



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Table with 2 columns: Course Information and Professor Information. Rows include Course Number (EDUC 654 (01)), Title (Biliteracy Education II: Methodology and Cultural Contexts), CRN Number (20832), Days (Wednesdays), Time (5:30 - 8:15 PM), Course Location (MARK 210), Semester / Year (Spring 2016), Professor (Ana M. Hernández, Ed.D.), Phone ((760) 750-8507), E-Mail (ahernand@csusm.edu), Office (UNV 400), and Hours (by appointment).

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
Promote and foster social justice and educational equity
Advance innovative, student-centered practices
Inspire reflective teaching and learning
Conduct purposeful research
Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

CFA Statement

The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at www.calfac.org, including http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf.

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COURSE DESCRIPTION | DESCRIPCIÓN del CURSO

Este curso, llevado a cabo en español, aborda la metodología bilingüe y los contextos culturales para la educación bilingüe y el bilingüismo en las escuelas públicas de California. La teoría, la pedagogía y los principios de la adquisición del segundo idioma se examinan incluyendo inter e intra-comunicación, la transferencia y la interrelación de los dominios del lenguaje. El curso explora el papel socio-político, histórico y económico que los latinos y la cultura latina como la implicación para el aprendizaje y la enseñanza en las escuelas públicas de California y los Estados Unidos.

Course Prerequisites

Admission to a School of Education Teacher Credential Program or hold a valid CA Teaching Credential.

Course Objectives | Objetivos del curso

1. Entender la interrelación entre los cuatro dominios del lenguaje (escuchar, hablar, leer y escribir) y conocer las formas y funciones del lenguaje
2. Planificar, desarrollar, implementar y evaluar la instrucción del contenido con estándares de la lengua primaria (español) y el segundo idioma (inglés)
3. Emplear una variedad de estrategias de enseñanza y evaluación, correspondientes a los niveles de competencia lingüística de los estudiantes, que fomentan habilidades para el pensamiento crítico
4. Desarrollar una comprensión del conocimiento de la comunicación intercultural y la interacción de los estudiantes por medio de una educación que es sensible a sus lenguajes y culturas

5. Evaluar, seleccionar, utilizar y adaptar materiales que han sido adoptados por el estado o contienen estándares comunes (Common Core State Standards), así como otros materiales suplementarios
6. Demostrar la capacidad de utilizar una variedad de criterios para la selección de materiales de instrucción, para evaluar el contexto local apropiado y aumentar los recursos cuando no son disponibles
7. Desarrollar conocimientos de los candidatos sobre las tradiciones, los oficios, el estatus y los patrones de comunicación entre diversas culturas, países de origen y en los Estados Unidos
8. Desarrollar una comprensión de las relaciones e interacciones interculturales o intraculturales, así como las contribuciones de la cultura de énfasis en California y los Estados Unidos
9. Conocer los principales acontecimientos históricos, políticos, económicos, religiosos y educativos que influyen en las experiencias de socialización y aculturación de grupos diversos en California y los EE.UU.
10. Demostrar un conocimiento del país/países de origen, incluyendo las barreras geográficas, y los patrones demográficos y lingüísticos, y las formas en que éstos afectan a las tendencias de la migración, la inmigración y el asentamiento en los Estados Unidos

Unique Course Requirements

None.

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Reyes, M. (2011). *Words were all we had: Becoming biliterate against the odds*. NY: Teachers College Press. ISBN 978-0807751800.

Nazario, S. (2014). *Enrique’s journey*. NY: Random House Trade Paperbacks. ISBN 978-0812971781.

Cougar Course/Library Material Available – online text

Otras lecturas sobre la educación bilingüe, el bilingüismo y la metodología se encuentran en nuestro Curso Cougar. Vean las lecturas asignadas en nuestro calendario del curso al final de este plan de estudios.

Links Posted on Cougar Course

- Free Download CA Common Core en Español <https://commoncore-espanol.sdcoe.net/Home>
- Free Download 2012 English Language Development Standards for California Public Schools K-12 from the CDE website at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Free Download Appendices A-D and Glossary from 2012 ELD Standards at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Free Download Adopted *ELA/ELD Framework* Chapters at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- Free Download CA Common Core State Standard, California Department of Education Common Core at www.cde.a.gov/re/cc
- Free *eStandards* – California Common Core and ELD State Standards app

TaskStream Account

You will need a TaskStream account to upload your Bilingual Authorization signature assignments. Login is BLA15-16. See course assignments to determine which ones need to be uploaded to TaskStream.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to (SWBAT):

- SWBAT understand the interrelationship between the four domains of language (listening, speaking, reading and writing) and know the forms and functions of language through a unit plan development.
- SWBAT plan, develop, implement and evaluate instruction content standards in primary language (Spanish) and the second language (English) through a thematic unit plan and TPE 16 reflection..
- SWBAT use a variety of teaching strategies and evaluation for levels of language proficiency of students, fostering critical thinking skills through a thematic unit plan and reading reflections.
- SWBAT develop a comprehensive knowledge of intercultural communication and interaction of students through education that is sensitive to their languages and cultures through a thematic unit plan and photo story.
- SWBAT evaluate, select, use and adapt materials that have been adopted by the state or contain common standards (Common Core State Standards) and other supplementary instructional materials through a thematic unit lesson plans.
- SWBAT demonstrate the ability to use a variety of criteria for the selection of instructional materials, to assess the appropriate local context and increase resources when they are not suitable or available through readings and reflections.
- SWBAT develop knowledge of the candidates on the traditions, crafts, status and patterns of communication between different cultures, countries and the United States through research paper and presentation.
- SWBAT develop an understanding of intracultural and intercultural relations or interactions, as well as contributions to the culture of emphasis on California and the United States through readings and reflections.
- SWBAT know the major historical events, political, economic, religious and educational influence of socialization and acculturation experiences of various groups in California and the US through research paper and presentation.
- SWBAT demonstrate knowledge of the country / countries of origin, including geographical barriers, and demographic and linguistic patterns, and the ways in which they affect migration trends, immigration and settlement in the United States through research paper and presentation.

