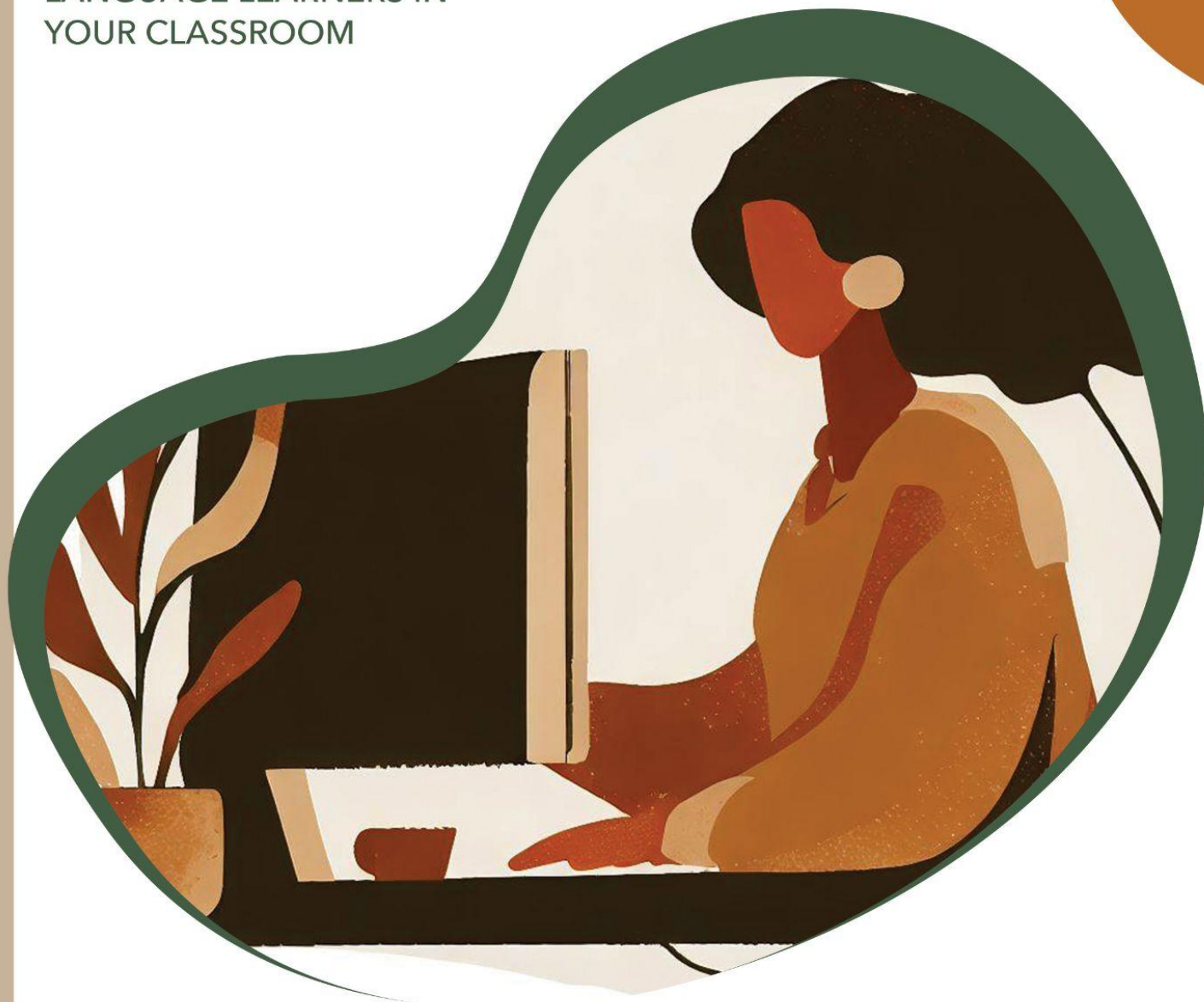# Course Syllabus

MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS IN YOUR CLASSROOM

Meeting the Needs of English Language Learners in Your Classroom
112.5 Hours of Coursework
3 Salary Points

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

As the school population of English Language Learners continues increasing, teachers are confronted with the challenge of helping their students acquire skills in English in addition to teaching them in the content areas.

This course provides teachers with the background necessary to meet the needs of students from different cultures, and a wide range of techniques for offering a high-quality learning experience for English Language Learners. Upon completion, you will have the tools to confidently welcome new language learners into your classroom and provide them with the support they need to succeed.

Objectives

At the end of the course participants will be able to:
- Module 1: Historical, Social, and Political Background in Teaching ELLs
    - Accurately describe the various reasons ELLs enter the U.S. education system and the diverse challenges they face.
    - List techniques teachers can use to get to know students, regardless of language level.
- Module 2: Teaching with Cultural Awareness and Sensitivity
    - Identify participant's own existing prejudices about cultural groups.
    - Recognize ways to create a more inclusive and multicultural classroom environment.
- Module 3: Second Language Acquisition and Feedback
    - Identify milestones of second language acquisition in ELLs.
    - Consider feedback types and when to provide them
- Module 4: English Language Learner Skills
    - Differentiate between productive and receptive skills.
    - Prioritize feedback for high-impact over low-impact errors.
- Module 5: Teaching ELLs Across Subject Areas
    - Provide the additional supports necessary for content area instruction
    - Develop a new way of looking at material through the eyes of the ELL.

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- Module 6: Monitoring Success, Building Community, and Providing Support
  - Use UDL standards to construct assignments that benefits all students.
  - Consider resources for connecting with other professionals for professional support.

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

Domain 1: Planning and Preparation
- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1e Designing Coherent Instruction

Domain 2: Classroom Environment
- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning

Domain 3: Instruction
- 3a Communicating with Students
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally

Course Components

This course is comprised 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.

Credit:

- For those taking this course for LAUSD Salary Points, this course has been approved by the JSPCC for that purpose. Upon successful completion, CE Credits Online will submit your paperwork to LAUSD for processing.
- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.

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Course Outline
- **Module 1: English Language Learners in Your Classroom**
  - Presentation 1: Introduction
  - Presentation 2: Who are English Language Learners?
  - Presentation 3: A Look at ELLs and their Families
    - Discussion Board: Immigration Today
  - Presentation 4: How to Get to Know Your ELLs Right Away
    - Discussion Board: Helping ELLs with Exit Tickets
- **Module 2: Building Your Cultural Awareness**
  - Presentation 1: Introduction to Cultural Sensitivity
    - Quiz: How Culturally Sensitive Are You?
  - Presentation 2: Words Matter
    - Discussion Board: What Can We Do to Become More Culturally Aware?
  - Presentation 3: Difference Not Deficit
  - Presentation 4: Cultivating a Multicultural Classroom
    - Discussion Board: Creating a More Multicultural Classroom
- **Module 3: Second Language Acquisition and Feedback**
  - Presentation 1: L1 & L2 Acquisition
  - Presentation 2: Factors in L2 Acquisition
    - Discussion Board: Personality and Language Acquisition
  - Presentation 3: Stages in L2 Acquisition
  - Presentation 4: Providing Language Feedback
    - Discussion Board: Correcting Written Errors
- **Module 4: English Language Learning Skills**
  - Presentation 1: Introduction to the Language Skills
  - Presentation 2: Listening and Speaking
  - Presentation 3: Reading and Writing
    - Discussion Board: Poetry Unit
  - Presentation 4: Grammar and Vocabulary
    - Discussion Board: Grammar Corrections
- **Module 5: ELLs in the Content Areas**
  - Presentation 1: ELA
  - Presentation 2: Math
    - Discussion Board: ELL-Friendly Word Problems
  - Presentation 3: Science
  - Presentation 4: Social Studies
    - Discussion Board: Multiple Points of View
- **Module 6: Monitoring and Support**
  - Presentation 1: Universal Design for Learning

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- ■ Discussion Board: How Can We Adapt?
- ○ Presentation 2: Community and Support
- ○ Presentation 3: Professional Development
  - ■ Discussion Board: Build Your Own #PLN

Final Exam

Participants will research the languages spoken in their community and identify the second most common L1 other than English (if the languages spoken at home are English, Spanish, and Korean, in that order, the participant will select Korean as their language of study).

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	30%
Classroom Practice Analysis	15%
Discussion Boards (12)	20%
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

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

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website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.

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