

Dr. Luz Yadira Herrera
Spring 2021 Syllabus

COVID-19 related provisions

Health Screening:

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

The Kremen School of Education and Human Development (KSOEHD) is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. The faculty of the Kremen School of Education and Human Development (KSOEHD) fosters the development of the following candidate dispositions: 1) Valuing Diversity, 2) Critical Thinking, 3) Collaboration, 4) Reflection, 5) Professional Ethics, and 6) Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities. For more information on school-wide mission, vision and goals see: <http://www.Cvufresno.edu/kremen/documents/KSOEHDMissionVisionGoals.pdf>

LEE 136 Teaching Content in Spanish

Spring 2021 Synchronous & Asynchronous Virtual Thursdays 4pm-6:50pm	Department of Literacy, Early, Bilingual, Special Education Kremen School of Education & Human Development California State University, Fresno
Course: LEE 136	Instructor: Luz Y. Herrera, Ph.D.

3 Units	Lherrera@mail.fresnostate.edu
Website: https://fresnostate.instructure.com	Office Hours: Mondays 5-7pm & Thursdays 1-4:00pm, or by appointment

Course description:

This course will address: 1) the impact of language and culture on teaching and learning in the elementary school, 2) language acquisition theory, socio-cultural context in teaching and instructional strategies for Emergent Bilinguals in the classroom, and 3) strategies to promote student success, including achievement of Common Core state-adopted content and English Language Development (ELD) standards. The course will also consider the ELD/ELA framework, ELD descriptors adopted by the State of California and Designated and Integrated ELD, 4) how teachers can leverage various language practices of emergent bilinguals.

In addition, teachers will engage in an analysis of biliteracy instructional approaches using bilingual and multicultural children's literature.

Required Course Material

1. Paris, D., & Alim, S.H. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. New York: Teachers College Press.
2. Lara, M. (2017). *Toma la palabra: Enlazando la oralidad y la lectoescritura*. Canter Press.
3. Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principles for Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics. **Free digital download** at:
<http://www.cal.org/resource-center/publications/guiding-principles-3rd-edition-pdf-download>
4. Podcasts to be accessed through your preferred podcast App or through the podcast website (look for this icon: 🗣️ Listen)
5. Articles and other texts to be accessed on Canvas.

Multiple Subject Program Requirements:

This course is a required course in Phase 1 of the Multiple Subject Program and for the Bilingual Authorization.

Student Learning Outcomes:

Students will demonstrate an understanding of the following knowledge and skills areas:

1. Instructional delivery and organizational strategies for content area instruction and language arts instruction.
2. Primary language and content assessment.

3. Interconnectedness of language(s) and literacy skills.
4. Teaching content in Spanish and building on and using the learners' home and community language practices
5. Development of higher-order thinking skills in Spanish.
6. Evaluation and use of high quality Spanish-language materials for instruction and assessment.

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

Topics and Objectives:

1) Purpose(s), History(ies) and Cultural Traditions in United States Education

TPE 1: 1.1 [IPA], 1.2 [I], 1.3 [IPA], 1.5 [IPA], **TPE 2:** 2.1 [IPA], 2.2 [IPA], 2.3 [IPA], 2.6 [I], **TPE 3:** 3.2 [IPA]), **TPE 4:** 4.1 [IPA], **TPE 6:** 6.1 [IPA], 6.2 [IPA], 6.4 [I], 6.7 [IPA]; CCTC 3, 9, 10, 12; NCATE 1.4, 1.6

– *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*)

Objectives:

- a) Explore the purposes, roles, and functions of education in American society.
- b) Discuss the historical and cultural traditions of the major cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- c) Examine one's stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
- d) Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2) Equity and Access

TPE 1: 1.1 [IPA], 1.3 [IPA], 1.4 [IPA], 1.5 [IPA], 1.6 [IPA], **TPE 2:** 2.2 [IPA], 2.3 [IPA]), **TPE 5:** 5.7 [IPA]), TPE 6 (6.1 [IPA], 6.2 [IPA]; CCTC 3, 5, 9; NCATE 1.4, 1.6

– *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*)

Objectives:

- a) Examine principles of educational equity and diversity and their implementation in curriculum content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.
- b) Describe the relationship between background characteristics of students and inequities in academic outcomes of schooling.