MA IN EDUCATION PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

- **PSLO 1: Professional Dispositions** (EDUC 602, 622 & prior to enrollment in EDUC 698)
- **PSLO 2: Leadership Skills** (EDUC 602)
- **PSLO 3: Analyze Research** (EDUC 622)
- **PSLO 4: Integrate Research** (EDUC 698)

Authorization to Teach English Learners

La autorización para enseñar a estudiantes que aprenden inglés como segunda lengua

Este programa de certificación ha sido específicamente diseñado para preparar a los maestros en la diversidad de las lenguas que se encuentran en las escuelas públicas de California. La autorización para enseñar a los estudiantes que aprenden inglés como segunda lengua (English Learners) se cumple a través de la infusión de contenidos y experiencias dentro del programa de credencial/certificación, así como cursos adicionales. Los estudiantes que completen con éxito este programa reciben una credencial con la autorización para enseñar a estudiantes que aprenden inglés como segunda lengua (English Learners). (*Approved by CCTC in SB 2042 Program Standards, August 02*)

BILINGUAL AUTHORIZATION TEACHER PREPARATION PROGRAM

Este curso se ajusta a las siguientes normas para el Programa de Preparación de Maestros con Autorización Bilingüe (*Bilingual Authorization Teacher Preparation Program*):

Standard 4: Bilingual Methodology (partially fulfilled in this course)

Estándar 4: La metodología bilingüe (parcialmente cumplida en este curso)

El programa de preparación de maestros bilingües prepara a los candidatos bilingües para comprender la interrelación entre los cuatro dominios del lenguaje (escuchar, hablar, leer y escribir) y conocer las formas y funciones del lenguaje. El programa también prepara a los candidatos para planear, desarrollar, implementar y evaluar los estándares alineados con la instrucción de la lengua materna, el segundo idioma y el contenido. Los candidatos están preparados para emplear una variedad de estrategias de enseñanza y evaluaciones correspondientes a los niveles de competencia lingüística de los alumnos, que promuevan las habilidades del pensamiento crítico. El programa asegura que los candidatos bilingües adquieran un conocimiento de los modelos de enseñanza bilingüe, las estrategias de enseñanza y los materiales adecuados para la instrucción y la evaluación.

Además, el programa desarrolla la comprensión de los candidatos bilingües en el conocimiento de la comunicación intercultural y la interacción lingüística. El programa de preparación de maestros bilingües además prepara a los candidatos a evaluar, seleccionar, utilizar y adaptar materiales adoptados y aprobados por el estado de CA, así como otros materiales de instrucción suplementaria. El programa ofrece oportunidades para que los candidatos demuestren la capacidad de utilizar una variedad de criterios para la selección de materiales de instrucción, para adaptar los materiales y las maneras apropiadas de usarlos en sus contextos locales y para aumentar los recursos que no sean aptos o disponibles.

Standard 5: Culture of Emphasis

Estándar 5: Cultura de Énfasis

El programa de preparación para maestros bilingües desarrolla el conocimiento de los candidatos sobre las tradiciones, los oficios, el estatus y los patrones de comunicación de la cultura de énfasis como parte de la experiencia en el país o países de origen y en los Estados Unidos. Se incluyen en ese conocimiento la comprensión de las relaciones e interacciones interculturales, intraculturales, así como las contribuciones de la cultura de énfasis en California y los Estados Unidos. También se incluye el conocimiento de los principales acontecimientos históricos, políticos, económicos, religiosos y educativos que influyen en las experiencias de socialización y aculturación de los grupos beneficiarios en California y los EE.UU. Los candidatos demuestran conocimiento del país/países de origen, incluyendo las barreras geográficas, patrones demográficos y lingüísticos, y las formas en que éstos afectan las tendencias de la migración, la inmigración y el asentamiento en los Estados Unidos.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for 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:

TPE 16: Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue "An Advanced Certificate in Biliteracy Education," entailing preparation on addressing the needs of English learners while demonstrating proficiency in English and Spanish. Candidates, upon completion of the program, will be able to know and apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs. It is expected that candidates will become experts in program design, curriculum development, implementation, and evaluation of program effectiveness. Candidates will also become knowledgeable in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development. It is the expectation of this Certification that the primary languages will be maintained and enhanced as a second language is added in an effort to create students who are proficient in two languages.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

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

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

GENERAL CONSIDERATIONS | CONSIDERACIONES GENERALES

School of Education Attendance Policy

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

For this course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Arriving late or leaving early by more than 20 minutes to class counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence. Unless extraordinary circumstances are made known, this is not negotiable.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

For this class: 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.

Plagiarism

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

Students with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every 3-unit course at the university, including this one, must have a writing requirement of at least 2500 words.

Course Format

This course format is offered in a traditional face-to-face instruction following a 16-week cycle.

Use of Technology

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

During week days, I will respond to emails within 24-48 hours of receipt, but possibly later on weekends or holidays / vacations. Students should use e-mail provided by the university and must check their email and Cougar Course at least 2 times a week to check the website of the course - weekly agendas & announcements, submit assignments, check grades, participate in a forum / survey, contact the teacher or students. They must also have a picture of his/her face posted on the Cougar Course student profile.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Note: Professor reserves the right to change, add to, or delete any material or assignment from the course.

