

HW 4.4: Reviewing and Analyzing Landmark Cases/Legislation Involving ELs

**Developing Understanding of the Laws Concerning
ELs and Education**

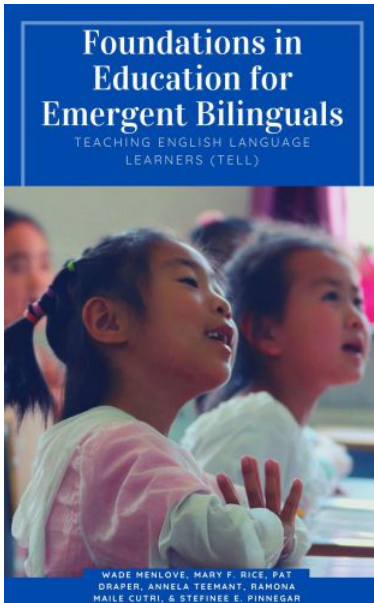


HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Identify the historical, educational and political realities in policies, programs, and practice for English learners. Assessment: 50 pts. Due: Session 5	Teachers, when knowledgeable about federal Supreme Court decisions, can align their daily work and practice for ELLs with the law.	Students have made inferences into judicial law through case studies. They are now positioned to analyze digests of applicable federal laws and court decisions.

Instructions

1. Using [this worksheet](#) which contains details about landmark court cases for educating ELs, you will review and analyze the cases.
2. Read the summary of each case and respond to the topics in each column.
3. Decide whether the law/court decision takes a problem, right, or resource orientation to English learners and record your conjecture.
4. Determine whether the law/court decision supports or opposes the second language acquisition facts. Record your response.
5. Identify the legal obligations asserted in the law. Record your response.
6. Identify the moral/ethical obligations asserted by the law. Record your response, paying particular interest to the differences and similarities between legal obligations and moral/ethical ones.
7. Be sure you have responded in each column of the chart answered all the questions.
8. Think about the Dear Colleagues Memo and reconsider the mandates named in that document.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education