I. COURSE TITLE: ESL Content Instruction  
COURSE NUMBER/SECTIONS: EDBE 5582 Sections 026, 030

II. INSTRUCTOR: Dr. Rossana Ramírez Boyd  
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Office Hours: Thursdays from 1:00 to 4:00 PM  
Location: Matthews Hall Suite 206

ABOUT THE INSTRUCTOR  
Dr. Rossana Boyd is a passionate instructor and administrator regarding English as a second language and bilingual education teacher preparation. Dr. Boyd holds a B.A. in Educational Administration from the Universidad Nacional Autónoma de Honduras, a M.Ed. in Educational Supervision from Southeastern Louisiana University, and a Ph. D. in Curriculum and Instruction from Louisiana State University. She has more than 25 years of experience as a teacher, administrator, and faculty member at various universities including the University of New Orleans, Asuza Pacific University, and Southeastern Louisiana University. Currently, she works at the University of North Texas as a principal lecturer and director of the Bilingual/ESL Teacher Education programs in the Department of Teacher Education and Administration of the College of Education. She has served on the executive board of the National Association for Bilingual Education (NABE) for several years and was elected again nationally to serve from 2015 to 2018. She is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and other organizations such as TABE and BEAM.

III. TEXTS AND RESOURCES  
Required Texts  

**Resources**


**IV. COURSE DESCRIPTION**

(3 credit hours) Study of subject-specific instructional methods, approaches and materials to teach mathematics, science, English language arts and social studies to students for whom English is a second language

**Course Overview and Introduction**

Pre-service teachers will benefit from the contents of this course when they learn content knowledge related to the Core subject areas as well as a variety of strategies and approaches to teach that content to English Learners (ELs). Pre-service teachers will carry out a variety of activities that you be implemented in their future classroom. Also, they will develop Portfolio Part A which is a collection of artifacts and accompanying reflections linked to the INTASC teacher preparation standards. It is possible to some pre-service teachers already passed the TExES Core Subjects exam but this course will reinforce content knowledge and other topics related to teaching ELs.

**V. STANDARD- BASED LEARNING OBJECTIVES**

The objectives of this course are aligned to the Texas Education Agency’s Teacher Educator Preparation Standards, INTASC Standards, to some of the Teachers of English for Speakers of Other Languages (TESOL) standards. Pre-service teachers will use the English Language Proficiency Standards (ELPS) and the state content standards (TEKS) to design instruction.

**INTASC STANDARDS**

1. Learner development
2. Learning differences
3. Learning environments
4. Content knowledge
5. Application of Content
6. Assessment
7. Planning for instruction
8. Instructional strategies
9. Professional learning and ethical practice
10. Leadership and collaboration
Candidate knowledge, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for English language learners using standards-based ESL and content curriculum.

### Competency Based Objectives Based on the State Content Standards for Teacher Preparation

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>COMPETENCIES</th>
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</thead>
</table>
| Subject I English Language Arts and Reading & the Science of Teaching Reading (801) | Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.  
Competency 002 (Phonological and Phonemic Awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.  
Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.  
Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.  
Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.  
Competency 008 (Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing. |
| Subject II Mathematics (802) | Competency 001 (Mathematics Instruction): The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize, and implement instruction and assess learning.  
Competency 002 (Number Concepts and Operations): The teacher understands concepts related to numbers, operations and algorithms, and the properties of numbers.  
Competency 003 (Patterns and Algebra): The teacher understands concepts related to patterns, relations, functions, and algebraic reasoning.  
Competency 004 (Geometry and Measurement): The teacher understands concepts and principles of geometry and measurement.  
Competency 005 (Probability and Statistics): The teacher understands concepts related to probability and statistics and their applications.  
Competency 006 (Mathematical Processes): The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics. |
### Subject III Social Studies (803)

**Competency 001 (Social Science Instruction):** The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

**Competency 002 (History):** The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas, and relationships between the past, the present, and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 003 (Geography and Culture):** The teacher understands and applies knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology, and society as defined by the Texas Essential Knowledge and Skills (TEKS).

**Competency 004 (Economics):** The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute, and consume goods and services.