Course Assignments – Asignaturas para el curso

- | | |
|---|-----------|
| • Asistencia, participación y disposición profesional (discreción del instructor) | 10 puntos |
| • 4 Reflexiones de lectura (5 puntos cada una) | 20 puntos |
| • Fotovoz: Mi Cultura e Identidad | 20 puntos |
| • Ensayo de evento histórico – Migración a EE.UU. | 15 puntos |
| • Mini-unidad temática (BLA – estándar 4) | 15 puntos |
| • TPE 16 – Bialfabetización (BLA – estándar 2) | 10 puntos |
| • Proyecto iEARN/Orillas (Global Network) | 10 puntos |

total 100 puntos

Grading Standards and Policy on Late/Missed Work

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 the class meeting. Assignments should be typed and double-spaced. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. **Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).**

95 –100 A	90 – 94 A-
87 - 89 B+	83 – 86 B
80 – 82 B- (minimal passing grade)	77 – 79 C+
73 – 76 C	70 – 72 C-

This course is a graduate level course; therefore the minimal passing grade is a B-. Also the minimum grade is needed to remain in the Bilingual Authorization Program. It is highly recommended that students take the CSET LOTE III – Spanish Language before starting the program.

DESCRIPTION OF ASSIGNMENTS | DESCRIPCIÓN DE ASIGNATURAS

Las sesiones de clase se publicarán semanalmente en la página red del curso (Cursos Cougar)..

Attendance, Professional Disposition, and Class Participation Asistencia, disposición profesional y participación en clase

10 puntos

La expectativa es que van a asistir a todas las sesiones de clase preparados para participar activamente en las actividades, grupos, intercambio de ideas, diversos puntos de vista y temas relacionados con las lecturas asignadas. Por favor, consulte las directrices de la Póliza de Asistencia de la Escuela de Educación **School of Education Attendance Policy** y los requisitos de asistencia para este curso. Los maestros acreditados son evaluados en "sus funciones y responsabilidades" por sus administradores. La puntualidad, la asistencia, la colaboración con los colegas y la profesionalidad son elementos de la evaluación. Su disposición profesional está relacionada con la forma en que se comporta en clase y el respeto mutuo. Por favor, comunique cualquier asunto de asistencia o de la disposición personal directamente con la profesora. También, mantenga un registro de su asistencia y asignaturas este semestre.

Dispositions and Disposition Rubric for the School of Education, CSUSM

<http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html>

Four Reading Reflections - 4 reflexiones de lectura (5 puntos cada una) puntos

20

Estándar 4- Metodología bilingüe; Estándar 5 – Cultura

Las reflexiones sobre sus lecturas se deben entregar en las fechas indicadas en el esquema del curso. Envíen copias electrónicas de los cuatro análisis de lectura en nuestro Curso Cougar. Las reflexiones deben incluir:

Una reflexión de las lecturas (no un resumen – ya la profesora y tus colegas han leído el texto), incluye las conexiones que se pueden hacer entre las ideas que presenta el texto y la enseñanza para los estudiantes, con ejemplos específicos de tus experiencias durante las observaciones o práctica clínica en las escuelas, tutorías u otras experiencias personales en diversos entornos. Conecta la lectura con ejemplos (evidencia) del texto. Citen el texto o autor en sus escrituras, por ejemplo (Reyes, 2011, p. 56). Piensen en los conceptos principales y sus entendimientos del texto.

- ¿Cuáles son los métodos, estrategias o ideas que te gustaría poner en práctica? ¿Por qué?
- ¿Qué nuevas ideas surgen de las lecturas? Explica.
- ¿Cuál es la importancia de los conceptos para el maestro o los estudiantes? ¿Por qué?
- ¿Cuál es el motivo que el autor del texto presenta estas ideas? Explica.

Las reflexiones de lectura serán calificadas de acuerdo con la amplitud de la escritura, el análisis de las ideas, la comprensión de los temas, las conexiones de las lecturas con las experiencias de los candidatos, y con aspectos a la instrucción de los estudiantes que aprenden inglés como segunda lengua (English Learners).

Reading Reflection – Rubric Score _____ (5 pts. each)			
Criteria	Credit Range Minimal or None 0-1 pts.	Credit Range Approaching, 2-3pts.	Credit Range Meets 4-5 pts.
Comprehensiveness (1 point)	Response lacked reference to the required readings.	Response referenced some of the required readings.	Response referenced all required readings.
Analysis (2 points)	Response lacked an analysis of the readings.	Response included a partial analysis of the assigned readings.	Response included a comprehensive analysis of the assigned readings.
Insightful Connections (1 point)	No connections were made between the topic(s) and the candidate's experiences with English learners.	A connection was made between the topic(s) and the student's experiences with English learners that did not demonstrate understanding of the application of the reading topic(s) to practice.	Connections were made between the topic(s) and the student's experiences with English learners - demonstrating application to practice.
Conventions (1 point)	Paper written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit reading reflection. Candidate demonstrated none/limited engagement & participation in group discussions in Spanish.	Paper written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit reading reflection. Candidate demonstrated some engagement & participation in group discussions in Spanish.	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit reading reflection. Candidate demonstrated full engagement & participation in group discussions in Spanish.

Photovoice: My Culture and Identity
Fotovoz: Mi Cultura e Identidad
Estándar 5 – Cultura

20 puntos

Parte 1: Mediante el uso de fotografías y la narración contarán su historia personal a través de imágenes visuales. Un auto-estudio es una herramienta poderosa para la comprensión de su propia cultura. Esta actividad proporcionará un objetivo personal en su identidad. Compartirán los relatos de la fotovoz/fotonovela con sus compañeros en clase y quizás con sus futuros estudiantes. Aunque los reportajes se pueden hacer en unos carteles, para nuestra clase vamos a escribirlos en documentos de Word con fotografías. Van a compartir sus trabajos en clase y luego subir su trabajo al Curso Cougar. Puede seleccionar el formato de su fotovoz.

Parte 2: Van a decorar una bolsa de papel con 4 dimensiones de la cultura en cada uno de los lados. Usted puede seleccionar las dimensiones que se correlacionen mejor con sus objetivos culturales como futuro maestro bilingüe. Cada lado debe tener un título, etiquetas y un símbolo o imagen que represente el tema " La lucha por la equidad en la educación. " ¿Cómo se define la equidad y la educación culturalmente sensible? Es posible que desee hacer referencia a Díaz- Rico de (2014), capítulo 9 " La escolarización culturalmente sensibles " (véase Curso Cougar o los libros de texto de EDUC 653) . Va a traer su bolsa a la clase y explicar las dimensiones de la cultura que ha seleccionado para el tema. Compartiremos las bolsas y su fotonovela en pequeños grupos.

