

Graduate School of Education  
 University of Massachusetts Lowell  
 Methods of Sheltered English (Content) Instruction (06.607)  
 3 graduate credits  
 Fall 2010  
 Monday 4:00- 6:30 and web enhanced

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**This course has been approved by the Massachusetts Department of Elementary and Secondary Education for Category 1 – Second Language Acquisition and Category 2- Sheltering Content-area instruction for educators of K-12 classrooms.**

The conceptual framework that unifies programs at the Graduate School of Education is “Education for Transformation.” The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focused on transforming the lives of children and the vitality of the region. The fundamental tenets of the school are excellence, equity, collaboration, and inquiry.

The GSE's commitment to "Education for Transformation" produces graduates who:	This course cultivates transformation through the following assignments:
demonstrate excellent knowledge, judgment and skills in their professional fields;	Readings, classroom discussions, and journal assignments broaden participants’ knowledge and understandings of the strengths and needs of English Language Learners (ELLs), the principles of second language acquisition and second language pedagogy, and effective strategies for sheltering content-area instruction.
promote equity of educational opportunity for all learners;	Developing instructional units and lessons that address the needs of ELLs and other learners in mainstream classrooms promotes equity and opportunity.
collaborate with other educators, parents and community representatives to support educational excellence;	Ongoing in-class collaboration with other educators enhances participants’ abilities to create setting for learning that support academic excellence. The field experience/interview assignment fosters collaboration with teachers, community members, and students.
use inquiry and research to address educational challenges.	The development of an instructional unit in participants’ content areas requires inquiry and the use of current research on second language learning and teaching.

**Course Description** *Methods of Sheltered Content Instruction* focuses on sheltering content instruction for English Language Learners (ELLs). Participants in this course will use the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO) and Massachusetts Curriculum Frameworks for their grade level(s) and subject area(s). (In-service teachers, who are working in districts that have aligned curriculum with current Massachusetts Curriculum Frameworks may request permission to use District Frameworks.) *Methods of Sheltered Content Instruction* provides an introductory overview of the principles of second language teaching and learning as well as approaches and procedures that promote language acquisition and content knowledge for English Language Learners (ELLs).

Course participants will use appropriate content-area, grade-level frameworks from the Massachusetts Department of Elementary and Secondary Education. Participants will see instructional clips of SEI instruction across grade levels (including *Enhancing* and *Enriching* (Delta Publishing Company) and clips of sheltered content instruction across grade levels (videotaped and edited by instructor). Under the guidance of the instructor, participants will also collaborate in grade-level small groups to plan grade appropriate sheltered content-area units (aligned with MA DESE content-area frameworks and the ELPBO), lessons, and instruction.

A project-based, outcome-oriented approach allows teachers of various grade levels and areas of expertise to develop instructional units that are subject and grade appropriate.

**Course Purpose** *Methods of Sheltered Content Instruction* provides participants with current theories, methods, and teaching strategies in second language acquisition/learning and teaching, including unit and lesson planning and assessment strategies, to prepare them to plan, develop, and implement high-level content and language integrated instruction for ELLs.

Participants who successfully complete this course will have demonstrated the ability to plan an instructional grade level content unit that shelters high-level academic content that makes content accessible and develops content-area language proficiency. Participants will demonstrate sheltered lessons from their unit in small grade level groups.

### **Specific Course Objectives**

#### **Second Language Learning and Teaching**

This introduction has not yet been approved for Department of Education's requirements for Category One. (15 hours – 10 in-class and 5 out of class, including web-based discussions)

Develop knowledge of

- Key factors affecting second language acquisition.
- Implications of these factors on classroom organization and instruction.
- Implications of cultural difference for classroom organization and instruction.
- Organization, content, and performance levels in the *Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO)*

Observable skills:

- Participants analyze a classroom as a site for second language acquisition and make appropriate adjustments (outcome indicators: field experience, participants' responses to video clips)
- Participant use knowledge of factors affecting second language acquisition to modify instruction for students who are having difficulty in learning English and/or subject matter content (outcome indicators: journal1, unit and lesson presentation).

