

Lesson chunks and texts for Winter 2025 (these were moved from Fall Q 2204)	<b>Read</b> <a href="#">Transforming World Language Teaching Chapter 3</a> pp. 41-63. Use the discussion questions on p. 61 to guide your reading. (this text will be better paired with a lesson on teaching culture/3 Ps
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**ED 264c: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program Winter 2024**

*Class preparation/assignments begin on page 5*

**Instructors:** Ms. Elizabeth (Liz) Matchett (lead), Ms. Sonia Jiménez, Ms. Diana Sánchez

**Office Hours:** by appointment

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**Class dates, time, and location:**

Tuesdays January 7-March 11, 2025 3:15PM-6:00PM **Room 435**

[Zoom Link](#) (if needed)

**Three-Quarter Course Sequence Description**

The three-course curriculum and instruction sequence (ED 264 a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to prepare Teacher Candidates (TCs) for a meaningful career in language teaching. Successful TCs will examine and internalize the research, standards, habits of mind, and instructional strategies and practices that facilitate students to learn and acquire a new language. Together, we will explore this complex and multifaceted profession as we develop and articulate our vision for becoming educators devoted to creating an equitable and just experience for our students as they develop proficiency in a new language.

**Special Announcement:** As part of your C&I experience, we strongly encourage you to participate in the [Stanford World Language Project](#), held over the course of five Saturdays in the fall and winter quarters (no summer dates). The purpose of this special collaboration is for you to interact with practicing teachers and presenters from the Bay Area and learn about excellent teaching strategies which you will be able to use in your student teaching and beyond. As you create relationships with and learn from these teachers, you may also

make contacts and become part of a professional network which can lead to employment and other opportunities. We will consult with you to help you choose the strand that best fits your professional needs. Additionally, you can earn CEU units (for an additional fee) that can be used for salary advancement when you get a job. Debriefing of the classes may occur during regular C&I time.

**Office Hours:** By appointment. Please contact us at least 24 hours in advance, and we can set a time. We can meet via telephone, Zoom, or in person.

**Class attendance, punctuality, and engagement:** We will give you our very best as teachers and colleagues. We expect the same from you. TCs must demonstrate the same level of professionalism demanded of any credentialed teacher with respect to time management, communication, and integrity. Our class meetings are essential, and *we expect you to be in class and to arrive on time. While you are in class please participate and support us and your colleagues in all that we do.* In the event of sickness or an emergency that will cause you to miss class or be late, please inform us in advance and we will talk about what you will need to do to make up the work. If you need our support due to family or professional obligations, do not hesitate to talk with us; our goal is for you to be prepared for the rigors of teaching *and* to know how to balance your personal life with your profession and within a network of caring colleagues. Communicate with us early and often and we can make it work.

**Students with documented disabilities:** Students who may need academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>)

**Support Services:** Student teaching and earning a credential is a time of intense learning and growth, and it can be stressful. For a variety of reasons, you may experience a range of challenges that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily life. You can approach us if you need someone to talk to, and we will make ourselves available to you. Stanford is also committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus here <https://vaden.stanford.edu/>

**Course Format and Policies:** The course will be taught using a discussion/participation format and will also include the specific modeling of instructional strategies. Candidates are expected to have completed the assigned sets of readings and activities before each class and to be prepared to discuss or

actively participate in further class activities. The course grade will be earned based on a modified version of Stanford's grading system: A+ (98-100%), A (94-97%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), etc.

- Grading Categories: (all assignments will be labeled by category)
  - *Interpretive Activities* (Formal and informal response to readings, videos, audios)
  - *Interpersonal Activities* (Formal and informal written and spoken conversational activities with me and your classmates)
  - *Presentational Activities* (Formal and informal written and spoken information presented to me and your classmates)
- We need to practice and model the behaviors of a working teacher. The professional expectation in a school is that you will arrive at school and complete your tasks (lesson plans, grades, attendance, reports) on time. *Thus, we expect assignments to be turned in on time.* If you cannot meet this expectation for any reason, you must communicate with us.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. <https://communitystandards.stanford.edu/policies-and-guidance>