**Competency 005 (Government and Citizenship):** The teacher understands and applies knowledge of concepts of government, democracy, and citizenship, including ways that individuals and groups achieve their goals through political systems.

### Subject IV Science (804)

**Competency 001 (Lab Processes, Equipment and Safety):** The teacher understands how to manage learning activities, tools, materials, equipment, and technologies to ensure the safety of all students.

**Competency 002 (History and Nature of Science):** The teacher understands the history and nature of science, the process and role of scientific inquiry, and the role of inquiry in science instruction.

**Competency 003 (Impact on Science):** The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.

**Competency 004 (Concepts and Processes):** The teacher knows and understands the unifying concepts and processes that are common to all sciences.

**Competency 005 (Students as Learners and Science Instruction):** The teacher has theoretical and practical knowledge about teaching science and about how students learn science.

**Competency 006 (Science Assessment):** The teacher knows the varied and appropriate assessments and assessment practices for monitoring science learning in laboratory, field, and classroom settings.

**Competency 007 (Forces and Motion):** The teacher understands forces and motion and their relationships.

**Competency 008 (Physical and Chemical Properties):** The teacher understands the physical and chemical properties of and changes in matter.

**Competency 009 (Energy and Interactions):** The teacher understands energy and interactions between matter and energy.

**Competency 010 (Energy Transformations and Conservation):** The teacher understands energy transformations and the conservation of matter and energy.

**Competency 011 (Structure and Function of Living Things):** The teacher understands the structure and function of living things.

**Competency 012 (Reproduction and the Mechanics of Heredity):** The teacher understands reproduction and the mechanisms of heredity.
Competency 013 (Adaptations and Evolution): The teacher understands adaptations of organisms and the theory of evolution.

Competency 014 (Organisms and the Environment): The teacher understands the relationships between organisms and the environment.

Competency 015 (Structure and Function of Earth Systems): The teacher understands the structure and function of Earth systems.

Competency 016 (Cycles in Earth Systems): The teacher understands cycles in Earth systems.

Competency 017 (Energy in Weather and Climate): The teacher understands the role of energy in weather and climate.

Competency 018 (Solar System and The Universe): The teacher understands the characteristics of the solar system and the universe.

Subjects V - Fine Arts, Health and Physical Education (805)

Competency 001 (Visual Arts): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.

Competency 002 (Music): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.

Competency 003 (Health): The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.

Competency 004 (Physical Education): The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.

Competency 005 (Theatre): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.

VI. TECHNICAL REQUIREMENTS/ASSISTANCE
The following information has been provided to assist you in preparation for the technological aspect of the course.
UNT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://goo.gl/1lsVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous audio and video calls)
Word Processor

Minimum Technical Skills Needed:
Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

VII. ACCESS AND NAVIGATION
Login Information
To get started with the course log on to https://learn.unt.edu, enter your EUID and password and click the link with the course name. If you have forgotten your EUID or password you can go to: http://ams.unt.edu.

Student Resources
- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- Take the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course if needed.
- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

To Be A Successful Online Student
What Makes a Successful Online Student? (click on the web link to open it)

Self Evaluation for Potential Online Students (click on the web link to open it)
- Transmit only WORD documents via Blackboard that are of high quality and that evidence creativity and thought;
- Demonstrate professional attitudes and dispositions toward each other during discussions;
- Turn in assignments on time;
- Use the UNT library and open source resources to supplement your learning.

How the course is organized?
This course is divided in 15 week of assignments organized in folders Blackboard. We will use several menu items that include: the course content page, E-mail messages, the grade book, discussions, weekly assignments, and assessments. This syllabus contains grading details, assignment descriptions, due dates, and policies.

What Students Should Do First?
To start the course, go to the menu and click on the START HERE item. In there you will find instructions about how to begin and where to introduce yourself.

Course Requirements
- Purchase your texts.
• Purchase a TK20 account at www.coe.unt.edu/tk20 if you do not have one yet so that you can upload the Portfolio Part A which is the key assignment of this course.

• Transmit only WORD documents via Blackboard that are of high quality and that evidence creativity and thought;

• Demonstrate professional attitudes and dispositions toward each other during discussions;

• Use the UNT library and open source resources to supplement your learning.

