COURSE OVERVIEW
This course is the third of the three-part sequence on teaching English Language Arts in secondary school. Throughout the course, we will explore two essential questions:

- How do we, as English Language Arts Teachers, design instruction to help students become effective producers and consumers of language?
- How do we design instruction to meet the needs of diverse students and the demands of different contexts?

The course readings provide both a theoretical framework and practical strategies for teaching. In class, we will discuss the principles that inform our teaching and explore models of how these might play out in classrooms. We will use *The Tempest* as a touchstone text in our modeling and guided practice, because Shakespeare is a mainstay of ELA and an example of a “gatekeeper” text.

Over the course of this quarter, you will develop a unit plan that integrates all of the strands of ELA. The goal is for you to teach a version of this unit plan at your placement in the spring. Weekly assignments will draw on course readings and activities as well as your teaching experience in order to scaffold the final project: a complete, revised draft of your unit plan. Weekly unit planning workshops will emphasize the collaborative nature of curriculum planning.

Learning Targets
Learning targets extend across all three quarters and are informed by core practices in ELA instruction.

Teacher candidates will be able to use their knowledge of students and content to -

- select and adapt appropriate curricular materials.
- represent content through resonant examples and analogies.
- provide clear and nuanced instructional explanations of concepts.
- connect prior knowledge, experience, and culture to new knowledge.

Teacher candidates will be able to plan, sequence, and scaffold instruction in ways that -

- differentiate and target instruction in order to meet the needs of a diverse student population.
- support language development and acquisition.
- challenge students intellectually and facilitate students’ independence and mastery.
- provide guided practice.

Teacher candidates will be able to -

- investigate student thinking in order to develop intellectual empathy and plan targeted instruction.
- plan and facilitate discussion in ways that engage students and build capacity.
- enact explicit strategy instruction in the common core strands in order to help students develop a repertoire of strategies and skills that they can use flexibly and independently.
- use models during instruction in ways that decompose specific features of skills, strategies, or processes and guide students’ work on a given task.
- design assessments that effectively evaluate progress against learning goals and deepen understanding of student learning.
COURSE TEXTS FOR FALL AND WINTER QUARTER:
** Shakespeare, W. The Tempest (any complete edition)

Additional course readings are available online in Coursework (CW).
** Texts central to winter quarter.

Winter Texts excerpted on Coursework but worth owning:

ASSIGNMENTS

UNIT PLAN (80%) 
The unit plan is a culminating assessment for the C&I sequence. This assignment will demonstrate your pedagogical thinking and your ability to design instruction to meet the needs of diverse students and the demands of your placement’s context. The unit assignment asks you to design instruction integrating all the strands of ELA around an essential question. This includes strong assessments tethered to clear learning targets and plans for professional communication with students, parents, and colleagues. The unit plan will help you prepare for PACT and will become an important part of your STEP graduation portfolio.

Revision, Workshops, and Feedback: Although the units are designed individually, the feedback you receive from peers and instructors during and outside of class will support your learning and practice. In order for your peers to peruse your work in advance of our workshop, your work must be shared enough in advance of class so that your peers and facilitator can review it. Because the assignments build on each other weekly, it is important that you revise each layer before building upon it and that you keep up with weekly due dates. The more revision and effort you put in to each piece early on, the less pressure you will feel as the quarter proceeds. Assignments that are not turned in on time will not have the opportunity for feedback. In an effort to model valuing process over product, we will be assigning credit for each draft completed on time.

Always upload work to Coursework. Uploading to Coursework allows all instructors to view your work and maintains an archive at Stanford. Your workshop group may require hard copies and/or an additional sharing protocol for peer review.

Final Unit Plans will be a Single Digital Document and Binder. Unit plans are shared from year to year and will become part of your teaching portfolio. The process of combining documents into a single PDF or word document can be onerous if it’s saved until the last minute. Start early!
**ANALYSIS OF TEACHING - VIDEO SHARING (10%)**

This assignment asks you to analyze one of your own lessons using recent video footage from your classroom. Learning to analyze your teaching is a key part of becoming a professional educator and reflective practitioner. For this assignment, we are asking you to videotape yourself enacting one of the core practices we’ve focused on in class. Once you have recorded a lesson and identified a short segment of teaching (3-5 minutes), you will present this selection to your peers and engage them in a discussion focused on questions of teaching and learning.