#### **Sheltering Content Instruction and Teaching Language Acquisition Strategies**

(55 hours – 25 in-class and 30 out of class (including field observation and construction of content-area unit that is aligned with content-area frameworks and ELPBO)

(Knowledge and Skills/Observable Outcomes are from the Massachusetts Department of Elementary and Secondary Education)

a. **Curriculum and Lesson Planning.** Participants will be able to

- Plan lessons appropriate for ELLs at the four levels of proficiency described in the *Massachusetts English Language Proficiency Benchmarks and Outcomes* (outcome indicator: instructional unit).
- Plan lessons that are guided by both language and content objectives appropriate for LEP students who are at different grade levels and different English proficiency levels, and that are aligned with the Massachusetts Curriculum Frameworks and the Massachusetts English Language Proficiency Benchmarks and Outcomes (outcome indicator: instructional unit).
- Plan lessons that are characterized by student interaction, students' questions, and appropriate group work (outcome indicator: instructional unit).

b. **Instructional Strategies.** Participants will be able to

- Make language objectives, content objectives, and academic tasks explicit.
- Use supplementary materials, including graphic organizers, visuals, and manipulatives to make content more comprehensible (outcome indicators: instructional unit, lesson demonstration, lesson critiques).
- Group students so that all ELLs can participate (outcome indicators: instructional unit, lesson demonstration, lesson critiques).
- Integrate language instruction and content instruction (outcome indicators: instructional unit, lesson demonstration, lesson critiques).

c. **Student Tasks.** Participants will be able to

- Plan learning tasks that have a product and that enable all students, including ELLs, to work and ask questions in small groups (outcome indicators: instructional unit, lesson demonstration, lesson critiques).
- Provide opportunities for students to display their knowledge in various ways (unit assessments).

d. **Lesson Delivery.** Participants will be able to

- Assess student comprehension and learning throughout the lesson (outcome indicator: field experience report (showing knowledge of appropriate assessment and assessments within the instructional unit showing the application of this knowledge).
- Pace and organize learning activities so that students are engaged 90-100% of the time (outcome indicator: lesson demonstration).
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#### **Skills/Observable Outcomes**

- Teacher can plan and conduct content classes that are based on standards contained in the Massachusetts Curriculum Frameworks and that engage ELLs who are at different levels of English proficiency in learning throughout the duration of the class (outcome indicators: instruction unit and lesson demonstration).
- Teacher can assess content learning of students who are at different levels of English proficiency (outcome indicator: unit assessment is differentiated depending on the proficiency levels as illustrated in the ELPBO).

#### **Course Requirements**

Participants will meet course requirements through actively participating in class discussions and interactive activities (both onsite and online), and designing a content-based unit (based on content-area Curriculum Frameworks and that ELPBO) that will meet the instructional needs of ELLs at various proficiency levels. Participants will demonstrate one lesson to the class and will constructively critique the lessons of class members using a rubric based upon the ELPBO and the Sheltered Instruction Observation Protocol (SIOP).

#### **Class Participation (10% of grade for course)**

A significant part of class time will consist of discussion of assigned readings, reactions and insights drawn from the readings, and participation in interactive activities. A variety of grouping activities that are appropriate for ELLs in sheltered classrooms will be demonstrated during classes, including think-pair share, carousels, talking heads, jigsaw, three-step interview, round-robin brainstorming, three-minute review, etc. The purpose of using cooperative grouping in nearly all classes within this course is two-fold: 1) it enhances participants' own learning and 2) it models how to use grouping strategies within the sheltered classroom. You also must be prepared to explain your thinking based upon the assigned readings for each class, and should prepare at least two discussion questions or points of interest based upon these readings. You are also encouraged to share additional articles and activities from the field of second language acquisition (from traditional and electronic sources) with the class. Classes will begin promptly at 4:00. Please be sure to

sign the attendance book each week. From the beginning of week 3, you are expected to bring copies of ELPBO and your subject area frameworks to all classes.

### **Journals (20%)**

The purpose of the journals is to help you synthesize course readings and discussions and relate them to the teaching of ELLs in your classroom. There are four journal entries of 3 – 4 pages each. Although journals are expected to be professional, they may be written in a more informal, conversational tone. These will be submitted electronically as attachments.

