I. COURSE DESCRIPTION:

The concepts and skills required to teacher social studies, mathematics, and science in the elementary bilingual classroom are provided.

II. RATIONALE:

This is an undergraduate course required in the Bachelor of Science in Interdisciplinary Studies with an emphasis in Bilingual Education. It is also one of the courses required for the MACC program at the Masters’ level, if the person is specializing in Bilingual Education.

The state mandated curriculum for the content areas is studied. The focus on the Texas Essential Knowledge Skills gives the student the knowledge of the content objectives of the curriculum for the bilingual education classroom, and how content subjects are to be taught in the child’s home language.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS:

1. LEARNER CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER CENTERED INSTRUCTION: To create a learner-centered community, the teacher identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

IV. TExES COMPETENCIES

DOMAIN I – Bilingual Education
COMPETENCY 001 – The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual education teacher:

- Understands the importance of creating an additive educational program that reinforces bicultural identity, including understanding the differences in acculturation and assimilation.
- Understands convergent research related to bilingual education (e.g. best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
- Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design and selects appropriate instructional strategies and materials in relation to specific program models.
- Knows how to create an effective bilingual and multicultural learning environment (e.g. By demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments.
- Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (e.g. by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

COMPETENCY 002 – The beginning bilingual education teacher understands processes of first and second language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

- Demonstrates knowledge of stages of first and second language development and theories/models of first and second language development (e.g. behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.
- Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.
- Understands the interrelatedness and interdependence of first and second language acquisition and assists students in making connections between languages (e.g. using cognates, noting similarities and differences.)

COMPETENCY 004 – The beginning bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2 and uses this knowledge to promote bilingual education students’ academic achievement across the curriculum.

The beginning bilingual education teacher:

- Knows how to assess bilingual students’ development of cognitive academic language proficiency and content area concepts and skills in both L1 and L2 and to use the results of
these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.

- Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students’ development of cognitive-academic language proficiency and content area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).
- Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content area instruction in L1 and L2 to promote students’ cognitive and linguistic development.
- Knows various approaches for delivering comprehensible content area instruction in L2 (e.g. sheltered English approaches, reciprocal teaching) and can use various approaches to promote students’ development of cognitive-academic language and content-area knowledge and skills in L2.
- Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology to meet students’ needs.

V. COURSE OBJECTIVES AND OUTCOMES:

STUDENT LEARNING OUTCOMES

Students in the Bilingual Generalist EC-6 program will:

- demonstrate a depth of knowledge of bilingual education;
- demonstrate a depth of speaking ability in Spanish;
- effectively apply the competencies of a bilingual education teacher in their student teaching experience.

COURSE OBJECTIVES:

1. Define math, science, social studies, and health vocabulary in Spanish.
2. Examine TEKS in math, science, social studies, and health.
3. Apply the lesson design in teaching content subjects in Spanish.
4. Demonstrate teaching methods in science, math, social studies, and health.
5. Apply Blooms Taxonomy in the content areas.
6. Develop lesson plans using the Multiple Intelligences in the content areas.
7. Develop knowledge of Mexican culture.
8. Use technology in lessons in the content areas.
9. Use textbooks in developing lesson plans in the content area.
10. Construct an interdisciplinary unit in the content areas.
11. Apply the National Standards in Math, Science and Social Studies to the bilingual classroom.

VI. COURSE TOPICS:

1. TEACHING MATH IN SPANISH
2. TEACHING SCIENCE IN SPANISH
3. TEACHING SOCIAL STUDIES IN SPANISH
4. NATIONAL STANDARDS IN SCIENCE, SPANISH, AND SOCIAL STUDIES
5. MULTIPLE INTELLIGENCES AND BRAIN COMPATIBLE LEARNING
6. SCIENTIFIC METHOD IN SCIENCE
7. INQUIRY TEACHING IN SCIENCE AND SOCIAL STUDIES
8. LANGUAGE ACQUISITION
9. BLOOMS TAXONOMY
10. LESSON DESIGN
11. HANDS ON ACTIVITIES
12. CURRICULUM INTEGRATION
13. READING AND WRITING ACROSS THE CURRICULUM
14. SPANISH TEXTBOOKS AND MATERIALS IN MATH, SCIENCE, AND SOCIAL STUDIES
VII. INSTRUCTIONAL METHODS AND ACTIVITIES:

