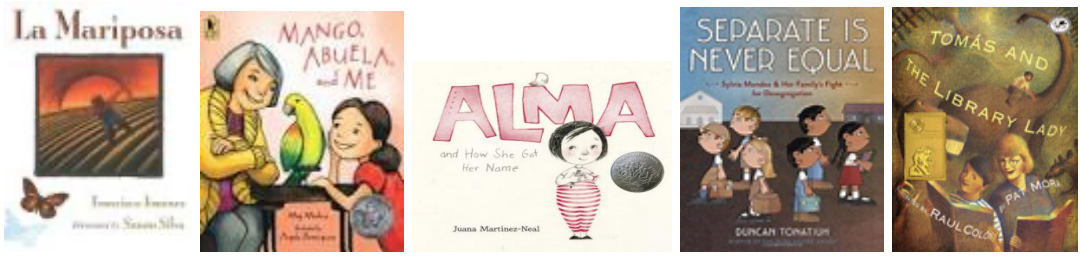
EDML 564
Primary Language Schooling in the US, Grades K-12, II (3 Units)
Spring 2023
Wednesdays 4:30-7:20 PM Del Norte 2545



Welcome!
Welcome to EDML 564! This course will challenge you to engage in lively discussions and critical reflection. Through our collective participation in individual tasks, partner work, small group collaboration, and whole class discussions, we will all gain new personal and professional insights on bilingual education and bilingualism. Particular focus on integrating literacy into content areas in the bilingual classroom context.

Instructor communication policy: I will use Announcements in Canvas to send general information so be sure to set your Notifications to be advised of new announcements. You can reach me via email.

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Office Location: Madera 2363

Office Hours: Thursdays 3:00 - 4:30PM, and by appointment

CSUCI School of Education Mission Statement

The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

Course Description

Primary language schooling for K-6 students in the U.S., language of emphasis curricular materials, assessment, and teaching the content areas (math, science, art, social studies) in Spanish and English.

Course Overview

This required course for the Bilingual Authorization (BLA) provides you an opportunity to learn about the context for bilingual education and bilingualism in California and the United States. We will focus on the language development, in formal and informal settings, of emergent bilingual (EB) students, with specific emphasis on Latinx students. The course is designed to explore language and literacy in the primary language, interpret and apply understanding and skills for bilingual instruction, consider various approaches for biliteracy instruction and development, explore effective use of primary language, literacy, and content instruction across K-12 contexts, and design culturally and linguistically sustaining lesson sequence for emergent bilingual learners in bilingual contexts.

Required Materials

- Espinosa, C., & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using Translanguaging to Grow Multilingual Readers and Writers.* Scholastic.
- All other required readings will be available on the Canvas course website.

Course Information

Course Alignment to the California Standards for the Teaching Profession (CSTP)
This course is designed to help students pursuing teacher credentialing to develop the skills, knowledge, and dispositions necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. This course addresses the following Bilingual Teaching Performance Expectations (TPEs) within the six California Standards for the Teaching Profession (CSTP):

Bilingual Teaching Performance Expectations (BTPE)

BTPE 1: Engaging and Supporting all Students in Learning

1. Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.
2. Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.
3. Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.
4. Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.
5. Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.
6. Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.
7. Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

BTPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
2. Create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.
3. Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learners' assets and needs.
4. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.
5. Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect diversity

and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.
6. Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.
7. Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.

BTPE 3: Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy)

1. Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.
2. Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.
3. Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.
4. Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.
5. Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.

BTPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.
2. Apply knowledge of research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.
3. Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual

language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.
4. Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.

BTPE 5: Assessing Student Learning

1. Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
2. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.
3. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.
4. Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.

BTPE 6: Developing as a Professional Educator

1. Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.
2. Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.
3. Demonstrate awareness of organizations committed to the advancement of bilingual education.
4. Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.
5. Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.

6. Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.
7. Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.

Bilingual Authorization and Master's Elective

This course is required for the Bilingual Authorization credential. All students are welcome to take the course as it also counts as an elective toward the Master of Arts program. This course addresses the following standards for bilingual authorization (2021) as per the California Commission on Teacher Credentialing:

- **Standard 2: Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs)**
- **Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements**

Student Learning Outcomes

By successfully completing this course you will be able to:	**Bilingual Teacher Performance Expectations / BA (I, P)**
Through discussion and writing, demonstrate an understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy and implications for instruction and assessment in bilingual education settings.	BA 2 and 4 BTPE: 1.7, 2.1, 2.2, 3.1, 4.1, 4.2
Apply understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language.	BA 2 and 4 BTPE: 1.7, 2.4, 3.1, 3.5, 4.1
Compare and contrast socialization patterns and practices in the context of language variation and use.	BA 2 and 4 BTPE: 1.1, 1.3, 2.5, 5.2
Describe the diversity within Latinx cultures in the country or countries of origin and in the United States.	BA 2 and 4 BTPE: 1.4, 2.2, 2.4, 6.1, 6.5, 6.6
Understand state and federal laws pertaining to the education of emergent bilinguals labeled “English Learners,” and their impact in educational contexts.	BA 2 and 4 BTPE: 1.7, 6.2, 6.3

