

<b>Course Number</b>	<b>EDUC 654 (01)</b>
<b>Title</b>	<b>Biliteracy Education II: Methodology and Cultural Contexts</b>
<b>CRN Number</b>	<b>21046</b>
<b>Days</b>	<b>Wednesdays</b>
<b>Time</b>	<b>5:30 - 8:20 PM</b>
<b>Course Location</b>	<b>UNV Hall 440</b>
<b>Semester / Year</b>	<b>Spring 2018</b>
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<b>Hours</b>	<b>by appointment</b>

### **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 – Possible Work Stoppage**

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](http://www.calfac.org), including [http://www.calfac.org/sites/main/files/file-attachments/faculty\\_index\\_final\\_2.pdf](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**

Clark-Ibáñez, M. (2017). *Undocumented Latino youth: Navigating their worlds*. Boulder, CO: Lynne Rienner Publishers Inc. ISBN ISBN-13: 978-1626372603.

Gregory, G. H. & Burkman, A. (2012). *Differentiated Literacy Strategies for English Language Learners, Grades K-6*. Thousand Oaks, CA: Corwin.

**Or**

Gregory, G. H. & Burkman, A. (2012). *Differentiated Literacy Strategies for English Language Learners, Grades 7-12*. Thousand Oaks, CA: Corwin.

### **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](http://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 BLA17-18. 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.

### 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 (2017)**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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:

- Foundational TPE: Social Justice and Equity
- TPE as they relate to the Bilingual Authorization Standards
  - TPE 1: Engaging and Supporting All Students in Learning
  - TPE 3: Understanding and Organizing Subject Matter for Student Learning
  - TPE 4: Planning Instruction and Designing Learning Experiences for All Students
  - TPE 5: Assessing Student Learning

### **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 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Choose the TPA Assessment: 1) CalTPA or 2) edTPA, your program/course is using and delete the other.

#### **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](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).

### **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

## **TENTATIVE COURSE SCHEDULE Spring 2018**

**Tentative Course Schedule**  
**EDUC 654 (01) – Biliteracy Education II: Methodology & Cultural Contexts**

updated 1/23/2018

Sesiones & fechas	Estándares & Temas Estándar 4 – Metodología Bilingüe y Estándar 5 – Cultura	Lecturas y asignaturas para cada semana
Sesión 1 24 de enero	<p><b>Bilingual Authorization (BILA) – Standard 4:</b> <i>understand knowledge of intercultural communication and interaction that is linguistically and culturally responsive. Standard 5:</i> <i>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> <p><b>La cultura</b></p> <ul style="list-style-type: none"> <li>• Descripción general del curso y requisitos para la Autorización Bilingüe</li> <li>• Introducciones</li> <li>• La enseñanza de la cultura</li> <li>• Discutir lectura asignada</li> <li>• Introducir las reflexiones y el proyecto cultural</li> <li>• Compartir DL/EL Conf. - participantes</li> </ul>	<p style="color: red;"><b>Traer una copia del programa de estudios (syllabus)</b></p> <p>Hallar en Curso Cougar y leer – vegan preparados: <i>Cultures in the Bilingual Classroom</i> (Adelman Reyes &amp; Kleyn, 2010)</p>
Sesión 2 31 de enero	<p><b>BILA – 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.</b></p> <p><b>La alfabetización tecnológica</b></p> <ul style="list-style-type: none"> <li>• Talleres de padres y familias – alfabetización tecnológica <b>Invitados</b> – Nadia Clayton, Alma Sánchez &amp; Eliseo Higinio, maestros bilingües y facilitadores de padres</li> <li>• Discutir lectura asignada</li> <li>• Uso de lenguajes en la clase bilingüe</li> <li>• Uso y adaptaciones de materiales que son adoptados por el estado de CA o suplementales</li> </ul>	<p>Ch. 6 <i>Technological Literacy</i> (Gregory &amp; Burkman, 2012)</p> <p>Cougar Course: Traigan los formularios para los talleres de padres y familias – sin estos documentos no pueden participar</p> <p style="color: red;"><b>Esta semana entregar la reflexión #1 de lecturas</b> (Adelman Reyes &amp; Kleyn, 2010; Gregory &amp; Burkman, 2012) a CC.</p>
Sesión 3 7 de febrero	<p><b>BILA – Standard 4 - planear, desarrollar, implementar y evaluar los estándares alineados con la instrucción de la lengua materna, el segundo idioma y el contenido.</b></p> <p><b>Lección &amp; Unidad temática</b></p> <ul style="list-style-type: none"> <li>• Discutir lectura asignada</li> <li>• Fonología, morfología, sintaxis en español y la metalingüística</li> <li>• Estándares en español para California</li> <li>• Introducir la unidad temática – demostración y actividad</li> <li>• Asesoramientos para la unidad temática</li> <li>• Visitar el Centro Barahona – Biblioteca</li> </ul>	<p>Hallar en Curso Cougar y leer: <i>Linguistic Foundations of Biliteracy</i> (Kerper Mora, 2016)</p> <p><i>Common Core Español</i> – bajar el informe de <a href="https://commoncore-espanol.sdcocoe.net/">https://commoncore-espanol.sdcocoe.net/</a></p>
Sesión 4 14 de febrero	<p><b>BILA - Standard 4 - conocimiento de los modelos de enseñanza bilingüe, las estrategias de enseñanza y los materiales adecuados para la instrucción y la evaluación.</b></p> <p><b>La educación especial en el contexto bilingüe</b></p> <p>Invitada – Dr. Xochitl Archey, conferenciante CSUSM/SDSU</p> <ul style="list-style-type: none"> <li>• Discusión y actividades sobre los métodos de enseñanza para el español</li> </ul>	<p><i>Approaches to Spanish Language and Literacy Instruction</i> (Kerper Mora, 2016)</p> <p style="color: red;"><b>Esta semana entregar la reflexión #2 de lecturas</b> (Kerper Mora, 2016) a CC.</p>

