

COMPETENCIES for ESE-student TSL courses to be offered at M-DCC (effective 5/06/03)

TSL(4140) TESOL Curriculum and Materials (3 cr.)

Course Description: This course provides pre-service teachers with knowledge and application of TESOL theories, principles, and current research in the analysis, planning, design and evaluation of curriculum and materials appropriate for LEP students. Required for Florida Add-On ESOL Endorsement. (3 hr. lecture)

Prerequisite: TSL 3740 ESOL Second Language Acquisition
None

Corequisite:

Competency 1: The student will conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree. *{Standard 1}*

Competency 2: The student will select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALP) as they apply to the ESOL curriculum. *{Standard 8}* {15,23,24,25,26}

- a. select appropriate ESOL content according to students' level of proficiency in listening. {23}
- b. select appropriate ESOL content according to students' level of proficiency in speaking. {24}
- c. The student will select appropriate ESOL content according to students' level of proficiency in reading. {25}
- d. The student will select appropriate ESOL content according to students' level of proficiency in writing. {26}

Competency 3: The student will apply content-based ESOL approaches to instruction. *{Standard 12}* {37,64}

- a. The student will identify content-specific vocabulary. {37}

Competency 4: The student will evaluate, select and employ appropriate instructional materials, media and technology for ESOL at elementary, middle, and high school levels. *{Standard 15}* {40,41,42,44,45,47}

- a. identify state-adopted ESOL curricular materials. {40}
- b. demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels. {41}
- c. identify characteristics unique to the evaluation of an ESOL text. {42}
- d. identify appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers). {44}
- e. identify characteristics to be considered when selecting printed media for ESOL classes. {45}
- f. identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes. {47}

Competency 5: The student will design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom. *{Standard 16}* {34,35,36}

- a. identify various ESOL programmatic models, such as pull-out and immersion. {34}
- b. adapt items from school curricula to cultural and linguistic differences. {35}
- c. develop appropriate curricula for ESOL levels. {36}

Competency 6: The student will evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels. *{Standard 17}* {37,38,39,46,73}

- a. identify culture-specific features of content curricula. {38}
- b. distinguish between ESOL and English language arts curricula. {39}
- c. list examples of real media that are designed to teach LEP students. {46}
- d. determine strategies for content area teachers to use with LEP students. {73}

Competency 7: The student will develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum. *{Standard 22}* {72}