

**American Samoa Community College**  
**Teacher Education Department**  
**Fall Semester 2011**  
**ED 440 Elementary Samoan Language Methods**  
**Course Syllabus**

Course Alpha/Number: <u>ED 440, ED 440P</u>	Semester/Year: <u>Fall 2011</u>
Course Title: <u>Elementary Samoan Language Methods</u>	Days/Time: <u>TR 4:00-5:20pm</u>
Instructor: <u>TBA</u>	Department: <u>Teacher Education</u>
Office Hours: <u>TBA</u>	Classroom: <u>TBA</u>
Email: <u>TBA</u>	Contact Phone: <u>699-9155</u>

**PRE-REQUISITE(S):** ED 257 & ED 257P, Completed all 3<sup>rd</sup> Year coursework

**TEXTBOOKS:** O la ta Gagana, Dr. Faanafi Le Tagaloa Aiono, 2006.  
Ta'iala mo Faiaoga o le Gagana Samoa, ASDOE Curriculum Division, 1997, 2003

Balanced Literacy Instruction, A Teacher's Resource Book. Au, K., Carroll, J.H. and Scheu, J.S. 2<sup>nd</sup> Edition, 2001, ISBN #1-929024-26-6

O le Kalama o le Gagana Samoa. Ainslie Soo. March 1999.

(above books may change)

**Additional supplement:** Oral Literature Approach, Handout

**COURSE DESCRIPTION:** This course reviews theories of language acquisition introduced in ED 257 and ED 312. Similarities and differences between literature based and language based curricula are surveyed with special focus on the teaching of Samoan at K-8 applying the whole language approach to Samoan Language teaching. The prescribed English language arts texts used as references are adapted to the teaching of Samoan.

**COURSE RATIONALE:** This course equips pre-service and in-service teachers with the skills and knowledge required to be effective teachers of Samoan language and culture. Local and off-island demand for well-trained teachers of Samoan language increases every school year and the American Samoa Community College has taken up the challenge in its mission as well as the ASBEP Mission statement. This course provides training and knowledge of modern day research and pedagogy to meet the need for teaching and maintenance of Samoan Language.

**Course Learning Outcomes:** *Upon successful completion of this course, students will be able to:*

1. Recognize the intellectual, social emotional, and physical developmental characteristics of children not limited to student needs, interests, and abilities. *(Aligned to B.Ed. - SLO: III [Respect and Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]).*
2. Identify the school system, community needs, and cultural environment. *(Aligned to B.Ed.- SLO: III [Respect and Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #2: [Foster responsibility in being an active and contributing citizen of American Samoa, the Pacific region and the world]; Indicator #3: [Demonstrate knowledge of community resources available for field trips and classroom speakers to bridge the real world of work with the classroom]).*
3. Create an invitational/ positive classroom atmosphere conducive to learning. *(Aligned to B.Ed. - SLO: I [Basic]: Indicator #7: [Demonstrate ability to create a classroom ambiance that is learner-centered and teacher-directed]).*
4. Demonstrates effective modes of communication. *(Aligned to B.Ed. - SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver, and evaluate]; Indicator #6: Provide and express meaningful, positive and productive feedback] SLO: II [Personal Responsibility]: Indicator #5: [Develop interest in the concept of research, founded on teaching experience relative to diversity and curriculum issues]).*
5. Develops effective content-based and standard-based lesson plans: daily, weekly, and long-range thematic units for elementary drama program. *(Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #3: [Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator*

- #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations];
6. Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).
7. Demonstrates instructional competencies that incorporate independent and group content-based and standard-based activities for elementary Samoan Language Arts. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: Articulate and write clearly to a variety of audiences]; Indicator #2: [Use oral and written skills to organize, deliver and evaluate]; Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #5: [Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior] SLO: II: [Personal Responsibility]: Indicator #1: [Develop and apply ethical decision making in real life situations]; Indicator #3 [Understand and value life long learning based on a personal philosophy of education/teaching]; Indicator #4: [Demonstrate understanding of good health choices and to promote practices of wellness]; Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience] SLO: III: [Respect Diversity]: Indicator #1: [Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]; Indicator #3: [Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom] SLO: IV: [Problem Solving]: Indicator #1: [Demonstrate and use critical thinking skills in work and real life experiences]; Indicator #3: [Select, organize and effectively utilize appropriate resources, including colleagues and local community members] SLO: V: [Using Technology]: Indicator #1: [Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]; Indicator #2: [Utilize technology to locate, interpret, organize and present information]; Indicator #3: [Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]).

