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 BOARD STANDARDS FOR TEACHERS:
The state-adopted proficiencies covered in this course include the following:

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

1.1 Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
• Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

1.2 Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices

• Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
• Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
• Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

• Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
• Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
• Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts

• Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
• Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
• Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
• Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

• Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems
• Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
• Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

2.1 Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
- Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner

2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts
- Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

2.3 Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills
• Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
• Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

3.1 Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

• Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

• Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

• Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

3.2 Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

• Teachers organize curriculum to facilitate student understanding of the subject matter.
• Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
• Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

3.3 Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

• Teachers teach both the key content knowledge and the key skills of the discipline.
• Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

4.3 Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- Teachers maintain a strong culture of individual and group accountability for class expectations.
- Teachers cultivate student ownership in developing classroom culture and norms.

4.4 Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- Teachers maximize instructional time, including managing transitions.
- Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

5.1 Teachers implement both formal and informal methods of measuring student progress.

- Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

5.2 Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

- Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

5.3 Teachers regularly collect, review, and analyze data to monitor student progress.

- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning
- Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

5.4 Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
6.1 Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment

- Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

6.2 Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

6.3 Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

- Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

6.4 Teachers model ethical and respectful behavior and demonstrate integrity in all situations

- Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate

IV. 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;
• 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.
3 LESSON PLANS (Math-5E Animal) 40 PTS. (20 each)
   LEARNING CENTER/LESSON PLAN/ 50 PTS.
   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)

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. 18 Course expectations; State Curriculum-TEKS-Well balanced curriculum-Curriculum alignment; Lesson Design. Bilingual Program Models. Lesson Planning; Read Desarrollo del Español (DDE) pages 24-37, do page 37 Activación de Conocimientos 1.1

JAN. 25 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 in DDE pages 38-58, do page 58 Activación de Conocimientos 1.2 Higher Order Thinking Skills

FEB. 08  Present animal lesson and write lesson reflection; Read in DDE pages 74-107 and do page 82 Activación de Conocimientos 2.1

FEB. 15  Present Science experiment; Multiple Intelligences; Read in DDE 107-116 do page 116 Activación de Conocimiento 2.2.

FEB. 22  Math Vocabulary, Math TEKS. Math Manipulatives, National Math Standards; 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 Conociemiento 2.3.; Review for Mid-Term

MAR. 01  Mid Term and Quiz on math academic vocabulary, Statistics and Probability, and Geometry terms included. National Math Standards, Word Problems and Problem Solving. Group for Integrated Unit; Read 134-143, Activactión de Conociemiento will be done next week in class.

MAR. 08  Math lesson due; Quiz on pages 15-29 in CS: Integrating Lessons and curriculum. Read DDE pages 154-167 do Activación de Conocimiento 4.1 to 4.3 on pages 158-165

MAR. 15  SPRING BREAK

MAR. 22  Present Integrated Unit; Read in DDE 168-188; Review National Social Studies Standards, and Texas TEKS strands for Social Studies.

MAR. 29  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 Activición de Conocimiento 5.1

APR. 05  Social Studies Vocabulary Quiz; Learning Centers Continued; Learning Styles Read in DDE 202-230; Submit details of Learning Center activities.

APR. 12  Brochures due; Read in DDE 231-243 do p. 243 Activación De Conocimiento 6.1

April 26  Present Learning Centers to Early Childhood Development Center Students and Parents during a Social Studies Night

MAY 03  Reading Day

MAY 10  FINAL EXAM-4:30

X. TEXTBOOKS:


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

XI. BIBLIOGRAPHY:


Walqui, A. & van Lier, L. (2010). Scaffolding the academic success of adolescent English
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/.

*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.

*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.

*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/](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.tamu.edu/elections.htm

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)
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?
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<th>RESEARCH TOPICS</th>
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<td>16 de Septiembre</td>
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The 2015 Valero Energy, Coastal Bend Community Foundation, & Texas A&M University Corpus Christi Regional Science Fair, which takes place Jan. 27th and Jan. 28th. 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 2017 Coastal Bend Regional Science Fair, which takes place Jan. 27 AND Jan. 28th! This event is largely sponsored by our College of Education.

Volunteer Registration:

Volunteers are needed for Friday, Jan. 26th and/or Saturday, Jan. 27th may log in to our main website: 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, Jan. 27, 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)

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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