	<ul style="list-style-type: none"> <li>Trabajar en la unidad temática con profesora y compañeros</li> <li>Feliz Día de los Enamorados</li> </ul>	
Sesión 5 21 de febrero	<p><b>BILA - Standard 5</b> - educational factors that influence the socialization and acculturation experiences of the target groups in California and the U.S.</p> <ul style="list-style-type: none"> <li>Trabajo independiente para los talleres de padres/familias.</li> </ul>	<i>Field Work – visitas con los padres</i>
Sesión 6 28 de febrero	<p><b>BILA - Standard 5</b> - 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.</p> <p><b>La socialización y aculturación</b></p> <ul style="list-style-type: none"> <li>Compartir el proyecto de cultura en clase - fotovoz y bolsa cultural</li> <li>Factores que influyen la socialización y aculturación en EE.UU.</li> <li>Discusión y actividades sobre la alfabetización funcional y el entorno de lecto-escritura</li> <li>Introducir la asignatura del evento histórico</li> </ul>	<p>Ch 2 – Creating a Climate for Literacy (Gregory &amp; Burkman, 2012)</p> <p>Ch. 4 <i>Functional Literacy</i> (Gregory &amp; Burkman, 2012)</p> <p><b>Esta Semana Entregar el proyecto de cultura (fotovoz y bolsa cultural) a CC y traerlo a la clase.</b></p>
Sesión 7 7 de marzo	<p><b>BILA - Standard 5</b> - 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. <b>Standard 4</b> - employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.</p> <p><b>Normas culturales del idioma</b></p> <ul style="list-style-type: none"> <li>Discusión – la alfabetización en otras materias escolares</li> <li>Vocabulario y su desarrollo</li> <li>Examinar la alfabetización el borrador de tu unidad temática (4 dominios lingüísticos y el puente lingüístico).</li> <li>Trabajar en eventos históricos con profesora y compañeros.</li> </ul>	<p>Ch. 5 <i>Content Literacy</i> (Gregory &amp; Burkman, 2012)</p> <p>Ch 7 <i>Innovative Literacies</i> (Gregory &amp; Burkman, 2012)</p>
Sesión 8 14 de marzo	<p><b>BILA - Standard 4</b> - knowledge of bilingual instructional models, instructional strategies &amp; materials to appropriately apply them to their instructional &amp; assessment practices. <b>Standard 5</b> - understand knowledge of intercultural communication and interaction that is linguistically and culturally responsive.</p> <p><b>La enseñanza culturalmente receptiva</b></p> <ul style="list-style-type: none"> <li>Como planear una unidad con equidad y culturalmente apropiada - <b>Invitada: Silvia Alcántara, maestra bilingüe</b></li> <li>Discusión y actividades de la diversidad en la alfabetización</li> <li>Retroalimentación - Compartir los borradores de las unidades temáticas en grupos.</li> </ul>	<p>Hallar en Curso Cougar y leer: <u>Culturally Relevant Pedagogy</u> (Brown-Jeffy &amp; Cooper, 2011)</p> <p>Ch. 8 <i>Managing Diverse Literacies</i> (Gregory &amp; Burkman, 2012)</p> <p><b>Esta semana entregar: La reflexión #3 de lecturas (Brown-Jeffy &amp; Cooper, 2011; Gregory &amp; Burkman, 2012) a Curso Cougar.</b></p>
<b>Spring Break 19-23 de marzo</b>		
Sesión 9 28 de marzo	<p><b>BILA - Standard 5</b> - knowledge of major historical events, political, economic, religious, and educational factors that influence the</p>	<b>Esta semana entregar el borrador a CC:</b> Examinar el borrador de tu unidad temática (instrucción y asesoramientos).