• Complete all weekly assignments whether they carry a grade or not. Any documents that need to be turned in will need to be in WORD. Assignments will be due on Fridays by 11:59 pm.

**Attendance Requirements**
Attendance to an online course is defined as completing all the assignments weekly and by the deadline.

**Late Work Policy**
If the deadline is missed work will be accepted if the student communicates with the instructor ahead of time describing the reason for the lateness or lack of participation. Extensions for assignments will be granted by the instructor on a case by case basis. If no communication happens ahead of time because of an emergency, death in the family, illness of self or a family member, a copy of the obituary or a doctor’s excuse (if self) will be required.

**Semester Drop Dates**
If for any reason you have to drop the course, deadlines and information can be found at: [http://registrar.unt.edu/](http://registrar.unt.edu/)

**How Students Should Proceed Each Week for Class Activities**
Go to the weekly assignments menu item, click on the week’s link, in there you will see a description of the activities for the week. You can also use your syllabus to follow the requirements for each weekly assignment. The quizzes will provide immediate feedback to you and also your score.

**Support for Students with Disabilities**
This course has been designed to make content accessible to students of different styles of learning. For example, it includes Power Point presentations with graphics, Webcasts, PDF documents that can be accessed using the reader tool, textbook and article readings, and different web links related to course contents. Additionally, UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation.
[http://www.unt.edu/oda](http://www.unt.edu/oda) or [http://disability.unt.edu/services/taglines](http://disability.unt.edu/services/taglines)
Student Technical Support
The University of North Texas provides technical support in the use of Blackboard. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website http://www.unt.edu/helpdesk/hours.htm for updated hours.

Also, UNT offers other support services such as:
COE Student Advising Office: https://www.coe.unt.edu/student-advising-office
Office of the Registrar: http://registrar.unt.edu/registration
Student Financial Aid and Scholarships: http://financialaid.unt.edu/
Counseling: http://studentaffairs.unt.edu/counseling-testing-services

VIII. COMMUNICATION
To communicate with me the preferred method will be via email messages in Blackboard. To answer your messages I will log on the course once per week. If you want an immediate response you can do the following: call my office, call my cell phone, send me a text message, or send me an email to Rossana.Boyd@unt.edu. I check this account daily.

Eagle Connect
Official correspondence between UNT and students is conducted via Eagle Connect. Check your account often which should end with @my.unt.edu.

Netiquette
Please observe the following Netiquette Guidelines during the discussions and email messages:

1. **Tone down your language.** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

2. **Keep a straight face.** In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

3. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

4. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or
poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

5. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, it will be even better.

6. **Netspeak.** DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a virtual environment. Acronyms and emoticons (arrangements of symbols to express emotions) are popular but excessive use of them can make your message difficult to read.

IX. **GRADING**
I will grade the assignments that have a number of points listed next to them in the Summary of Assignments’ table below. You will be able to view your individual grades and check your progress in the online gradebook in Blackboard. The most points to earn are 100. Any extra credit points you earn will be added to the 100. Below is the grade scale for the course, the assignments’ summary, and a detailed description of each weekly assignment.

**Important:** Collect and save electronically as many assignments as possible to use them as artifacts when you develop your Part A and Part B Portfolio.

**The grading scale for this course is:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
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</table>

X. **ASSIGNMENTS**
The course is equivalent to a three-hour credit graduate level course and it consists of 15 assignments that represent a variety of activities such as: discussions, readings, videos, tests, activities, papers, using web links, and the development of Portfolio PART A key assignment. Each assignment is related to one or more INTASC standards and State competencies which establish the learning expectations.

**Extra Credit Points**
You can earn 10 extra credit points *(for one course only)* if you attend one conference related to ESL or bilingual education. Proof of attendance is required one week after the event. The proof can be a scanned copy of the registration form or email.

- **National Association for Bilingual Education (NABE),** Hilton Anatole, Dallas, TX, February 23-25, www.nabe.org. For registration as a student email tinageneste@gmail.com.
You can earn 5 extra credit points if you attend one of the TExES Exam Review Sessions to be delivered by a Region 10 ESC consultant on Saturday, April 8 from 9:30 am to 3:30 pm.

