# Proposed Schedule

**Schedule includes:**

1) 8 class days in Bellingham / 26 class days on site at CSU with additional Spanish classes each week.

2) 3 hours / week of service learning in a regional school, afterschool and / or adult ESL

3) 14 field days regionally with 2 extended filed trips to Bahia Magdalena (whale watching & fishing community in transition) and Isla Espiritu Santu (kayaking, snorkeling, swimming with sea lions, and ecotourism)

4) Weekends here are included in yellow, these are study / unstructured times for students but we may offer recreational local trips and have included a list of regional locations for visits at the bottom of this schedule.

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|  | **WWU** | **Curricular Focus** |
|  | 1/3 | Community Building, Program & Curriculum Overview, Politics Of Language Role Play, Transnational Learning |
|  | 1/4 | ***Is it a civil or human right to speak your native language?***  **READ**: Rios & Markus: MCE as a human right  Romaine: Language, Culture & Identity Across Nations  Endangered Languages |
|  | 1/5 | ***Who are our students? Who am I as a teacher?***  **READ:**  Garcia & Kleifgen: Emergent Bilinguals: Ch 1 & 2  Wright: Ch 1: Who are English Language Learners?  Identity Poem / Cultural Autobiography |
|  | 1/6 | **School Visits:** Cordata, Shuksan & Squalicum |
|  | 1/7 |  |
|  | 1/8 |  |
|  | 1/9 | ***What laws and policies affect immigrant students and families in the US?***  **Timeline Project** |
|  | 1/10 | ***How does research inform our teaching of multilingual students?***  **READ:** Overview of Approaches to teaching language  SLA Jigsaw  Walqui & Heritage: deJong & Harper: Isn’t teaching ELL just good teaching |
|  | 1/11 | ***How does research inform models of equitable education***  ***of Emergent Bilinguals in US Public Schools?***  **READ:** Wright Ch 5: Program Models  F & F CH 6: What are key concepts, theories and models of bilingual education? |
|  | 1/12 | **School Visits:** Madison, La Venture & MVHS |
|  | 1/13 | ***How does cultural context influence language development and learning?***  **READ**: Socio-Cultural Theory  Colapinto: The Interpreter: Has a remote Amazonian tribe upended our understanding of Language? |
|  | 1/14 | MLK Weekend |
|  | 1/15 | MLK Weekend |
|  | 1/16 | MLK Weekend |
|  | BCS | Curricular Focus |
| 1 | 1/17/22 | Shuttle from San Jose del Cabo Airport 3 PM  CSU – TS Orientation of Site & City,  Overview of Baja History & Region – Welcome Banquet |
| 2 | 1/18 | Todos Santos Scavenger Hunt / Spanish / The Palapa Society |
| 3 | 1/19 | ***What are funds of knowledge and how can understanding our students’ cultures and communities help us be better teachers?***  **READ:**Practice Theory  Funds of Knowledge / Cultural Community Wealth |
|  | 1/20 | **Field Day**: Tortuga Project / Environmental Education / Pescadero School & Community |
|  | 1/21 |  |
|  | 1/22 |  |
| 4 | 1/23 |  |
| 5 | 1/24 |  |
| 6 | 1/25 | ***How do we acquire language? How is it different to acquire a second?***  **READ:** F & F CH 4: How do people learn and acquire language?  **IN CLASS:** ELD Proficiencies and Standards / Common Core |
| 7 | 1/26 | ***How is it different to acquire a second language simultaneously or sequentially?***  **READ:** F & F CH 5: What are the principle theories of 1st / 2nd Language Acquisition?  Petito: Are signed languages real languages? |
|  | 1/27 | **Field Day:** Todos Santos Sierra School IB / Dual Language / Waldorf School |
|  | 1/28 |  |
|  | 1/29 |  |
| 8 | 1/30 |  |
| 9 | 1/31 |  |
