I. COURSE DESCRIPTION
Basic methodological strategies and assessment skills required to teach language arts in the elementary bilingual classroom are provided. Emphasis is on the teaching of Spanish language arts.

II. RATIONALE
BIEM 4355 is a Bilingual Education delivery system specialization course for bilingual Generalist (EC-6) certification.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

1. Learner-Centered Communication: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication.

2. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identified 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.

4. Learner-Centered Communication. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

IV. 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.

V. TExES COMPETENCIES for Bilingual Students:

WHICH TExES BILINGUAL EDUCATION TEST SHOULD YOU TAKE?

Supplemental Bilingual Generalist EC–6
Bilingual Certification is for candidates who do not yet have an elementary teaching certificate. This new test combines the previous Bilingual and Elementary Comprehensive tests for those seeking certification in both areas.

Successful TExES Information:

- Attend a TExES Review before the test
- Review competencies regularly during each semester for each class
- Visit the TEA/SBEC website and access the sample test
- Review the test strategies listed at the beginning of the test
- Take the sample test, review the answers, re-take the test
- Visit the sbec website and click on the following buttons to access the practice tests:
  - www.sbec.state.tx.us/
  - (red button) “Certification Information”
  - “Testing for Certification”
  - “Study Guides and Preparation Manuals”
- For Certification only:
  Supplemental Bilingual Generalist EC–6

TExES COMPETENCIES for Bilingual Students: Domain I

1. 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:

- 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 the diversity of the home into the
classroom setting, applying strategies to bridge the home and school cultural environments).

2. **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).

   - 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 & 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)

3. **Competency 003**: The beginning bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of bi-literacy.

   The beginning bilingual education teacher:

   - Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development
   - Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1
   - Knows the state educator certification standards in reading /language areas in grades EC-6, understands distinctive elements in the application of the standards for English and for L1, applies this knowledge to promote bilingual students literacy development in L1.
   - Knows the statewide language arts curriculum for Spanish in grades EC-4 or the language arts curriculum for languages other than Spanish, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students’ L1 literacy development in grades EC-6
   - Knows how to help students transfer literacy competency from L1 to L2 by using students’ prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 & L2 (e.g.: in phonemic awareness, decoding skills, comprehension strategies.)
   - Knows how to apply linguistic concepts (e.g.: comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
   - Knows how to promote student’s bi-literacy (e.g.: by maintaining students’ literacy in L1 while developing students literacy in L2, by using ongoing assessment and monitoring of students’ level of proficiency in oral and written
VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable bilingual endorsement/certification students to:
1. Describes the importance of using diverse perspectives in the bilingual education environment to foster a classroom climate in which learners appreciate both the diversity and the similarities of groups and individuals.
2. Discusses the importance of establishing a supportive bilingual learning environment.
3. Demonstrates the importance of providing meaningful contexts with in which learners develop cognitive-academic skills in both languages.
4. Knowledgeable of assessment methods to evaluate students’ affective, cognitive, and linguistic development; to monitor instructional effectiveness; and to shape instruction.
5. Become knowledgeable of laws and guidelines as they relate to bilingual programs.
6. Become knowledgeable of bilingual acquisition processes to foster learners’ communication in their first and second languages.
7. Become knowledgeable of factors that may affect language development to foster learning experiences that empower learners in their bilingual development.
8. Demonstrates the importance of providing a print-rich environment to develop literacy in both languages.
9. Plans lessons that shows the inter-relationships of listening, speaking reading, and writing.
10. Become knowledgeable of age-appropriate popular literature, authors, and themes of literature in learner’s first and second languages.
11. Discusses that listening and speaking as active cognitive processes.
12. Demonstrates reading as a process in which to the reader interacts with text and context to construct meaning.
13. Evaluates the role of written language in thinking and communicating.
14. Explore websites that can be resources for teaching in bilingual programs.
15. Encourage students’ self-directed learning.
16. To be able to design activities that develop the students’ bilingual language skills.
17. To become familiar with the TEKS related to Spanish Language Arts and STAAR skills for each elementary grade level.

