

**Sistema Universitario Ana G. Méndez  
School for Professional Studies  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**EDBE 502**

**BILINGUAL-BICULTURAL CURRICULUM DEVELOPMENT**

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## Syllabus

**Course Title:** Bilingual-Bicultural Curriculum Development

**Code:** EDBE 502

**Duration:** 5 Weeks

**Prerequisite:** None

### Description:

This course reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. It includes a review of multiethnic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity. Students will connect prior knowledge with new course content and applications through large and small group discussions, demonstrations, and cooperative learning among other strategies.

### General Objectives:

At the end of the course, the students:

1. Define the basic principles of English Language Development (ELD)/ Specially Designed Academic Instruction in English (SDAIE) methods and describe their implementation in Cross-Cultural Language and academic Development (CLAD) classroom contexts.
2. Identify and apply principles and procedures of different L2 methods in lesson plans and learning activities.
3. Identify and describe instruments and rating scales for assessing language proficiency and diagnosing language skills of L2 learners in order to effectively plan instruction.
4. Design an integrated thematic instruction for students of various levels of language proficiency in English language development in the four language skills using 4x4 model and principles of ELD and SDAIE.

## **Texts and Bibliography**

Colin, B. (2006). *Foundations of Bilingual Education and Bilingualism*, 4<sup>th</sup> Edition. Multilingual Matter:UK.

Echevarria, J., Vogt, M., & Short, D. (2003). *Making Content Comprehensible for English Language Learners: The SIOP Model*, Second Edition, Allyn & Bacon.

Chamot, A. U., & O'Malley, J.M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, MA: Addison-Wesley.

## **Supplementary Text**

Diaz, Lynne T. & Weed, Kathryn Z. (2005). *The Cross-Cultural Language and Academic Development Handbook: A Complete K-12 Reference Guide*, Third Edition, Allyn & Bacon.

## **Evaluation**

### Workshop One

- Essay on the Organizational Models of Bilingual Education and Bilingual Methodology (Appendix A)
- English Language Learners (ELLs) Programs Chart (Appendix B)
- Oral Presentation on the Organizational Models of Bilingual Education and Methodology (Appendix D)
- Reflective Diary (Appendix O)

### Workshop Two

- Essay on Sheltered English Immersion Program and Planning (Appendix A)
- Outline for the Curriculum Model (Appendix G)
- Oral Presentation of the Foundations of Bilingualism /CLAD (Debate)
- Reflective Diary (Appendix O)

### Workshop Three

- Mini class presentation (Appendix F)
- Assessment activities
- Oral Presentation for ELL activities (Appendix D)
- Paraphrased story

- Essay on Inter-language and Code-Switching Notions (Appendix A)
- Reflective Diary (Appendix O)

#### Workshop Four

- Lesson Plans on CLAD and SDAIE (Appendix I) (Appendix J and N)
- Oral Presentation for Writing Development activities (Appendix D)
- Reflective Diary (Appendix O)

#### Workshop Five

- Oral presentation for SDAIE and CLAD using a song or a game (Appendix D)
- Portfolio (Appendix P)
- Reflective Diary (Appendix O)

<b>Criteria</b>	<b>Points</b>	<b>Percentage</b>
1. Class Participation and attendance (Throughout all the five workshops)	100	12%
2. Essays (3)	150	19%
3. Oral Presentations (5)	100	12%
4. Mini class	50	7%
5. Outline for the Curriculum Model	50	7%
6. Lesson Plans (4)	100	12%
7. Reflection Diary (5)	100	12%
8. Chart and Assessment Activities	100	12%
9. Portfolio	50	7%
<b>Total Points</b>	<b>800</b>	<b>100%</b>

#### Description of Course Policies

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may

specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).

2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.  
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. If a student is absent to more than one workshop the facilitator will have the following options:
  - a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent

activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.

6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)

- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

**The facilitator may make changes or add additional web resources if deemed necessary.**

## Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## Workshop One

### Specific Objectives

At the end of the workshop, the student:

1. Correctly identifies historical trends in second language (L2) teaching.
2. Identifies the characteristics of the Cross-cultural Language and Academic Development (CLAD).
3. Defines and describes the programs for English Language Learners (ELLs).
4. Identifies the organizational models of bilingual education and bilingual methodology.

### Language Objectives

At the end of the workshop, the student:

1. Expresses him/herself orally and in written form using English as the language of communication.
2. Discusses the content of instruction with minimal effort using appropriate enunciation.
3. Engages in the writing process to communicate ideas and points of view with the correct grammar and syntax.

### URL's

Fundamental Concepts of Language Teaching

<http://books.google.com/books?hl=en&lr=&id=p6T3eo5ltFAC&oi=fnd&pg=PA18&dq=Historical+trends+in+second+language+teaching&ots=C7DX-t7XxR&sig>

<http://coe.sdsu.edu/people/jmora/MoraModules/ELDInstruction.htm#Curriculum>

<http://lrc.cornell.edu/director/intercultural.pdf>

Bilingual Education an Introductory Reader

<http://books.google.com/books?id=PQoVx1dl-XwC&pg=PA64&dq=programs+for+English+language+learners&ei=rWRMR7n0J5b6owKP6bH8Bw&sig>

<http://www.csun.edu/~hcedu013/eslindex.html>

<http://www.easternct.edu/depts/edu/textbooks/bilingual.html>

<http://www.iteachilearn.com/cummins/converacademlangdisti.html>

New Teachers for a New Century: The Future of Early Childhood Professional.