	<p><i>socialization and acculturation experiences of the target groups in California and the U.S.</i></p> <ul style="list-style-type: none"> <li>Trabajo independiente para los talleres de padres/hijos.</li> </ul>	<p>Hacer los cambios necesarios. La profesora te dará retroalimentación y puntuación.</p> <p><i>Field Work – visitas con los padres</i></p>
<p>Sesión 10 4 de abril</p>	<p><b>BILA - Standard 5</b> - 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.</p> <p><b>BILA Lesson Plan Assessment</b> – Project ACCEPT Participantes - pizza, incentives and prizes</p> <ul style="list-style-type: none"> <li>Discusión y actividades de la inmigración</li> <li>Trabajar en los eventos históricos con profesora y compañeros</li> <li>Compartir CABE Conf. - participantes</li> </ul>	<p>Ch1 – <i>Undocumented Immigration</i> (Clark-Ibañez, 2015)</p> <p>Ch2 - <i>Immigration Policy</i> (Clark-Ibañez, 2015)</p>
<p>Sesión 11 11 de abril</p>	<p><b>BILA - Standard 5</b> - <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 CA and the U.S.</i></p> <p><b>Los Indocumentados</b></p> <ul style="list-style-type: none"> <li>Comprendiendo a los estudiantes inmigrantes e indocumentados en nuestras escuelas</li> <li>Discusión y actividades de las lecturas asignadas</li> <li>Trabajar en los eventos históricos con profesora y compañeros</li> </ul>	<p>Ch3 – <i>Elementary School Promise</i> (Clark-Ibañez, 2015)</p> <p>Ch4 – <i>Middle School Paths</i> (Clark-Ibañez, 2015)</p> <p>Ch5 – <i>High School Aspirations</i> (Clark-Ibañez, 2015)</p>
<p>Sesión 12 18 de abril</p>	<p><b>BILA - Standard 4</b> - <i>knowledge of bilingual instructional models, instructional strategies &amp; materials to appropriately apply them to their instructional &amp; assessment practices.</i></p> <p><b>El Lenguaje como derecho humano</b></p> <ul style="list-style-type: none"> <li>Discutir lectura asignada</li> <li>Proposición 227 V. Proposición 58</li> <li>Retroalimentación Final - Compartir los borradores de las unidades temáticas en grupos.</li> <li>Trabajar en los eventos históricos.</li> </ul>	<p>Ch6 – <i>Community college Gateway</i> (Clark-Ibañez, 2015)</p> <p>Hallar en Curso Cougar y leer: <i>Bilingual Against the Odds</i> (Hernández, 2017)</p>
<p>Sesión 13 25 de abril</p>	<p><b>BILA - Standard 4</b> - <i>employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels that foster higher-order thinking skills.</i></p> <p><b>Fundamentos sobre la doble inmersión / Principles of DLE / Tecnología</b></p> <p><b>Invitada</b> – Lorena Guerrero-López, TOSA VCPUSD</p> <ul style="list-style-type: none"> <li>Discutir la lectura asignada – examinar nuestra conciencia crítica por medio de IPAE</li> <li>Trabajar en los eventos históricos</li> </ul>	<p>Hallar en Curso Cougar y leer: <i>Critical Examination for DL Educators</i> (Alfaro &amp; Hernández, 2016)</p> <p>Free - Principles of Dual Language <a href="http://www.cal.org/resource-center/publications/guiding-principles-3">http://www.cal.org/resource-center/publications/guiding-principles-3</a></p> <p><b>Esta semana entregar:</b> La unidad temática final a <b>Cougar Course.</b></p>
<p>Sesión 14 2 de mayo</p>	<p><b>BILA - Standard 4</b> - <i>knowledge of bilingual instructional models, instructional strategies &amp; materials to appropriately apply them to their instructional &amp; assessment practices.</i></p> <p><b>Planificando historias / Mapping Stories</b></p> <ul style="list-style-type: none"> <li>Discutir la lectura asignada – impacto del libro</li> </ul>	<p>Ch8 – <i>Graduation Bittersweet</i> (Clark-Ibañez, 2015)</p> <p>Ch9 – Activism</p>