Sorpresa dentro de la bolsa: dentro de su bolsa traerá un elemento secreto para compartir que usted tendrá que proporcionar algunas pistas a sus compañeros de clase para que puedan adivinar lo que tiene dentro de su bolsa. Tendrá que explicar qué es y por qué representa un aspecto de su identidad como individuo o un futuro maestro.

Photovoice: My Culture & Identity – Rubric (20 pts.) (Photo story and cultural bag)			
Criteria	Credit Range Minimal or None 0-15 pts.	Credit Range Approaching, 16-17pts.	Credit Range Meets 18-20 pts.
Photo narrative 8 points	Photo story provided a limited view of the candidate's identity/culture in a narrative with accompanying photographs.	Photo story included a fair self-study of candidate's identity/culture in a narrative with accompanying photographs.	Photo story included an excellent self-study of candidate's identity/culture in a detailed and descriptive narrative with accompanying photographs.
Cultural Bag 5 points	Cultural bag lacked appropriate representations of 4 dimensions of culture that included titles, labels, photographs, symbols, and/or other images to represent the topics selected. It also included an item inside the bag to represent the candidate's identity.	Cultural bag included fair representations of 4 dimensions of culture that included titles, labels, photographs, symbols, and/or other images to represent the topics selected. It also included an item inside the bag to represent the candidate's identity.	Cultural bag included excellent representations of 4 dimensions of culture that included titles, labels, photographs, symbols, and/or other images to represent the topics selected. It also included an item inside the bag to represent the candidate's identity.
Oral Presentation 4 points	Fair presentation and explanation of photovoice and cultural bag in Spanish.	Fair presentation and explanation of photovoice and cultural bag in Spanish.	Excellent presentation and explanation of photovoice and cultural bag in Spanish.
Paper Conventions 3 points	Photo story written with various errors in Spanish. Writing distracted the reader's comprehension. Candidate followed none/limited directions on how to structure and submit paper. No APA.	Photo story written with some errors in Spanish. However, writing does not distract the reader's comprehension. Candidate followed some directions on how to structure and submit paper. Partial APA format.	Photo story well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit paper. APA format used throughout paper.

Historical Event Essay & Poster Session

Ensayo de evento histórico y cartel

15 puntos

Estándar 4- Metodología bilingüe; Estándar 5 – Cultura

Para esta tarea van a escribir un ensayo sobre un acontecimiento histórico que describe la manera en que esta ocurrencia dio forma a la historia de un país latinoamericano y cómo dicho evento afectó a los patrones de migración de su gente a los Estados Unidos. Incluyan ejemplos específicos de eventos o situaciones que ustedes piensan formaron a este evento. Asegúrense de situar sus ejemplos en el contexto de la enseñanza y la educación, etc. Relacionen estos ejemplos con las lecturas y discusiones de la clase.

La información se presentará en clase en forma de una galería con carteles sobre el acontecimiento histórico y la migración a los EE.UU. **Esta asignación se puede hacer en pequeños grupos** dividiendo el ensayo en secciones, buscando información/fotografías en el internet, revisando/corrigiendo las escrituras (gramática y ortografía) y componiendo el cartel con títulos y visuales. Si trabajan juntos en grupos, los estudiantes deberán de compartir las responsabilidades de la investigación, el ensayo y la presentación durante la exposición/galería de los carteles. Dividan el trabajo para que sea equitativo para todos. Entregarán su ensayo al Curso Cougar – cada persona tendrá que ponerlo en CC para recibir una calificación.

Consulten la página red de la American Psychological Association (APA) para aprender la forma correcta de escribir un manuscrito universitario con apropiadas referencias. Vayan a <http://www.apastyle.org/electsource.html>.

Historical Event Essay and Poster Session – Rubric Score _____ (15 pts.)			
Criteria	Credit Range Minimal or None 0-8 pts.	Credit Range Approaching, 9-11 pts.	Credit Range Meets 12-15 pts.
Summary of Historical Review 5 points	Historical review limited – the reader could not understand the historical context.	Historical review included a partial summary of events – the reader could somewhat understand the historical context.	Historical review included a full summary of events – the reader can fully understand the historical context.
Analysis of people’s migration 5 points	Historical review lacked analysis of the people’s migration to USA. Included or lacked visuals.	Historical review included a partial analysis of the people’s migration to USA. Including visuals.	Historical review included a full analysis of the people’s migration to USA. Including maps, photographs, or other visuals.
Poster Display & Oral Presentation 3 points	Fair poster session/ display and explanation of findings in Spanish.	Good poster session/ display and explanation of findings in Spanish.	Excellent poster session/ display and explanation of findings in Spanish.
Paper Conventions 2 points	Paper written with various errors in Spanish. Writing distracted the reader’s comprehension. Candidate followed none/limited directions on how to structure and submit summary & analysis. No APA.	Paper written with some errors in Spanish. However, writing does not distract the reader’s comprehension. Candidate followed some directions on how to structure and submit summary & analysis. Partial APA format .	Paper well written with minimal errors in Spanish. Candidate has followed all directions on how to structure and submit summary & analysis. APA format used throughout paper.

Mini Thematic Unit | Mini Unidad Temática

15 puntos

(Course signature assignment – must be also uploaded to TaskStream, Standard 4)

Estándar 4 - Metodología Bilingüe; Estándar 5 – Cultura

Esta es una unidad sobre la enseñanza del español para los hablantes nativos o programas de lenguaje dual, español como segunda lengua (lengua extranjera), o español para hispanohablantes. ¡Tienen muchas opciones! Nuestro objetivo principal es enseñar el español. Para esta tarea se aplicarán las metodologías bilingües discutidas en nuestros cursos (EDUC 653 y EDUC 654) que ocupan el estándar 4 - Metodología Bilingüe y lecturas de nuestros libros y artículos. El plan de la mini-unidad temática debe ser apropiado para la lengua materna de los hispanohablantes y / o hablantes nativos de inglés que aprenden el español como segunda lengua en los grados K-12.