3) Bias, Racism and Schooling

- TPE 1:** 1.1 [IPA], 1.3 [IPA], 1.5 [IPA], 1.6 [IPA], **TPE 2:** 2.2 [IPA], 2.3 [IPA], **TPE 5:** 5.7 [IPA], **TPE 6:** 6.2 [IPA], 6.7 [IPA]; CCTC 9; NCATE 1.1, 1.3
– *Critical Thinking, Professional Ethics*
Objectives:
a) Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting.
- 4) Accountability, Standards and Testing**
TPE 4: 4.3 [IPA], 4.4 [IPA]; **TPE 5:** 5.1 [IPA]; NCATE 1.7
– *Professional Ethics, Valuing Diversity*
Objectives:
a) Understand the relationship between equity, accountability, standards, and high-stakes testing and the implications for student learning.
- 5) School Law And Policy**
TPE 6: 6.5 [IP], 6.6 [IP]; CCTC 10; NCATE 1.1
– *Critical Thinking*
Objectives:
a) Understand relevant state and federal educational laws and policies currently and historically, including those related to English Learners and students’ and parents’ rights and responsibilities.
- 6) Professional and Ethical Responsibilities**
TPE 6: 6.2 [IPA], 6.5 [IP], 6.6 [IP]
Objectives:
a) Understand and meet professional and ethical obligations of teachers.
- 7) Language Acquisition Theory**
TPE 1: 1.6 [IPA]; **TPE 3:** 3.5 [IPA]; CCTC 4, 9, 12; NCATE 1.1, 1.3, 1.4
– *Reflection, Critical Thinking, Valuing Diversity*
Objectives:
a) Demonstrate understanding of adaptations necessary for English Learners at various proficiency levels by observing and reporting on a classroom observation of an ELD lesson.
b) Make suggestions for improving the lesson observed (in writing.)
- 8) SDAIE Strategies**
TPE 1: 1.1 [IPA], 1.6 [IPA], **TPE 3:** 3.5 [IPA]; CCTC 4, 5, 6, 9, 12, 13; NCATE 1.1, 1.3, 1.4
– *Reflection, Critical Thinking, Valuing Diversity*
Objectives:
a) Demonstrate understanding of strategies for making content accessible to English Learners.
b) Observe and report on a classroom observation of a SDAIE lesson.
c) Make suggestions for improving the lesson observed.
- 9) Appropriate Assessment Practices for Emergent Bilingual Learners**

TPE 4: 4.3 [IPA], 4.4 [IPA], **TPE 5:** 5.1 [IPA], 5.7 [IP]; CCTC 9, 13; NCATE 1.7 – *Reflection, Critical Thinking, Valuing Diversity*

Objectives:

- a) Interpreting assessment results
- b) Designing approaches to assessment
- c) Building a sequence of learning based upon students’ ELD development levels and content-related assessments.

10) Assessing and Building Background Knowledge

TPE 1: 1.1 [IPA], **TPE 2:** 2.2 [IPA], **TPE 6:** 6.2 [IPA]; CCTC 12, 13; NCATE 1.4, 1.6

– *Collaboration, Valuing Diversity*

Objectives:

- a) Integrating home cultures and values into instruction.
- b) Communicating effectively with families across cultures.

Course Requirements and Grading Criteria with Due Dates		
Attendance and Participation	Ongoing	20%
Autobiografía de mi bilingüismo (narrativa y presentación)	11 de febrero	10%
Literacy, Language, and Culture Story/Project with Focal Student	4 de marzo	10%
Children’s Literature Collection in Spanish/Bilingual	8 de abril	10%
Reflections (2) (5% each)	11 de marzo y de 22 de abril	10%
Culturally & Linguistically Sustaining (CLSP) Lesson Plan	15 de abril	10%
Culturally & Linguistically Sustaining (CLSP) Sequence of Lessons	13 de mayo	30%
Total		100%

The following grades are used for this course:		
A 100-90%	B 89-80%	C 79-70%
D 69-60%	F <60%	

Attendance and Participation: 20%

Learning is an interactive process. Attendance and active participation are expected in this course. Students are expected to come to each class prepared with questions/reactions to course materials, engage in discussions about the assigned readings, and actively participate in activities that extend the learning.