<http://books.google.com/books?id=m0jWyDgFkKEC&pg=PA145&dq=CLAD+cross%27cultural+language+and+academic+development&ei=U25MR42QM>

<http://coe.sdsu.edu/people/jmora/CLADCredential/>

<http://www.carla.umn.edu/culture/resources/index.html>

<http://www.langsource.umd.edu/>

### **Assignments before Workshop One**

1. Skim through your EDBE 502 Course Module and textbook to familiarize yourself with its contents. Pay special attention to the rubrics, since they will be used to assess your knowledge.
2. Read in your textbook or any other available resource on the topics to be discussed in this first workshop.
3. Prepare a summary of the information you gathered and come prepared to discuss it orally in class.
4. Write an essay presenting the organizational models of bilingual education and bilingual methodology. (Appendix A)
5. Create a chart defining and describing the programs for English Language Learners (ELLs). (Appendix B)

### **Activities**

1. Ice breaker activity will be carried out. (Appendix C)
2. Facilitator will introduce him/herself and provide an overview of the course. Particular emphasis should be placed on the objectives, evaluation criteria, student participation, students representative and group work. If any changes are made to the grading evaluation criteria, these should be given in writing to the student and the office program during the first workshop.
3. Divide the class in groups of four to five students in which they will discuss their findings on the historical trends in second language (L2) teaching and will present them orally in class.
4. Discuss the characteristics of the Cross-Cultural Language and Academic Development (CLAD).

5. In the groups formed previously, the students will prepare a chart using poster boards with the programs developed for English language learners. These will be discussed and compared in class.
6. The students will present orally their findings on the organizational models of bilingual education and methodology.
7. Students will create a list of vocabulary that will include all culture, language and education related terminology from each workshop.
8. Offer a preview of Workshop Two and discuss upcoming tasks.

### **Assessment**

1. The student will turn in an essay on the organizational models of bilingual education and bilingual methodology. (Appendix A)
2. The student will turn in a chart defining and describing the programs for English Language Learners (ELLs). (Appendix B)
3. The student will present orally the findings on the organizational models of bilingual education and methodology. (Appendix D)
4. The student will include a reflection stating general aspects during Workshop One. In addition, will describe how was the team work organized, the tasks assigned, the strategies used, what can be improved and what should be changed for the next group task. (Appendix O)

## WORKSHOP TWO

### Specific Objectives

At the end of the workshop, the student,

1. Establishes the differences between the theories of teaching Bilingual Cross-Cultural Language and Academic Development (BCLAD) and the theories of Second Language Acquisition.
2. Demonstrates the methods of teaching a Second Language (L2): Principles and practice.
3. Investigates the Sheltered English Immersion Program and Planning based on the district's content standards.
4. Presents the four levels - Four skills Curriculum Model

### Language Objectives

At the end of the workshop, the student:

1. Uses effective strategies of formal and informal discussions, including listening actively and reflectively, and speaking so others can understand.
2. Locates, gathers, reads, analyzes and evaluates written information for completing assigned tasks.
3. Analyzes the validity and reliability of primary source information and use the information appropriately to write an essay with correct grammar, usage, mechanics and spelling (GUMS).

### URL's

The Motor Theory of Language: Origin and Function

<http://www.percepp.com/motor-i.htm>

The Physical Foundation of Language

<http://www.percepp.com/pfol1st.htm>

Preparing teachers for Language Minority Education

<http://jte.sagepub.com/cgi/content/abstract/51/5/345>

Whole Language Approach

<http://lshss.asha.org/cgi/content/abstract/21/4/244>

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED390026&\\_ERICExtSearch\\_SearchType\\_0=no&accno=ED390026](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED390026&_ERICExtSearch_SearchType_0=no&accno=ED390026)

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED300777&\\_ERICExtSearch\\_SearchType\\_0=eric\\_accno&accno=ED300777](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED300777&_ERICExtSearch_SearchType_0=eric_accno&accno=ED300777)

The Natural Approach

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED230069&\\_ERICExtSearch\\_SearchType\\_0=no&accno=ED230069](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED230069&_ERICExtSearch_SearchType_0=no&accno=ED230069)

<http://www.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheNaturalApproach.htm>

Total Physical Response Approach

<http://www.sil.org/lingualinks/languagelearning/EssaysOnFieldLanguageLearning/KickStartingYrLnggLrnng/TPRTotalAndMinimalPhysicalResp.htm>

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ586008&\\_ERICExtSearch\\_SearchType\\_0=no&accno=EJ586008](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ586008&_ERICExtSearch_SearchType_0=no&accno=EJ586008)

English Immersion Programs

[http://www.ncela.gwu.edu/pubs/nabe/brj/v16/16\\_12\\_cummins.pdf](http://www.ncela.gwu.edu/pubs/nabe/brj/v16/16_12_cummins.pdf)

<http://www.questia.com/googleScholar.qst?docId=5001389701>

<http://repositories.cdlib.org/crede/rsrchrpts/rr03/>

Four Levels –Four skills Curriculum Model

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED461665&\\_ERICExtSearch\\_SearchType\\_0=no&accno=ED461665](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED461665&_ERICExtSearch_SearchType_0=no&accno=ED461665)

## **Assignments before Workshop Two**

Instructions:

1. Search in the Internet for articles related to:
  - a. The Foundations of Bilingualism / Cross Cultural Language Academic Development Instruction.

- b. Theories of Second Language Acquisition
  - c. Second Language Teaching Methods
  - d. Sheltered English Immersion Program
  - e. District Content Standards
  - f. Four Skills - Curriculum Model
2. Read and summarize the articles. Come prepared to discuss the themes in class.
  3. Based on the research done, write an essay related to the Sheltered English Immersion Program and Planning, and the District Content Standards. (Appendix A).
  4. Create an outline for the Four Levels — Curriculum Model of the Four Skills (Appendix G).

### **Activities**

1. Facilitator will collect the assignments: Essay on Sheltered English Immersion Program and Planning and the outline for the Curriculum Model.
2. Using a Concept Map, review the concepts learned in Workshop One.
3. Using a KWL Chart and guided by the facilitator, students will discuss the Four Skills – Curriculum Model and the District Content Standards.
4. Class will be divided in two groups. The facilitator will guide the students into a debate to present and discuss the theories of the foundations of bilingualism and Cross-cultural Language Academic Development Instruction.
5. Socialized discussion will take place among the class on the presentation of the “PowerPoint” about the Theories of Second Language Acquisition.(Appendix E)
6. Class will be divided into small groups. Each group will prepare a mini lesson to be presented in Workshop Three about the methods of teaching a second language. The lesson should include visuals, audio, art, drama, movement and/ or music. (Appendix C).
7. Offer a preview of Workshop Three and discuss incoming tasks.