El plan de la unidad consta de 5 clases y 5 evaluaciones. La "unidad" se define como una semana de escuela - 5 días (vea muestras en Cougar Course). Nuestro objetivo es de enseñar el lenguaje y contenido. El contenido será introducir una leyenda, cuento o fábula de los países de habla hispana. **Utiliza la plantilla de la lección que es específica para esta tarea en Cougar Course.** Cada día de la lección no debe ser más de 1 página escrita.

- Día 1 - introduce y enseña la selección de la lectura (habilidades interpretativas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 2 - enseña un aspecto gramatical conectado a la lectura / escritura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?

- Día 3 - enseña en una lección de escritura (habilidades productivas), recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 4 - enseña sobre la cultura del país del cual se inicia la literatura, recuerda que los estudiantes necesitan colaborar (hablar / escuchar). ¿Cómo vas a evaluar el aprendizaje de hoy?
- Día 5 - *Bridging* lección (puente lingüístico) - ¿qué aspecto de esta lección se puede conectar con los dos idiomas para los estudiantes? Recuerda nuestras lecturas de Beeman y Urow en EDUC 653 sobre la conexión lingüística de las lenguas? ELD también puede ser parte de este plan de unidad para los estudiantes, en particular los aprendices de inglés. ¿Cómo vas a evaluar el aprendizaje de hoy?
- Recuerda que debes incorporar la tecnología en tu plan temático.

Opcional - Puedes trabajar con un compañero/a para crear la unidad juntos, pero recibirán la misma calificación en los trabajos. Se recomienda que el trabajo esté claramente dividido equitativamente. Deben de subir el trabajo a Cougar Course y TaskStream para recibir crédito. Este plan de unidad es una evaluación crítica de la Autorización Bilingüe.

Para los estudiantes en EDSS 547 - ustedes pueden utilizar esta misma asignación para la mini-unidad temática para el Curso de Idiomas Mundiales impartido por la Dra. Hernández esta primavera.

IMPORTANTE: Todos los trabajos vencen el día señalado (vea el plan de estudios para la fecha actual). Trabajos que se entreguen tarde, recibirán reducción de puntuación. Esta asignación debe cumplir con el Estándar 4 - Metodología Bilingüe para el Programa de Autorización Bilingüe (vea la rúbrica) y el candidato debe recibir una calificación mínima aprobatoria de una B- (80%). El plan de unidad será tu artefacto para TaskStream - Standard 4.

Mini-Thematic Unit Plan / Presentation Rubric (15 points)			
Criteria	Credit Range Minimal or None 0-9 pts.	Credit Range Approaching, 10-11pts.	Credit Range Meets 12-15 pts.
Lessons follow bilingual educ. pedagogical theories & principles 5 points	Part 1: Candidate knows and applies few of the pedagogical theories, principles, and instructional practices of bilingual educ. Candidate does not comprehend key academic concepts for lesson development.	Part 1: Candidate knows some pedagogical theories, principles, and instructional practices of bilingual education. Candidate partially applies pedagogy in a comprehensive manner. Some of the lesson components are included, but ideas are partially developed or inconsistent .	Part 1: Candidate knows and can apply pedagogical theories, principles, and instructional practices for comprehensive bilingual instruction in Spanish.
Lesson are strongly connected throughout unit 5 points	Part 2: Candidate followed few directions on how to write lessons & lacked connections to the content areas in thematic unit, including assessments. Components are inconsistent in lessons.	Part 2: Candidate followed some directions on how to write lessons & connected some of the content areas in thematic unit, including some assessments. Components are partially developed in lessons.	Part 2: Candidate clearly followed all directions on how to write lessons & strongly connected all content areas throughout a thematic unit approach, including assessments. Components are clearly stated and developed in lessons.
Assessments in unit plan measure content and language objectives 3 points	Part 3: Candidate does not have working knowledge of designing appropriate assessments for each of the lessons. Limited examples included in the unit plan. Lacks appropriate assessments for content and language objectives.	Part 3: Candidate has some working knowledge of designing appropriate assessments for each of the lessons. Some examples included in the unit plan. Assessments partially or inconsistently measure content and language objectives.	Part 3: Candidate knows how to design appropriate assessments for each of the lessons and has included examples in the unit plan. Assessments are excellent measures of content and language objectives.
Guidelines & conventions 2 points	Candidate has followed few directions on how to structure and submit Thematic Unit Plan. Lack of participation in lesson preparation & planning. Lesson written and presented in class with various errors in Spanish that distract the reader's or listener's comprehension.	Candidate has followed some directions on how to structure and submit Thematic Unit Plan. Partial or full participation in lesson preparation & planning. Lesson written and presented in class with some errors in Spanish. However, errors do not distract the reader's or listener's comprehension.	Candidate has followed all directions on how to structure and submit Thematic Unit Plan. Full participation in lesson preparation & planning. Lesson well written and presented in class with minimal errors in Spanish.

TPE 16 – Biliteracy Reflective Statement | Reflexión de Bialfabetización
(Course signature assignment – must be also uploaded to TaskStream, Standard 2)
Estándar 4- Metodología Bilingüe; Estándar 5 – Cultura

10 puntos

Los candidatos escribirán una reflexión utilizando las preguntas relacionadas con las destrezas de TPE 16 – Bialfabetización. Las preguntas corresponden a la experiencia en una clase bilingüe/español durante su clínica práctica (CPI o CPII). La reflexión describirá la forma en que proveyeron las oportunidades equitativas en la educación de los estudiantes en aulas bilingües/español en los grados K-12, incluyendo: a) La aplicación de la pedagogía, teorías y metas de los programas de alfabetización bilingüe; b) Evaluar y atender las necesidades de los estudiantes bilingües; y c) La elaboración de planes de estudio que incluye métodos apropiados para desarrollar la alfabetización bilingüe para estudiantes bilingües.

