DLE 931  
Skills Teaching Reading Bilingual Elementary Students  
Formerly Numbered PLC 931  
Syllabus: Fall 2014

Course Title: Skills Teaching Reading Bilingual Elementary Students: DLE 931: Fall 2014  
(Formerly Numbered PLC 931)

Course Number: Section 01, Units 3, Enrollment Limit 30, Schedule #TBD

Schedule/ Location: Tuesdays: Lecture 1925 – 2205, C-10, SDSU-IV: N-102

Instructor: Dr. Fredrick B. Lanuza, Ph.D., Principal, Professor  
Contact Information: (619) 200-1990, freddylanuza@gmail.com

Office Hours: One hour before or after class per week, or by appointment.

Description: This course is designed to provide the participants with a conceptual and practical understanding of skills teaching English reading to English Language Learner elementary students using methodologies, strategies, assessments, materials, and techniques of transition for implementing reading programs in the bilingual classroom.

Disclaimer: The instructor reserves the right to adjust the course design.

General Class Description: DLE 931 is designed to provide a theoretical framework as well as a practical hands-on understanding when analyzing the written word. Throughout each meeting we want to discover:

1. Where does the reading ability come from?
2. What other faculties are needed to know how to support it?
3. How fully developed are these other faculties in each stage of the learning process?
4. How effectively are these abilities able to contribute to the reading process itself?
5. Does the activity of reading have the effect of actually precipitating other aspects of development and if so how?

The focus is on teaching reading in English, including methods, strategies, assessments, materials, and techniques of transition for implementing reading programs in the bilingual classroom.

Teaching and Performance Expectations:

During each class we will develop strategies, activities, and lesson plans that comprise the six domains of the TPE:

A. Making subject matter comprehensible to students (TPE 1)  
B. Assessing student learning (TPE 2, 3)  
C. Engaging and supporting students in learning (TPE 4, 5, 6, 7)  
D. Planning instruction and designing learning experiences for students (TPE 8, 9)  
E. Creating and maintaining effective environments for student learning (TPE 10, 11)  
F. Developing as a professional educator (TPE 12, 13)

Course Overview: The purpose of this course is to examine literacy in the elementary bilingual classroom. This course focuses on theoretical foundations of reading and writing as well as
emphasizes the development of academic language for English Language Learners (ELL) in order to meet the demands of the Common Core State Standards (CCSS) and the English Language Development Standards (ELDS). DLE 931 explores some of the theories that guide instructional decision-making in literacy and present research-based methods for assessment and instruction.

Course Description: Specifically, the course is designed to: (1) present an overview of historical and other events that have led to the development of bilingual education in general but teaching English reading in the USA southwest and California in particular; (2) examine and analyze the sociocultural characteristics of the communities of these students, in particular the Chicano in the America referred to as Aztlan and their political experience, and how Latino students continue to influence public school education in general; (3) teach students what reading is and how to read while teaching English reading to English Language Learners in general but Mexican, Central American, South American and other non-dominant Latino and Asian cultures in the USA in particular; (4) examine and learn how to use the methodologies, strategies, assessments, and materials used for teaching English literacy; (5) teach participants how to observe, plan, and teach critically using RALLI, SDAIE, and other ELD principals in determining background information on the source, while learning how to appreciate English Language Learner students from Latin America and the USA in general but the American southwest in particular; and (6) gain awareness and practice at the expository, maintenance, and mastery levels on diverse English reading theories, applications and principles and how they function in Southern California public schools. Participants will undergo a series of experiences that will empower them to be better prepared English reading teachers to English Language Learners in general through reading methodologies and principles while addressing the Latino and other non-dominant cultures within the USA in particular.

“...there are as many ways to teach reading as there are students. It is imperative for a teacher to respect the individuality of every student, to help them find, the “magic way” that works for them. Chris Mercogliano, Making It Up As We Go Along, 1998

Student Outcomes & Course Objectives: Over the course of the semester the participant will:

1. **Teach** effective strategies for building reading comprehension and writing for diverse learners.
2. **Align** reading and writing instruction with the Common Core State Standards (CCSS) and the English language Development Standards (ELDS).
3. **Recognize** how children make sense of text, and the various ways a teacher can support their comprehension as they dialogue with the teacher and each other.
4. **Facilitate** text discussion that are oriented toward making student sense-making central to the conversation.
5. **Locate** aspects of text that might pose a challenge to diverse learners, as well as knowing means of supporting students in working through these challenges.
6. **Utilize** effective and flexible grouping patterns that maximize opportunities for interaction, communication, and collaboration among diverse learners.
7. **Use** (develop or select) formal and informal assessment data to plan instruction for diverse learners.
8. **Maintain** a classroom with high engagement that nurtures curiosity and a love of learning utilizing VAPA, PE, SS and Science to teaching English reading.