### Unit Plan Due Dates

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<thead>
<tr>
<th>Unit Overview</th>
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<tbody>
<tr>
<td>Brainstorm</td>
<td>January 13</td>
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<tr>
<td>1st Draft</td>
<td>January 20</td>
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<tr>
<td>Revised Draft</td>
<td>January 27</td>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>Brainstorm Culminating Assignment</td>
<td>January 27</td>
</tr>
<tr>
<td>1st Draft Culminating Assignment (w/ sequence outline)</td>
<td>February 3</td>
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<tr>
<td>Revised Culminating Assessment (w/ assignment, rationale, differentiation)</td>
<td>February 10</td>
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<tr>
<td>Formative Assessment Plan</td>
<td>February 24</td>
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<tr>
<th>Unit Calendar</th>
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<tbody>
<tr>
<td>Resource and Graphic Organizer Exploration</td>
<td>January 27</td>
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<tr>
<td>(sequence outline toward culminating assessment)</td>
<td>February 3</td>
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<tr>
<td>Draft Calendar (Repeated Structures and Organizers)</td>
<td>February 10</td>
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<tr>
<td>Revised Calendar</td>
<td>February 17</td>
</tr>
<tr>
<td>Revised Calendar</td>
<td>February 24</td>
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</tbody>
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**Complete Draft – All revisions, single document (+ Rubric, Resource List)** | March 3 |

**Final Revised Draft including Introduction/Reflection, Cover Page** | March 17 |
Course Calendar

Class 1
1/6  Introduction to Unit Planning
   o Read: Your Unit Plan Text(s)
   o Read: Course Syllabus
   o Review: The Tempest
   DUE:
   o Bring your Unit Plan Text(s)

Class 2
1/13 Crafting Essential Questions and Learning Targets
   o Read: Smagorinsky ch8&9 (conceptual units)
   o Read: UBD ch5 (EQs)
   o Skim: UBD ch1(intro) & ch6 (understandings)
   o Explore: Sample Unit Plan (overview & reflective letter)
   DUE:
   o Unit Overview Brainstorm (template provided)

Class 3
1/20 Introduction to Culminating Assessments; Writing as Assessment
   o Read: Smagorinsky ch5&6 (Conventional & Unconventional writing assignments)
   o Explore: Sample Unit Plan (culminating assessment)
   DUE:
   o 1st Draft Unit Overview

Class 4
1/27 Scaffolding toward a Culminating Assessment
   o Read: Smagorinsky ch11 (Outlining a Unit)
   o Skim: UBD ch7 (assessment) & ch9 (planning)
   DUE:
   o Revised Overview
   o Culminating Assessment Brainstorm
   o Resource Exploration and Graphic Organizer Examples

Class 5
2/3 Assessment and Differentiation
   o Read: Tomlinson, McTighe ch5&6 (differentiation & UBD & assessment)
   o Read: Wormeli ch1 (differentiation mindset)
   DUE:
   o Culminating Assessment 1st draft
   o Outline of Instructional Sequence Steps

Class 6
2/10 Enriching Language Production through Drama
   o Read: TBD
   DUE:
   o Culminating Assessment (Assignment sheet, rationale w/ opportunities for differentiation)
   o Draft of Calendar (Repeated Structures & Organizers)
Class 7
2/17 Maintaining Rigor
(Reading Assignments Subject to Change)
- Read: Duckworth (keeping it complex)
- Read: Lemov (college path)
- Read: Cone (creating readers)
DUE:
- Revised Calendar with Additional Detail

Class 8
2/24 Assessing Writing Using Rubrics
- Read: Wormeli ch4 (rubrics & assessment)
- Read: Spandel ch2 & 13 (assessing writing)
DUE:
- Bring: examples of student writing & rubrics
- Formative Assessment Plan 1st draft
- (Continue to revise calendar)

Class 9
3/3 Reflecting on Unit Design
- Read: TBD
DUE:
- ALL work revised in a complete draft in a Single Document (+ Rubric & Resource List)

Class 10
3/10 Learning from Our Teaching
- Read: TBD
DUE:
- Video Clip of Your Teaching

March 17 Unit Plan Theme Potluck Party
DUE:
Complete “Final” revised draft including:
- Reflective Introductory Letter
- Cover Page
**READINGS**


