

Multiple Subject Matrix PHASE 1

	CI 171	LEE 172	LEE 173	EHD 174
TITLES	Understanding the Learner, Instructional Design, and Assessment	Cultural and Language Contexts of the Classroom	Teaching Reading and Social Studies in Grades 4-8	Field Study A: Grades 4-8
THEMES & CONTENT	<ul style="list-style-type: none"> *Understanding the typical learner *Child & adolescent development *Theories of learning *Introduction to assessment *Qualities of the professional educator *Curriculum Models *Instructional Design: Lesson Planning 	<ul style="list-style-type: none"> *Social/Cultural foundations *Structure and acquisition of language *EL assessment strategies *EL instructional strategies 	<ul style="list-style-type: none"> *Reading strategies (4-8 emphasis) *Emphasis in comprehension & strategy teaching *Assessment *Integrated language arts with content areas *History/Social Science (standards and application) 	<ul style="list-style-type: none"> *Field work for Phase 1 courses *Seminars: Professionalism and Ethics for Educators, Classroom Management, History/Social Science (standards and application)
RATIONALE	<i>Teacher Candidates are given a basis in theory, instructional design, assessment & engaging the learner</i>	<i>Language development & 2nd language acquisition strategies for English learners in the social and cultural context of the diverse students</i>	<i>Students learn application of reading strategies across the curriculum with focus on History/Social Science</i>	<i>Beginning experience in schools: Data gathering, critical thinking, small group and 1:1 instruction</i>
PROGRAM STANDARDS	3 4 5 6 11 13	3 4 5 6 9 10 12 13	3 4 6 7A 8Ac 9 11 12	3 4 5 6 7A 8Ac 9 11 12
TPEs	2 3 6A 6B 8 9 12	3 4 7 11 12	1(Rd) 1(SS) 3 4 6B 7	1(SS)
FAST (TPAs)	<i>Formative: 3 8 9</i>	Formative: 3 7 11 12	<i>Formative: 1(Rd&SS) 4 6B</i>	Summative: 1(Rd) 6B 7 8 9