COURSE SYLLABUS

Division: Teacher Education

Program Area: Language Education and Bilingual/Bicultural Education Programs

Course: LED 6555 Integration Language & Content in Language Teaching

Course Credit: 1 Credit Hour Course Ref. No.: 26289 Section: 001

MEET WITH

Course: BBE 6600 Internship in Bilingual/Bicultural/ESL Teaching

Course Credit: 2 Credit Hours Course Ref. No.: 26287 Section: 001

Term/Year: Winter 2013 Location: 300 Education

Day: Friday Time: 5:00-7:45 PM

Instructor: Dr. Marc H. Rosa

Office: College of Education, Room 231

Office Hours: Arrange by appointment. Call (313) 577-0902.

Office Phone: (313) 577-1704 Cell Phone (313) 244-8313

E-mail: marc.rosa@wayne.edu

Course Description: Seminar and intensive review of current model of Sheltered Content Instruction, with special reference to the support and direction needed to undertake the sheltered approach in the classroom and the teaching of diverse English Language Learners in K-12 education.

Topics: English (Second Language) Teaching Methods, Instructional Materials, Second Language Instruction in content areas, Second Language Learning in content areas, Specially Designed Academic Instruction in English (SDAIE), Lesson Plans; Models of Instruction, Academic Standards, Access to Education, Educational Objectives, Professional Development; & Teacher Evaluation

LED 6555/BBE 6600
**Intended Course Outcomes:**

1. The graduate and undergraduate student will examine, analyze, and understand the nature of Sheltered Content Instruction, language learner diversity, language learner programs, Teacher preparedness, thematic units, and the Sheltered Instruction Observation Protocol (SIOP) Model.

2. The graduate and undergraduate student will examine, compare, and evaluate methods, approaches, techniques, and materials used in English Language second language instruction research to develop competence in first and/or second language teaching. Attention will be given to conceptual frameworks of Echevarria, Vogt, Short, and others cited in the texts and to sheltered content language instruction.

3. The graduate and undergraduate student will identify and discuss critical issues and/or crucial problems facing ESL and/or foreign language educators today (What do teachers need to know about ELL and how can that knowledge be translated into effective teaching methods?) and will suggest practical strategies for addressing these issues/problems in the classroom.

4. The graduate student will research in-depth a critical issue and/or crucial problem in English second language education (What do teachers need to know about learners and how can that knowledge be translated into effective teaching methods of grammar, usage, and composition?) and will suggest possible techniques, approaches, and methods toward its solution.

5. The graduate and undergraduate student will acquire skills in reading, understanding, analyzing, synthesizing, and evaluating second language education research.

**LED 6555 Meets the following Standards for the Preparation of Teachers of English as a Second Language (NS) (Adopted by the Michigan State Board of Education July 13, 2004):**

**2.0 Cultures, Literatures, Cross-Disciplinary Concepts**
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:

2.5 Integration of knowledge of other disciplines into English language instruction.

3.4 Knowledge and use of second language acquisition theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources.

3.9 A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**4.0 A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.**

4.2 Ability to integrate the *ESL Standards for Pre-K-12 Students, Michigan Curriculum Framework, and Michigan English Language Proficiency Standards* into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content.

4.3 Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students’ experiences and skills of home and community.

4.4 An understanding and use of strategies that promote student competence in using critical thinking skills in concert with learning English.
4.5 An ability to manage and implement standards-based content instruction to support limited-English proficient students in accessing the core curriculum as they learn language and academic content.

4.6 A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for academic and social purposes.

4.7 Knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, and managing content instruction for limited-English proficient students.

5.0 Assessment of Languages and Cultures
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:

5.2 Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of success and failure to determine the direction of instruction.

5.5 Knowledge and use of various standards-based language proficiency instruments to inform instruction and the value of data for identification, placement, and demonstration of language proficiency and academic achievement of limited-English proficient students.

5.6 Knowledge of the difference between language proficiency testing and other types of assessment (e.g., standardized achievement tests of overall mastery) as they affect limited-English proficient student learning.

5.7 Knowledge of the relationship between standards and assessment decisions.

5.8 Knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction.

6.0 Professionalism
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:

6.1 Linguistic and cultural competence through reflective practices.

6.4 Knowledge of legislative impact on teaching in programs for world languages, limited-English proficient students, and bilingual education.

