

EDCI 4060: Content Area Reading in Secondary Schools	
Instructor Krystle Brom, M.Ed.	Pronouns she/her
Office location Remote	Office Hours Tues/Thurs 10-11am
Contact info Canvas Message	Final Exam Date/Time/Place May 9, 2022/ Open from 12am-11:59pm/Online

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.

Required Text

None.

Readings available on Library Course guide <https://guides.library.unt.edu/edci4060>

- Password:ReadingRocksSpring2022

Course Description

This course was designed to help middle and secondary teacher education candidates, as well as practicing teachers in all teaching fields, increase and enhance students' learning. While there is a primary emphasis on learning from printed materials, learning effectively from all forms of text (visual media, audio, and so on) will be included. The course will build understanding of the importance and the process of recognizing and assessing the typically diverse population of classroom learners, and using that information to scaffold learning and differentiate instruction. For each course topic, relevant theory and research will be provided, however, practical application of course material to your future or current classroom is emphasized. Areas studied will include literacy (basic, intermediate, and disciplinary), cognition and metacognition, readiness to learn, concept development, teaching within an instructional framework, content literacy, instructional scaffolding, writing as a tool for thinking, classroom assessment, text analysis, academic diversity and use of alternate resources to improve teaching and learning. Students will explore and understand existing knowledge and theory regarding literacy in its many forms and apply that information to practical classroom situations.

Technical Requirements

[Microsoft Office Suite](#)

Internet Access

Technical Support

[UNT IT and Tech Support](#)

UNT Student Help Desk: helpdesk@unt.edu Phone: 940-565-2324

If you need assistance with Foliotek, contact alyssa.armstrong@unt.edu

Course Objectives

1. Appreciate the value of an informed and reflective mindset about one's instructional decision-making.
2. Recognize and describe the impact of students' cognitive and metacognitive processing on thinking and learning.
3. Explain and apply to instructional decision-making an understanding of how reader, text, and context factors interact to affect the construction of meaning.
4. Delineate the distinctions among Basic literacy, Intermediate Literacy, Disciplinary Literacy, and Critical Literacy.
5. Develop strategies to use to modify instructional approaches based on student abilities, needs, interests, and cultural characteristics (to include language differences), narrowing the gap between students' readiness to learn and the teacher's instructional goals.
6. Incorporate content literacy strategies into instruction with the goal of creating self-regulated, independent and *engaged* learners.
7. Plan instruction which facilitates and scaffolds students' learning from text.
8. Develop an awareness of anti-biased and anti-racist instructional resources and strategies and approaches for implementing such.
9. Identify professional literature, technology resources, and literature created to engage young people related to being literate in his/her specific content area.
10. Choose and teach content vocabulary in ways that increase concept development and independent vocabulary learning.
11. Recognize the need for and beginning ways to support students with exceptionalities in the content classroom.
12. Purposefully choose and incorporate selected content literacy and disciplinary literacy strategies into his/her instructional-decision making, drawing from diverse modalities that are most aligned with specific areas.

Foliotek e-Portfolio

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 requires one assignment (e.g., Common Lesson Plan) to be uploaded and graded in Foliotek. You will upload to Foliotek directly from your Canvas assignment page by clicking on the load button at the bottom of the assignment page.*

For students with visual impairments, please reach out to your instructor to develop alternate accommodations.

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 (free) program portfolio that aligns with their degree plan.**

Instructor Communication: Instructor communication to the student is conducted through Canvas message and Canvas Announcements. It is the student's responsibility to read these messages and announcements regularly.

