

Course Syllabus

MEETING THE NEEDS OF ENGLISH
LANGUAGE LEARNERS IN THE
CONTENT AREA CLASSROOM



Course Syllabus



Meeting the Needs of ELLs in the Content Area Classroom
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

English Language Learners make up a significant special population in American schools. Content area teachers often look for help balancing subject area instruction while trying to meet the needs of language learners. In this course, participants will learn strategies to successfully meet the needs of English Language Learners in all subject areas.

The course begins with overarching strategies that all teachers can use. Teachers will learn how to create a welcoming and culturally affirming classroom environment, analyze common struggles for ELL students, and analyze how academic vocabulary instruction can take place in all classes. Then the course dives deeper, providing ideas specific to all the subject areas. Mathematics, ELA, science, social studies, and the special area teachers will all find presentations that help them support ELLs.

Additionally, participants will learn about planning lessons with Universal Design and accommodations so that ELLs can fully participate. This course will help understand the needs of ELLs, and also directly implement concrete strategies in content classes.

Selected Objectives

- Understand the norms of a brave learning space
- Describe statistics about ELLs in the United States
- Reflect on the experiences of ELLs
- Identify foundational principles to serve ELLs in content classrooms (e.g. high expectations, comprehensible input, etc.)
- Analyze school wide practices that can be put in place to support ELLs.
- Learn to build on strengths of ELL students
- Analyze ways to affirm home culture of ELLs
- Describe ways to build rapport with ELL students and their parents
- Analyze the CR-SE Framework
- Describe classroom instructional models that support inclusive practice
- Establish an ELL friendly classroom
- Identify common struggles experienced by the ELL student
- Explain how differing background knowledge can be a barrier in the content classroom

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- Explain the importance of vocabulary to success in the content area
- Differentiate between tier 1, tier 2, and tier 3 vocabulary
- Analyze how transferable tier 2 academic vocabulary has a high utility for success across content areas.
- Analyze vocabulary acquisition strategies
- Develop a vocabulary activity for ELL students
- Utilize visual aids and non-verbal cues support ELL students
- Analyze specific challenges faced by ELLs in science and technical subject area classrooms
- Describe ways to support ELLs in science and the technical subjects
- Analyze specific challenges faced by ELLs in mathematics classrooms
- Analyze specific challenges faced by ELLs in the humanities subjects of social studies, ELA, and the arts
- Describe ways to support ELLs in the humanities

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Each module in the course aligns with Charlotte Danielson’s Framework for Teaching as shown below.

M1	DOMAIN 1: Planning and Preparation <ul style="list-style-type: none"> ● 1b Demonstrating Knowledge of Students
M2	DOMAIN 2: The Classroom Environment <ul style="list-style-type: none"> ● 2a Creating and Environment of Respect and Rapport DOMAIN 1: Planning and Preparation <ul style="list-style-type: none"> ● 1b Demonstrating Knowledge of Students
M3	DOMAIN 3: Instruction <ul style="list-style-type: none"> ● 3a Communicating With Students ● 3e Demonstrating Flexibility and Responsiveness DOMAIN 1: Planning and Preparation <ul style="list-style-type: none"> ● 1a Demonstrating Knowledge of Content and Pedagogy ● 1b Demonstrating Knowledge of Students

M4	<p>DOMAIN 3: Instruction</p> <ul style="list-style-type: none"> ● 3a Communicating With Students ● 3e Demonstrating Flexibility and Responsiveness <p>DOMAIN 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1a Demonstrating Knowledge of Content and Pedagogy ● 1b Demonstrating Knowledge of Students
M5	<p>DOMAIN 3: Instruction</p> <ul style="list-style-type: none"> ● 3a Communicating With Students ● 3e Demonstrating Flexibility and Responsiveness <p>DOMAIN 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1a Demonstrating Knowledge of Content and Pedagogy ● 1b Demonstrating Knowledge of Students
M6	<p>DOMAIN 1: Planning and Preparation</p> <ul style="list-style-type: none"> ● 1f Designing Student Assessments
All Modules	<p>DOMAIN 4: Professional Responsibilities</p> <ul style="list-style-type: none"> ● 4a Reflecting in Teaching ● 4d Participating in a Professional Community ● 4e Growing and Developing Professionally

Course Components

This course consists of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

Module 1: Introduction to Teaching ELL Students In Content Area Classes

- Course Notebook for Reflection
- Presentation 1: Creating a Brave Learning Space
- Presentation 2: Course Overview
- Presentation 3: Principles for Teaching ELLs in the Content Area
- Presentation 4: School Systems that Support ELLs
- Discussion Board: Course Welcome
- Discussion Board: ELL Experiences

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Module 2: Creating an Effective Classroom Environment for ELL Success

- Presentation 1: A Welcoming and Affirming Classroom for ELLs
- Presentation 2: A Culturally Responsive Framework
- Presentation 3: Establishing Rapport With ELL Students
- Presentation 4: Inclusive Classroom Models
- Discussion Board: Identity
- Discussion Board: Instructional Models
- Authentic Task#1: A Welcoming and Affirming Classroom (Due End of Module 3)

Module 3: Struggles and Strategies

- Presentation 1: Common Struggles of ELLs in Content Areas
- Presentation 2: Teaching Content Vocabulary
- Presentation 3: The Three Tiers of Vocabulary in the Content Area
- Presentation 4: Using Visual Cues
- Discussion Board: Common Struggles for ELLs
- Discussion Board: Non-verbal Cues and Supports
- Authentic Task #2: Vocabulary Activity (Due End of Module 4)

Module 4: Instruction in Math, Science, and Technical Subjects

- Presentation 1: Science and the ELL
- Presentation 2: Science and Technical Subjects
- Presentation 3: Math for ELLs
- Presentation 4: Research Based Math Supports
- Discussion Board: Scientific Inquiry
- Discussion Board: Advanced Math
- Assign and Begin Final Project

Module 5: Instruction in the Humanities: ELA, Social Studies, and the Special Areas

- Presentation 1: Social Studies
- Presentation 2: ELA
- Presentation 3: The Arts
- Presentation 4: Health and Physical Education
- Discussion Board: ELLs in ELA
- Discussion Board: Home Culture in the Arts

Module 6: Assessment and Accommodation

- Presentation 1: Types of Assessments
- Presentation 2: Formative and Summative Assessment for ELLs
- Presentation 3: Using Testing for Placement
- Presentation 4: Accommodations for ELLs
- Discussion Board: Testing as a Barrier
- Discussion Board: Accommodations on Assessments
- Final Project Due

Final Project:

For the course's final project, you will submit one week of lesson plans for one course that you teach (or plan to teach). Apply the learning from this course in your own classroom by enhancing your existing practice to include supports and strategies that help English Language Learners. You can use any lesson plan format you wish, but you may need to annotate the work with explanations so it is clear how you have applied each element.

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

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Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.