Methods and activities for instruction will include:

A. Traditional experiences (lecture, discussion, demonstrations, audiovisuals)
B. Clinical experiences (group work, process, cooperative learning, lesson presentations, role play, learning center creation, integrated unit development)

VIII. Evaluation and Grade Assignment:

2 MAJOR TESTS (MID-TERM/FINAL) 200 PTS.
2 LESSON PLANS 40 PTS.
LEARNING CENTER/LESSON PLAN 40 PTS.
6 HRS. OF FIELD WORK AT ECDC 40 PTS.
INTEGRATED UNIT/BULLETIN BOARD 50 PTS.
QUIZZES/SCIENCE EXPERIMENT/5E Lesson 70 PTS.
JOURNAL (VOCAB.) 30 PTS.
ATTEND./PARTICIPATION 30 PTS. (-10 per absence) 500 PTS.

450 - 500 PTS = A; 400 - 449 = B; 350 - 399 = C; 300 - 349 = D; BELOW 300 = F

IX. Course Schedule and Policies:

All work turned in for grading must be typed.

No make-up on class quizzes. Make-up on mid-term or final only in an extreme emergency, and the professor must be notified before the time of the exam. If the professor is not notified, no make up will be allowed.

Every absence from class will subtract 10 points from the attendance/participation grade for any reason. No excused absences since it is a participation grade. Please no texting or using cell phones during class, it is very disrespectful to the professors.

For observations and participation in class activities at the Early Childhood Development Center students must be professionally dressed, no shorts, cut-offs, jeans, tank tops, etc. YOU WILL BE EXPECTED TO STAY AND PARTICIPATE UNTIL THE ACTIVITY IS COMPLETED.

COURSE SCHEDULE
JAN.  11        Course expectations; State Curriculum-TEKS-Well balanced curriculum- 
Curriculum alignment; Lesson Design. Bilingual Program Models. Select Hispanic culture topic to research; Read handout on Social Studies.

JAN.  18        Work on Hispanic Culture Presentation; Integrating Social 
Studies and Language Arts., Social Studies TEKS, Vocabulary for Social Studies 
Pages 94-96 in Sabelotodo.

JAN.  25        Learning Centers, Culture in the Bilingual Classroom, Blooms Taxonomy

Feb.  01       Social Studies Vocabulary Quiz-Learning Styles-Multiple Intelligences

FEB.  08       Social Studies Centers Due

FEB.  15       TEKS Science curriculum, National Science Standards, 
Scientific method, science vocabulary in Sabelotodo pages 91-93 ;Research an 
animal that would be interesting to an elementary student. What types of activities 
could you develop? Select science activity for experiment. Read pages 1-14 in CS

Science Textbooks. Integrating Science and Language Arts; 5E Lesson Model

FEB.  29       Inquiry Teaching, Present animal lesson; Review for mid-term.

MAR. 07       Mid-term test

MAR. 14       Spring Break

MAR. 21       Quiz on CS pages 1-14; Read Handout on Math and Science for final; Present 
Science 5 E science experiment lesson with lesson plan.

MAR. 28       Math Vocabulary in Sabelotodo pages 96-97, Math TEKS. Math 
Manipulatives, National Math Standards; Read pages 15-29 in CS

APR.  04       Quiz on math vocabulary, Statistics and Probability, and Geometry, National Math 
Standards, Word Problems and Problem Solving.

APR.  11       Math lesson due, Group for Integrated Unit

APR.  18       Quiz on pages 15-29 in CS: Integrating Lessons and curriculum. 
Read pages 30-46 in CS.

APR.  25       Quiz on Pages 30-46; Read pages 47-70; Work on Integrated Units
MAY 02 Quiz on Pages 47-70; Present Integrated Unit, Review for Final Exam

MAY 09 Final Exam-4:30 P.M.

