over the weekend will be addressed during the early portion of the following business week. Please be reminded that email 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 email and on-line discussion messages sent to 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.

Electronic Communication Protocol (cont.):

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.

Email Correspondence Guidelines
Please use the following template in the subject box of your email message, Subject: **EDMS543 YourName Question/Concern**

Miscellaneous:

Please keep cellular phones on quiet mode and be mindful of food use, consumption, and proper disposal. The use of laptops is permitted for taking notes for this course. Extraneous use of laptops can be distracting to members of the class.

Tentative **Course Outline**

Date	Topic	Assignment Due
Sessions 1a & 1b **January 28**	• Welcome/Introductions • Critically reflecting on our school mathematics experiences • Course Overview, Group Sign-ups	Coordinate meeting times/schedule with group members
Sessions 2a & 2b **February 4**	• Teaching for understanding through problem-solving • Planning problem-based instruction • Creating a problem-based task • Introduction to NCTM and CDE Standards	**Read:** - Van de Walle chapters 3, 4, 5 - Article: "Never Say Anything A Kid Can Say!" (Reinhart, 2000) **Review:** - Appendix A & B in Van de Walle text (NCTM Content and Professional Standards) - CDE Mathematics Content Standards (online)
Sessions 3a & 3b **February 11**	• Examining Student thinking • Teacher Questioning • Teaching for Equity • **Examining Children's Mathematical Thinking Assignment #1** (Start in-class)	**Read:** - Van de Walle chapters 6 & 7 - Book Chapter: "Teacher Questions + Student Language + Diversity = Mathematical Power" (Campbell & Rowan, 1997) - Article: "Mathematics Learning and the Latino Student: Suggestions from Research for Classroom Practice" (Khisty, 2002) **Bring Student artifact from your Observation /Participation placement** **Group Problem-Based Lesson Plan Topic Proposal Due**
Sessions 4a & 4b **February 18** **Note: SME will be closed for President's Day. Location for class TBD.**	Ch. 9 - Developing early number sense Ch. 10 - Meanings for the Operations Ch. 11 - Basic Facts Mid-point course evaluation	**Read:** - Van de Walle chapters 9, 10, 11 **Examining Children's Mathematical Thinking Assignment #1 Due (Assign. II.A.)**
Sessions 5a & 5b **February 25**	Ch. 12 - Whole-Number Place-Value Development ***a) Presentation I.A.*** ***b) Presentation I.B.*** Ch. 13 - Strategies for Whole-Number Computation Ch. 14 - Computational Estimation ***a) Presentation I.A.*** ***b) Presentation I.B.***	**Read:** - Van de Walle chapters 12, 13, 14 **Draft of Problem-Based Mathematics Lesson Due**

Sessions 6a & 6b **March 3**	Ch. 16 - Developing Fraction Concepts ***a) Presentation I.A.*** ***b) Presentation I.B.*** Ch. 17 - Computation with Fractions ***a) Presentation I.A.*** ***b) Presentation I.B.*** Ch. 15 - Algebraic Thinking	**Read:** - Van de Walle chapters 15 (pp. 259-281), 16, 17 **Examining Children's Mathematical Thinking Assignment #2 Due (Assign. II.B.)**
Sessions 7a & 7b **March 10**	Ch. 18 - Decimal and Percent Concepts & Computation ***a) Presentation I.A.*** ***b) Presentation I.B.*** Ch. 19 - Proportional Reasoning ***a) Presentation I.A.*** ***b) Presentation I.B.*** Ch. 22 - Concepts of Data Analysis	**Read:** - Van de Walle chapters 18, 19, 22 *Implement Problem-Based Lesson Plan this week*
Session 8a & 8b **March 17** **Location for class**	Ch. 20 - Developing Measurement Concepts ***a) Presentation I.A.*** ***b) Presentation I.B.*** Ch. 21 - Geometric Thinking ***a) Presentation I.A.*** ***b) Presentation I.B.*** Final Course Evaluation	**Read:** - Van de Walle chapters 20, 21, 22 **Problem-Based Mathematics Lesson Plan with Reflection Due (Assign. I.C.)** **TPE Reflections Due**

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