DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

SYLLABUS
(Subject to modifications)

FALL 2018
(August 27 – December 14)

I. COURSE TITLE: ESL Content Instruction
COURSE NUMBER/SECTIONS: EDBE 5582

II. INSTRUCTOR: Dr. Rossana Ramirez Boyd
Email: Rossana.boyd@unt.edu
Office Hours: Tuesdays from 2:00 to 5:00 PM or by appointment
Location: Matthews Hall 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, Assuza 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, College of Education. She has served on the executive board of the National Association for Bilingual Education (NABE) for several years and was elected nationally again to serve as secretary of the board. She is a long time member of the Teacher for Speakers of Other Languages (TESOL) organization and of other related state organizations.

III. TEXTS AND RESOURCES
Required Texts

Resources
UNT Library (http://guides.library.unt.edu) and other links listed in this syllabus.

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
You will benefit from the contents of this course whether you are pursuing the certification core subjects with ESL education or bilingual education. You will learn a variety of strategies and approaches for teaching content using ESL methods. You will have a variety of resources available that you can use in your future classroom as well as the opportunity to create Portfolio Part A which is a collection of artifacts and accompanying reflections linked to the INTASC standards for teacher preparation.

V. STANDARD-BASED LEARNING OBJECTIVES
The objectives of this course are aligned to the Texas Education Agency Teacher Educator Preparation Standards, INTASC Standards, Teachers of English for Speakers of Other Languages (TESOL) standard, the English Language Proficiency Standards (ELPS), and the state content standards. If you have already passed the Core Subjects exam, this course will reinforce content knowledge and other topics related to teaching ELLs.

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

TESOL STANDARD
Domain 3: Instruction
Standard 3.a Planning for Standards-Based ESL and Content Instruction
Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for English language learner using standards-based ESL and content curriculum.
### Competency Based Objectives Based on State Content Standards

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>Subject I</strong>&lt;br&gt;English Language Arts and Reading &amp; the Science of Teaching Reading (801)</td>
<td><strong>Competency 001 (Oral Language):</strong> 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.</td>
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<td><strong>Competency 002 (Phonological and Phonemic Awareness):</strong> The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.</td>
<td><strong>Competency 003 (Alphabetic Principle):</strong> 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.</td>
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<td><strong>Competency 005 (Vocabulary Development):</strong> The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.</td>
<td><strong>Competency 006 (Mathematical Processes):</strong> The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.</td>
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<td><strong>Competency 002 (Number Concepts and Operations):</strong> The teacher understands concepts related to numbers, operations and algorithms, and the properties of numbers.</td>
<td><strong>Competency 003 (Patterns and Algebra):</strong> The teacher understands concepts related to patterns, relations, functions, and algebraic reasoning.</td>
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<td><strong>Competency 005 (Probability and Statistics):</strong> The teacher understands concepts related to probability and statistics and their applications.</td>
<td><strong>Competency 006 (Mathematical Processes):</strong> The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems, and make mathematical connections within and outside of mathematics.</td>
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<tr>
<td>Subject II &lt;br&gt;Mathematics (802)</td>
<td><strong>Competency 002 (Number Concepts and Operations):</strong> The teacher understands concepts related to numbers, operations and algorithms, and the properties of numbers.</td>
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<td><strong>Competency 004 (Geometry and Measurement):</strong> The teacher understands concepts and principles of geometry and measurement.</td>
<td><strong>Competency 005 (Probability and Statistics):</strong> The teacher understands concepts related to probability and statistics and their applications.</td>
</tr>
</tbody>
</table>
| 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 (Science): The teacher understands how to manage learning activities, tools, materials, equipment, and technologies to ensure the safety of all students.  
Competency 002 (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 (Science): The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.  
Competency 004 (Science): The teacher knows and understands the unifying concepts and processes that are common to all sciences.  
Competency 005 (Science): The teacher has theoretical and practical knowledge about teaching science and about how students learn science.  
Competency 006 (Science): The teacher knows the varied and appropriate assessments and assessment practices for monitoring science learning in laboratory, field, and classroom settings.  
Competency 007 (Physical Science): The teacher understands forces and motion and their relationships.  
Competency 008 (Physical Science): The teacher understands the physical and chemical properties of and changes in matter.  
Competency 009 (Physical Science): The teacher understands energy and interactions between matter and energy.  
Competency 010 (Physical Science): The teacher understands energy transformations and the conservation of matter and energy.  
Competency 011 (Life Science): The teacher understands the structure and function of living things.  
Competency 012 (Life Science): The teacher understands reproduction and the mechanisms of heredity.  
Competency 013 (Life Science): The teacher understands adaptations of organisms and the theory of evolution.  
Competency 014 (Life Science): The teacher understands the relationships between organisms and the environment.  
Competency 015 (Earth and Space Science): The teacher understands the structure and function of Earth systems. |
Competency 016 (Earth and Space Science): The teacher understands cycles in Earth systems.
Competency 017 (Earth and Space Science): The teacher understands the role of energy in weather and climate.
Competency 018 (Earth and Space Science): The teacher understands the characteristics of the solar system and the universe.

