

# COURSE SYLLABUS

**COURSE TITLE:** TEACHING ENGLISH LANGUAGE LEARNERS ACROSS THE CURRICULUM, PART II  
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**CREDITS:** 3 GRADUATE PROFESSIONAL DEVELOPMENT CREDITS

## Course Overview

In this course, you will gain the knowledge and skills to apply English language learner strategies in all four domains of language: reading, writing, speaking, and listening. By observing several classrooms where English language learners are engaged in content-based ESL lessons, you will learn how to plan for and address task difficulty through sheltered instruction techniques (or SDAIE). You will become versed in ESL techniques and the benefits of various instructional supports, such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. By the end of the course you will have explored the importance of students' culture, learn how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning.

**Elizabeth Jiménez** is the CEO of GEMAS, a consulting and advocacy firm dedicated to improving the education of English language learners. Jiménez earned an MBA from the Peter F. Drucker Graduate Management Center at Claremont Graduate University and a BA in Spanish from California State University, Fullerton. She holds a California teaching credential and a bilingual/cross-cultural credential and has taught elementary grades for nine years. Jiménez cut her teeth in politics working in the California State Legislature on pioneering legislation for English language learners. She has served as the statewide lead trainer for the California's English Language Development Test and has conducted two extensive teacher credential projects for the California Commission on Teacher Credentialing. She has written over 25 textbooks for Pre-K-12 English language learners and conducts training in Puerto Rico and throughout the United States. Currently, she is the trainer and coach for Torch Middle School in Southern California, which has been designated a School to Watch.

## Course Objectives

In this course, you will learn about:

- 1) using scaffolding in ESL instruction
- 2) organizing ESL instruction around meaningful concepts and themes
- 3) using team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning
- 4) selecting and using culturally responsive, age-appropriate, and linguistically accessible materials suitable for English learners
- 5) selecting primary language materials and bilingual resources
- 6) planning and implementing a quality sheltered instruction lesson

## Course Outcomes

By the end of this course, you will be able to:

- 1) avoid assessment issues related to reliability, validity, and test bias ☐
- 2) apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English language learners ☐
- 3) use formative and summative assessment to design and implement differentiated, standards-based instruction ☐
- 4) embrace the concept of “Universal Access” ☐
- 5) read and align to the English language development standards and English language arts standards ☐
- 6) use Wiggins and McTighe’s backward lesson planning, curriculum calibration, and curriculum mapping ☐
- 7) respect cultural differences and organize learning around those differences ☐
- 8) use strategies for providing authentic opportunities for English language learners to use the English language for communicative purposes ☐
- 9) minimize activities that adversely impact affective factors ☐
- 10) analyze the content area textbook in order to plan sheltered lessons ☐
- 11) plan and implement components of a quality sheltered instruction lesson ☐

### Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

Grading Policy (using rubric 1-4 scale system)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades		Course grade is determined by the following	
<b>A:</b>	3.4 – 4.0	<b>Reflections</b>	15%
<b>B:</b>	2.7 – 3.3	<b>Checks for Understanding</b>	25%
<b>C:</b>	2.0 – 2.6	<b>Mid-course Project</b>	25%
<b>F:</b>	<2.0	<b>Final Capstone Project</b>	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

## Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Checks for Understanding</b>	65% or below	66-79%	80-89%	90-100%
<b>Reflection Question</b>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

## KDS Learning Design

KDS online courses are based on 50 hours of sustained engagement on a given topic, with opportunities for ongoing training and support.

Instruction (40%) ~20 hours	Coaching (20%) ~10 hours	Practice (40%) ~20 hours
<ul style="list-style-type: none"> <li>• Modeling effective practice through video</li> <li>• Interactive activities</li> <li>• Readings and Reflections</li> <li>• Expert and educator interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Expert feedback from online coaches on various components of instruction</li> <li>• Facilitation Guide &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone application project</li> <li>• Mid-course application project</li> <li>• Scenario-based activities and checks for understanding</li> <li>• Application Toolkit</li> </ul>

## Course Outline

<p><b>Unit 1</b></p> <p><b>Objectives:</b> In this unit, you will explore the crucial role of an English learner’s primary language in learning to read in English, the pedagogical practices that enhance higher order thinking, and the difference between English language development and SDAIE.</p> <p><b>Outcomes:</b> By the end of this unit, you will be able to create a language-rich environment that integrates listening, speaking, reading, and writing, provide a balanced, comprehensive reading program with meaningful and purposeful literacy activities, and provide organized, systematic, and explicit instruction in key skills.</p> <p><b>Assessments:</b> Key Reflection Question and Check for Understanding</p>
<p><b>Unit 2</b></p> <p><b>Objectives:</b> In this unit, you will examine the commonalities and differences between English language arts standards and English language development standards, consider how to provide universal access for students, and explore the teaching of speech functions.</p> <p><b>Outcomes:</b> By the end of this unit, you will be able to apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English learners, use ELD and content standards to design and provide differentiated instruction and assessment, and design more effective lessons for all students using the concept of universal access.</p> <p><b>Assessments:</b> Key Reflection Question and Check for Understanding</p>