Course Policies

Grading Scale and Policy

PASSING	NOT PASSING
A = 93 – 97%	C = 73 – 77%
A- = 90 – 92%	C- = 70 – 72%
B+ = 88 – 89%	D+ = 68 – 69%
B = 83 – 87%	D = 63 – 67%
B- = 80 – 82%	D- = 60 – 62%
C+ = 78 – 79%	F = 59% or lower

- Students must earn a C+ or better in this course and score in the proficient/mastery range for all signature assignment components to be considered passing for the credential program. If at any time your grade falls below a C+ (less than 78%), a statement of concern will be written and uploaded to your file. You will be informed via email and the student and instructor(s) will meet to discuss and agree upon conditions set forth for successful completion of the course.

- In the event of a catastrophic illness or a situation beyond a student's control, students may request an incomplete (I) as long as everything has been submitted and, at the time of request, the student has a C+ or higher in the course. See policy: https://senate.csuci.edu/policies/2003-2004/SP03-18.pdf

Attendance

- For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement.
- As a professional and future educator, you are expected to attend class sessions, arriving on time and staying until the class is dismissed. Attendance patterns in this course will be noted and used to inform higher-stakes evaluations, outside of this course, about your disposition as a professional educator (e.g., appropriate work ethic, reliability, timeliness).

Professional Dispositions

- The College of Education conducts ongoing evaluation of your disposition as a professional educator (e.g., appropriate work ethic, reliability, timeliness). See handbook for information about Education Disposition Assessment (EDA) and procedures.

Academic Dishonesty

- By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm). If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Student Conduct

& Community Responsibility office. For additional information, please see the faculty Academic Senate Policy on Academic Dishonesty, also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

Civil Discourse Statement

- All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. In 2016, CI faculty (through the Academic Senate) voted to approve Resolution SR 16-01 titled, "Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community." If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on canvas) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner."

Student Support Services

Accommodations for Students with Disabilities

- If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need. You can apply for DASS here. Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Writing Support: Writing and Multi-Literacy Center (WMC)

- Location: Broome Library, 2nd Floor, Room 2675 Hours: M 9-6pm; Tu, Wed,Th 9-8pm; Fri 9-3pm; Sun 2-6pm
- Written Assignments: Students are expected to bring with them the ability to write clearly and concisely on demand; to use correct grammar, syntax, and standard writing conventions; to be able to revise and edit their own writing, and to possess computer literacy skills with common programs such as Word, CI Learn, PowerPoint, Google Docs, etc. Students who need additional help can visit the student writing center on campus in Broome Library. Additional resources can be found at The Purdue Online Writing Lab (site noted below) and consult the APA (American Psychological Association) manual. Students are encouraged to use peer review to help them identify errors in citations.
- The Writing and Multi-literacy Center (WMC) provides all CI students with FREE support services and programs that help them become more effective writers and communicators. Peer consultants help you at any stage of the composition process in any discipline for writing or speaking (such as slideshow presentations). You are also welcome to bring in other types of non-academic work such as resumes, letters of application, and personal statements. Our online writing consultants will also work with you if you don't live on campus or if you have trouble physically getting to our Center. Our tutors can also help those who want to talk about or wish to learn new skills in speaking in academic contexts, whether it's oral presentations, in-class discussions, or talking with professors during office hours. To make an appointment to see a consultant or learn more, visit at: http://www.csuci.edu/wmc. You can also go directly to the Center or call 805-437-8934.

Campus Tutoring Services

- You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the second week of the semester. For campus tutoring locations, subjects and hours, go to: http://go.csuci.edu/tutoring.

Support for Emergencies and Basic Needs

- If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437-8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: https://www.csuci.edu/basicneeds/.

Counseling and Psychological Services (CAPS)

- CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text “Hello” to 741741); you can also email us at caps@csuci.edu or visit our website at https://www.csuci.edu/caps.

Title IX and Inclusion

- Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit https://www.csuci.edu/titleix/.

Pronouns

- I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in myCI Student Center. Visit https://www.csuci.edu/registrar/preferred-name.htm for instructions.