9. **Create** a positive, responsive literacy environment through learning about their students and interacting thoughtfully with students.

10. **Demonstrate** a commitment to life-long learning, a passion for teaching, and a respect for English language learners.

11. **Design** comprehensive lesson plans that generate trans-disciplinary opportunities of Teaching Language Progressive Skills as described by the Common Core State Standards.

12. **Identify** cultural, linguistic, and social needs of each student in order to build a contextualized and relevant learning process when teaching reading.

13. **Outline** factors that build cognitive bridges between oral codes and written structures. Understand that students control the language when speaking and yet they utilize different thinking skills when reading, writing, and listening.

14. **Analyze** approaches that define reading as an interactional process. Connect these methods with theories of language and literacy learning.

15. **Build** literary environments in the classroom and at home where students can develop natural curiosity for reading. Understand and utilize the natural curiosity phenomenon.

16. **Evaluate** the positive effect of Specially Designed Academic Instruction in English (SDAIE) strategies on students who struggle on their reading skills and how these strategies generate a differentiated curriculum, a curriculum that meets the needs of the students.

17. **Contextualize** sub-skills i.e., distinguishing between letters that are similar in appearance, sound discrimination, pronunciation of specific elements when writing lesson plans that focus on listening, speaking, reading, and writing.

18. **Sort** different types of language assessment norm-referenced versus criterion reference tests, indirect versus direct tests; discrete point tests versus integrative.

19. **Dissect** different materials utilized in reading practices, i.e., textbooks, computer programs, and videos.

20. **Reflect** on their educational practices in various settings: classroom, university, conferences…

21. **Construct** and **articulate** a philosophy of education that compounds accountability of teaching practices as well as equitable opportunities of learning for all the students.

**Bibliography:** Diverse multi-media, internet, and other digital-domains and formats but not limited to. Students will also be expected to research their own sources in determining their special class presentation towards the end of the course and include it in their own group report to be handed in.

**Required Texts:**


multicultural perspective, and a commitment to Dual Immersion education combined to... in Spanish and English children. Diversity Learning K12, LLC.


V. Common Core State Standards for English Language Arts. (on-line: CDE)

Suggest Books for Lesson Plans

i. The Upside Down Boy/ El niño de cabeza by Juan Felipe Herrera
ii. Chato Goes Cruisin’ by Gary Soto
iii. The Story of Colors/ La Historia de los Colores by Subcomandante Marcos
iv. Esperanze Rising/ Esperanza Renace by Munoz-Ryan
v. The House on Mango Street/ La casa de Mango Street by Sandra Cisneros.
vi. Questions & Swords: Folktales of the Zapatista Revolution by Subcomandante Marcos

Course Requirements

1. Required Attendance: Must attend class punctually. First 15 minutes will always include a quick-write/ quiz on the reading(s) and or subject(s) to be covered. Each day of non-attendance will lower your grade (unless cleared by the professor prior to class). Same holds true for late arrivals and early departures. Actively participate and be engaged in all classes. Read all material as outlined in the syllabus, as well as any handouts, and be prepared to discuss them in class.

2. With a small group be prepared to present a presentation to your colleagues on any one topic from the weekly class subjects. Your presentation should be well-rehearsed, well-articulated and may integrate multi-media platforms. Be collaborative, communicative, creative and use your critical thinking skills. Your group will hand-in a brief paper outlining your ideas prior to the presentation.
   a. Classroom Presentation/ Project Rubric
      i. Presentation/ Project responds to topic of assignment.
      ii. Relationship to curricular area is stated.
      iii. Rationale is explained.
      iv. Objectives are specified.
      v. Implementation procedures are described.
      vi. Content matches objectives.
      vii. Information is organized and linked pertinently.
      viii. Narrative is clear, coherent and well developed.
      ix. Text is technically polished (Free from spelling/grammatical errors.)
      x. Active/collaborative student participation is facilitated.
      xi. Technology and/or other housekeeping concerns/issues are addressed.
xii. Rubric: Advanced = 5, Proficient = 4, Basic = 3, Below Basic = 2, Far Below Basic = 1 (to be converted to percentiles).