	<ul style="list-style-type: none"> <li>Compartir las unidades temáticas</li> <li>Trabajar en eventos históricos</li> <li>Trabajar en el reporte de padres y familias</li> <li><b>Invitada: Autora – Undocumented Youth, Marisol Clark-Ibáñez, Profesora CSUSM (abril o mayo)</b></li> </ul>	(Clark-Ibáñez, 2015)  <b>Esta semana entregar</b> la reflexión #4 de lecturas (Clark-Ibáñez, 2015) a CC.
Sesión 15 9 de mayo	<p><b>BILA - 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.</b></p> <p><b>Eventos Históricos</b></p> <ul style="list-style-type: none"> <li>Presentaciones: Galería de Eventos Históricos</li> <li>Discutir de lo que hemos aprendido en el curso y las conexiones con tu práctica en las escuelas públicas</li> <li>¿Cuáles son tus próximos pasos en tu educación y enseñanza?</li> <li>Evaluación del curso – EDUC 654</li> </ul>	<p><b>Esta semana entregar:</b></p> <ul style="list-style-type: none"> <li>Reporte sobre los talleres de padres y familias a <b>Cougar Course</b>.</li> <li>El evento histórico a <b>Cougar Course</b>.</li> </ul> <p><b>Presentaciones 9 de mayo:</b> Galería de carteles en clase</p>
Examen Final	No habrá un examen final para esta clase.	<b>Nada</b>

**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.

**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.                                 | 20 puntos |
| • Mini-unidad temática (BLA – estándar 4)   | 15 puntos |
| • Talleres y reporte de la alfabetización tecnológica con los padres y familias   | 15 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+  
80 – 82 B- (minimal passing grade)  
73 – 76 C

83 – 86 B  
77 – 79 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.

### **Student Collaboration Policy**

Students are required to collaborate in class or on any online discussions. Students must follow the School of Education's professional dispositions and netiquette posted on Cougar Courses. All communication must be respectful and adhere to professional behavior.

### **Final Exam Statement**

There will be no final exam.

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) 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.

## **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)**

**20 puntos**

### **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 (Clark-Ibañez, 2015, p. 56). Piensen en los conceptos principales y sus entendimientos del texto. Estas preguntas los ayudaran a pensar críticamente de las lecturas.

- ¿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.
- ¿Qué fue convincente/impactante de la lectura?
- ¿Qué querían saber más sobre la lectura?
- ¿Cómo impactó la lectura tu práctica actual?

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 aprendices de inglés (English Learners).

