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| EDRE 3350: Early Language and Literacy Development |
| InstructorDr. Randall | PronounsShe/Hers/Her |
| Office locationMatthew Hall 204 H | Office Hours Monday 9-11:30 In Office Zoom by appointment |
| Contact infoAngela.randall@unt.edu | Final Exam Date/Time/PlaceTBD |

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**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW’S EDUCATORS AND SCHOLARS**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

# **COURSE PREREQUISITES**

Admission to Teacher Education program; Concurrent enrollment in EDEE 3330; EDEE 3340; Enrollment in Block A

# **CATALOGUE DESCRIPTION**

Course focuses on theoretical and practical applications of early language and literacy development (birth through grade K). With an emphasis on family and community literacy practices, this course will explore the ways in which children use and play with language as their earliest form of literacy and how teachers can capitalize on family and community literacy practices to create culturally sustaining classrooms. The course critically focuses on historical, political, and local perspectives of language and literacy development, including the Science of Teaching Reading, and how those perspectives instantiate themselves in programs for young children.

# **COURSE GOALS AND DESCRIPTION**

1. Describe major theories that inform language and literacy development and teaching for social justice and equity inside early childhood classrooms
2. Describe the developmental processes of oral language and literacy and the cultural, linguistic, and home factors that influence language and literacy development
3. Describe culturally sustaining pedagogy that fosters language and literacy development
4. Discuss the role of motivation, comprehension, phonological awareness (including phonemic), alphabetic principle, phonics, and fluency in reading acquisition and instruction in promoting reading development (understand the science of teaching reading); and
5. Demonstrate an understanding of multimodalities and semiotic systems as an expanded notion of “texts”.

**REQUIRED FIELD HOURS**

You will be expected to identify a child between the ages of 1-4 for the emergent literacy assignment. The observation should take about 2 hours as you have time to do it. Aim to identify a student by week 3 of this course. Reach out to your instructor if you need assistance locating a student.

 **REQUIRED TEXTBOOKS AND/OR MATERIALS**

Online readings (via the UNT library), primarily drawn from professional journals that publish research on early language and literacy development, including (but not limited to) *Reading Teacher*, *Language Arts*, *Journal of Early Childhood Literacy*, *Early Childhood Education Journal*, and *Young Children*.

**Required Books**

 Goodman, Y., & Owocki, G. (2002). *Kidwatching: Documenting children's literacy development*. Heinemann.

Choice of book by Vivian Paley: provided in class but you are welcome to purchase your own copies if you wish

Articles (you’ll read some, not all)

Bennet, S. V., Alberton Gunn, A., Peterson, B.J., (2021). Access to multicultural children’s literature during COVID‐19. *The Reading Teacher*. (Online First) <https://doi.org/10.1002/trtr.2003>

Niland, A. (2021). Picture books and young learners’ reading identities. *The Reading Teacher, 74*(5), 649-654. <https://doi.org/10.1002/trtr.1994>

Wynter-Hoyte, K., Braden, E. G., Rodriguez, S., & Thornton, N. (2017). Disrupting the status-quo: Exploring culturally relevant and sustaining pedagogies for young diverse learners. *Race, Ethnicity, and Education, 22*(3), 428-447. <https://libproxy.library.unt.edu:2147/10.1080/13613324.2017.1382465>

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review, 84*(1), 85-100. <https://libproxy.library.unt.edu/login?url=https://libproxy.library.unt.edu:2165/docview/1541479356?accountid=7113>

Newstreet, C., Sarker, A., & Shearer, R. (2018). Teaching empathy: Exploring multiple perspectives to address Islamophobia through children's literature. *The Reading Teacher, 72(5), 559-568*. <https://libproxy.library.unt.edu:2147/10.1002/trtr.1764>

Hoffman, J. V., Sailors, M., & Aguirre, S. (2016). Thinking globally in literacy instruction: Making a difference in the world. *The Reading Teacher, 70*(2), 143-148. <https://libproxy.library.unt.edu:2147/10.1002/trtr.1507>