COURSE ASSIGNMENTS View Course Schedule w/dates		Points
*Subject to change **Grades are weighted by assignment group		
PARTICIPATION AND PROFESSIONALISM 5% Online learning course norms quiz (45 points) Respectful conversations with instructor and peers. Active participant in course, evidenced in response to peers and instructor (20 points)		65
CHECKPOINT ACTIVITIES (Modules 1, 3, 5, 7; 10 points each) 10% You will encounter different Content Literacy Strategy designed to connect you to the topic in some way. These are the types of activities you should use with your own students to scaffold their understanding of material in your own classroom. Completing them will give you a chance to see what the strengths and weaknesses of the activities are, and consider modifications to make each work more effectively in your discipline.		40
CASE STUDIES (Modules 2, 4, 6; 15 points each) 25% Thinking critically about, analyzing problems of practice, and sharing thoughts and ideas with other teachers is essential to your continued growth as an educator. These case studies are designed to help prepare you for the everyday challenges of a teacher.		45
CLASSROOM APPLICATION (Modules 1-7; 25 points each, Mod 3 CA* = 45 points) 35% Each module will provide an opportunity for you to apply what you have learned to a hypothetical (or actual, if currently teaching) classroom setting which should simulate your desired future teaching context as closely as possible. *Mod 3 CA is a teacher certification required assessment and must be uploaded to Foliotek through the Canvas assignment submission page.		195
FINAL EXAM 25% To ensure your understanding of the material in this course and to prepare you to be successful on your TExES and SoTR Exam, there will be a final exam which will test your knowledge and understanding of key concepts and objectives.		72

GRADING SCALE

A// 90-100% B// 80-89% C// 70-79% D// 60-69% F// below 60%

Late Work: Assignments submitted after the due date are late and points will be deducted from the final grade. For each day an assignment is late, 10% will be deducted from the score earned. On the 8th day after the due date, the assignment will remain a 0% in the grade book.

ASSIGNMENT	DUE DATE
Participation: Self-Introductions	Thursday, 01/20
Participation QUIZ: Online Course Norms	Thursday, 01/27
MODULE 1: Checkpoint	Thursday, 02/03
MODULE 1: Classroom Application	Thursday, 02/10
MODULE 2: Case Study	Thursday, 02/17
MODULE 2: Classroom Application	Thursday, 02/24
MODULE 3: Checkpoint	Thursday, 03/03
MODULE 3: Classroom Application	Thursday, 03/10
MODULE 4: Case Study	Thursday, 03/17
MODULE 4: Classroom Application	Thursday, 03/24
MODULE 5: Checkpoint	Thursday, 03/31
MODULE 5: Classroom Application	Thursday, 04/07
MODULE 6: Case Study	Thursday, 04/14
MODULE 6: Classroom Application	Thursday, 04/21
MODULE 7: Checkpoint	Thursday, 04/28
MODULE 7: Classroom Application	Thursday, 05/05
FINAL EXAM	Monday, 05/09

COURSE READINGS

***You'll read those relevant to your discipline.**

[EDCI 4060 Course Guide](#) Password: ReadingRocksSpring2022

Note: Accessible (i.e., screenreader ready) HTML copies available on Course Guide: Supplemental tab. IF HTML is unavailable, request an accessible PDF from the instructor.

[2-minute training on accessing UNT Library Databases](#)

Module 1

Brundin, J. (2018, October 26). *5 ways to make classrooms more inclusive*. NPR.
<https://www.npr.org/2018/10/26/659571443/5-ways-to-make-classrooms-more-inclusive>.

Module 2

Fang, Z., & Coatoam, S. (2013). Disciplinary literacy : What you want to know about it. *Journal of Adolescent & Adult Literacy*, 56(8), 627–632. <https://doi.org/10.1002/jaal.190>

International Literacy Association. (2017). *Content area and disciplinary literacy: Strategies and frameworks* [Literacy leadership brief]. Newark, DE: Author.

Moore, D. W. (2006). *Developing readers and writers in the content areas K-12*. (Ch.1). Pearson/Allyn and Bacon.
 Ch 1: Content Area Reading and Writing

- Available on UNT eReserve spring 2022

Module 3

Art

Katz, A. (2013). Positioning students in a new Lens: Art historians, Readers and Writers. *Journal of Content Area Reading*, 10(1), 7–28.