6.6 Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.

6.7 An ability to serve as professional resources, advocate for students, and build partnerships with students’ families and communities.

BBE 6600 Meets the following Standards for the Preparation of Teachers of English as a Second Language (NS) (Adopted by the Michigan State Board of Education July 13, 2004):

2.0 Cultures, Literatures, Cross-Disciplinary Concepts
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:

2.2 Application of knowledge and understanding of how cultural groups and students’ cultural identities affect language learning and school achievement.

2.3 An understanding of the value and role of diverse literary and cultural texts in order to use them for interpretation and reflection.

2.4 An understanding of similarities and differences between English-speaking and heritage cultures, and know how to make thoughtful comparisons between them.

2.5 Integration of knowledge of other disciplines into English language instruction.

3.0 Second Language Acquisition Theories and Instructional Practices
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:

3.3 A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.
3.4 Knowledge and use of second language acquisition theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources.
3.7 Knowledge and use of a variety of strategies to promote full participation of limited-English proficient students in classrooms.

4.0 Integration of Standards Into Curriculum and Instruction
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:
4.2 Ability to integrate the ESL Standards for Pre-K-12 Students, Michigan Curriculum Framework, and Michigan English Language Proficiency Standards into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content.
4.5 An ability to manage and implement standards-based content instruction to support limited-English proficient students in accessing the core curriculum as they learn language and academic content.
4.6 A high level of competency in teaching limited-English proficient students to acquire and use English in listening, speaking, reading, and writing for academic and social purposes.
4.7 Knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, and managing content instruction for limited-English proficient students.

5.0 Assessment of Languages and Cultures
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:
5.8 Knowledge and use of a variety of performance-based assessment tools and techniques to inform instruction.

6.0 Professionalism
Teacher preparation institutions provide candidates opportunities to develop and demonstrate:
6.1 Linguistic and cultural competence through reflective practices.
6.2 Knowledge of the value that multilingualism brings to the overall success of all students and understands the teacher’s role as an advocate with students, colleagues, and members of the community in promoting multilingualism.
6.3 Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.
6.4 Knowledge of legislative impact on teaching in programs for world languages, limited-English proficient students, and bilingual education.
6.6 Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.
6.7 An ability to serve as professional resources, advocate for students, and build partnerships with students’ families and communities.

7.0 Institutional Resources, Coordination, and Commitment
Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.
7.3 The program provides a methods course with specific strategies of instruction for limited-English proficient learners and collaboratively supports structured field experiences.

A K-12 endorsement program must provide candidates with the following experiences: The K-12 program provides structured field experiences (inclusive of student teaching) in three areas: elementary, middle school, and high school.

LED 6555 Meets the following Standards for the Preparation of Teachers of Bilingual Education (all Y codes) (Adopted by the Michigan State Board of Education July 13, 2004):

LED 6555/BBE 6600
BBE 6600 Meet the following Standards for the Preparation of Teachers of Bilingual Education (all Y codes) (Adopted by the Michigan State Board of Education July 13, 2004):

*Required Texts:


Recommended Texts:

For Elementary Level:

For Secondary Level:


Teachers of English to Speakers of Other Languages (1997). *ESL Standards for Pre-K-12 Students*. Alexandria, VA
For Further Reading:


Videos:

*Helping English Language Learners Succeed: An Overview of the SIOP Model
*The SIOP Model: Sheltered Instruction for Academic Achievement
*The Power of Sheltered Instruction History/Social Science
*The Power of Sheltered Instruction (Science)
How to Engage Students in Critical Thinking
How to Use Graphic Organizers to Promote Student Thinking
Building Background Knowledge 2 & 3
Teaching Vocabulary: Characteristics 1-7
Instructional Conversations

Online Materials


Required Assignments:

1. Power point presentation for *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*. Graduate and Undergraduate Students
2. **Graphic Organizer** (provided to class by presenter) for Presentation of Power Point. **Graduate and Undergraduate Students**

3. Develop a SIOP Model Standards-Based Instruction and Assessment Unit of Study utilizing *Making Content Comprehensible for (Elementary or Secondary) English Language Learners: The SIOP Model and Grondlund’s Writing Instructional Objectives*. **Graduate and Undergraduate Students**

