

**DINÉ COLLEGE**  
**CDTE MASTER COURSE SYLLABUS**

<b>COURSE NUMBER</b>	EDU 477
<b>COURSE TITLE &amp; CREDITS</b>	Integrated Teaching Methods for Bilingual/ESL Classrooms (3 credits)
<b>SEMESTER</b>	
<b>CLASS MEETING TIME(S)</b>	
<b>LOCATION</b>	
<b>INSTRUCTOR</b>	
<b>OFFICE LOCATION</b>	
<b>OFFICE PHONE NUMBER</b>	
<b>EMAIL</b>	
<b>OFFICE HOURS</b>	
<b>BEST CONTACT METHOD</b>	
<b>PREREQUISITE (if any)</b>	Acceptance into the B.A. Elementary Education Program and successful completion of EDU courses 345-378 or BS Secondary Math/Science.

**COURSE DESCRIPTION**

This course introduces integrated methods, strategies, and materials for teaching science, math, and social studies in B-12 classrooms. Candidate teachers will apply appropriate state, tribal, and common core standards to design inquiry-based lessons with cooperative learning strategies. They will apply science, math and social studies concepts to explore issues in local communities.

**The language of instruction will be 30% Navajo.**

**COURSE OUTCOMES**

*The pre-service teachers...*

**Nitsáhákees:**

- Understands concepts and structures of the disciplines that she or he teaches
- Understands central role of assessment in effective instructional design (e.g., Backward Design)
- Understands K'é as a system for building relationships with students, families, and colleagues

**Nahat'á:**

- Develops thematic and interdisciplinary units and lessons that incorporate state and tribal standards
- Designs holistic, cross-disciplinary lessons and units with essential questions that relate to real-world issues and challenges
- Integrates K'é into curriculum and instructional practices

**Iiná:**

- Differentiates instruction
- Uses wide variety of instructional strategies and resources, including human and technical, to promote student learning
- Applies K'é with students, families, and colleagues

**Sih hasin:**

- Values flexibility and reciprocity for adapting instruction to learners' needs
- Demonstrates self direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóó t'áá hó ájít'éego hózhóqo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

**InTASC STANDARDS**

<b>Learner and Learning</b>
#2 <i>Learning differences.</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<b>Content Knowledge</b>
#4 <i>Content Knowledge.</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or her teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. #5 <i>Application of content.</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>
#6 <i>Assessment.</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #8 <i>Instructional strategies.</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
<b>Professional Responsibility</b>
#9 <i>Professional learning &amp; ethical practice.</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. #10 <i>Leadership &amp; collaboration.</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**ESSENTIAL QUESTION**

**SUGGESTED TEXTS AND RESOURCES**

Van de Walle, J., Karp, K., & Bay-Williams, J. (2010). Elementary and middle school mathematics: Teaching developmentally (8th Eds.). NY: Longman Publishing.  
Peters, J. M., & Stout, D. L. (2011). Science in elementary education: Methods, concepts,

and inquiries (11th Eds.). Boston, MA: Pearson Education, Inc.  
Parker, W., C. (2012). Social studies in elementary education (14 Eds.). Boston, MA:  
Pearson Education. Inc.  
<http://standards.illustrativemathematics.org/TrialLogin.aspx> (Free access for 120 days to Principles and Standards for School Mathematics)

## **COURSE AND PROGRAM ASSESSMENTS**

### **GRADING POLICY**

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

### **SCHEDULE (Optional)**

### **ATTENDANCE POLICY**

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

### **DISABILITY SUPPORT SERVICES**

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsale and Shiprock Campuses. Community

Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaila (928) 724-6856 or Shiprock (505) 368-3627.

### **ACADEMIC INTEGRITY**

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.