- The Bilingual Supplemental exam review session will be in Wooten Hall, room 222.
- The ESL Supplemental exam review session will be in Wooten Hall, room 122.

To sign up please send an email to Daniela.balderas@unt.edu as soon as possible and indicate the session that you plan to attend and in which course you are enrolled. 5 extra credits points will be assign to students only if they attend the full session. A certificate of attendance will be issued at the end of the day. You can submit a scanned copy of this as proof of attendance. The proof will not be valid after a week of the activity.

XI. SUMMARY OF ASSIGNMENTS, ASSESSMENTS, AND DEADLINES

Reminder: If you plan to student teach in the Fall 2017, please go to TK20 at www.coe.unt.edu/tk20 to fill out an application for placement as soon as the link is available.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignments Due on Fridays by 11:59 pm</th>
<th>Assignment deadlines and points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, Jan. 17-20</td>
<td>Zip Code Survey Introductions Discussion forum about NCLB vs ESSA Acts</td>
<td>Due on Jan. 20, Zip Code Survey Discussion Forums</td>
</tr>
<tr>
<td>Week 2, Jan. 23-27</td>
<td>Lemlech text chapters 1 and 2 Discussion forum – Personal philosophy of teaching Experiences for English Learners ELs. will be graded</td>
<td>Due on Jan. 27, Experiences for ELs, 10 points</td>
</tr>
<tr>
<td>Week 3, Jan. 30-Feb. 3</td>
<td>Lemlech text chapters 3 and 4 The management plan will be graded</td>
<td>Due on Feb. 3 Classroom Management Plan, 10 Points</td>
</tr>
<tr>
<td>Week 4, Feb. 6-10</td>
<td>Lemlech chapters 5 and 6 Peregyo chapter 7 Discussion Forum</td>
<td>Due on Feb. 10 Discussion Forum</td>
</tr>
<tr>
<td>Week 5, Feb. 13-17</td>
<td>Social Studies Lemlech chapters 8, 9 Document about Instructional Approaches to Teaching social studies</td>
<td>Due on Feb. 17 Approaches for teaching social studies document, 10 points</td>
</tr>
<tr>
<td>Week 6, Feb. 20-24</td>
<td>Social Studies and ELA Document about Jigsaw and concept maps for teaching social studies</td>
<td>Due on Feb. 24 Jigsaw and concept maps document, 10 points</td>
</tr>
</tbody>
</table>
XII DESCRIPTION OF REQUIRED ASSIGNMENTS

Week 1

Learning Expectations
a. Become familiar with the content knowledge that teacher candidates need to have to become certified teachers.

b. Compare and contrast the NCLB vs. the ESSA Acts and share with classmates.

Assignments to accomplish this week:
1. Go to the week 1 link and fill out the zip code survey if you leave 50 or more miles from UNT.
2. Use the discussion forum link named “introductions” in the same folder to introduce yourself.
3. Review the TExES EC-6 Core Subjects Preparation Manual http://www.texas.ets.org/prepmaterials to become familiar with the content subject competencies and indicators that pre-service teachers are expected to have in order to earn an EC-6 initial teacher certification in Core Subjects and ESL or Bilingual Supplemental.
4. The nation’s Elementary and Secondary Education Act, the No Child Left Behind Law (NCLB) was reauthorized this past year under a new law, Every Student Succeed Act (ESSA). Using the NCLB and the ESSA acts compare the Title III legislation items. List three differences between bills and list three items that may be similar. https://www.ed.gov/essa.
5. In the discussion forum named NCLB vs. ESSA, share your comparison with your classmates.
6. Purchase your texts.
7. Assessment: Demonstrate knowledge about differences and similarities between Title III in NCLB and ESSA in the discussion forum.