8. Utilizes a variety of instructional methodologies and pragmatic strategies to accommodate student diversity. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #1: *Articulate and write clearly to a variety of audiences*]; Indicator #2: *[Use oral and written skills to organize, deliver and evaluate]*; Indicator #3: *[Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice]*; Indicator #4: *[Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]*; Indicator #5: *[Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning]*; Indicator #8: *[Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]*; Indicator #9: *[Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior]* SLO: II: [Personal Responsibility]: Indicator #1: *[Develop and apply ethical decision making in real life situations]*; Indicator #3 *[Understand and value life long learning based on a personal philosophy of education/teaching]*; Indicator #4: *[Demonstrate understanding of good health choices and to promote practices of wellness]*; Indicator #5: *[Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience]* SLO: III: [Respect Diversity]: Indicator #1: *[Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]*; Indicator #3: *[Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom]* SLO: IV: [Problem Solving]: Indicator #1: *[Demonstrate and use critical thinking skills in work and real life experiences]*; Indicator #3: *[Select, organize and effectively utilize appropriate resources, including colleagues and local community members]* SLO: V: [Using Technology]: Indicator #1: *[Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching and learning]*; Indicator #2: *[Utilize technology to locate, interpret, organize and present information]*; Indicator #3: *[Create a unit plan in a content area with identified technology resources as pre and post activities of the concepts to be taught]*).
9. Demonstrates questioning strategies and discussion: movement of skills from lower to higher level of Bloom's Taxonomy. (Aligned to B.Ed.- SLO: III: [Respect Diversity]: Indicator #1: *[Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age]*; Indicator #3: *[Demonstrate knowledge of community resources available for field tips and classroom speakers to bridge the real world of work with the classroom]* SLO: IV: [Problem Solving]: Indicator #1: *[Demonstrate and use critical thinking skills in work and real life experiences]*; Indicator #2: *[Formulate strategies and ideas to accept and use the ideas of others in solving problems]*; Indicator #3: *[Select, organize and effectively utilize appropriate resources, including colleagues and local community members]*).

10. Utilizes a variety of media and curriculum materials. (Aligned to B.Ed.- SLO: II: [Personal Responsibility]: Indicator #5: [Create a personal collection of teaching resources of personal interest to enhance teaching and to provide a learning center that will grow with one's teaching experience]).
  
11. Designs appropriate and effective assessment and evaluation skills. (Aligned to B.Ed.- SLO: I: [Basic]: Indicator #4: [Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K5-8)]; Indicator #8: [Comprehend the grading and evaluation process utilized by the ASDOE relative to student achievement]; Indicator #9: [Demonstrate knowledge and understanding the value of maintaining good records and verification of student academic progress, attendance and behavior]).

**Student Learning Outcomes (SLO):** Upon completion of course requirements, students will be able to:

**SLO #1: Basic**

- a. Articulate and write clearly to a variety of audiences;
- b. Use oral and written skills to organize, deliver and evaluate;
- c. Integrate thematic units among disciplines and balance historical and contemporary research, theory and practice;
- d. Understand teaching content area and the fundamental principles, theories, and methodologies in elementary education (K-8);
- e. Comprehend, interpret and evaluate the traditional and transitional perspectives of Samoan culture/language and their implication in teaching and learning;
- f. Provide and express meaningful, positive and productive feedback.

**SLO #2 Personal Responsibility**

- a. Develop and apply ethical decision making in real life situations;
- b. Develop positive self confidence in oneself and others;
- c. Understand the value of life long learning.