### **Assessment**

1. The facilitator will collect the essay about the Sheltered English Immersion Program and Planning (Appendix A).
2. Students will hand in the outline about the Curriculum Model (Appendix G).

3. Students will write a reflection about the general aspects presented in class. In addition, they will describe how was the team work organized, the tasks assigned, the strategies used, what can be improved and what should be changed for the next group task.

## Workshop Three

### Specific Objectives

At the end of the workshop, the student:

1. Prepares a lesson planning model for Cross-cultural Language Academic Development Instruction.
2. Develops Natural Approach/ Speaking Activities for English Language Learners (ELLs)
3. Creates language assessment for placement and instruction.
4. Explains Interlanguage Analysis and Code-switching.
5. Prepares a second–language reading instruction.
6. Explains the elements of a specially designed academic instruction in English using the CALLA Approach.

### Language Objectives

At the end of the workshop, the student:

1. Reads the selections assigned and synthesizes information from multiples sources to draw conclusions.
2. Writes text, notes, comments and observations that demonstrate comprehension of the elements to writing a lesson plan for Cross-Cultural Language Academic Development Instruction.
3. Uses a variety of speaking and listening strategies to clarify meaning and to reflect understanding of the English language.
4. Engages in the writing process to communicate ideas and points of view with the correct grammar and syntax.

### URL's

Preparing Lesson Plans

<http://coe.sdsu.edu/people/jmora/Pages/4X4Guidelines.htm#Section%202:%20Lesson%20Plans>

Planning Reading Instruction for Second Language Learners

<http://coe.sdsu.edu/people/jmora/MoraModules/textanalysis.htm>

The Natural Approach

<http://www.sil.org/lingualinks/LANGUAGELEARNING/WaysToApproachLanguageLearning/TheNaturalApproach.htm>

Assessing Bilingual Students for Placement and Instruction

<http://www.ericdigests.org/pre-9217/placement.htm>

<http://www.eed.state.ak.us/tls/frameworks/wrldlang/wlinstr3.html#ScoringGuides>

Performance and Portfolio Assessment for Language Minority Students

<http://www.ncela.gwu.edu/pubs/pigs/pig9.htm>

Preparing Reading Guides

<http://coe.sdsu.edu/people/jmora/Pages/textreadingguide.htm>

Effective Lesson Planning for English Language Learners

<http://coe.sdsu.edu/people/jmora/5StepELL/>

Interlanguage and Code-switching

<http://www.ncela.gwu.edu/pubs/jeilms/vol14/duran.htm>

[http://ematusov.soe.udel.edu/final\\_paper.pub/pwfsfp/000000ab.htm](http://ematusov.soe.udel.edu/final_paper.pub/pwfsfp/000000ab.htm)

Organizing for Literacy Instruction

<http://coe.sdsu.edu/people/jmora/LiteracyFramework/>

Sample of Simplified Text

<http://coe.sdsu.edu/people/jmora/Pages/immigrationparaphrase.htm>

### **Assignments before Workshop Three**

Instructions:

1. Search the Internet for articles related to:
  - a. Cross-cultural Language Academic Development instruction
  - b. Natural Approach
  - c. Assessment
  - d. Interlanguage
  - e. Reading instruction
  - f. CALLA Approach
  - g. SIOP Model
2. Write a short summary for each of the articles above and come prepared to discuss the concepts.

3. Search in a textbook or Internet site a short story and bring it to class; you will work with it in a class activity.
4. Prepare a mini lesson on Second Language Teaching Methods (workgroup started in class in Workshop Two) and come prepared to present it to the group.
5. Write an essay comparing and contrasting Inter-language and Code-switching notions (Appendix A).

### **Activities**

1. Facilitator will collect the essay on Inter-language and Code-switching.
2. Review of the concepts learned in Workshop Two using the technique “The Muddiest Point”.
3. Students will present their mini class on Second Language Teaching Methods (Appendix F).
4. Discussion of the concepts assigned through a news broadcast activity. Students will present their ideas of the concepts through a simulated news broadcast.
5. Divide the students in team groups to answer the guide questions for the Cross - cultural Language Academic Development Instruction (Appendix N -Lesson Plan) that will help them with the four (4) lesson plans.
6. Applying the Natural Approach, the students will present in groups activities for ELLs.
7. Facilitator will conduct a guided discussion on Language Assessment for Placement and Instruction.
8. In groups, students will answer the questions on Language Assessment (and will create activities (Appendix K). This task will be due on Workshop Four.
9. Facilitator will conduct a guided discussion on Interlanguage Techniques.
10. In groups, students will answer and discuss the Guide for Language Reading Instruction (Appendix L)
11. Select a story and paraphrase a paragraph of the text. Write one or two paragraphs to describe why you selected it and how would you paraphrase the text for your students.

12. Describe what level(s) of L2 students will be able to read your paraphrased passage and how you will guide students at the lower levels to understand the text.
13. Offer a preview of Workshop Four and discuss incoming tasks.

**Assessment**

1. Students will present a mini lesson and will be evaluated according to the rubric in Appendix F.
2. Students will create and present in class two (2) assessment activities to be used in a classroom.
3. The students will select and paraphrase a story and will turn it in to the facilitator following the instructions given in activities no. 11 and 12.
4. The student will include a reflection stating general aspects during Workshop 3. In addition, will describe how was the team work organized, the tasks assigned, the strategies used, what can be improved and what should be changed for the next group task.

## WORKSHOP FOUR

### Specific Objectives

At the end of this workshop, the student:

1. Prepares a lesson plan using materials for the SDAIE Instruction.
2. Designs a lesson plan using strategies for the development of writing in a second language (L2).
3. Constructs writing activities for a content class in a lesson plan (SIOP Model).
4. Discusses and analyzes the SDAIE Instruction and the development of writing in a second language.