4. **Project: SIOP Lesson Plan** (to be used in SIOP class observation or video). **Graduate and Undergraduate Students**

5. **Final Essay Examination Paper/Essay:** Discuss and Reflect to questions that focus on the content of the chapters, answer questions and reflect on your responses after reading *Grondlund’s Writing Instructional Objectives*. **Graduate and Undergraduate Students**

6. **Research Paper:** 5 pages based on course readings and additional sources on one of the following components of the SIOP Model: Building Background (Developing Key Vocabulary, School Language), Comprehensible Input (Instructional Conversations), Strategies (ESL Standards & Strategies, Scaffolding Techniques, Questioning Techniques) **Graduate Students only**

7. **Participation in Class Discussions (Groups & Whole).** **Graduate and Undergraduate Students**

8. **Classroom Etiquette and Professional Behavior.** **Graduate and Undergraduate Students**

**Class Policies:**

The course will be taught in the seminar fashion, meaning that each session will be in the form of discussions centered on the assigned readings. Students will be expected to prepare thoroughly for each class and contribute significantly to the discussion. Pursuant to these goals, students must attend to the following each week in preparation for class:

- Come to class regularly.
- Do all assigned readings.
- Come to class prepared to thoughtfully present ideas, reactions, comments, etc. about the readings.
- Allow sufficient time to both read and reflect.
- Type all written assignments following the form and style of the Publication Manual of the American Psychological Association.
- Make-up examinations, incomplete grades, and late written assignments are accepted only under extenuating circumstances and/or at the discretion of the instructor.

**Classroom Etiquette and Professional Behavior:**

Please do not hold conversations with classmates whenever the instructor or another student is speaking. Also refrain from writing and passing notes or participating in other distracting behavior. All communication devices must be turned off or to vibrate during class time. Your undivided attention in class is a must. An atmosphere of mutual respect is in order. Thank you.
**Plagiarism:**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Evaluation and Grading:**

**Grading System (Rubric for Grading Standards-Based Unit of Study, SIOP Lesson Plan, Power Point Presentations and Graphic Organizers):**

**Hierarchy of Learning Skills** (L. Robert Kohls, Meridian House International 1984. Adapted from Bloom et al)

6. **EVALUATION** (6 points)
Making qualitative and quantitative judgments about the value of methods and materials for specified purposes, applying a uniform standard, with accuracy, consistency and objectivity.

5. **SYNTHESIS** (5-5.5 points)
The putting together of elements to form a coherent whole where none existed previously, whether a written document or a plan of operation, plus the ability to formulate hypotheses and generalizations from the newly organized materials.

4. **ANALYSIS** (4-4.5 points)
Ability to break down communication into its constituent elements, taking into account the relative importance of each part, whether the material is elicit or implicit, thus recognizing unstated assumptions, relationships, and organizing principles.

3. **APPLICATION** (3-3.5 points)
Ability to turn abstractions into particular and concrete examples, whether working with ideas, rules, theories, or generalized methods, plus the ability to predict the effect of changes in component factors

2. **COMPREHENSION** (2-2.5 points)
Lowest level of understanding: the person is able to demonstrate he/she knows what is being communicated by paraphrasing, interpreting (to any level of generality), or extrapolating for consequences, corollaries or effects

1. **KNOWLEDGE** (1-1.5 points)
Recall of factual data, in part or in whole: terminologies, facts and figures classification into categories, sequences, criteria, methodologies universal abstractions, principles, generalizations, and theories
Rubric for Grading Papers: Graduate:

6 points=A S
5.5 points=A- S
5 points=B+ S
4.5 points=B S
4 points=B- S
3.5 points=C+ U
3-0 points=C U
2.5-0 points=F U

Rubric for Grading Papers: Undergraduate:

6 points=A S
5.5 points=A- S
5 points=B+ S
4.5 points=B S
4 points=B- S
3.5 points=C+ S
3 points=C S
2.5 points=C- U
2 points=D+ U
1.5 points=D U
1 point=D- U
0 point=F U

Reaction, Reflection and Essay Paper Format

The paper/essay should be well thought out, well organized, and properly structured (including an introduction, development paragraphs, and conclusion, with each paragraph containing at least three sentences).

