

## LEE 159: Culturally and Linguistically Sustaining Pedagogy in the K-8th Context Syllabus

Fall 2024

### Instructor Information

**Instructor Name:** Gladys M. Villanueva (ella/she/her/hers)

**Department:** LEBSE: Literacy, Early, Bilingual and Special Education

**Email:** [gladux17@mail.fresnostate.edu](mailto:gladux17@mail.fresnostate.edu)

**Office:** N/A

**Student Support Hours:** Wednesdays and Fridays as needed

### Course Information

**Course Modality:** In-Person, online as necessary

**Course ID:** 77546

**Units:** 3

**Class Meeting Location & Time:** Mondays 4-7pm  
Goldenrod Elementary School  
445 S Goldenrod Ave  
Kerman, CA 93630

**Canvas:** <https://fresnostate.instructure.com/courses/92670>

**Prerequisites:** This is a phase 1 course for multiple subject credential candidates. Students taking this course should be admitted into the teaching credential program.

**Course description:** This course focuses on Culturally and Linguistically Sustaining Pedagogy in the TK-8th context, emphasizing the impact of culture and language on teaching and learning, strategies for student success, and creating inclusive educational environments. Teacher Candidates will learn about:

- Impact of language and culture on teaching and learning in the TK-8 context
- Language acquisition theory, socio-cultural context in teaching, and instructional strategies for Emergent Bilinguals
- Strategies for promoting student success, including Common Core and English Language Development (ELD) standards
- Consideration of ELD/ELA framework for intentional lesson planning

- Leveraging language practices of Emergent Bilingual children, including translanguaging.

## Course Materials

There are no required textbooks for the course. I will provide links to all of our class readings on Canvas. However, if you would like to purchase any materials, especially if you have any professional development funds, here are some recommended resources:

- Danling, F., et al. (2019). Translanguaging for emergent bilinguals: inclusive teaching in the linguistically diverse classroom.
- Durden, F. (2017). Morning meetings for special education classrooms: 101 fun ideas, creative activities, and adaptable techniques. Berkeley, CA: Ulysses Press.
- España, C., & Herrera, L. Y. (2020). En comunidad: lessons for centering the voices and experiences of bilingual Latinx students. Portsmouth, NH: Heinemann.
- Paris, D., & Alim, H. S. (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. New York: Teachers College Press.
- Souto-Manning, M., et al. (2018). No more culturally irrelevant teaching (Not This But That Series). Portsmouth, NH: Heinemann.

## Course Specifics

### Student Learning Outcomes:

Key Course Goals and Learning Outcomes	TPEs	Assignment where Assessed
Teacher candidates <b>will examine principles of educational equity</b> by exploring and discussing historical contexts of education of major cultural and ethnic groups in California and beyond.	6.1	Bilingual Education Timeline Project
Teacher candidates <b>will become familiar with social justice and culturally sustaining pedagogies</b> , tools, and resources that will support students in learning and understanding cultural experiences in K-8 classrooms.	2.4, 2.5, 3.6, 3.7, 4.4, 4.6, 4.8	Anti-Bias Scenarios 7 Principles of CSP
Teacher candidates <b>will develop an understanding of the ELA/ELD Frameworks</b> and how these standards align with other curricular influences such as language development across content.	3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 4.3, 7.2, 7.7	Integrated Literacy Lesson Plan
Teacher candidates <b>will learn to engage ALL students</b> in learning and activities based on their unique learning, development, and cultural knowledge. Candidates will be able to define the “who” in ALL students utilizing a culturally responsive and equitable	1.1, 1.3, 1.8, 2.1, 2.2, 2.3, 2.4	Empathy Map EB Profile SDAIE Strategies

framework.		
Teacher candidates <b>will construct their own answers to</b> reflection and theory to practice. Candidates will understand how knowledge and learning is developed through the observation and demonstration of teaching and assessment.	1.5, 1.7, 1.8, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4,	Weekly Reflections ELD Lesson Observation (SIOP)
Teacher candidates <b>will integrate components of literacy for the learning of</b> language content. These components include the development of critical reading, speaking and listening, and writing.	7.2, 7.5, 7.6, 7.7, 7.8, 7.9	Integrated Literacy Lesson Plan CSR Read Aloud Guide
Teacher candidates <b>will work with K-8 students to</b> take informed action as agents of change in their local communities through interactive read aloud lessons that embody the Social Justice Standards.	1.3, 6.4, 6.5, 6.6, 7.2	Social Justice Standards Read Aloud Guide