b. **Term Paper** The academic research paper rubric will be as follows.

i. Qualitative: Attention to the assignment. Does the paper meet the requirements of the assignment?

ii. Qualitative: Argument: Does the paper have a main point? Is there a clear and logical progression of ideas expanding on the main point? Do the introduction and conclusion provide an adequate frame for the paper?

iii. Qualitative: Evidence: Is the argument supported by an adequate number of concrete facts and details? Are points well enough developed to be convincing?

iv. Qualitative: Research: Are there enough high quality sources? Are facts and theories presented convincingly?

v. Qualitative: Intellectual Rigor: Does the paper demonstrate an understanding of the concepts being presented in the course? Is there evidence that the author has been reflective?

vi. Quantitative: Style: Are all words spelled correctly and chosen appropriately?

vii. Quantitative: Style: Are grammar and syntax correct? Are the sentences concise? Can the reader easily understand what is being said?

viii. Quantitative: Are sentences varied in length and smoothly connected? Are paragraphs unified, coherent and fully developed? Does the paper flow with a beginning, middle and end?


x. All papers are to be typed, double-spaced, emphasizing quality rather than quantity of material covered, and are to follow either the APA or MLA format.

xi. Rubrics: Advanced = 5, Proficient = 4, Basic = 3, Below Basic = 2, Far Below Basic = 1 (to be converted to percentiles)

3. Be prepared to take a mid-term ½-way through the course specifically identifying, analyzing, and discussing what was covered up to this point in time to demonstrate your knowledge and understanding.

4. Be prepared to take a final examination covering the 2nd ½ of the course specifically identifying, analyzing, and discussing what was covered after the mid-term to demonstrate your knowledge and understanding.

5. **ASSIGNMENTS**

a. Attendance and Active Class Participation (05%)
i. Notify the professor if you are going to be absent. There will be a quick-write, a quiz, and/or an on-line entry discussion required at the beginning of each class session. Each week you will reflect on a quote from our reading and/or handouts that appeals to your philosophy of education. At the beginning of each class we will discuss your reflections utilizing the Socratic Seminar approach. You are required to submit your reflections online before coming to class. Instructions for this will be provided in our first class.

b. Exit Slips (05%)
   i. At the end of each class, you will complete an exit slip which is meant to demonstrate your understandings, reflections, and questions. In summation, assignments 3a & 3b are 10% of your grade.

c. Text Complexity Placement (10%)
   i. Complete a text complexity placemat to justify the grade level band of a piece of text.

d. Lesson Plan(s) (10%)
   i. Reading K-6
      1. Read a bilingual book.
      2. Identify a grade level and a proficiency level.
      3. Read all the standards for this group.
         a. [Link to CDE website]
      4. Identify 3 standards: one for listening/speaking, one for reading, and one for writing.
      5. Read the CCSS for the grade level you have selected:
         a. [Link to SCOE website]
      6. Identify a reading common core standard you want to teach through the lesson.
      7. Align ELD standards and the common core standard you want to target.
      8. Create three objectives and rewrite the standards
      9. Identify three SDAIE strategies that match these objectives.
         a. [Link to SUHS website]
      10. Include an activity that promotes study skills.
      11. Create two assessments: one authentic and one formal.
   ii. Close Reading Lesson(s)
      1. Using the template provided, create a close reading lesson.
      2. Implement the lesson in your classroom.
      3. Write a reflection (~500 words)
         a. What went well and why?
         b. What was challenging and why?
         c. What will you do differently next time you do a close read?

e. Differentiation (10%)
   i. No more than 500 words (approximately 2 double-spaced pages)
ii. Select a student in your classroom who is a struggling reader/writer (not one with learning disabilities (IEP)).

iii. Give some background information about the areas where this child struggles and how you know that they struggle in these areas (i.e. assessments, observations)

iv. Describe some ways you would differentiate the learning for this child so that s/he can make appropriate progress and why you feel these are appropriate steps to take (i.e. from the article, think about and address this in terms of the process by which students learn, the product of their learning, the environment in which they learn, and the content they are learning).

f. Case Study (10%)

i. Students will identify three families with at least one child currently enrolled in an elementary school.

