SJSU SAN JOSÉ STATE UNIVERSITY

Connie L Lurie College of Education · Special Education

Methods for Emergent Bilinguals with Disabilities Section 02

EDSE 224

Fall 2023   1 Unit(s)   08/21/2023 to 12/06/2023   Modified 08/28/2023

👤 Contact Information

Course and Contact Information

Professor:	Saili S. Kulkarni, Ph.D. *(she, her, hers)*
Name Coach:	Pronunciation
Office Location:	Sweeney Hall, 221
Telephone:	(408) 924-3313
Email:	saili.kulkarni@sjsu.edu
Office Hours:	Book a Zoom appointment or before in-person classes [Mondays 2:30-3:30PM]
Class Days/Time:	Mondays 4:00PM-6:45PM and asynchronous via CANVAS
Classroom:	Sweeney Hall (with asynchronous sessions via CANVAS)

💻 Course Description and Requisites

Examines the unique considerations of working with emergent bilinguals with and without disabilities in schools. Teaching applications and a conceptual understanding of the intersections of race, culture, disability, and language will be included and applied to the development of curriculum and delivery of instruction and assessment.

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

Classroom Community Expectations

Make efforts to…

Arrive on time to class. If you arrive late or need to miss a session please do a consult "three before me" meaning review these three things BEFORE emailing your professor to ask about missed class content.

Check the course session transcripts posted on CANVAS after class

Review the syllabus

Review notes and information via CANVAS Modules (dated by class session)

Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment (NO QUESTIONS ASKED) I need a

written request 48 hours before it is due. Only exceptions include emergencies (e.g. illnesses, accidents, family emergencies).

Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.

Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a *brave* space rather than *safe* space approach.

Make the most of our space and time together. Engage in the class discussions, complete readings and most importantly ASK QUESTIONS in class. As a professor, I don't "hold all the answers" but I appreciate the engagement.

▦ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

Program Learning Outcomes (PLO)

2. Critically evaluate pedagogy, curricula and instructional materials grounded inquality indicators of evidence-based practices for students with disabilities.
3. Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
4. Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL

student learning.

2. Examine multiple theories, perspectives, and complexities related to programming models for ELLs and recognize the multifaceted social, psychological, and cultural dimensions contributing to language acquisition and language attitudes.
3. Discuss research and learning theories related and/or applicable to ELLs with dis/abilities. Understand major theories of both first and second language acquisition (SLA) and make informed decisions about the implications of these theories for the instruction of ELLs and students with dis/abilities.
4. Identify models, methods, curriculum, strategies and teaching behaviors related to EL teaching and learning including English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE).
5. Articulate knowledge of the California State ELD standards for ELD formal
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance instruction of ELLs with and without dis/abilities.
7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including appropriate goals and objectives based on the learner's level of linguistic and academic competence and specific dis/ability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for

Teacher Performance Expectations

As part of the Department of Special Education Common Trunk courses, EDSE 224 includes Teacher Performance Expectations (TPEs) across the Mild/Moderate (MM), Extensive Support Needs (ESN) and Early Childhood Credentials. To view the list use the link for the Complete List of TPEs for EDSE 224. You may also view the Complete List of All TPEs for additional information. Note that (I) stands for "introduced," (P) stands for "practiced" and (A) stands for "assessed."

📶 Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

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1. Discuss the impact of policies and legislation that protect the rights of second language learners and special education services and practices. Describe how the socio-political climate and state/federal laws play a role in school policies and ultimately in EL student learning.
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5. Articulate knowledge of the California State ELD standards for ELD formal
6. Discuss strategies for grouping, organizing, and managing classrooms to enhance instruction of ELLs with and without dis/abilities.

