



**Course ID and Title:** EDUC 672: Integrated Language Development Across the Curriculum

**Units:** 3 Units

**Term/Day/Time:** Summer 2023

**Location:** WPH 107

**Co-Requisite(s):** Core Pedagogy and Practice, EDUC 670 must be taken simultaneously in each respective term of the program because the courses use interdependent units of study and assessments.

**Instructor:** Soomin Chao, Ed.D.

**Zoom Link:** <https://usc.zoom.us/my/soomin.chao> (Passcode: 777737)

**Office Hours:** By Appointment

**IT Help:** Student support services (2U)

**Hours of Service:** During class hours and via email (24 hours)

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### **The Mission of the Rossier School of Education**

The mission of the USC Rossier (pronounced “ross-EAR”) School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

### **MAT Position Statement**

Graduates of the MAT Program will be responsive teachers who challenge norms, discourses, practices, policies and structures in their school contexts that marginalize students in order to build inclusive communities of practice that empower students as active agents in their learning and lives.

### **Course Description**

This course highlights the connection between language and learning in school across all curricular areas and grade levels. At the core of all learning is language. Students access knowledge and information through language and in turn use language to communicate their learning. Because language plays a critical role in the academic success of all children, this course strives to equip teacher candidates with the knowledge and resources to support language development across the curriculum.

In addition to emphasizing the important role that academic language plays for all students, this course will further focus on how best to support English learners in the classroom and beyond. Students who come from homes where a language other than English is spoken represent one of

the fastest growing populations of students in U.S. schools. The communities in which we teach are increasingly rich with cultural and linguistic diversity, which is an asset to learning.

English learners need intentional and ongoing support to successfully learn academic content and skills through English while developing proficiency in English simultaneously. This course will prepare teachers to employ the knowledge, skills, and dispositions necessary to provide linguistically and culturally responsive practices informed by principles derived from high quality research.

This course includes a systematic study of effective ways to structure learning opportunities for diverse student populations. An understanding of the instructional needs of English learner populations is developed and an awareness of the appropriate programs and services to meet those specific needs is presented. The course is intended to engage graduate students in exploring a variety of theories, procedures, methods, and approaches for use in bilingual, Structured English Immersion (SEI) and other learning environments. It provides an overview of the historic and current trends and social issues affecting the education of English learners. It also provides candidates with practical experience in the implementation of instructional strategies addressing the needs of a diverse student population.

This course is further designed to address several overlapping objectives and competencies: To meet CCTC and NCATE guidelines including the CCTC Teacher Performance Expectations, NCATE Unit Standards, and CCTC Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (Standard 7B:Preparation to Teach Reading/ Language Arts); and to ensure that credential candidates understand the California Reading/Language Arts Framework for California Public Schools and Content Standards for their discipline.

### **Course Learning Objectives**

The objectives support the competencies teachers are expected to develop for successful completion of the course. These objectives represent both the general objectives related to teaching English as a new language and those related to the USC MAT program expectations for developing teaching proficiencies.

Candidates will:

- Define language and literacy and demonstrate an understanding of the role of language and literacy across the curriculum.
- Reflect on their own language histories and discourse communities and explore how home language and literacy experiences intersect with those of school and the community.
- Investigate and describe the local population of English learners in their geographical location.
- Discuss access and equity for culturally and linguistically diverse learners, families, and communities.
- Explain local and national legal, political, and sociocultural issues related to the education of English learners.

- Identify the key turning points in the history of bilingual education as well as the major types of bilingual programs, including their strengths and challenges.
- Describe theories of first and second language acquisition and identify evidence of them in practice.
- Distinguish between the different levels of English language proficiency and identify ways of differentiating support for English learners at different levels of English language proficiency.
- Demonstrate an understanding of effective instructional methods and strategies that support culturally and linguistically diverse learners across the curriculum. Examples include, but are not limited to, Specially Designed Academic Instruction in English (SDAIE), Academic Language Development (ALD), and English Language Development (ELD), both designated and integrated ELD.
- Create integrated English language development lessons that include best practices for teaching academic language.

### **Course Notes**

This course provides additional resources, course materials, lectures, videos, and assignments on the Learning Management System (LMS), Canvas. All materials are organized by unit on the LMS and must be accessed and reviewed in the week they are listed. Technical problems that may arise when trying to access any materials on the LMS should be directed to Student Support. A live link to Student Support is available on your Canvas home page.