## Stanford [Administrative Deadlines for Students](#)

**Goals of ED 264c Winter Course:** At the end of this third of three courses, TCs can:

1. Articulate the importance of and apply anti-racist practices and social-emotional learning in the conceptualization and delivery of a language course.
2. Begin to implement, in their placements, research-based high-leverage teaching practices associated with the successful teaching of languages to both heritage and non-heritage students and second language students.
3. Use the *Modes of Communication* to conceptualize and design communicative lessons and units for acquisition of vocabulary, communicative functions, and grammar structures for second language students.(+Grammar)
4. Use the *Modes of Communication* to conceptualize and design communicative lessons and units that support “language maintenance and expansion of bilingual range as well as foster positive attitudes towards the heritage language dialects of the language and its cultures.” (Loza and Beaudrie, 2022)
5. Design and use lesson activities in lessons and units that align with the appropriate levels of proficiency and performance for heritage, non-heritage students and second language students.
6. Apply national and state standards for language learning in the design of lessons and units.
7. Demonstrate skills in collaborating professionally with other colleagues.

## Materials for ED 264c Winter

- 1) [Loza, S. and Beaudrie, S. \*Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy\*, Routledge. \(2022\)](#)

Other recommended resources:

- California Department of Education. (2019). World Language Standards for California Public Schools, Kindergarten through Grade Twelve. **download:** <https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>
- [California Department of Education. \(2020\) World Language Framework for Public Schools, Kindergarten through Grade Twelve.](#)
- Clementi, D., Terrill, L. (2017). *The Keys to Planning for Learning*. Alexandria, VA. ACTFL.
- Glisan, E. & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*.
- Glynn, C., Wesely, P., Wassell, B. (2018) *Words and Actions: Teaching Languages Through the Lens of Social Justice*. ACTFL.
- Henshaw, F. & Hawkins, M. [Common Ground: Second Language Acquisition goes to the classroom](#) (2022)
- Hines-Gaither K. & Accilien C., *The Antiracist World Language Classroom* Routledge, (2023) ISBN: 9781032065694
- National Standards Collaborative Board. (2015). World-Readiness Standards for Learning Languages. 4th ed Alexandria, VA: Author.
- Ritz, C, Toro, C. (2022) *Proficiency-Based Instruction Input & Interaction in World Language Education*, ACTFL. ISBN: 9781942544739
- Shrum, J. & Glisan, E. (2015). *Teacher's Handbook: Contextualized Language Instruction*, 5th Edition. Cengage. ISBN: 9781305109704
- Troyon, F, Adair-Hauck B., Glisan, E., (2023) *The Integrated Performance Assessment Twenty Years and Counting*, ACTFL. ISBN: 9781942544869
- Wassell, B. & Glynn C. (2022) *Transforming World Language Teaching and Teacher Education for Equity and Justice: Pushing Boundaries in US Contexts (Multilingual Matters)* ISBN: 9781788926508

Additional readings will be distributed by instructors or will be available online.

Note: The information below is subject to revision as the course progresses.

<b>Date, Class Meeting #</b>	<b>Topics for Discussion and Active Participation in class</b>	<b>Required preparation (due at the beginning of the meeting)</b>
Meeting 1 Jan. 7 3:15-6:00  Sonia, <b>Diana</b> , Liz	<a href="#">M1 Slides</a> Backwards Planning Why do we Assess?	→Re-visit your Professional Folder that we started in the summer. Make sure you have access to it again/know where it is in your drive.  →Beginning with the end in mind: Your Final Project will be a <b>Unit Plan</b> based on the requirements of the <a href="#">EdTPA-aligned template</a> .
Meeting 2 Jan. 14 3:15-6:00  Liz	<a href="#">M2 Slides</a> Re-visit IPAs Intro to Rubrics	Read <a href="#">Honing Our Craft Chapter 7 Standards-based grading for Proficiency-Based Language Instruction</a> (pp.126-143)
Meeting 3 Jan. 21 3:15-6:00  Diana	<a href="#">M3 Slides</a>	Read <a href="#">Heritage Language Teaching Chapter 7 (pp 119-134)</a> .  Listen to the Podcast <a href="#">Providing Oral Corrective Feedback to Improve Learner Performance</a>
January 25	<b>SWLP Day 3</b>	
Meeting 4 Jan. 28th  3:15-6:00  Sonia	M4 Slides	READ: Excerpt from <a href="#">The Antiracist World Language Classroom Ch. 4: Designing Antiracist Units of Study</a> (Hins-Gaither, Accilien, 2023)  READ: <b>ACTFL: Proficiency-Based instruction Chapter 7 p. 149, 150</b>
Meeting 5 Feb. 4	<a href="#">M 5 Slides</a>	→Peruse these resources about the PACE Model