7. Demonstrate competence in selecting evaluation procedures and tools appropriate to access different levels of EL proficiency/competence.
8. Demonstrate planning competence in applying data-based decision-making to instruction by constructing and interpreting a case and developing further recommendations for an IEP, including appropriate goals and objectives based on the learner's level of linguistic and academic competence and specific dis/ability.
9. Design lesson plans with strategies/approaches that make content area knowledge accessible to ELLs and students with dis/abilities, explicitly promote academic language development among these students, and incorporate California ELD standards. Describe how to collaborate with a fellow teacher in developing and delivering
10. Examine the significant roles of families, teachers, schools, and communities in the process of learning and language acquisition for

📘 Course Materials

Textbooks and Readers (FREE)

1. (M)othering Labeled Children: Bilingualism and Disability in the Lives of Latinx Mothers (PDF Chapters posted)
2. Hoover, J. J., & Patton, J. R. (2017). IEPs for ELs: And other diverse learners. Corwin Press (PDF Chapters posted)
3. California Practitioners Guide for Educating English Learners with Disabilities (PDF available)

Other Potential Readings (PDFs posted to CANVAS)

Cioè-Peña, M. (2020). Bilingualism for students with disabilities, deficit or advantage?: Perspectives of Latinx mothers. *Bilingual Research Journal*, 1-14.

Clegg, J. (2007). Analyzing the language demands of lessons taught in a second language. *Revista española de lingüística aplicada*, (1), 113-128.

Echevarria, J., & Graves, A. (2015). Sheltered content instruction: Teaching English learners with diverse abilities (5th ed.).

Echevarria, J., Vogt, M., & Short, D. (2008). Making content comprehensible for English learners: The SIOP model.

Eppolito, A. M., & Schwarz, V. S. (2016). Response to Intervention for Emergent Bilingual Students in a Common Core Era. *Teaching Emergent Bilingual Students: Flexible Approaches in an Era of New Standards*, 40.

Hikida, M., & Martínez, R. A. (2019). Languaging, race, and (dis) ability: Discerning structure and agency in classroom interaction. *Languaging relations across social worlds: Retheorizing the teaching and learning of literacy and the language arts*, 69-90.

Hoover, J. J., Erickson, J. R., Patton, J. R., Sacco, D. M., & Tran, L. M. (2019). Examining IEPs of English learners with learning disabilities for cultural and linguistic responsiveness. *Learning Disabilities Research & Practice*, *34*(1), 14-22.

Klingner, J., & Eppolito, A.M. (2014). English language learners: Differentiating between language acquisition and learning disabilities.

Lim, W., Stallings, L., & Kim, D. J. (2015). A Proposed Pedagogical Approach for Preparing Teacher Candidates to Incorporate Academic Language in Mathematics Classrooms. *International Education Studies*, *8*(7), 1-10.

Ortiz, A. A., Robertson, P. M., Wilkinson, C. Y., Liu, Y. J., McGhee, B. D., & Kushner, M. I. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: Implications for response to intervention. *Bilingual Research Journal*, *34*(3), 316-333.

Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R. E., & Deschene, D. N. (2019). Postsecondary Education-Focused Transition Planning Experiences of English Learners With Disabilities. *Career Development and Transition for Exceptional Individuals*, *42*(1), 43-55.

Other Course Resources

- [Teaching Tolerance](#)
- [Colorìn Colorado](#)
- [EDSE 224 Padlet](#)

☰ Course Requirements and Assignments

Assignment Number and Description	Total Points	Aligned TPEs	Aligned CLOs/PLOs

#1 Reading Reflections Candidates will complete reading reflections on 1 of the assigned course readings of their choice based that highlights the experiences of disability and language intersections. Reflections must include a summary of the reading and a connection to the reading from your work or personal experiences. You can choose ONE of the following options to submit your reflection: 1. Written paper of 1-2 pages double spaced a. *Note: Grammar and spelling will not count for this assignment.* 2. An audio recorded segment of 8 minutes or less summarizing the reading and then making connections 3. A visual display such as a PowerPoint (2-3 slides) or artwork with captions describing the two parts to the assignment 4. Poetry, music or other method (with approval) of showcasing the summary and reflection.	**4 reflections @ 12.5 points each= 50 Total Points**	**U 1.1 (I/P), U 6.2(I), U 6.3 (I)** **MM 5.2 (I), MM 5.5 (I/P/A)** **ESN 5.5 (P)** **ECSE 1.2 (I), ECSE 1.4 (I)**	**PLO # 2, 3 CLO # 1-4**
#2 Asynchronous Modules & Discussion Questions	**4 modules @ 12.5 points each= 50 Total Points**	**U 1.1 (I/P), U 1.6 (I/P),**	**PLO # 2-4 CLO # 1-4**

