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

V. 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;
- Incorporate best practices for teaching science, math, and social studies in the bilingual curriculum
- effectively apply the competencies of a bilingual education teacher in their student teaching experience.

COURSE OBJECTIVES:

1. Define math, science, social studies, and health academic vocabulary in Spanish.
2. Examine TEKS standards in math, science, social studies, and health.
3. Apply the lesson design in teaching content subjects in Spanish (Hunter model and 5E model)
4. Demonstrate teaching methods and best practice in science, math, social studies, and health.
5. Apply Blooms Taxonomy in the content areas.
6. Use inquiry as an approach to teaching content subjects.
7. Develop lesson plans using the Multiple Intelligences in the content areas.
8. Develop knowledge of culture and cultural identity.
9. Use technology in lessons in the content areas.
10. Use textbooks in developing lesson plans in the content areas.
11. Develop an interdisciplinary unit integrating content areas.

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

13. Apply the National Standards in Math, Science and Social Studies to the bilingual Curriculum and classroom.

14. 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. Madeline Hunter 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

15. 5E Lesson Design

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/  50 PTS.
HISTORY ERA PROJECT  100 PTS.
Travel BROCHURE  10 PTS.
4 HRS. OF FIELD WORK AT ECDC/Sci Fair  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. (10 pts. each)
ATTEND./PARTICIPATION  40 PTS. (-10 per absence)
700 PTS.

630 - 700 PTS = A; 560 - 629 = B; 490 - 559 = C; 420 - 489= D; BELOW 420= 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. 20  Course expectations; State Curriculum-TEKS-Well balanced curriculum- Curricular alignment; Lesson Designs. Bilingual Program Models.  
Read Desarrollo del Español (DDE) pages 24-37, do page 37  
Activación de Conocimientos 1.1

JAN. 27  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 Estrategies Para Enseñar Ciencias Y Sociales en Español (ECYS);  
Read in DDE pages 38-58, do page 58 Activación de Conocimientos 1.2  
Higher Order Thinking Skills


FEB. 10  Present animal lesson and write lesson reflection; Read in DDE pages 74-107 and do page 82 Activación de Conocimientos 2.1

FEB. 17  Quiz on CS pages 1-14; Read Handout on Math and Science for mid-term; Present Science experiment; Multiple Intelligences; Read in DDE 107-116 do page 116 Activación de Conocimiento 2.2.

FEB. 24  Math Vocabulary, Math TEKS. Math Manipulatives, National Math Standards; Read
pages 15-29 in CS; SELECT BOOK FOR MATH LESSON incorporate a Reading skill with the teaching of the math lesson; Read in DDE pps. 117-129 and do page 129 Activación de Conocimiento 2.3.; Review for Mid-Term

MAR. 2 Mid Term and Quiz on math academic vocabulary, Statistics and Probability, and Geometry terms included. National Math Standards, TEKS for Math, Word Problems and Problem Solving. Group for Integrated Unit; Read 134-143, Activación de Conocimiento will be done next week in class.


MAR. 16 SPRING BREAK

MAR. 23 Quiz on Pages 30-46 in the Mohammed book; Read pages 47-70; Present Integrated Unit; Read in DDE 168-188; Review National Social Studies Standards, and Texas TEKS strands for Social Studies.

MAR. 30 Introduce Learning Centers Concept, develop a math activity, science activity, and language arts activity into the culture content for the learning center. Select Hispanic Culture Topic and Travel Brochure State, Integrating Social Studies and Language Arts., Social Studies TEKS, Vocabulary for Social Studies Pages 94-96 in Sabelotodo. Read in DDE 189-199, do p. 199 Activación de Conocimiento 5.1

APR. 06 Social Studies Vocabulary Quiz; Learning Centers Continued; Learning Styles Read in DDE 202-230; Submit details of Learning Center activities. Historical ERA Presentation

APR. 13 Brochures due; Quiz on CS pages 47-70; Read in DDE 231-243 do p. 243 Activación De Conocimiento 6.1


April 27 Present Learning Centers to Early Childhood Development Center Students and Parents during a Social Studies Night or during the day.
X. TEXTBOOKS:


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. 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

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INTEGRATED UNIT RUBRIC

NAME:_______________________________DATE:_________________________

1. THEME AND GRADE APPROPRIATE (5 PTS.) ______________

2. ACTIVITIES FOLLOWED TEKS/Nat’l Standards (5 PTS.)______________

3. ACTIVITIES APPROPRIATE (10 PTS.) _____________

4. ACTIVITIES EXPLAINED (10 PTS.) ________________

5. PLANNING CO-ORDINATED (10 PTS.) ______________

6. OVERALL UNIT (10 PTS.) ______________

TOTAL ______________(50 PTS)
BIEM 4356 TEACHING CONTENT SUBJECTS IN THE BILINGUAL CLASSROOM

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/Nat’l ST._______(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?