### Building Background Knowledge (TPEs 1,2,3)

- Integrate home cultures and values into instruction.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Emphasizes the need to engage students with their prior knowledge and cultural backgrounds to make learning meaningful.
  - TPE 3: Interpretation and Use of Assessments - Addresses understanding students' backgrounds to inform instructional decisions.
- Communicate effectively with families across cultures.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Includes the importance of communication with families and understanding cultural differences.
  - TPE 2: Creating and Maintaining Effective Environments for Student Learning - Emphasizes effective communication and building partnerships with families.

### Language Acquisition Theory (TPEs 2,3,6)

- Demonstrate understanding of adaptations for English Learners at various proficiency levels through classroom observations.
  - TPE 2: Creating and Maintaining Effective Environments for Student Learning - Focuses on adapting instruction to meet diverse linguistic needs.

- TPE 3: Interpretation and Use of Assessments - Includes the use of assessments to understand and support English Learners' language proficiency.
- Provide suggestions for enhancing observed ELD lessons.
  - TPE 6: Developing as a Professional Educator - Involves reflecting on and improving practice based on observations and feedback.

### **History and Culture in U.S. Education (TPEs 1,2)**

- Explore the purposes, roles, and functions of education in American society.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Involves understanding the broader context of education and its societal roles.
- Discuss historical and cultural traditions of major cultural and ethnic groups in California society.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Encompasses integrating cultural and historical context into teaching.
- Examine and apply pedagogical practices that foster high expectations for academic performance from all participants.
  - TPE 2: Creating and Maintaining Effective Environments for Student Learning - Includes setting high expectations and fostering an environment conducive to academic success.

### **School Law and Policy (TPE 6)**

- Understand state and federal education laws and policies related to English Learners, students, and parents' rights and responsibilities.
  - TPE 6: Developing as a Professional Educator - Focuses on understanding and adhering to legal and ethical standards in education.
  - English Learner Roadmap Principles 1 & 2

### **Teaching Strategies (TPEs 1,2,7)**

- Understand Universal Design for Learning and apply it to content areas.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Includes designing instruction that is accessible and inclusive through frameworks like UDL.
- Implement project-based learning with a focus on Universal Design for Learning.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Emphasizes the use of project-based learning as a strategy for engaging students in meaningful, inclusive learning experiences.
- Develop strategies to make content accessible to Emergent Multilinguals.

- TPE 2: Creating and Maintaining Effective Environments for Student Learning - Focuses on differentiating instruction to meet diverse linguistic needs.
- Incorporate the SIOP professional development framework into lesson planning.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Involves using frameworks like SIOP to support English Learners in content instruction.
- Enhance lesson plans by focusing on transanguaging components through a critical CLSP lens.
  - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction - Emphasizes integrating transanguaging strategies to support multilingual students. (TPE 7.7)

### **Appropriate Assessment Practices for English Learners (TPE 3)**

- Interpret assessment results and design assessment approaches.
  - TPE 3: Interpretation and Use of Assessments - Involves using assessment data to inform instructional decisions and designing assessments that are fair and effective.
- Develop learning sequences based on students' ELD development levels and content-related assessments.
  - TPE 3: Interpretation and Use of Assessments - Includes creating instructional plans that align with students' language development and content mastery.

### **Accountability, Standards, and Testing (TPE 6)**

- Understand the relationship between equity, accountability, standards, high-stakes testing, and student learning.
  - TPE 6: Developing as a Professional Educator - Focuses on understanding and navigating the impact of standards and accountability on student learning.

### **Professional and Ethical Responsibilities (TPE 6)**

- Meet professional and ethical obligations as teachers.
  - TPE 6: Developing as a Professional Educator - Addresses the need to uphold professional and ethical standards in teaching practice.