VII. COURSE TOPICS

The major topics to be considered are the following:
- Language Acquisition
- Social and academic language development
- Reading methods in Spanish/Leer Mas I & II
- Oral Language Development
- Phonemic awareness, Phonics Instruction, Comprehension, Fluency, Vocabulary
- Phonics, the alphabet, accents, pronunciation, and transference
- Language skills: listening, speaking, reading, writing, and thinking
- Vocabulary development
- Children’s literature/Drama
- Grouping for instruction (Bilingual Categories)
- Process writing in Spanish/Six traits writing
- Parts of speech
- Language Assessment

**VIII. INSTRUCTIONAL METHODS AND ACTIVITIES**

The methods and activities for instruction include the following conducted in English and/or Spanish:

- Lecture and Discussion
- Cooperative Groups
- Guest lecturers
- Videos
- Clinical activities

**Required Textbooks:**


**IX. EVALUATION AND GRADE ASSIGNMENT**

The methods of evaluation and the criteria for grade assignment are:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam and Final Exam</td>
<td>200 points</td>
</tr>
<tr>
<td>Mohammad Chapter Quizzes</td>
<td>70 points</td>
</tr>
<tr>
<td>Gramática Básica Chapters</td>
<td>140 points</td>
</tr>
<tr>
<td>Spanish Journal/Dictados:</td>
<td>50 points</td>
</tr>
<tr>
<td>2 Lesson Presentations (50 pts. Each)</td>
<td>80 points</td>
</tr>
<tr>
<td>Strategy Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>4 Literature/Readings Presentations</td>
<td>40 points</td>
</tr>
<tr>
<td>Attendance, Participation, Sharing of Songs, Fingerplays, Rhymes and Story (-10 each absence); Explore &amp; report on a website that can be used in teaching in a bilingual language arts program</td>
<td>40 points</td>
</tr>
<tr>
<td>in teaching in a bilingual language arts program</td>
<td>10 points</td>
</tr>
</tbody>
</table>
Field Experience (4 hrs.)

Grade Schedule

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>630--700</td>
<td>A</td>
</tr>
<tr>
<td>560- 629</td>
<td>B</td>
</tr>
<tr>
<td>490- 559</td>
<td>C</td>
</tr>
<tr>
<td>420- 489</td>
<td>D</td>
</tr>
<tr>
<td>Below 419</td>
<td>F</td>
</tr>
</tbody>
</table>

Total 700 points

50 points

X. COURSE SCHEDULE AND POLICIES:

The student is expected to:

- Be prompt and attend class. It is polite to notify the professor, in the case of your absence. Your grade will be lowered by ten points for each class missed. Late arrivals and early departures from class will be recorded cumulatively and can add up to result in an absence of record. Roll is taken once during each class period, it is your responsibility to assure the professor records your presence if you miss roll call.
- Be responsible for any materials missed if absent. Please contact two peers to get missed work, the professor is not responsible for materials and information that you miss. (Get the phone numbers of two peers during first week of class.)
- All written work will be evaluated according to content, organization, grammar and spelling.
- All work is due the night it is assigned. Work turned in late will be docked 20% of the grade. Any work re-done to improve the grade will be considered for 10-20 pts. less of the original possible grade, depending upon the number of times it is resubmitted.
- Participate in class discussion and activities & put forth honest effort in-group work with peers in Spanish. Excessive private discussion during lecture is disruptive and will negatively affect your grade. Your participation grade in large and small group will be evaluated by the professor throughout the semester. Your journal entries should all be written in Spanish. Try to use as much Spanish as possible in both formal and informal ways during this class. Your peers might need the modeling and you might need the practice!
- **Be respectful to the professor by not texting or using the cell phone during class.** Please put cell phone on vibrate, and do not answer unless you perceive an emergency. Use of cell phone during class will affect your participation grade.