#### Journal Prompts

Journal entry #1: What have I learned about second language acquisition and culture that I can apply to my teaching in sheltered classrooms?

Journal entry #2: Based on what I have read and learned, what are my concerns about teaching ELLs?

Journal entry #3: What have I learned about planning, implementing and assessing lessons content-area lessons for ELLs?

Journal entry #4: What will I do to ensure that ELLs will be successful in my classes? (Please include language, culture, and content in your discussion.)

Due dates: 10/11, 10/25, 11/15, 12/6 – Journals will be uploaded electronically to the course drop box using the following conventions: jnl\_1\_lastname.doc, jnl\_2\_lastname.doc, jnl\_3\_lastname.doc, jnl\_4\_lastname.doc

(The extensions .docx and .rtf are also fine.)

### **Preparation and Design of a Sheltered Content-Based Unit in participants' content area (40%)**

Participants will design an original sheltered, content-area unit consisting of an introduction and five lessons that will be implemented over the span of not less than three weeks. (You may not adjust a unit that was previously submitted for credit.) The introduction will be written as narrative and will

- include a description of the course the participant is teaching or preparing to teach (subject, grade, size of class, number of native English speaking students, number of ELL students). You should plan for ELLs at beginning through transitioning proficiency levels. In the narrative and each lesson will include a section on assessment (and assessment tools) for ELLs at each proficiency level described by the ELPBO.
- describe the unit, and its alignment with state curriculum frameworks and ELPBO (Why have you chosen this unit and these unit understandings or overarching objectives?)
- describe the assessments, the participants' purpose for choosing these types of assessments to measure their students' progress in content and language, and the ways in which participants' assessments will inform instruction.
- provide rationale for each lesson (How does each lesson connect to the unit, shelter, and scaffold academic language?) and demonstrate how based on ongoing assessment you will gradually decrease the amount of scaffolding, thereby releasing responsibility to ELLs (as appropriate for each language proficiency level described in the ELPBO).
- demonstrate lesson sequence and lesson interrelatedness.

Each lesson within the unit will

- conform to the format provided in class
- contain specific content and language objectives from the Massachusetts Curriculum Frameworks and the ELPBO. In order to provide students with timely feedback on their progress, unit components will be collected during the semester. The entire unit will be submitted for final grading at the end of the semester.

Due dates: Unit topic: October 18 (upload to drop box – Unit\_topic\_lastname)  
Outline of introduction and objectives (content and language) for five lessons submitted electronically no later than November 8 (upload to drop box – Unit\_intro\_lastname)  
One lesson for review: November 22 (upload to drop box- Lesson\_lastname)  
Final unit: December 13 – submitted electronically to discussion section using the following naming convention: Unit\_content\_lastname (for example, Unit\_colombo\_history)

### **Observation of an ELL in a Classroom – (15%)**

You will observe at least one ELL student in a mainstream classroom. Although you may conduct this observation in your own classroom, you may not conduct it while you are teaching. As you take notes, try to capture the amount and type of involvement this student has within the classroom, his or her level of comprehension and participation. How does the teacher engage the student? Is there something noteworthy about the teacher's ability to engage the student? Are there missed opportunities? What are the language and content objectives of the lesson and how are these made explicit to students within the classroom? How does the teacher assess ELLs (at various proficiency levels)? Is this assessment appropriate? (5-6 pages)

Due date: November 29 – Observations will be uploaded electronically using the following convention:  
observation\_lastname.doc

Extensions .docx and .rtf are also acceptable.

### **Presentation of overview, strategies, and assessment of one lesson from the sheltered content unit and critique of team members' lessons (15%)**

You will select one lesson from your content-based unit and present a 10-minute excerpt to the class. You will follow the model that is provided in class for this lesson and explain how the lesson fits into your unit, Massachusetts content frameworks and the ELPBO. You will provide a copy of this lesson plan to each class member and to me. You will use the distributed rubric to provide constructive criticism of team members' lessons. Your comments will be compiled and shared with the presenter in order to assist him or her in improving instruction.

