

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS —Texas Educator Standards/Competencies DDP —Diversity and Disposition Proficiencies CF —Conceptual Framework Indicator TESOL – Teachers of English to Speakers of Other Languages NETS – ISTE NETS Technology Standards
Examines concept of bilingualism.	Course lectures Textbook readings Cooperative group discussion Historical timeline	Historical timeline Objective exams Quizzes	TS -ESL 1 –1-4k, 2.11 3. 1k,3,2k,3.5k, 4.1k, 4.3k,5. 1-2k. 6.3-5k, 7.1-2k. DDP- 6, 5 CF – 1, 3 TESOL – 1.a, 1.b NETS - 3
Identifies first / second language theory and principles.	Course lectures Textbook readings Cooperative group discussion Journal article reaction paper	Objective exams Quizzes, journal article reaction paper rubric	TS - ESL I, III, V DDP 1, 6, 5 CF - 1 TESOL – 1.a, 1.b, 2 NETS 3
Applies federal / state legislation and policy	Course lectures Cooperative discussions Textbook readings Historical timeline,	Objective exams Historical timeline rubric	TS-ESL II, VII DDP – 1, 6 CF - 1 TESOL – 5.a, 5.b NETS – 3
Examines program designs and role to academic excellence.	Textbook readings Research on current issues Journal article reaction paper Cooperative group discussion	Objective exams Quizzes, journal article reaction paper rubric	TS-ESL 1 DDP – 1, 5, 6, 8, 10 CF – 1, 3 TESOL – 3.a, 3.b, 3.c NETS – 5
Identifies fundamental language subsystems, concepts and terminology	Course lectures readings, in-class pair work	Language exercises Objective exams	TS – ESL- I DDP – 7 CF – 4 TESOL – 1.a, 1.b, 4.b NETS – 1, 3
Investigates impact of cognitive theory, intelligence and learning styles on academic achievement and learning a second language.	Textbook readings Journal article reaction paper Research on current issues Cooperative group discussion In class assignments Mini lesson	Quizzes Mini lesson rubric Objective exam Journal reaction paper rubric In class assignments	TS –ESL III, V DDP –1, 2, 5, 6, 9 CF – 1 TESOL – 3.a, 3.b NETS – 1, 3
Applies second language learning theory to curriculum selection and process for incorporating literacy and content area	Analysis of state and federal policies Cooperative group discussion Develops historical timeline Mini-lesson	Historical timeline rubric Mini-lesson rubric Book share rubric In-class assignment rubric	TS- ESL III, IV, V DDP 8, 9, 10 CF – 1, 2 TESOL – 3.a, 3.b, 3.c NETS – 1, 3

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disciplines into program design.	Book share In-class assignments		
Examines politics and community involvement; educators, family and community as advocates.	Cooperative group discussions Textbook readings Develops historical timeline	Historical timeline rubric Objective exams	TS - ESL V, VII DDP 1, 5, 6 CF - 1 TESOL – 5.a, 5.b NETS – 5

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for **TESOL standards**: <http://www.tesol.org>

Web link on *Educator Preparation Services* site for *Conceptual Framework*: http://www.shsu.edu/~edu_edprep/