

## UCLA Teacher Education Program Objections to NCTQ Findings

### ELEMENTARY (G) TEACHER PREPARATION PROGRAM

Other Standards	NCTQ Rating & Claims	Discrepancies	
English Language Learners	0 - The program fails to meet the standard because there is no required course that delivers instructional strategies addressing the specific early reading needs of English language learners and requires candidates to practice such strategies.	<ul style="list-style-type: none"> <li>Meeting the needs of early language learners is integrated into all methods courses, and related strategies must be practiced during student teaching. At the time of the NCTQ, we also offered a separate ELL Methodology course that was taught in conjunction with the Language Development course.</li> <li>The TEP lesson plan template requires candidates to address the needs of ELLs</li> <li>The TEP lesson observation form asks that field supervisors evaluate each candidate's use of EL strategies in their student teaching</li> </ul>	<ul style="list-style-type: none"> <li>11 – 12 Team Schedule</li> <li>ED309 syllabi</li> <li>ED318ABC syllabi</li> <li>ED315A syllabi</li> <li>TEP Lesson Plan Template</li> <li>TEP Lesson Observation Form</li> </ul>

# **UCLA Teacher Education Program**

## **Graduate Novice Courses 2011-2012**

*Please note: The Program Coordinator will advise you in the event of minor adjustments.*

### **Fall 2011**

	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Grade</b>
<b>All Graduate Novices</b>	ED309	Methodologies for English Language Learners (SDAIE Methodology)	2	S/U
	ED330A	Observation & Participation	3	S/U
	ED409	Language Structure, Acquisition and Development	3	Letter
	ED405A	Teaching in Urban Schools: Exploring Communities	3	Letter
	ED406	Social Foundations & Cultural Diversity in American Education	3	Letter
	ED407	Psychological Foundations of Education	3	Letter
<b>Elementary</b>	ED315A	Principles and Methods for Teaching Reading for Multiple Subject Instruction	3	S/U
<b>Secondary</b>	ED320A	Secondary Content and Literacy Methods	3	S/U
<b>BCLAD</b>	ED413A	Language and Culture	2	Letter

### **Winter 2012**

	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Grade</b>
<b>All Graduate Novices</b>	ED330B	Student Teaching	4	S/U
	ED360A	Novice Seminar	3	S/U
	ED405B	Teaching in Urban Schools: Exploring Identities	3	Letter
	ED425	Principles for Teaching Exceptional Individuals	2	Letter
	ED466	Critical Media Literacy: Teaching Youth to Critically Read and Create Media	4	Letter
	ED318A	Integrated Methods for Elementary Teachers: Social Studies and Literacy	3	S/U
<b>Elementary</b>	ED319	Integrated Methods for Elementary Teachers: Math	3	S/U
<b>Secondary</b>	ED320B	Secondary Content and Literacy Methods	3	S/U
<b>BCLAD</b>	ED413B	Methodology for Primary Language Instruction	3	Letter

### **Spring 2012**

	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Grade</b>
<b>All Graduate Novices</b>	ED330C	Student Teaching	4	S/U
	ED360B	Novice Seminar	3	S/U
	ED405C	Teaching in Urban Schools: Exploring Family-School Connections	3	Letter
<b>Elementary</b>	ED318B	Integrated Methods for Elementary Teachers: Science	4	S/U
	ED318C	Integrated Methods for Elementary Teachers: The Arts	3	S/U
<b>Secondary</b>	ED320C	Secondary Content and Literacy Methods	3	S/U
<b>BCLAD</b>	ED413C	Culture of Emphasis	3	Letter

***\*\*Schedule is subject to change\*\****



**ED 309**  
**Methodologies for English Language Learners**  
**ED 409**  
**Language Structure, Acquisition and Development**  
**Fall 2011**  
**Fridays 8:30 – 12 noon**  
**Moore Hall 2120**



**Office Hours: By appointment**

**Course Content**

Welcome to this combined class that interweaves a focus on language acquisition theory and practice. ED 409, Language Structure, Acquisition, and Development and ED 309, Methodologies for English Language Learners, address the following California Teaching Performance Expectations (TPE), with an in-depth focus on TPE 7, Teaching English Learners:

- TPE 1. Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2. Monitoring Student Learning During Instruction
- TPE 3. Interpretation and Use of Assessments
- TPE 4. Making Content Accessible
- TPE 5. Student Engagement
- TPE 6. Developmentally Appropriate Teaching Practices
- TPE 7. Teaching English Learners
- TPE 8. Learning about Students
- TPE 9. Instructional Planning
- TPE 10. Instructional Time
- TPE 11. Social Environment
- TPE 12. Professional, Legal, and Ethical Obligations
- TPE 13. Professional Growth

During our time together we will immerse ourselves in a number of issues about language in education and about the experiences of immigrants, and the children of immigrants, in urban schools. Using sociocultural theory as our primary lens, we'll look at how people acquire language, and how they use language in home and school contexts. We'll examine classroom discourse practices and ask: How can we use language in our classrooms to expand students' repertoires of linguistic practice? How can we leverage students' everyday and home language experiences for academic success? We'll also consider how language policies and larger societal discourses shape the work that we do in classrooms as well as the identities students take up and display in and through language. Throughout the course we invite you to examine your own beliefs about language, reflect on your experiences as both learners and teachers, and draw connections between theory and practice. A driving question for the class is "What does language have to do with the success or failure of students (and especially immigrant students, or English Learners) in urban schools?"

## **Required Texts**

Gibbons, Pauline. (2009). *English Learners Academic Literacy and Thinking*. Portsmouth, NH: Heinemann.

Rosebery, Ann S. and Warren, Beth. (Eds). (2008). *Teaching Science to English Language Learners: Building on Students' Strengths*. Virginia: NSTA Press.

Santa Ana, Otto (Ed.). (2004). *Tongue-Tied: The Lives of Multilingual Children in Public Education*. New York: Rowman & Littlefield Publishers, Inc.

Course Reader: Available in the UCLA textbook store.

## **Services for Students with Disabilities**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, UCLA provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services, such as note-takers, audio-taping of courses, sign language interpreters, assistive-listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation.

***If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: <http://www.osd.ucla.edu>***

## **Assignments and Grading**

### ***I. Attendance and Engagement (20%)***

The weekly **readings** are an essential component of this course. Please make sure to complete all readings before coming to class and be prepared to **participate** in all discussions and activities. Attendance is also very important because so much of the learning will happen through our collaborative engagement. If you *must* miss a class, be sure to let us know ahead of time, and please check with the instructors to make up classwork. Missing more than one class will affect your final grade.

### ***II. Responses to Readings: Connecting Theory and Practice (60%)*** (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)

The core work of this class will involve connecting theory to practice, exploring different genres, forms, and styles for representing our ideas, and reflecting on our own experiences with language. You will engage in six weekly reflection papers that draw together the readings, your personal experiences with language, and language practices you have observed at your school site (in the classroom and in informal learning spaces around the school). You will represent your reflections in some form, on paper, each week. One of these should be a standard academic essay—in which you extend, deepen, analyze ideas and related them to other readings or lived experiences. For the other five, please experiment with different genres. You may try expressing your ideas in a variety of ways: a letter to the author, a statement in the voice of an author, a script, dialogue, letter to the editor, school newsletter, manifesto, debate, poem, rap song, diagram, cartoon, recipe, newsletter, or some other creative idea you have. Creativity is highly encouraged. We will discuss these possibilities and share some samples in class. Please be prepared to share your reflections in class with your peers.

Even as you strive for creativity, these reflections **must include explicit, substantive references to the readings, with APA style references**. You should do more than summarize or merely reference the readings: endeavor to extend, deepen, analyze or critique the ideas, and relate them to other readings or to lived experiences. Make connections across the readings for that week rather than basing your ideas on one reading alone. (You should also make connections to other readings wherever appropriate.)

*Note:* You may find that for some genres making explicit connections to theory is more difficult or may feel inauthentic. Feel free to experiment with different ways of reflecting deeply on the readings. You may, for example, add footnotes with explanations, or a page of explanations and reflections.

In addition, each week please write one paragraph with a brief reflection on your experiences with this assignment. How did the genre you selected facilitate and/or constrain what you were able to say? What challenges did it present? Note that if you try something and don't like the results, you should hand it in anyway (as long as it still meets the basic requirements: substantive connections with the readings; connecting theory to practice; striving for creativity; and written or presented in an appropriate way for that genre).

You may work alone or with a partner for all of the assignments; we encourage collaborative work. At least one **must** be written as a collaboration. These reflections should be 1-3 pages in length. You must submit SIX papers during the course of the quarter.

### **III. Accountable Talk Observation Notes (Part of I)** (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

It is important to be able to listen to what students are saying and observe what students are doing. Accountable talk is students' use of academic language as they hold discourse with one another or with the instructor. You will be asked to take notes on student conversations during a social studies activity (group work, Socratic seminar, etc.) and be prepared to discuss them in class.

Consider these questions as you observe your students' conversation:

How much of the conversation reveals content comprehension and/or academic language?

How can discourse be strengthened?

How will you continue to scaffold academic language use in your classroom?

### **IV. Final Paper (20%) Who succeeds in school and why? What's language got to do with it? And how does our definition of "success" matter?** (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

What does language have to do with the success or failure of students in urban schools? Draw on your readings, weekly reflection papers and ED 309/409 experiences to address this question. Focus especially on how language acquisition processes can be facilitated in classrooms and how English Learners can be supported in their learning. Give concrete, doable, theory-informed/research-informed ways that detail what you will do as a teacher **in regards to language**.

Your paper should be five pages, double-spaced, in APA format, with page numbers for direct quotations, and a final list of references. Detailed APA format information is available at <http://owl.english.purdue.edu/owl/resource/560/01/>

**(DUE: Working draft for peer editing, November 16; Final Paper, December 2)**

## Course Schedule and Topics

**Sept. 20**      **Frontloading Session A (9-12 am): What Does Language Have to Do with It?**  
**Frontloading Session B (1-2:30 pm): Ways of Seeing Culture, Teaching and Learning**

Reader

Moll, Luis. "Talk to teachers."

**Sept. 23**      **Sociocultural Perspectives on Language**

Gibbons, Pauline. Chapters 1 & 2 (See especially pp. 14-17).

Reader

Vygotsky, Lev. "Interaction between Learning and Development."

**Sept. 30**      **Learning a Second Language and Using Two Languages to Learn**

Gibbons, Pauline. Chapter 3.

Santa Ana, Otto. (Ed.). (1) Pp. 197-235; and, (2) Any three selections from Section IV.

Reader

Krashen, Stephen. "Principles of Language Acquisition."

**Oct. 7**      **Language in Work and Play**

Reader

(1) Vygotsky Lev. "The Role of Play in Development."

(2) Stone, Linda, and Gutiérrez, Kris. "Microdevelopment and assistance strategies: Organizing learning processes in an after-school setting."

(3) Orellana, M. "Home Work."

**Oct. 14**      **NO CLASS—Attend Conference November 5**

Rosebery, Ann S. and Warren, Beth. (Eds). Chapters 1-6.

**Oct. 21**      **Classroom Discourse and Academic Language**

Gibbons, Pauline. Chapter 7.

Rosebery, Ann S. and Warren, Beth. (Eds). Chapters 7-9.

Reader

Mercer, Neil. From *Words and Minds: How We Use Language to Think Together*: Chapter 1: "Language as a tool for thinking" and Chapter 6: "Development through dialogue."