<b>Reading Reflection – Rubric Score _____ (5 pts. each)</b>			
<b>Criteria</b>	<b>Credit Range Minimal or None 0-1 pts.</b>	<b>Credit Range Approaching, 2-3pts.</b>	<b>Credit Range Meets 4-5 pts.</b>
<b>Comprehensiveness of Topic (1 point)</b>	Limited discussion of topic. Response lacked reference to the required readings.	Moderate discussion of topic. Response referenced some of the required readings.	Excellent overall discussion of topic. Response referenced all required readings.
<b>Analysis of Topic/Readings (2 points)</b>	Response lacked or provided a limited analysis of the readings.	Response included a partial analysis of the assigned readings.	Response included a comprehensive analysis of the assigned readings.
<b>Insightful Connections to Personal Experiences (1 point)</b>	No connections made between the topic(s) and the candidate's experiences with English learners.	A connection 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.	Various connections made between the topic(s) and the student's experiences with English learners - demonstrating application to practice.
<b>Academic Conventions (1 point)</b>	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**

**20 puntos**

**Estándar 5 – Cultura**

**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 (Culturally Responsive Teaching)? 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.

<b>Photovoice: My Culture &amp; Identity – Rubric (20 pts.) (Photo story and cultural bag)</b>			
<b>Criteria</b>	<b>Credit Range Minimal or None 0-15 pts.</b>	<b>Credit Range Approaching, 16-17pts.</b>	<b>Credit Range Meets 18-20 pts.</b>
<b>Photo narrative 8 points</b>	Photo story provided a limited view of the candidate's identity/culture in a narrative with accompanying photographs.	Photo story included a <b>fair</b> self-study of candidate's identity/culture in a narrative with accompanying photographs.	Photo story included an <b>excellent</b> self-study of candidate's identity/culture in a <b>detailed and descriptive</b> narrative with accompanying photographs.
<b>Cultural Bag 5 points</b>	Cultural bag <b>lacked</b> appropriate representations of 4 dimensions of culture that included titles, labels, photographs, symbols, and/or other images to representing topics. May or may not have item in bag to represent the candidate's identity.	Cultural bag included <b>fair</b> 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 <b>excellent</b> representations of 4 dimensions of culture; included titles, labels, photographs, symbols, and/or other images to represent the topics selected. It included an item inside the bag to represent the candidate's identity.
<b>Oral Presentation 4 points</b>	<b>Fair</b> presentation and explanation of photovoice and cultural bag in Spanish.	<b>Fair</b> presentation and explanation of photovoice and cultural bag in Spanish.	<b>Excellent</b> presentation and explanation of photovoice and cultural bag in Spanish.
<b>Paper Conventions 3 points</b>	Photo story written with <b>various errors</b> 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 <b>some</b> 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 <b>well written</b> 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

**20 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 (guerras civiles, economía, persecución, comunismo, hambre, desastres naturales, pandillas, etc.). Incluyan ejemplos específicos de eventos o situaciones que formaron esta inmigración. Asegúrense de situar sus ejemplos en el contexto de la enseñanza en EE. UU. cuando los estudiantes y sus padres llegan a un nuevo país, no saben el idioma y se enfrentan en un sistema educativo distinto. ¿Qué programas existen en las escuelas americanas para ellos? Relacionen estos ejemplos con las lecturas y discusiones de la clase.

La información se presentará en clase en forma de una galería/exposición 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 con un explicación de cómo repartieron los deberes de la asignación – cada persona tendrá que ponerlo en CC para recibir una calificación.

### Recursos

- **Essay - Latino Immigration en CC.**  
[http://www.nps.gov/latino/latinothemestudy/pdfs/Immigration\\_web\\_final.pdf](http://www.nps.gov/latino/latinothemestudy/pdfs/Immigration_web_final.pdf)
- **Latino Heritage/History – 8 minute video en CC.**  
[http://www.youtube.com/watch?feature=player\\_embedded&v=Hxf3bHY4svM](http://www.youtube.com/watch?feature=player_embedded&v=Hxf3bHY4svM)

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>.

<b>Historical Event Essay and Poster Session – Rubric Score _____ (20 pts.)</b>			
<b>Criteria</b>	<b>Credit Range Minimal / None 0-15 pts.</b>	<b>Credit Range Approaching, 16-17 pts.</b>	<b>Credit Range Meets 18-20 pts.</b>
Summary of Historical Review <b>6 points</b>	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 in the foreign country that led to the migration – the reader can fully understand the historical context.
Analysis of people's migration <b>6 points</b>	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 and other information.	Historical review included a full analysis of the people's migration to USA. Including maps, graphs, means of transportation, geographical areas impacted by immigrants, photographs, or other visuals.
Poster Display & Oral Presentation <b>6 points</b>	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 <b>2 points</b>	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 español**. El contenido será introducir **una leyenda, cuento o fábula de los países de habla hispana. Utiliza la plantilla de las lecciones para la unidad** 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 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 (**punto 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 aprendices de inglés. ¿Cómo vas a evaluar el aprendizaje de hoy?