### Language Objectives

At the end of this workshop, the student:

1. Develops ideas in order to address problems in an effective way using correct grammar, pronunciation and verb tense.
2. Selects and uses appropriate study, research skills and tools according to the type of information being gathered.
3. Writes lesson plans for SDAIE Instruction and for the development of writing in a second language applying the appropriate rules of grammar.

### URL's

Bloom's Taxonomy

<http://officeport.com/edu/blooms.htm>

SDAIE Lessons and Strategies

<http://www.nvo.com/ecnewsletter/sdaielelessonsstrategies1/>

<http://www.nvo.com/ecnewsletter/sdaielelessonsstrategies1/>

SDAIE Lessons plans models

<http://www.csusm.edu/thousand/sandymike.html>

L2 Writing strategies

[http://education.gsu.edu/ctl/FLC/Schlig\\_FLWriting\\_revised.htm](http://education.gsu.edu/ctl/FLC/Schlig_FLWriting_revised.htm)

Simple Steps to Successful Revision in L2 Writing

<http://iteslj.org/Techniques/Coleman-WritingRevision.html>

### Assignments prior to Workshop Four

Instructions:

1. The students will prepare two (2) lesson plans: one applying the Cross Cultural Language Academic Development Instruction and the other one using the CALLA Approach (Appendix M).
2. Prepare another lesson plan using the materials of instruction for SDAIE and following the guidelines in Appendix J. Come prepare to present it to the class.
3. Design a lesson plan using the strategies for the development of writing in a second language (L2) (SIOP Model).
4. Search in the internet for several activities related to writing and bring examples to share with the rest of the students. Search for strategies that can help implement and present these activities.

### **Activities**

1. The Facilitator will collect the assignments assigned.
2. The Facilitator and students will review the concepts learned in Workshop Three.
3. A socialized discussion will take place to discuss the students' conclusions about the paraphrased story written in Workshop Three.
4. The Students will do a brief presentation of their lesson plan for the SDAIE Instruction.
5. The facilitator will guide a discussion about the steps to follow when developing techniques and strategies.
6. The students will present the activities they have researched in the internet about writing development and the different strategies that can be used.
7. The facilitator will explain the themes and assignments that will be discussed and presented in Workshop Five.

### **Assessment**

1. Four Lesson Plans (CLAD, CALLA, SDAI and SIOP)
2. Presentation of the lesson plan of the SDAIE Instruction (Appendix I).
3. Oral presentation of the activities about writing development (Appendix D).
4. The student will include a reflection stating general aspects during Workshop Three. In addition, will describe how was the team work organized, the tasks assigned, the strategies used, what can be improved and what should be changed for the next group task.

## Workshop Five

### Specific Objectives

At the end of the workshop, the student:

1. Creates an activity to be used in the classroom using the Development of English ((ELD)/SDAIE) in teaching songs and games in a CLAD classroom.
2. Recognizes the cultural elements and diversity when teaching in a CLAD using ELD/SDAIE instruction.
3. Discusses and analyzes the different strategies and types of programs that can be used with L2 students.
4. Understands the importance of CLAD infusion, as well as ELD/SDAIE Instruction.

### Language Objectives

At the end of the workshop, the student:

1. Expresses ideas in English related to the topic of discussion using volume, stress, pacing and correct enunciation.
2. Uses a variety of speaking and listening strategies to clarify meaning and to reflect understanding of the English language.
3. Develops ideas in order to address problems in an effective way demonstrating command of the language by expressing ideas clearly and correct choice of words.

### URL's

Cross-Cultural Language & Academic Development

<http://coe.sdsu.edu/people/jmora/CLADCredential/CLADplus.htm>

Games & Activities for the ESL/EFL Classroom

<http://iteslj.org/c/games.html>

<http://www.everythingsl.net/>

<http://content.scholastic.com/browse/article.jsp?id=4278>

<http://teacher.scholastic.com/ilp/index.asp>

Cultural Diversity in the B/CLAD Classroom

<http://coe.sdsu.edu/people/jmora/DiversityMMd/>

<http://coe.sdsu.edu/people/jmora/CLADCredential/sld002.htm>

## **Assignments before Workshop Five**

Instructions:

1. Review the readings on SDAIE and CLAD.
2. Search the Internet on articles related to cultural diversity in the B/CLAD classroom.
3. Find a song or a game that can be used in the CLAD classroom. This will be used in a class activity.
4. Prepare the Portfolio and review the checklist (Appendix P).

## **Activities**

1. Review of the concepts learned in Workshop Four.
2. Facilitator and students will review and discuss the readings on SDAIE and CLAD.
3. Class will be divided in small groups and each group will prepare a short lesson plan using the songs or games they found in a classroom activity using the SDAIE and CLAD techniques and approaches.
4. Each group will present and discuss the lesson plan they have prepared.
5. Guided discussion based on the topic of Cultural Diversity in the B/CLAD Classroom Environment.
6. Facilitator will collect the portfolio.
7. Closing activity – to be determined by the facilitator.

## **Assessment**

1. Students will present an oral presentation for the lesson plan for SDAIE and CLAD techniques and approaches using a song or game.
2. Portfolio collected by the facilitator at the beginning of the class.
3. The students write a Reflective Diary in which they will state the general aspects learned and discussed in Workshop 5. In addition,

## Appendixes

**Appendix A****Essay Rubric**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Score</b>
<b>Content</b>		
Introductory statement is clear and well stated	5	
Major or relevant details are exposed in essay	5	
Present a thesis, supporting it in a persuasive and sophisticated way, providing precise and relevant examples.	5	
Sentences are cohesive and ideas flow as the essay is read	5	
Establish a writer's relationship with the subject, providing a clear perspective on the subject matter and engaging the audience's attention.	5	
Draw conclusions that reflect the relationships or significant outcomes of the discussion.	5	
Demonstrate a comprehensive grasp of significant ideas, using them appropriately to reach a higher level of understanding in an organized manner.	5	
<b>Language</b>		
Demonstrate a command of standard English (vocabulary used, syntax and flow of ideas)	5	
Uses grammar appropriately and correctly	5	
Manages and uses verbs appropriately and correctly	5	
<b>Total Points</b>	<b>50 points(70% content and 30% language)</b>	<b>Student's total Score: _____</b>

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Appendix B**

**Available Programs for English Language Learners (ELLs)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: **EDBE 502** Facilitator: \_\_\_\_\_

<b>PROGRAM</b>	<b>DEFINITION</b>	<b>DESCRIPTION</b>

## Appendix C

### Ice Breaker Activity

Are you.....