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
Email Canvas support: clearhelp@unt.edu for assistance
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
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://unt.instructure.com, 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.

Being a Successful Online Student:
What Makes a Successful Online Student?
Self Evaluation for Potential Online Students
• 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 is the course organized?**
  This course is divided in weekly assignments and it will use several menu items in Canvas such as: the course content page, E-mail messages, the grade book, discussions, assignments, and assessments. The last three will be linked to each weekly folder. This syllabus contains grading details, assignment descriptions, due dates, and policies.

- **What Students Should Do First?**
  To start the course, go to the menu in Canvas and click on the START HERE item. There you will find instructions about how to begin, purchasing the texts, and where to introduce yourself.

**Course Requirements**
- Purchase the textbooks;
- Review the syllabus in its entirety;
- Review the Post Bac Handbook;
- Follow all the course instructions found in the weekly assignments;
- Ask questions for clarification about assignments before they are due;
- Submit the assignments on or before the due dates;
- Participate in forums using the discussion tool and pay attention to netiquette;
- Turn in written assignments using WORD files;
- Create a Foliotek account to upload the key assignment, Portfolio Part A; and
- Take the TExES Core Subjects practice AND real exams.

**Other Course Requirements**

**Attendance**
Attendance and participation in online graduate courses are expected. It is defined as participation in discussion forums, quizzes, submission of the Part A Portfolio, and other assignments before or on the scheduled dates. If participation is not possible the following will apply:

**Late work policy:** After each day an assignment is late = 20% will be deducted from the overall assignment grade.

**Make up work policy:** Will be allowed for students who have excused absences only.

**Excused absences:**
- Attendance to conferences with prior permission by the instructor.
- In case of death in the family, obituary evidence will be required.
- In case of illness, a doctor’s note will be required.
- Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case by case basis.
**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](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](https://www.coe.unt.edu/student-advising-office)
Office of the Registrar: [http://registrar.unt.edu/registration](http://registrar.unt.edu/registration)
Student Financial Aid and Scholarships: [http://financialaid.unt.edu/](http://financialaid.unt.edu/)
Counseling: [http://studentaffairs.unt.edu/counseling-testing-services](http://studentaffairs.unt.edu/counseling-testing-services)

**VIII. COMMUNICATION**
To communicate with me the preferred method will be via email messages in Canvas. **DO NOT SEND QUESTIONS TO ALL STUDENTS VIA EMAIL** when you have a question or need additional information. For a more immediate response call me directly using my cell phone, a text message, or you can contact me directly at rossana.boyd@unt.edu. I check this email account on a daily basis. I will log on the course **once per week on Sunday afternoon** to respond to any emails, questions, and to provide feedback for assignments as needed.
Eagle Connect
All other official correspondence between UNT and students is conducted via Eagle Connect and it is your responsibility to read your Eagle Connect Email regularly.

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.** Many conventions in communications have already been established such as acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

IX. ASSIGNMENTS AND GRADING

Assignments
This course is equivalent to a three-hour graduate course and it is made up of assignments that include performance expectations to assist you in achieving the learning objectives. In general, the weekly assignments consist of a variety
of text readings, videos, articles, web-links, lesson plans, discussion forum, and a key assignment which is the development of the Portfolio Part A. This will be due in Foliotek and it is only for students seeking teacher certification. Collect and save electronically as many assignments as you can to use them as artifacts for the development of the Portfolio. Students taking this course as an elective will be assigned a research paper instead.

**IMPORTANT NOTE:** Students are now required to pass the core subjects EC-6 test before student teaching. To prepare, I recommend that you take the practice test at UNT to help you prepare for the actual exam and you can take it as many times as you would like. To register go to: [http://www.coe.unt.edu/texes-advising-office/texes-exams/texes-practice-exams/texes-practice-exam-registration](http://www.coe.unt.edu/texes-advising-office/texes-exams/texes-practice-exams/texes-practice-exam-registration). You can also use the NEW Practice Manual in the ETS website at [http://cms.texes.ets.org/files/5914/1881/7139/core_subjects_ec_6_291.pdf](http://cms.texes.ets.org/files/5914/1881/7139/core_subjects_ec_6_291.pdf) to become familiar with the format of the test and with the type of questions that will be asked.

