

SHELTERED INSTRUCTION FOR EDUCATORS

ONLINE

BED 5343

CRN: 31254

Bilingual Education

University of Texas at El Paso

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Office hours On-line: Monday to Friday 10:00 am to 2:00 pm. Please, text me if you need my immediate attention to your e-mail; not after 10 pm (Only text)! I will periodically check the Peer Q&A forum discussion to answer unaddressed questions.

COURSE DESCRIPTION

This is a graduate-level course designed for pre-service and in-service teachers who are currently working or will work with English Language Learners. The purpose on teaching this course is to develop teachers' knowledge and practice of the integration of language and academic content—that is, the teaching of content and language at the same time. Much of the course focuses on developing teachers' awareness of language and expertise in language analysis, both of which are critical to the integration of language and content in teaching. Students in the course gain knowledge of both practical and theoretical aspects of language integration throughout the curriculum and become familiar with issues and topics in the field.

REQUIRED TEXTS AND READINGS

Gibbons, P. (2009). *English Learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.

Lightbown, P. M. & Spada, N. (2013). *How languages are learned: Fourth edition*. New York: Oxford University Press.

Additional readings are listed below and posted on Blackboard (BB) in their corresponding modules for each week.

COURSE OVERVIEW

| W | Topic | ESL Standards Focus | Guiding question |
|----------|--|--|--|
| 1 | Language (I) and language acquisition | <ul style="list-style-type: none"> • Language concepts (I) • Process of L1 acquisition (III) | What is language? What is the role of parents and communities in language acquisition? |
| 2 | Language (II) and Second language acquisition | <ul style="list-style-type: none"> • Process of L2 acquisition (III) • Factors affecting learning of academic content (V) | How diverse are ELs? What is the role of interaction in L2 acquisition? |
| 3 | Second language acquisition | <ul style="list-style-type: none"> • Process of L2 acquisition (III) • ESL teaching methods (IV) | What is the role of teachers in the second language acquisition process? |
| 4 | The language of school | <ul style="list-style-type: none"> • Language concepts (I) • ESL teaching methods (IV) • Factors affecting learning of academic content (V) | What is academic language? |
| 5 | Bridges to text (Instructional implications) | <ul style="list-style-type: none"> • ESL teaching methods (IV) | What can teachers do to promote academic language development across the continuum of oral and written language? |
| 6 | Integrating language and content 1 | <ul style="list-style-type: none"> • ESL teaching methods (IV) | How can teachers shelter instruction to promote academic language development in content areas? |
| 7 & 8 | Integrating language and content 2; Assessment | <ul style="list-style-type: none"> • ESL teaching methods (IV) • Assessment VI | How can teachers shelter instruction to promote academic language development in content areas? How can teachers assess development? |

ESL EDUCATOR STANDARDS

Educators of ELL students must be able to teach the academic English that students need in order to learn the target content. Thus, educators of ELLs must have an understanding of English language teaching. We use the Texas State Standards for ESL Educators as a guide for what students in this course will know and be able to do upon successful completion of the course. Standards I, III, IV, V, and VI will be our focus.

Domain I: Language concepts and language acquisition

ESL STANDARD I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ESL STANDARD III:

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.

Domain II: ESL instruction and assessment

ESL STANDARD I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ESL STANDARD III:

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.

ESL STANDARD IV:

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

ESL STANDARD V:

The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language and culture.

ESL STANDARD VI:

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

SCHEDULE OF READINGS AND ASSIGNMENTS

| W | Topic | Key readings | Assignments |
|----------|---|--|---|
| 1 | Language I and language acquisition | <ul style="list-style-type: none"> • L&S (Ch. 1) • Diaz-Rico (p. 13-43) • Wong-Fillmore and Snow (p. 13-32) Video “Doing What Comes Naturally: Childhood Language Acquisition” (UTEP library) | <ul style="list-style-type: none"> • Personal introduction by Tuesday at 11 pm • Forum: at least 5 posts (Tues, Thurs, Fri) • Language and language acquisition due Sunday at 11 pm • Weekly reflection |
| 2 | Language II and second language acquisition | <ul style="list-style-type: none"> • L&S (Chs. 2-4) • Gibbons Ch. 1 (p. 8-16) • Wong-Fillmore and Snow (p.22-25) • Quan; Rodríguez; Menken; García <p style="text-align: center;">June 18- Census Day To drop out a class before this date without any penalty reflected in the transcript</p> | <ul style="list-style-type: none"> • Forum: at least 5 posts (Tues, Thurs, Fri) • Second language acquisition due Sunday at 11 pm • Weekly reflection |