### **Bias, Racism, and Schooling (TPE 2)**

- Apply concepts, principles, and values to create a just, democratic society in the classroom.

- TPE 2: Creating and Maintaining Effective Environments for Student Learning - Includes creating an inclusive and equitable classroom environment.

### Equity and Access (TPEs 2,4)

- Examine principles of educational equity and diversity in curriculum content and school practices.
  - TPE 2: Creating and Maintaining Effective Environments for Student Learning - Focuses on implementing equitable practices and diverse content.
- Describe the relationship between student background characteristics and inequities in academic outcomes.
  - TPE 4: Planning Instruction and Designing Learning Experiences for All Students - Emphasizes understanding and addressing inequities in academic outcomes based on students' backgrounds.

### Course Requirements/Assignments:

- Reflection Log
- [Multimodal Language Story and Presentation](#)
- [Focal Student Profile](#)
- [ELA/ELD Lesson Observation](#)
- [Read Aloud Guide](#)
- [SDAIE Strategies Table for Culturally Sustaining Pedagogy](#)
- [Final: Integrated ELA/ELD Lesson Plan](#)

**Attendance:** Expectations for attendance must be clearly laid out. This is especially important for hybrid and HyFlex classes. In hybrid classes, the dates that attendance in person is required must be clearly specified on the syllabus. In HyFlex classes, is there a limit on how many days a student may attend virtually? (Note: APM 241 requires that all attendance policies be provided to students in the syllabus at the beginning of the semester.)

**Grading policy:** List how grades are distributed and weighted by assignments to make 100% of the course grade.

Explain exactly how you will calculate the course grades. What will be the point values and weightings for assignments, activities, and examinations? What will be the cut-off points on percent for each grade (e.g., 80 to 89% is B, etc.)? An optional "Assignment and Examination Schedule" with point values may be an efficient way to transmit some of this information (this is only an example for your reference):

A grade of \_\_\_\_ or better is required to pass this class.

Table 1 Assignment and Point Distribution

<b>Assignment</b>	<b>Points</b>
Multimodal Language Story and Presentation	100
Focal Student Profile	200
ELA/ELD Lesson Observation	60
Final: Integrated ELA/ELD Lesson Plan	200
<b>Grand Total:</b>	<b>560</b>

Table 2 Distribution of Letter Grade to Percent and Points

<b>Letter Grade</b>	<b>Percent</b>	<b>Points</b>
A	90-100	560
B	80-89	498
C	70-79	442
D	60-69	386
F	0-59	<330

## Course Policies & Safety Issues

I believe that active participation enriches our learning experience, so I encourage everyone to contribute to class discussions. Most reading activities will be collaborative, fostering a supportive environment where we can learn from one another.

All major assignments, with the exception of the final, can be completed as partner or group work. This approach not only enhances your understanding of the material but also builds valuable teamwork skills.

Please remember that it's important to communicate your individual learning needs. If you require additional support, I encourage you to reach out to me directly so we can discuss how to best assist you.

If you anticipate being absent, please follow your program's communication protocol and send me an email explaining your reason for absence. Clear communication helps us all stay on track.

Please review [University Policies](#) to ensure coherence with any classroom policies and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

If you are absent from class, it is your responsibility to check on announcements made while you are away. While I do not deduct points for participation during an absence, you are still responsible for completing the assignment activities and readings from the class you missed.

### **Classroom Behavior and Creating a Brave Space**

In this course, we will engage in discussions on sensitive topics, including race and white supremacy. It's essential that we create a brave space where everyone feels safe and respected. To support this, we will adhere to the following six pillars:

- Safety: Everyone should feel safe to express their thoughts and emotions without fear of judgment.
- Trust: Building trust among classmates is vital. We encourage openness and honesty in our discussions.
- Respect: We may have differing viewpoints, but it's important to listen to and respect one another's perspectives.
- Honesty: Authenticity fosters deeper connections. Share your experiences and feelings truthfully.
- Accountability: We must hold ourselves and each other accountable for maintaining a constructive dialogue.
- Willingness to Engage: Approach discussions with a readiness to engage with challenging ideas and to learn from one another.