**Grading**
All assignments will be graded except for some of the discussion forums. However, these have a deadline and I will monitor the posts to make sure that everyone is participating, interacting with the content and with one another. I will use a holistic format to assess your assignments. These will be due on Sundays by 11:59 PM. As the semester progresses, you will be able to monitor your grades in Canvas. Below is the grade scale for the course, a summary of the assignments and a detailed description of the weekly assignments, assessments, and deadlines follow.

**Extra Credit Points**
You can earn 10 extra credit points which will be assigned to your grade beyond the 100 possible points if you attend a conference related to ESL or bilingual education. Proof of attendance will be required right after attending the event and it can be used as an artifact for INTASC Standard 9 -Professional learning and ethical practice.

- **National Association for Bilingual Education (NABE),** For registration and more information go to [www.nabe.org](http://www.nabe.org).
- **Teachers of English for Speakers of Other Languages (TESOL),** For registration and more information go to [www.tesol.org](http://www.tesol.org).

**You can earn 5 extra credit points if:**
You attend the ESL Supplemental or the Bilingual Supplemental TExES Review Session. The ESL Supplemental review will be at Wooten Hall, room 122 and the Bilingual Supplemental in room 222. To sign up just confirm your attendance to [anita.deschner@unt.edu](mailto:anita.deschner@unt.edu)
The grading scale for this course is:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
59% and below = F

X. SUMMARY OF ASSIGNMENTS, ASSESSMENTS, AND DEADLINES

Reminder: If you plan to student teach in the fall, please go to Foliotek at http://careerconnect.unt.edu/e-portfolio to fill out an application for school placement.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments</th>
<th>Assignments are due by 11:59 pm on Sundays</th>
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</thead>
<tbody>
<tr>
<td>Week 1, August 27 - September 2</td>
<td>-Review Lemlech text chapters 1 and 2 Exploring Foundational Contexts and Curriculum Challenges Introductions -Introductions – Discussion Forum -Discussion forum about best practices</td>
<td>Discussion Forums due on September 2</td>
</tr>
<tr>
<td>Week 2, September 3 - September 9</td>
<td>-Review Lemlech text chapters 3 and 4 -Develop a classroom management plan</td>
<td>Management Plan due on September 9, 5 points</td>
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<tr>
<td>Week 3, September 10 - September 16</td>
<td>-Review Lemlech text chapters 5, 6, 7 -Plan a lesson to teach reading.</td>
<td>Reading lesson plan is due on September 16, 10 Points</td>
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<tr>
<td>Week 4, September 17 - September 23</td>
<td>-Review Perego text chapters 2, 3, 4 about language acquisition, classroom practices for ELL instruction, and new literacies. -English language arts and reading competencies 001, 002, 003 -Oral language development lesson plan</td>
<td>Oral language lesson plan and discussion forum due on September 23, 10 Points</td>
</tr>
<tr>
<td>Week 5, September 24 - September 30</td>
<td>-Review Perego text chapters 5, 6 -Review Lemlech text chapters 8 -English language arts and reading competencies 004 and 008 -ELA TEKS in Spanish and in English -Learning center design in pairs</td>
<td>Second Language Learning center design due on September 30, 10 Points</td>
</tr>
<tr>
<td>Week 6, October 1 - October 7</td>
<td>-Review Lemlech text chapter 9 -Review Perego chapter 7 -Social studies competency 001, 002, 003 -Social studies TEKS in English and in Spanish for bilingual certification candidates -Social studies lesson plan about the Declaration of Independence</td>
<td>Social studies lesson plan and Discussion Forum due on October 7, 10 Points</td>
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</table>
| Week 7, **October 8**-**October 14** | Discussion forum  
- Review Peregyo text chapter 8  
- Social Studies Competencies 004, 005  
- Social studies TEKS in Spanish and in English  
- Create a virtual field trip  
- Discussion forum about virtual field trip. | Virtual fieldtrip and Discussion forum  
Due on **October 14**, **5 points** |
| --- | --- | --- |
| **Week 8, October 15**-**October 21** | Discussion forum for reflection due **October 21**  
- Review Lemlech text chapter 10 - Mathematics Education  
- Review Peregyo text chapter 9  
- Mathematics TEKS in Spanish and in English  
- Mathematics Competencies 004, 005, 006  
- Reflection in a discussion forum | Mathematics Lesson Plan due on **October 28**, **10 points** |
| **Week 9, October 22**-**October 28** | **Week 10, October 29**-**November 4**  
- Review Peregyo text chapter 10  
- Mathematics TEKS in Spanish and in English  
- Mathematics, Competencies 004, 005, 006  
- 3rd grade STAAR sample self-assessment - Mathematics Lesson Plan  
- Lemlech text chapter 11 - Science Education  
- Review Peregyo text chapter 11  
- Science Competencies 001, 002, 003, 005, and 006  
- Review Science STAAR sample self-assessment  
- Discussion Forum  
- Description of an Investigation | **Week 11, November 5**-**November 11**  
- Science Content, Competencies 007, 008, 009, 010, 011, and 012  
- Science TEKS in Spanish and in English  
- Science Lesson Planning  
- Science Lesson plan due on **November 11**, **10 Points** |
| **Week 12, November 12**-**November 18** | **Week 13, November 19**-**November 25**  
- Science Content, Competencies 013, 014, 015, 016, 017, 018  
- Science TEKS in Spanish and in English  
- Discussion Forum  
- Thanksgiving Holiday  
- No assignments due | **Week 14, November 26**-**December 2**  
- Work on key assignment, Portfolio Part A certification students or on Research paper students taking the course as elective.  
- Work on Portfolio or Research Paper  
- Week 15, **December 3**-**December 9**  
- Submit key assignment Portfolio Part A in Foliotek – students seeking certification  
- Submit in Blackboard, students taking this course for reasons other than seeking certification.  
- Portfolio or research paper are due on **December 9**, **20 Points** |
| **TOTAL** | **105 Points** | |
XI DESCRIPTION OF REQUIRED ASSIGNMENTS AND DUE DATES