Please notify me via email if you will be absent. Families and children are welcome on Zoom!

Autobiografía de mi bilingüismo (narrativa y presentación): 10%

(TPE 6: 6.1, 6.2)

- **Pensar** sobre tu bilingüismo y el trayecto al llegar a este lugar donde estás y cómo te sientes con tus prácticas lingüísticas.

- **Escribir** tres momentos críticos (aproximadamente 2 páginas) que explican tu historia y relación con tu lectoescritura bilingüe. Considerar las siguientes preguntas:
 - ¿Cuales han sido mis experiencias con idiomas y la lectoescritura en mi hogar, en escuelas y en mis comunidades?
 - ¿Cuales son mis relaciones personales con la lectura, la escritura, y el hablar en diferentes idiomas?
 - ¿Qué recuerdos tengo sobre momentos cuando estaba aprendiendo a leer, escribir, y hablar en diferentes idiomas?
- **Crear** una presentación de 5 minutos de tu historia personal con la lectoescritura bilingüe usando todo tu repertorio lingüístico. Esta presentación será compartida en nuestra clase. La presentación puede ser:
 - un poema que escribes y recitas
 - una canción que escribes y cantas
 - explicando una pintura que pintaste o un collage que creaste
 - actuando unos momentos de tu vida
 - usando images/fotos (usando Prezi, PowerPoint, Google Slides)
 - demostrar una película que creaste (usando iMovie, por ejemplo)

Literacy, Language, and Culture Story/Project with Focal Student: 10%
(TPE 1.1, 1.3, 2.2, 3.2, 4.1, 6.1, 6.2, 6.5)

Choose a bilingual (regardless of official designation) focal student to thoughtfully observe and interact with. You will work alongside this student in constructing a Slides/PPT/Prezi presentation (or ??). Your presentation should include:

- The student’s profile (including literacy/language and cultural background, family history)
- The school context (demographics, including socioeconomic characteristics, overall performance)
- Your reflections and learnings from this experience (implications for practice that connect to course goals).
- Images that help convey the story
- Please don’t use the students’ last names. Use first names only, or use pseudonyms.

Children’s Literature Collection in Spanish/Bilingual: 10%
(TPE 1.1, 1.3, 4.4, 1.5, 1.6, 1.7, 2.2, 4.7)

You will choose a topic and then identify and describe a “short shelf” list of 5 books. You should also provide reasons for your selections. Prepare a digital poster of your discoveries.

Further guidelines and samples will be available during class.

Reflections (2): 15%

Students will submit two (2) reflections during the semester. Reflection prompts will be provided during class. Reflections should be between 500-800 words and be written in Spanish, or translingually.

Culturally & Linguistically Sustaining (CLSP) Lesson Plan: 10%

(TPE 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.4)

Students will plan a lesson in Spanish around a central instructional focus or theme and at least one children's text. The lesson will clearly demonstrate alignment between CCSS and language objectives, as well as the learning tasks, and assessments that are related to an identifiable theme or topic. The central focus should take into account knowledge of your students' language development, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The lesson must be primarily in Spanish, and be grounded in a culturally and linguistically sustaining pedagogical approach.

See further guidelines and rubric at the end of this syllabus.

Culturally & Linguistically Sustaining (CLSP) Sequence of Lessons: 30%

(TPE 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 3.5, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 5.1, 5.4)

Students will plan three (3) sequential lessons in Spanish, called a sequence of lessons, around a central instructional focus or theme based on children's literature. The lessons will clearly demonstrate alignment between CCSS and language objectives, as well as the learning tasks, and assessments that are related to an identifiable theme or topic. The central focus should take into account knowledge of your students' language development, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The learning segment must be primarily in Spanish, and be grounded in a culturally and linguistically sustaining pedagogical approach.

See further guidelines and rubric at the end of this syllabus.

Course Policies

Recording Policy: Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Incomplete: A grade of incomplete is not automatically granted and is only given at the discretion of the faculty member. If you are not able to submit the final project on time, you need to e-mail the professor to inquire about the possibility for an incomplete. If the professor grants your request, you will be required to write and sign a contract stipulating the exact date when you will submit your paper. If you don't secure the professor's approval before the deadline, your grade will be based on the requirements you completed for the class.