Active Effort toward Spanish Participation and Respectful Attitude in class.

- The professor will make informal observation of student effort toward Spanish use in all classroom activities and assignments. The level and quality of Spanish will NOT be evaluated, rather the effort toward continual Spanish use
will be evaluated. Also, it is imperative to respect the different dialects and ability levels of Spanish in our class. Your respect toward peers and toward the professor is a part of your grade.

- Choose a selection from The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays. You will choose a rhyme or a song, or a fingerplay and a story to present each time. Write questions for the story at every level of Bloom’s Taxonomy. This will be part of your participation grade. You will need your book every class meeting to follow along with the presentations.

**Gramática Básica**

- For each assigned chapter in the Gramática Básica, you are expected to do the written work in the chapter. You will be graded on the completion of the work in each chapter. There are 28 chapters and is chapter is worth 5 pts toward your grade of 140 pts.
- Please responsibly complete your assigned readings and Spanish exercises. Have these ready to turn in for grading daily. Peer grading will be used for GB assignments to increase student understanding and promote student discussion. You are expected the entire work in each chapter. The professor will check with each student during the class period for completion of chapter work.

**Spanish Journal:**

- You are to write in Spanish in your Spanish journal during class and then rewrite the paragraph and keep in the journal. The rough draft and the final product are to be in the journal. Topics for writing will be presented each week in class.

**Field Based Activities**

- You must participate in a language arts class in either English or Spanish, or assist with the testing experiences for 4 hours of field experience at the Early Childhood Development Center or in a bilingual classroom in the school where you are working. At least 2 hrs. must be done at the ECDC. You are to write up a reflection paper after your field work is completed and turn in on the designated date.

**SCHEDULE FOR BIEM 4355**

- The weekly schedule (subject to change when necessary) for this course is as follows:
  
  #1 Los Artes de Lenguaje en Español-------------------------Martes, Septiembre 2
  
  course overview
  
  - TExES Discussion & Activity: REVIEW COMPETENCIES TOGETHER
  - Gramática Básica workbook: Do Unidades 1 & 2
  - Read pages 1-5 in Mohammad.
  - Spanish Language Arts Curriculum
Introduction to Leer Mas I

- **Pick a rhyme, song, or finger play and a story from School Days/Días de Escuela pps. 1-33 to present next week.**

Daily Routine (We will conduct each class as much as possible in Spanish)

- Review Gramática Básica
- Journal Writing/Dicatdos
- Spanish Journal Sharing
- Peer Comments on Spanish Journal
- Class topic presentation
- Leer Mass I and II
- Sharing from the The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays

#2 La Enseñanza de la lectura-Métodos Sintéticos Martes, Septiembre 9
Spanish Language Arts Curriculum
Texas Essential Knowledge and Skills (TEKS)
Leer Mas I-Conocimiento Fonologico
Dictado en Español-Ideas
Read pages 6-26 in Mohammad.
Quiz next Week on pages 1-5 in Mohammad.
GB workbook: Unidades 3 & 4
**Pick a rhyme, song, finger play and a story from All About Me/Todo acerca de Mi pps. 35 to 70 to share next week.**

#3 Métodos Analíticos Martes, Septiembre 16
Leer Mas-Lenguaje Oral
Quiz on pages 1-5 in Mohammad
Read pages 27-34 in Mohammad.
GB workbook: Unidades 5 & 6
Read Children’s Lit. #1
Dictado en Español-Organización
**Pick a rhyme, song, finger play and a story from My Home and Family/Mi casa y mi Familia and/or Friends/Amigos pps. 71-103 to share next week.**