Due dates: Beginning November 15

All written assignments must be clearly written, grammatically correct, and formatted according to the American Psychological Association (APA) style manual. Papers that do not conform to APA standards will be returned unread. These papers may be resubmitted, but will be graded as late. Up to ½ point per day may be deducted for late work. All assignments must be submitted electronically as attachments.

### **Required Texts/Reading**

Colombo, M. & Furbush, D. (2009). *Teaching English language learners*. Thousand Oaks, CA: Sage Publications.

### **Recommended Reading (We will not read the texts below during the course, but the texts will enhance your understanding.)**

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Teachers of English to Speakers of Other Languages (2006). *PreK-12 English language proficiency standards*. Alexandria, VA: Teachers of English to Speakers of Other Languages

Tomlinson, C.A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2005). *Understanding by design, expanded* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

### **Course Handouts**

Echevarria, J. Vogt, M., Short, D. (2004). *Making content comprehensible for English language learners: SIOP*. Boston: Allyn & Bacon.

Massachusetts Department of Education (2003). *English Language Proficiency Benchmarks and Outcomes for English Language Learners (ELPBO)*

Subject Area Frameworks – Available online for download at

<http://www.doe.mass.edu/frameworks/current.html>

Video clips Enhancing and Enriching (Delta Systems) and instructor generated video clips across grade level will be shown to illustrate sheltering strategies in sheltered content-area classrooms.

This course adheres to the University's policy to provide reasonable accommodations for persons with disabilities and for religious reasons.

<http://www.uml.edu/equal/Accommodations/accomodations.html>

Specific information for students can be found at <http://www.uml.edu/student-services/disability/Services.html>

**Please notify me in writing regarding any potential conflicts between your religious observances and class meetings and assignment due dates.**

**Academic Integrity:** Students are expected to adhere to the University's policies for Academic Integrity. These can be accessed at [http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

### **Grading Procedures:**

You will be graded on a scale of 100 points, which will be awarded as follows

- Class Participation 10
- Observation 15
- Content-Based Unit 40
- Journals 20
- Lesson Presentation 15

<b>Grade</b>	<b>GPA</b>	<b>GSE point structure</b>	<b>Comment</b>
A+	4.0	99-100	Work of the highest professional standard demonstrating independent and exemplary performance
A	4.0	96-98	Excellent work demonstrating independent and high quality performance.
A-	3.7	91-95	Very good work, carefully executed, but requiring some areas of improvement.
B+	3.3	86-90	Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.
B	3.0	80-85	Work of graduate standard, but omissions exist or careful analysis is not in evidence.
<b>Below Graduate Standard</b>			
B-	2.7	76-79	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	70-75	Poor quality work with little attention to detail and the demands of the task.
C	2.0	65-69	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0.0	Below 65	Serious neglect or evidence of cheating.

### **Instructional Activities**

Classes will consist of discussions of readings, videos, and a variety of related interactive activities. The following is an overview of planned course activities and may be modified depending upon the specific needs of course participants.

#### Second Language Learning and Teaching (Classes 1 and 2)

- Key factors affecting second language acquisition.

- Implications of these factors on classroom organization and instruction.
- Implications of cultural difference for classroom organization and instruction.

Lecture is a component of most classes within this course and serves two purposes: the presentation of new research and strategies, and modeling elements of presentation that are effective in sheltered classrooms. Lectures include PowerPoints with visuals, short snippets of video, graphic organizers, dipsticking techniques (Saphier & Gower, 1997) and short pause-think-pair-share activities to check for understanding.

<p>Class One – September 13</p> <p><u>Readings to be completed prior to class:</u> None</p> <p><u>Written assignments to be completed prior to class:</u> None</p>		
<p><u>Course Objectives</u></p> <p>Develop knowledge of Key factors affecting second language acquisition.</p> <p>Implications of these factors on classroom organization and instruction.</p> <p>Implications of cultural difference for classroom organization and instruction.</p> <p>.</p>	<p><u>Class Objectives</u></p> <p>Participants will understand course syllabus, objectives, and structure</p> <p>Recognize current need for sheltered instruction by content area teachers.</p> <p>Develop knowledge of second language acquisition to inform sheltered content instruction.</p>	<p><u>Activities</u></p> <p>Introductions and participant survey needs and strengths</p> <p>Review syllabus – Q &amp; A</p> <p>A brief look at demographics- United States and up-to-date Massachusetts data (Participants will be given data from districts to review and discuss.)</p> <p>Lecture - overview of the complexity of language acquisition and current theories relating to second language acquisition (Chomsky, Cummins, Krashen, Vygotsky, Canale and Swain)</p>