### **Technological Proficiency and Hardware/Software Required**

All students are required to review and complete all tasks, including video lectures and online activities located on the LMS. Online students will also join their class time session, through the LMS, by joining their live session. A link to the live sessions will be available on the LMS that will direct you to the Zoom Classroom. A working camera on your computer or electronic device is required for participation in live class sessions as well as an audio connection. Call-in information for the live session will be made available upon entry into the class. Contact Student Support if there are any problems with your connectivity.

### **Required Readings and Supplementary Materials**

- Peregoy, S., & Boyle, O. (2017). *Reading, writing, & learning in ESL: A resource book for K-12 Teachers* (7th edition). New York, NY: Pearson Education, Inc.
- Improving Education for Multilingual and English Learner Students: <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>
- ELA/ELD Framework: <http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf>
- California English Language Development Standards: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

**For Bilingual Authorization (BILA) candidates (\*E-book available on ARES):**

- Westerberg, G. & Davison, L. (2016). *An educator's guide to dual language instruction: Increasing achievement and global competence, k-12*. New York, NY: Routledge.

All course readings that are not in the required text are available to be downloaded from the library through the USC Automated Reserves System (ARES). When searching for the course EDUC 672 on ARES, please look for listings under the name of the course coordinator, Dr. Stephanie Dewing.

### **Preparation for Class Meetings**

Assigned readings about theory and practice related to language acquisition, cultural diversity, and schooling form the core of each week's class session. All of these readings should be completed **before** each class session as a basis for an informed and penetrating analysis of the issues, which will and contribute to our engagement in purposeful academic discussion and reflection. Advanced preparation for course meetings is particularly important.

### **Class Participation**

The class will meet for 3 hours and 20 minutes each week. During class time, candidates will experience a variety of activities with opportunities to engage with classmates and their instructor about key topics and issues. Candidates are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Each week class time will include in-class assignments and activities that will be considered for a weekly class participation grade. To receive full credit each week, candidates must be fully engaged in all activities.

Your participation in class time is worth **30 points (5 points each week x 6 weeks)**.

Candidates should arrive to class on time and participate for the full session. For online students, candidates are responsible for logging in promptly and making sure their camera is on at all times. Notify your instructor, via email, if you will be unable to participate. If there are extenuating circumstances, please contact your instructor to discuss options.

### **Learning Activities (5 points each)**

Most weeks will include learning activities to complete through the LMS (2SC) prior to your class time session. These activities will provide candidates with the opportunity to listen to experts in the field, reflect on their learning, and apply their learning from course readings and lectures. Similar to course readings and formal required course assignments, learning activities must be completed before attending your class time session because they will be used to engage in rich discussions about course content and further the learning in class.

### **Connecting Theory to Practice Tasks (10 points each)**

Throughout the semester, candidates will complete a variety of reflections to foster deeper connections between content and theories from class and the elementary and secondary classrooms in the field. Through research, varied scenarios and classroom videos, students will be able to explore the many ways of supporting English learners in the classroom. All theory to practice tasks will be explained in class and an assignment overview document will provided on the LMS.

Task 1 - Local Policies and Definitions

Task 2 - English Learner Scenarios-Proficiency Level Descriptors

Task 3 - Video Reflection: Second Language Acquisition Theory in the Classroom

Task 4 - Video Analysis: Supporting the Needs of English Language Learners

Each task will require students to complete a two to three-page reflection with support from research and/or course literature. All reflective papers must follow APA guidelines and include a reference page. Full descriptions of each Task are available on the LMS (2SC) under assignments. Each task will be worth **10 points for a total of 40 possible points** for all theory to practice tasks. \*Some tasks may be completed as collaborative in-class activities.

### **ELD Instructional Project**

#### *Part I – Integrated ELD Group Project*

Each candidate will be part of a cooperative/collaborative team that will develop an integrated ELD lesson that shows a clear understanding of effective instruction for English learners across the curriculum. Students will reflect on and revise previously designed lessons to meet the needs of English learners. Groups will add ELD standards, write a language objective, and create a complete academic language bank to include language functions, forms, and fluency for the lesson. Groups will support all strategies, modifications, and/or accommodations with a clear explanation of *why* the selected practice would support English learners. Commentary should be supported by course literature/theory throughout. Include a reference page with your submission in APA format. One lesson will be modified per group and you will receive a group grade for this portion of the project.

#### *Part II – Proficiency Level Descriptors (Individual Assignment with Group Option)*

Additionally, each member of the group will use the same group lesson plan to adapt it to meet the needs of English learners at one specific proficiency level (e.g., entering emerging).