**Please also peruse** the UCLA Center XChange, Fall 2010 issue on "What's Language Got to Do With It?" <http://centerx.gseis.ucla.edu/schange-repository/back-issues/fall-2010>, and look especially at the Teacher Workroom page.

**Due:** Accountable Talk Observation Notes

**Oct. 28**

**Beyond the “Standard”**

Santa Ana, Otto. (Ed.). (1) Pp. 134-151; pp. 236-252; and (2) Any three selections from Part VI.

Reader

(1) Jordan, June. “Nobody Mean More to Me Than You and the Future Life of Willie Jordan.”

(2) Delpit, Lisa. “No Kinda Sense.”

**Nov. 4**

**Style Shifting and Code Switching**

Santa Ana, Otto. (Ed.). (1) Pp. 152-156; and, (2) any three selections from Section I.

Reader

(1) Martinez, Ramón. “Spanglish as a Literacy Tool: Toward an Understanding of the Role of Spanish-English Code-Switching in the Development of Academic Literacy.”

(2) Alim, Samy H. “Hearing What’s Not Said and Missing What Is: Black Language in White Public Space.”

**Nov. 5**

**With Different Eyes Conference (This conference counts as two classes.)**

On November 5<sup>th</sup> the UCLA Writing Project hosts the annual *With Different Eyes: A Conference for Teachers of English Learners Across the Disciplines*. We expect you to register and attend. See [www.uclawp.org](http://www.uclawp.org) for information and registration forms. The reduced rate for TEP students is \$25. Make sure you register by October 7 to receive the TEP student rate. Ramón Antonio Martinez, University of Texas at Austin, will be the keynote speaker.

**Nov. 11**

**HOLIDAY: Veteran’s Day, No Class**

**Nov. 18**

**Language and Literacy**

Gibbons, Pauline. Chapters 4, 5, 6.

Reader

(1) Orellana, Marjorie Faulstich & Hernández, Arcelia. “Talking the Walk.”

(2) Peitzman, Faye & Winningham, Beth. “Breaking New Ground.”

(3) Freire, Paulo, and Macedo, Donaldo. “The Importance of the Act of Reading.”

**Due:** Working draft of final paper for peer editing

**Nov. 25**

**HOLIDAY: Thanksgiving, No Class**

**Dec. 2**

**What Does Language Have to do with It?**

**Language Policies, Bilingual Programs and Educational Equity**

Santa Ana, Otto. (Ed.). Section II.

Rosebery, Ann S. and Warren, Beth. (Eds.). Chapters 13-17.

Reader

Gándara, Patricia, Losen, Daniel, August, Diane, Uriarte, Miren, Gómez, M. Cecilia, and Hopkins, Megan. “Forbidden Language: A Brief History of U.S. Language Policy.”

**Please also peruse these websites** to examine recent controversial language policies and come prepared to debate these in class:

<http://www.us-english.org/> (This is the website of the group that promoted Proposition 227 in California)

<http://www.humnet.ucla.edu/linguistics/people/grads/macswan/unz.htm>

<http://voices.washingtonpost.com/answer-sheet/teachers/heavily-accented-teachers-remo.html>

[http://www.aaal.org/displaycommon.cfm?an=1&subarticlenbr=15#Resolution\\_against\\_Discrimination\\_on\\_the\\_Basis\\_of\\_Accented\\_Speech](http://www.aaal.org/displaycommon.cfm?an=1&subarticlenbr=15#Resolution_against_Discrimination_on_the_Basis_of_Accented_Speech)

**Due:** Final Paper



**EDUC 409**  
**Language Structure, Acquisition and Development**  
**&**  
**EDUC 309**  
**Methodologies for English Language Learners**  
**Fall 2011**  
**Math Science Building 3915A, Fridays 8-11:50am**

**Instructors:**



**Course Content**

These combined classes interweave a focus on language acquisition theory and practice. This combined course of ED 309, Methodologies for English Language Learners, and ED 409, Language Structure, Acquisition, and Development, address the following California Teaching Performance Expectations (TPE), with an in-depth focus on TPE 7, Teaching English Learners:

- TPE 1. Specific Pedagogical Skills for Subject Matter Instruction
- TPE 2. Monitoring Student Learning During Instruction
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- TPE 7. Teaching English Learners
- TPE 8. Learning about Students
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- TPE 10. Instructional Time
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## **Required Texts**

Rosebery, Ann S. and Warren, Beth. (Eds). (2008). *Teaching Science to English Language Learners: Building on Students' Strengths*. Virginia: NSTA Press.

Santa Ana, Otto (Ed.) (2004). *Tongue-Tied: The Lives of Multilingual Children in Public Education*. New York: Rowman & Littlefield Publishers, Inc.

Gibbons, Pauline. (2009). *English Learners Academic Literacy and Thinking*. Portsmouth, NH: Heinemann.

Reader: Available in the UCLA textbook store.

***If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: <http://www.osd.ucla.edu>***

## **Assignments and Grading**

### ***I. Attendance and Engagement (10%)***

The weekly **readings** are an essential component of this course. Please make sure to complete all readings before coming to class and be prepared to **participate** in all discussions and activities. Attendance is also very important because so much of the learning will happen through our collaborative engagement. If you *must* miss a class, be sure to let both of us know ahead of time, and please submit a 2-3 page paper, double-spaced, summarizing and commenting on that week's reading. Missing more than one class will affect your final grade.

### ***II. Responses to Readings: Connecting Theory and Practice (40%)*** (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)

The core work of this class will involve meaningful ways to connect theory to practice, to explore different genres, forms, and styles for representing our ideas, and to reflect on our own experiences with language. Each week you will reflect on the readings and draw those reflections together with your personal experiences with language, and with language practices you have observed. You will represent your reflections in some form, on paper, each week. One of these should be a standard academic essay. For the other five, please experiment with different genres. You may try expressing your ideas in a letter to the author; as a statement in the voice of an author, as a script, dialogue, letter to the editor, school newsletter, manifesto, debate, poem, rap song, diagram, cartoon, recipe, newsletter, or some other creative idea you have. Creativity is encouraged. We will discuss this and share samples in class. Please be prepared to share your reflections in class with your peers.

Even as you strive for creativity, these reflections **must include explicit, substantive references to the readings, with APA style references**. You should do more than summarize or merely reference the readings: you should extend, deepen, analyze or critique the ideas, and relate them to other readings or to lived experiences. Make connections across the readings for that week rather than basing your ideas on one reading alone. (You should also make connections to other readings wherever appropriate.)

*Note:* You may find that for some genres making explicit connections to theory is more difficult or may feel inauthentic. Feel free to experiment with different ways of reflecting deeply on the readings. You may, for example, add footnotes with explanations, or a page of explanations and reflections.

In addition, each week please write one paragraph with a brief reflection on your experiences with this assignment. How did the genre you selected facilitate and/or constrain what you were able to say? What challenges did it present? Note that if you try something and don't like the results, you should hand it in anyway (as long as it still meets the basic requirements: substantive connections with the readings; connecting theory to practice; striving for creativity; and written or presented in an appropriate way for that genre).

Keep in mind that these reflections are one of the key ways for you to process the material and make visible your understanding of the theories we cover in class, to share your ideas, and get feedback from us.

You may work alone or with a partner for all of the assignments; we encourage collaborative work. At least one **must** be written as a collaboration. These reflections should be 1-3 pages in length.

**You must submit SIX papers during the course of the quarter.**

**III. *Final Paper (20%) Who succeeds in school and why? What's language got to do with it? And how does our definition of "success" matter?* (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)**

What does language have to do with the success or failure of students in urban schools? Draw on your readings, weekly reflection papers and ED 309/409 experiences to address this question. Focus especially on how language acquisition processes can be facilitated in classrooms and how English Learners can be supported in their learning. Give concrete, doable, theory-informed/research-informed ways that detail what you will do as a teacher **in regards to language**.

Your paper should be five pages, double-spaced, in APA format, with page numbers for direct quotations, and a final list of references. Detailed APA format information is available at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

**DUE: First Completed Draft October 28**

**DUE: Final Paper December 2**

**IV. *Enacting Theory and Reflecting on Practice***

**Accountable Talk Project (15%) (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13)**

It is important to be able to listen to what students are saying and observe what students are doing. Accountable talk is students' use of academic language as they hold discourse with one another or with the instructor. You will be asked to record student conversations during a math activity or lesson (lab, stations, group work, etc.). Select students who are Special Education, English Learner, At-Risk, etc.

**DUE: November 4, 2011**

Consider these questions as you analyze your students' conversation:

- How much of the conversation reveals content comprehension and/or academic language?
- How can discourse be strengthened?
- How will you continue to scaffold academic language use?

**Analyzing Student Writing (15%) (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13)**

Collect a writing sample from one of your classes. Choose a piece that students have put some effort into (i.e., reflection on a test or end-of-day journal prompt). Identify 3 students who perform at different levels or

different types (English Learner, Special Education, etc). Describe what each is already able to do in writing and specify next steps for each student.

**DUE: November 28, 2011 by email.**

## **Course Schedule and Topics**

**Sept. 20**      **Frontloading Session A (9-12 am): What Does Language Have to Do with It?**  
**Frontloading Session B (1-2:30 pm): Ways of Seeing Culture, Teaching and Learning**

Reader

Moll, Luis. "Talk to teachers."

**Sept. 23**      **Sociocultural Perspectives on Language**

Gibbons, Pauline. Chapters 1 & 2 (See especially pp. 14-17).

Reader

Vygotsky, Lev. "Interaction between Learning and Development."

**Sept. 30**      **Learning a Second Language and Using Two Languages to Learn**

Gibbons, Pauline. Chapter 3.

Santa Ana, Otto. (Ed.). (1) Pp. 197-235; and, (2) Any three selections from Section IV.

Reader

Krashen, Stephen. "Principles of Language Acquisition."

**Oct. 7**      **Language in Work and Play**

Reader

(1) Vygotsky Lev. "The Role of Play in Development."

(2) Stone, Linda, and Gutiérrez, Kris. "Microdevelopment and assistance strategies:  
Organizing learning processes in an after-school setting."

(3) Orellana, M. "Home Work."

**Oct. 14**      **NO CLASS—Attend Conference November 5**

Roseberry, Ann S. and Warren, Beth. (Eds.). Chapters 1-9.

**Oct. 21**      **Classroom Discourse and Academic Language**

Gibbons, Pauline. Chapter 7.

Reader

Mercer, Neil. From *Words and Minds: How We Use Language to Think Together*: Chapter 1: "Language as a tool for thinking" and Chapter 6: "Development through dialogue."

**Please also peruse** the UCLA Center XChange, Fall 2010 issue on "What's Language Got to Do With It?" <http://centerx.gseis.ucla.edu/schange-repository/back-issues/fall-2010>, and look especially at the Teacher Workroom page.

**Oct. 28**      **Beyond the "Standard"**

Santa Ana, Otto. (Ed.). (1) Pp. 134-151; pp. 236-252; (2) Any three selections from Part VI.

Reader

- (1) Jordan, June. "Nobody Mean More to Me Than You and the Future Life of Willie Jordan."  
(2) Delpit, Lisa. "No Kinda Sense."

**DUE: DRAFT OF COMPLETED FINAL PAPER**

**Nov. 4**

**Style Shifting and Code Switching**

Santa Ana, Otto. (Ed.). (1) Pp. 152-156; and, (2) any three selections from Section I.

Reader

- (1) Martinez, Ramón. "Spanglish as a Literacy Tool: Toward an Understanding of the Role of Spanish-English Code-Switching in the Development of Academic Literacy."  
(2) Alim, Samy H. "Hearing What's Not Said and Missing What Is: Black Language in White Public Space."