<p>Class Two – September 20</p> <p><u>Readings to be completed prior to class:</u> Colombo &amp; Furbush: Chapters 1-2</p> <p><u>Written assignments to be completed prior to class:</u> at least 2 questions or statements based on the reading</p>		
<p><u>Course Objectives</u></p> <p>Develop knowledge of basic accepted theories of second language acquisition, and an understanding of how these theories support sheltered content instruction for ELLs.</p> <p>Understand the various sociocultural factors that influence teaching and learning in a sheltered content instruction classroom.</p>	<p><u>Class Objectives</u></p> <p>Develop knowledge of second language acquisition as it informs sheltered content instruction.</p> <p>Understand the implications of linguistic and cultural differences for organization and instruction of sheltered content.</p>	<p><u>Activities</u></p> <p>Lecture – Best practice and strategies based on research</p> <p>Group work: Case studies – language</p> <p>A brief look at culture—lecture notes, group activity</p>

<p>Class Three – September 27</p> <p><u>Readings to be completed prior to class:</u> Colombo &amp; Furbush: Chapter 3</p> <p><u>Written assignments to be completed prior to class:</u> at least 2 questions or statements based on the reading</p>		
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<p><u>Course Objectives</u> Develop knowledge of how these theories of second language acquisition support sheltered content instruction for ELLs.</p> <p>Understand the various sociocultural factors that influence teaching and learning in a sheltered content instruction classroom.</p>	<p><u>Class Objectives</u> Develop knowledge of second language acquisition as it informs sheltered content instruction.</p> <p>Understand the implications of linguistic and cultural differences for organization and instruction of sheltered content.</p>	<p><u>Activities</u> Group work: Case studies – culture and language</p> <p>A brief look at culture—lecture notes, group activity</p>
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Class Four – October 4  
Readings to be completed prior to class:  
 Chapter 4 - Academic Literacy Across Content Areas: We will review this chapter as it applies to second language acquisition.  
 Escamilla, K. (2009). An excerpt from *The Misunderestimation of Manuel* (second language acquisition and culture)  
 Begin Sheltering Content Instruction with the ELPBO

<p><u>Course Objectives</u> Plan lessons that are guided by both language and content objectives appropriate for ELLs who are at different grade levels and different levels of English proficiency, and that are aligned with the Massachusetts Curriculum Frameworks and the ELPBO</p>	<p><u>Class Objectives</u> Identify areas of strengths and difficulty that ELLs will experience when engaging in academic literacy. Identify ways in which teachers can enhance the content and language learning of ELLs through assessment and instruction that is based on research in the areas of second language acquisition and culture.</p> <p>Identify the components of the ELPBO, the frameworks included in the ELPBO, the proficiency levels, and the difference between benchmarks and standards</p>	<p><u>Activities</u> Presentation: Review of academic literacy for ELLs (second language acquisition)</p> <p>Focused discussion in cooperative learning groups: How does knowledge of second language acquisition and cultural difference inform your assessment and instruction of ELLs in sheltered classrooms.</p> <p>Small group “Scavenger hunt” in which participants identify ELPBO components, frameworks including proficiency levels, standards, and benchmarks.        ELPBO knowledge will be assessed with a <u>written</u> ticket to leave. Participants will complete these independently and these will be evaluated for mastery.</p> <p>Participants who cannot identify ELPBO components, frameworks, proficiency levels, standards and benchmarks will complete an online component in which they are required to find specific elements</p>
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		within the ELPBO. Following this additional instruction, they will be assessed for mastery.
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We will use the ELPBO throughout this course. It is critical that you become very familiar with its components and organization. Please bring the ELPBO to all remaining classes!