<p>3:15-6:00</p> <p>Liz, Diana</p>	<p>Teaching CULTURE: Products, Practices and Perspectives in our lessons</p> <p>PACE model</p>	<p>Task 1: Choose 3 from these 5 resources that you would recommend to a colleague who is learning about the PACE Model. Support your answer with details (orally is fine).</p> <p><a href="#">Resource 1</a>  <a href="#">Resource 2</a>  <a href="#">Resource 3</a> (start around min. 22)  <a href="#">Resource 4</a>  <a href="#">Resource 5</a></p> <p>Task 2→ Listen to <a href="#">this Podcast</a>. Focus question: How has Rebecca changed the way she teaches grammar and why? How does this relate to what you want to do as you build your teaching practice?  OR  <a href="#">This Podcast</a> from the NFLRC</p> <p>Task 3→READ: <a href="#">ACTFL Book Proficiency-Based instruction Chapter 7 p. 149, 150</a></p>
<p>Meeting 6 Feb. 11</p> <p>3:15-6:00</p> <p>Sonia</p>	<p><a href="#">M6 Slides</a></p> <p>revisiting:  <a href="#">HLT Ch 7 Oral Corrective Feedback in the Spanish Heritage Language Context</a></p>	<p>Read ACTFL The Keys to Assessing Language Performance (pp 83-84) <a href="#">Strategies to Prepare Students for Interpersonal Tasks, &amp; Strategies to Prepare Students for Presentational Tasks</a></p>
<p>Meeting 7 Tuesday, Feb. 18</p> <p>3:15-6:00</p> <p>Liz</p>	<p><a href="#">M7 Slides</a></p> <p>Guest Speaker: Dr. Eduardo Muñoz-Muñoz 3:30-4:30</p>	<p>Read (in Spanish or English) <a href="#">Desmontando la noción de propiedad: ideologías lingüístico-raciales y diversidad lingüística en educación</a>  OR  <a href="#">Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education</a></p>

		<p>And <a href="#">Yosso's Community Cultural Wealth</a> and an asset-based lens (and The CA WL Framework)</p>
<p>Saturday March 1</p>	<p>SWLP Day 4</p>	
<p>Meeting 8 Feb. 25  3:15-6:00  Liz</p>	<p><a href="#">M8 Slides</a>  Guest speaker Margaret Peterson  Feedback on your final project—bring a draft to get feedback.</p>	<p>Read <i>The Antiracist World Language Classroom Chapter 8</i> Advocacy and Collaboration for the Antiracist World Language Classroom pp. 205-219—<b>handout</b></p>
<p>Meeting 9 March 4th  3:15-6:00  Sonia</p>	<p>M9 Slides  This day is intentionally left flexible to accommodate any needed changes in the schedule.</p>	<p>Listen to this podcast by <a href="#">Trudy Anderson</a></p>
<p>Meeting 10 March 11  3:15-6:00  <b>Diana</b>, Liz, (Sonia)</p>	<p><a href="#">M10 Slides</a>  ALL!</p>	<p>Read: Common Ground Epilogue (pp. 189-195.)  Your Final Project will be a <b>Unit Plan</b> based on the requirements of the <a href="#">EdTPA-aligned template</a>. Due: March 10 Note: we will grade on this day.</p>
<p>Saturday March 29</p>	<p>SWLP Day 5</p>	