What best practices did you observe?
Estrategias Para Enseñar Ciencias Y Ciencias Sociales en Español-
Mohammed Quiz Competencies

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 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. ¿Qué 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 Contenido?
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 propósitos 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                                         Augustín Iturbide
Batalla de Chapultepec (Mexican War)           Benito Juárez
Los Ninos Heroes                               José María Morelos
La Malinche                                    Porfirio Díaz
La Raza Unida                                  Día 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
Toltecs
Zoot Suit Riots
Los Corridos
Dia de los Muertos
16 de Septiembre
Las Soldaderas
Dona Josefa Dominguez
Battle of the Alamo
Comidas Mexicanas
Migrant Workers
Carlotta y Maximilliano

The 2015 Valero Energy, Coastal Bend Community Foundation, & Texas A&M University Corpus Christi Regional Science Fair, which takes place Feb. 20-21, 2015, is just four weeks away! The science fair serves K-12 students in 11 counties in the coastal bend region and supports their creative and innovative projects and designs in the fields of health, science, computer science, math, technology and engineering. We need YOU to participate as either a judge and/or volunteer! We also ask that you encourage your students to participate in this event. If you wish to offer your students class/course/program credit for their participation, we can track this information and provide a report to you. Participants are asked:

- Are you volunteering to earn credit as part of a class or the Army ROTC Islander Battalion at TAMU-CC or Del Mar College?
- If you are volunteering to earn credit for a class or program, please list the course/program name, number, and instructor below.

If you are available to participate as either a volunteer and/or judge for this year's event, please log on to our science fair website to register at: http://sciencefair.tamucc.edu --Registration Quick Links for volunteers and/or judges is on the right!

Please help support the 2015 Coastal Bend Regional Science Fair, which takes place Feb. 20 and Feb. 21 at the American Bank Center! This event is largely sponsored by our College of Education.
Volunteer Registration:

**Volunteers** are needed for **Friday, February 20** and/or **Saturday, February 21** may log in to our main website: [http://sciencefair.tamucc.edu](http://sciencefair.tamucc.edu) and click on Volunteers on the right.

*Volunteers do not need a qualifying science background.

Areas where you may be asked to assist with the fair include registration, monitoring of participants, directing participants, assisting with set-up of projects, reviewing projects for guidelines and safety criteria, assisting the judges, supervising spaces used for judging, set-up for judging, set-up for the award ceremony, and/or breakdown. You may volunteer for one time frame/date or several. Please consider volunteering for multiple time frames! We appreciate your help! A large event such as the Regional Science Fair is not possible without the valued help of our volunteers.

**To faculty and students with math and science backgrounds: ’Judges’ are needed!**

Judge Qualifications:

**Judges** are needed for **Saturday, February 21**, for levels K-5 (morning) and 6-12 (afternoon):

**To judge students in grades K-5**, we ask that science fair judges have a science background (academic or industry) and some science education at the post-secondary level (e.g., college credits in the sciences).

**To judge students in grades 6-12**, we ask that science fair judges have a strong science background (academic or industry) and at least a bachelor’s degree in science, technology, engineering, or mathematics.

*Parents may NOT judge in the same age bracket as their student (e.g., a parent of a 6th grader may judge at the K-5 level but not at the 6-12 level). Teachers and school district personnel of participating districts/schools may NOT judge in the same age bracket as their school (e.g., 5th grade science teacher may judge at the 6-12 level but not at the K-5 level).
The registration deadline for Volunteers and Judges is Friday, Feb. 13!

Together, let's make a difference and inspire and motivate the next generation's leaders in science, technology, engineering and mathematics (STEM). For more information, call ext. 2142 or email cbsciencefair@tamucc.edu.

Thank you in advance for your support! :-)

Gratefully,

Tonya Jeffery

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