La reflexión debe incluir estas tres áreas:

1. ¿Cómo abordaste las teorías pedagógicas, principios y prácticas bilingües en tus lecciones?
2. Proporciona evidencia de...
¿Cómo preparaste lecciones que cumplieron con la diversidad lingüística y cultural de los aprendices de inglés en un ambiente bilingüe?
3. ¿Cómo calificarías el dominio (competencia) de tu inglés y español durante tu clínica práctica?

Los candidatos son evaluados en su capacidad lingüística (escalas ACTFL) y el contenido de la información (rúbrica) por el instructor (Tabla Resumen: ILR y ACTFL Escalas de dominio del idioma | Summary Table: ILR & ACTFL Scales of Language Proficiency).

NOTA: Para estudiantes en el programa ICP. Si no has hecho tu clínica practica este año escolar, entonces contesta las preguntas en preparación para tu clínica práctica el año que viene y solamente pon tu escritura en Cougar Course para que recibas una calificación para esta clase. Usa estas preguntas:

1. ¿Cómo abordarás las teorías pedagógicas, principios y prácticas bilingües en tus futuras lecciones?
2. ¿Cómo piensas preparar tus futuras lecciones para que cumplan con la diversidad lingüística y cultural de los aprendices de inglés en un ambiente bilingüe?
3. ¿Cómo vas a seguir practicando tu inglés y español en preparación para tu futura clínica práctica?

Para estudiantes tomando esta clase como electiva, no para la Autorización Bilingüe, pueden platicar con la profesora acerca de esta asignación para modificar algún aspecto o criterio.

TPE 16: Biliteracy

Candidates for the teaching credential who desire advanced certification in the area of biliteracy will be able to pursue *A Bilingual Authorization in Spanish* entailing preparation on addressing the needs of English learners while demonstrating proficiency in English and Spanish. Candidates, upon completion of the program, will be able to know and apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs. It is expected that candidates will become experts in program design, curriculum development, implementation, and evaluation of program effectiveness. Candidates will also become knowledgeable in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development. It is the expectation of this Certification that the primary languages will be maintained and enhanced as a second language is added in an effort to create students who are proficient in two languages.

TPE 16 Reflective Statement – Scoring Rubric (10 points)			
TPE 16 Criteria/Prompts	Credit Range Minimal or None (0-5 pts.)	Credit Range Approaching (6-7 points)	Credit Range Meets (8-10 points)
How do you address pedagogical theories, principles and practices for in your lessons? 3 points	Candidate has limited understanding of how to apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs through additive bilingualism.	Candidate has partial understanding of how to apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs through additive bilingualism.	Candidate fully understands how to apply first and second language pedagogical theories, principles, and instructional practices for biliteracy programs through additive bilingualism.
Provide evidence of... How do you prepare lessons for ELs in a bilingual setting that meets their linguistic and cultural diversity? 4 points	Candidate has limited and narrow understanding of how to prepare lessons for ELs. Candidate provides limited and narrow description of knowledge in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development.	Candidate adequately understands how to prepare lessons for ELs. Candidate adequately provides description of knowledge in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development.	Candidate fully understands how to prepare lessons for ELs. Candidate clearly addresses and provides excellent description of knowledge in assessing and addressing the needs of biliterate students, to include cognition, cultural differences, and language development.
How would you rate your English and Spanish Proficiency? 3 points	Candidate demonstrates limited oral and written proficiency in teaching grade level content in English and Spanish.	Candidate demonstrates good oral and written proficiency in teaching grade level content in English and Spanish.	Candidate demonstrates excellent oral and written proficiency in teaching grade level content in English and Spanish.

Project/Proyecto iEARN/Orillas (Global Network)
Estándar 5 – Cultura

10 puntos

Este proyecto tomará efecto con la Universidad de Loyola Marymount (LMU). El proyecto todavía no se ha decidido entre los directores. Daré más información en clase acerca de este proyecto y la comunicación o actividades entre los futuros docentes. Pending further notice on assignment requirements and rubric.

iEARN (International Education and Resource Network) es una red global que apoya a más de 50,000 maestros y 2 millones de jóvenes en más de 140 países para colaborar a través de proyectos. Desde 1988, iEARN ha sido pionera en el uso de tecnologías interactivas para que los estudiantes puedan participar en proyectos educativos con colegas en otras partes del mundo. Este año estamos participando en el proyecto de iEARN/Orillas llamado KOSKO – *Knowing Our Students, Knowing Ourselves* con futuros maestros bilingües.

iEARN es:

- un ambiente seguro y estructurado en el cual los estudiantes pueden comunicarse
- una comunidad de maestros, profesores y alumnos
- una plataforma para escribir y leer con un propósito
- la oportunidad de aplicar los conocimientos en los proyectos de “aprendizaje-servicio” (service learning)
- una comunidad inclusiva y culturalmente diversa

This scale will be used to score your oral proficiency in Spanish in class and assignments.