If at any point you feel uncomfortable or need to discuss something in more depth, please don't hesitate to reach out to me one-on-one. Your comfort and understanding are my priority, and I'm here to support you throughout this course.

Let's work together to create a respectful and inclusive environment for all!

The [University Policy on Disruptive Classroom Behavior](#) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual.

### **Assignment Completion and Communication**

I want to emphasize that my goal is not to be punitive; rather, I aim to support your learning journey. You can complete all assignments for full credit as long as they are submitted before the end of the semester.

I encourage you to communicate your needs openly and to formally request any deadline extensions you may require. This practice not only helps you manage your workload but also hones your professional communication skills—an essential aspect of your development (TPE 6).



If you find yourself needing an extension or facing challenges, please don't hesitate to reach out. I'm here to support you and ensure that you can succeed in this course!

*The campus recommends that all individuals who access any in-person program or activity (on-or off-campus) operated or controlled by the University follow COVID-19 vaccine recommendations adopted by the U.S. Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH) applicable to their age, medical condition, and other relevant indications and comply with other safety measures established by each campus.*

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

*The course policies that appear below are not required, though they reflect common student concerns and issues that arise at the Student Academic Petitions Committee. Responding to those that apply in the course syllabus has generally been found to be helpful.*

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

**Dispute Resolution:** If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Chair's name: Imelda Basurto

Department name: LEBSE- Literacy, Early Education, Bilingual & Special Education  
Chair's email: [ibasurto@mail.fresnostate.edu](mailto:ibasurto@mail.fresnostate.edu)  
Department phone number: 559.278.0285

**Intellectual Property:** All course materials, including but not limited to the syllabus, readings, quiz questions, exam questions, and assignments prepared by the instructor are property of the instructor and University. Students are prohibited from posting course materials online (e.g., Course Hero) and from selling course materials to or being paid for providing materials to any person or commercial firm without the express written permission of the professor teaching this course. Doing so will constitute both an academic integrity violation and a copyright violation. Audio and video recordings of class lectures as well as images of chat or messages shared during course sessions are prohibited unless I give you explicit permission in advance. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Otherwise, recordings of lectures are included in the intellectual property notice described above. These provisions exist regardless of the modality of the course. That is they apply to in-person, hybrid and online courses.

**Student Ratings of Instruction:** In the final weeks of the semester, you will be asked to complete a short survey to provide feedback about this class. The primary goal of student ratings is to help your instructor improve the class. Feedback will also be reviewed by the department chair and the college dean. You will be given 15 minutes of class time to complete student ratings. Please offer feedback honestly and thoughtfully. Your participation is appreciated. You can access your student rating surveys and get more information at [Fresno State Student Ratings for Instruction \(SRI\)](#)

## University Policies

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

**The following University policies can be found on the web at:**

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Title IX](#)

Fresno State is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Fresno State.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

Title IX and Clery Compliance Office | [fresnostate.edu/titleix](https://fresnostate.edu/titleix) | 559.278.5003

Fresno State Police Department | [fresnostate.edu/police](https://fresnostate.edu/police) | 559.278.8400

Students can access confidential support from two separate resources on campus:

Survivor Advocates | [fresnostate.edu/survivoradvocate](https://fresnostate.edu/survivoradvocate) | 559.278.6796

Counseling Services | [studentaffairs.fresnostate.edu/health/counseling](https://studentaffairs.fresnostate.edu/health/counseling) | 559.278.2734

If you have concerns and you are unsure who to contact, please visit the Concern & Action Guide.

## University Services

The following University services can be found on the web at:

- [Associated Students, Inc.](#)
- [Students with Disabilities](#)
- [Dream Success Center](#)
- [Library](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Academic Success Coaching](#)
- [Survivor Advocacy](#)
- [Writing Center](#)

## Subject to Change Statement

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

## Course Calendar

The course schedule is subject to change in the event of extenuating circumstances.

