



Course Description

EDG4376 | Integrating Language Arts and Social Sciences | 3.00 credits

The student will use knowledge, skills, and dispositions from the social sciences to organize and provide integrated instruction in the major themes, concepts, and modes of inquiry in grades K-12. The student will plan and integrate language arts and social science strategies and content to create accessibility of the curriculum to a diverse population. 15 hours of service-learning experience are required. Pre-requisites: EDG3321, Pre/Co-requisites: EDF4430, RED3393.

Course Competencies

Competency 1: The student will learn the importance of the language arts and their application to the classroom by:

1. Determining and identifying the language arts and research based instructional applications across the content areas
2. Identifying the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity)
3. Implementing research-based instructional practices for developing students' ability to read critically
4. Utilizing instructional methods to facilitate students' reading comprehension (e.g., summarizing, monitoring comprehension, question answering, question generating, using graphic and semantic organizers, recognizing text structure, and using multiple strategy instruction) through the content areas
5. Utilizing instructional methods and strategies for developing and using content area vocabulary
6. Identifying and explaining the stages of writing and the writing process
7. Implementing research- based instructional practices using writing to develop students' comprehension of text

Competency 2: The student will apply knowledge of the social sciences and their application to the classroom by:

1. Identifying social science disciplines (e.g., history, geography, civics, economics, anthropology, psychology, sociology)
2. Identifying social science concepts (e.g., culture, class, technology, race, gender)
3. Analyzing the interrelationships between social science disciplines
4. Selecting appropriate resources for instructional delivery of social science concepts, including complex informational text
5. Identifying appropriate resources for planning for instruction of social science concepts
6. Selecting appropriate methods for assessing social science concepts
7. Determining appropriate learning environments for social science lessons

Competency 3: The student will recognize the components of integrated curricula planning, inquiry method instruction, and project based learning by:

1. Discussing methods for guiding individuals in identifying and organizing critical content
2. Implementing research based instructional practices for developing students' higher order thinking
3. Planning instruction in community-based settings and a variety of educational settings
4. Comparing and contrasting community service and service learning and their curricular purposes in K-12 settings
5. Planning service- learning experiences for K-12 settings

Competency 4: The student will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse background, as well as identify and understand the nature and role of culture, cultural groups, and individual cultural identities by:

1. Applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs from diverse background and at varying English proficiency levels
2. Applying knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English

proficiency levels

3. Applying a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction
4. Applying knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels
5. Applying knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC))
6. Applying knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels

Competency 5: The student will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn, read, write, and communicate orally in English by:

1. Demonstrating knowledge of the components of language and understanding of language as an integrative and communicative system
2. Applying knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs' development of listening, speaking, reading, and writing skills in English
3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning
4. Demonstrating proficiency in English and modeling for ELLs the use of appropriate forms of English for different purposes
5. Identifying similarities and differences between English and other language reflected in the ELL student population

Competency 6: The student will understand and apply theories and research on second language acquisition and development to support ELLs' learning by:

1. Demonstrating understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels
2. Recognizing the importance of ELLs' home languages and language varieties, and building on these skills as a foundation for learning English
3. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English
4. Applying knowledge of the role of individual learner variables in the process of learning English as a second language

Competency 7: The student will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning by:

1. Applying current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels
2. Demonstrating understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development
3. Demonstrating understanding of how L1 literacy influences L2 literacy development and applying this to support ELLs' learning
4. Applying knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English
5. Applying knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development

Competency 8: The student will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills, as well as support ELLs' access to the core curriculum by teaching language through academic content by:

1. Organizing learning around standards-based content and language learning objectives for students from

- diverse backgrounds and at varying English proficiency levels
2. Developing ELLs' L2 listening skills for a variety of academic and social purposes
 3. Developing ELLs' L2 speaking skills for a variety of academic and social purposes
 4. Providing standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English
 5. Providing standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency
 6. Providing standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels
 7. Developing ELLs' writing through a range of activities, from sentence formation to expository writing.
 8. Collaborating with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology)
 9. Using appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels
 10. Incorporating activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material
 11. Providing instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels

Competency 9: The student will become familiar with and able to select, adapt, and use a wide range of standards-based materials, resources, and technologies by:

1. Using culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels
2. Using a variety of materials and other resources including L1 resources, for ELLs to develop language and content-area skills
3. Using technological resources to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels

Competency 10: The student will demonstrate the ability to plan and implement research-based instruction by:

1. Sequencing lessons and concepts to ensure coherence and required prior knowledge
2. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies
3. Respecting students' cultural, linguistic, and family backgrounds
4. Deepening and enriching students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
5. Identifying gaps in students' subject matter knowledge
6. Relating and integrating the subject matter with other disciplines and life experiences
7. Applying varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
8. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

Learning Outcomes:

- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Create strategies that can be used to fulfill personal, civic, and social responsibilities