# 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 rightRomaine: 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 & 2Wright: 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 languageSLA JigsawWalqui & 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 ModelsF & 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 TheoryColapinto: 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 PMCSU – 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 & InstructionFairbairn: 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
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