

# HW 4.5: Landmark Cases/Legislation Involving ELs



## Learning Outcome

Identify the historical, educational and political realities in policies, programs, and practice for English learners.

**Assessment: 50 pts.**

**Due: Session 5**

## Pedagogical Intent

Teachers, when knowledgeable about federal Supreme Court decisions, can align their daily work and practice for ELLs with the law.

## Student Position


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. Read the digest of essential policy that represents key events in the modern history of bilingual education in the United States (1964-2002).
2. Decide whether the law/court decision takes a problem, right, or resource orientation to English learners, and record your conjecture in the sidebar of the digest.
3. Determine whether the law/court decision supports or opposes the second language acquisition facts from your homework that you completed for this session. Record your response in the sidebar of the digest.
4. Identify the legal obligations asserted in the law. Record your response in the sidebar of the digest.
5. Identify the moral/ethical obligations asserted by the law. Record your response in the sidebar of the digest, paying particular interest to the differences and similarities between legal obligations and moral/ethical ones.
6. Be sure you have answered all the questions on the right side of the pages in the law. They need to address legal obligations.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books.  
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