Candidates will complete discussion questions and activities on four asynchronous online modules that are required for the course. *Note: Grammar and spelling will not count for these assignments.* · MTSS and RTI Components CLD (Hoover & Patton Chapters 1-2) · PLAAFP (Hoover & Patton Textbook Chapters 4-5) · IEPs and Transition Planning (Hoover & Patton Chapter 9; Trainor et al., 2019) · IEP Meetings (Hoover & Patton Chapter 10)		U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A) MM 1.7 (I), MM 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I), ECSE 5.7 (I),	

#3 Written Paper on Distinction Between Language Acquisition and Dis/ability Candidates will submit a four-to-five-page, double-spaced paper discussing the similarities and differences between students who are English learners, students with learning disabilities, and students who are both English learners and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether or not a student who is an English Learner should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS. *Note: This is considered a FORMAL paper and grammar and spelling DO COUNT.*	100 Total Points	ECSE 6.7 (I) U 1.1 (I/P), U 2.2 (I/P) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I)	PLO # 2 CLO # 4-8
#4 Group Lesson Plans and Presentation Using SIOP Candidates will work in groups to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level of they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific measures to support students who are English learners and students with disabilities with rationales provided for each area of the lesson. Written lesson plans are due in CANVAS. Candidates will do a	Presentation of 40 points + Lesson Plan Write Up of 60 points = 100 Total Points	U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4	PLO # 2-4 CLO # 4-10

presentation of the main components of the lesson in class on during the last few weeks. Students will sign up for the date they want to present in class in advance. The presentation segment is worth 40 points and the lesson write up is worth 60 points. *Note: This is considered a FORMAL assignment and grammar and spelling DO COUNT in the lesson plan.*		(I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I) ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P) MM 1.7 (I), MM 1.2 (I),

| | | MM 4.2 (I)

ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I) | |

✔ Grading Information

Grading Information

1. This class contains a combination of formal and informal assignments. Informal assignments will be exempt from grammar/spelling point deductions. All formal written assignments, however, must meet academic and professional standards for quality and must be written following APA guidelines: Times New Roman font, size 12 point, double-spaced, one-inch margins, and free of spelling and grammar

2. All assignments are due on the dates assigned and submitted via CANVAS. Email or paper copies will not be accepted. Requests for an extension for any circumstances (**NO QUESTIONS ASKED**) must be received in writing **48 hours before an assignment due date** or it will be considered late and lose **3 points per day late**. It is important to communicate with your instructor to get support with your assignments in advance of the due date as much as possible.

3. All written work must be turned into CANVAS using **Microsoft Word (no Pages or other programs accepted)**. Microsoft Word is available to all students FOR FREE from the university. Please see Information Technology for information on how to download Word for your personal device. Laptops preloaded with Microsoft Word are also available for check out daily from the Martin Luther King Library with a valid student ID.

Determination of Grades

Assignment	Total Points	Percent of Grade
Weekly Reading Reflections (4)	50 points	16.67%
Online Module Questions (4)	50 points	16.67%
Written Draft and Final Paper (1)	100 points	33.33%
Lesson Plan & Presentation (1)	100 points	33.33%
TOTALS	300 points	100%

293-300 points= A+ [98-100%]

284-292 points= A [95-97%]

269-283 points = A- [90-94%]

260-268 points = B+ [87-89%]

251-259 points = B [84-86 %]*

Candidates are reminded that they must maintain a GPA of 3.0 and each course should be completed with a grade of B or higher.

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Date	Topics	Assignments/ Readings	PLOs/CLOs/TPEs

1 IN PERSON	08/21	**Introductions** · Setting Course Expectations · Assignments and Syllabus Overview · Who are English Learners and how do we describe them? · Reading Reflections & Modules Assignment Overview		PLO # 4 CLO # 1 U 1.6 (I/P) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I)
2 CANVAS ONLINE MODULE I	08/28	**MTSS and RTI CLD Overview** *ONLINE MODULE 1*	**Read:** · Hoover & Patton Chapters 1-2 (textbook) · CA Practitioners Guide Chapter 2 (on CANVAS) · Cioè-Peña Chapter 1 (textbook) **Due:** Online Module 1 Activity Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5