## Tentative Course Schedule

Following is a schedule showing the topics and reading assignments we will be covering this semester. Please know that I keep some topics flexible as I prioritize the learning happening in our sessions together. Know that you have ownership of your learning as well.

*Fall 2024 Tentative Course Schedule: Mondays*

Day	Date	Topic	Reading Assignment
1	Mon. Aug. 26	Getting Started <ul style="list-style-type: none"> <li>● Tentative Course Schedule</li> <li>● Who Are We?</li> <li>● Co-creating Expectations</li> <li>● Cultural Identity</li> <li>● <a href="#">Read Aloud Framework</a> (slide 19)               <ul style="list-style-type: none"> <li>○ <a href="#">Strategies</a></li> <li>○ <a href="#">Model</a></li> </ul> </li> </ul>	Read Aloud: The Day You Begin <b>Reading:</b> Invitation to Brave Space <b>Activity:</b> <a href="#">Brave Space Figjam</a> <b>Reading:</b> <a href="#">Revisiting Read-Aloud: Instructional Strategies That Encourage Students' Engagement With Texts</a>  <b>Begin Reflection Log</b>
2	Mon. Sep. 2	<b>NO CLASS:</b> Holiday- Labor Day	
3	Mon. Sep. 9	Cultural Frames of Reference <ul style="list-style-type: none"> <li>● Cultural Capital Loteria</li> <li>● Reflective Questions Exercise</li> <li>● <a href="#">IdentiTREE</a> (slides 15-19)</li> <li>● Facundo</li> <li>● Name Book Exploration</li> </ul>	Read Aloud: Alma and How She Got Her Name by Juana Martinez-Neal <b>Reading:</b> <a href="#">Whose culture has capital? A critical race theory discussion of community cultural wealth</a>
4	Mon. Sep. 16	Learning, Language, and Culture <ul style="list-style-type: none"> <li>● First Language Acquisition</li> <li>● Language is Universal</li> <li>● Language Structures</li> <li>● Emergent Bilinguals</li> </ul>	<b>Reading:</b> <a href="#">Transforming Deficit Myths About Learning, Language, and Culture</a>  <b>Reading:</b> <a href="#">Humanizing power of counter-stories: Teachers' understandings of emergent bilinguals in rural settings</a>  <b>Read Aloud Guide</b>
5	Mon. Sep. 23	Learning About Second Language Acquisition (L2) <ul style="list-style-type: none"> <li>● Who are Emergent Bilinguals?</li> <li>● Teaching Second-Language &amp; Learning Acquisition</li> <li>● Current Theories</li> </ul>	Read Aloud: Islandborn by Junot Diaz <b>Activity:</b> Yo Soy Un Plátano Poem Analysis <b>Reading:</b> <a href="#">Bilingual Acquisition, Genesee</a> <b>Reading:</b> <a href="#">Inviting and Valuing Children's Knowledge through Testimonios: Centering "Literacies from Within" in the</a>