Summary Table: ILR & ACTFL Scales of Language Proficiency

Language Skills	Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale Intermediate High (3.5)	American Council for the Teaching of Foreign Language (ACTFL) Advanced Low
Listening	Sufficient comprehension to understand. Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. Can follow some unpredictable turns of thought readily in, for example, informal and formal speeches covering editorial, conjectural, and literary material in subject-matter areas directed to the general listener.	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Speaking	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Has a general vocabulary that is broad enough that he or she rarely has to grope for a word. Has an accent that may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker. Occasional patterned errors occur in low- frequency and highly complex structures.	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Reading	Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. Readers are able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. They typically able to read with facility understand and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual idioms.	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding
Writing	Able to write the language prose styles pertinent to professional/educational needs. Not always able to tailor language to suit audience. Able to write using simple low-frequency complex structures, vocabulary, and express subtleties and nuances. Able to write on some topics pertinent. The writer employs simple organizational patterns. Able to write on all topics normally pertinent to professional / educational needs and on social issues of a general nature. Writing adequate to express his/her experiences.	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

TENTATIVE COURSE SCHEDULE

Tentative Course Schedule EDUC 654 (01) – Biliteracy Education II: Methodology & Cultural Contexts Spring 2016, CRN 20832 Professor: Ana Hernández, Ed. D.		
updated 1/20/16		
Sesiones & fechas	Estándares & Temas Estándar 4 – Metodología Bilingüe Estándar 5 – Cultura	Lecturas y asignaturas para cada semana
Sesión 1 27 de enero	<p>Bilingual Authorization – Standard 4: <i>understand knowledge of intercultural communication and interaction that is linguistically and culturally responsive. Standard 5: understanding of cross-cultural, intercultural and intra-cultural relationships and interactions, as well as contributions of the culture of emphasis in California and the US.</i></p> <ul style="list-style-type: none"> • Descripción general del curso y requisitos para la Autorización Bilingüe • Introducciones • Introducción a la enseñanza de la cultura • Introducir las reflexiones y el proyecto de cultura 	<p>Traer una copia del programa de estudios (syllabus)</p>
Sesión 2 3 de febrero	<p>Bilingual Authorization – Standard 4 - plan, develop, implement and assess standards-aligned content instruction in the primary and target language. And evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.</p> <ul style="list-style-type: none"> • Discutir lectura asignada • Uso de lenguajes en la clase bilingüe • Uso y adaptaciones de materiales que son adoptados por el estado de CA o suplementales • Estándares en español para California 	<p>Buscar en Curso Cougar el capítulo 1 Languages in the Bilingual Classroom (Adelman Reyes & Kleyn, 2010)</p> <p><i>Common Core Español</i> – bajar el informe de http://commoncore-espanol.com/sites/default/files/Grados%20K-5%20Espa%C3%B1ol%20Nacional.pdf</p>
Sesión 3 10 de febrero	<p>Bilingual Authorization – Standard 4 - understand knowledge of intercultural communication and interaction that is linguistically and culturally responsive.</p> <ul style="list-style-type: none"> • Discutir lectura asignada • La cultura en la clase bilingüe • Como crear buena comunicación e interacción en la clase • iEARN/Orillas – conocimiento 	<p>Buscar en Curso Cougar el capítulo 2 Cultures in the Bilingual Classroom (Adelman Reyes & Kleyn, 2010)</p>

<p>Sesión 4 17 de febrero</p>	<p>Bilingual Authorization - Standard 5 - <i>knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the US.</i></p> <ul style="list-style-type: none"> • Contexto para el libro <i>Words Were All we Had: Becoming Bilingual Against the Odds</i> • Introducir la unidad temática • Asesoramientos para la unidad temática • iEARN/Orillas – conocimiento 	<p>Introducción - <i>Words</i> (Luz Reyes, 2011)</p> <p>Entregar: La reflexión #1 de lecturas (Adelman Reyes & Kleyn, 2010) a Cougar Course.</p>
<p>Sesión 5 24 de febrero</p>	<p>Bilingual Authorization - Standard 5 - <i>knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.</i></p> <ul style="list-style-type: none"> • Narrativas Parte 1 del libro <i>Words Were All we Had: Becoming Bilingual Against the Odds</i> • Discutir lectura asignada • <i>Compartir el proyecto de cultura en clase</i> - fotovoz y bolsa cultural • iEARN/Orillas – proyecto 	<p>Parte I - <i>Words</i> (Reyes, 2011)</p> <p>Entregar: Proyecto de cultura (fotovoz y bolsa cultural) a Cougar Course y traerlo a la clase.</p>
<p>Sesión 6 2 de marzo</p>	<p>Bilingual Authorization - Standard 5 - <i>demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.</i></p> <ul style="list-style-type: none"> • Narrativas Parte II del libro <i>Words Were All we Had: Becoming Bilingual Against the Odds</i> • <i>Factores que influyen la socialización y aculturación en EE.UU.</i> • Introducir la asignatura del evento histórico • Trabajar en eventos históricos • iEARN/Orillas – proyecto • Dra. Anne Elsbree – Coordinadora del Programa de Maestría 	<p>Parte II - <i>Words</i> (Reyes, 2011)</p>
<p>Sesión 7 9 de marzo</p>	<p>Bilingual Authorization - Standard 5 - <i>knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.</i> Standard 4 - <i>employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.</i></p> <ul style="list-style-type: none"> • Leer - Narrativas Parte III del libro <i>Words Were All we Had: Becoming Bilingual Against the Odds</i> • Examinar el borrador de tu unidad temática (4 dominios lingüísticos y el puente lingüístico). Hacer los cambios necesarios. • Trabajar en eventos históricos • iEARN/Orillas - proyecto 	<p>Parte III- <i>Words</i> (Reyes, 2011)</p>

