**Miami-Dade Community College**

**Common Course Number:**   TSL 4324

**Course Title:  ESOL Strategies for Content Area Teachers**

**Catalog Course Description:**
This course provides **students with strategies for analyzing, applying and adapting ESOL methods, curriculum, and assessment to enhance instruction for linguistically and culturally diverse students.  This course fulfills META requirements for all teachers of LEP students except primary language arts and ESE instructors.**

**Credit Hours Breakdown:  3 lecture hours**

**Prerequisite:**  None

**Course Competencies:**

Competency 1:  The student will design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.

**Upon successful completion of this course, the student will design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom by** adapting items from school curricula to cultural and linguistic differences.

Competency 2:  The student will evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas for various grade levels.

**Upon successful completion of this course, the student will evaluate, adapt and employ appropriate instructional materials, media and technology for ESOL in the content areas for various grade- levels by:**

A.  Identifying content-specific vocabulary.

B.  Identifying culture-specific features of content curricula.

C.  Distinguishing between ESOL and English language arts curricula.

D.  Determining strategies to use with LEP students.

Competency 3:  The student will develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.

*Upon successful completion of this course, the student will develop experiential and interactive activities for LEP students, using current information on linguistic and cognitive processes by:*

> A.   Differentiating between language proficiencies related to basic interpersonal skills and cognitive academic language skills.
>
> B.   Selecting appropriate ESOL content according to students' levels of proficiency in reading and writing.
>
> C.   Identifying features of content-area reading for LEP students.

Competency 4:  The student will analyze current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.

*Upon successful completion of this course, the student will analyze current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques by:*

> A.   Identifying cultural biases in commercialized tests.
>
> B.   Adapting content-area tests to ESOL levels appropriate for LEP students.

Competency 5:  The student will create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

*Upon successful completion of this course, the student will create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students by:*

> A.   Applying ethno linguistic and cross-cultural knowledge to classroom management techniques.
>
> B.   Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences.

Competency 6:  The student will recognize the major differences and similarities among the different cultural groups in the United States.

*Upon successful completion of this course, the student will recognize the major differences and similarities among the different cultural groups in the United States by:*

    A.  Identifying specific characteristics of U.S. culture.

    B.  Comparing and contrasting features of U.S. culture with features of other cultures.

Competency 7:  The student will identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.

*Upon successful completion of this course, the student will identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students by:*

    A.  Identifying different sociolinguistic language functions (e.g., formal, informal, conversational, and slang).

    B.  Identifying culture-specific, non-verbal communications (e.g., gesture, facial expressions, and eye contact).

Competency 8:  The student will plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the outcomes.

*Upon successful completion of this course, the student will plan and evaluate instructional outcomes by recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the outcomes.*

Competency 9:  The student will identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel.

*Upon successful completion of this course, the student will identify major attitudes of target groups towards school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel by:*

    A.  *Identifying strategies to reduce cross-cultural barriers between students, parents and the school setting.*

    B.  Identifying strategies for facilitating articulation with administrators, content area teachers, parents, and the community.