### **SLO #3 Respect and Diversity**

a Foster respect for individual abilities and disabilities and an understanding and appreciation for different ethnicity, culture, language, gender and age;

b. Foster responsibility in being an active and contributing citizen of American Samoa, the Pacific region and the world.

### **SLO #4 Problem Solving**

- a. Demonstrate the use of critical thinking skills in work and real life experiences;
- b. Formulate strategies and ideas to accept and use the ideas of others in solving problems;
- c. Select, organize and effectively utilize appropriate resources.

### **SLO #5 Using Technology**

- a. Demonstrate adequate technology skills and the ability to integrate technology into classroom teaching/learning
- b. Utilize technology to locate, interpret, organize and present information.

### **COURSE REQUIREMENTS:**

- a. ***Short Term & Long Term Lesson Planning:*** Students will demonstrate competencies in writing content-based and standard-based lesson plans. Content delivery may vary according to the American Samoa Department of Education content pacing. Lesson plan formats must follow the sequence of the Orlich Lesson Plan and must be detailed in chronological order. Contingencies must be identified for diverse students. Each lesson should be reviewed and approved by both your cooperating teacher and field coordinator/instructor three days before the day of implementation. Student Teaching candidates are required to develop at least 15 individualized and or integrated lessons that will be implemented during their block teaching and pre-solo teaching practicum in agreement with his/her mentor teacher and field coordinator. (*Aligned to Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10*)

- b. **Thematic Unit Plan**: Students will develop and demonstrate a four week Thematic Unit. Thematic instruction emphasized the organization of a curriculum around macro themes integrating basic disciplines such as reading, math, and science with the exploration of a broad subject, such as communities, rain forests, and the usage of energy. Listed below are the components of a Thematic Unit:
1. **Theme**: Select an appropriate theme reflecting text topics (curriculum), student interests, experiences, issues, or problems.
  2. **Grade Level Appropriateness**
  3. **Focus/Essential Understanding**: Develop a one focus statement that summarizes the direction and intent of the unit.
  4. **Objectives**: Identify three or four specific objectives you wish students to master by the completion of the unit. These can be tied
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5. to the American Samoa Department of Education (ASDOE) or national standards and competencies.
  6. **Materials and Resources**: It is advantageous to determine all the necessary materials and resources after the unit has been written.
    - a. **Printed Resources**: newspapers, pamphlets, diaries, letters, maps, advertisements, brochures, flyers, encyclopedias, dictionaries, magazines, booklets, journals.
    - b. **Computer and CD-ROM Resources**: Education software, reference works, educational games and simulations related to curriculum, and CD-ROM adaptations of literature.
    - c. **Internet Resources**: Listing of educational websites with annotations and citations.
    - d. **Community Resources**: Guest speakers and field trips.
    - e. **Instructional Television Resources**: Cable (discovery channel)
    - f. **Literature Resources**: Fiction, non-fiction, poetry.
  7. **General Activities**: Develop activities you wish to use throughout the unit. Activities will be broad-based, covering the range of curricular areas and reflecting elements of a literature-based program.
  8. **Discussion Questions**: Include a variety of open-ended questions that help students think about the topic in varied and divergent ways.
  9. **Literature Selections**: Select books related to the topic of your thematic unit. For literature selection you may wish to develop a

10. pre-reading activity, a variety of cross-curricular learning activities, and open-ended discussion questions. Select books from a variety of genres.
11. Culminating Activity: This is a project that engages students in meaningful summarization of their discoveries and leads to new ideas, understandings, and connections.
12. Evaluation: Devise appropriate means of evaluating student progress throughout the unit. Avoid relying on formal pencil and paper tests; select criteria to measure growth. Use conferences, logs, and student journal writing as well.
13. Related Works of Literature: Select books that relate to the theme and make these available for independent reading and reading aloud.

*(Aligned to Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)*

**Instructional poster presentation** (15 percent of final grade)

Using a tri-fold poster, students will create a presentation based on a particular teaching strategy (i.e. inquiry, cooperative group, performance, etc.). This presentation may include a sample lesson from the student's final unit, or another idea that the student has developed. A more detailed set of guidelines and appropriate rubric will be given in class. Students will present the standard, activity, rationale, research, and other important information in a presentation format. ½ the class will present on day one, with the other half circulating, reviewing, and listening. On the second day, the groups will switch.