Meet your Classmates

- Start by looking for the signature of someone you don't know:  
\_\_\_\_\_
- Now look for the signature of the tallest person in the room  
\_\_\_\_\_
- Find the signature of someone with the same color of pants:  
• \_\_\_\_\_
- This time look for the signature of the guy that seems to be the nicest in the group:  
\_\_\_\_\_
- And also find the signature of the girl that seems to be the nicest in the group:  
\_\_\_\_\_
- Now look for the signature of the person who lives farthest from the University:  
\_\_\_\_\_
- It is time to look for the signature of the girl with the longest hair:  
\_\_\_\_\_
- Find the signature of the person in the group who dislikes reading:  
\_\_\_\_\_
- Look around and get the signature of the person that seems to be the most romantic in the group:  
\_\_\_\_\_
- Now look for the signature of someone that has your same birthdate number, but not the same month:  
\_\_\_\_\_
- Find the signature of the shortest person in the room:  
\_\_\_\_\_
- Find the signature of the person whose favorite color is the same as yours:  
\_\_\_\_\_

- There must be someone with your same initial, find his or her signature:

\_\_\_\_\_

- Look for the signature of the person with your same initial that is going to study the same career as you:

\_\_\_\_\_

- Find the signature of the person, that for you, seems to be the most intellectual of the group:

\_\_\_\_\_

- Find someone that is wearing sneakers and ask for his or her signature:

\_\_\_\_\_

- Now find someone to sign with your same zodiacal sign:

\_\_\_\_\_

- Now, only your signature is missing:

\_\_\_\_\_

## Appendix D

## Oral Presentation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Value Points	Student Total Score
<b>Content</b>		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	2	
The speaker takes into account the specific knowledge and experience of the listener.	2	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	2	
The speaker uses delivery to emphasize and enhance the meaning of the message.	2	
The speaker delivers the message in a lively, enthusiastic fashion.	2	
The volume varies to add emphasis and interest.	2	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	2	
<b>Language</b>		
Student pronounces words in a clear and correct manner so as to make language understood to others.	2	
Correct use of grammar and verb conjugation.	2	
Use of correct use of vocabulary words to express message.	2	
<b>Total Points</b>	<b>20 points(70% of content and 30% of language)</b>	<b>Student's Total Score:</b> _____

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix E

## Language Acquisition Theory

## Language acquisition Theory

Prof. Tania  
Mediavilla

1

## Language

- Method of communicating ideas, emotions, feelings by means of a sound system
- Language acquisition is innate to man and does not depend on intelligence
- The sound system consists of sound units that intertwined in a certain order form an amount of information by which people communicate

2

## Stephen Krashen

- Requires meaningful interaction in the target language-natural communication
- Developed a Monitor model constituted by five hypotheses
- Language is acquired as the learner is exposed to samples of the second language

3

## Acquisition-Learning Hypothesis

- There are two ways in which a second language learner develops the knowledge of language; acquisition and learning

4

## Monitor Hypothesis

- Involves conscious learning
- The learner initiates the utterances of the language and is responsible for the fluency and the natural judgment about correctness that are necessary to communicate effectively
- The learner's knowledge functions as a monitor or as an editor applying it to make the necessary changes and polish the previous acquired knowledge

5

## Natural Order Hypothesis

- The learner acquires the rules of the language in a predictable order, as when taught in the classroom and is able to complete the final work assigned.

6

### Input Hypothesis

- The learner acquires the language by understanding messages or receiving comprehensive input

7

### Affective filter Hypothesis

- Presents an imaginary barrier that prevents the learner from acquiring a language from the available input
- These affects include the learner's personality, self-esteem, culture economic status, career orientation and motivation
- The environment in which the learner acquires a second language and the perception of external conditions affect the learning of the language

8

### Conclusion

- Language is acquired in various forms; these forms are implicit, subconscious, presented in informal situations, motivated by attitudes, and occurs with an established order
- Whereas learning is conscious, is presented in formal situations, uses grammatical rules, depends on aptitude and has a complex order of learning

9

## Appendix F

## Rubric for Mini-Lesson

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
 Facilitator's Name \_\_\_\_\_ Course \_\_\_\_\_

Rating	Excellent	Proficient	Good	Satisfactory			Needs Improvement	Not Observed	
Scale	5	4	3	2		1	0		
Criteria	CONTENT		5	4	3	2	1	0	Comments
<b>Organization</b> Lesson is presented in a logical, interesting sequence; able to capture the attention of the classmates									
<b>Knowledge of Issue</b> Presenter understands the issue, demonstrates knowledge and is able to discuss and elaborate on topic with ease.									
<b>Preparation/Planning</b> Demonstrates that careful planning occurred by identifying and selecting learning strategies appropriate to the lesson's objectives									
<b>Eye Contact</b> Presenter maintains eye contact with audience and establishes rapport.									
<b>Delivery / Elocution</b> Presenter uses clear voice; able to keep classmates' interest with enthusiastic delivery									
<b>Overall Presentation/Creativity</b> Presents the activity or strategy using technology and visual aides to engage classmates.									
<b>Assesses Understanding</b> Asks questions, clarifies misunderstandings, designs and uses assessment instrument, and evaluates classmates' understanding									
<b>Criteria</b>	<b>LANGUAGE</b>								
The presenter pronounces words in a clear and correct manner so as to make language easily understood to others.									
Uses grammar, verb conjugation and vocabulary words correctly to deliver the message.									
Presenter uses key vocabulary, appropriate terms and explains unfamiliar words to the group.									
<b>Grand Total</b>									

## Appendix G

Your outline will follow the style of the traditional outline in the example below. Your outline will be graded following that all the three sections have been completed.