#4 Desarrollo de lenguaje oral Martes, Septiembre 23
GB workbook: Unidades 7 & 8
Present Children’s Lit. # 1
**Quiz on pages 6-26 in Mohammad.**
Dictado en Español-Voz y Vocabulario
**Pick a rhyme, song, finger play and a story from Seasons/Las estaciones del año and/or My Favorite Foos/Mis comidas favoritas pps. 106-133 to share next week.**
#5 Fonética Martes, Septiembre 30
GB workbook: Unidades 9 &10
Leer Mas- Conocimiento de la letra impresa
**Quiz on pages 27-34 in Mohammad.**
Read pages 35-38 in Mohammad.
Read Children’s Lit. # 2
Dictado en Español-Fluidez
**Pick a rhyme, song, finger play and a story from Sounds and Movement/Sonido y Movimiento and/or Celebrations/Celebraciones pps. 144-187 to share next week.**

#6 Cuentos-Lectura Martes, Octubre 7
GB workbook: Unidades 11 & 12
Leer Mas-Relación entre las letras y los sonidos
**Present Children’s Lit. # 2**
Dictado en Español-Usa de la lengua
**Pick a rhyme, song, finger play and a story from Rodeo Time/Tiempo del rodeo and or Workers/Trabajadores pps. 188-213 to share next week**

#7 Lectura- Métodos Analíticos Martes, Octubre 14
GB workbook: Unidades 13 & 14
**Quiz on pages 35-38 in Mohammad**
Read pages 39-43 in Mohammad
Leer Mas-Fluidez
**Pick a rhyme, song, finger play and a story from Travel/Viajes and or Make Believe/Pretende que… pps. 215-235 to share next week**

#8 Presentación: Lección de Lectura Martes, Octubre 21
Review for Mid-term Exam

#9 Examen de Medio-Semestre Martes, Octubre 28
**Mid-Term Exam**
GB workbook Unidades 15 & 16
Read pages 44-50 in Mohammad

#10 Escritura Martes, Noviembre 4
GB workbook Unidades 17 & 18
Leer Mas-Comprensión
**Quiz on pages 39-43 Mohammad**
Read pages 51-59 in Mohammad
Read Children’s Lit. # 3
**Present Strategy #’s 1-5**
Dictado en Español-Presentación
#11 Escritura  
Martes, Noviembre 11  
GB workbook Unidades 19 & 20  
Leer Mas-Expresión escrita  
**Quiz on pages 44-50 in Mohammad**  
Present Children’s Lit # 3  
Present Strategy #’s 6-11  
Read Children’s Lit # 4

#12 Lectura en las áreas de contenido  
Martes, Noviembre 18  
GB workbook Unidades 21 & 22  
Present Children’s Lit. # 4  
Present Strategy #’s 11-15  
Leer Mas II-Vocabulario  
**Quiz on pages 51-59 in Mohammad**  
Read pages 60-75 in Mohammad.  
**Pick a rhyme, song, finger play and a story from Traditional Tales, Songs, and Rhymes/Cuentos, canciones y rimas tradicionales and/or Circus Time/Tiempo del circo pps. 248-335 to share next week**

#13 El Programa de Lectura Integrado  
Martes, Noviembre 25  
GB workbook Unidades 23 & 24 & 25  
Present Strategy #’s 16-22  
Leer Mas II-  
Read pages 76-98 in Mohammad for final.  
**Pick a rhyme, song, finger play and a story from Farm Animals/Los animales de la granja and/or Ocean Animals/los animales del mar pps. 349-368 to share next week**  
Spanish Journal Due  
Field Experience Reflection due

#14 Leccion # 2-Reading/Grammar Integrated Lesson  
Martes, Diciembre 2  
Review workbook Unidades 26 & 27 & 28  
**Quiz on pages 60-75 in Mohammad**  
Present Strategy #’s 23-25  
Review for Final  
Read pages 133-171; Leer Mas II

#15 Exam Final  
Martes, Diciembre 9

STUDY HARD AND GOOD LUCK ON YOUR FINAL EXAMS!!
XI. Required Textbooks:


Additional TEXT (not required)

Boyd-Batstone, Paul. (2006) Differentiated Early Literacy for English Language Learners. Pearson, Boston,