| | | | |
|---|---|--|---|
| 3 | Second language acquisition | <ul style="list-style-type: none"> • Wong-Fillmore and Snow (p. 5-12) • L&S (Chs. 4-6) • Peregoy & Boyle table • Video: “Developing Communication for Language and Thinking” | <ul style="list-style-type: none"> • Forum: at least 5 posts (Tues, Thurs, Fri) • Language learning activity due Sunday at 11 pm • Weekly reflection |
| 4 | The language of school | <ul style="list-style-type: none"> • Gibbons (Chs. 2-3) | <ul style="list-style-type: none"> • Forum: at least 5 posts (Tues, Thurs, Fri) • Text analysis due Sunday at 11 pm • Weekly reflection |
| 5 | Bridges to text (Instructional implications) | <ul style="list-style-type: none"> • Gibbons (Chs. 4-5) • ELPS online resource July 13- Last day to withdraw with a “W” | <ul style="list-style-type: none"> • Forum: at least 5 posts (Tues, Thurs, Fri) • Building bridges to academic texts due Sunday at 11 pm • Weekly reflection |
| 6 | Integrating language and content 1 | <ul style="list-style-type: none"> • Echevarria & Graves • Gibbons (Chs. 6-7) • Video: “Integrating ESL Students into the Classroom” | <ul style="list-style-type: none"> • Forum: at least 5 posts (Tues, Thurs, Fri) • Content-based, sheltered lesson due Sunday at 11 pm • Weekly reflection |
| 7 | Integrating language and content 2 | <ul style="list-style-type: none"> • Mitchell and Young; Vogt • Gibbons (Ch. 8) | <ul style="list-style-type: none"> • Forum: at least 5 posts (Tues, Thurs, Fri) • Weekly reflection • Start working on peer review (Due on Monday, Week 8) |
| 8 | Integrating language and content 2 Continuation | <ul style="list-style-type: none"> • Edit final group work (Please, follow the rubric to make sure you get full credit for this assignment) | <ul style="list-style-type: none"> • Peer review due Monday at 11 pm • Thematic unit due on Sunday August 5 at 11:00 pm |

POLICIES AND PROCEDURES

1. **Participate actively online.** Please plan your time and organize your schedule as needed for an online class. You must log in to the course regularly, participate in all discussions and activities and complete expected group work on time. If you have an emergency that prevents your participation, you must let me know about it. I will drop students who do not participate in regular activities.

Engaging effectively in group work is essential to learning in this course and to your development as an educator. You will depend upon your group members to share resources, communicate frequently, and complete their portions of assignments, and they will depend upon you for the same. If you are experiencing problems within your team, first try to resolve it on your own. If you are not able to resolve it, document your problem, and email it to me right away. Do not wait until the end of the module when little can be done to fix it.

2. **Communicate appropriately online.** Please remember that the only way we have of getting to know each other is through written communication. It's ok to be in a hurry—we all are—but don't forget to use greetings and other social niceties in your emails and discussions. There is always a PERSON on the other end of your message, and the same kinds of relationship-building tools are necessary online as in F2F (face-to-face) life. In your discussion groups you may develop familiarity and trust that will make it ok to write a naked question or request (one with no greeting, niceties, or signature) in a message or post. However, please always use greetings, etc. in your communication with me.

3. **Keep deadlines.** Please note that, in general, assignment due dates are set during the week because I find that students often need additional support from me right before an assignment is due. I am best able to provide this kind of support on weekdays. If your best time to work is on the weekend, these due dates simply mean you will complete the work ahead of time. In group work, communicate frequently within your group to organize the work, in part based on when members can complete the work.

4. **Don't fall behind even if Blackboard (Bb) fails.** If Bb does not seem to be working when you need to submit an assignment, do the following:

- a) Try clearing your browser history and try accessing Bb through a different browser.
- b) Check the IT status page to see whether Bb is really down:
<http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/ti>
- c) Try again in an hour.
- d) If Bb is still down, email the assignment to me by attachment.
- e) If you email an assignment you MUST ALSO SUBMIT IT TO Bb LATER. Return to Bb the next day AND submit it to the appropriate place. The emailed assignment gets you credit for submitting it on time. But only assignments submitted through Bb can be graded. If you do not submit an assignment through Bb, it will not be graded.

5. **Find support.** There are several ways to find support and get your questions answered.

- Peer Q&A forum:** This is a discussion forum always available where you can post questions for your peers. Chances are, someone else had the same question and has maybe already figured out the answer. I will also occasionally post answers to people's questions there.
- Office hours:** I am available by email, and by text messaging. I check my e-mail in daily basis, and able to reply to messages from 10:00 am to 9:00 pm.