ELA

Pytash, K. (2011). Teaching PSTS to Take a Disciplinary Approach to Teaching Writing. *Journal of Content Area Reading*, 9(1), 105–122.

Math

Spitler, E. (2011). From resistance to advocacy for math literacy: One teacher's literacy identity transformation. *Journal of Adolescent & Adult Literacy*, 55(4), 306–315. <https://doi.org/10.1002/jaal.00037>

Music

Lenley, S. M. (2018). Using Inquiry to Develop Art and Music Preservice Teachers' Disciplinary Literacy Pedagogy. *The Journal of Literature, Literacy, and the Arts, Research Strand*, 5(1), 49–73. <http://ed-ubiquity.gsu.edu/wordpress/wp-content/uploads/2018/10/Lemley-and-Hart-5-1b.pdf>

Science

Cervetti, G., & Pearson, P. (2012). Reading, writing, and thinking like a scientist. *Journal of Adolescent & Adult Literacy*, 55(7), 580–586. <https://doi.org/10.1002/jaal.00069>

Social Studies

Damico, J., Baildon, M., Exter, M., & Guo, S.-J. (2009). Where we read from matters: Disciplinary literacy in a ninth-grade social studies classroom. *Journal of Adolescent & Adult Literacy*, 53(4), 325–335. <https://doi.org/10.1598/jaal.53.4.6>

Spanish

Hayes, K., Rueda, R., & Chilton, S. (2009). Scaffolding language, literacy, and academic content in english and spanish: The linguistic highway from mesoamerica to southern california. *English Teaching*, 8(2), 137. <https://libproxy.library.unt.edu/login?url=https://www-proquest-com.libproxy.library.unt.edu/scholarly-journals/scaffolding-language-literacy-academic-content/docview/926191047/se-2?accountid=7113>

Physical Education

Wickens, C. M., Manderino, M., Parker, J., & Jung, J. (2015). Habits of practice. *Journal of Adolescent & Adult Literacy*, 59(1), 75–82. <https://doi.org/10.1002/jaal.429>

Theatre

Flynn, R. M. (2004). Curriculum-based readers theatre: Setting the stage for reading and retention. *The Reading Teacher*, 58(4), 360–365. <https://doi.org/10.1598/rt.58.4.5>

Module 4

Corbin, C. B. (2016). Implications of physical literacy for Research and Practice: A Commentary. *Research Quarterly for Exercise and Sport*, 87(1), 14–27. <https://doi.org/10.1080/02701367.2016.1124722>

Munger, E. by K. A. (n.d.). *Steps to success: Crossing the bridge between Literacy Research and Practice*. Disciplinary Literacy | Steps to Success: Crossing the Bridge Between Literacy Research and Practice. Retrieved September 22, 2021, from <https://courses.lumenlearning.com/suny-hccc-childrenslit/chapter/disciplinary-literacy/>.

Module 5

Lent, R. C., & Voigt, M. M. (2019). Creating a schoolwide culture of disciplinary thinking. In R. C. Lent and M. M. Voigt, (Eds), *Disciplinary Literacy in Action: How to create and sustain a school-wide culture of deep reading, writing, and thinking* (pp. 125-155).

- ebook access to the entire book - Ch 5 referenced in citation above.
 - [Access in Discover*](#)
 - [Access in the old Catalog](#)

[Reaching every learner: Differentiating instruction in theory and practice](#)

Module 6

Harmon, J. M., Hedrick, W. B., & Wood, K. D. (2005). Research on vocabulary instruction in the content areas: Implications for struggling readers. *Reading & Writing Quarterly*, 21(3), 261-280. <https://doi.org/10.1080/10573560590949377>

Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., ... & Hairrell, A. (2016). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading & Writing Quarterly*, 32(3), 199-222. <https://doi.org/10.1080/10573569.2014.910718>

Riccomini, P. J., Smith, G. W., Hughes, E. M., & Fries, K. M. (2015). The language of mathematics: The importance of teaching and learning mathematical vocabulary. *Reading & Writing Quarterly*, 31(3), 235-252. <https://doi.org/10.1080/10573569.2015.1030995>