Week 1, August 27-September 2  Discussion Forums are due on September 2

**Objective:** Teacher candidates will be able to explore foundational contexts, curricular challenges, and best practices.

a) **INTASC Standard: 1: Learner Development**

b) **INTASC Standard: 2: Learner Differences**

c) **INTASC Standard: 3: Learning Environments**

d) **TESOL Standard 3.a - Planning for Standards-Based ESL and Content**

**Complete the following assignments this week:**

1. Introductions – Introduce yourself in the discussion forum using the link in the week 1 folder.
2. Review the Prezi presentations about Lemlech text Ch. 1 and review text Ch. 1 - Curriculum Today: Influences and Challenges.
3. Review the Power Point presentation about Lemlech Ch. 2 and review text Ch. 2 - How Children Learn: Similarities and Differences.
4. Visit the Teachers of English for Speakers of Other Languages’ website at www.tesol.org and locate information about best practices to plan classroom instruction for English learners (ELs).
5. If seeking certification in Bilingual Education also visit the National Association for Bilingual Education’s website at www.nabe.org.
6. After learning about best practices, write a one-page summary about some of the best practices for educating ELs. Use the link to the discussion forum 2 in the week 1 folder to upload your summary to share it with your classmates. Comment on the summaries of two classmates.
7. **Assessment:** Demonstrate in the discussion forum accurate knowledge about best practices for ELs.

Week 2, September 3-September 9  Classroom management plan is due on September 9 (5 pts.)

**Objective:** The teacher candidates will explore delivery of instruction, how teachers teach, and classroom management.

a) **INTASC Standard 3: Learning Environments**

b) **INTASC Standard 4: Content Knowledge**

c) **INTASC Standard 7: Planning for Instruction**

d) **INTASC Standard 8: Instructional Strategies**

e) **TESOL Standard 3.a - Planning for Standards-Based ESL and Content Instruction**

**Complete the following assignments this week:**

1. Review the Prezi presentation about Lemlech Ch. 3 and review text Ch. 3 – Classroom Management: Planning and Guiding Learning Experiences. [Chapter 3 Prezi here](#)
2. Review the Prezi presentation about Lemlech Ch. 4 and review text Ch. 4 – Exposition and Discussion Strategies.  Chapter 4 Prezi here

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=0XUTdaQldKl
   - 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 can locate on the Internet develop your own plan for classroom discipline, management, and organization in WORD (double spaces). Submit your plan using the link in the week 2 folder.

5. In the discussion forum link share with your classmates two ideas that you included in your plan. Comment on the ideas of two classmates.

6. **Assessment:** Knowledge of classroom management will be demonstrated in a plan.

| Week 3, September 10-September 16 | Reading lesson plan is due on September 16 (10 pts.) |

**Objective:** Teacher candidates will gain knowledge about teaching strategies, curriculum planning, and assessment of student progress.

a) **INTASC Standard 5:** Application of Content (Content)
b) **INTASC Standard 6:** Assessment (Instructional Practice)
c) **INTASC Standard 8:** Instructional Strategies (Instructional Practice)
d) **TESOL Standard 3.a - Planning for Standards-Based ESL and Content Instruction**