Callow, J. (2017). "Nobody spoke like I did": Picture books, critical literacy, and global contexts. *The Reading Teacher, 71(*2), 231-237. <https://libproxy.library.unt.edu:2147/10.1002/trtr.1626>

Cooper, P. M. (2005). Literacy learning and pedagogical purpose in Vivian Paley's 'storytelling' curriculum. *Journal of Early Childhood Literacy, 5*(3) 229–251. <https://libproxy.library.unt.edu:2147/10.1177/1468798405058686>

Goodman, K, & Goodman, Y. (2019). To err is human: Learning about language processes by analyzing miscues. In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. Ruddell (Eds.). *Theoretical Models and Processes of Literacy* (7th ed., pp. 146-160). Routledge.

Hoffman, J. V. (2017). What if "just right" is just wrong? The unintended consequences of leveling readers. *The Reading Teacher, 71*(3), 265-273.

Souto-Manning, M. (2016). Honoring and building on the rich literacy practices of young bilingual and multilingual learners. *The Reading Teacher, 70*(3), 263-271.

Souto-Manning, M., Dernikos, B., & Yu, H. M. (2014). Rethinking normative literacy practices, behaviors, and interactions: Learning from young immigrant boys. *Journal of Early Childhood Research, 14*(2), 163–180.

Bennett, S. V., Gunn, A. A., Gayle-Evans, G., Barrera IV, E. S., & Leung, C. B. (2018). Culturally responsive literacy practices in an early childhood community. *Early Childhood Education Journal, 46*(2), 241-248.

Hart, B., & Risley, T. R. (1992). American parenting of language-learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology, 28*(6), 1096-1105.

Dudley-Marling, C., & Lucas, K. (2009). Pathologizing the language and culture of poor children. *Language Arts, 86*(5), 362-370.

Jiménez, R. T., David, S., Pacheco, M., Risko, V. J., Pray, L., Fagan, F., & Gonzales, M. (2015). Supporting teachers of English learners by leveraging students' linguistic strengths. *The Reading Teacher, 68*(6), 406-412.

Briciño, A., & Klein, A. F. (2018). A second lens on formative reading assessment with multilingual students. *The Reading Teacher*. <https://doi.org/10.1002/trtr.1774>

Souto-Manning, M., & Rabadi-Raol, A. (2018). (Re)Centering quality in early childhood education: Toward intersectional justice for minoritized children. *Review of Research in Education, 42*(1), 203–225.