**Importante:** Recuerda que debes incorporar la **tecnología** en tu plan temático. Incluye los trabajos de la lección: organizadores, marcos de oraciones, vocabulario, hojas de trabajo, asesoramientos, lectura, rubricas, etc. Lo que digas que vas a usar o desarrollar en tu unidad, lo debes incorporar.

**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 del Curso de Idiomas Mundiales este semestre. Trabajen con alguien que también esté en el curso.

**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 <b>5 points</b>	Part 1: Candidate knows and applies <b>few</b> of the pedagogical theories, principles, and instructional practices of bilingual educ. Candidate <b>does not</b> comprehend key academic concepts for lesson development. Lacks knowledge of to tie objectives to lesson.	Part 1: Candidate knows <b>some</b> pedagogical theories, principles, and instructional practices of bilingual education. Candidate <b>partially</b> applies pedagogy in a comprehensive manner. <b>Some</b> of the lesson components are included, but ideas are <b>partially</b> developed or <b>inconsistent</b> with content and language objectives.	Part 1: Candidate knows and <b>can apply</b> pedagogical theories, principles, and instructional practices for comprehensive bilingual instruction in Spanish, including content and language objectives.
Lesson are strongly connected throughout unit <b>5 points</b>	Part 2: Candidate followed <b>few</b> directions on how to write lessons & lacked connections to the content areas in thematic unit, including assessments. Components are <b>inconsistent</b> in lessons.	Part 2: Candidate followed <b>some</b> directions on how to write lessons & connected some of the content areas in thematic unit, including some assessments. Components are <b>partially developed</b> in lessons.	Part 2: Candidate clearly followed all directions on how to write lessons & strongly connected all content throughout a thematic unit approach, including assessments. Components are <b>clearly stated and developed</b> in lessons.
Assessments in unit plan measure content and language objectives <b>3 points</b>	Part 3: Candidate <b>does not</b> have <b>working knowledge</b> of designing appropriate assessments for each of the lessons. <b>Limited</b> examples included in the unit plan. Lacks appropriate assessments for content and language objectives.	Part 3: Candidate <b>has some working knowledge</b> of designing appropriate assessments for each of the lessons. <b>Some</b> examples included in the unit plan. Assessments <b>partially or inconsistently</b> measure content and language objectives.	Part 3: Candidate <b>knows how to design</b> 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 <b>2 points</b>	Candidate has followed <b>few</b> directions on how to structure and submit Thematic Unit Plan. <b>Lack of</b> participation in lesson preparation & planning. Lesson written and presented in class with <b>various</b> errors in Spanish that distract the reader's or listener's comprehension.	Candidate has followed <b>some</b> directions on how to structure and submit Thematic Unit Plan. <b>Partial or full</b> participation in lesson preparation & planning. Lesson written and presented in class with <b>some</b> errors in Spanish. However, errors do not distract the reader's or listener's comprehension. This also includes submitting a draft for professor approval.	Candidate has followed <b>all</b> directions on how to structure and submit Thematic Unit Plan. <b>Full</b> participation in lesson preparation & planning. Lesson <b>well</b> written and presented in class with minimal errors in Spanish. This also includes submitting a draft for professor approval.

**Talleres y reporte de la alfabetización tecnológica con los padres y familias**  
**Estándar 4- Metodología Bilingüe; Estándar 5 – Cultura**

**15 puntos**

Los candidatos participaran en 2 talleres con padres y familias en uno de los distritos (VCPUSD, FUESD u OUSD). Los talleres son para enseñarles a los padres sobre la tecnología móvil. Un maestro del distrito coordinará los talleres y ustedes ayudaran con las lecciones esas noches de 6:00-7:30 PM. Asegúrense de escoger 2 noches de la lista que compartiremos en clase. La profesora proporcionará 2 noches de clases para esta asignatura – el maestro del distrito verificará su asistencia y participación.