ii. Ethnographic Research: Students will interview parents or the person who is in charge of the household. Suggested themes for the interview:
   1. Parents will explain how they learned to read.
   2. Parents will compare their experiences with the experiences of their children.
   3. How often they read with/to their children.
   4. Their involvement on the learning process of their children.
   5. Suggestions to improve teaching practices.
   6. Candidates will also interview students. Suggested themes for the interview:
      a. Their thoughts on reading (they like/don’t like to read and why).
      b. When and where they read when they are at home (may want to include school as well).
      c. Suggestions to improve teaching practices.
      d. If they were to be teachers how would they teach other students to read?
      e. Candidates will conduct running records with students.

 g. Term Paper (10%)

i. Action Research: Refer to aforementioned term paper rubric for direction.

ii. Testimonial: “How Did I Learn to Read?”

iii. Students will write a five-page essay answering the aforementioned question. You may include materials you used when you learned to read. Ask your family, friends and relatives for anecdotes on this experience. We want to build connections between your learning process and the learning processes of your students.

h. Mid-Term (10%)

i. Final Exam (10%)

Weekly Meeting Format
Unless a holiday falls on one of our meeting dates, the class will meet once per week for 2.5 hours every Tuesday throughout the semester. Class will involve lectures, presentations, multiple media formats, active listening sessions, and on occasion, special speakers, artists, and educators including VAPA personnel. Note-taking is encouraged and classroom participation is encouraged through questions, discussions, observations, dancing, playing, and other. The class structure will involve some small group interaction and incorporate experiences of the participants in their various communities.

**Learning Theory**

Significant learning takes place when the subject matter is perceived by the learners as having relevance for his/her own purposes. Learning which involves a change in the perception of oneself is threatening and tends to be resisted. However, when threats to oneself are low, the individual makes use of opportunities to learn in order to enhance himself/ herself. Learning is facilitated when the learner participates in the learning process. When she/he chooses his/her own direction, helps to discover his/her own learning resources, formulates his/her own problems, decides his/her own course of action, lives with consequences of each of these choices, then significant learning is maximized. The Visual and Performing Arts (VAPA) are a very powerful aural/visual medium and a strong instrument of change and institutionalization. Each of their four disciplines are very powerful a natural partner in education. They have much to do with social and political status, multi-cultural awareness, and policy decision-making at various levels throughout our communities. With the current values and recognition given to public schools, the globalization of the economy, and our current policies with ICE and our southern border regions- this course is ultimately a very important stepping stone towards your studies no matter what your career aspirations are as you progress towards your goals and objectives to be more informed, literate, and educated.

**American with Disabilities Act Policy**

Americans with Disabilities Act (DA) Accommodation: SDSU is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office.

**Cheating and Plagiarism**

Cheating is defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one’s own work to fulfill academic, requirements without giving credit to the appropriate source. Cheating and plagiarism may warrant
two separate and distinct course of disciplinary action that may be applied concurrently in response to a violation of this policy:

a. Academic sanction, such as grade modifications and;
   b. Punitive sanctions, such as probation, suspension, or expulsion.

Academic sanctions are concerned with the student’s grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student’s records and status on campus and shall be the responsibility of the university president or designated representative.

Role of the Instructor

In order to facilitate learning and a climate for sharing ideas and experiences in teaching English reading skills to English language learners, the instructor will make presentations and facilitate the interaction among participants through weekly discussions and small group activities. It is assumed that each participant brings to the course a wealth of knowledge and resources that will be pooled to experience and examine the study of bilingual education in general but English reading teaching and learning skills in particular through the eyes and ears of more than one person.