**Complete the following assignments this week:**

1. Review the PowerPoint presentation about Lemlech Ch. 5 and review text Ch. 5 Inquiry Teaching Strategies.
2. Review the Power Point presentation about Lemlech Ch. 6 and review text Ch. 6 – Curriculum Planning; The Teaching Unit.
3. Review the Power Point presentation about Lemlech Ch. 7 and review text Ch. 7 – Monitoring and Assessing Students’ Progress.
4. Select a 2th grade reading TEK and one ELP to develop a lesson plan related to teaching reading to 2nd grade English learners. Use the TEK to generate a content objective and use the ELP to generate a language objective. Use the lesson plan template provided (skip the CCRS standards) and use the sample lesson plan to guide you.
5. Submit your lesson plan using the link in the week 3 folder. Use WORD, single spaces, and use 12 point font size.
6. Using the discussion forum link, share with your classmates two activities that you included in your plan. Comment on the activities of two classmates.
7. **Assessment:** The candidate will demonstrate knowledge about curriculum planning and assessment with at least 80% accuracy in the reading lesson plan.
Objectives: 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.

a) INTASC Standard: 4: Content knowledge (Content)
b) INTASC Standard: 6: Assessment (Instructional Practice)
c) TESOL Standard 3.a Planning for Standards-Based ESL and Content Instruction

Complete the following assignments this week:
1. Review Peregoy text chapters 2 Language and Language Acquisition, Chapter 3-Classroom Practices for Effective English Learner Instruction and Chapter 4-The New Literacies and English Learners.
2. Review the English language arts (ELA) TEKS
3. Work with one of your classmates to develop an English language arts lesson plan about developing oral language. For this plan use a corresponding TEK and one ELP, include at least one group activity, a website, and one of the assessment techniques recommended at the end of Lemlech’s Ch. 7. (Refer to the sample oral language development lesson plan).
4. Submit your lesson plan using the link in the week 4 folder.
5. Individually, in the discussion forum link share with your classmates one idea that you included in your plan. Comment on the ideas of two classmates.
6. Assessment: Will demonstrate with accuracy knowledge and understanding about planning instruction and assessment of oral language development for ELs.

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

Complete the following assignments this week:
1. Review Peregoy text chapter 5 Oral English Development in Second Language Acquisition, chapter 6 First Steps to Literacy: English Learners Beginning to Write and Read.
2. Review Lemlech text chapter 8 Teaching English Language Arts.
3. Access the English Language Arts and Reading TEKS in English and also the Spanish TEKS (for students seeking certification in bilingual education).
4. **Design a second language development learning center** - you have a group of 10 English learners in your 1st grade class who have different levels of English proficiency. With one of your classmates, design a learning center to provide opportunities for your ELs to practice different language skills. Describe what the center would look like in regards to the following (use double spaces, 12 point size font, and WORD):
   a. What reading materials will you have available?
   b. What activities will you have available for students to practice reading?
   c. What vocabulary development activities will you have available for ELs?
   d. What writing activities will you have available?
   e. What activities will you include for oral language development?
   f. What listening activities will students have available to practice?
5. In addition to the description, draw a sketch of what the center would look like. Write both names on the document and submit it using the link in the week 5 folder.
6. Individually, in the discussion forum link share with your classmates, one of the activities you planned for your center. Comment on the ideas of two classmates.
7. **Assessment:** Demonstrate knowledge about how to design a learning center that includes the development of reading, writing, listening, and speaking.

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**Week 6, October 1-October 7**

<table>
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<tr>
<th>Social studies plan, discussion forum due on October 7 (10 pts.)</th>
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**Objectives:**

**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).

a) **INTASC Standard: 4: Content knowledge (Content)**
b) **TESOL Standard 3.a Planning for Standards-Based ESL and Content Instruction**

**Complete the following assignments this week:**

1. Review the Prezi presentation about Lemlech Ch. 9 and review text Ch. 9 Social Experiences: The Nature of the Social Studies.
2. Review Peregoy text chapter 7 Words and Meaning; English Learners' Vocabulary Development.
3. Read the information about considerations for teaching social studies to English language learners at: [http://www.colorincolorado.org/teaching-ells/content-instruction-ells/social-studies-instruction-ells](http://www.colorincolorado.org/teaching-ells/content-instruction-ells/social-studies-instruction-ells)

4. Become familiar with the social studies’ Texas Essential Knowledge and Skills (TEKS) for grades K-5 found at: [http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html](http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html).

Bilingual education students also review the Social Studies TEKS K-5 in Spanish. Notice that these are a direct translation of the English version therefore children in bilingual programs are expected to meet the content standards in both languages. The TEKS for grades K-5 can be found at: [http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/Texas_Essential_Knowledge_and_Skills_in_Spanish/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/Texas_Essential_Knowledge_and_Skills_in_Spanish/)

5. Develop a lesson plan for a 4th grade class using one 4th grade TEK and one English language proficiency standard (ELP) about a topic related to competency 003 Geography and Culture.