***DUE: Accountable Talk Project***

**Nov. 5**

**SATURDAY**

**With Different Eyes Conference**

**On November 5<sup>th</sup> the UCLA Writing Project hosts the annual *With Different Eyes: A Conference for Teachers of English Learners Across the Disciplines*. We expect you to register and attend.** See [www.uclawp.org](http://www.uclawp.org) for information and registration forms. The reduced rate for TEP students is \$25. The conference will be held at UCLA and the keynote speaker will be Ramon Antonio Martinez from the University of Texas at Austin. An all-day conference focused on Language and Education.  
November 5, 2011 UCLA Campus  
Registration fee: \$25 (register by October 7 to receive the TEP student rate. Fee increases to \$35 after October 7).

**California Mathematics Council-South Annual Math Conference**

Join over 8500 other teachers, administrators, and parents in exploring exciting, effective mathematics education. This year's conference theme is "Building Student Mathematical Identity Through Common Core Practices".

November 4 - 5, 2011 Palm Springs, CA

Register before October 15, 2011 for \$5 discount

Registration Fees: Full-time Students less \$5 early registration discount

\* Full Conference \$85; Saturday Only \$70.

Website: [http://cmc-math.org/activities/south\\_reg.html](http://cmc-math.org/activities/south_reg.html)

**Nov. 11**

**NO CLASS--HOLIDAY: Veteran's Day**

Gibbons, Pauline. Chapters 4, 5, 6.

**Nov. 18**

**Language and Literacy**

Reader

- (1) Orellana, Marjorie Faulstich & Hernández, Arcelia. "Talking the Walk."
- (2) Peitzman, Faye & Wunningham, Beth. "Breaking New Ground."
- (3) Freire, Paulo, and Macedo, Donaldo. "The Importance of the Act of Reading."

**Nov. 25**

**NO CLASS--HOLIDAY: Thanksgiving**

Santa Ana, Otto. (Ed.). Section II.

***DUE: Analyzing Student Writing Project (by email no later than November 28)***

**Dec. 2**

**What Does Language Have to do with It?  
Language Policies, Bilingual Programs and Educational Equity**

Rosebery, Ann S. and Warren, Beth. (Eds.). Chapters 13-17.

**Reader**

Gándara, Patricia, Losen, Daniel, August, Diane, Uriarte, Miren, Gómez, M. Cecilia, and Hopkins, Megan. "Forbidden Language: A Brief History of U.S. Language Policy."

**Please also peruse these websites** to examine recent controversial language policies and come prepared to debate these in class:

<http://www.us-english.org/> (This is the website of the group that promoted Proposition 227 in California)

<http://www.humnet.ucla.edu/linguistics/people/grads/macswan/unz.htm>

<http://voices.washingtonpost.com/answer-sheet/teachers/heavily-accented-teachers-remo.html>

[http://www.aal.org/displaycommon.cfm?an=1&subarticlenbr=15#Resolution\\_against\\_Discrimination\\_on\\_the\\_Basis\\_of\\_Accented\\_Speech](http://www.aal.org/displaycommon.cfm?an=1&subarticlenbr=15#Resolution_against_Discrimination_on_the_Basis_of_Accented_Speech)

**DUE: FINAL PAPER**



**UCLA TEP ED315a**  
**Elementary Literacy Methods**  
Fall 2011 Mondays 1:00-4:00 p.m. Moore Hall 3027

**Overview of the Literacy Methods Course Sequence**

Welcome to ED 315a Elementary Literacy Methods. This course focuses on the theoretical principles and pedagogical strategies necessary for developing and maintaining a balanced, comprehensive literacy program for elementary aged children. This course marks an important transition for you as you make the shift from thinking about teaching and learning from the perspective of a student, to thinking about teaching and learning from the perspective of a teacher. During this quarter, we will be deeply immersed in exploring what literacy is; how children learn to read, write, and use language in and out of school; and how teachers support the growth and development of their students as literacy learners. We will examine these areas as we read and discuss a variety of texts, meet in our university classroom, and work with teachers and children in school and classroom contexts.

**Goals and Key Understandings:**

- Develop an understanding of the components of a balanced, comprehensive literacy program, including appropriate assessments. (*TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11*)
- Develop an understanding of the theories, principles, and standards in California which guide and direct the teaching of reading and writing in elementary schools. (*TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11*)
- Develop and strengthen the connections between the TEP Guiding Principles emphasizing social justice, and the practice of teaching a balanced, comprehensive literacy program. (*TPEs 1, 4, 6, 7, 11, 12, 13*)
- Understand the interaction and significance of reading, writing, listening, and speaking in relation to literacy development. (*TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11*)
- Understand, interpret, and use the English Language Development standards and assessments that guide the instruction of English Language Learners. (*TPEs 1, 2, 3, 4, 5, 6, 7*)
- Participate in a variety of field experiences in order to bring together literacy theory and practice, and integrate principles of social justice-in-action. (*TPEs 1 – 11, 13*)

Specifically, our course readings, activities and projects this quarter are designed to help you explore and learn about the following key ideas:

**Essential Questions for Fall Quarter:**

- What does it mean to be literate?
- How is curriculum developed for teaching reading on a national, state, and district level?
- How do we use children's literature to develop listening, speaking, reading and writing skills?
- What does a balanced, comprehensive literacy program look like?
- How can teachers best support the reading development of English Language Learners and Standard English Language Learners?
- How are literacy instruction and assessment linked?
- How can we use our critical thinking skills when using adopted materials as tools based on our knowledge of literacy instruction?

**REQUIRED TEXTS**

**Download the following On-Line:**

California Department of Education. (2010). Common Core Standards for English Language Arts. (on-line). Available: [www.cde.ca.gov/be/st/ss/index.asp](http://www.cde.ca.gov/be/st/ss/index.asp)

California Department of Education. (1999). English language development standards for California

**Purchase at the UCLA bookstore or online:**

Gunning, T. (2010). *Creating Literacy Instruction for All Students*. 7<sup>th</sup> Edition. Boston, MA: Allyn & Bacon.

Tompkins, G. (2009). *50 Literacy Strategies: Step by Step*. 3<sup>rd</sup> Edition. Upper Saddle River, NJ: Pearson Education, Inc.

Rossi, J. & Schipper, B (2007) *Case studies in preparation for the RICA* (4th ed.). Boston, MA: Allyn and Bacon.

Zarillo, J. (2005). *Ready for RICA* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

**PREPARATION AND PARTICIPATION**

It is essential that you not only attend each class session (and be on time!), but that you are also prepared to be an ACTIVE participant. An important aspect of any classroom learning community is the active engagement of students and teachers around worthwhile content. Your contributions to class discussions and activities are essential to your learning as well as to the health and learning of our own classroom community. It is your responsibility to complete the assigned readings and related assignments before coming to class. Additionally, you will be expected to be an active participant who raises relevant questions, makes contributions that promote discussion, is sensitive to eliciting the ideas of others in the class, and actively engages in small group work. Your attendance, preparation, and participation will contribute to your successful completion of the class and a passing grade.

**COURSE ASSIGNMENTS**

You will be given further details and due dates for each of the following assignments/projects:

- Weekly Interactive Journal Writing
- Community Literacy Resources Exploration
- Literature Assignment (read aloud collection, book box, literacy centers, lesson plans)

**GRADING CRITERIA**

Attendance / Participation	20 pts.
Interactive Journal	20 pts.
Community Literacy Resources Exploration	10 pts.
Literature Assignment:      Read Aloud Collection	10 pts.
Book Box	10 pts.
Literacy Centers	10 pts.
Lesson Plans	20 pts.

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100 total points for the course

- You must earn at least 90 points to pass the course.
- All assignments must be completed and turned in on time.
- If you are absent, an electronic copy of the assignments must be sent to the instructor by 5 pm on Friday.

Date	Guiding Questions /Class Agenda		Readings	Tompkins Strategies	Assignments	Connections to RICA
Sept. 26	<ul style="list-style-type: none"> <li>What does it mean to be literate?</li> <li>How do we build a classroom literacy community?</li> <li>How do we come to know our students' strengths and needs as readers and writers?</li> <li>What are the elements of balanced literacy instruction?</li> </ul>	<ul style="list-style-type: none"> <li>Course Overview</li> <li>Getting to know each other as readers and writers</li> <li>Elements of balanced literacy instruction</li> </ul>	Gunning Ch 1 & 11	#33 Quick writes #40 Sketch to stretch #36 Reading Logs	Interactive Journal	Zarillo Introduction
Oct. 3	<ul style="list-style-type: none"> <li>How does curriculum develop for teaching literacy?</li> <li>How are literacy assessments used in California</li> <li>How do teachers read books aloud most effectively?</li> </ul>	<ul style="list-style-type: none"> <li>California Reading/Language Arts Framework and Common Core Standards</li> <li>Assessment</li> <li>Read Alouds</li> </ul>	Gunning Ch. 2 &3	#27 Mini Lesson #6 Book Talks #50 Interactive Read Alouds	Interactive Journal	Zarillo Ch. 1 & 2  Rossi Domain 1
Oct. 10	<ul style="list-style-type: none"> <li>How do teachers foster emergent/early literacy skills (reading, writing, spelling)?</li> <li>How are phonological awareness and phonics skills assessed?</li> <li>How do families and communities impact the literacy learning of their children?</li> </ul>	<ul style="list-style-type: none"> <li>Phonological awareness and phonics</li> </ul>	Gunning Ch. 4	#2 Alphabet Books #23 Language Experience Approach #21 Interactive Writing	Interactive Journal	Zarillo Ch. 3 4 & 5  Rossi Domain 2
Oct. 17	<ul style="list-style-type: none"> <li>What are different approaches to phonics instruction?</li> <li>How do students become fluent readers?</li> <li>How is reading fluency assessed?</li> <li>How do teachers support students that struggle with reading fluency?</li> </ul>	<ul style="list-style-type: none"> <li>Word Building</li> <li>Decodable Text</li> <li>Building Fluency</li> </ul>	Gunning Ch. 5	#26 Making Words #47 Word Ladders #48 Word Sorts #16 Goldilocks Strategy #35 Reader's Theater # 40 Running Records	Interactive Journal	Zarillo Ch. 6, 7, 8 & 9  Rossi Domain 2 & 3
Oct. 24	<ul style="list-style-type: none"> <li>What is the relationship between vocabulary development and reading?</li> <li>What are effective ways of teaching vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>Word study</li> <li>Vocabulary Development</li> </ul>	Gunning Ch.6	Predict-o-gram (see additional handout)	Interactive Journal <b>Read Aloud Collection due</b>	Zarillo Ch. 10 & 11  Rossi Domain 4