Copyright: You will be provided with digital and/or printed materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work.

All work submitted is expected to be of high quality consistent with master-level student standards.

Late work and make-up work policy: All assignments are due on the dates listed on the syllabus. All assignments must be posted by 11:59pm on the due date. Not emailed. Assignments will be deducted one (1) point for each day they are late. Some exceptions may apply. Assignments may not be accepted if they are more than 5 days late. Some exceptions may apply.

Adding and dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and if there is any suspicion of plagiarism, you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports WILL be available for your viewing.

University Policies

COURSE CONCERNS: Students can contact the Department Chair or the Dean, if there are any questions or concerns that are unresolvable between the student and the instructor:

Department Contact Information:

Department: Literacy, Early Childhood, Bilingual, & Special Education

Dept. Chair: Dr. Imelda Basurto

Dept. Telephone: 559/278-0250

Dean: Dr. Randy Yerrick

Dean Telephone: 559/278-0205

INTELLECTUAL PROPERTY PROVISION: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services for Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Copyright Policy




Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://csufresno.edu/library/information/copyright/) (<http://csufresno.edu/library/information/copyright/>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Course Calendar*

*The syllabus is subject to change due to the needs of the class. All students should check their email on a regular basis and are responsible for information distributed on and off line.

Date	Topics	Texts/Assignments Due
Introduction: Identity/language/cultures		
Week 1 Jan 21	Introduction <ul style="list-style-type: none"> ▪ Who are we? (teacher identity/language /culture/as pedagogues) ▪ How do our identities impact what/how we teach? 	<ul style="list-style-type: none"> · García, <i>What's in a Name?</i> · García, O. (2009). Bilingual education: myths & realities · G. Anzaldúa, Ch 5 of <i>Borderlands</i>, “How to Tame a Wild Tongue”
Bilingualism and Bilingual Education		
Week 2 Jan 28	Bilingual Education Program Overview: <ul style="list-style-type: none"> • Who are our emergent bilingual learners? • Who is the community we serve? • What is the goal in a bilingual program? Our goal? 	<ul style="list-style-type: none"> · Genesee, F. (2006). <i>Bilingual acquisition</i> · Howard et al., <i>Guiding Principles for Dual Language Education</i> (Ch. 1) “Program Structure”
Week 3 Feb 4	Bilingualism: Theoretical Constructs and Empirical Evidence & Practices	<ul style="list-style-type: none"> · Valdés, Menken, & Castro. (2015). Fundamental language issues. · García & Kleifgen, 2018 (Ch 4), “Bilingualism: Theoretical Constructs and Empirical Evidence” · García & Kleifgen, 2018, (Ch 5), “Language and Bilingualism: Practices”
Week 4 Feb 11	The Bilingual Curriculum <u>Focal Approach:</u> Los Elementos que se destacan en un aula bilingüe de alta calidad	<ul style="list-style-type: none"> · Howard et al., <i>Guiding Principles for Dual Language Education</i> (Ch. 2) “Curriculum” · Howard et al., <i>Guiding Principles for Dual Language Education</i> (Ch. 3), “Instruction” · Lara, 2017, p. 11-45