6. Submit your geography and culture integrated lesson plan using the link in the week 6 folder. (Refer to the sample lesson plan)

7. Discuss with your classmates at least two activities you included in your plan. Comment on the activities of two classmates.

8. **Assessment:** Demonstrate knowledge with 100% accuracy about designing integrated instruction and assessment related to Geography and Culture in the lesson plan and in the discussion forum.

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**Week 7, October 8-October 14**

**Virtual Fieldtrip, Discussion Forum due on October 14 (5 pts.)**

**Objectives:**

- **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.

**Complete the following assignments this week:**

1. Review Peregyo text chapter 8 English Learners and Process Writing.
2. Review the social studies’ Texas Essential Knowledge and Skills (TEKS) for grades K-5 found at: [http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html](http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html).
3. Study the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere at: [https://en.wikipedia.org/wiki/European_colonization_of_the_Americas](https://en.wikipedia.org/wiki/European_colonization_of_the_Americas)
4. Analyze ways that political, economic and social factors led to the growth of sectionalism and the Civil War at: [http://www.encyclopedia.com/topic/Sectionalism.aspx](http://www.encyclopedia.com/topic/Sectionalism.aspx)
5. **Virtual field trip – with a classmate create a virtual field trip** (in English ESL teacher candidates and in Spanish bilingual teacher candidates) about the contributions of three U. S. historical figures using the instructions provided on P. 236 of your textbook and the content from the Kindergarten TEK(S) below. The fieldtrip should include at least 6 web links with a description of the historical figures and their contributions:

(2) **History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:**

(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.

(2) **Historia. El estudiante entiende la manera en que los personajes históricos, los patriotas y los buenos ciudadanos ayudaron a formar la comunidad, el estado y la nación. Se espera que el estudiante:**

(A) identifique las contribuciones realizadas por los personajes históricos, donde se incluye a Stephen F. Austin, George Washington, Cristóbal Colón y José Antonio Navarro, quienes ayudaron a formar el estado y la nación.

**For example:**
Name of Historical Figure: ___________________________
Web page 1, title of the web page: who he was, description of contribution
Web page 2, title and description of contribution
Name of historical figure 2.......... and so on  (Refer to the sample)

6. Submit your virtual fieldtrip with both names on a WORD document, double spaces, 12 point size font, using the link in the week 7 folder.
7. In the discussion forum share with your classmates your virtual fieldtrip and comment on the fieldtrips of two of your classmates.
8. **Assessment:** Demonstrate with 100% accuracy that you can apply knowledge of social sciences when developing instruction through the design of a virtual fieldtrip activity about the contributions of three U.S. historical figures.

| Week 8, October 15-October 21 | Discussion forum for Reflection due on October 21 |

**Objectives:** **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.

a) **INTASC Standard 4: Content knowledge**

b) **INTASC Standard 6: Assessment**
Complete the following assignments this week:
1. Review Lemlech text chapter 10 Mathematics Education.
2. Review Peregoy text chapter 9 Reading and Literature Instruction for English Learners.
3. Review the mathematics’ Texas Essential Knowledge and Skills (TEKS) for grades K-5 that can be found at:
   http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/Mathematics_Texas_Essential_Knowledge_and_Skills/
4. It is important to know the type of questions students are expected to answer in the state test. Therefore, review the mathematics 3rd to 6th grades STAAR released test questions at:
   http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Released_Test_Questions
5. Reflection - Reflect on how your understanding about how students learn mathematical concepts and what activities you can use to teach mathematics. Based on the STAAR released question, reflect on the concepts and procedures that you believe students may need additional instruction, reinforcement, repetition.
6. Submit your reflection in the discussion forum using the link in the week 8 folder. Comment on the reflection of two classmates.
7. Assessment: Demonstrate understanding about instruction of mathematics through reflection and discussion.

Week 9, October 22-October 28 Mathematics Lesson Plan due on October 28 (10 pts.)

Objectives: 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.

Complete the following assignments this week:
1. Review Mathematics TEKS in Spanish and in English
2. In Kindergarten students are preparing for the skills and content that 3rd graders need to know and be able to do as shown in the STARR test with released questions above. Review the 3rd grade STAAR released questions at:
3. Watch this video about teaching mathematics with Cuisenaire Rods to children younger than 3rd grade: https://vimeo.com/42305461
4. Mathematics Lesson Plan – with a classmate develop a mathematics lesson plan to teach subtraction from 0 to 10 using Cuisenaire rods. Use this TEK standard for Kindergarten children related to addition and subtraction as a mathematical process.
K(3)(A) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to model the action of joining to represent addition and the action of separating to represent subtraction.

5. Submit your lesson plan in WORD using the link in the week 10 folder. Use the lesson plan template provided earlier. (Refer to the sample lesson plan)

6. **Assessment:** Demonstrate accurate knowledge about planning to teach mathematical processes.