Date	Guiding Questions /Class Agenda		Readings	Tompkins Strategies	Assignments	Connections to RICA
	<ul style="list-style-type: none"> <li>What are some ways to assess vocabulary learning?</li> </ul>					
Oct. 31	<ul style="list-style-type: none"> <li>How do students use comprehension strategies to understand what they are reading?</li> <li>How do teachers teach comprehension strategies?</li> <li>How is reading comprehension assessed?</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategies instruction</li> </ul>	Gunning Ch. 7 & 8	#20 Guided Reading #49 Word Walls	Interactive Journal <b>Community Literacy Resources artifact due</b>	Zarillo Chpt. 12, 13 & 14 Rossi Domain 5
Nov. 7	<ul style="list-style-type: none"> <li>How do students use comprehension strategies to understand what they are reading?</li> <li>How do teachers teach comprehension strategies?</li> <li>How is reading comprehension assessed?</li> <li>How can teachers support students that struggle with comprehension?</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension strategies instruction</li> <li>Conferencing with readers</li> </ul>	Gunning Ch. 7 & 8	#13 Double Entry Journals #32 Storyboards	Interactive Journal <b>Book Box due</b>	Zarillo Chpt. 12, 13 & 14 Rossi Domain 5
Nov. 14	<ul style="list-style-type: none"> <li>How do readers use comprehension strategies with content area texts?</li> <li>How are writing strategies used to learn in the content areas?</li> </ul>	<ul style="list-style-type: none"> <li>Content Area Literacy (text features, instructional techniques)</li> </ul>	Gunning Ch. 9	#22 KWL #24 Learning Logs	Interactive Journal <b>Literacy Centers Due</b>	Zarillo Ch. 15 Rossi Domain 5
Nov. 21	<ul style="list-style-type: none"> <li>How and why do teachers use book clubs and literature circles to foster reading development?</li> </ul>	<ul style="list-style-type: none"> <li>Reader Response Theory</li> <li>Types of Literature</li> <li>Building Classroom Libraries</li> </ul>	Gunning Ch. 10	#28 Open Minded Portraits	Interactive Journal <b>Lesson Plans due</b>	
Nov. 28	RICA study day					
<b>Saturday Dec. 3 RICA exam</b>						

## Course Assignment: Choosing and Using High Quality Children's Literature

**Rationale:** Your novice fieldwork takes place in urban schools that currently adopt the California Treasures curriculum. While this mandated curriculum introduces students a variety of text selections, it is important that you supplement what the anthology offers with high quality children's literature that promotes student interest and engagement, reinforces the strategies and skills they are currently learning, and increases their comprehension. The goal of this assignment is to help you to understand how to identify and use high quality, grade level appropriate picture books and novels to develop listening, speaking, reading and writing skills.

**Procedure:** This four-part assignment asks you to: identify a series of books appropriate for read-aloud; create a "book box" suitable for instruction; and write a series of standards-based literacy lesson plans.

1. **Read Aloud Collection:** According to the US Department of Education's Commission on Reading report, *Becoming a Nation of Readers* (1985), "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (Anderson, Heibert, Scott and Wilkinson, p. 23). Children must listen to high quality children's literature read aloud to them many times and for many purposes, in order to become strong readers themselves. Identify the current California Treasure's theme currently underway at your grade level, or later in the year during your winter student teaching time. Visit the public library in your assigned neighborhood to locate and checkout children's books related to the California Treasure's theme. Create a Read Aloud Collection that includes five (5) high quality children's literature titles that help students connect literature with concepts, themes, or content related to the California Treasure's theme (all selected books must be checked out from the neighborhood library). Your read aloud collection must include selections for above, on-grade, and below grade readers, at least one informational text selection, and appeal to the students in your classroom. Prepare an annotation handout which includes: title; author; illustrator/photographer; publisher and year; number of pages; grade level/span and a descriptive annotation, for each book. Bring your library collection and handouts to class on **10/24**. Electronic copies of the handout must be posted to the CCLE course website. A hard copy must be submitted to the instructor.
2. **Book Box:** "Book boxes are visual representations that enhance students' comprehension of books they read". (Tompkins, 2009, p. 12). Select one of the books from your Read Aloud Collection that has high interest and instructional utility. Create a "Book Box" for the selection. The contents of the book box should introduce the book and provide background information students need before, during and after reading the selection. Prepare a handout that includes the name of the California Treasure's theme; an annotation (see #1 above); a list of contents; and a picture of the book box and its contents. Bring a copy of the selection, the completed book box and handouts to class on **11/7**. Electronic copies of the handout must be posted to the course CCLE website. A hard copy must be submitted to the instructor. Be prepared to read your book aloud to a small group.
3. **Literacy Center:** "Literacy centers provide opportunities for students to explore interests, practice strategies and skills they're learning, and personalize their learning." (Owoki, 2005). Create a literacy center where students explore and practice grade level appropriate literacy strategies and/or skills independently or in small groups. Prepare a handout for your center that includes: a picture of the center; goals and objectives; materials needed; and directions for students. Electronic copies of the handout must be uploaded to the CCLE course website. A hard copy must be submitted to the instructor. Bring the completed centers and handout to class on **11/14**. Be prepared to set up your completed center for use by 3 – 5 students. Include all necessary materials.
4. **Literacy Lesson Plans:** Focused lessons on literacy strategies and skills are essential for students to become strong, independent readers. Literacy lessons "enable teachers to introduce a topic/skill and connect it to the reading or writing students are doing, provide information, and supervise students as

they practice the topic/skill" (Tompkins, 2009, p. 74). Develop a series of 2 connected lessons on phonics, word knowledge, vocabulary and/or comprehension using one of the Read Aloud Collection focus books you have selected. One of the lessons must be on comprehension. Use the TEP lesson plan template to organize your lesson plans. Bring your handouts to class on **11/21**. Copies of your lessons must be uploaded to the course CCLE website.

**Resources**

Tompkins, G. (2009). 50 Literacy Strategies: Step by Step. 3<sup>rd</sup> Edition. Upper Saddle River, NJ: Pearson Education, Inc.

**COURSE ASSIGNMENT: COMMUNITY LITERACY RESOURCES**

**Rationale:** The goal and purpose of this assignment is to continue your inquiry into the communities of the LAUSD local districts that are served by TEP. Using a community cultural wealth framework (Yasso, 2005), you will explore many different aspects of the Los Angeles community throughout your novice year. Through these experiences, you will develop perspectives on the cultural knowledge, skills, abilities and contacts of urban families and communities and how to bring these forms of capital into your classroom and school. In this assignment, you will explore the literacy resources of the community and how teachers draw on the knowledge students bring from their home and community into the classroom.

**Procedure:** This assignment has two different components: an *exploration* of the libraries, bookstores, and/or other organizations in your local district, and *interviews* with your guiding teacher and a community literacy resource person(s). You may work in groups to gather information.

1. *Exploration of literacy resources:* Do some searching on-line and on-foot of the literacy resources around the local district area. What kinds of organizations, activities, and events are offered for children, teens, and adults?
2. *Interviews:* Identify an individual at one of the literacy resources you find and ask them about their work. Prepare several questions such as: How is their organization supporting literacy in the community? What are the literacy needs in the community? What are the successes and challenges of working on literacy issues in the community? Also talk with your guiding teacher about how he/she brings in the students' families, homes, and community into the school and classroom.

**Evidence:** Please bring one artifact from your exploration/interviews that illustrates your learning about the literacy resources in the community to class on 10/31.

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ED 315 Principles and Methods for Teaching Reading for Multiple Subject Instruction

<b>Email</b>	
<b>Office hours</b>	Office hours should be arranged by appointment via email with the instructor
<b>Overview of the Literacy Methods Course Sequence</b> <p>This series of two courses focuses on the theoretical principles and pedagogical strategies necessary for developing and maintaining a balanced, comprehensive literacy program for elementary aged children in California. This course marks an important transition for you as you make the shift from thinking about teaching and learning from the perspective of a student, to thinking about teaching and learning from the perspective of a teacher. During these two quarters, we will be deeply immersed in exploring what literacy is; how children learn to read, write, and use language in and out of school; and how teachers support the growth and development of their students as literacy learners. We will examine these areas as we read and discuss a variety of texts, meet in our university classroom, and work with teachers and children in school and classroom contexts.</p>	
<b>Goals and Key Understandings:</b>  <p>*This is not a RICA prep course. The expectation is that this course will support you as you prepare and study for the RICA.</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of the components of a balanced, comprehensive literacy program, including appropriate assessments. (<i>TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11</i>)</li> <li>• Develop an understanding of the theories, principles, and standards in California which guide and direct the teaching of reading and writing in elementary schools. (<i>TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11</i>)</li> <li>• Develop and strengthen the connections between the TEP Guiding Principles emphasizing social justice, and the practice of teaching a balanced, comprehensive literacy program. (<i>TPEs 1, 4, 6, 7, 11, 12, 13</i>)</li> <li>• Understand the interaction and significance of reading, writing, listening, and speaking in relation to literacy development. (<i>TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11</i>)</li> <li>• Understand, interpret, and use the English Language Development standards and assessments that guide the instruction of English Language Learners. (<i>TPEs 1, 2, 3, 4, 5, 6, 7</i>)</li> <li>• Participate in a variety of field experiences in order to bring together literacy theory and practice, and integrate principles of social justice-in-action. (<i>TPEs 1 – 11, 13</i>)</li> </ul>
<b>Essential Questions for Fall Quarter</b>	<ul style="list-style-type: none"> <li>• What does it mean to be literate in California?</li> <li>• How is curriculum developed for teaching reading on a national, state, and district level?</li> <li>• How do we use children's literature to develop listening, speaking, reading and writing skills?</li> <li>• What does a balanced, comprehensive literacy program look like?</li> <li>• How can teachers best support the reading development of English Language Learners?</li> <li>• How are literacy instruction and assessment linked? How can we use our critical thinking skills when using adopted materials as tools based on our knowledge of literacy instruction</li> </ul>



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<b>Required Text</b>	<p><b>Download the following On-Line:</b> California Department of Education. (1999). English language arts standards for California public schools: Kindergarten-grade twelve. (on-line). Available: <a href="http://www.cde.ca.gov/be/st/ss/index.asp">www.cde.ca.gov/be/st/ss/index.asp</a></p> <p>California Department of Education. (1999). English language development standards for California public schools: Kindergarten-grade twelve. (on-line). Available: <a href="http://www.cde.ca.gov/be/st/ss/index.asp">www.cde.ca.gov/be/st/ss/index.asp</a></p> <p><b>Purchase at the UCLA bookstore or online:</b> Tompkins, G. (2009). <i>50 Literacy Strategies: Step by Step</i>. 3<sup>rd</sup> Edition. Upper Saddle River, NJ: Pearson Education, Inc.</p> <p>Gunning, T. (2010). <i>Creating Literacy Instruction for All Students</i>. 7<sup>th</sup> Edition. Boston, MA: Allyn &amp; Bacon</p> <p>Zarillo, J. (2005). <i>Ready for RICA</i> (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Rossi, J. &amp; Schipper, B (2007) <i>Case studies in preparation for the RICA</i> (3<sup>rd</sup> ed.). Boston, MA: Allyn and Bacon.</p> <p>Fall 2011 ED 315a Course Reader.</p>
<b>Preparation and Participation</b>	<p>It is essential that you not only attend each class session (and be on time!), but that you are also prepared to be an ACTIVE participant. An important aspect of any classroom learning community is the active engagement of students and teachers around worthwhile content. Your contributions to class discussions and activities are essential to your learning as well as to the health and learning of our own classroom community. It is your responsibility to complete the assigned readings and related assignments before coming to class. Additionally, you will be expected to be an active participant who raises relevant questions, makes contributions that promote discussion, is sensitive to eliciting the ideas of others in the class, and actively engages in small group work. Your attendance, preparation, and participation will contribute to your successful completion of the class and a passing grade</p>