Sheltering Content Instruction – Classes 4-13 (as described in bulleted course objectives, pp. 2-3)

Classes 4-13 will meet the objectives for Sheltering Content Instruction through a combination of theory and practice. You will use class readings, lectures, the ELPBO, and the Massachusetts Curriculum Frameworks to develop grade-level content-language units. In interactive classes you will demonstrate lessons from the units you have created. Units and unit lessons will be analyzed for their alignment with content frameworks and the ELPBO. Participants will review and critique each other’s lessons to ensure lessons meet the content and language needs of ELLs at various proficiency levels.

Specific readings and assignments should be completed prior to the classes where they are listed.

Please bring copies of content and language frameworks to each class—  
We will work with these in small groups within the classes.

<p>Class Five – October 12 online  <u>Reading to be completed prior to class:</u>  Chapter 5 – Planning for Enduring Understanding  Handout: Unit topic approval sheet  Please bring handouts, ELPBO, and content frameworks to class.  <u>Written Assignments:</u> 2 questions or statements based on the reading.</p>		
<p><u>Course Objectives</u>  Deciding the content that is important to the academic success of ELLs in your content-area courses.</p> <p>Plan lessons that are guided by both language and content objectives appropriate for ELLs who are at different grade levels and different levels of English proficiency, and that are aligned with the Massachusetts Curriculum Frameworks and the ELPBO</p>	<p><u>Class Objectives</u>  Participants will identify a core area of content instruction based upon curriculum frameworks. Based on the concepts of Enduring Understandings and Backward Design, participants will decide the content that can be taught/learned during 4-6 weeks.</p> <p>Participants will consider how this grade level content can be made accessible for ELLs.</p>	<p><u>Activities</u>  Presentation: Review of backward design, enduring understandings, and essential questions</p> <p>Small group work to identify content and language students must master.</p>

Class Six– October 18

<p><u>Reading to be completed prior to class:</u>  Chapter 6 – Connecting with Context  <u>Written Assignments:</u> 2 questions or statements based on the reading  Topic Approval Form is due</p>		
<p><u>Course Objectives</u>  Plan lessons that are appropriate for ELL learners at the four levels of proficiency described in the Massachusetts ELPBO.</p> <p>Plan lessons guided by language (aligned with ELPBO) and content objectives (aligned with Curriculum Frameworks) that are appropriate for ELLs at different grade levels and different levels of English proficiency.</p> <p>Make content and language objectives explicit  Integrate language and content instruction.</p> <p>Select appropriate approaches, procedures, and methods for content-based instruction.</p>	<p><u>Class Objectives</u>  Develop essential questions to frame instruction for ELLs at four levels of proficiency.</p> <p>Align essential questions with ELPBO and curriculum frameworks for grade level</p> <p>Design essential questions that will enable you to make content and language objectives explicit, and integrate these objectives into unit instruction</p> <p>Select approaches that provide context for instruction for ELLs.</p>	<p><u>Activities</u>  Presentation: Review of backward design, enduring understandings, and essential questions</p> <p>Focused work and discussion based on frameworks.</p> <p>Small group work to develop essential questions to frame instruction for ELLs (integrating content and language)</p> <p>Discussion</p>

<p>Class Seven – October 25  <u>Reading to be completed prior to class:</u>  Chapter 7: Assessing Content and Language  <u>Written Assignments:</u> Two questions or key points from reading</p>		
<p><u>Course Objectives</u>  Make language objectives, content objectives, and academic tasks explicit.  Integrate language and content instruction.  Analyze various methods to determine students’ relative strengths as well their potential for effectiveness in a variety of learning situations  Provide opportunities for students to display their knowledge in various ways.  Assess student comprehension and learning throughout the lesson.</p>	<p><u>Class Objectives</u>  Same as course objectives</p>	<p><u>Activities</u>  Presentation: Discussion of reading and examples of assessment for ELLs at various levels of proficiency.</p> <p>Focused group work: Using case studies, language and content frameworks, design effective assessments (culminating and ongoing) for ELLs.</p>

Classes Eight and Nine – November 1, 8

Reading to be completed prior to class:

Chapter 8- Making Content Comprehensible

Written Assignments: 2 questions or statements based on reading

<u>Course Objectives</u>	<u>Class Objectives</u>	<u>Activities</u>
Use supplementary materials, including graphic organizers, visuals, and manipulatives to make content more comprehensible. Evaluate approaches, procedures, and models regarding their effectiveness in various learning situations  Select appropriate approaches, procedures, and methods for content-based instruction.	Use supplementary materials to make your content more accessible to ELLs in the mainstream classroom.  Evaluate approaches, procedures, and models regarding their effectiveness in your content area.  Select approaches that provide context for instruction for ELLs.	Presentation and discussion Model lesson  Focused work and discussion based upon grade –level, content-area frameworks  Discussion  November 1 Survey: How are we doing?

Class Ten – November 15

Reading to be completed prior to class:

Chapter 9 – Building Academic Language

Written Assignments: 2 questions or statements based on the reading

Unit plan outline is due in drop box

<u>Course Objectives</u>	<u>Class Objectives</u>	<u>Activities</u>
Plan lessons that are guided by both language and content objectives appropriate for LEP students who are at different grade levels and different English proficiency levels, and that are aligned with the Massachusetts Curriculum Frameworks  Integrate content and language. Evaluate approaches, procedures, and models regarding their effectiveness in various learning situations  Select appropriate approaches, procedures, and methods for content-based instruction.	Use teaching strategies to foster the academic language development of ELLs in your content-area courses.  Evaluate approaches, procedures, and models regarding their effectiveness in your content area.  Select approaches that provide context for instruction for ELLs.	Presentation and discussion  Focused work and discussion based upon grade –level, content-area frameworks  Presentation and discussion of 6 lessons

<p>Class Eleven – November 22</p> <p><u>Reading to be completed prior to class:</u></p> <p>Chapter 10</p> <p><u>Written Assignment:</u> 2 questions or statements based on readings</p>		
<p><u>Course Objectives</u></p> <p>Make language objectives explicit</p> <p>Make content comprehensible</p> <p>Integrate language and content</p> <p>Select appropriate approaches, procedures, and methods for content-language integrated instruction.</p>	<p><u>Class Objectives</u></p> <p>Explore and critique strategies for providing comprehensible content and scaffolding of academic language in the science classroom</p>	<p><u>Activities</u></p> <p>Presentation and discussion</p> <p>Focused work and discussion based upon grade –level, content-area frameworks</p> <p>Presentation and discussion of six lessons</p>

<p>Class Twelve – November 29</p> <p><u>Reading to be completed prior to class:</u></p> <p>Chapter 11</p> <p><u>Written Assignment:</u> 2 questions or statements based on reading</p>		
<p><u>Course Objectives</u></p> <p>Integrate content and language instruction</p> <p>Group students so that all ELLs can participate, pace and organize learning activities so that students are engaged 90-100% of the time.</p>	<p><u>Class Objectives</u></p> <p>Explore and critique strategies for providing comprehensible content and scaffolding of academic language in the mathematics classroom</p>	<p><u>Activities</u></p> <p>Presentation, discussion, and sharing</p> <p>Focused work and discussion based upon grade –level, content-area frameworks</p> <p>Presentation and discussion of lessons -4</p>

<p>Class Thirteen – December 6</p> <p><u>Reading to be completed prior to class:</u></p> <p>Chapter 12</p> <p><u>Written Assignment:</u> 2 questions or statements based on reading</p>		
<p><u>Course Objectives</u></p> <p>Integrate content and language instruction</p> <p>Group students so that all ELLs can participate, pace and organize learning activities so that students are engaged 90-100% of the time.</p>	<p><u>Class Objectives</u></p> <p>Explore and critique strategies for providing comprehensible content and scaffolding of academic language in the social studies classroom</p>	<p><u>Activities</u></p> <p>Presentation, discussion, and sharing</p> <p>Focused work and discussion based upon grade –level, content-area frameworks</p> <p>Presentation and discussion of lessons -4</p>

Additional Resources

<http://www.tesol.org>

<http://www.nabe.org>

<http://www.matsol.org>