- This paper/essay should be well organized, well thought out, based on your own interpretation, and grammatically well written.
- Your paper/essay must include an introductory paragraph, development paragraph(s), and a concluding paragraph. It should have a well thought-out title that reflects the analytical angle of your analysis and that includes the title of the work you examine.
- Remember that each paragraph must have at least three sentences and no paragraph should be more than one page long under any circumstances!

How many words does a one page paper/essay typically contain? A paper/essay should be double-spaced, using the font Times New Roman. Margins at 1” on sides and 1.25” on the top and bottom. Using a 10-pt. font for maximizing word count, about 660 words can fit on a page; if 5-keystrokes is one word. If the font you use is 12-pt., you can fit around 450 words on a page.
Grading System (Rubric for Grading, Research Paper and Final Examination Paper/Essay)

(100-90%) (Graduate and Undergraduate) This score will be awarded to papers showing a high degree of competence; coverage of all parts of the question as described in the course reader; effective organization and critical analysis. References to course materials are utilized to support analysis of cultural and linguistic values. Examples are used to illustrate analysis of multiple perspectives based on a defined set of professional beliefs and practices. Authoritative sources are cited for generalizations about culture and second language education. Surface feature and grammatical or mechanical errors are few and minor.

(89-75%) (Graduate and Undergraduate) This score acknowledges the clearly competent response, although it may be weak in some aspects of the superior paper: e.g. it may slight one part of the question; may not be as effectively organized or detailed; may have minor grammatical inconsistencies; may not be supported by references to course materials or use as many pertinent examples; may show less in-depth analysis of multiple perspectives; may focus on personal beliefs to the exclusion of analysis from a professional "Bilingual/ESL/Foreign Language teacher" point of view; those that fail to cite authoritative and reputable sources for statistics or global evaluations of culture and second language education.

(74-65%) (Graduate) and (74-60%) (Undergraduate) This score will be given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial than papers scored 89-75%. Papers awarded this score may show occasional awkwardness of expression and grammatical weakness. Grammatical and mechanical errors may obscure author's meaning or interfere with the flow of the writing. Paragraphing may be infrequent or inappropriate.

(64-0%) (Graduate) (59-45%) (Undergraduate) This score will be awarded for the following papers:--those that are primarily a restatement of subject's words or ideas without adequate rationale given for their selection; --those that deal with only one part of the question; --those that offer clichés instead of thoughtful analysis; --those that remain general and undeveloped or without relevance to the author's own cultural experience, values or beliefs; --those that lack focus or pertinent detail

(64-0%) (Graduate) (44-0%) (Undergraduate) This score will be used for papers that are severely underdeveloped or that exhibit serious weaknesses in structure or syntax; --papers that show little understanding of the question or demonstrate incompetence in structure, syntax or other conventions of standard written English.

Rubric for Grading Papers: Graduate:

100-95%=A
94-90%=A-
89-85%=B+
84-80%=B
79-75%=B-
74-70%=C+
69-65%=C
64-0%=F
Rubric for Grading Papers: Undergraduate:
100-95%=A  
94-90%=A-  
89-85%=B+  
84-80%=B  
79-75%=B-  
74-70%=C+  
69-65%=C  
64-60%=C-  
59-55%=D+  
54-50%=D  
49-45%=D-  
44-0%=F

FINAL GRADE: Graduate:

A Excellent: 4.00 grade points per credit hour  
A- minus 3.67 grade points per credit hour  
B+ plus 3.33 grade points per credit hour  
B Good 3.00 grade points per credit hour  
B- minus 2.67 grade points per credit hour  
C+ plus 2.33 grade points per credit hour  
C Below Graduate Standards 2.00 grade points per credit hours  
F Failure 0 grade points per credit hours

FINAL GRADE: Undergraduate:

A Excellent 4.00 grade points per credit hour  
A-minus Excellent 3.67 grade points per credit hour  
B+plus Good 3.33 grade points per credit hour  
B Good 3.00 grade points per credit hour  
B-minus Good 2.67 grade points per credit hour  
C+plus Fair 2.33 grade points per credit hour  
C Fair 2.00 grade points per credit hour  
C-minus Fair 1.67 grade points per credit hour  
D+Poor 1.33 grade points per credit hour  
D Poor 1.00 grade points per credit hour  
D-Poor 0.67 grade points per credit hour  
F Failure 0.00 grade points per credit hour
**College of Education Grading Policy:**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students, C-, C, C+ grades will be awarded for satisfactory work that meets all course requirements; B-, B, B+ grades will be awarded for very good work, and A, A- grades will be reserved for outstanding performance. For graduate students, B-, B-, B+ grades will be awarded for satisfactory work, and A, A- grades will be awarded for outstanding performance. Please note that there will be a distribution of grades from A-E within the College of Education.