The traditional outline has three sections: introduction, body, and conclusion. The basic model looks like this:

### **Title**

- I. **Introduction**
  - A. **The background**
  - B. **The thesis statement**
- II. **Body**
  - A. **First major category of support**
    1. **Supporting detail**
    2. **Supporting detail**
    3. **Supporting detail**
  - B. **Second major category of support**
    1. **Supporting detail**
    2. **Supporting detail**
  - C. **Third major category of support**
    1. **Supporting detail**
    2. **Supporting detail**
- III. **Conclusion**
  - A. **Review of the major categories of support**
  - B. **The answer, solution, or final option**

**Appendix H**

**Class Participation and Attendance Rubric**

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_ **Professor:** \_\_\_\_\_

Class Participation	Excellent		Satisfactory		No Compliance	
Rating Scale	2		1		0	
Criteria	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5	Grand Total
<b>*Attendance (10 points per class)</b>						
Demonstrates mastery of topic by providing information and data valuable to the class discussions.(2 points)						
Demonstrates interest in the group discussions by listening and respecting other's opinion(2 points)						
Participates actively in the class discussions and contributes with ideas that are relevant to the topic (2 points)						
Uses adequate verbal communication skills (2 points)						
Demonstrates initiative and creativity in the class activities. (2 points)						
<b>Total Points Obtained</b>						
<b>% Obtained</b>						

**Student's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Facilitator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Appendix I

**Rubric to Assess Lesson Plan**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course Title \_\_\_\_\_ Professor \_\_\_\_\_

	Excellent	Proficient	Satisfactory	Limited	Poor
Rating Scale	5	4	3	2	1
Criteria	Possible Points		Points Obtained by Student		
<b>Content</b>					
All components of the lesson plan are present.	5				
Language and content objectives are clearly stated and well written. Sunshine State Standards have been included.	5				
Student provides a clear list of materials to be used	5				
Steps are clearly stated and understood; they follow a sequence	5				
Activities and learning strategies are clearly stated	5				
Assessment instruments are provided	5				
Guidelines	5				
<b>Language</b>					
Technical vocabulary is accurately and correctly used	5				
Grammar and syntax is appropriate and correct	5				
Use of verbs are correct and appropriate	5				
<b>Total Points</b>	<b><u>50 pts</u></b> (70% of content and 30% of language)		Total of Points Obtained by Student _____ = _____%		

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix J

### Lesson Plan

Prepare four lesson plans, one for each of the four levels (1, 2, 3 and SDAIE) describing activities for each of the four skills ([listening](#), [speaking](#), [reading](#) and [writing](#)). One should follow the planning model for Cross-cultural Language Academic Development Instruction (CLAD), another should use materials for the SDAIE Instruction, for the third one you should use the CALLA Approach and the fourth one should be for writing in a content class using the SIOP Model. These four lesson plans will cover a day or more of instruction and activities.

Before you write your lessons plans answer the following guide questions:

- What will the teacher do and what will the students do during each day of the time span allotted to cover the theme in a logically related sequence of lessons?
- Have I included a variety of L2 teaching strategies ([audiolingual method](#), [TPR](#), [Communicative Approach](#)) to ensure mastery of [linguistic structures](#) and vocabulary?
- How have the students used academic language during the lesson? For what function or purpose? Is their academic language use integrated into critical thinking and problem-solving activities?
- What pace of presentation, activities and concept development is reasonable to expect from L2 students? Have I avoided "leaps of logic" that will confuse students because I moved too quickly from concrete and semi-concrete concepts into complex and abstract concepts?
- How can I best organize a logical, coherent and motivating sequence of content and activities, culminating in students being prepared for the next stage of learning of the theme and the text or book I have selected?

● Have I included activities that address all the diversity of [learning styles and cultures](#) in my classroom through different sensory modalities?

The lesson plans will be prepared using the [Five Step Lesson Plan Model](#) (Hunter, 1982). This model provides a format to describe the objectives and sequence of teaching strategies and activities you will use to accomplish the purpose of the lesson. In each of the lessons for the four levels, you will also provide a short rationale. This rationale will explain briefly how you integrated the four skills of listening, speaking, reading and writing and how you adjusted the focus of each lesson for to [achieve comprehensible input](#).

A format for the Five Step Lesson Plan Model and a sample language arts lesson are provided on-line. Click on the highlighted text for [The Old Lady Who Swallowed a Fly Lesson Plan](#).

<http://coe.sdsu.edu/people/jmora/Pages/4X4Guidelines.htm#Section%202:%20Lesson%20Plans>  
<http://coe.sdsu.edu/people/jmora/MoraModules/OldLadyLessonPI.htm>

## Appendix K

### Language Assessment

Before creating your assessment activities answer the following questions:

- What product or display will demonstrate to me that students have learned the concepts and vocabulary to the best of their ability?
- How will I determine what I need to re-teach or review with some students and which students can go on to more complex levels of understanding of the concepts or vocabulary? (Examples: tests, [pre- and post- writing samples](#), reports, etc.)
- How will I reward or recognize students' efforts to learn and their progress in the unit in a way that will build their confidence and self-esteem?

## Appendix L

### Guide for Language Reading Instruction

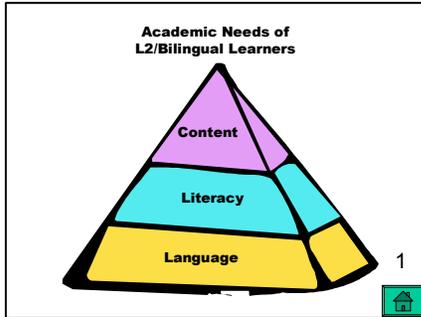
#### The Reading Selection

Before you write your activity answer the following guide questions:

- What elements of the content-area or literature text will be easy for my limited English proficient students to understand? What elements will be difficult? Have I conducted a thorough [text analysis](#)? How can I make a grade-level textbook accessible to ELL through [structured and guided reading and use of the textbook](#)?
- What paragraph from the content-area lessons in the textbook or from the storybook can I select to simplify by [paraphrasing](#) to focus on vocabulary and concept learning without "overloading" my students with difficulty in reading?
- What types of [reading activities](#) will I use to reduce the difficulty of the reading text and ensure comprehension of the language and content? (For example, cooperative groups with comprehension questions, [semantic mapping](#).)