Candidates will provide a clear explanation of how the selected strategies and accommodations meet the needs of ELs at the selected proficiency level. You and your group will decide if you would like to continue this part of the project as a group or as individuals. This portion of the assignment should include the following:

1. An overview of the selected proficiency level (e.g., entering emerging): What do the proficiency level descriptors (PLDs) tell you about what English learners at the proficiency level you selected can do?
2. An explanation of the considerations, accommodations, and/or modifications made in the lesson that directly support the needs of ELs at the selected proficiency level.
3. A clear rationale or justification of your selected considerations, accommodations, and/or modifications supported by course literature/theory. Explain *why* the instructional decisions you made for the selected proficiency level would support the students at that level. Connections to the PLDs should be made throughout.
4. Include the group lesson plan with your paper.
5. Be sure to use APA citation and formatting guidelines and include a reference page.

Refer to your ELD standards for a review of the proficiency level descriptors (PLDs):  
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>.

**Integrated/Designated ELD projects are worth 20 points** (10 points for the GROUP with the integrated ELD lesson accommodations/modifications, and 10 points for the designated ELD lesson accommodations/modifications).

### Grading Breakdown

Assignment	Points	% of Grade
Class Participation	30	10
Learning Activities	30	15
Theory to Practice Tasks	40	40
Integrated ELD Lesson Part I	10	15
Integrated ELD Lesson Part II	10	15
Posttest/ Final Reflection	5	5
<b>Total</b>	<b>125</b>	<b>100</b>

### Grading Scale

Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

**Assignment Rubrics:** Available in the Toolbox on the Learning Management System (LMS)

### Assignment Submission Policy

All noted assignments are due when listed. Per official MAT Program policy, late assignments will be accepted only with the instructor's advance permission and under limited circumstances.

1. To be considered for advance permission to submit a late assignment, please notify your instructor of the circumstances requiring a late submission at least 24 hours before the assignment is due.
2. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
3. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than five days late.

### **Grading Timeline**

All assignments will be evaluated and returned within one week of the due date. Note: if you submit an assignment early, it is not guaranteed to receive feedback within one week of submission, but rather one week of the due date.

### **Distance Learning**

This course is offered both online and on campus; the activities, expectations and requirements are identical between the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the course wall, emails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means.

Email will be the primary form of communication with the instructor. Email will be checked on a daily basis **during the weekdays** and will be responded to within 48 hours (not including weekends).

### **In the Event of Technical Breakdowns**

Candidates may submit assignments to the instructor via email by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

### **Online Etiquette**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, or use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

### **Academic Accommodations**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### **Academic Integrity**

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation. Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at: <http://web-app.usc.edu/scampus/>



A summary of behaviors violating University standards can be also found at: <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

### **Incompletes**

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to final exam); IX: lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete – One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX,” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **Statement on Academic Conduct and Support Systems**

#### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

#### **Support Systems:**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.

<http://dsp.usc.edu>

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

*USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.* Provides overall safety to USC community.

<http://dps.usc.edu>

**Course Schedule**  
*\*Subject to change with notice*

	<b>Readings and Activities</b> *To be completed prior to class session	<b>Deliverables</b> *Due prior to class session
<b>Unit 1</b>	<p><b>Equity and Access for Culturally and Linguistically Diverse (CLD) Learners, Families, and Communities</b> TPE 1.1, 1.2, TPE 2.5, TPE 3.2, 3.6, TPE 5.7, TPE 6.2</p> <p><u>Guiding Questions:</u> How do we define language and literacy from a sociocultural perspective? How are language and literacy interrelated and supportive of academic success? Which practices foster positive home-school-community partnerships? How can we use funds of knowledge as a bridge between home to school? Who are our English learners? In what ways can we provide equitable access for English learners and other CLD students and families?</p>	
<b>Week 1</b> 6/21	<p>Read:</p> <ul style="list-style-type: none"> <li>Improving Education for Multilingual and English Learner Students (Introduction, Ch. 1, and Ch. 2):  <a href="https://www.cde.ca.gov/sp/el/er/documents/mleeducation.pdf">https://www.cde.ca.gov/sp/el/er/documents/mleeducation.pdf</a></li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><i>Why education for language minority students: A theoretical framework</i></li> </ul>	Complete the online pre-assessment prior to our first class session.
<b>Week 2</b> 6/28	<p>Read:</p> <ul style="list-style-type: none"> <li>Peregoy &amp; Boyle (2017). Chapter 1: <i>English Learners in 21<sup>st</sup> Century Classrooms</i> and Ch. 4: <i>New Literacies and English Learners</i>.</li> <li>Review article on communicating with parents of ELs and watch embedded video by Pat Mora: <a href="http://www.colorincolorado.org/article/how-reach-out-parents-ells">http://www.colorincolorado.org/article/how-reach-out-parents-ells</a></li> <li>BILA candidates: Read Introduction and Ch. 1 (Challenging the status quo and doing the right work) of Westerberg &amp; Davison (2016)</li> </ul>	<p><b>Learning Activity #1</b> (Home and Community Language and Literacy)</p> <p><b>Task 1</b> (Local population of ELs)</p>
<b>Unit 2</b>	<p><b>Second Language Acquisition</b> TPE 1.6, TPE 5.7</p> <p><u>Guiding Questions:</u> How are languages learned? What are the characteristics of different perspectives on language learning? How does theory explain second language acquisition? In what ways can theory inform our practice and support of English learners in the classroom across the four domains of languages (listening, speaking, reading, and writing)? What role does oral language development play in second language acquisition?</p>	
<b>Week 3</b> 7/5	<p>Read:</p> <ul style="list-style-type: none"> <li>Peregoy &amp; Boyle (2017). Chapter 2: <i>Language and language acquisition</i> and Chapter 5: <i>Oral language development in second language acquisition</i>.</li> </ul>	<p><b>Learning Activity #2</b> (Cross-cultural Dimensions of Language Proficiency)</p>