| 10 | 2/1 |  |
| 11 | 2/2 | ***Legal & Ethical Concerns for Bilingual Students***  **READ:** Select Readings Based on Your Group: Research in Advance  Wa State Laws & Policies / Teacher Competencies |
|  | 2/3 | **Field Day**: Candelaria Potter / Furniture Maker //Healer / School |
|  | 2/4 |  |
|  | 2/5 |  |
| 12 | 2/6 | **In Class: Timeline of Civil Rights Cases, Laws** **and Policies** |
| 13 | 2/7 | ***What are legal, ethical and practical aspects of assessment for Bilingual students?***  **READ:** Rhodes, et al. Legal and Ethical Requirements for the Assessment of ELL  Fairbairn: General Principles of ELL Assessment & Instruction  Fairbairn: Differentiating for ELL  **IN CLASS:** ELD Proficiencies and Standards / Common Core |
| 14 | 2/8 | ***Migration: What are push and pull factors traditionally and today****?* |
| 15 | 2/9 | ***How does US Policy influence migration?*** |
|  | 2/10 | **Field Day:** Oaxacan Migration / Mother Theresa Society |
|  | 2/11 |  |
|  | 2/12 |  |
| 16 | 2/13 |  |
| 17 | 2/14 | ***How is the Mexican School system similar and different from US public schools?***  **Documentary:** Granito de Arena  **DUE:** Presentations: School Profiles |
| 18 | 2/15 | ***How can we address culture in our classrooms for student success?***  **READ:** Django Paris: Culturally Sustaining Pedagogy (Select Chapters)  Oaxacan School Movement |
| 19 | 2/16 | **TED Talk:** Creating Bilingual Minds |
|  | 2/17 | **Field Day:** Cabo Dual Language School |
|  | 2/18 |  |
|  | 2/19 |  |
|  | 2/20 | **Presidents Day** |
| 20 | 2/21 |  |
| 21 | 2/22 |  |
| 22 | 2/23 | ***SocioLinguistics: How does place and context shape learning***  ***in and out of school?***  **READ:***. Gee What is literacy? /* |
|  | 2/24 | **Field Bay:** Magdalena Bay fishing communities, whales, ecotourism, RARE |
|  | 2/25 |  |
|  | 2/26 |  |
| 23 | 2/27 |  |
| 24 | 2/28 | **IN CLASS:** Collaborative review and assessment.  **DUE: Presentations Funds of Knowledge Projects**  **Celebration with Families** |
| 25 | 3/1 | ***What have we learned? What questions remain?*** |
| 26 | 3/2 | **DEBRIEF, EVALUATIONS & DEPARTURE** |
|  | 2/22 |  |
|  |  | **FIELD:** Isla Espiritu Santu |
|  |  | **FIELD:** Isla Espiritu Santu |
|  |  | **FIELD:** Isla Espiritu Santu |
|  |  | **FIELD:** La Paz: Teacher Education in Mexico / Dept of Education |
|  |  |  |
|  |  | ***What is my role as an advocate or ally for students and families?***  **FOCUS**: Revisiting Cultural Identity as a professional in my field. |
|  |  | **Work Day in preparation for final presentations** |
|  |  | ***What have I learned from students and families to inform***  ***my future work in the US?*** |

**REGIONAL TRAVEL**

|  |  |
| --- | --- |
| **Individual Travel for SL**   * Pescadero After School English Program   **Field Days: Educationally Focused Group Travel**   * Pescadero Tortuga Project / Cero Basura Project * El Candelario: Potter Ramona, Healer, Furniture Maker, school * Todos Santos Sierra School (IB / Dual Language Middle School) * Magdalena: Fishing, Eco Tourism, RARE * San Jose Del Cabo Dual Language School * Oaxacan Communities of BCS & Education * La Paz Teacher Education * Isla Espiritu Santo | **Local Options**   * Beaches Ceritos, Las Palmas, Punto Lobos, Las Tunas * Waterfalls, Mountain Hikes * Surfing (lessons for beginners at Ceritos)   **Optional Weekend Trips: Students on their own**   * San Jose del Cabo / Cabo San Lucas * El Triumpho / Cabo Pulmo * La Paz: Whale sharks, kayaking * Sierra de la Laguna Hiking * Loreto: Kayaking, Burro packing, Fishing |