Appendix M

The CALLA APPROACH



**Communicative Competence (Canale & Swain, 1980)**

- Grammatical competence
- Sociolinguistic competence
- Discourse competence
- Strategic skills
- Oriented toward attaining a specific goal
- Is conditional, sequential and flexible

2

**Language Proficiency Affects Reading/Writing Proficiency**

- Ability to extract meaning from words once they are decoded
- Differences between oral and silent reading levels
- Differences in ability to handle a variety of text
- Ability to construct meaning from a reading passage with unfamiliar vocabulary and concepts

3

**L2 Students' Academic Reading Areas for Assessment**

- Independent, instructional and frustration reading levels based on an Informal Reading Inventory
- Understanding of story structure
- Use of prior knowledge
- Metacognitive skills
- Decoding and word recognition strategies

4

**Factors in Linguistic Demands of a Task**

- Language function
- Sentence structure and complexity of oral presentation and/or text
- Concept load
- Familiarity of vocabulary and technical terms
- Types of oral and written production needed to complete the task

5

**Student Language Use Inventory**

- Talks/describes what he or she is doing
- Talks/describes what someone else is doing
- Names or describes things
- Tells about something (an event) that happened
- Explains why or why not he or she did something
- Tells how to do something
- Expresses what he or she feels or believes

6

**Cognitive Academic Language Learning Approach (CALLA)**  
by Chamot & O'Malley (1994)

- An approach based on explicit teaching of learning strategies
- Based on the premise that active learners are better learners
- Assumes that academic learning strategies transfer to new and different tasks
- Focuses on the development of Cognitive Academic Language Proficiency (CALP)

7 

**Cognitive Theory**  
Chamot & O'Malley (1994)



- Learning is an active, dynamic process in which learners are fully engaged
- Information is selected from the environment and retained when it is important to the learner
- Information is organized, related to what is already known, and used in appropriate contexts

8 

**Kinds of Memory**  
Chamot & O'Malley (1994)

- Long-term memory is information stored along with other information derived from personal experience and education
- Short-term memory is temporary and pragmatic information
- Working memory is used to solve the problem at hand
- Elaboration is required to link long and short-term memory

9 

**Types of Knowledge**  
Chamot & O'Malley (1994)



- ✓ Declarative knowledge consists of "what" we know or can declare. It is stored in memory frameworks called *schemata*
- ✓ Procedural knowledge concerns what we know how to do. It consists of a series of steps in which there is a "condition" and an "action"

10 

**Cognitive Learning Strategies**  
Chamot & O'Malley (1994)

- Manipulating the material to be learned in a specific learning task
- Linking new learning to prior knowledge related to particular concepts or processes
- Relating learning processes to linguistic demands in the domains of listening, speaking, reading and writing



11 

**Metacognitive Learning Strategies**  
Chamot & O'Malley (1994)



- Require "thinking about thinking"
- Planning for learning by setting objectives
- Organizing the learning task by creating an outline or structure
- Monitoring one's own learning by evaluating achievement of learning goals

12 

**Social/Affective Learning Strategies**  
Chamot & O'Malley (1994)



- Interacting with others to assist in learning
- Developing cooperation and collaboration skills and processes
- Asking questions for clarification
- Using affective control to accomplish the learning task

13



**Metacognitive Strategies**  
Chamot & O'Malley (1994)

- **Planning:** Advanced organization; selective attention; self management
- **Monitoring:** Checking for comprehension: monitoring production, self-monitoring while speaking and writing
- **Evaluating:** Checking back; reflecting on what one has learned, judging how well the task has been accomplished

14



**Cognitive Strategies**  
Chamot & O'Malley (1994)

- **Resourcing:** Using reference materials such as textbooks, dictionaries and encyclopedias
- **Grouping:** Classifying words, terminology, quantities, or concepts according to their attributes
- **Note-taking:** Writing down key words and concepts
- **Elaboration:** Relating new ideas and concepts to known information and making personal associations

15



**More Cognitive Strategies**  
Chamot & O'Malley (1994)

- **Summarizing:** Making mental, oral or written summary of information gained at certain points in learning process
- **Deduction/Induction:** Use a rule/Make a rule
- **Imagery:** Make a mental picture from the information
- **Auditory Representation:** Mentally replay a word, phrase or piece of information
- **Making Inferences:** Use context clues to guess meaning and predict upcoming information

16



Chamot, A. U., & O'Malley, J. M. (1994). [The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach](#). Reading, MA: Addison-Wesley.

## Appendix N

### DIRECT INSTRUCTION (Essential Elements of Instruction) LESSON PLAN FORMAT WITH MODIFICATIONS FOR DIVERSE LEARNERS

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

#### I. Before the Lesson

##### I. A. The Basic Lesson Plan

- What **prerequisites** (i.e., background information, skills) do students need to have to engage in this lesson?
- How is the lesson placed in context? Where in the sequence of a unit or course of study does the lesson fall?
- What are the instructional **objectives** (cognitive/academic, affective/social, psychomotor, language)?
- At what level of complexity (i.e. [Bloom's taxonomy](#)) is each objective?
- How do students demonstrate the instructional objectives?
- What are the criteria for success? How will learners know that they are successful?
- What materials are needed?

##### I. B. Modifications for Learners with Special Needs

- Are modified objectives needed to ensure the success of learners with special educational needs? If so, what are they? (Be specific)
- Is there a need for modification of materials? If so, be sure to provide visual, auditory, tactile materials -- "realia," and kinesthetic experiences, as appropriate.