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<tr>
<th>Week 10, October 29-November 4</th>
<th>Description and Discussion Forum are due on November 4 (10 pts.)</th>
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**Objectives:**

**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 of Science)** The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.

**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.

**Complete the following assignments this week:**

2. Review the Prezi about Lemlech Text Chapter 11
4. Read the article about science for English Language Learners: Ways to assist ELs using these web links: https://www.nysut.org/~media/Files/NYSUT/Resources/2010/May/Educators%20Voice%20Adolescents/educatorsvoice3_adolescents_07_ell.pdf

Strategies for Teaching Science to English Language Learners: http://www.csun.edu/science/ref/language/teaching-ell.html

5. Go to the National Science Teachers’ Association website at: http://ngss.nsta.org/Classroom-Resources.aspx. In there, you will find a multitude of classroom resources about teaching life science, physical science, etc.
6. Review the science’ Texas Essential Knowledge and Skills (TEKS) for grades K-5 found at: http://tea.texas.gov/index2.aspx?id=6148

7. It is important to know the type of questions students are expected to answer in the 5th grade STAAR science state test. Therefore, review the released test questions at: http://tea.texas.gov/index2.aspx?id=6148

8. **Description of an Investigation** – In your own words, describe how you would guide ELs to conduct a specific science investigation, including processes. Draw a web concept map (Bubbly map) with the main concept of the investigation in the middle and other science concepts (one or two words only) related to the main concept. *(Refer to the sample provided)*

9. **In the discussion forum**, share five safety procedures that science teachers can share with their students when handling tools, materials, and equipment to perform experiments outdoors, in the classroom or in the science lab. Explain why those procedures are critical for the safety of the students. You can use multiple resources such as the National Science Teachers’ Association website at https://www.nsta.org or other science education related web sites.

10. **Assessment**: Demonstrate accurate understanding about teaching science.

### Week 11, November 5-November 11

**Science Lesson Plan due on November 11 (10 pts.)**

**Objectives:**

- **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 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 Mechanisms of Heredity)**: The teacher understands reproduction and the mechanisms of heredity.

**a) INTASC Standard: 1. Learner development**

**Complete the following assignments this week:**

2. Review the sample questions related to those competencies and the format of the test.
3. To practice the content related to **Competency 007 (Forces and Motion)** practice the experiments shown in this website. They are fun and easy to do: [http://www.stevespanglerscience.com/lab/experiments/category/forces-and-motion](http://www.stevespanglerscience.com/lab/experiments/category/forces-and-motion).

**Alumnos de educación bilingüe**, lean la información en español sobre la
herencia genética en: https://es.wikipedia.org/wiki/Herencia_gen%C3%A9tica

Sigan buscando en Wikipedia en español las definiciones de los conceptos en las diferentes competencias para incrementar sus conocimientos y su vocabulario académico en español relacionado a las ciencias.

4. Review the science Texas Essential Knowledge and Skills (TEKS) for grades K-5 and 6th grade at: http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html

Alumnos de educación bilingüe, también repasen los TEKS de ciencias en español para los grados de K a 5to y 6to grado que concuerdan con las competencias. Estos son una traducción directa del inglés pero igual los alumnos en las escuelas que reciben su enseñanza en español deben alcanzar los mismos estándares que los otros alumnos. Los TEKS se encuentran en: http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/Texas_Essential_Knowledge_and_Skills_in_Spanish/

5. Self-assess by taking one of the science tests and check your answers with the answer key provided in this webpage: http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/Texas_Essential_Knowledge_and_Skills_in_Spanish/.

6. Review this fun video about how to teach science, https://www.youtube.com/watch?v=usDInJOn15

7. Develop a science lesson plan about a concept related to one of the competencies of this week. Upload it using the link in the week 12 folder. (Refer to the sample lesson provided).

8. Assessment: Demonstrate accurate understanding for planning science instruction and assessment in the lesson plan.

**Week 12, November 12-November 18**

**Discussion forum on Project Based Idea Due on November 18**

**Objectives:**

**Competency 013 (Adaptations and Evolution):** The teacher understands adaptations of organisms and the theory of evolution.

**Competency 014 (Life Science):** The teacher understands the relationships between organisms and the environment.

**Competency 015 (Earth and Space Science):** The teacher understands the structure and function of Earth systems.

**Competency 016 (Earth and Space Science):** The teacher understands cycles in Earth systems.

**Competency 017 (Earth and Space Science):** The teacher understands the role of energy in weather and climate.

**Competency 018 (Earth and Space Science):** The teacher understands the characteristics of the solar system and the universe.