Instructional Plan

(Subject to change as determined by the instructor)

Assessment and Evaluation

ASSIGNMENT	DUE DATE	PERCENT	BTPEs & B A
Attendance and Participation	Ongoing	20	
Linguistic landscape de mi comunidad	FEB 8	10	*P, A:* 1.1, 1.3, 1.4, 2.3, 6.5, 6.6 BA 2
Emergent Bilingual Reading Interview	FEB 22	10	I, P: 1.3, 1.4, 2.1 2.2, 2.5, 3.3, 3.4, 3.5 BA 2
Critical Reflections (2)	MAR 8 and APR 5	10 (5% each)	P, A: 2.3, 3.5, 6.1 BA 2
Choice Assignment ● Bilingual Book Study Or ● Dual Language Resources Infographic	APR 26	10	*P:* 1.1, 1.2, 1.4, 1.5, 3.1, 3.5, 4.2, 6.3 BA 2
Cross Curricular Bilingual Lessons	MAY 17	40	*P, A:* 1.1, 1.3, 1.6, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.2, 4.2, 4.3, 4.4, 5.2, 5.3 BA 2, BA3, BA 4

I = Introduce, P = Practice, A = Assess TPE

Assignment Descriptions

Attendance and participation (20%)

Learning is an interactive process. Attendance and active participation are expected in this course. Students are expected to attend each class prepared with questions/reactions to course materials, engage in discussions about the assigned readings, and actively participate in activities that extend the learning. Please notify me via email if you will be absent.

Linguistic landscape de mi comunidad (10%)

What is the linguistic landscape of your community? How are the communicative practices of the comunidad represented visually throughout your neighborhood? (shops, signs, schools, other spaces). Take a walk and observe the sounds and visual representations of your community's linguistic landscape. Share your observations and learnings through a medium of your choice (digital poster, collage, Prezi, video, Google slides, website, etc.).
Your presentation should include:

- The community's demographic profile
  - racial/ethnic composition
  - socioeconomic characteristics
  - socio-political contexts
  - any other relevant information

- Your written reflections and learnings from this experience (and implications for your future teaching practice).
- Visuals that help convey the story

Emergent Bilingual Reading Interview (10%)

- **Observation** Choose a bilingual child who interests you because she/he employs their bilingualism in novel ways or you want to delve deeper into the child's language practices. Observe him/her during regular class time and during art or gym. Consider the following questions as you make your observations
    - How does this child use their bilingualism throughout the day?
    - Who does the child use their bilingualism with? For what purposes?
    - How do they utilize their bilingualism when they read or write?
    - When do they use their bilingualism? For what purpose?

- **Interview** Explore with students what reading is, what makes a good reader and what strategies good readers use. Our emergent bilingual students hold beliefs about reading and themselves as readers, which guide the reading strategies they use. Espinosa & Ascenzi-Moreno's adapted version of the The Burke Reading Interview (Goodman, Watson, & Burke, 1987) will be used. See Canvas for further details.

Critical reflections (10%)

Write two (2) reflections during the semester. Reflection prompts will be provided via Canvas. Reflections should be between 500-800 words and can be written in Spanish, English, or translingually.

Choice Assignment (10%)

Option 1: Bilingual Book Study

Gather your favorite 5-10 children's picture books, middle-grade, and/or young adult (YA) literature. Examine how diversity may appear for emergent bilinguals by considering how the characters in these books live out their identities through their community contexts, family structure, and language among other factors. Identify patterns the texts have in common, and notice if there may be gaps in representation in your favorite books. Prepare a digital poster or slide presentation of the books and your findings. Further guidelines will be provided via Canvas.

OR

Option 2: Dual Language Resources Infographic

Create an infographic containing helpful resources for best practices and instruction in a Dual Language classroom. Identify and analyze 5-10 online resources for teaching academic content with emergent bilingual students. At least two of your resources should focus on newcomer students and teaching effectively for this population. Include citations for each website referenced. Further guidelines will be provided via Canvas.

Cross Curricular Bilingual Lessons (40%)

(BTPEs 1.1, 1.3, 1.6, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.2, 4.2, 4.3, 4.4, 5.2, 5.3)

Students will plan two lessons in Spanish around a central instructional theme that crosses content areas. One of the lessons will have an ELA/SLA focus, and the other will focus on another content (math, science, social studies). Each lesson will include at least one culturally or linguistically diverse children's text. The lesson will clearly demonstrate alignment between CCSS and ELD goals/language objectives, as well as the learning tasks, and assessments that are related to an identifiable theme or topic. The central focus should take into account knowledge of your students' language development, backgrounds, interests, and learning levels that might further influence students' thinking and learning. The lesson must be primarily in Spanish, and be grounded in a culturally and linguistically sustaining pedagogical approach and in alignment with universal design principles (UDL).