This activity is designed to provide evidence of a student's research into effective teaching methods in social studies and how that method is an effective way to teach the standard chosen. Through multiple presentations and discussions, students will see a variety of lesson methods based on ASTESS DOE standards. Students will give feedback to peers based on criteria.

*(Aligned to Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)*

**EVALUATION:**

Assessment of the student's progress occurs continuously during the field experience component of the course. The Mentor Teacher and Field Coordinator participate with the student teacher in identifying teaching strengths as well as areas for professional growth.

**ATTENDANCE POLICY:**

Daily attendance is mandatory. In the event that the student teacher shall be absent during student teaching, the mentor teacher and the field coordinator will have the final decision as to whether the missed days need to be made up.



1. All students are to adhere to the Attendance Policy of the American Samoa Community College (ASCC) stated in page 30 of the Catalog.
2. All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two (2) weeks of instruction will be administratively dropped. A student cannot exceed six (6) absences for Monday, Wednesday, and Friday classes; four (4) for Tuesday and Thursday classes. Students with excessive absences, in accordance to this policy will receive a lower or failing grade for the semester or session.
3. A student can be excused from classes at the discretion or upon verification of the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made-up are required to submit in writing justifications or provide appropriate documentation justifying absences to the Dean of Academic Affairs for approval.
4. Veteran students are to refer to the Student Services Veterans Educational Benefit sections for additional requirements.”

**GRADING:**

a. **Grading Scale:**

A+	98-100	A	94-97	A-	90-93
B+	88-89	B	84-87	B-	80-83
C+	78-79	C	74-77	C-	70-73
D+	68-69	D	64-67	D-	60-63

**GRADE FOR COURSE:** Grading will be based on quantity and quality evidence. For work in this course:

“A” shall denote exceptional performance

“B” above average performance

“C” acceptable performance

“D” not fully satisfactory

“F” failing (no credit)

Letter grades may be modified by plus (+) and minus (-) symbols (no A+ or D-)

**Total Points:**

94-100 = A  
90-93 = A-  
86-89 = B+  
80-85 = B  
70-79 = B-

73-75 = C+  
69-72 = C  
65-68 = C-  
60-64 = D  
Below 60 = F

### **EVALUATION METHODS /GRADING**

Lesson Plans & Unit Activities .....	20 %
Final .....	20 %
Practicum & Journal .....	30 %
Original Project.....	30 %

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**Total: 100 %**

### **SYLLABUS**

The syllabus represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

### **LATE ASSIGNMENTS**

Because all assignments given in the ASBEP courses are important, all assignments must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C-. Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.

**Plagiarism** is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the ASCC Code on plagiarism. Such plagiarism may subject the student to appropriate disciplinary action administered through the Grievance Board of ASCC, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of ASCC Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community.

Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the college are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

**Important Dates:**

August 29-September 2, 2011

Registration for students

September 6, 2011

Instruction begins

**Course Outline**

**1.0 Review of Samoan Language Grammar and Literature**

1.1 As Taught in ASDOE Texts

1.2 Morphology, Phonology, Syntax, and Semantics of Language

1.3 Common Oral Literature as Taught in Public Schools

**2.0 Review of Language Acquisition Theories**

2.1 Lev Vygotsky: Social Constructivism (1934)

2.2 Ken Goodman: Whole Language (1986, 1992)

**3.0 Approaches to Teaching of Samoan Language**

3.1 Literature Based Instruction (Au)

a) Weaving Literature into the Whole Language Approach

3.2 Reader's Workshop Approach (Au)

3.3 Writing Workshop Approach (Au)

**4.0 Review Current DOE Samoan Language Curriculum**

4.1. By Grade Levels

4.2 Samoan Language Policies

a. Language of Instruction

b. Graduation

c. Requirements

d. Teacher Certification

4.3 Misconceptions

## **5.0 Unit Planning**

5.1 Ref. Resource Guide for Teaching by Richard D. Kellough