<p>Sesión 8 16 de marzo</p>	<p>Bilingual Authorization - Standard 5 - knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.</p> <ul style="list-style-type: none"> • Narrativas Parte IV del libro <i>Words Were All we Had: Becoming Bilingual Against the Odds</i> • Invitada: Autora - Dra. María de la Luz Reyes • iEARN/Orillas – proyecto 	<p>Parte IV - <i>Words</i> (Reyes, 2011)</p>
<p>Spring Break 21-25 de marzo</p>		
<p>Sesión 9 30 de marzo ONLINE</p>	<p>Bilingual Authorization - Standard 4 - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions. Employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.</p> <ul style="list-style-type: none"> • Discusión de la alfabetización funcional y la alfabetización en las materias escolares • iEARN/Orillas – proyecto • Examinar el borrador de tu unidad temática (instrucción y asesoramientos). Hacer los cambios necesarios. 	<p>See reading: Cougar Course: Ch. 4 <i>Functional Literacy</i> (Gregory & Burkman, 2012)</p> <p>Ch. 5 <i>Content Literacy</i> (Gregory & Burkman, 2012)</p> <p>Entregar: La reflexión #2 de lecturas (Reyes, 2011) a Cougar Course.</p>
<p>Sesión 10 6 de abril</p>	<p>Bilingual Authorization - Standard 5 - knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Standard 4 - understand knowledge of intercultural communication and interaction that is linguistically and culturally responsive.</p> <ul style="list-style-type: none"> • Invitado: Simon Silva, Artist (USU - Arts & Lecture) You will need to get a ticket – free online. 	<p>Attend Lecture – USU 6:00 PM Simon Silva – Artist & Writer Arts & Lecture Program</p>
<p>Sesión 11 13 de abril ONLINE</p>	<p>Bilingual Authorization - Standard 4 - Understand the interrelatedness among the four domains of language (listening, speaking, reading, writing) & to know language forms & functions.</p> <ul style="list-style-type: none"> • Gestionar la diversidad de la alfabetización • La alfabetización tecnológica • Anadir algún aspecto tecnológico al borrador de tu unidad temática. Hacer los cambios necesarios. • FYI - All TPAs due this week for TCs acquiring their MS/SS credentials 	<p>See reading: Cougar Course: Ch. 6 <i>Technological Literacy</i> (Gregory & Burkman, 2012)</p> <p>Ch. 8 <i>Managing Diverse Literacies</i> (Gregory & Burkman, 2012)</p>

<p>Sesión 12 20 de abril</p>	<p>Bilingual Authorization - Standard 4 - Have knowledge of bilingual instructional models, instructional strategies & materials to appropriately apply them to their instructional & assessment practices.</p> <ul style="list-style-type: none"> • Introducir la asignatura de TPE 16 • Discutir lectura asignada • Retroalimentación - Compartir los borradores de las unidades temáticas en grupos. • Trabajar en eventos históricos. • iEARN/Orillas – reflexiones • José Melo, maestro de ELD, VCPUSD y graduado con la Autorización Bilingüe 	<p>Chs 1-3 – <i>Enrique’s Journey</i> (Nazario, 2014)</p> <p>Entregar: La reflexión #3 de lecturas (Gregory & Burkman, 2012) a Cougar Course.</p>
<p>Sesión 13 27 de abril</p>	<p>Bilingual Authorization - Standard 4 - employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.</p> <ul style="list-style-type: none"> • Discutir la lectura asignada • Finalizar las unidades temáticas • Trabajar en los eventos históricos • Programa de doble inmersión • iEARN/Orillas – reflexiones • Invitado a clase – no todavía confirmado 	<p>Chs 4-7 – <i>Enrique’s Journey</i> (Nazario, 2014)</p>
<p>Sesión 14 4 de mayo</p>	<p>Bilingual Authorization - Standard 4 - Have knowledge of bilingual instructional models, instructional strategies & materials to appropriately apply them to their instructional & assessment practices.</p> <ul style="list-style-type: none"> • Discutir la lectura asignada en CC • Trabajar en eventos históricos, reflexión y TPE 16. • Invitado a clase – no todavía confirmado 	<p>Chs 8-end – <i>Enrique’s Journey</i> (Nazario, 2014)</p> <p>Entregar: La unidad temática a Cougar Course.</p>
<p>Sesión 15 11 de mayo</p>	<p>Bilingual Authorization - Standard 5 - knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.</p> <ul style="list-style-type: none"> • Presentaciones: Galería de Eventos Históricos • Discutir de lo que hemos aprendido en el curso y las conexiones con tu práctica en las escuelas públicas • ¿Cuáles son tus próximos pasos en tu educación y enseñanza? • Evaluar el curso – EDUC 654 	<p>Entregar: TPE 16 Reflexión. This is an authorization signature assignment – must be uploaded to Cougar Course & TaskStream.</p> <p>Entregar: El evento histórico a Cougar Course.</p> <p>Presentaciones: Galería de carteles en clase</p>
<p>Examen Final</p>	<p>No habrá un examen final para esta clase.</p>	<p>Nada</p>

IMPORTANTE:

Las lecturas son de nuestros textos y los artículos / capítulos adicionales se encontrarán en nuestro Curso Cougar. Por favor, busquen las lecturas adicionales en nuestro Moodle para este curso. También la profesora tendrá la oportunidad de quitar o añadir actividades para cada sesión cuando sea necesario. Habrá sesiones con invitados a la clase que todavía no están designadas en nuestro calendario del curso. Estas se irán añadiendo al curso durante el semestre después que los invitados confirmen sus fechas.

Name: _____

Date _____

Checklist for assignments

EDUC 654

Dra. Hernández

Assignments	Possible Points	Points Earned	Upload assignment to...
Attendance, Participation & Personal Disposition	10 points	Professor's discretion	N/A
Reading Response 1 (Adelman Reyes & Kleyn, 2010)	5 points		Cougar Course
Reading Response 2 (Reyes, 2011)	5 points		Cougar Course
Reading Response 3 (Nazario, 2014)	5 points		Cougar Course
Reading Response 4 (Gregory & Burkman, 2012)	5 points		Cougar Course
Fotovoz: Mi Cultura e Identidad	20 points		Cougar Course
Ensayo de evento histórico – Migración a EE.UU.	15 points		Cougar Course
Mini-unidad temática (BLA – estándar 4) (course signature assignment)	15 points		Cougar Course and Taskstream - Standard 4
TPE 16 – Bialfabetización (BLA – estándar 2) (course signature assignment)	10 points		Cougar Course and Taskstream – Standard 2
Proyecto iEARN/Orillas (Global Network)	10 points		Cougar Course
Total	100 points		

My Notes - Apuntes: