FRESN☉STATE
**Kremen School of Education
and Human Development**

**LEE 159-07: Culturally and Linguistically Sustaining Pedagogy (CLSP)
in the TK-8 Context
Spring 2019**

Instructor: Ana K. Soltero López, Ph.D.	**Office location:** ED 431
Email: asolterolopez@mail.fresnostate.edu	**Office Hours:** By appointment only
Class Meeting: Tuesdays 4:00-6:50pm	**Class Location:** ED 360

Course Description:

This course will address: 1) the impact of language and culture on teaching and learning in the TK-8 context, 2) language acquisition theory, socio-cultural context in teaching, and instructional strategies for Emergent Bilinguals in the classroom, 3) strategies to promote student success, including achievement of Common Core state-adopted content and English Language Development (ELD) standards. The course will also consider the ELD/ELA framework, ELD descriptors adopted by the State of California and Designated and Integrated ELD, and 4) how teachers can leverage various language practices of Emergent Bilingual children.

Multiple Subject Program Requirements: This course is a required course in Phase 1 of the Multiple Subject Program.

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.

Topics and Objectives:

1) Purpose(s), History(ies) and Cultural Traditions in United States Education
   (CCTC 3, 9, 10, 12; TPE 7, 8, 11, 12; NCATE 1.4, 1.6 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)
   Objectives:
   a) Explore the purposes, roles, and functions of education in American society.
   b) Discuss the historical and cultural traditions of the major cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
   c) Examine one's stated and implied beliefs, attitudes and expectations about

diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

d)   Understand and apply strategies that contribute to respectful and productive relationships between families and schools.

2)   Equity and Access (CCTC 3, 5, 9; TPE 8, 11; NCATE 1.4, 1.6 – Reflection, Critical Thinking, Professional Ethics, Valuing Diversity)
Objectives:
a)   Examine principles of educational equity and diversity and their implementation in curriculum content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.
b)   Describe the relationship between background characteristics of students and inequities in academic outcomes of schooling.

3)   Bias, Racism and Schooling (CCTC 9; TPE 11; NCATE 1.1, 1.3 – Critical Thinking, Professional Ethics)
Objectives:
a)   Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting.

4)   Accountability, Standards and Testing (TPE 3; NCATE 1.7 – Professional Ethics, Valuing Diversity)
Objectives:
a)   Understand the relationship between equity, accountability, standards, and high-stakes testing and the implications for student learning.

5)   School Law and Policy (CCTC 10; TPE 12; NCATE 1.1 – Critical Thinking)
Objectives:
a)   Understand relevant state and federal educational laws and policies currently and historically, including those related to English Learners and students' and parents' rights and responsibilities.

6)   Professional and Ethical Responsibilities (TPE 12; NCATE 1.6 – Reflection, Professional Ethics)
Objectives:
a)   Understand and meet professional and ethical obligations of teachers.

7)   Language Acquisition Theory (CCTC 4, 9, 12; TPE 7, 9; NCATE 1.1, 1.3, 1.4 – Reflection, Critical Thinking, Valuing Diversity)
Objectives:
a)   Demonstrate understanding of adaptations necessary for English Learners at various proficiency levels by observing and reporting on a classroom observation of an ELD lesson.
b)   Make suggestions for improving the lesson observed (in writing.)

8)   SDAIE Strategies (CCTC 4, 5, 6, 9, 12, 13; TPE 4, 9; NCATE 1.1, 1.3, 1.4 – Reflection, Critical Thinking, Valuing Diversity)

Objectives:
- a) Demonstrate understanding of strategies for making content accessible to English Learners.
- b) Observe and report on a classroom observation of a SDAIE lesson.
- c) Make suggestions for improving the lesson observed.

9) Appropriate Assessment Practices for English Learners (CCTC 9, 13; TPE 3, 4, 8; NCATE 1.7 – Reflection, Critical Thinking, Valuing Diversity)
Objectives:
- a) Interpreting assessment results
- b) Designing approaches to assessment
- c) Building a sequence of learning based upon students' ELD development levels and content-related assessments.

10) Assessing and Building Background Knowledge (CCTC 12, 13; TPE 4, 6, 8; NCATE 1.4, 1.6 – Collaboration, Valuing Diversity)
Objectives:
- a) Integrating home cultures and values into instruction.
- b) Communicating effectively with families across cultures.

Course Requirements and Grading Breakdown:

❖ Attendance, punctuality, disposition and participation	70 points
❖ Autobiographical literacy, language, and culture project	50 points
❖ Literacy, language, and culture project with focal student	50 points
❖ Reading discussion facilitation and presentation	80 points
❖ CLSP lesson plan	50 points
❖ CLSP teaching reflection	50 points
❖ CLSP unit	150 points
	500 points total

➢ **Attendance, Punctuality, Disposition and Participation: 70 points**
Learning is an interactive process. Attendance and active participation are expected in this course. You are expected to come to each class prepared with questions/reactions, and to engage in discussions about the assigned readings and actively participate in activities that extend the readings. I do not tolerate arriving late, leaving early, or unexcused absences, such practices will be noted and negatively impact your grade. You will be granted one excused absence, any additional will adversely affect your final grade. In other words, if you are late and/or absent twice, the highest grade you can earn in the course is a B. If you are late and/or absent three times or more, it is an automatic fail in the course. No exceptions. Please notify me via email if you will be absent and communicate with a classmate for notes and pending assignments.

All assignments are due on the dates listed on the syllabus and must be submitted via Canvas by the indicated deadline, unless otherwise instructed by me. Being absent is not an excuse for late submission, you are still responsible for submitting assignments on time. Assignments will lose points for each day they are late. No exceptions.

Disposition: You are required to show professional disposition consistent with commonly accepted professional standards.

➢ **Autobiographical Literacy, Language, and Culture Project: 50 points**
Extending the Literacy History project you are doing in LEE 158, you will add the elements of language and culture addressing the questions listed below. You have full creative control and can present your story via PowerPoint, video, shadowbox, spoken word, etc. You will share your story with the class on February 5th (week 3). You are also required to have a 1-page, single-spaced narrative to accompany your presentation and submit it via Canvas by 3:00pm on February 5th. Late submissions will lose points each day they are late. No exceptions.
  - What is your personal history and journey with literacy?
  - What is your earliest memory of being able to read/or learning how to read?
  - What forms of literacy were you drawn to as a child? Has this changed in adulthood?
  - What language(s) do you speak? Which was your first? Second?
  - What are your earliest memories of learning to speak your language(s)?
  - How would you describe your culture?
  - What cultural traditions did you grow up with? What meaning do they have for you?
  - Were your culture and language recognized in school? Why or why not?
  - In your opinion, is there a relationship between literacy, language, and culture? Why or why not?
  - Describe your personal relationship to reading, writing, speaking?
  - Who in your life facilitated your literacy, language, and culture?

➢ **Literacy, Language, and Culture Project with Focal Student: 50 points**
Please inform your mentor-teacher about this assignment at the beginning of the semester. With their assistance, please identify one focal student to observe and get to know, preferably a child who is labeled Emergent Bilingual (also called English Language Learner (ELL)). Throughout the duration of this course, you will work alongside this student and learn about her/his interests, literacy, language, and culture. You are required to take detailed notes about your conversations after all interactions and will discuss your student's profile during class time. Informally ask your student the questions you answered for your literacy, language, and culture project. Unlike your story, the project for this assignment will be limited to a shadowbox that you will help your student create. You are also required to submit a 1-page, single-spaced narrative about your student. Both the shadow box, which you will present in class, and narrative are due on March 26th (week 10). The narrative must be submitted by 3:00pm via Canvas.

➢ **Reading Discussion Facilitation and Presentation: 80 points**
In groups, you will be responsible for facilitating one 35-40-minute discussion for an assigned chapter from our text (you will sign up in class). This discussion should be as interactive as possible, and not a lecture and/or a regurgitation of the reading. The goal is to ensure that your peers understand the concepts/topics in the reading as they pertain to the teaching profession and their preparation in working with linguistically and culturally diverse students. You are required to email me a detailed outline for the reading you selected and your presentation by 7:00am Monday of the week your reading will be discussed. The outline should be in your own words and cannot include more than 4 direct quotes from the text. I will post the outline on Canvas.

SEE FURTHER GUIDELINES & RUBRIC at the end of this syllabus.

➢ **Culturally & Linguistically Sustaining Pedagogy (CLSP) Lesson Plan: 50 points**
On March 19th (week 9), the first half of class will be spent at the Teacher Resource Center in the Henry Madden Library (located at the east end of 3rd floor, north). You will be paired up and will chose a children's book to design a culturally and linguistically sustaining lesson plan that is aligned with the Common Core State Standards (CCSS) and effectively applies the ELA/ELD standards. You will select the grade level and curriculum. The CCSS, content and language objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic. The central focus should take into account knowledge of your students' language development, cultural backgrounds, interests, and learning levels that might further influence students' thinking and learning. This activity will serve as an opportunity to familiarize yourself with the application of CSP, translanguaging strategies, and ELA/ELD standards and will equip you with tools for preparing and submitting your mini units. You will be provided with a lesson plan template and your lesson will be due by 3:00pm via Canvas on April 2nd (week 11).

For more information on the Teacher Resource Center https://library.fresnostate.edu/find/teacher-resources. Please consider visiting this resource prior to our scheduled visit.

➢ **Culturally & Linguistically Sustaining Pedagogy (CLSP) Teaching Reflection: 50 points**
Please inform your mentor teacher at the beginning of the semester that you will have a 2-week window (April 8th-26th) to teach the CLSP lesson you will design in this course as outlined above. If possible, please ask that you teach the lesson to the whole class and have at least 45 minutes of instruction time. After teaching your lesson, you will submit a one-page, single-spaced reflection answering the questions below. This is due by 3:00pm on April 30th (week 15) via Canvas.
- Briefly describe the text(s) used, the learning objective(s), standards, and assessment of your lesson.
- What preparation took place prior to teaching this lesson?
- How did you apply culturally sustaining pedagogy and translanguaging into your lesson?
- How did you feel while teaching your lesson?
- How did the students respond to your lesson? Were they engaged? Did you meet your learning objective(s)?
- Did you receive any feedback from your mentor teacher?
- If you could teach this lesson again, what would you change and why?
- What did you learn about yourself as a teacher? Strengths? Areas that need further development?

➢ **Culturally & Linguistically Sustaining Pedagogy (CLSP) Mini Unit: 150 points**
With your partner, you will add 2 more consecutive lessons to your first lesson, making up a mini unit of 3 lessons. The entire unit must have a central instructional focus or theme, specifically tailored for Emergent Bilingual students. The central focus should take into account knowledge of your students' language development, cultural backgrounds, interests, and learning levels that might further influence students' thinking and learning. Your mini unit must also clearly show application of culturally and linguistically sustaining

pedagogical (CLSP) and translanguaging approaches. Mini units are due by 3:00pm on May 16th via Canvas.

SEE FURTHER GUIDELINES & RUBRIC at the end of this syllabus.

Required texts:
Paris, D., & Alim, H. S. (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. New York: Teachers College Press.

All other readings will be posted on Canvas.

Course Policies:
Course Rules
Please silence your phones and put them away for the duration of class. Use of laptops/tablets during class is okay, but if at any point I notice that you are browsing the internet for non-course related activities, I will remove computer privileges. No exceptions.

Recording Policy
Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service.

Late work and make-up work policy
Per individual student discussion with instructor. It is your responsibility to contact me ahead of time if you cannot submit an assignment on time. Late assignments will be accepted, but will be lose points each day they are late. No exceptions. If you are absent from class, it is your responsibility to check with a classmate for notes, announcements, and assignments.

Incomplete
A grade of incomplete is not automatically granted and is only given at my discretion. If you are not able to submit a pending assignment by the end of the semester, you need to e-mail me to inquire about the possibility for an incomplete. If I grant your request, you will be required to write and sign a contract stipulating the exact date when you will submit your pending assignment(s). If you don't secure my approval before the deadline, your grade will be based on the requirements you completed for the class. Please note that submission of the mini unit is required. Not submitting this assignment will result in an automatic F in the course. No exceptions.

Plagiarism Detection
The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will not be available for your viewing.

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).
(http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

Students with Disabilities
Upon identifying yourself to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code
"Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:
   a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

   b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

   c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).
Computers
At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/technology) or the University Bookstore (http://www.kennelbookstore.com). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page https:/library.fresnostate.edu/info/copyright-policyhttp://libguides.csufresno.edu/copyright

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Our campus has developed SupportNet (http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Course Calendar*

* At the instructor's discretion, the course schedule, readings, requirements, and grading may be subject to change. You are responsible for checking your e-mail and/or Canvas for any announcements.

Week	Date	Discussion Topics	Readings/Assignments Due
Introduction & Language and Culture Connection			
1	1/22/19	• Pre-assessment • Review course syllabus and assignments • State, district, school data search activity	Anzaldúa, G. (1977). How to Tame a Wild Tongue (CANVAS)
Language Development/Acquisition & Bilingual Development			
2	1/29/19	• Who are Emergent Bilingual students? • Power of labels & schooling practices • Major theories of first language development	García, O. (2009) Emergent Bilinguals and TESOL: What's in a Name? (CANVAS) Freire Ch. 2 Pedagogy of the Oppressed (CANVAS) Baltra, A. Three theories of first language acquisition (CANVAS) Videos: Immersion (in class) Language Acquisition Theories (in class)
3	2/5/19	• Theories on second language acquisition • Present projects	Krashen, S. Five hypotheses of second language acquisition (CANVAS) Video: Krashen on Comprehensible Input (in class) **DUE: Autobiographical literacy, language, and culture project & 1-page narrative by 3:00pm via Canvas**
4	2/12/19	• Bilingual development	Genesee, F. (2006). Bilingual acquisition (CANVAS) Hakuta, K. (2017). Bilingualism (CANVAS)

		Language Policy in Education & Legal Inclusion	
5	2/19/19	• History of language policy in CA • Overview of discrimination, resistance, and legal inclusion	García, O. (2009). U.S. Language Policy in Education (CANVAS) Delpit, L. (2008). No Kinda Sense (CANVAS) Videos: Lemon Grove incident (in class)
6	2/26/19	• Overview of discrimination, resistance, and legal inclusion continued	Videos: Brown v. Board of Education (in class) Lau v. Nichols (in class)
7	3/5/19	• Future of bilingual education in CA	García & Homonoff-Woodley (2015). Bilingual Education (CANVAS)
		Aligning with the CCSS/ELD CA Standards	
8	3/12/19	• CCSS and the education of emergent bilinguals • CA emergent bilingual standards and outcomes	García, O., & Flores, N. (2015). What do the Common Core State Standards Mean for Bilingual Education? (CANVAS) Explore: CA ELD and ELA Standards Bilingual Common Core Initiative
9	3/19/19	• Visiting Teacher Resource Center in Henry Madden Library • What is translanguaging? • Translanguaging guide and resources	Pages 1-10 from Translanguaging Guide (CANVAS) Peruse translanguaging website: https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/
10	3/26/19	• Work on CLSP lesson planning	**DUE: Focal student literacy, language, and culture project & 1-page narrative by 3:00pm via Canvas**

		Using Culturally Sustaining Pedagogy to Improve Teaching and Learning	
11	4/2/19	• What is culturally sustaining pedagogy? • Work on CLSP lesson	Ch. 1 & 2 – Alim and Paris (2017) (TEXT) Pages 13-61 from Translanguaging Guide and website (CUNY NYSIEB) (CANVAS) **DUE: CLSP lesson plan by 3:00pm via Canvas**
12	4/9/19	• Online class • Language and culture as sustenance	Reflection on Ch. 3 (TEXT) Pages 62-91 from Translanguaging Guide (CUNY-NYSIEB) (CANVAS)
13	4/16/19	• No Class – Spring break	
14	4/23/19	• Online class • CSP, colonization & revitalizing pedagogy	Reflection on Ch. 4 (TEXT) Pages 91-157 from Translanguaging Guide (CUNY-NYSIEB) (CANVAS)
15	4/30/19	• Latinx CSP, policing in education & hip-hop pedagogy	Ch. 5, 7 & 8 (TEXT) Pages 157-182 from Translanguaging Guide (CUNY-NYSIEB) (CANVAS) **DUE: CLSP teaching lesson reflection by 3:00pm via Canvas**
16	5/7/19	• Raciolinguistic and enacting social justice	Ch. 10 & 11 (TEXT)
Finals Week	5/14/19 **(class meets in ED 54)** 5/16/19	• Post-assessment • Decolonizing the teaching profession	Ch. 13 (TEXT) hooks Teaching Community (CANVAS) **DUE: Final mini unit due on Tuesday, May 16th by 3:00pm via Canvas**

Reading Discussion Facilitation and Presentation Guidelines & Rubric

As a pair, you are responsible for reading, outlining, and facilitating a discussion/activity on one of the required readings. Your goal is to help your peers clarify the authors' ideas, concepts, and terminology, facilitate a critical discussion, and to use this discussion to build on experience and established theories in a way that helps inform your practice as educators.

The requirements are as follows:
- You are required to submit a <u>detailed</u> outline and PowerPoint presentation for the reading you selected by 7:00am Monday of the week your reading will be discussed. The outline should be in your own words and cannot include more than 4 direct quotes from the text. Please email me the outline and presentation and I will post the outline on Canvas.
- You should be prepared to facilitate for 35-40 minutes. Suggested timeframe:
  - 5 minutes for the class to ask questions about difficult concepts/new terminology
  - 15 minutes leading a class discussion
  - 20 minutes engaging the class in an interactive activity
- Consider the following:
  - What is the author(s) arguing against or for? What does the author want us to know?
  - How does the particular piece relate to the overall questions and themes of the course and/or that week's theme? The teaching profession?
  - What are the disagreements you have with the author(s)?
  - How does this relate to your life as a teacher in its many facets?
    - ⇒ as an observer of students' lives and learning
    - ⇒ as a classroom policymaker
    - ⇒ as a community member
    - ⇒ as an activist
    - ⇒ as a curriculum designer
    - ⇒ as a writer/artist
    - ⇒ as a parent, aunt/uncle
  - What are the implications of this reading for your school and classroom context?
  - How might this enhance/affect your pedagogy?

Consider how you can use the following to encourage participation and create a more dynamic, engaged class:
- Open-ended discussion questions, follow-up questions, provocative prompts, close reading of text
- Visual learning aids (posters, cartoons, visuals, handouts)
- YouTube videos, websites, music, art, pop culture, other media activities (small group work, debates, dramatic performances, free-writes, minute rounds, gallery walks, drawing, mapping, learning games, etc.)

Rubric:

___/10 Detailed outline and presentation were emailed by 7:00am Monday of the week reading is scheduled.

___/10 Outline and presentation are proofread, spell checked, and no more than 4 quotes are used.

___/10 Outline includes the authors' main ideas, arguments, concepts, and any new terminology.

___/10 Presenters engaged the class in unpacking and interrogating specific ideas and/or passages.

___/10 Presentation was done well. Aesthetically pleasing, not heavy with text and covered main points of the reading.

___/10 Presenters generated and actively facilitated an engaged, focused, and deep discussion of the text.

___/10 Presenters were provocative, responsive, and connected the reading to culturally and linguistic sustaining pedagogy (CLSP).

___/10 Presenters connected the texts to other course readings, everyday experience, and teaching practice by providing and drawing out concrete, specific examples from the class.

Total: ___/80 points

Mini Unit Guidelines & Rubric

For this assignment, you will be developing a series of lessons consisting of 3 consecutive lesson plans (mini unit) around a central instructional focus. The standards, learning and language objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic within the curriculum. The central focus should take into account (hypothetical) knowledge of your students' development, backgrounds, interests, and learning levels that might further influence students' thinking and learning.