##### I. C. Modifications for Learners Acquiring English as a Second Language (Specifically Designed Academic Instruction in English)

- Are there modified objectives for learners acquiring English as a second language?

a) If so, be sure to state separate English objectives for these learners that

- (1) fit with the existing general objectives of the lesson and
- (2) do not introduce a new or different lesson component.

b) If so, what vocabulary will be learned, previewed, or reinforced? What is the plan for making vocabulary development part of the lesson? (How will you shelter key vocabulary words and concepts that need to be sheltered?)

- Is there a need for modification of materials? If so, be sure to provide kinesthetic experiences and visual, auditory, tactile materials -- "realia," as appropriate.

#### II. Opening the Lesson

##### II. A. The Basic Lesson Plan

How will you provide an **anticipatory set**? How will you open the lesson?

an attention getter to focus students' learning, or  
a restatement of the objectives in a student-friendly way or

a 'focus question' to guide the learners thinking process, or  
a discussion or activity to activate students' prior knowledge.

Note: Be sure the anticipatory set anchors instruction to past experiences and concepts ( i.e., activating schemata).

## II. B. Modifications for Learners with Special Needs

- Are any modifications to the anticipatory set needed for learners with special needs? If so, what are they?

## II. C. Modifications for Learners Acquiring English as a Second Language

- Are any modifications to the anticipatory set needed for learners acquiring English as a second language? If so, what are they?

## III. Steps of Instruction

### III. A. How do you plan to **teach to the objective**?

For skills, describe in detail the **procedures** and steps. Provide model(s).

If a concept, provide exemplars and nonexemplars.

Describe **guided practice** activities.

Describe **independent practice** activities.

Will students work either with partners or in small (cooperative) groups?

How will you **check for students' understanding** throughout the lesson?

- What open-ended and/or "high-level" (e.g., application, analysis, synthesis, evaluation) questions will you ask throughout the lesson?

### III. B. Modifications for Learners with Special Needs

- Describe any other methodologies used to provide students with special needs access to the core curriculum.

### III. C. Modifications for Learners Acquiring English as a Second Language

- Describe any other methodologies used to provide students acquiring English as a second language access to the core curriculum. For example:

- Within the steps for instruction, be sure to indicate checking for understanding (ten/ten method) teach for ten minutes, check for comprehension and "with-it-ness" for ten minutes
- Be sure to check over the entire lesson for the language you will use; do not assume that learners will know or understand "everyday" language.
- Be sure the activities of the lesson allow learning to occur in context.

## IV. Closure

IV. A. How will you have the learners summarize the learnings from the lesson? What are the assessment processes you intend to employ to assess whether or not learners have mastered the objectives?

### IV. B. Modifications for Learners with Special Needs

- Will you need to modify how learners with special educational needs summarize their learnings? If so, how?
- Will you employ any different strategies to assess the achievement of the lesson's objectives by learners with special needs? If so, explain.

IV. C. Modifications for Learners Acquiring English as a Second Language

- Will you need to modify how learners acquiring English as a second language summarize their learnings? If so, how?
- Will you employ any different strategies to assess the achievement of the lesson's objectives by learners acquiring a second language? If so, explain.

V. Independent Practice

V. A. Will you assign [homework](#) (independent practice?) If so, what homework (homefun?) will be assigned?

V. B. Modifications for Learners with Special Needs

- Are there any homework modifications necessary to support students with special needs to engage in independent practice? If so, explain.

V. C. Modifications for Learners Acquiring English as a Second Language

- Are there any homework modifications necessary to support students acquiring a second language to engage in independent practice? If so, explain.
- Will you need to modify how learners acquiring English as a second language summarize their learnings? If so, how?
- Will you employ any different strategies to assess the achievement of the lesson's objectives by learners acquiring a second language? If so, explain.

VI. After the Lesson and Reflection

VI.A. Basic Lesson

- What went well with the lesson?
- What changes would you make, overall, to enhance student learning?

VI. B. Modifications for Learners with Special Needs

- What modifications would you make to more successfully engage and assess learners with special needs?

VI. C. Modifications for Learners Acquiring English as a Second Language

- What modifications would you make to more successfully engage and assess learners acquiring English as a second language?

Note: Words in **bold** represent key terms and steps of effective instruction and lesson planning which many teachers and interviewers expect you to use! These terms come from Madeline Hunter's Essential Elements of Instruction, David & Roger Johnson's [Cooperative Learning Group](#) lesson plan format, Russell Gersten's research on [Direct Instruction](#), and key researchers' ideas on [Specifically Designed Academic Instruction in English](#).

<http://www.west.asu.edu/icaxn/diclsdaie.html>

Appendix O

Rubric for Reflective Diary

Name \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Facilitator \_\_\_\_\_

	Excellent	Good	Satisfactory	Fair	unsatisfactory	Final
Rating Scale	4	3	2	1	0	Score
Criteria	Day One	Day Two	Day Three	Day Four	Day Five	Grand Total
Student turned in the journal on time assigned						
Student answers questions without deviating from the topic; ideas are well connected and follow a sequence						
Student uses critical thinking to express ideas and projects a deep understanding of the topic discussed in class						
Sentences are written using appropriate syntax, punctuation, verb usage, and grammar						
Entry indicates that the student is learning according to the course outcomes.						
<b>Total Points:</b> <b>(Possible Points)</b> <b><u>20</u></b>						

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Appendix P**

**Portfolio Score Sheet**

(Possible Points 50)

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
 Course \_\_\_\_\_ Professor \_\_\_\_\_

<b>Rating</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
<b>Scale</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>Presentation and :</b> >Neatness >Format (as requested by facilitator) <b>Completeness:</b> >All tasks have been included as requested by the facilitator)						
<b>Clarity:</b> >Well organized >Well written >Easy to understand						
<b>Information:</b> >Accurate >Adequate >Important						
<b>Support:</b> >Sources and references are included >Reflections are well reasoned						
<b>Documentation:</b> >Adequate >Credible >Relate to the Course						

<b>Grand Total</b>						
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Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Facilitator's Signature \_\_\_\_\_ Date \_\_\_\_\_