Tentative Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Other</th>
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<tbody>
<tr>
<td>01</td>
<td>082614T</td>
<td>Overview of the Syllabus</td>
<td>Articles: Natalia Lopez (YouTube) MX/Indian 10-year old girl on Culture of Peace</td>
<td>Syllabus review</td>
<td>Personal Stories: LAUSD (DO), SM/MUSD (Magnet), SDUSD (YOU), SDCOE (RAP) CUSD/ICOE (WM)</td>
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<td>02</td>
<td>090214T</td>
<td>Using A/V-MM &amp; the importance of background knowledge for Read-Alouds</td>
<td>Literacy Framework: RA Frey 1 &amp; 2</td>
<td>5A &amp; 5B</td>
<td>Dr. Seuss José Limon Videos 1.1-1.5 &amp; 2.1-2.7</td>
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<td>Date</td>
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<td>Topic</td>
<td>Authors/References</td>
<td>Assignments</td>
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<td>03</td>
<td>091614T</td>
<td>Using Shared Reading Strategies to make meaning Comprehension Strategy (read, write, pair share), Text Complexity</td>
<td>Literacy Frame: SR &amp; GR Frey 3</td>
<td>5A &amp; 5B Class book sets (library) Videos 3.1-3.8</td>
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<td>04</td>
<td>092314T</td>
<td>Using Independent Reading Strategies versus USSR Comprehension Strategy (questioning the author), Differentiation, Designing/ Choosing Assessments</td>
<td>Literacy Framework: IR Frey 4 – 6</td>
<td>5A &amp; 5B From each students’ private readings Due: Text Complexity Placemat</td>
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<td>05</td>
<td>093014T</td>
<td>Using the VAPA to teach writing skills through music, dance, theater/drama, visual arts as a critical strategy Comprehension Strategy (someone, wanted, but, so…), Academic Language: vocab, syntax, discourse… Fluency</td>
<td>Literacy Framework: Writing Components Beck 1 – 3 &amp; 9</td>
<td>5A &amp; 5B Testimonials Diego Rivera: LP “Girl w/Lilies”</td>
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<td>100714T</td>
<td>Scaffolding Language/Learning Comprehension Strategy (Reciprocal Teaching), Creating a Challenging Environment: Accountable Talk &amp; Struggle</td>
<td>Gibbons: Fore-ward, Ch. 1 &amp; 2 NPR Interview (struggle). Beck 4</td>
<td>5A &amp; 5B The Island Project LP Secrets LP Acting-out scenes…</td>
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<td>07 101414T</td>
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<td>From Speaking to Writing in the Content Classroom</td>
<td>Gibbons 3 &amp; 4 Readings</td>
<td>5A &amp; 5B</td>
<td>Latino Immigration LP Mid-Term Examination</td>
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<td>Comprehension Strategy (SMART), 6 Comprehensive Strategies, Book Clubs/Literature Circles</td>
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<td>08 102114T</td>
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<td>Reading in a L² Comprehension Strategy (Wordle Predictions), Providing Feedback to Guide Further Learning, Student Use of Feedback</td>
<td>Gibbons 5 &amp; 6 How to Give Effective Feedback</td>
<td>5A &amp; 5B</td>
<td>Music, Dance, Federico García Lorca Wordle</td>
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<td>09 102814T</td>
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<td>Developing an Integrated Curriculum Using Assessment to Inform Instruction</td>
<td>Gibbons 7 &amp; Glossary of Teaching Activities Readings</td>
<td>5A &amp; 5B &amp; ELD Presentations Guest spkr: TBD</td>
<td>The 1st 2 weeks of assessments</td>
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<td>10 110414T</td>
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<td>Organizing for Literacy Instruction The Writing Workshop: Reading/Writing Connection &amp; the Writing Process</td>
<td>Sharing of Articles VAPA</td>
<td>ELD Presentations</td>
<td>Cooperative Portraiture, Drawing &amp; Gibberish Beatrix Potter LP</td>
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<td>11 111114T</td>
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<td>Critical Literacy Writing Workshop Continued (lessons &amp; structures)</td>
<td>Vazquez Intro &amp; Chapter 1 Beck 6-8</td>
<td>5A &amp; 5B</td>
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<td>12 111814T</td>
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<td>Constructing Activities Writing Strategy: RAFT &amp; 6-Traits of Writing</td>
<td>Vasquez 2 &amp; 3</td>
<td>5A &amp; 5B</td>
<td>Due: Lesson Plan</td>
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Dr. Fredrick B. Lanuza, Ph.D., Principal ©FBL’14
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<tr>
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<th>Into/Day 1</th>
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<td>Standards</td>
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<td>ELD: Listening/ Speaking</td>
<td>ELD: Reading: Fluency &amp; Systematic Vocabulary Development</td>
<td>ELD: Writing</td>
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<td>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</td>
<td>Use content related vocabulary discussions and reading.</td>
<td>Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</td>
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<td>Write objectives that “amalgamate” (multidimensional) the two standards.</td>
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**TABLE 1**

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<th>Vazquez 4 &amp; 5</th>
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<td>14</td>
<td>120214T</td>
<td>Using Social Critique</td>
<td>Vazquez 6 &amp; 7</td>
<td>5A &amp; 5B</td>
<td>The Nutcracker Ballet</td>
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<td>120914T</td>
<td>Review of Material</td>
<td>Case Study Presentations</td>
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