			(I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A) MM 1.7 (I), MM 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)

3 NO CLASS LABOR DAY	09/04			

| 4 CANVAS | 09/11 | **Strategies and Distinctions**

·   Language Acquisition Processes

·   ELPAC Assessments

·   Strategies: Using Realia and Building Background

·   Strategy: Concept Sort

ELs and Families | **Read:**

·   Echevarria & Graves Chapter 1 (on CANVAS)

·   Cioè-Peña (2020) (on CANVAS)

·   Cioè-Peña Chapter 2 (textbook)

Due:

Reading Reflection #1 by 11:59PM to CANVAS | **PLO # 2-4**

CLO # 4-10

U 1.1 (I/P), U 6.2(I), U 6.3 (I)

MM 5.2 (I), MM 5.5 (I/P/A)

ESN 5.5 (P)

ECSE 1.2 (I), ECSE 1.4 (I) |

5 IN PERSON	09/18	**SDAIE and Lesson Plans** · RTI and the MTSS · Specially Designed Academic Instruction in English · Lesson Objectives and Common Core Standards · Lesson Plan Development · Lesson Plan Strategies Overview PLAAFP Review · Paper Assignment Overview	**Read:** ——Echevarria & Graves Chapter 2-3; & MTSS Section (on CANVAS) · Ortiz et al. (2011) (on CANVAS)	PLO # 2-4 CLO # 4-10 U 1.1 (I/P), U 2.2 (I/P) MM 5.5 (I/P/A) ESN 5.6 (I/P) ECSE 5.4 (I)
6 CANVAS ONLINE MODULE II	09/25	**PLAAFP and SMART Annual Goals** *ONLINE MODULE 2*	**Read:** · Hoover & Patton Chapter 2-3 (textbook) · Cioè-Peña Chapter 5 (textbook) **Due:** Online Module 2 Activity Questions Due by 11:59PM to CANVAS	PLO # 2-4 CLO # 1-4 U 1.1 (I/P), U 1.6 (I/P),

			U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A) MM 1.7 (I), MM 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I), ECSE 5.7 (I),

| 7

IN PERSON | 10/02 | **Lesson Planning**

● Building Background

● Comprehensible Input

● Lesson Plan and Demo Q&A

● Workshopping for Paper Session | **Read:**

· Klingner & Eppolito Chapter 8 (on CANVAS)

· Cioè-Peña Chapter 4 (textbook)

Due:

Optional Draft Paper for Feedback | ECSE 6.7 (I)
PLO # 2-4

CLO # 4-10

U 1.1 (I/P), U 2.2 (I/P)

MM 5.5 (I/P/A)

ESN 5.6 (I/P)

ECSE 5.4 (I) |

| 8 CANVAS | 10/09 | **IEPs and Present Levels**

● Culturally and Linguistically Responsive Present Levels

● IEPs and Development of Measurable Goals | **Read:**

· Hoover & Patton Chapter 4 and 5 (textbook)

· Cioè-Peña Chapter 3 (textbook)

Due:

Reading Reflection #2 by 11:59 PM to CANVAS

Feedback from optional draft paper submissions returned | PLO # 2, 3

CLO # 1-4

U 1.1 (I/P), U 6.2(I), U 6.3 (I)

MM 5.2 (I), MM 5.5 (I/P/A)

ESN 5.5 (P)

ECSE 1.2 (I), ECSE 1.4 (I) |

9 IN PERSON	10/16	**IEPs Continued** ● **Practice and Application Delivering Appropriate IEP services** ● **Special Considerations and Diversity** ● **IEP Progress Monitoring**	**Read:** · Hoover & Patton Chapters 6- 8 · Cioè-Peña Chapter 7 (textbook) **Due:** **Final Paper Distinguishing Between ELL and LD**	PLO # 2, 3 CLO # 1-4 # U 1.1 (I/P), U 6.2(I), U 6.3 (I) # MM 5.2 (I), MM 5.5 (I/P/A) # ESN 5.5 (P) # ECSE 1.2 (I), ECSE 1.4 (I)
10 CANVAS ONLINE MODULE III	10/23	**IEPs and Transition Planning** *ONLINE MODULE 3*	**Read:** · Hoover & Patton Chapter 9 (textbook) · Trainor et al., 2019 (on CANVAS)	PLO # 2-4 CLO # 1-4