		DUE: Autobiografía de mi bilingüismo (narrativa y presentación)
Week 5 Feb 18	Translanguaging in the Classroom <u>Focal Approach:</u> Paso 1: Usar opciones en lugar de “no sé” Paso 2: Hablar en oraciones completas	<ul style="list-style-type: none"> · García, Ibarra Johnson, & Seltzer. (2017). <i>The Translanguaging Classroom</i>, Ch 1 & 2 · Lara, 2017, Paso 1, p. 46-52 · Lara, 2017, Paso 2, p. 53-59
Culturally and Linguistically Sustaining Pedagogies		
Week 6 Feb 25	Biliteracy in the translanguaging classroom and Centering Bilingual Latinx Students <u>Focal Approach:</u> Paso 3: Participar de forma aleatoria y rotativa	<ul style="list-style-type: none"> · García, Ibarra Johnson, & Seltzer, 2017, (Ch. 10), “Biliteracy in the Translanguaging Classroom” ·  Podcast: Heinemann Podcast - Centering Bilingual Latinx Students · Lara, 2017, Paso 3, p. 60-67
Week 7 March 4	Culturally Sustaining Pedagogies <u>Focal Approach:</u> Paso 4: Usar señalizaciones	<ul style="list-style-type: none"> · Paris & Alim (2017) CSP, Ch 1 · Paris & Alim (2017) CSP Ch 2-3 · Lara, 2017, Paso 4, p. 68-75 <p>DUE: Literacy, Language, and Culture Story/Project with Focal Student</p>
Week 8 March 11	Enacting Culturally Sustaining Pedagogies <u>Focal Approach:</u> Paso 5 y 6: Usar vocabulario y materiales visuales y Participar en discusiones	<ul style="list-style-type: none"> · España & Herrera (2020), <i>En Comunidad</i>, Ch. 1 (Free download here) ·  Podcast: Cult of Pedagogy Podcast, Episode 105: Voice of Witness: Bring the Power of Oral History to Your Classroom · Lara, 2017, Paso 5 y 6, p. 76-106 <p>DUE: Reflexión #1</p>
Week 9 March 18	Enacting Culturally Sustaining Pedagogies Introduction to Project-Based Learning and Universal Design for Learning	<ul style="list-style-type: none"> · Paris & Alim (2017) CSP Ch 2-3 · UDL Guidelines · UDL and the Brain ·  Podcast: Cult of Pedagogy Podcast, Episode 108: To Learn, Students Need to DO Something · Lara, 2017, Paso 7, p. 107-133

	<p><u>Focal Approach:</u> Paso 7: Participar en actividades estructuradas de lectura y escritura</p>	
<p>Week 10 March 25</p>	<p>Enacting Culturally Sustaining Pedagogies</p> <p>Reading in Community: Enseñar contenido en español usando literatura infantil</p>	<ul style="list-style-type: none"> · Paris & Alim (2017) CSP, Ch. 5-6 · España & Herrera (2020). <i>Topics, Texts, and Translanguaging</i> <p>Repasar lecciones ejemplares</p> <p>Lesson planning workshop</p>
<p>Week 11 April 1</p>	<p>March 29-April 2</p> <p>Spring Recess</p>	<p>No Class</p>
<p>Week 12 April 8</p>	<p>Reading in Community: Enseñar contenido en español usando literatura infantil</p>	<p>Explorar: Build Your Stack: Translanguaging in Latinx Children's and YA Books</p> <p>Lesson planning workshop</p> <p>DUE: Children's Literature Collection in Spanish/Bilingual</p>
<p>Week 13 April 15</p>	<p>Language Education & Raciolinguistics</p>	<ul style="list-style-type: none"> · Rosa & Flores, (2017), Ch. 10 (TEXT) · Podcast: NJDOE Bilingual/ESL Podcast Episode 15: Interview with Nelson Flores · Video: <i>3 Ways to Speak English</i>, Jamila Lyiscott · Podcast: Code Switch Podcast: Word up or read transcripts <p>DUE: CLSP Lesson Plan en español</p>
<p>Week 14 April 22</p>	<p>Language and Assessments, I</p>	<ul style="list-style-type: none"> · García & Kleifgen, 2018, Ch 9, <i>Assessments</i> · Howard et al., <i>Guiding Principles for Dual Language Education</i> (Ch. 4), “Assessment and Accountability”

<p>Week 15 April 29</p>	<p>Language and Assessments, II</p> <p style="text-align: center;">Asynchronous</p>	<p>· Ascenzi-Moreno. (2018). <i>Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility</i></p> <p>SELF-PACED PEAR DECK 🍈</p> <p>DUE: Reflexión #2</p>
<p>May 6</p>	<p>Consultation Days</p> <p>No Class</p>	
<p>Finals Week May 13</p>	<p>Course synthesis</p> <p>Presentation on Sequence of Lessons</p> <p>✓ Presentations will focus on: Topic, Texts, TRLG, CSP, UDL</p> <p style="text-align: center;">DUE: Final Sequence of Lessons Submit through CANVAS on May 13th by 11:59pm</p>	

CLSP Sequence of Lessons Guidelines

For this assignment, you will be developing a sequence of three (3) lesson plans (mini-unit) around a central instructional focus. The standards, learning and language objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic aligned to the Culturally Sustaining Pedagogical framework. The central focus should take into account (hypothetical) knowledge of your students' development, linguistic strengths, backgrounds, interests, and learning levels that might further influence students' thinking and learning.