Day	Date	Topic	Reading Assignment
			<a href="#">Language Arts Curriculum Saavedra (2019)</a> <b>Multimodal Language Story and Presentation</b>
6	Mon. Sep. 30	<a href="#">Translanguaging</a> <ul style="list-style-type: none"> <li>• Pre Assessment: Frayer Model</li> <li>• <a href="#">Anzaldua Video: What is Translanguaging?</a></li> <li>• Translanguaging Guide</li> <li>• <a href="#">Translanguaging Practices for Inclusive Learning Environments</a></li> </ul>	Read Aloud: Mango, Abuela and Me <b>Reading:</b> <a href="#">Latinx Bilingual Readers Garcia</a> <b>Activity:</b> <a href="#">Scenarios from Article</a> <b>Reading:</b> <a href="#">To switch or not to switch: Bilingual preservice teachers and translanguaging in teaching and learning</a>
7	Mon. Oct. 7	<a href="#">Content-Area Literacy Instruction</a> <ul style="list-style-type: none"> <li>• <a href="#">Funds of Knowledge</a></li> <li>• Elements of UDL</li> <li>• Data Collection</li> <li>• SIOP Model</li> <li>• Observation Protocol Discussion</li> </ul>	<b>Reading:</b> <a href="#">"Estoy Explorando Science": Emergent bilingual students problematizing electrical phenomena through translanguaging</a>  <b>Watch:</b> <a href="#">Building Relationships With Empathy Maps</a>  <b>Focal Student Profile</b>
8	Mon. Oct. 14	Theories & Methods of Bilingual Education <ul style="list-style-type: none"> <li>• Policy of Bilingual Ed.</li> <li>• Bilingual Education</li> <li>• Organizational Models</li> </ul>	Read Aloud: Separate is Never Equal  <b>Watch:</b> <a href="#">Speaking in Tongues Full Video (56:42)</a>  <b>Activity:</b> Research Policy/Cases and Create Timeline
9	Mon. Oct. 21	Language and Content-Area Instruction <ul style="list-style-type: none"> <li>• <a href="#">ELA/ELD Framework</a></li> <li>• Language Objectives</li> <li>• Reading fluency and oral expression</li> </ul>	<b>Watch:</b> ELD Standards <b>Reading:</b> <a href="#">What is reader's theater?</a>  <b>ELA/ELD Lesson Observation</b>
10	Mon. Oct. 28	Culturally Sustaining Pedagogy (CSP) <ul style="list-style-type: none"> <li>• <a href="#">7 Principles of CSP</a></li> <li>• <a href="#">Using Collaborative Strategic Reading (CSR)</a></li> <li>• <a href="#">SDAIE Strategies</a></li> </ul>	<b>Reading:</b> <a href="#">Chapter 7 Five Frames: A Multi-Curricular Approach to Culturally Sustaining Literacy Practices</a>  <b>SDAIE Strategy Table</b>
11	Mon. Nov. 4	Culturally Sustaining Pedagogy (CSP) <ul style="list-style-type: none"> <li>• Understanding Culture and Cultural Diversity</li> <li>• Investigating Ourselves as Cultural Beings</li> </ul>	<b>Reading:</b> <a href="#">Anzaldúa, G. (1987). How to Tame a Wild Tongue</a> <b>Activity:</b> CSP Principles Table <b>Final: Integrated ELA/ELD Lesson Plan</b>

Day	Date	Topic	Reading Assignment
12	Mon. Nov. 11	<b>NO CLASS:</b> Holiday- Veteran's Day	
13	Mon. Nov. 18	Diversity and Inclusion <ul style="list-style-type: none"> <li>• <a href="#">Windows, Mirrors, and Sliding Glass Doors</a></li> <li>• <a href="#">Social Justice Standards</a></li> <li>• Ways That Schools &amp; Families can be Mutually Supportive</li> </ul>	<b>Reading:</b> <a href="#">Scene from a Classroom: An Anthology About White Royalty in an Urban Kindergarten</a> <b>Read Aloud:</b> The Princess and the Warrior <b>Activity:</b> <a href="#">Anti-Bias Scenarios</a>
14	<b>NO CLASS:</b> Thanksgiving Break November 25 - 29		
15	Mon. Dec. 2	Lesson Planning for Literacy <ul style="list-style-type: none"> <li>• What is writing? (p.6)</li> <li>• <a href="#">Writer's Workshop</a></li> <li>• Integrated Literacy</li> <li>• <a href="#">Lesson Plan Template</a></li> </ul>	<b>Reading:</b> <a href="#">A Translanguaging Pedagogy for Writing: A CUNY-NYSIEB Guide for Educators</a> <b>Writing:</b> Rough Draft of Lesson Plan <b>Activity:</b> <a href="#">Peer Conferencing</a>
16	Mon. Dec. 9	Equity v. Equality <ul style="list-style-type: none"> <li>• <a href="#">Empowering Educators</a></li> <li>• <a href="#">Unconscious Bias: An Educator's Self-Assessment</a></li> </ul>	<b>Final: Integrated ELA/ELD Lesson Plan</b>
17	Dec. 12-13	Consultation Days- Schedule one-on-one with professor	
18	Dec. 16-19	Final Examination Days	