Identify a central focus along with the content (subject matter, i.e. math, science, art, social studies) and language objectives (key language forms/functions) you will address. The central focus should support students' English language development within content-based instruction. It should also reflect thoughtful consideration and use of students' entire language resources (repertoires), through the use of translanguaging strategies.

Think about the following questions as you develop your lesson plans:

- What do your students know, what are their interest, what can they do, and what are they learning to do, hypothetically?
- What do you want your students to learn? What are the important English language development goals and core content-area concepts you want students to develop within the mini unit?
- What instructional strategies, language tasks, and assessments will you design to support student learning and language use?
- How will you incorporate CLSP and translanguaging?

NOTE: Please do not plan a stand-alone literacy/ELA lesson. For this assignment, students should integrate literacy in any content areas. In other words, plan to teach literacy through any content area(s).

Mini Unit Grading Rubric*

	Not Acceptable < 19 points	Developing 20 points	Proficient 25 points	Exemplary 30 points	Total:
Thematic concept & Content objectives	Theme is not clear or grade appropriate; purpose of unit is not clear. Objectives do not make connections across the contents or are linked to CCSS; objectives are not written in measurable terms.	Theme is somewhat clear and grade appropriate; purpose of unit is somewhat clear. Objectives make some connections across the contents and are somewhat linked to CCSS; objectives are somewhat written in measurable terms.	Theme is clear and grade appropriate; purpose of unit is clear. Objectives make strong connections across the contents and are adequately linked to CCSS; objectives are adequately written in measurable terms.	Theme is clear, grade appropriate and creates opportunity for introducing more advanced concepts; purpose of unit is clear and pertinent to the particular community of students. Objectives make strong connections across the contents and are strongly linked to CCSS; all objectives are strongly written in measurable terms.	
Languaging Objectives	Languaging objectives do not address the language demands of the unit.	Languaging objectives somewhat address the language demands of the unit.	Languaging objectives adequately address the language demands of the unit.	Languaging objectives move beyond vocabulary and strongly address the language demands of the unit.	

Learning tasks & Instructional strategies	Learning tasks are not connected to unit objectives and standards; lessons do not include a variety of teaching strategies; plans do not make use of supplemental materials or technology.	Learning tasks are somewhat connected to unit objectives and standards; lessons somewhat identify teaching strategies; plans somewhat utilize activities and supplemental materials, including technology, to present new information.	Learning tasks are adequately connected to unit objectives and standards; lessons identify more than one teaching strategy, showing adequate understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; adequately utilizes activities and supplemental materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	Learning tasks are strongly connected to unit objectives and CCS standards; lessons identify a range of teaching strategies, showing significant or sophisticated understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; utilizes activities and supplemental materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	
Assessments	Assessments are not tied to unit objectives; assessments do not incorporate a plan for students to reflect on their performance.	Assessments are somewhat associated with unit objectives; assessments incorporate a plan for some reflection by students on their performance.	Assessments are adequately tied to unit objectives; assessments incorporate a plan for students to reflect on their performance at various points throughout the unit.	Assessments are strongly tied to unit objectives; assessments incorporate a detailed plan for students to reflect on their performance both formally and informally through assignments and/or activities.	
Differentiation & Translanguaging	Lesson plans make little or no adjustments for individual student differences; there is no evidence of the use of translanguaging strategies.	Lessons plans make some adjustments for individual student differences; the use of translanguaging strategies is minimally evident.	Lesson plans adapt to diverse learners by adequately accommodating individual student differences, including different developmental levels, EBL, SWD; translanguaging is adequately incorporated and utilized in some unit assignments, activities and assessments.	Lessons adapt to diverse learners by greatly accommodating most/all individual student differences (different dev. levels, EBL, SWD); Students' home language(s) is used as a resource–translanguaging is strongly incorporated and utilized throughout the unit assignments, activities and assessments.	Grand Total: ___/150

Comments	
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Adapted from E. Mayorga, 2007