<table>
<thead>
<tr>
<th>Topic(s)/Objective(s)</th>
<th>Activities/Assignments (including field-based activities)</th>
<th>Measurement (including performance-based)</th>
<th>Standards Alignment</th>
</tr>
</thead>
</table>
| Examine 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. lk, 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, 2  
NETS - 3 |
| Identify 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  
CF - 1  
TESOL – 1.a, 1.b, 2  
NETS - 3 |
| Apply 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 |
| Examine program designs and role to academic achievement.                          | Textbook readings  
Research on current issues  
Journal article reaction paper  
Cooperative group discussion | Objective exams  
Quizzes, journal article reaction paper rubric | **TS**-ESL I  
DDP – 1, 5, 6, 8, 10  
CF – 1, 3  
TESOL – 3.a, 3.b, 3.c  
NETS - 5 |
| Identify 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 |
| Investigate 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  
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 |
| Apply 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 |
<table>
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<tr>
<th>disciplines into program design.</th>
<th>Book share In-class assignments</th>
<th>Historical timeline rubric Objective exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines politics and community involvement; educators, family and community as advocates.</td>
<td>Cooperative group discussions Textbook readings Develops historical timeline</td>
<td>TS - ESL V, VII DDP 1, 5, 6 CF - 1 TESOL – 5.a, 5.b NETS – 5</td>
</tr>
</tbody>
</table>


Web address for TESOL standards: [http://www.tesol.org](http://www.tesol.org)

Web link on Educator Preparation Services site for Conceptual Framework: [http://www.shsu.edu/~edu_edprep/](http://www.shsu.edu/~edu_edprep/)