X. TEXTBOOK:


TEKS Math – Science – Social Studies (Texas Essential Knowledge and Skills Document), Texas Education Agency

XI. BIBLIOGRAPHY:


**Statement of Civility:** Texas A&M University- Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://sga.tamucc.edu/elections.htm](http://sga.tamucc.edu/elections.htm)
**Academic Honesty:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

http://www.tamucc.edu/catalog/catalog07/graduate/general/gen_policies.html

**Americans with Disabilities Act (ADA) Compliance:** Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825.5816.

**Calendar**

**JAN. 11**  
Course expectations; State Curriculum-TEKS-Well balanced curriculum-Curriculum alignment; Lesson Design. Bilingual Program Models.  
Select Hispanic culture topic to research; Read handout on Social Studies.

**JAN. 18**  
Work on Hispanic Culture Presentation; Integrating Social Studies and Language Arts., Social Studies TEKS, Vocabulary for Social Studies Pages 94-96 in *Sabelotodo*.

**JAN. 25**  
Learning Centers, Culture in the Bilingual Classroom, Blooms Taxonomy

**Feb. 01**  
Social Studies Vocabulary Quiz-Learning Styles-Multiple Intelligences

**FEB. 08**  
Social Studies Centers Due

**FEB. 15**  
TEKS Science curriculum, National Science Standards, Scientific method, science vocabulary in *Sabelotodo* pages 91-93 ;Research an animal that would be interesting to an elementary student. What types of activities could you develop? Select science activity for experiment. Read pages 1-14 in CS

**FEB. 22**  

**FEB. 29**  
Inquiry Teaching, Present animal lesson; Review for mid-term.
MAR. 07 Mid-term test

MAR 14 Spring Break

MAR. 21 Quiz on CS pages 1-14; Read Handout on Math and Science for final; Present Science 5 E science experiment lesson with lesson plan.

MAR. 28 Math Vocabulary in Sabelotodo pages 96-97, Math TEKS. Math Manipulatives, National Math Standards; Read pages 15-29 in CS


APR. 11 Math lesson due, Group for Integrated Unit

APR. 18 Quiz on pages 15-29 in CS: Integrating Lessons and curriculum. Read pages 30-46 in CS.

APR. 25 Quiz on Pages 30-46; Read pages 47-70; Work on Integrated Units Quiz on Pages 47-70; Present Integrated Unit, Review for Final Exam

MAY 02 Final Exam-4:30 P.M.

XI TEXTBOOKS:


TEKS Math – Science – Social Studies (Texas Essential Knowledge and Skills Document), Texas Education Agency
INTEGRATED UNIT RUBRIC

NAME: _______________________________ DATE: ___________________________

1. Theme and Grade Appropriate (5 pts.) ______________

2. Activities Followed TEKS (5 pts.) ______________

3. Activities Appropriate (10 pts.) ______________

4. Activities Explained (10 pts.) ______________

5. Planning Coordinated (10 pts.) ______________

6. Overall Unit (10 pts.)
   TOTAL ______________(50 pts)

BIEM 4356 TEACHING CONTENT SUBJECTS IN SPANISH

SCORING RUBRIC FOR LEARNING CENTER

NAME: _______________________________ DATE: ___________________________

Contents: (Activities are Appropriate) ______(7 pts. Max)

Directions: (The language is acceptable for the age and ability) ______(7 pts. Max)

Process: (Students work in groups to develop products) ______(7 pts. Max)

Product: (Activities are linked to TEKS) ______(5 pts. Max)

Project Board is Colorful/Attractive ______(7 pts. Max)

Product Shows Student Effort ______(7 pts. Max)

Total ______(40 pts. Max)
BIEM 4356 Field Experience Reflection

Name:_____________________________________ Date:_________________________

Teacher Observed:_________________________ Date(s)____________________________

School:_____________________________ Grade Level:_________________________
Number of Hours:________________________

Describe the educational experiences that you observed.