6. **Use MS Word.** All written assignments (non-discussions) must be submitted in Word format. I will not accept work which is posted in the comments section of the assignments because doing so causes more work for both students and teacher. Work posted in discussion forums should not be posted as an attachment; they will not be read or graded.

7. **Cite your sources.** Part of your work as a scholar is to back up your claims and cite your sources. Please provide proper in-text AND bibliographic citations whenever referencing others' work (INCLUDING COURSE READINGS) in ALL your written assignments. Please use American Psychological Association (APA) style for in-text and bibliographic citations. You will find a link to "APA Help" in the left-side menu on Bb. More APA information can be found at these links:

IN-TEXT citations: <http://owl.english.purdue.edu/owl/resource/560/02/>

BIBLIOGRAPHIC citations: <http://owl.english.purdue.edu/owl/resource/560/05/> (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

8. ***Submit work on time.*** Students are expected to turn in their work on time. However, late work is accepted with penalties. Each hour of delay will result in one point off your grade, regardless of the reason. For instance, 24 hours late means that I deduct 24 points off your grade. If you turn in an assignment in a format that is unreadable by the professor, it will be considered late.

9. ***Stay informed.*** *Make sure you have the current version of the syllabus and course materials.* It may become necessary to make changes to the syllabus or course materials. Most materials (including this syllabus) have a version number at the top, which is the date beginning with the year, followed by month and day. If I have to change something, I will notify you that I have posted a new version and I will alert you to that new version number. Check for current version numbers regularly to be sure you are working with the current version.

10. ***Follow academic integrity guidelines.*** Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

11. ***Avoid Incompletes.*** No incompletes will be given for this course unless there are extenuating circumstances. Please talk to me right away if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

12. ***Find accommodations if you need them.*** If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union East Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

ASSIGNMENTS

Expectations for all formal written assignments (not discussions)

- Use 12 point font, one-inch margins, and double spacing.
- Save your assignment file with your first initial and last names (if a pair assignment) or group name (if a group assignment) and assignment name (e.g., my partner’s and my first Reading Reflection Journal would be **MTalamantes.JSmith.RRJ2.docx** while my group’s content based lesson plan would be **Group3.ContentBasedLessonPlan.docx**).
- Include the full names of ALL CONTRIBUTORS in the text of the assignment.
- Use APA-style citations whenever you refer to course readings or other materials. See “APA Help” on BB or see above for more information.

A. Weekly Discussion Forum (WDF) 15 points

The forum is a space for students. The forum will be monitored, but it is considered a space for students to discuss and make connections with each other and with the class content. Each student will make *at least* five (5) posts each week including the 2 starting questions from the assigned readings of the week, and three responses to 3 classmates. You will not receive credit for late posts (see grading rubric for WDF shown next).

| WEEKLY DISCUSSION FORUM (WDF) Total possible points for all WDFs (7) is 15 | Meet standards | Do not meet all standards | Points possible for individual WDF | Points earned and comments |
|---|----------------|---------------------------|------------------------------------|----------------------------|
| Demonstrates understanding of the reading. Shows clearly the main points of readings within postings. | | | .5 | |
| Relates some ideas from the reading to own context, and Responds thoughtfully and completely to partner’s entry. | | | 1 | |
| Students’ posts are well-crafted and demonstrate a graduate-level thought and reflection. Questions are relevant to the main points of reading. | | | .743 | |
| Total | | | 2.143 | |

By Tuesday 11 pm (MST). Questions help us focus our attention as readers and help us make connection to other readers. When we ask questions, we can make sense of texts. Formulating questions also encourage us to activate our existing schema (our background or prior knowledge). Thus, by the stated deadline you will ask at least two questions about the assigned reading/ topic. All questions are welcome, but I suggest that you aim to ask questions that will

allow you to see connections to the real world, to your teaching and learning experiences, and to your current and future students' experiences.

By Thursday at 11 pm (MST). Dialogue with our peers helps us to understand texts more fully and deeply. Unfamiliar, academic texts can be brought to life if we engage with others to make sense of them. This includes bringing up examples and counterexamples and critiquing the texts. By the stated deadline, you will respond at least two of the questions posted. Please also respond to the responses you *receive* so that the forum is a place of wide-ranging and lively debate and discussion.

By Friday at 11 pm (MST). Make an individual post to summarize and synthesize your weekly forum activity. Include your personal conclusions based on your initial questions, your understanding of the readings and of the discussions you engaged in. You are free to write these in any language you know. Write at least 250 words.

