I. COURSE DESCRIPTION:
The concepts and skills required to teach social studies, mathematics, and science in the elementary bilingual classroom curriculum 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.

V. TEES 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. Develop an interdisciplinary unit integrating content areas.

11. Develop and construct a learning center based on Latino/Hispanic culture.

12. Apply the National Standards in Math, Science and Social Studies to the bilingual Classroom
13. Apply the 5 E model in teaching a lesson.

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 (Math-5E Animal) 40 PTS. (20 each)
LEARNING CENTER/LESSON PLAN/ BROCHURE 50 PTS.
5 HRS. OF FIELD WORK AT ECDC 30 PTS.
INTEGRATED UNIT/BULLETIN BOARD 50 PTS.
QUIZZES/SCIENCE EXPERIMENT/Report 70 PTS.
JOURNAL (VOCAB.) 30 PTS.
ACTIVITIES IN DESARROLLO DEL ESPAÑOL 80 PTS.
ATTEND./PARTICIPATION 40 PTS. (-10 per absence)
600 PTS.

540 - 600 PTS = A; 480 - 539 = B; 420 - 479 = C; 360 - 419 = 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, AND POINTS WILL BE DEDUCTED FROM THE PARTICIPATION IF YOU ARE TEXTING IN CLASS OR SCROLLING ON YOUR CELL PHONE.

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.
TENTATIVE COURSE SCHEDULE

JAN.  21  Course expectations; State Curriculum-TEKS-Well balanced curriculum- TEKS-Well balanced curriculum- Curriculum alignment; Lesson Design.  Bilingual Program Models. Lesson Planning

JAN.  28  TEKS Science curriculum, National Science Standards, Scientific method, science vocabulary; 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; Higher Order Thinking Skills

FEB.  04  Science vocabulary quiz.  Report on animal and activities due.  Science skills.  Science Textbooks. Integrating Science and Language Arts; 5E Lesson Model Inquiry Teaching,

FEB.  11  Present animal lesson

FEB.  18  Quiz on CS pages 1-14; Read Handout on Math and Science for mid-term; Present Science experiment; Multiple Intelligences

FEB.  25  Math Vocabulary, Math TEKS. Math Manipulatives, National Math Standards; Read pages 15-29 in CS; SELECT BOOK FOR MATH LESSON


MAR.  11  Math lesson due; Quiz on pages 15-29 in CS: Integrating Lessons and curriculum. Read pages 30-46 in CS.

MAR.  16  SPRING BREAK

MAR.  25  Quiz on Pages 30-46; Read pages 47-70; Present Integrated Unit; Review for Mid-Term

APR.  01  Mid-Term Exam
APR. 08  Introduce Learning Centers Concept. Select Hispanic Culture Topic and Travel Brochure State, Work on Hispanic Culture Presentation; Integrating Social Studies and Language Arts., Social Studies TEKS, Vocabulary for Social Studies Pages 94-96 in Sabelotodo. Read pages 1-14 in CS

APR. 15  Social Studies Vocabulary Quiz ; Learning Centers Continued; Learning Styles

APR. 22  Brochures due; Quiz on CS pages 1-14

APR. 29  Review for Final Exam, Present Learning Centers

MAY 06  Present Learning Centers to ECDC

MAY 13  FINAL EXAM-4:30

X. TEXTBOOK:


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

XI. BIBLIOGRAPHY:


Course Policies

**Academic Integrity/Plagiarism**

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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

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
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)
SCORING RUBRIC FOR LEARNING CENTER

NAME:___________________________________DATE:________________________

CONTENTS: (ACTIVITIES ARE APPROPRIATE) ______(10 PTS. MAX)

DIRECTIONS: (THE LANGUAGE IS ACCEPTABLE FOR THE AGE AND ABILITY) ______(7 PTS. MAX)

PROCESS: (STUDENTS WORK IN GROUPS TO DEVELOP PRODUCTS) ______(8 PTS. MAX)

PRODUCT: (ACTIVITIES ARE LINKED TO TEKS) ______(5 PTS. MAX)

PROJECT BOARD IS COLORFUL/ATTRACTIVE ______(10 PTS. MAX)

PRODUCT SHOWS STUDENT EFFORT ______(10 PTS. MAX)

TOTAL ______(50 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-Mohammed

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 Taxonomía de Bloom?
4. ¿Cómo se debe de crear un centro cooperativo?
5. ¿Qué necesitan los estudiantes incluir en un informe?
6. ¿Qué es el propósituo 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?
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 un Marco de ideas?
7. ¿Cómo se hace una Guía de Problema-Solución?
8. ¿Cómo se hace una Guía de Preguntas?
9. ¿Cómo se hace una Guía de Preguntas?
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
Tenochtitlan     Las Soldaderas
Toltecs          Dona Josefa Dominguez
Zoot Suit Riots  Battle of the Alamo
Los Corridos

Comidas Mexicanas

Día de los Muertos

Migrant Workers

16 de Septiembre

Carlotta y Maximilliano

States of Mexico by area

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