**Complete the following assignments this week:**

2. To practice the Earth and Space Science concepts further, try to do some of the experiments shown in this website: [http://www.hometrainingtools.com/a/science-projects/c/earth-and-space-science-projects](http://www.hometrainingtools.com/a/science-projects/c/earth-and-space-science-projects). In there you will also read about ideas for science fair projects.

3. *Alumnos de educación bilingüe*, también miren este video sobre las estaciones del año: [https://www.youtube.com/watch?v=MnFh8oX6iiE](https://www.youtube.com/watch?v=MnFh8oX6iiE)

Sigan buscando en YouTube y en Google en español, ejemplos sobre los conceptos de las competencias para incrementar sus conocimientos y su vocabulario académico en español relacionado a las ciencias.

4. Review the science Texas Essential Knowledge and Skills (TEKS) for grades K-5 and 6th grade at: [http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html](http://ritter.tea.state.tx.us/rules/tac/chapter112/ch112a.html)

Search and match each competency for this week with corresponding TEKS.

5. *Alumnos de educación bilingüe*, también repasen los TEKS de ciencias en español para los grados de K a 5to y 6to grado que concuerdan con las competencias. Estos son una traducción directa del inglés pero igual los alumnos en las escuelas que reciben su enseñanza en español deben alcanzar los mismos estándares que los otros alumnos. Los TEKS se encuentran en: [http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/Texas_Essential_Knowledge_and_Skills_in_Spanish/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/Texas_Essential_Knowledge_and_Skills_in_Spanish/)

6. **Project-based Idea** - Within science education educators are giving attention to project-based learning. Projects arising from authentic questions (tied to the real-world) can be conducted by individuals, small groups, or the whole class as investigators; and they could culminate in a display about what the students have learned. Describe a project based idea for your EC-6 students to carry out an authentic, meaningful project about a concept related to Earth and Space Science. For example, building a model of a space rocket, classifying rocks based on where they are found geographically, the speed of wind under a variety of weather conditions, etc. More information at: [https://www.bie.org/](https://www.bie.org/)

7. In the discussion forum link of week 13 submit your idea and comment on the idea of two classmates.

8. **Assessment:** Demonstrate accurate content knowledge related to Earth and Space Science in the project-based idea.

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**Week 13, November 19-November 25**

SPRING BREAK

No assignments are due

**Week 14, November 26-December 2**

Students seeking certification will work on Portfolio Part A. Students taking this course as an elective will work on the Research paper. The assignments will be due at the end of next week.

**Objective for Students seeking teacher certification:** To reflect about teaching and learning using the INTASC standards in the Portfolio Part A.

**Complete the following assignment this week:**

1. **The purpose of the Portfolio Part A is to let UNT know what you have learned throughout the program in relation to the 10 INTASC standards**
required for accreditation. The standards are divided in 4 sections. Use the sample portfolio sections 2 and 4 to have an idea about how the portfolio is set up and how to write your reflections for each standard and corresponding artifacts as well as overall reflections for each section.

2. Go to your Foliotek account to learn about how the fields for each section and corresponding cluster of standards are distributed and where you will need to enter your information. In the introductory section you can upload your vita. Upload at least one artifact per standard (10 artifacts). For example, for standard 1 about Learner Development, you can use the Piaget Project from your EDCI 5010 course as an artifact, to help you describe what you learned about child development. Contact me directly if you need additional guidance.

Objective for Students taking this course as an elective: Conduct a review of the research literature about teaching content areas to English or bilingual learners.

Complete the following assignment this week:
1. For example, Teaching science to ELs using reading strategies. When writing your paper include the following:
   a. At least 10 references from the past five years preferably using primary sources (books, journals). You can use UNT’s Library resources.
   b. Use APA style when using the references (http://www.bibme.org/citation-guide/apa/) within the text and to list your references at the end of you paper.
   c. Write at least 5 pages of text, one cover page and one references page.
   d. Use double spaces, Word, 12 point font size.
   e. Turn in your research paper via email attachment in Blackboard next week.

Week 15, December 3-December 9  
Portfolio or research paper are due on December 9, 20 Points Students seeking certification, turn in your Portfolio Part A in Foliotek

Students taking this course as an elective, turn in your research paper in Blackboard Email as an attachment.

XII. COLLEGE OF EDUCATION’S VISION

It 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.

**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.

**STANDARDS**

The content and objectives of this course are aligned with the standards of the ESL and Bilingual Education certification programs at UNT as well as with the state ESL and bilingual standards and the Teachers of English for Speakers of Other Languages (TESOL) national standards. In addition, they are aligned with the standards of the Teacher Education Program.

**XIII. DEPARTMENTAL 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 may be referred 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](http://www.deanofstudents.unt.edu).
**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](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](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.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.

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