

# **HW 4.3: The World Outside and Inside Schools**

**Analyze, Summarize, Recommend**

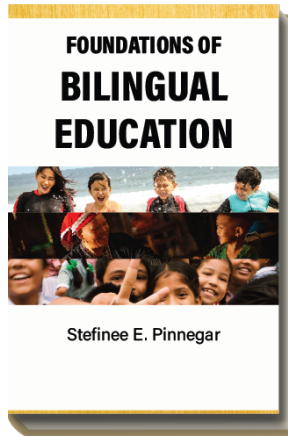


**HOMEWORK**

<b>Learning Outcome</b>	<b>Pedagogical Intent</b>	<b>Student Position</b>
<p>Identify the historical, educational, and political realities in policies, programs, and practice for English learners.</p> <p><b>Assessment:</b>  <b>50 pts.</b>  <b>Due: Session 5</b></p>	<p>Teachers can become better advocates for their ELs when they are informed of their own responsibilities to federal law and Supreme Court decisions by utilizing tools provided from this course.</p>	<p>Students have made inferences concerning judicial law through case studies. They have also analyzed digests of applicable federal laws and court decisions and have considered the differences between ideals and goals. They are now ready to apply their knowledge to placement decision-making processes for two young immigrant girls.</p>

## Instructions

1. Read “The World Outside and Inside Schools: Language and Immigrant Children.” This article can be found in Appendix C.
2. Use the top of the Analysis of Student Experience form to create a profile of each students’ Identify the students’ strengths, the collaboration necessary to leverage those strengths, and the legalities that present themselves.
3. At the bottom of the form, indicate the legal and moral/ethical obligations present in each girl’s story.
4. Be prepared to discuss your work in Session 5.



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