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<b>Classroom Agreements</b>	<ul style="list-style-type: none"> <li>• <b>Schedule:</b> Classes will meet on (1:00-4:00pm). There will be a 15-minute break.</li> <li>• <b>Submitting work:</b> All assignments are due at the start of class, no late work will be accepted</li> <li>• <b>Grading:</b> Satisfactory or Unsatisfactory. To pass this class, attendance and participation are essential and all the assignments must be completed on time. If you miss an entire day, you will not be able to pass the class. If you must miss a class, you will need to talk with the instructor about making-up the missed class.</li> <li>• <b>Tardiness:</b> Some of the most important announcements occur during the first 15 minutes of class – therefore, <u>it is critical that you arrive to class on time</u>. Please see instructor as soon as possible if you are experiencing personal difficulties with getting to class on time.</li> <li>• <b>Peer Support:</b> Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support.</li> <li>• <b>Email:</b> Students are expected to check their email account and the course website daily.</li> </ul>	
<b>Assignments</b>	<ul style="list-style-type: none"> <li>• Weekly Reading Log</li> </ul>	<b>Due:</b>
	<ul style="list-style-type: none"> <li>• Weekly Chapter reading with assignment</li> </ul>	<b>Due:</b>
	<ul style="list-style-type: none"> <li>• Weekly in-class assignment</li> </ul>	<b>Due:</b>
	<ul style="list-style-type: none"> <li>• RICA study groups</li> </ul>	<b>Due:</b>
	<ul style="list-style-type: none"> <li>• Community Exploration of Literacy Resources</li> </ul>	<b>Due:</b>
	<ul style="list-style-type: none"> <li>• Literature Assignments</li> <li>• Book Box</li> <li>• Lesson Plans</li> <li>• Literacy Centers</li> </ul>	<b>Due:</b>
<b>Grading Criteria</b> <ul style="list-style-type: none"> <li>• You must earn at least 100 points to pass the course.</li> </ul>	Attendance Participation In Class work	50 pts.
	Weekly Reading Log	10 pts.
	Weekly Chapter reading with assignment	10 pts.
	RICA study groups	10 pts.
	Community Exploration of Literacy resources	10 pts.
	Literature Assignment <ul style="list-style-type: none"> <li>• Book Box</li> <li>• Lesson Plans</li> <li>• Literacy Centers</li> </ul>	20 pts.

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Week	Topic	Readings listed are to be completed <b>before</b> the class meeting.	Assignment(s) are to be <b>completed</b> and brought to class each week
September 26	Class Organization <ul style="list-style-type: none"> <li>Major Theories</li> <li>Role of Language</li> <li>Highly Effective Teachers</li> <li>Ready for the Rica</li> <li>Strategies that Work</li> </ul>	Read Gunning Ch. 1 and 11 Read Zarillo Ch. Introduction	Reading Log
October 3	California R/LA Framework	Read California R/LA Framework Chapter 2 Read Gunning Ch. 2 Read Zarillo Ch. 1 and 2	1. Complete Reading Log 2. Complete Framework Organizer
October 10	Fostering Emergent/Early Literacy <ul style="list-style-type: none"> <li>Essential skills and understanding for Emergent Literacy <ul style="list-style-type: none"> <li>Reading,</li> <li>Spelling,</li> <li>Writing</li> </ul> </li> <li>Phonological Awareness</li> <li>Working with parents</li> </ul>	Read Gunning Ch. 4 Read Zarillo Ch. 3 and 4 Read Rossi Content Area 3 and 4	1. Complete Reading Log 2. Bring a copy of a book that you would use for developing phonological awareness
October 17	Rationale and Approaches to Phonics Instruction <ul style="list-style-type: none"> <li>Word building</li> <li>Decodable text</li> <li>Building Fluency</li> </ul>	Read Gunning Ch. 5 Read Zarillo Ch. 5 and 6 Read Rossi Content Area 5 and 6	1. Complete Reading Log 2. Using the book ____ select a strategy that you might use in phonic or fluency instruction
October 24	Assessing for Learning <ul style="list-style-type: none"> <li>Assessment in California <ul style="list-style-type: none"> <li>CELDT</li> <li>CST</li> <li>CAPPA</li> <li>CMA</li> </ul> </li> <li>Classroom monitoring and assessment</li> </ul>	Read California R/LA Framework Ch. 6 Read Gunning Ch. 3 Read Zarillo Ch. 13 Read Rossi Content Area 1,2,13	<ul style="list-style-type: none"> <li>Complete Reading Log</li> <li>Bring a book that you are considering using in your Book Box and share the lexile level. You can go to <a href="http://lexile.com">lexile.com</a> for information</li> </ul>

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October 31	Building Vocabulary <ul style="list-style-type: none"> <li>• Seven principles of developing vocabulary</li> <li>• Teaching techniques</li> <li>• Structure Language Practice</li> </ul>	Read Gunning Ch. 6 Read Zarillo Ch. 12 Read Rossi Content Area 11 and 12	1. Complete Reading Log 2. Make a Predict-o Gram for a book you are considering using in your Book Box
November 7	Comprehension <ul style="list-style-type: none"> <li>• A process model</li> <li>• Most successful Strategies</li> <li>• How does this all connect?</li> <li>• Questioning</li> <li>• Critical literacy</li> <li>• Enabling Text</li> </ul>	Read Gunning Ch. 7 and 8 Read Zarillo Ch. 7 and 8 Read Rossi Content Area 7 and 8	1. Complete Reading Log 2. Create a critical guided reading lesson using the given story passage and planner
November 14	Content Area Literacy <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Instructional Techniques</li> <li>• Metacognitive strategies</li> </ul>	Read Gunning Ch. 9 Read Zarillo Ch. 9 and 10 Read Rossi Content Area 9 and 10	1. Complete Reading Log 2. Create a Think-Aloud lesson using an expository book from your book box
November 21	Reading Literature <ul style="list-style-type: none"> <li>• Experiencing literature</li> <li>• Types of literature</li> <li>• Which books do I put in library?</li> </ul>	Read Gunning Ch. 10 Read Zarillo Ch. 11	Complete Reading Log Complete Book box
November 28	Creating and Managing a Literacy Program	Read Gunning Ch. 13 Read Zarillo Ch. 14	Complete Reading Log Complete Lesson Plan
December 5	Connecting the Dots of Literacy Sharing of Lesson plan through Lesson Study	Article	Complete Reading Log

\* Suggested RICA DATE

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**COURSE ASSIGNMENT: COMMUNITY LITERACY RESOURCES**

<b>Rationale:</b>	The goal and purpose of this assignment is to continue your inquiry into the communities of the LAUSD local districts that are served by TEP. Using a community cultural wealth framework (Yasso, 2005), you will explore many different aspects of the Los Angeles community throughout your novice year. Through these experiences, you will develop perspectives on the cultural knowledge, skills, abilities and contacts of urban families and communities and how to bring these forms of capital into your classroom and school. In this assignment, you will explore the literacy resources of the community and how teachers draw on the knowledge students bring from their home and community into the classroom.
<b>Procedure:</b>	<p>This assignment has two different components: an <i>exploration</i> of the libraries, bookstores, and other organizations in your local district, and <i>interviews</i> with your O &amp; P teacher and a community literacy resource person(s). Working in groups of 4 you will gather information and create a presentation and handout summarizing and describing your experiences and the resources you found.</p> <ol style="list-style-type: none"> <li>1. <i>Exploration of literacy resources:</i> Do some searching on-line and on-foot of the literacy resources around the local district area. What kinds of organizations, activities, and events are offered for children, teens, and adults? Include necessary contact information about each resource and a summary of their services.</li> <li>2. <i>Interviews:</i> Identify an individual at one of the literacy resources you find and ask them about their work. Prepare several questions such as: How is their organization supporting literacy in the community? What are the literacy needs in the community? What are the successes and challenges of working on literacy issues in the community? Also talk with your O &amp; P guiding teacher about how he/she brings in the students' families, homes, and community into the school and classroom.</li> </ol>
<b>Resources:</b>	<p>Neuman, S. B. (1999). Creating continuity in early literacy: Linking home and school with a culturally responsive approach. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, &amp; M. Pressley (Eds.), <i>Best practices in literacy instruction</i> (258-270), New York: Guilford.</p> <p>Powell, R. &amp; Davidson, N (2005). The Donut House: Real World Literacy in an Urban Kindergarten Classroom. <i>Language Arts</i> 82(5). 248-256.</p> <p>Purcell-Gates, V., L'Allier, S., &amp; Smith, D. (1995). Literacy at the Harts' and the Larsons': Diversity among poor, inner-city families. <i>Reading Teacher</i> 48. 572-579.</p>
<b>Presentation:</b>	Your group will summarize and describe your experiences gathering information and conducting the interviews. You should connect your learning to the ideas presented in the research articles and suggests ways that you will be able use these community literacy resources in your classrooms and school. Each member of your group should participate in the presentation. Some type of visual image or images should be used to enhance your spoken presentation. (15-20 minutes).
<b>Handout:</b>	A 2-page handout should be prepared and copies made for each member of the class. One page will list the name, contact information, and a brief summary of services for each literacy resource your group found. The second page should suggest ideas for including and incorporating these resources into your classroom and school.

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Fall 2011

<b>Rationale:</b>	<p>Your novice fieldwork takes place in urban schools that currently adopt the Open Court Reading curriculum. While this mandated, scripted curriculum introduces students a variety of text selections, it is important that you supplement what the OCR anthology offers with high quality children's literature that promotes student interest and engagement, reinforces the strategies and skills they are currently learning, and increases their comprehension. The goal of this assignment is to help you to understand how to identify and use high quality, grade level appropriate picture books and novels to develop listening, speaking, reading and writing skills.</p>
<b>Procedure:</b>	<p>This four-part assignment asks you to: identify a series of books appropriate for read-aloud; create a "book box" suitable for instruction; write a series of standards-based literacy lesson plans; and create a grade level appropriate literacy center.</p>
1.	<p><b>Read Aloud Collection:</b> According to the US Department of Education's Commission on Reading report, <i>Becoming a Nation of Readers</i> (1985), "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (Anderson, Heibert, Scott and Wilkinson, p. 23). Children must listen to high quality children's literature read aloud to them many times and for many purposes, in order to become strong readers themselves. Identify the current OCR theme currently underway at your grade level. Visit the public library in your assigned neighborhood to locate and checkout children's books related to the OCR theme. Create a Read Aloud Collection that includes five (5) high quality children's literature titles that help students connect literature with concepts, themes, or content related to the OCR theme (all selected books <u>must</u> be from the neighborhood library). Prepare an annotation handout which includes: title; author; illustrator/photographer; publisher and year; number of pages; grade level/span and a descriptive annotation, for each book. Bring your library collection and handouts to class on [redacted] be prepared to read your book aloud to a small group. Electronic copies of the handout must be sent to instructor and each member of the class.</p>
2.	<p><b>Book Box:</b> "Book boxes are visual representations that enhance students' comprehension of books they read". (Tompkins, 2009, p. 12). Select one of the books from your Read Aloud Collection that has high interest and instructional utility. Create a "Book Box" for the selection. The contents of the book box should introduce the book and provide background information students need before, during and after reading the selection. Prepare a handout that includes the name of the OCR theme; an annotation (see #1 above); a list of contents; and a picture of the book box and its contents. Bring a copy of the selection, the completed book box and handouts to class on [redacted]. Electronic copies of the handout must be sent to instructor and each member of the class.</p>
3.	<p><b>Lesson Plans:</b> Focused lessons on literacy strategies and skills are essential for students to become strong, independent readers. Literacy lessons "enable teachers to introduce a topic/skill and connect it to the reading or writing students are doing, provide information, and supervise students as they practice the topic/skill" (Tompkins, 2009, p. 74). Develop a series of 3 connected lessons on phonics, word knowledge, vocabulary and/or comprehension using the Read Aloud Collection focus book you have selected. One of the lessons must be on comprehension. Use the TEP lesson plan template to organize your lesson plans. Bring your handouts to class on [redacted]. Electronic copies of the handout must be sent to instructor and each member of the class.</p>
4.	<p><b>Literacy Center:</b> "Literacy centers provide opportunities for students to explore interests, practice strategies and skills they're learning, and personalize their learning." (Owoki, 2005). Create a literacy center where students explore and practice grade level appropriate literacy strategies and/or skills independently or in small groups. Prepare a handout for your center that includes: a picture of the center; goals and objectives; materials needed; and directions for students. Electronic copies of the handout must be sent to each member of the class. A hard copy must be submitted to the instructor. Bring the completed centers and handout to class on [redacted]. Be prepared to set up your completed center for use by 3 – 5 students. Include all necessary materials. Electronic copies of the handout must be sent to instructor and each member of the class.</p>