In testing the children, what was the child’s reaction? What did you learn about testing children from this experience? If you did not test, what did you learn from the experience that you observed?

What was the overall impression of the classroom or the school?

Describe the children that you tested, what was your overall impression?

What did you learn from this testing/observing experience?

What were your impressions?
Estrategias Para Enseñar Ciencias Y Ciencias Sociales en Español

Pages 1-14

1. ¿Cómo se puede alcanzar los estándares del estado?
2. ¿Qué son los diferentes tipos de lectura que se usan en estudios sociales y en las ciencias?
3. ¿Qué son los diferentes tipos de escritura que se pueden usar?
4. ¿Cómo se usan imágenes mentales para aprender información?
5. ¿Qué cinco conocimientos que se sabe del proceso cognoscitivo después de años de investigación?
6. ¿Qué son tres estrategias que se pueden usar en la clase?
7. ¿Cómo es el proceso de aprendizaje en las clases bilingües?
8. ¿Cómo se debe de comenzar una unidad temática?
9. ¿Qué son tres estrategias de voz alta?
10. ¿Cómo se activa conocimientos previos?
11. ¿Cómo se desarrolla el vocabulario en la lección?
12. ¿Qué es una línea de tiempo?
13. ¿Cómo se usan notas autoadheribles?
14. ¿Cómo se puede usar el resumen?

Páginas 15-46

1. ¿Qué contiene un Marco de Contentido?
2. ¿Describe un Marco S-Q-A? ¿Qué indica cada letra?
3. ¿Cuáles son los niveles de la Taxónoma de Bloom?
4. ¿Cómo se debe de crear un centro cooperativo?
5. ¿Qué necesitan los estudiantes incluir en un informe?
6. ¿Qué es el propóposito se conduce una conferencia con el estudiante?
7. ¿Qué es el proceso de una conferencia?
8. ¿Cuáles son las áreas en que se hacen preguntas en una conferencia?
9. ¿Qué se pone en un centro de ciencias?
10. ¿Qué se pone en un centro de ciencias sociales?
11. ¿Qué se pone en un centro de ciencias?
12. ¿Qué se debe tener en la clase en la área de libros?
13. ¿Qué son dos cosas que se deben de hacer en la clase para mantener comportamiento?
14. ¿Cómo se usan preguntas para clarificar conceptos?

Páginas 47-70

1. ¿De cinco ejemplos de estrategias que se pueden usar antes de la lección?
2. ¿De cinco ejemplos de estrategias que se pueden usar durante la lección?
3. ¿De cinco ejemplos de estrategias que se pueden usar después de la lección?
4. ¿Cómo se hace una Guía Anticipatoria?
5. ¿Qué se incluye en un Marco de Lectura-Histórico?
6. ¿Cómo se hace una telaraña de ideas?
7. ¿Cómo es un marco de opinión-evidencia?
8. ¿Qué contienen una caja de ideas?
9. ¿Cómo se hace una Guía de Problema-Solución?
10. ¿Cómo se hace una Guía de Preguntas?
11. ¿Qué se incluye en un Registro de Lectura?

RESEARCH TOPICS

American G I Forum            Miguel Hidalgo
Aztecs                        Augustin Iturbide
Batalla de Chapultepec (Mexican War)  Benito Juarez
Los Ninos Heroes
La Malinche                   Jose Maria Morelos
Las Posadas                   Porfirio Diaz
La Raza Unida                 Dia de los Reyes
League of Latin America Citizens (LULAC)  Teotihuacan
Los Braceros (Bracero Movement)  Frida Kahlo
Mariachis/Charros             Pancho Villa
Mayas                         Emiliano Zapata
Montezuma                     Las Soldaderas
Tenochtitlan                  Dona Josefa Dominguez
Toltecs                       Battle of the Alamo
Zoot Suit Riots               Comidas Mexicanas
Los Corridos                  Migrant Workers
Dia de los Muertos            Carlotta y Maximilliano
16 de Septiembre             Hernan Cortez
Cinco de mayo