Tentative Course Schedule

Weekly Sessions	*Topics*	*Readings and Assignments (to be read before class)*	*BTPEs and MMSNs*
Week 1 **Jan 25**	• Who are we? (teacher identity/language /culture/as pedagogues) • How do our identities impact what/how we teach? • Who are our emergent bilingual learners? • Who is the community we serve? • What is the goal in a bilingual program? Our goal?	"Bilingual Acquisition" by Fred Genesee	**MMSN:** *1.3 **BTPEs:** **I**: 1.1, 2.3, 6.1, 6.6
Week 2 **Feb 1**	• Language Practices and the Translanguaging Classroom Framework	García, O., Johnson, S.I., & Seltzer, K. (2017). *The Translanguaging Classroom*, Chapter 2	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:** **I:** 1.3, 1.4, 1.6, 1.7 **P:** 2.1, 6.2, 6.5
Week 3 **Feb 8**	• Translanguaging Design in Assessment DUE: Linguistic landscape de mi comunidad	García, O., Johnson, S.I., & Seltzer, K. (2017). *The Translanguaging Classroom*, Chapter 6	**MMSN:** 2.8, 2.9, 3.1, 4.2, 5.1 **BTPEs:** **I: 1.2,** 1.4, 2.4, 5.3 **P:** 2.5, 3.3, 3.4, 3.5

			A: 4.1, 4.2, 5.1, 5.2
Week 4 **Feb 15**	• Translanguaging into Literacy	*Rooted in Strength*, Chapters 1-2	**BTPEs:** **I, P: 2.2, 2.7, 3.1**
Week 5 **Feb 22** ***ASYNCH***	• Reading into Meaning, Part DUE: Emergent Bilingual Reading Interview	*Rooted in Strength*, Chapters 3-4	**BTPEs:** **I: 1.1, 2.3, 2.5, 2.6** **P: 2.7, 3.1, 3.3, 3.4** **A: 3.5, 4.1, 4.2, 5.2**
Week 6 **March 1**	• Reading into Meaning, Part II	*Rooted in Strength*, Chapters 5-6	BTPEs: I: 2.3, 3.1, 3.2 P: 3.2, 3.5, 4.4
Week 7 **March 8** **ASYNCH**	• The Writing Process for EBLs, Part I DUE: Critical Reflection	*Rooted in Strength*, Chapters 7-8	BTPEs: P, A: 2.3, 3.5, 6.1
Week 8 **March 15**	• The Writing Process for EBLs, Part II	*Rooted in Strength*, Chapters 9-10	BTPEs: I: 2.3, 3.1, 3.2 P: 3.2, 3.5, 4.4
March 22	Spring Recess		
Week 9 **March 29**	• Art in Bilingual Education	Thomas, B. (2017). Language policy, language ideology, and visual art education for emergent bilingual students. *Arts Education Policy Review.* 118. 1-12.	BTPEs: I, P: 1.3, 3.5

Week 10 **April 5**	• Social Studies in Bilingual Education DUE: Critical Reflection	Rodríguez-Valls, F., Solsona-Puig, J., & Capdevila-Gutiérrez, M. (2017).Teaching social studies in Spanish in dual immersion middle schools: A biliterate approach to history. *Cogent Education*, 4(1). España, C., & Herrera, L.Y. (2020). *En Comunidad*, Chapter 5	BTPEs: P, A: 2.3, 3.5, 6.1
Week 11 **April 12** ***ZOOM MOCK INTERVIEWS***	• Math in Bilingual Education	Yeh, C. (2017. Math Is More Than Numbers: Beginning Bilingual Teachers' Mathematics Teaching Practices and Their Opportunities to Learn. *Journal of Urban Mathematics Education.* Baumann, T. (2021). How to engage the emergent bilingual students in your math classroom.	BTPEs: I: 1.1, 1.2, 1.3, 2.5 P: 3.1, 3.3, 3.5, 4.1
Week 12 **April 19**	• Science in Bilingual Education	Licona, P., & Kelly, G. (2020). Translanguaging in a middle school science classroom: constructing scientific arguments in English and Spanish	BTPEs: I: 1.1, 1.2, 1.3 P: 2.5, 3.1, 3.3, 4.1
Week 13 **April 26**	• Assessment Practices for EBLs, Part I	García & Kleifgen, Chapters 9	BTPEs: *P:* 1.1, 1.2, 1.4, 1.5 A: 3.1, 3.5, 4.2, 6.3
Week 14 **May 3**	• Assessment Practices for EBLs, Part 2 DUE: Choice Assignment	*Rooted in Strength*, Chapter 10 Ascenzi-Moreno. (2018). *Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility*	BTPEs: *I:* 1.1, 1.2, 1.4, 1.5 P: 3.1, 3.5, 4.2, 6.3
Week 15	Course Synthesis		

May 10			
Finals Week **May 17**	***NO CLASS*** DUE: Cross Curricular Lesson Plans	**Submit Final** Cross Curricular Lesson Plans	BTPEs: *P:* 1.6, 2.3, 3.3, 3.4 A: 4.3, 4.4, 5.2, 5.3