**COURSE ASSIGNMENTS**

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|  MAJOR ASSIGNMENTS  |
| **Vivian Paley Book Clubs (Literature Circles)**For this assignment you will be working in groups of 4-5. We will be using one of Vivian Paley’s chapter books below. While some of these are on reserve in the library, I have purchased copies for use in my classroom. We will be using a literature circle format for these book clubs. While you will meet each class to go over your assigned role in the book, the work MUST be done prior to coming to class. Showing up without your assigned role done for your group is not acceptable. You will complete 2 of Paley’s books in literature circles. More specific guidelines will be presented in class. * *Wally’s stories* (1981)
* *The girl with the Brown Crayon (1997)*
* *Bad Guys Don't Have Birthdays: Fantasy Play at Four* (1988)
* *The Boy Who Would Be A Helicopter* (1991)
* *You Can't Say You Can't Play* (1993)
* *Boys and Girls: Superheroes in the Doll Corner* (2014)
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|  **Vivian Paley Final Presentation- Prezi**For your final, you will be making a Prezi over one of the Paley books. It must be over a one of her books that was not used in your literature circle. <https://prezi.com> . These will be submitted the week of your final. Currently I am still working on what will be included in this final presentation, but it will include several slides. It will need to be very engaging and include outside links and lots of visuals and examples. It will include a short summary of the book and key takeaways. You will apply what you learned to a quick lesson in the classroom using a children’s picture book. Each of the 5 multi modalities- linguistic, visual, audio, gestural and spatial will be included. More detail is to come in class.  |
| **Emergent Literacy Project**Students will identify a child between the ages of 1-4 to work with. **You will need to find your own student to work with as we do not place you with a student for this class.** During these sessions, students will use a variety of tools to observe phonemic awareness, phonics, concepts of print along with other various observations. Students will summarize their observations into a report. More specific guidelines will be presented in class.  |
| **Early Literacy Reflection**The purpose of this assignment is to reflect on what you remember about learning to read and books that impacted you 1. Before School Began 2. The Elementary Years 3. The Middle School Years 4. The High School Years 5. The College Years 6. Lately. You will make a power point an include a slide for each with a brief description of each of the 6 areas. You will include pictures of the books that impacted you the most. Feel free to get creative and add music, links comics etc. because as we will learn this semester literacy is not always just the words on a page.  |
| **Reading Responses**For this course, our primary source of reading will be various articles and chapters. Readings will focus on culturally relevant pedagogies and theories that encompass students’ language and literacy acquisition and development. You should read each week’s assignment before coming to class. I'll grade this posting in this way:0= no response5= please reconsider in light of my comments10= good-to-go |
| **Llama Llama Red Pajama** You will listen to the singing of Llama Llama Red Pajama and compare it to the traditional reading of the story which will be done in class. You will respond to these things1. Thoughts and classroom use on the traditional book reading 2. Thoughts and classroom use on the singing of the story**Short Story** Listen to the story and write a response**Graphic Organizer-KWL** Listen to the story and follow the directions with the graphic organizer**Graphic Organizer-Venn Diagram** Listen to the story and follow the directions with the graphic organizer**Phonics Test** At the end of the semester, you will have a test over the phonics skills learned in class**Quizzes** You will have 5 random quizzes covering phonics skills throughout the semester |
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| **STUDENT EVALUATION** |
| Vivian Paley Book Club (Literature Circles) | 100 |
| Vivian Paley Final Presentation  | 200 |
| Emergent Literacy Assignment | 200 |
| Reading Responses | 150 |
| Early Literacy Reflection | 50 |
| Phonics Test | 100 |
| Phonics Quizzes | 50 |
| New Literacies Analysis | 50 |
| Llama llama Red Pajama | 25 |
| Short Story | 25 |
| Graphic Organizer KWL | 25 |
| Graphic Organizer Venn diagram | 25 |
| TOTAL | 1000 |

**EVALUATION AND GRADING**:

This class is based on points. I do not average your grade. Your grade is earned during the school year so keep track of your grade throughout the semester.

Students will be evaluated according to the following criteria: total class points available = 1000

900-1000 points =A; 800-899 points =B; 700-799 points = C; 600-699 points= D; Below 600 points = F

**NOTE**: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

**UNT’s Course Policies**

**Face Coverings**

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines.  Face covering guidelines could change based on community health conditions.

**Attendance**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course.  It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals.  Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

 If you are experiencing any [symptoms of COVID-19](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CLauri.Morrow%40unt.edu%7Cf5922acf16c847d609bb08d95b7c3ee0%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637641411465778240%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=5HZO7D21i5N9V9no6Y%2FiWWhE%2BIeE3xCPkLCTTeyuOsk%3D&reserved=0) ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fsymptoms-testing%2Fsymptoms.html&data=04%7C01%7CLauri.Morrow%40unt.edu%7Cf5922acf16c847d609bb08d95b7c3ee0%7C70de199207c6480fa318a1afcba03983%7C0%7C0%7C637641411465788226%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EZ%2FLDed2Iw8BqwPBf9ya09neKFBckO2Yxf2Zg8yxUGw%3D&reserved=0)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Course Materials for Remote Instruction**

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19.  Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class.  Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course].  Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

**UNT’s Standard Syllabus Statements**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

**Course Safety Procedures (for Laboratory Courses).** Students enrolled in [insert class name] are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Department Syllabus Statements**