B. Individual Weekly Reading Reflection Journals (due every Friday) 10 Points

Every week you are asked to reflect on the activities of the week (readings, discussion forum, assignments, presentations). The *purpose* of these reflections is to engage with assigned readings. A reflection is not a summary. Rather, it is a deep consideration of the concepts presented in the readings and how they apply to the real world. To do that deep consideration you must be able to pick out a main point of the reading as you would in a summary, but in a reflection you go BEYOND the main points by responding to them, asking questions, thinking about their implications, etc.

Through prompts, you will be asked to focus on the personal connections you made every week and what you learned. Write about how the assignment relates to the following: your teaching and learning experiences, to your current and future students' experiences, and your life experiences outside the classroom.

Your grade will be determined by the extent to which you respond to the prompts and write thoughtfully about the week's activities and ideas.

| Individual Weekly Reading Reflection Journals, WRRJ (10 points); 1.429 each individual WRRJ (1.429 x 7=10) | Meet standards | Do not meet all standards | Points possible for individual WDF | Points earned and comments |
|--|----------------|---------------------------|------------------------------------|----------------------------|
| Demonstrates understanding of the reading, videos, and discussions (pedagogical materials). Shows clearly the main points covered in the week. | | | .50 | |
| Relates main ideas from the pedagogical materials to own context. | | | .50 | |
| Shows all points addressed in the discussion (your | | | .429 | |

| | | | | |
|----------------------------|--|--|-------|--|
| postings/replies/answers). | | | | |
| Total | | | 1.429 | |

MAIN PAPERS (Due on Sundays)

C. Language and language acquisition paper (due week 1) 10 points

The *purpose* of this assignment is for students to articulate an explanation, based on credible theoretical frameworks and supported by evidence, of how children come to be proficient in the language of their community.

Your grade will be determined on how you articulate your explanations based on recognized theories of language acquisition (with references) and how you back up your claims (with credible examples) and the clarity of your writing. See rubric (100% corresponds to 10 points)

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|--|-----------|-----------|--------------|----------|-----------------|
| Completeness of assignment | | | | | 15 |
| Thoroughness of responses | | | | | 25 |
| Appropriate use of recognized theories | | | | | 20 |
| Substantiation of claims | | | | | 20 |
| Clarity of writing | | | | | 10 |
| Writing and style | | | | | 10 |
| POINTS EARNED | | | | | 100/100 |

D. Second language acquisition paper (due week 2) 10 points

The purpose of this assignment is for students to articulate their understanding of the role of interaction in second language acquisition based on reputable theories and credible evidence. Please follow the suggested procedure.

Your grade will be determined on how you articulate your explanations based on recognized theories of language acquisition (with references) and how you substantiate your claims (with credible examples) and the clarity of your writing. See rubric (100% corresponds to 10 points)

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|--|-----------|-----------|--------------|----------|-----------------|
| Completeness of assignment | | | | | 15 |
| Thoroughness of responses | | | | | 25 |
| Appropriate use of recognized theories | | | | | 20 |
| Substantiation of claims | | | | | 20 |
| Clarity of writing | | | | | 10 |
| Writing and style | | | | | 10 |
| POINTS EARNED | | | | | 100/100 |

E. Language learning activity (due week 3) 10 points

The **purpose** of the assignment is to apply theories of second language acquisition (SLA) in designing a specific, targeted classroom language learning activity. It is the first of several assignments that will build up to the final assignment of the course. The activity you design here can become one of several activities in your content-based lesson plan and eventually part of your unit plan. The following is the procedure for the activity.

Evaluation: Your work will be assessed using the following criteria, (a) clarity of the description of the activity, (b) how compellingly you draw on appropriate theories, (c) how appropriately you draw on relevant literature, (d) you complete all requirements and (e) use APA style. See rubric; 100% corresponds to 10 points.

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|---------------------------------------|-----------|-----------|--------------|----------|-----------------|
| Clarity of description | | | | | 20 |
| Thoroughness of activity | | | | | 20 |
| Convincing use of recognized theories | | | | | 30 |
| Substantiation of claims | | | | | 20 |
| Writing and style | | | | | 10 |
| POINTS EARNED | | | | | 100/100 |

F. Text analysis (due week 4) 10 Points

The *purpose* of this assignment is for students to identify specific language structures used in academic texts. Attention to language use is important to deliver content-based instruction for ELLs and shelter academic content. It is also an ability that is elementary for bilingual and ESL teachers. Groups will use the recommended *procedure* to complete the assignment.

The following are the grading criteria, (a) the accuracy of your analysis (including correct use of linguistic terminology and demonstrated understanding of the above authors’ ideas), (b) the clarity of the analysis, (c) writing and APA style (See rubric; 100% corresponds to 12 points).

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|---|-----------|-----------|--------------|----------|-----------------|
| Accuracy of analysis | | | | | 35 |
| Demonstrated understanding of academic language | | | | | 25 |
| Clarity of writing | | | | | 20 |
| Completeness of assignment | | | | | 10 |
| Writing and style | | | | | 10 |
| Total points | | | | | |

G. Instructional implications- Bridges to academic texts (due week 5) 10 points

For this assignment you will expand on last week’s assignment, the text analysis. As a group, you will read and discuss about ways to build bridges to academic texts. The *purpose* of this assignment is thus to apply practices and strategies that teachers can implement to promote academic language development to the text you analyzed. This work builds on the prior weeks’ work, and it also prepares you for the latter assignments. Follow the recommended *procedures* for this assignment.

The assignment will be evaluated using the following criteria, (a) authors show understanding of the concepts of register, language proficiency (and ELPS), (b) discipline-specific literacies, developing academic literacy in EL learners, (c) writing and APA style. See rubric (100% corresponds to 12 points).

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|--|-----------|-----------|--------------|----------|-----------------|
| Strategies relate to text analysis | | | | | 30 |
| Language proficiency and ELPS addressed | | | | | 20 |
| Discipline-specific literacies addressed | | | | | 20 |
| Completeness of assignment | | | | | 20 |
| Writing and style | | | | | 10 |
| Points earned | | | | | /100 |

H. Content-based, sheltered lesson plan (due week 6) 10 Points

The *purpose* of this week’s assignment is for students to apply the concepts we covered in this class (SLA, academic language, building bridges to text) in a content-based lesson. A revised version of this lesson plan will become part of your final Thematic Unit Plan. Please follow the *procedure* below for both the larger project and for individual work.

Your work will be evaluated based on (a) alignment of language and content objectives, (b) relatedness of strategies/ activities to objectives and to SLA research and theory, (c) clarity of procedures, (d) completeness of lesson, (e) addressing of ELPS. See rubric next (100% corresponds to 10 points)

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|-----------------------------------|-----------|-----------|--------------|----------|-----------------|
| Objectives aligned | | | | | 10 |
| Demonstrated understanding of SLA | | | | | 15 |
| Lesson includes SIOP components | | | | | 35 |
| ELPS addressed adequately | | | | | 15 |
| Clarity of procedures | | | | | 15 |
| Writing and style | | | | | 10 |
| Points earned | | | | | /100 |

I. Peer Review of a content-based, sheltered lesson 2 points

The purpose of this assignment is for team members to give each other feedback. The activity is meant to promote positive interdependence within the team and improve the final product. After having submitted their lessons for a grade, the team will organize the peer review process. You will receive a grade for this assignment based on the quality of your review and its timeliness.

J. Thematic unit plan (due week 7) 12 Points

The *purpose* of this assignment is for students to continue to develop their understanding of the integration of language and content instruction through its application to a thematic unit. About a week’s worth of lessons, a thematic unit covers content in multiple subject areas centering on a single theme. Since the unit will integrate language and content, it must incorporate both language and content objectives.

The thematic unit will be evaluated based on the following criteria, (a) completeness of the unit, (b) clarity and coherence of the introduction, (c) application of research and theory as outlined in the introduction, (d) appropriateness of the assessment plan. See rubric below (100% corresponds to 12 points)

| | Beginning | Developed | Accomplished | Advanced | Points possible |
|---------------------------------------|-----------|-----------|--------------|----------|-----------------|
| Completeness of the unit | | | | | 20 |
| Clarity and coherence of introduction | | | | | 20 |
| Application of research and theory | | | | | 20 |
| Assessment plan | | | | | 20 |
| Quality of individual lessons | | | | | 10 |
| Writing and clarity | | | | | 10 |
| Points earned | | | | | /100 |

Summary of Assignments and Grade Calculation

1. Personal introduction (individual; 1% of your grade)
2. Weekly forums (individual; 15% of your grade)
3. Weekly reflections (individual; 10% of your grade)
4. Language and language acquisition (individual; 10% of your grade)
5. Language and second language acquisition (individual; 10% of your grade)
6. Language learning activity (group; 10% of your grade)
7. Text analysis (group; 10 % of your grade)
8. Instructional implications- Bridges to text (group; 10 % of your grade)
9. Content-based, sheltered lesson (individual; 10% of your grade)
10. Peer review of content-based, sheltered lesson (individual; 2% of your grade)
11. Thematic unit (group; 12% of your grade)

Grading

- A = 91-100
- B = 81-90
- C = 71-80
- D = 61-70
- F = 60 and below