			Due:	U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 5.6 (I), U 5.7 (P, A) MM 1.7 (I), MM 4.2 (I) ESN 1.4 (I)
			Online Module 3 Activity Questions Due by 11:59PM to CANVAS	
			Online Module 3 Activity Questions Due by 11:59PM to CANVAS	

				ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)
11 IN PERSON	10/30	**Lesson Planning Review and Language Demands** · SIOP Strategies Reviewed and Practiced · Lesson Planning and Standards	**Read:** · Clegg (on CANVAS) · Cioè-Peña Chapter 8 (textbook)	**PLO # 2-4** CLO # 4-10 **U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I)**

				ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P)
				MM 1.7 (I), MM 1.2 (I), MM 4.2 (I)
				ECSE 1.2 (P), ECSE 1.9 (P),

				ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)
12 CANVAS ONLINE MODULE IV	11/06	**IEP Meetings** *ONLINE MODULE 4*	**Read:** · Hoover and Patton Text Chapter 10 (textbook) · Cioè-Peña Chapter 10 (textbook) **Due:** Online Module 4 Activity Questions Due by 11:59PM to CANVAS *Final deadline for any paper resubmissions*	PLO # 2-4 CLO # 1-4 **U 1.1 (I/P), U 1.6 (I/P), U.3.1 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I),**

				U 5.6 (I), U 5.7 (P, A) MM 1.7 (I), MM 4.2 (I) ESN 1.4 (I) ECSE 1.4 (I), ECSE 5.7 (I), ECSE 6.7 (I)
13 IN PERSON	11/13	· Academic Language and CalTPA · Academic Language Demands · Overview of Demo Instructions	**Read:** · Lim et al. (2015) (on CANVAS) · Cioè-Peña Chapter 9 (textbook) **Due:** Reading Reflection #3 by 11:59 PM to CANVAS	PLO # 2-4 CLO # 4-10 U 1.1 (I/P),

				U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I) ESN 1.4 (I), ESN 1.8 (I/P), ESN 5.5 (P) ESN 5.6 (I/P)

MM 1.7 (I), MM 1.2 (I), MM 4.2 (I)

ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)

| 14 CANVAS | 11/20 | **Strategies and Considerations**

● Strategies

● Interaction | **Read:**

· Echevarria & Graves Chapter 6 (on CANVAS)

· Cioè-Peña Chapter 6 (textbook)

Due:

Reading Reflection #4 by 4:00PM to Canvas | PLO # 2, 3

CLO # 1-4

U 1.1 (I/P), U 6.2(I), U 6.3 (I)

MM 5.2 (I), MM 5.5 (I/P/A)

ESN 5.5 (P)

ECSE 1.2 (I), ECSE 1.4 (I) |
| 15 IN PERSON | 11/27 | **IN CLASS FINAL LESSON PRESENTATIONS** | | # PLO # |

2-4

CLO # 4-10

U 1.1 (I/P), U 1.6 (I/P), U 2.2 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I)

ESN 1.4 (I), ESN 1.8 (I/P),

				ESN 5.5 (P) ESN 5.6 (I/P) MM 1.7 (I), MM 1.2 (I), MM 4.2 (I) ECSE 1.2 (P), ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I),

| 16 FINALS | 12/04 | **LAST DAY TO TURN IN LESSON PLAN PROJECT IS DEC 8th** | **Due:** Lesson Plans due to Canvas by 11:59PM on December 8th and Group Presentations at Celebration Event | ECSE 4.12 (I), ECSE 5.3 (I) PLO # 2-4 CLO # 4-10 U 1.1 (I/P), U 1.6 (I/P), U 3.4 (I), U 3.5 (I/P), U 4.1 (I), U 4.4 (I), U 4.7 (I) MM 1.7 (I), MM 1.2 (I), |

			MM 4.2(I),
			ECSE 1.9 (P), ECSE 3.3(I), ECSE 3.9 (I), ECSE 4.3 (I), ECSE 4.12 (I), ECSE 5.3 (I)
			ESN 1.4 (I), ESN 1.8 (I), ESN 5.5 (P) ESN

			5.6 (I/P)