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<b>Resources</b>	<p>Tompkins, G. (2009). <u>50 Literacy Strategies: Step by Step</u>. 3<sup>rd</sup> Edition. Upper Saddle River, NJ: Pearson Education, Inc.</p> <p>Gunning, T. (2010). <i>Creating Literacy Instruction for All Students</i>. 7<sup>th</sup> Edition. Boston, MA: Allyn &amp; Bacon</p> <p>California Department of Education. (1999). English language arts standards for California public schools: Kindergarten-grade twelve. (on-line). Available: <a href="http://www.cde.ca.gov/be/st/ss/index.asp">www.cde.ca.gov/be/st/ss/index.asp</a></p> <p>California Department of Education. (1999). English language development standards for California public schools: Kindergarten-grade twelve. (on-line). Available: <a href="http://www.cde.ca.gov/be/st/ss/index.asp">www.cde.ca.gov/be/st/ss/index.asp</a></p>
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University of California, Los Angeles  
Graduate School of Education & Information Studies  
**Center X Teacher Education Program**  
Winter 2012

**ED318A – Elementary Social Studies Methods**

Tuesdays, 2pm – 5pm

Locations: Moore Hall 3030 and in the field

**Instructor:** [REDACTED] office hours by appointment

**Essential Questions:**

- ➔ Why is teaching a dynamic social studies curriculum important for social justice educators?
- ➔ Why is it important for elementary and middle school students to gain an appreciation for and an understanding of history and social studies?
- ➔ How do teachers help children create meaning and understanding through the social studies in urban schools?
- ➔ How do teachers integrate social studies content into scripted reading/language arts curriculum?

**Students Will Learn:**

- ➔ how principles of social justice and active citizenship inform teaching an integrated social studies program and how that effects the learning experiences of children in urban schools
- ➔ important theories, principles, and standards in California which guide and direct the teaching of social studies in elementary school
- ➔ how the theory of social constructivism informs social studies instruction
- ➔ the role that critical thinking plays in an integrated social studies program
- ➔ how teachers plan curriculum, use effective teaching strategies, assess student progress, and reflect on teaching decisions to improve instruction

**Students Will Be Able To:**

- ➔ plan, organize and implement an integrated social studies program that includes effective learning strategies for all students (TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- ➔ apply a social constructivist theoretical perspective when planning a history-social studies lesson (TPE 9)
- ➔ incorporate historical and social science analysis skills into lesson planning (TPE 9)
- ➔ plan, organize and implement an integrated social studies program of instruction that includes learning strategies that are appropriate, sensitive, and responsive to the needs of English language learners, particularly in the area of academic language development (TPE 7)
- ➔ create an environment that supports children's inquiry, self-directed learning, and understanding of civic responsibility as active participation in shaping democracy (TPE 1, 2, 4, 5, 6, 8, 9, 11)
- ➔ select and evaluate curricular materials/resources from multiple sources (including primary documents) that represent children who come from diverse social, cultural and/or linguistic backgrounds in order to enhance learning and to balance the focus of instruction (TPE 1, 4, 5, 6, 8, 9)



### **Required Texts**

Maxim, G. (2006). *Dynamic Social Studies for Constructivist Classrooms: Inspiring tomorrow's social scientists. (8<sup>th</sup> ed.)*. Upper Saddle, NY: Pearson Merrill Prentice Hall.

Obenchain, K. and Morris, R. (2007). *50 Social Studies Strategies for K-8 Classrooms. (3rd Ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Optional: Zinn, H. (2009). *A Young People's History of the United States*. NY: Seven Stories Press.

### **Teaching Videos**

Annenberg Media – <http://www.learner.org/resources/series166.html>

### **Field Trip**

Natural History Museum, Los Angeles County, 900 Exposition Blvd., Los Angeles, CA 90007,  
Phone: (213) 763-3466, <http://www.nhm.org>

### **Course Requirements**

1. **Weekly reading assignments** (and/or **Videos**) are to be read or viewed prior to the class for which they are listed (including handouts and/or Internet articles).
2. Regular **attendance and active participation**. Active, responsive, and respectful **participation** in all class discussions and activities. Your learning will be enhanced through regular opportunities to engage in structured activities and conversations about what you've experienced, read, studied, or discussed in class. (20 points).
3. Attendance and participation in a **field trip** to the Los Angeles Natural History Museum (1/31/12). (15 points). This field trip to the museum is a requirement; therefore, any problem attending must be discussed with the instructor in advance.
4. Thoughtful completion of all **homework assignments**. See description of assignments below. (40 points).
5. Completion of the PACT **Elementary Social Studies Planning Task 1** (due 3/19/12) 25 points).

### **Assignment Policies**

**DUE DATES** - All assignments are due on the dates listed in this syllabus, before you leave class. Assignments **will not** be accepted after their due dates. Any changes will be announced in class or via email. All assignments turned in will be considered complete, and graded accordingly. Once assignments are turned in, no revisions will be accepted.

**Written Assignments** - All written assignments must be formatted in a conventional 12-point font. Conventional spelling, grammar, and punctuation are expected. Handwritten assignments will not be accepted, unless prior approval is given by the instructor. Cite all sources used in your assignments using APA style.

**Grading Policy** (Satisfactory = 100 – 86; Unsatisfactory = 85 pts and below)

## **Homework Assignments**

1. **Reading Reflections** (20 points - weekly in class). We will be expanding our repertoire of nonfiction reading and writing strategies for use with our elementary and middle school students in these reflections. The instructor will present a strategy and allow time in class to practice the strategy using the assigned weekly reading as a text. These reflections will be shared in a small group.
2. **Family Timeline** (5 points - Due 1/17/12): Everyone will create a timeline of important events in your own family's story. Interview family members and record important events from their perspectives. Bring your timeline to class and be prepared to share it with a group of students.
3. **Historical Figure Poetry** (5 points - Due 2/14/12): You will have the opportunity to select a historical figure/event, read a BRIEF excerpt about the person/event, conduct additional internet searches on your own and use the information to write some poetry. Historical figure/events, readings, and poetry strategy handouts will be provided.
4. **Social Studies Service Learning Project** (10 points - Due 3/6/12, in class, in teams). We believe that one of the most significant goals of a social studies education is to inform civic engagement, and that teachers have a responsibility to provide students with opportunities to develop their community knowledge, inquiry skills, and action-oriented dispositions. This transformation can happen when teachers use their knowledge and pedagogical skills to create learning activities that connect academic curriculum with community issues about which students care.
  - a. Revisit your Community Inquiry Project
  - b. Create a set of questions for your students to develop a deeper sense of the "community needs" that emerged from your Community Inquiry Project (inquiry questions)
  - c. Identify sources students can use to research these questions (data sources)
  - d. Identify an action project students can do to address the most critical need.Each team is responsible for writing a 1-2 page handout which includes: 1) inquiry questions, 2) data sources, & 3) brief description of proposed service learning project.
5. **History-Social Science PACT Planning Event** – (25 points- Due 3/13/12). You will be responsible for creating 2-3 days of lesson plans that form all or part of a social studies unit that meet PACT Planning rubrics:

EH1: Establishing a balanced instructional focus (How do the plans support student learning of developmentally appropriate analytic reasoning skills in history or social science?)

EH2: Making content accessible (How do the plans make the curriculum accessible to the students in the class?).

Use TEP lesson plan template and commentary, not the PACT context commentary.

A printed hard copy of all three lesson plans and commentaries is due at the beginning of the final class.

### ED318A Schedule of Classes Winter 2012

DATE	GUIDING QUESTION(S)	CLASS AGENDA	READINGS (Done Before Class)	FOCUS STRATEGIES	WHAT'S DUE...
Jan. 10	<ol style="list-style-type: none"> <li>1. What is social studies?</li> <li>2. Why is social studies important?</li> <li>3. What are the major goals of social studies instruction in the elementary school?</li> </ol>	<ul style="list-style-type: none"> <li>• Overview of the Course</li> <li>• CA Standards, Social Studies Disciplines &amp; NCSS Themes</li> <li>• <i>Homework – Personal Timeline</i></li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Video: Overview of Standards k-12</li> </ul>	<i>-Interviews – Maxim, pps. 128 – 132</i> <i>-Textbooks, Tradebooks, Newspapers- Maxim pp. 436-445.</i>	Video: Overview of Standards k-12
Jan. 17	<ol style="list-style-type: none"> <li>1. What is dynamic social studies?</li> <li>2. What does diversity in the classroom look like?</li> <li>3. What is multicultural education?</li> <li>4. How do I teach in culturally diverse settings?</li> </ol>	<ul style="list-style-type: none"> <li>• Diversity &amp; Multiculturalism</li> </ul> <p>Video: Celebrations of Light (k-2)</p>	<ul style="list-style-type: none"> <li>• Maxim, Ch. 1 <i>Dynamic Social Studies: The Subject You Will Teach</i></li> <li>• Maxim, Ch. 2 <i>Diversity in the Classroom: The Children You will Teach</i></li> </ul>	#19 Genealogies #35 Oral Histories #46 Timelines	Personal Timeline
Jan. 24	<ol style="list-style-type: none"> <li>1. What is constructivism?</li> <li>2. What is social constructivism?</li> <li>3. What is the teacher's role?</li> <li>4. How does the learning cycle contribute to social constructivism?</li> <li>5. How are plans constructed?</li> </ol>	<ul style="list-style-type: none"> <li>• Constructivism &amp; Social Constructivism</li> <li>• Introduce H-SS Planning Event (PACT)</li> </ul> <p>Video: Historical Change (k-2)</p>	<ul style="list-style-type: none"> <li>• Maxim, Ch. 6 <i>The Learning Cycle: Teacher Scaffolded Social Constructivism</i></li> <li>• Maxim, Ch. 9 <i>Instructional Planning: The Basis of Successful Teaching</i></li> </ul>	#39 Reader's Theatre	
Jan. 31	<ul style="list-style-type: none"> <li>• Field Trip – Natural History Museum</li> </ul>			#33 Museum Exhibits	
Feb.7	<ul style="list-style-type: none"> <li>• What is history and why is it important?</li> <li>• What should young historians know and be able to do?</li> <li>• How should history be taught?</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> </ul> <p>Video: Using Primary Sources (3-5)            Homework: Finish Historical Figure Poetry</p>	<ul style="list-style-type: none"> <li>• Maxim, Ch. 3 <i>Young Historians: Coming Face to Face With the Past</i></li> </ul>	#16 Folk Art #17 Folk Music #23 Historical Characters #24 Historical Reenactments	