Medina, S. L. (1990). The Effects of Music upon Second Language Vocabulary Acquisition. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (San Francisco, CA, March 1990). <https://eric.ed.gov/?id=ED352834>

Module 7

Lent, R. C., & Voigt, M. M. (2019). Creating a schoolwide culture of disciplinary thinking. In R. C. Lent and M. M. Voigt, (Eds), *Disciplinary Literacy in Action: How to create and sustain a school-wide culture of deep reading, writing, and thinking* (pp. 125-155).

Watkins, N. M., & Lindahl, K. M. (2010). Targeting content area literacy instruction to meet the needs of adolescent english language learners. *Middle School Journal*, 41(3), 23-32.

<https://libproxy.library.unt.edu/login?url=https://www-proquest-com.libproxy.library.unt.edu/scholarly-journals/targeting-content-area-literacy-instruction-meet/docview/217433626/se-2?accountid=7113>

***Supplemental Readings Relevant to Culturally Responsive Teaching**

*Readings from an honors project, “Designing Anti-Biased and Anti-Racist Instruction in a Secondary English Classroom”

Arneback, E. & Englund, T. (2020). Teachers’ deliberation on communicative potentials in classrooms when students express racism. *Reflective Practice*, 21(1), 28-40. <https://doi.org/10.1080/14623943.2019.1708304>

Arneback, E. & Jämte, J. (2021). How to counteract racism in education: A typology of teachers’ anti-racist actions. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2021.1890566>

Baker-Bell, A. (2020). Dismantling anti-black linguistic racism in English language arts classrooms: Toward an anti-racist black language pedagogy. *Theory Into Practice*, 59(1), 8–21. <https://doi-org.libproxy.library.unt.edu/10.1080/00405841.2019.1665415>

Darling-Hammond, L. (2017). Teaching for social justice: Resources, relationships, and anti-racist practice. *Multicultural Perspectives*, 19(3), 133-138. <https://doi.org/10.1080/15210960.2017.1335039>

Dei, G. J. S. (2001). Rescuing theory: Anti-Racism and inclusive education. *Race, Gender & Class*, 8(1), 139. <https://libproxy.library.unt.edu/login?url=https://www-proquest-com.libproxy.library.unt.edu/scholarly-journals/rescuing-theory-anti-racism-inclusive-education/docview/218857970/se-2?accountid=7113>

Ebarvia, T. (2021). Starting With self: Identity work and anti-racist literacy practices. *Journal of Adolescent and Adult Literacy*, 64(5), 581-584. <https://doi-org.libproxy.library.unt.edu/10.1002/jaal.1140>

Hinton, M., & Ono-George, M. (2020). Teaching a history of “race” and anti-racist action in an academic classroom. *AREA*, 52, 716-721. <https://doi-org.libproxy.library.unt.edu/10.1111/area.12536>

Joseph, T. & Evans, L. M. (2018). Preparing preservice teachers for bilingual and bicultural classrooms in an era of political change. *Bilingual Research Journal*, 41(1), 52-68. <https://doi.org/10.1080/15235882.2017.1415237>

Kishimoto, K. (2018). Anti-racist pedagogy: From faculty’s self-reflection to organizing within and beyond the classroom, *Race Ethnicity and Education*, 21(4), 540-554. <https://doi.org/10.1080/13613324.2016.1248824>

Watt, D. (2017). Dealing with difficult conversations: anti-racism in youth & community work training. *Race Ethnicity and Education*, 20(3), 401-413. <https://doi.org/10.1080/13613324.2016.1260235>

UNT'S STANDARD SYLLABUS STATEMENTS

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://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) 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>

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. (UNT Policy 16.001)

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.

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.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

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>

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](#)

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>

• *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.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

TECHNOLOGY APPLICATIONS

[Technology Applications \(All Beginning Teachers, PDF\)](#) 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.

- *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]*