### Unit 3

**Objectives:** In this unit, you will learn how to plan for and address task difficulty while considering English learners' varied levels of English proficiency, the use of team teaching, peer tutoring, educational technology, and collaboration with bilingual paraprofessionals to support student learning, and explore how to involve families and the community to promote student achievement.

**Outcomes:** By the end of this unit, you will be able to plan, organize, and deliver ELD/ESL appropriate for varied levels of English proficiency, use different student-grouping strategies for different purposes in a physical setting, select an appropriate delivery model and apply strategies for involving families and the community to support student learning.

**Assessments:** Key Reflection Question and Check for Understanding

### Unit 4

**Objectives:** In this unit, you will examine scaffolding strategies for providing English learners with support to enable them to successfully complete tasks requiring academic language proficiency.

**Outcomes:** By the end of this unit, you will be able to apply strategies for identifying the difficulty level of the academic language required for a given language or content-area task, identify and employ scaffolding strategies and strategies for checking comprehension during instruction.

**Assessments:** Key Reflection Question and Check for Understanding

### Unit 5

**Objectives:** In this unit, you will examine selection criteria for culturally responsive, age-appropriate, and linguistically accessible materials suitable for English learners, primary language materials and bilingual resources, culturally appropriate visual aids, and multicultural books to bridge and broaden student understanding.

**Outcomes:** By the end of this unit, you will be able to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources, and apply knowledge of cultural influences and of English learners' cultural backgrounds and experiences when planning and implementing instruction

**Assessments:** Key Reflection Question, Check for Understanding, and Mid-Course Project

#### Mid-Course Project

##### Description:

The purpose of this project is to modify an activity using the planning and delivery steps of sheltered instruction or SDAIE to improve the comprehension of your English language learners. You will have the opportunity to implement the activity in your classroom and reflect on the results. Please note that you will receive feedback on your work and be evaluated against the project rubric.

### Modify an Activity According to SDAIE

Select an activity you currently undertake with your English language learners and explain how you would implement the activity using the planning and delivery steps of sheltered instruction. Identify the activity's objectives, and explain how you will address each stage of sheltered instruction or SDAIE during the course of the activity.

### Reflect on Practice:

Implement the activity you created in your classroom instruction. Reflect on your students' response, and the impact the activity had on reaching your English language learners'. Answer the following questions in full and provide specific examples with your responses:

1. What worked well in your activity? What was difficult?
2. In what way, if any, did using sheltered instruction impact your English language learners?
3. What might you do differently if you were to implement this activity again?

When you've completed your Mid-course Project, upload your **Activity** and **Reflection** to the Evidence tab in the eClassroom

### Alternate assignment (when you're not in a classroom or out for summer):

Design the activity as outlined above and reflect on how you think your students will respond, and what you think your students might struggle with on the assignment.

### Mid-course Project Evaluation:

Project Component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Quality of activity (40%)	Develops an activity that lacks several critical components.	Develops an activity that lacks one critical component.	Develops an activity that includes all critical components.	Develops an activity that includes clear and concise components and demonstrates planning mastery.

<b>Integration of SDAIE (40%)</b>	Demonstrates deficiencies in understanding SDAIE and lacks clear explanation on how adaptations will improve comprehension.	Demonstrates some understanding SDAIE and somewhat explains how adaptations will improve comprehension.	Demonstrates proficiency over SDAIE and explains how SDAIE adaptations will improve comprehension.	Demonstrates mastery over SDAIE and provides comprehensive explanation on how SDAIE adaptations clearly will improve comprehension.
<b>Reflection on practice (20%)</b>	Provides a narrow reflection on strengths and changes from activity implementation.	Provides a brief reflection on strengths and changes from activity implementation.	Provides a thorough reflection on strengths and changes activity implementation.	Provides a comprehensive reflection on strengths and changes from activity implementation and provides action steps.

## Unit 6

**Objectives:** In this unit, you will learn strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum, as well as how to understand the relationship between English language arts standards and English language development standards for listening and speaking.

**Outcomes:** By the end of this unit, you will be able to emphasize meaningful communicative interactions to promote English learners' language development and content-area learning, as you implement content-based EDL/ESL and use strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum.

**Assessments:** Key Reflection Question, and Check for Understanding

## Unit 7

**Objectives:** In this unit, you will consider the intersection of English language arts and English language development, and learn how to promote students' reading knowledge, skills, and abilities related to English language arts and English language development.

**Outcomes:** By the end of this unit, you will be able to demonstrate an understanding of the relationship between the ELD and English language arts standards in writing and how to use these standards for English learners at different proficiency levels to support achievement.

**Assessments:** Key Reflection Question, and Check for Understanding

## Unit 8

**Objectives:** In this unit, you will explore sheltered instructional techniques and learn how much comprehension can be achieved with this system.

**Outcomes:** By the end of this unit, you will be able to plan and implement a quality SDAIE/sheltered instruction lesson.

**Assessments:** Key Reflection Question, and Check for Understanding

## Unit 9

**Objectives:** In this unit, you will examine the deeper notion of culture as the lens through which educators and students and their families see the world, including the world of school, and explore the importance of understanding your own cultures and the culture of the community in order to be a bridge to success in this new environment.

**Outcomes:** By the end of this unit, you will be able to identify strategies for enhancing the learning experience of students in a multicultural classroom, and methodologies that promote student engagement, bridge cultural differences, share responsibility for facilitation, engage families, and reshape curriculum.

**Assessments:** Key Reflection Question, and Check for Understanding

## Unit 10

**Objectives:** In this unit, you will learn strategies to acquire comprehensive knowledge of English learners' home cultures and cultural experiences and explore the importance of and ways of communicating effectively with families across languages and cultures.

**Outcomes:** By the end of this unit, you will be able to plan for engaging families and communities in student learning and examine how your own cultural beliefs, values, attitudes, and assumptions influence student learning.

**Assessments:** Key Reflection Question, Check for Understanding, and Final Capstone Project

### Final Capstone Project

#### Description:

The purpose of this project is to develop a lesson plan that incorporates sheltered instruction strategies to help students advance in their language development. You will have the opportunity to implement the lesson plan and reflect on the results. Please note that you will receive feedback on your work and be evaluated against the project rubric.

#### Design a Lesson Plan:

Develop a lesson plan to deliver content area instruction to your English language learners that incorporates at least three sheltered instruction strategies. Explain how you will incorporate each strategy and your rationale for using it. Include the lesson's objects, description of the



activities, your rationale for using each strategy, and how you think the lesson plan will advance student comprehension of language.

**Reflect on Practice:**

Implement the lesson plan in your classroom and reflect in detail on the results. Answer the following questions providing specific examples in your responses:

- What went well and why?
- What benefits do you see to sheltered instruction?
- What would you do differently and why?
- What did you learn?
- What other observations did you have and what will be your next steps?

When you’ve completed your Final Capstone Project, upload your **Lesson Plan** and **Reflection** to the Evidence tab in the eClassroom

**Alternate assignment (when you’re not in a classroom or out for summer):**

Design the lesson plan as outlined above. Reflect on what the possible student outcomes might be, what benefits you see to sheltered instructions, and share what your students might struggle with on the assignment and how you will anticipate their needs.

**Final Capstone Project Evaluation:**

<b>Project Component</b>	<b>Underdeveloped (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
<b>Preview of the text (25%)</b>	Identifies little sheltered instruction techniques demonstrating limited understanding of student needs.	Identifies some sheltered instruction techniques demonstrating basic understanding of student needs.	Identifies sheltered instruction techniques demonstrating understanding of student needs.	Identifies clearly and concisely sheltered instruction techniques and demonstrating planning mastery.

<b>Quality of lesson plan (25%)</b>	Develops a lesson plan and activities that lacks several critical components.	Develops a lesson plan and activities that lacks one critical component.	Develops lesson plan and activities that includes all critical components.	Develops a lesson plan and activities that includes clear and concise components and demonstrates planning mastery.
<b>Description of student comprehension (25%)</b>	Provides a limited description on how the sheltered instruction activities may or many not assist students comprehension.	Provides a basic description on how sheltered instruction activities may assist student comprehension.	Provides a description on how sheltered instruction activities assist student comprehension.	Provides a comprehensive description on how sheltered instruction activities address enhances student comprehension.
<b>Reflection on practice (25%)</b>	Provides a narrow reflection on strengths and changes from lesson plan implementation.	Provides a brief reflection on strengths and changes from lesson plan implementation.	Provides a thorough reflection on strengths and changes lesson plan implementation.	Provides a comprehensive reflection on strengths and changes from lesson plan implementation and provides action steps.