Week 2

Learning expectations
a. Teacher candidates will understand how to create appropriate classroom environments and develop their own management plan with room layout.

b. INTASC Standard 8: Instructional Strategies

c. INTASC Standard 2. Learning differences

d. ELA Competency 008 - Vocabulary Development

Assignments to accomplish this week:
1. Review Lemlech text Ch. 1 - Curriculum Today: Influences and Challenges.
2. Review Lemlech text Ch. 2 - How Children Learn: Similarities and Differences.
3. Review Peregoy’s Ch. 3 - Classroom Practices for Effective English Learner Instruction
4. Develop your own philosophy of teaching and share it with your classmates in the discussion forum. Ask one classmate to describe in more detail one aspect of his/her philosophy that may be different from yours.
5. Describe in detail (double spaces, font size 12) learning experiences for learners who happen to be English Learners (ELs) of any grade and language proficiency level for
each of these:
  a. visual,
  b. kinesthetic
  c. auditory
  d. reading
  e. speaking
  f. writing scaffold
  g. vocabulary development
  h. collaborative

6. Submit your description of learning experiences using the link in the week 2 folder.

7. **Assessment:** Demonstrate knowledge about teaching by developing a personal philosophy of teaching and about describing different experiences that can be used with ELs.

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**Week 3**

**Learning expectations**

a. Teacher candidates will gain knowledge about classroom practices for EL instruction teaching strategies, curriculum planning, and assessment of student progress.
b. Teacher candidates will develop a classroom management plan.
c. INTASC Standard 3: Learning Environments

**Assignments to accomplish this week:**

1. Review Lemlech’s Ch. 3 – Classroom Management
2. Review Lemlech’s Ch. 4 – Exposition and Discussion Strategies
3. Watch these videos about classroom management and motivation:
   - Classroom management tips: https://www.youtube.com/watch?v=PhJD5RL331Q
   - Proven classroom management tips: https://www.youtube.com/watch?v=0XUTdaQldKI
   - How to motivate students -12 ways: http://www.teachhub.com/top-12-ways-motivate-students
4. Taking ideas from the videos, the text readings, and other resources that you may locate on the Web develop your own classroom management plan to include:
   a. your standards
   b. routines and tasks
   c. how to encourage ELs to participate in class discussions
   d. incentives to motivate students
   e. discipline rules
   f. how to handle students who misbehave
   g. organization of the classroom,
   h. Sketch an illustration of the organization of your classroom. What will it look like?
5. Submit your plan using the link in the week 3 folder (use double spaces, font size 12).
6. **Assessment.** Demonstrate knowledge about creating an appropriate learning environment by developing your own classroom management plan.
**Week 4**

**Learning expectations**  
**Competency 008 (Vocabulary Development):** The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.

INTASC Standard 8. Instructional strategies  
INTASC Standard 10. Leadership and Collaboration

**Assignments to accomplish this week:**
1. Review Lemlech’s Ch. 5 - Inquiry Teaching Strategies
2. Review Lemlech Ch. 6 - Curriculum Planning: The Teaching Unit
3. Review Peregoy’s Ch. 7 – Word Meanings: English Learners’ Vocabulary Development
4. In the discussion forum, work with one classmates to identify and describe an activity that promotes student thinking. For example, how would you promote world peace, how will you combat hunger in your community, how will you teach vocabulary development for reading, listening, speaking and writing, etc.
5. In the discussion forum, describe the activity using the 5-E Instructional strategy described on pages 118 to 119, Lemlech’s chapter 5. Make sure that you include a description for each of the E’s: Engagement, Exploration, Explanation, Elaboration, and Evaluation. You can use threads to communicate back and forth until you have the final product for others to read in the forum.
6. **Assessment:** Demonstrate knowledge about using the 5-E Model by planning inquiry about vocabulary development in the discussion forum.

**Week 5**

**SOCIAL STUDIES**

**Learning expectations**  
**Competency 001 (Social Science Instruction):** The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

INTASC STANDARD 7. Planning for instruction  
INTASC STANDARD 8. Instructional strategies