DATE	GUIDING QUESTION(S)	CLASS AGENDA	READINGS	FOCUS STRATEGIES	WHAT'S DUE...
Feb. 14	<ul style="list-style-type: none"> <li>What is geography and why is it important?</li> <li>What should young geographers know and be able to do?</li> <li>How should geography be taught?</li> <li>What are the tools of geography?</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>Community Project: A Geographers Perspective</li> </ul> <p>Video: China Through Mapping (k-2) California Missions (3-5)</p>	<ul style="list-style-type: none"> <li>Maxim, Ch. 4 <i>Young Geographers: Investigating the People/Place Connection</i></li> </ul>	#7 Artifacts #10 Community Maps #12 Custom Boxes #20 Globes	Historical Figure Poetry
Feb. 21	<ul style="list-style-type: none"> <li>What is civics and why is it important?</li> <li>What should young political scientists know and be able to do?</li> <li>How should civics be taught?</li> </ul>	<ul style="list-style-type: none"> <li>Civics</li> </ul> <p>Video: State Government and the Role of the Citizen (3-5)</p>	<ul style="list-style-type: none"> <li>Maxim, Ch. 5 <i>Young Political Scientists: Future Citizens in Action</i></li> </ul>	#3 Community Building #4 Rule Making #11 Concepts: Teaching Core Democratic Ideals #40 Reflective Choices	
Feb. 28	<ul style="list-style-type: none"> <li>What is cooperative learning and how does it work?</li> <li>What are the main features and benefits of cooperative learning?</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>Maxim, Ch. 7 <i>Cooperative Learning: Student Assisted Social Constructivism</i></li> </ul>	Cooperative Learning	
Mar. 6	<ul style="list-style-type: none"> <li>What is cognitive constructivism?</li> <li>What is problem-centered instruction?</li> <li>How do teachers facilitate inquiry and problem solving?</li> </ul>	<ul style="list-style-type: none"> <li>Cognitive Constructivism</li> <li>Problem Solving</li> <li><i>Homework – History-Social Science Planning Task (PACT)</i></li> </ul> <p>Video: Leaders, Community &amp; Citizens (K-2) Caring for the Community (K-2)</p>	<ul style="list-style-type: none"> <li>Maxim, Ch. 8 <i>Inquiry and Problem Solving: Cognitive Constructivism in Action</i></li> </ul> <p>Video: <i>Making a Difference through Giving (3-5)</i></p>	#1 Discovery Learning #2 Inquiry Learning #27 Learning Centers #43 Service Learning	Service Learning Project (in class)
Mar. 13	tbd	tbd			History-Social Science Planning Task (PACT)

Teacher Education Program, UCLA  
Ed318B

Principles/Methods for Teaching Science/Health/PE

Class dates/time: Mondays, 4-8:00 April-June 2012

Location: Rm 17, Third Street Elementary School

201 S. June Street, LA 90004

323-939-8337

Essential questions:

- ☐ What are the characteristics of effective teachers of Science, Health, and Physical Education?
- ☐ What is the role of Science in the classroom?
- ☐ Can we develop strategies for enhancing self-esteem and creating emotionally healthy classroom environments?
- ☐ How can we promote a healthy lifestyle for our students?
- ☐ How can technology enhance learning for all types of learners in an elementary Science and Health program?
- ☐ Are teachers aware of equity issues in the context of teaching Science, Health, and Physical Education?

Students will be able to:

- ☐ articulate and/or demonstrate knowledge of the content, concepts, themes, and strands of the California Science, Health, and Physical Education Framework and their Content Standards, for public schools K-12.
- ☐ identify, articulate, and demonstrate Best Practices in Science, Physical Education, and Health, including the use of technology, that promote high expectations and rigorous standards for all students, thereby promoting the quality of learning for all students.
- ☐ develop and produce a Standards-based learning cycle science unit, integrated with other content areas;
- ☐ develop and produce Standards-based lessons for Physical Education and Health.
- ☐ begin to develop a resource list that details materials, places, persons, web sites, etc. that can be used to develop, enhance, and augment Science and Health, particularly identifying those materials and resources that represent students who come from diverse, social, cultural, and or linguistically different backgrounds.

Required Textbooks:

Science Stories, Janice Koch, 3<sup>rd</sup> edition, 2005 published by Houghton-Mifflin

Making Science Accessible to English Learners, John Carr and Ursula Sexton, 2007

ISBN: 978-0-914409-40-3

California State Standards for Science, Health, and Physical Education

Course Evaluation:

The following guidelines will be used to evaluate a teacher candidate's academic performance in this course:

1. On-time attendance, class participation, and assigned readings completed on time with discussion questions
2. Science diary (one entry per week, to be e-mailed by 6:00pm every Sunday) TPE 13
3. Elementary Science Learning Cycle Drafts TPEs 1-9, 11
4. Health lesson from the Web TPEs 1, 4, 6
5. Science Web site review TPEs 1,4,6
6. Prepare and demonstrate one Physical Education Body Movement/Game/Sport Lesson TPEs 1-11
7. Teaching Event; Elementary Science Planning Task TPEs 1-9,

Agendas:

	Session	Class Session Topic/Theme
1st 4/2		Field Trip- (visit a science-related site on your own or in groups)
2nd 4/9		Introductions, Overview of course objectives Making Science Accessible to ELs Chapter 1 Distribution of Teaching Event State Standards: what do we teach in Science, Physical Education and Health? The Learning Cycle, Sunal (excerpt) in class reading Selection of topic for Elementary Science Learning Cycle Instructor Demo: Science...Exploration Phase- Physical Science---Properties of Matter Ice cream Instructor Demo: Physical Education standards and planning: Body Movement Lesson Sign up for Physical Education presentations. Students, in groups, will teach the rules & strategies of games/sports/body movement weekly to class. Class will participate weekly.
	Assignment:	Complete exploration phase Read through the Teaching Event Read Making Science Accessible to ELs Chapter 2s Read Chapter 3 Teacher as a Mediator, bring one discussion question. Email Science Diary Entry, PASTE your entry into the email
3rd 4/16		Chapter 3 Teacher as a Mediator Discussion Elements of the Teacher's Role Making Science Accessible to ELs Chapter 2 Instructor Demo: Exploration Phase: Earth Science--- Rocks and Soil PRESENTATIONS: Exploration Phase Presentations Due Each person should be prepared to share a 5-minute summary Sun/Earth Connection: UV Beads Discuss the Teaching Event Physical Education activity: Body Movement/Game/Sport presentations
	Assignment:	Read: Chapter 12, School Science and Technology, A Seamless Connection, bring one discussion question. Read: Making Science Accessible to ELs Chapter 3 Visit one science related Web site and be prepared to share (bring a short summary written up for your portfolio) Conduct Sun/Earth Surveys Email Science Diary Entry
4th		Chapter 12 School Science and Technology, A Seamless Connection4 Use of technology as part of an effective science program (web sites) class discussion Making Science Accessible to ELs Chapter 3 Sun/Earth Connection: Surveys Instructor Demo: Invention Phase: Plants, and using Thinking Maps Physical Education activity: Body Movement presentations Using instructional videos and Thinking Maps
	Assignment:	Read :Chapter 7 Sustained Inquiry, Making Science Accessible to ELs Chapter 4 Plan invention phase Email Science Diary Entry

5<sup>th</sup>  
4/30

IN CLASSWORK:  
FOSS, what's in a set  
using GLAD strategies during Science  
group work and presentations  
Body movement presentations

6<sup>th</sup>  
5/7

PRESENTATIONS: Invention Phase Presentations  
Each person should be prepared to present a 5-minute summary  
Instructor introduction of health standards and demo: Health using Second Step  
Discuss Chapter 7 Sustained Inquiry  
Making Science Accessible to ELs Chapter 4

Physical Education: Body Movement presentations  
Sun/earth connection: using Sun Pizzas

Assignment: Chapter 10 Expanding the Science Box Email Science Diary Entry  
Read: Making Science Accessible to ELs Chapter 5

7<sup>th</sup>  
5/14

Chapter 10 Expanding the Science Box  
Instructor Demo: Invention Phase.... Owl Pellet Dissection  
Making Science Accessible to ELs Chapter 5  
Informational Text- ESL strategies  
Sun/Earth connection: Name the season

Physical Education: Body Movement presentations

Assignment: Read Chapter 14, What's the Bid Idea (assessment) and Making Science  
Accessible to ELs Chapter 6  
Email Science Diary Entry  
Find one health lesson on the web for the grade level you are teaching; Elaborate  
on how websites tie to the health standards. Include personal response.

8<sup>th</sup>  
5/21

Discuss Chapter 14, What's the Bid Idea Discussion  
Making Science Accessible to ELs Chapter 6  
Instructor Demo: Expansion Phase: Ecosystems...writing and literature connection  
Physical Education: Body Movement presentations  
Be prepared to share a summary of the Health Lesson (possibly conducted with students);  
tie it to the health standards; include personal response.

Assignment: Email Science Diary Entry  
Read Chapter 15 –Putting it All Together  
Making Science Accessible to ELs Chapter 7

9<sup>th</sup>  
5/28

Memorial Day

10<sup>th</sup>  
6/4

Chapter 15 –Putting it All Together Discussion  
Discussions -Expansion Phase of Elementary Learning Cycle  
Making Science Accessible to ELs Chapter 7  
Field trip Discussions  
Print out of Science Diaries combined with in class reflections Due  
  
Course Evaluations  
Teaching event Due ( or no later than May 21<sup>th</sup>)



**UCLA TEP ED 318c**  
**Integrated Methods for Elementary Teachers**  
**Spring 2012 – Inner City Arts**

**PLEASE REVIEW THIS SYLLABUS AND BRING IT TO THE FIRST DAY OF CLASS**

**CLASS LOCATION**     The Mark Taper Center / Inner-City Arts  
720 Kohler Street, Los Angeles, CA 90021  
Phone: 213/627-9621     Fax: 213/627-9621     [www.inner-cityarts.org](http://www.inner-cityarts.org)  
PARKING INSTRUCTIONS BELOW.

**GENERAL INFORMATION**

- **Please dress comfortably** in clothes and shoes that you can move in and that can get dirty.
- On the first day of class, refreshments will be provided by Inner-City Arts. On subsequent days, Inner-City Arts will provide drinks and members of the Novice team will rotate providing refreshments.
- **Please bring your lunch.** *Leaving campus mid-day is not an option* due to time considerations and the nature of parking arrangements.
- An Inner-City Arts binder will be provided to you on the first day of class.  
**Please bring your binder with you to EVERY class meeting** as we will be adding to it each day and working with the materials in some of our sessions.

**PARKING**

- **FIRST DAY:** Valet parking at the front gate – **720 Kohler Street, Los Angeles 90021**
  - Kohler is parallel to, and 2 blocks west of, Central Avenue; 720 is just south of 7<sup>th</sup> Street
  - **TO THE FRONT GATE FROM THE 10 FREEWAY, EAST OR WEST:**
    - Exit at Central Avenue – north on Central (towards the mountains)
    - Left on 8<sup>th</sup> Street – 2 short blocks to Kohler
    - Right on Kohler – 720 is towards the end of the block on the right
  - At the end of the afternoon you will be led to the satellite parking lot close-by.
- **SUBSEQUENT DAYS:** You'll park in the satellite lot and walk to the front gate.
  - **TO THE SATELLITE PARKING LOT ON INDUSTRIAL AVE. FROM THE 10 FREEWAY:**
    - Exit at Central Avenue – north on Central (towards the mountains)
    - Left on Industrial – this is one short block past 7<sup>th</sup> Street
    - Parking lot is at the end of the block on the left side
    - Pull up to the driveway and the gate will be opened for you
    - **The parking lot will be open for entry from 8:10 to 8:40 on days that we begin at 8:30, and from 12:40-1:10 on days that we begin at 1:00. No one will be stationed to open the parking lot after these times or before the end of the workshop. Please plan accordingly.**
  - **TO INNER-CITY ARTS FROM THE PARKING LOT:**
    - Walk to Kohler – L to 7<sup>th</sup> Street
    - Cross Kohler so that you can **cross 7<sup>th</sup> in the crosswalk** to the Post Office
    - Enter Inner-City Arts through the walk-in gate next to the big letters on the brick

**When you press the buzzer for entry, please identify yourself as being with UCLA.**

## **COURSE DESCRIPTION**

4 units. S/U Grading.