**Escojan 2 fechas para participar y deben llenar un permiso de CSUSM:**

- Valley Center-Pauma USD – 2/26, 3/26, 4/23 (Valley Center Public Library – chimenea)
- Fallbrook Union Elementary SD – 2/5, 3/5, 4/2, 5/7 (Maie Ellis Elementary, salón 115)
- Oceanside USD – 2/6, 3/6, 4/3, 5/1 (Reynolds Elementary, salón, B-1)

La profesora hará un horario para la clase.

**IMPORTANTE: Deben llenar los siguientes documentos o no podrán participar:**



1. Travel Request 2018 Form (please refer to the Travel Request Instructions Form for help, specifically the mileage section)
2. Student Conduct Agreement Form
3. Participant Travel Release of Liability Form <http://www.csusm.edu/corp/documents/rm/waiverrelease.pdf>
4. Auto Insurance Certificate Form (please fill out page 3 only, not page 1) [Automobile Insurance Certification \(DOC\)](#)

También, los candidatos escribirán un reporte utilizando las preguntas siguientes después de su participación con los padres y familias. Las preguntas corresponden a la experiencia de los 2 talleres.

**El reporte debe incluir estas tres áreas:**

Proporciona evidencia de...

1. ¿Cuáles fueron los objetivos de las lecciones y como facilitaron ustedes el aprendizaje de los padres/familias?
2. ¿Qué aprendieron ustedes acerca de los entrenamientos? ¿Qué recomendaciones tienen?
3. ¿Cómo involucrarían ustedes a los padres/familias en talleres educativos cuando sean maestros/as?

<b>Parent Workshop Participation and Report – Scoring Rubric (15 points)</b>			
<b>Criteria/Prompts</b>	<b>Credit Range Minimal or None 0-9 pts.</b>	<b>Credit Range Approaching 10-11 pts.</b>	<b>Credit Range Meets 12-15 points</b>
¿Cuáles fueron los objetivos de la lección y como facilitaron el aprendizaje para los padres/familias en un ambiente bilingüe? <b>5 points</b>	Candidate attended 1-2 workshops and provided <b>limited</b> participation in the learning of digital literacy with parents and families. Feedback from district liaison was <b>below satisfactory</b> .	Candidate attended 2 workshops and <b>satisfactorily</b> participated in the learning of digital literacy with parents and families. Feedback from district liaison was <b>satisfactory</b> .	Candidate attended 2 workshops and <b>fully</b> participated and facilitate the learning of digital literacy with parents and families. Feedback from district liaison was <b>excellent</b> .
¿Qué aprendieron ustedes acerca de los entrenamientos?  ¿Qué recomendaciones tienen? <b>5 points</b>	Candidate has <b>limited and narrow</b> understanding of how to work with EL parent and families. Candidate provides <b>limited and narrow</b> description of knowledge in engaging parents in the learning outcomes. Feedback from district liaison was <b>below satisfactory</b> .	Candidate <b>adequately</b> understands how to work with EL parent and families. Candidate <b>adequately</b> addresses and provides description of knowledge in engaging parents in the learning outcomes. Feedback from district liaison was <b>satisfactory</b> .	Candidate <b>fully</b> understands how to work with EL parent and families. Candidate <b>clearly</b> addresses and provides <b>excellent</b> description of knowledge in engaging parents in the learning outcomes. Feedback from district liaison was <b>excellent</b> .
¿Cómo involucrarían a los padres/familias en la educación cuando sean maestros/as? <b>5 points</b>	Candidate demonstrates <b>limited</b> written proficiency and discussion of future parental involvement.	Candidate demonstrates <b>adequate</b> written proficiency and discussion of future parental involvement.	Candidate demonstrates <b>excellent</b> written proficiency and discussion of future parental involvement.

**The following scale will be used to score your oral Spanish proficiency in class and assignments.**

Para las asignaturas y participación en clase 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).