	<ul style="list-style-type: none"> <li>• BILA candidates: Ch. 5 (Language acquisition 101 and the power of comprehensible input) &amp; Ch. 6 (Reaching proficiency targets) of Westerberg &amp; Davison (2016)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <i>Second Language Acquisition Videos:</i> <ul style="list-style-type: none"> <li>○ <i>Introduction to Theory</i></li> <li>○ <i>Innatist and Interactionist Theories</i></li> <li>○ <i>Krashen's Hypotheses Part I &amp; Part II</i></li> </ul> </li> </ul>	<p><b>Task 2</b> (SLA theory in practice – video observation - to be completed as an in-class activity)</p>
<b>Unit 3</b>	<p><b>Language Development, Programs, and Policies</b> TPE 1.6, TPE 3.1, 3.5, TPE 4.1, TPE 5.7, TPE 6.7</p> <p><u>Guiding Questions:</u> How does language develop over time? What can students do at different levels of English proficiency? Which factors support and/or inhibit language development? What types of programs have been used in the past across curricular areas? How have they changed and why? What are current policies that impact the instruction of ELs? How are curricular programs aligned with the diversity of language and literacy in a classroom? Which programs are most effective in supporting ELs? Are programs designed with reflective opportunities to modify instruction according to the needs of diverse learners?</p>	
<b>Week 4</b> 7/12	<p>Read:</p> <ul style="list-style-type: none"> <li>• Improving Education for Multilingual and English Learner Students (pp. 115 – 155 in Ch. 3: <i>Multilingual programs and pedagogy</i>): <a href="https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf">https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf</a></li> <li>• Kim, Y. K., Hutchison, L. A., &amp; Winsler, A. (2013). Bilingual education in the United States: A historical overview and examination of two-way immersion, <i>Educational Review</i>.</li> <li>• Review California English Language Development Standards and Proficiency Level Descriptors: Overview, Chapters 1 &amp; 2: <a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a></li> <li>• BILA: Ch. 4 (Choosing an instructional model) of Westerberg &amp; Davison (2016) &amp; Howard et al. (2018). <i>Guiding principles for dual language education</i> (3rd ed.). Washington, DC: Center for Applied Linguistics. (pp.9-23: Program Structure)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <i>Overview of CA ELD Standards and Proficiency Level Descriptors</i> (by Dr. Rhoda Coleman)</li> </ul>	<p><b>Learning Activity #3</b> (Language Learners &amp; Proficiency Level Descriptors)</p> <p><b>Task 3</b> (PLDs – to be completed as an in-class activity)</p>
<b>Unit 4</b>	<p><b>Comprehensive Approaches to Academic Language Development</b> TPE 1.5, 1.6, TPE 3.1, 3.5, TPE 5.7</p> <p><u>Guiding Questions:</u> What are the expectations for language instruction across the curriculum? What is the difference between designated and integrated ELD? What are the policies and practices of designated and integrated ELD? How can we incorporate SDAIE strategies into our planning and instruction that lead to student learning and academic language development? How is language a part of all students' academic experiences? What is the role of vocabulary in academic language development and instruction?</p>	