**Assignments to accomplish this week:**
1. Review the social studies content competencies in the TExES Preparation Manual http://www.texes.ets.org/prepmaterials, pages 33 to 41. Then scroll down to pages 87 to 97 to answer the practice test questions. Check the correct answers and their rationale at the end of the document starting on page 108.
2. Review Lemlech’s Ch. 8 – Teaching English Language Arts
3. Review Lemlech’s Ch. 9 – Social Experiences especially pgs. 226-240 for an orientation to the content areas that comprise social studies
4. Application ideas for Social Studies - Choose a social studies topic (a place, a group of people, an event, a theme, an issue) that is included in the curriculum of one grade/level in EC-6. Then provide well thought-out responses to these questions:  
   a. How you would go about developing a two-week unit focused on the chosen topic?
b. What websites might you use for a virtual fieldtrip or a webquest on the social studies topic you chose? Be sure that they are suitable for the age of EC-6 students.
c. How a webquest differs from a virtual field trip?
d. What project-based approaches would your students use for this topic to employ project-based learning?
e. What would you have in a learning center in your classroom for this topic? Refer to the George Lucas Foundation webpage about project-based learning. http://jtp.ipgkti.edu.my/ppy/resosbestari/PENDEKATAN/pbl/HOWPBL.PDF
f. What will a concept map look like if you use the social studies topic you chose?

5. Demonstrate your understanding of instructional approaches for social studies in a document (WORD, double spaces) to submit it using the link in the week 4 folder.
6. Assessment: Demonstrate knowledge in the document about instructional approaches to teaching social studies.

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**Week 6**

**SOCIAL STUDIES AND LANGUAGE ARTS**

**Learning expectations**

**Competency 001 (Social Science Instruction):** The teacher understands and applies social science knowledge and skills to plan, organize, and implement instruction and assess learning.

**Competency 004 (Literacy Development):** The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students’ literacy.

**INTASC STANDARD 7.** Planning for instruction
**INTASC STANDARD 8.** Instructional strategies

**Assignments to accomplish this week:**

1. This week you will integrate language arts into the teaching and learning of social studies.
2. Find a partner to work with. Now both imagine a jigsaw activity that you could develop for your social studies topics. On pages 117-118 Lemlech (2009) provides a brief explanation of what a jigsaw approach is and how it leads to collaborative learning. For more information on this strategy go to: [http://www.jigsaw.org/](http://www.jigsaw.org/) Develop a WORD document with answers to the following questions:
   a. How you would organize and implement a jigsaw assignment related to your topics?
   b. What would be the five subtopics of your topics for which students would become experts if you have 25 students, five in each group? specify.
   c. What would be the end product of the jigsaw look like? a play, performance, a diorama, or a webpage?
   d. How would you integrate language arts in your teaching of the particular topics?
   e. How would you integrate children’s literature?
   f. What will a concept map look like if you use the social studies topics you chose?
   g. Develop a concept map for your topics. For more information on developing a concept map, see [http://library.usu.edu/instruct/tutorials/cm/CMinstruction2.htm](http://library.usu.edu/instruct/tutorials/cm/CMinstruction2.htm).
h. Insert the visual image of your concept map (not necessarily constructed through Inspiration) in the document. Use double spaces and include both of your full names,

3. Turn in your document using the link in the Week 5 folder.

4. **Assessment:** Demonstrate knowledge in the document about implementing jigsaws and developing concepts maps to teach social studies.

**XIII. COLLEGE OF EDUCATION’S VISION**

Will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner–centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.

![The Educator as Agent of Engaged Learning](image)

**COLLEGE OF EDUCATION’S MISSION STATEMENT**

To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes in achieving the mission by expanding knowledge through research, publication, and service.

**XIV. UNIVERSITY POLICY STATEMENTS**

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.
Acceptable Student Behavior
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

SPOT: The Student Personal Opinion of Teaching is expected for all organized classes at UNT. This brief online survey will be made available to you before the end of the semester. It will provide you a chance to comment on your learning in this class. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.
Technology Integration Policy: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation: To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) also administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the Teacher Education and Administration Department Graduate Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates
Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages
The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu.

Students and Online Courses
To read INS regulations for F-1 students taking online courses, please go to http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G) A final rule with clarifications on the restriction can be found in a PDF file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses." To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student's responsibility to do the following: 1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office, telephone 940-565-2195, or email international@unt.edu to receive clarification before the one-week deadline.

XV. ONLINE RESOURCES:

Colorín Colorado – http://www.colorincolorado.org/

National Association for Bilingual Education – www.nabe.org

Teachers of English to Speakers of Other Languages – www.tesol.org

Texas Education Agency – www.tea.state.tx.us

Educational Testing Service – www.texas.ets.org


http://www.glencoe.com/sec/teachingtoday/subject/help_ELL_math.phtml