**Summary Table: ILR & ACTFL Scales of Language Proficiency**

<b>Language Skills</b>	<b>Interagency Language Roundtable (ILR) Foreign Service Institute (FSI) Scale Intermediate High (3.5)</b>	<b>American Council for the Teaching of Foreign Language (ACTFL) Advanced Low</b>
<b>Listening</b>	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.
<b>Speaking</b>	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.
<b>Reading</b>	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
<b>Writing</b>	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.
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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	5 points		Cougar Course
Reading Response 2	5 points		Cougar Course
Reading Response 3	5 points		Cougar Course
Reading Response 4	5 points		Cougar Course
Fotovoz: Mi Cultura e Identidad	20 points		Cougar Course
Ensayo de evento histórico – Migración a EE.UU.	20 points		Cougar Course
Mini-unidad temática (BLA – estándar 4) (course signature assignment)	15 points		Cougar Course and Taskstream - Standard 4
Alfabetización tecnológica con los padres y familias – visitas de escuelas	15 points		Cougar Course
<b>Total</b>	100 points		

**GENERAL CONSIDERATIONS | CONSIDERACIONES GENERALES**

**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](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 (course participant) 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**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

Courses with face-to-face instruction (including activity and laboratory modes of instruction) spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that 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.

### **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.

## RUBRIC for Foundational TPE: Social Justice and Equity

Level 1	Level 2	Level 3	Level 4
Candidate demonstrates emerging competence in ability to advocate for social justice and equity. With substantial scaffolding from mentors, candidate demonstrates partial success with using a limited repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates beginning skillfulness in ability to advocate for social justice and equity. With some or little scaffolding from mentors, candidate demonstrates a growing repertoire of strategies to address issues of social justice and equity.	Candidate demonstrates maturing skillfulness in ability to advocate for social justice and equity. With little or no scaffolding from mentors, candidate effectively uses a robust repertoire of specific strategies to address issues of social justice and equity.	Candidate demonstrates refined skillfulness in ability to advocate for social justice and equity. With substantial independence, candidate effectively uses a robust repertoire of specific, individualized strategies to address issues of social justice and equity.
<p><b>Foundational TPE Elements</b></p> <p>Below are behaviors and characteristics that are typical of candidates at each level. Candidates should be scored at the level that <b>best</b> describes their current state of professional development.</p>			
<p>F.1 – Candidate applies general knowledge in engaging in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates emerging competence in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial scaffolding from mentors.</p> <p>F.3 – Candidate follows the mentor’s lead in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>	<p>F.1 – Candidate applies somewhat specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates beginning skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with some or little scaffolding from mentors.</p> <p>F.3 – Candidate takes both supporting and leading roles in co-teaching in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith,</p>	<p>F.1 – Candidate consistently applies specific, appropriate knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates maturing skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with little or no scaffolding from mentors and growing independence.</p> <p>F.3 – Candidate leads co-teaching in most areas in incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>	<p>F.1 – Candidate demonstrates specific, individualized knowledge and ability to engage in the problem posing process – identifying (naming) issues of inequality, critically reflecting on possible solutions, creating and enacting social justice and equitable action plans.</p> <p>F.2 – Candidate demonstrates refined skillfulness in understanding how to apply theories and principles of multicultural education including critical pedagogy and culturally relevant teaching into practice with substantial independence.</p> <p>F.3 – Candidate leads co-teaching in all areas of incorporating effective instructional practices into the curriculum to ensure equitable outcomes for students from diverse backgrounds – taking into consideration language, culture, socioeconomic status, <i>perceived</i> competence/ability, neurodiversity, ethnicity, language, race, socioeconomic level, faith, gender, sexual orientation,</p>

and immigrant status of students and their families.	gender, sexual orientation, and immigrant status of students and their families.	and immigrant status of students and their families.	and immigrant status of students and their families.
F.4 – With significant scaffolding from mentors, candidate begins to collaborate with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.	F.4 – With some or little scaffolding from mentors, candidate somewhat regularly collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.	F.4 – With little or no scaffolding from mentors, candidate consistently collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.	F.4 – With substantial independence, candidate actively collaborates with colleagues, students and families to address issues of social justice, equity and all forms of diversity (including neurodiversity) in the curriculum, school activities, school structure, and home-school relations to ensure equitable outcomes for all students.