**Foliotek ePortfolio** (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**UNT TEACHER EDUCATION PROGRAM**

**COMMITMENTS**

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act.* We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

* **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
* **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
* **Activism.** Preparing teachers who create curriculum that responds to children’s and youth’s inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
* **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

**Teacher Preparation at The University of North Texas**

**Core Commitments**

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| **Commitments->**  | **As Teachers**  | **To Children and Youth**  | **In our Practice**  | **To Radically Imagine**  |
| **Identity**  | **We are** individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.  | **We value**and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.   | **We practice** humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.  | **We imagine**schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.   |
| **Inquiry**  | **We are** intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.   | **We value** young people’s knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating  | **We practice** curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.  | **We imagine** a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.  |
| **Advocacy &** **Activism**  | **We are** activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.   | **We value**and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.  | **We practice** activism in the curriculum by engaging children and youth in work that contributes to the creation of  more just, more caring, and more peaceful world.  | **We imagine** metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.  |
| **Communities**   | **We are** members of a multiple communities— connected in ways that make our successes intertwined.  | **We value** inclusive learning communities that connect us within and outside of our classrooms.  | **We practice** humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.    | **We imagine** schools as sustaining intersecting ways of being, knowing, and languaging.  |

**EDUCATOR STANDARDS**

In order to recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum includes alignment to standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

**TEXAS TEACHING STANDARDS**

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.

a. Standard 1Ai,ii,iv

b. Standard 1Bi,ii (Lesson design)

2. Standard 2--Knowledge of Students and Student Learning

3. Standard 3--Content Knowledge and Expertise

4. Standard 4--Learning Environment

5. Standard 5--Data-Driven Practice

6. Standard 6--Professional Practices and Responsibilities

Full description of the standards and competencies can be accessed using this link: [Texas Teaching Standards Adopted in Chapter 149](http://texreg.sos.state.tx.us/public/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)

**EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:**

A full description of the standards and competencies can be accessed using this link: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

*[List the standards here, using this format:*

*• Standard I 1.1k-1.2k, 1.1s-1.7s (Comprehensive Knowledge of SS)*

*• Standard II 2.1k-2.3k, 2.1s-2.2s (Integration)*

*• Standard III 3.1k-3.8k, 3.1s-3.7s (TEKS)*

*• Standard IV 4.1k-4.18k, 4.1s-4.11s (History)*

*• Standard V 5.1k-5.12k, 5.1s-5.14s (Geography)*

*• Standard VI 6.1k-6.23k, 6.1s-6.12s (Economics)*

*• Standard VII 7.1k-7.13k, 7.1s-7.11s (Government)*

*• Standard VIII 8.1k-8.10k, 8.1s-12s (Citizenship)*

*• Standard IX 9.1k-9.21k, 9.1s-9.12s (Culture)*

*• Standard X 10.1k-10.9k, 10.1s-10.10s (Science, Technology and Society)]*

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency Web site using the A-Z index at the following URL: <https://tea.texas.gov/academics/curriculum-standards>

*[List the standards here, using this format:*

*• Pre-K Guidelines VII for Social Studies • Chapter 117 TEKS for Fine Arts Subchapter A. Elementary Grades K-5 117.1-117.19 • Chapter 117 TEKS for Fine Arts Subchapter B. Middle Grade 6 117.32-117.34 • Chapter 113 TEKS for Social Studies Subchapter A. Elementary Grades K-5 113.1-113.7 • Chapter 113 TEKS for Social Studies Subchapter B. Middle Grade 6 113.21-113.22 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]*

**ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)**

This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

**TEXAS COLLEGE AND CAREER READINESS STANDARDS**

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link: <http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

**TECHNOLOGY APPLICATIONS**

[Technology Applications (All Beginning Teachers, PDF)](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539612985) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated in to the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

*[List the Technology Application standards for all beginning teachers here, using this format:*

*• Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s*

*• Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s*

*• Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s*

*• Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]*