Current knowledge concerning good teaching and theoretical/conceptual, empirical, and/or ideological bases for these assertions. Alternative models of classroom teaching, their assumptions, and evidence of worth. Current policy issues and problems in generating and sustaining effective teaching.

This course will be followed by *ED 403, Teaching: Principles and Problems*, in the Resident year.

## **GRADING CRITERIA**

Attendance (7 full days-25 pts ea; 1 half day-21 pts) 196 pts

Activity and Discussion Participation (8 days, 4pts/day) 32 pts

Reflections or other assignments (8 assignments-9 pts ea) 72 pts

**300 total pts** for this course

- You must earn at least **265** of the 300 points to pass the course.
- All assignments must be completed and turned in on time.
- Class sessions are distributed over three quarters, credits and grades are applied in Spring quarter.

## **OVERVIEW OF THE COURSE**

How does teaching in and through the visual and performing arts provide an alternative method of engaging students in their own learning while building community in the classroom? This course will provide you with answers to that question through hands-on, experiential learning in the visual and performing arts. It will include discussions regarding applicability for different ages and grade levels, different English Language Development levels, and different emotional comfort levels.

In each class session, you will be engaged in visual or performing art activities that will provide you with an introduction to the elements of each of the art forms and scaffolding strategies (both content and emotional) to make this learning accessible, engaging and relevant for your students. In addition to the art-making experiences, it will provide you with information and strategies for integrating the arts into other content areas. Also included will be a focus on the methods necessary to provide these learning opportunities for your students, given the realities of the classroom environment, school culture and content standard requirements. All classes will be held at the Inner-City Arts campus.

## **PREPARATION AND PARTICIPATION**

It is essential that you attend each session, as they build on one another, both conceptually and concretely. It is also essential that you are prepared to be an active participant. All activities and lessons are designed to be fun and engaging, and YOUR contributions to discussions and activities are the key for this work to be relevant to your teaching. The more questions and ideas you share, the richer the connections to your other coursework and the more specific the applicability will be to other classroom curricula.

## **COURSE ASSIGNMENTS**

You will be given further details and due dates for each of the following types of assignments:

- Reflections on sessions or selected readings.
- Extensions and Connections from sessions.
- Writing on Visual and Performing Arts Content Standards.
- Classroom Practice and Lesson Planning.

**GOALS AND KEY UNDERSTANDINGS – DEACHER PERFORMANCE EXPECTATIONS \***

- Develop an understanding of the components of a visual and performing arts curriculum. (*TPEs 1, 4, 5, 6, 7, 8, 9, 11*)
  - Develop an understanding of the applicability of the visual and performing arts for the teaching of other content areas in elementary schools. (*TPEs 1, 4, 5, 6, 7, 8, 9, 10, 11*)
  - Develop and strengthen the connections between the TEP Guiding Principles emphasizing social justice, and the practice of teaching a balanced, comprehensive program that includes the arts. (*TPEs 1, 4, 5, 6, 7, 8, 11, 13*)
  - Develop a repertoire of nonjudgmental questioning and discussion strategies that empower students to articulate their experiences and perceptions in the arts. (*TPEs 1, 4, 5, 6, 7, 8, 9, 11*)
  - Understand, interpret, and use the California Content Standards for the Visual and Performing Arts. (*TPEs 1, 4, 5, 6, 7, 9*)
- \* **TPE 1:** Specific Pedagogical Skills for Subject Matter Instruction  
**TPE 2:** Monitoring Student Learning During Instruction  
**TPE 3:** Interpretation and Use of Assessments  
**TPE 4:** Making Content Accessible  
**TPE 5:** Student Engagement  
**TPE 6:** Developmentally Appropriate Practice  
**TPE 7:** Demonstrates understanding of appropriate practice for English Language Learning  
**TPE 8:** Learning about Students  
**TPE 9:** Instructional Planning  
**TPE 10:** Instructional Time  
**TPE 11:** Social Environment  
**TPE 12:** Professional, Legal, and Ethical Obligations  
**TPE 13:** Professional Growth

**BIG IDEAS**

Activities, projects, discussions and course readings are designed to help explore the “Big Ideas” that guide the learner-centered, creativity-based teaching at Inner-City Arts:

1. Validate the Creative Impulse
2. Transforming Our Language Transforms Learning
3. A Strong Classroom Community Empowers Students
4. Name What You’ve Done vs. Do What You’ve Named
5. Inner Self-Esteem + Outer Self-Esteem = High Self-Esteem
6. Students are Resources to Tap Into, Not Just Behaviors to Manage
7. Engagement is the Key to Learning
8. It’s All About the Connections
9. The Creative Process Naturally Meets Teachers’ Goals

**REQUIRED TEXTS**

Individual readings and reflection formats will be provided. All assignments will be turned in at Inner-City Arts to Jan Kirsch or other Inner-City Arts personnel, as instructed. Final Reflection will be submitted electronically.



## **COURSE SCHEDULE**

<b>CLASS # TIME</b>	<b>DATE</b>	<b>THEME OR FOCUS</b>	<b>ART FORMS Visual or Performing Arts Projects or Explorations (VA or PA) Integration Concept or Strategy (Int)</b>	<b>Assignment</b>
<b>FALL QUARTER: 4 FULL DAYS</b>			<b>COMMUNITY AND IDENTITY</b>	
<b>N1 – 8:30-4:00</b>	Thurs 10/6	<b>Exploration of Identity and Expression of Self</b>	<b>VA:</b> Drawing Mandalas with Chalk Pastel <b>PA:</b> Dance <b>Int:</b> Nonjudgmental Critique	<i><b>Work Receipt Reflection</b></i> (following)
<b>N2 – 8:30-4:00</b>	Wed 10/12	<b>Self in Community</b>	<b>VA:</b> Railroad Board Sculpture <b>PA:</b> Drama <b>Int:</b> Entry Points - Project MUSE	<i><b>Set-up/ Process/ Clean-up Reflection</b></i> (following)
<b>N3 – 8:30-4:00</b>	Wed 12/7	<b>Development of Community</b>	<b>VA:</b> Painting – Color Experimentation and Abstract Painting <b>PA:</b> Music – Introduction to Rhythm and Percussion <b>Int:</b> Math, Community, Classroom Strategies	<i><b>Integration Thinking</b></i> (following)
<b>N4 – 8:30-4:00</b>	Thurs 12/8	<b>Building Community and Articulating Shared Experiences</b>	<b>VA:</b> Portfolios <b>Int:</b> Oral Language, Visual and Performing Arts Content Standards	<i><b>VAPA Standards Treasure Hunt</b></i> (following)
<b>WINTER QUARTER: 1 P.M. HALF-DAY, 1 FULL-DAY</b>			<b>CLASSROOM PRACTICE</b>	
<b>N5 – 1:00-5:00</b>	Thurs 3/1	<b>Connecting Self, Community and Accessible Resources</b>	<b>PA:</b> Drum Making Found Object Instruments <b>Int:</b> Recyclables in the classroom	<i><b>Reading and Reflection</b></i> (following)
<b>N6 – 8:30-4:00</b>	Wed 3/14	<b>Connecting the Eyes, Brain and Hand</b>	<b>VA:</b> Introduction to Line Drawing <b>PA:</b> Positive/Negative Space Partners – Shapes and Drawings	<i><b>Language Transformation Exploration</b></i> (following)
<b>SPRING QUARTER: 2 FULL DAYS</b>			<b>COMMUNITY, IDENTITY &amp; PRACTICE</b>	
<b>N7 8:30-4:00</b>	Wed 5/30	<b>Personal Culture</b>	<b>VA:</b> Patterns with Paint <b>PA:</b> Graphic Notation <b>Int:</b> Inclusivity, Classroom Applications, Community Engagement and ELD Levels	<i><b>Community Discovery Report and ELD Levels &amp; Integration Exploration</b></i> (both during and following)
<b>N8 8:30-4:00</b>	Fri 6/1	<b>Creating Your Classroom Culture</b>	<b>VA:</b> Watercolor Explorations <b>PA:</b> Visual Narrative to Storytelling <b>Int:</b> Beginning of the School Year and Classroom Applications	<i><b>Lesson Plan Ideas and Final Reflection</b></i> (during and after)



## Lesson Plan Template

<b>PLANNING FOR THE LESSON</b>
<b>Key Content Standard(s):</b> List the complete text of only the relevant parts of each standards. TPE 1
<b>Lesson Objective:</b> What do you want students to know and be able to do? TPE 1
<b>Assessment: Formal and Informal Assessment. TPE 2</b> <ul style="list-style-type: none"> <li>What evidence will the students produce to show they have met the learning objective?</li>   <li>What modifications of the above assessment would you use for language learners and/or special needs?</li> </ul>
<b>Prerequisite skills and knowledge and experiential backgrounds TPE 8</b> <ul style="list-style-type: none"> <li>Skills/knowledge/experiential backgrounds</li>   <li>Pre-assessment strategy</li> </ul>
<b>Equity TPEs 6,7,8</b> <ul style="list-style-type: none"> <li>How will ALL learners engage? (varying academic and cultural backgrounds , language levels, academic language)</li> </ul>

### **Instructional Learning Strategies to Support Student Learning. TPEs1,4,5,6,9,10**

What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) to identify learning outcomes 3)to present material, guide practice, and build independent learning, 4)monitor student learning during instruction, 5) build metacognitive understanding.

**List what the teacher will be doing and what the students will be doing.**

Time	Teacher	Students	Lesson Resources/ Materials TPE4

UCLA CENTER X TEACHER EDUCATION PROGRAM  
MS/SS Lesson Observation Form

Novice/Apprentice/Resident Teacher

Date

Observer

Class/# of Students

California Teacher Performance Expectations | Observation Notes | Relevant Evidence

Making Subject Matter

Comprehensible

- ☐ TPE 1 Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning

- ☐ TPE 2 Monitoring Student Learning During Instruction
- ☐ TPE 3 Interpretation and Use of Assessments

Engaging & Supporting Students In Learning

- ☐ TPE 4 Making Content Accessible
- ☐ TPE 5 Student Engagement
- ☐ TPE 6 Developmentally Appropriate Practice
- ☐ TPE 7 Teaching English Learners

Planning Instruction & Designing Learning Experiences for Students

- ☐ TPE 8 Learning about Students
- ☐ TPE 9 Instructional Planning

Creating & Maintaining Effective Environments for Student Learning

- ☐ TPE 10 Instructional Time
- ☐ TPE 11 Social Environment

Developing as a Professional Educator

- ☐ TPE 12 Professional, Legal, and Ethical Obligations
- ☐ TPE 13 Professional Growth

- ☐ Field Notebook

- ☐ Lesson Plan

- ☐ Debrief