<b>Week 5</b> 7/19	Read: <ul style="list-style-type: none"> <li>Improving Education for Multilingual and English Learner Students: <a href="https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf">https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf</a> <ul style="list-style-type: none"> <li><b>Multiple Subject Candidates:</b> Ch. 5: <i>Content Instruction with Integrated and Designated English Language Development in the Elementary Grades</i></li> <li><b>Single Subject Candidates:</b> Ch. 6: <i>Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement</i></li> </ul> </li> <li>Peregoy &amp; Boyle (2017). Chapter 7: <i>Words and meanings: English learners' vocabulary development.</i></li> </ul> Watch: <ul style="list-style-type: none"> <li>Guest lecture and interview: <i>Building Word Wealth in our Bilingual Classrooms</i> Parts I and II by Leslie Davison (author of BILA text)</li> </ul>	<b>Learning Activity #4</b> (Education of English Learners)
<b>Unit 5</b>	<b>Integrated ELD TPE 1.6, TPE 3.1, 3.3, 3.5, 3.6, TPE 4.3, 4.4</b>  <u>Guiding Questions:</u> How are ELs supported across the curriculum? How is SDAIE part of Integrated ELD? How are standards designed for integration (CCSS, ELD, NGSS)? How are the ELD standards organized to allow for integration? How is language part of all instructional lessons? How can we preplan for the language demands of an objective?	
<b>Week 6</b> 7/26	Read: <ul style="list-style-type: none"> <li>Mora-Flores, E. (2018). <i>Integrated English Language Development: Supporting English learners across the curriculum.</i> Huntington Beach, CA: Shell Education Publishing. Chapter 1: What is Integrated ELD (pp.15-32)</li> <li>Peregoy &amp; Boyle (2017). Chapter 3: <i>Classroom practices for effective English learner instruction.</i></li> <li>CA ELA/ELD Framework (Grade level chapter - as applicable): <a href="https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp">https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp</a></li> <li>CA ELD Standards and Proficiency Level Descriptors (review standards for applicable grade level(s)): <a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a></li> </ul>	<b>Task 4</b> (Essential ELD practices – to be completed as an <b>in-class activity</b> )  <b>Learning Activity #5</b> (Designated vs. Integrated ELD & Academic Language in Practice)
<b>Unit 6</b>	<b>Literacy, Assessment, and Advocacy for Culturally and Linguistically Diverse Learners TPE 1.5, TPE 4.3</b>  <u>Guiding Questions:</u> How can we assess and monitor the progress of students at different levels of English proficiency? In what ways can we empower them to take an active role in their own learning and language development? What are new literacies and how do they impact the education of ELs? How do we support students who struggle to make meaning from content (text, media)? What are some strategies we can incorporate to support the literacy development of ELs? What is the role of writing across the curriculum, teaching writing and supporting writers in demonstrating their learning? How are oral and written language connected?	

<p><b>Week 7</b> <b>8/2</b></p>	<p>Read:</p> <ul style="list-style-type: none"> <li>Review this article from Valentina Gonzalez on advocating for ELs: <a href="http://www.ascd.org/ascd-express/vol15/num10/be-an-advocate-for-english-language-learners.aspx">http://www.ascd.org/ascd-express/vol15/num10/be-an-advocate-for-english-language-learners.aspx</a></li> <li>Review article on informal assessment for ELs: <a href="https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners">https://www.colorincolorado.org/article/using-informal-assessments-english-language-learners</a></li> <li>Choose 2 articles from this site: <a href="https://www.colorincolorado.org/literacy-instruction-ells">https://www.colorincolorado.org/literacy-instruction-ells</a></li> <li>Skim Peregoy &amp; Boyle (2017) Chapters 6, 8, 9, and 10</li> <li>BILA students: Read Ch. 7 (Leveraging technology integration for dual language programs) of Westerberg &amp; Davison (2016). Optional: Ch. 2 (the dynamics of change) and 3 (recruiting families and teachers)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><i>Bilingual Education and Advocacy</i> (Drs. Roderick Castro &amp; Arturo Navar)</li> </ul>	<p>Learning Activity #6 (Literacy, assessment, and advocacy in the 21<sup>st</sup> century)</p> <p>Integrated ELD Group Project Work Session</p>
<p><b>FINAL</b></p>	<p><b>Reflecting back and looking forward</b></p> <p><u>Guiding questions:</u> What has made the greatest impact on your thinking? How can you use your knowledge of language development and SDAIE strategies to support your ELs during guided practice next term? In what ways can you foster positive home-school-community partnerships in your placement?</p>	
	<p>Post-assessment with embedded final reflection</p>	<p>Integrated ELD Project Parts I &amp; II due</p> <p>Complete the Posttest/Final Reflection</p>