**Grades of A:**

At the graduate and undergraduate level, satisfactory work is “good” work. Completion of assignments does not constitute “good” or “satisfactory” work. Grades of A are reserved for exceptional work.

**Withdrawal Policy**

- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Attention Students with Disabilities:**

- Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.
- If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Student Disability Services (formerly Educational Accessibility Services) in room 1600 Undergraduate Library to request an accommodation. Phone: (313) 577-1851. Email: eas@wayne.edu
- The SDS (EAS) Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire.
  - [http://www.eas.wayne.edu](http://www.eas.wayne.edu)
**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Readings (Date discussed in class)</th>
<th>Power Point (Date presented in class)</th>
<th>Assignments (Due date)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class # 1</td>
<td>Discuss Course objectives/outcomes, activities, and requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 2</td>
<td><em>Making Content Comprehensible for English learners:</em> Chapters 1</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 3</td>
<td><em>Making Content Comprehensible for English learners:</em> Chapters 2</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 4</td>
<td><em>Making Content Comprehensible for English learners:</em> Chapters 3</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 5</td>
<td><em>Making Content Comprehensible for English learners:</em> Chapters 4</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 6</td>
<td><em>Making Content Comprehensible for English learners:</em> Chapters 5</td>
<td>Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 7</td>
<td><em>Making Content Comprehensible for English learners:</em> Chapter 6</td>
<td>Power Point Presentation-<em>Sheltered Content Instruction:</em> Chapter 1 Graphic Organizer Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class # 8</td>
<td>Making Content Comprehensible for English learners: Chapter 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday,</td>
<td>Power Point Presentation-Sheltered Content Instruction: Chapter 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graphic Organizer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday, Class # 9</th>
<th>Making Content Comprehensible for English learners: Chapter 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday,</td>
<td>Power Point Presentation-Sheltered Content Instruction: Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td></td>
<td>Video</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No Class</th>
<th>Holiday: Spring Break University Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, March 15, 2013</td>
<td>Monday, March 11 to Saturday, March 16, 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #10</th>
<th>Making Content Comprehensible for English learners: Chapter 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday,</td>
<td>Power Point Presentation-Sheltered Content Instruction: Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td></td>
<td>Video</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #11</th>
<th>Making Content Comprehensible for English learners: Chapter 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday,</td>
<td>Power Point Presentation-Sheltered Content Instruction: Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td></td>
<td>Video</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class #12</th>
<th>Making Content Comprehensible for English learners: Chapter 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday,</td>
<td>Power Point Presentation-Sheltered Content Instruction: Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizer</td>
</tr>
<tr>
<td></td>
<td>Video</td>
</tr>
<tr>
<td>Class # 13</td>
<td>Power Point Presentation- <em>Sheltered Content Instruction</em>: Chapter 7 Graphic Organizer Video</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Class # 14</td>
<td>Power Point Presentation- <em>Sheltered Content Instruction</em>: Chapter 8 Graphic Organizer Video</td>
</tr>
</tbody>
</table>
| Class # 15 | Final Essay Examination Paper/Essay-Graduate and Undergraduate  
A SIOP Model Standards-Based Instruction and Assessment Unit of Study-Graduate and Undergraduate  
Research Paper-Graduate |
| Schedule a SIOP Lesson Class Observation | SIOP Lesson Plan  
SIOP Lesson Class Observation on CD or DVD |
| Schedule a SIOP Class Observation Between March & April  
Monday & Tuesday AM & PM.  
Friday AM only. | Project: Lesson Plan (to be used in class observation) is DUE on day of class observation.  
Schedule day and time. Do Map Quest with School Address and Telephone Number |