The lessons must be centered around rich, culturally, and linguistically sustaining children's literature in Spanish (available from your school's, the Henry Madden Library, Arne Nixon Center, or your local public library). Identify a central focus along with the content (subject matter, i.e. math, science, art, social studies) and language objectives (key language forms/functions) you will address. The central focus should support students' literacy development within content-based instruction. You may also plan a standalone literacy/ELA lesson. Your lessons should reflect thoughtful consideration and use of students' entire language resources (repertoire), through the use of translanguaging. And also provide multiple means of representation and action/expression, AKA Universal Design for Learning (UDL) principles.

You're also encouraged to design a project based learning project for your students that can be mapped out across three lessons, and includes all of the elements listed above.

Think about the following questions as you develop your lesson plans:

- What do your students know, what can they do, and what are they learning to do, hypothetically?
- What do you want your students to learn? What are the important language development goals and core content-area concepts you want students to develop within the sequence of lessons?
- What instructional approaches (PBL, UDL), learning experiences, activities, translanguaging spaces, and assessments will you design to support meaningful student learning?

CLSP Sequence of Lessons Rubric*

Item	Not Acceptable < 3 points	Developing 4 points	Proficient 5 points	Exemplary 6 points	Total:
CSP Aligned Topic/Theme & Lessons	Topic/theme is not clear or grade appropriate; the lessons are not aligned to CSP.	Topic/theme is somewhat clear and grade appropriate; the lessons are somewhat aligned to CSP.	Topic/theme is clear and grade appropriate; the lessons are aligned to CSP.	Topic/theme is clear, grade appropriate, and creates opportunity for introducing more advanced concepts; the lessons are clear and pertinent to the particular community of students, and thus to CLSP.	
Content/Language Objectives	Content objectives are not linked to CCSS; objectives are not written in measurable terms; Language objectives do not address the language demands of the mini-unit.	Content objectives are somewhat linked to CCSS; objectives are somewhat written in measurable terms; Language objectives somewhat address the language demands of the mini-unit.	Content objectives are adequately linked to CCSS; objectives are adequately written in measurable terms. Language objectives adequately address the language demands of the mini-unit.	Content objectives are strongly linked to CCSS; all objectives are strongly written in measurable terms. Language objectives strongly address the language demands of the mini-unit.	

Instructional strategies	Learning tasks are not connected to unit objectives and standards; lessons do not include a variety of teaching strategies; plans do not make use of supplemental materials or technology.	Learning tasks are somewhat connected to unit objectives and standards; lessons somewhat identify teaching strategies; plans somewhat utilize activities and supplemental materials, including technology, to present new information.	Learning tasks are adequately connected to unit objectives and standards; lessons identify more than one teaching strategy, showing adequate understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; adequately utilizes activities and supplemental materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	Learning tasks are strongly connected to unit objectives and CCCS standards; lessons identify a range of teaching strategies, showing significant or sophisticated understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; utilizes activities and supplemental materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	
Assessments	Assessments are not tied to unit objectives; assessments do not consider diverse types of learners.	Assessments are somewhat associated with unit objectives; assessments somewhat consider diverse types of learners.	Assessments are adequately tied to unit objectives; assessments consider diverse types of learners.	Assessments are strongly tied to unit objectives; assessments strongly consider diverse types of learners.	
Translanguaging	Lessons make little or no adjustments for individual student differences—No evidence of UDL principles; No evidence of TRLG spaces.	Lessons plans make some adjustments for individual student differences—some evidence of UDL principles; some evidence of TRLG spaces.	Lesson plans adapt to diverse learners by adequately accommodating individual student differences, including different developmental levels, EBL, SWD—adequate evidence of UDL principles; Good use of TRLG approaches throughout the lessons and assessments.	Lessons adapt to diverse learners by greatly accommodating most/all individual student differences (different dev. levels, EBL, SWD)—UDL principles are strongly present; Sts' home language(s) is/are used as a resource— TRLG is strongly incorporated and utilized throughout the assignments, activities and assessments.	

Comments				Grand Total: ____/30

*Adapted from E. Mayorga, 2007