

# World Languages Curriculum and Instruction

EDUC 264A, Summer 2020

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**Class meeting dates and time:** July 30, August 3, 4, 6, 10, 11, 13, 17, and 18,  
1:30-3:15 pm on [Zoom](#)

## General description

The three-course curriculum and instruction sequence (ED 264 A, B, & C) is designed to prepare candidates to teach World Languages at the middle and high school levels. Through research, standards, and best practices future language teachers will understand how language is acquired, and be able to use best practices and strategies for helping students acquire the target language. We will explore the teaching of cultures and social justice within the world language classroom.

## Learning goals

At the end of this first of three courses, teacher candidates will:

- Understand the process of second-language acquisition and its implications for designing curriculum and instruction.
- Be able to describe the different levels of proficiency and performance for a language learner, including their associated language function types.
- Become familiar with local, state, and national world language professional organizations and be able to apply the state and national standards for language learning in the design of a full unit overview.
- Develop their skills in collaborating professionally with other colleagues.
- Begin to understand the importance of critical pedagogy and social justice in the conceptualization of a language course.

## Students with documented disabilities

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>)

## Honor Code / Fundamental Standard

All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. It is expected that Stanford's Honor Code will be followed in all matters relating to this course. You are encouraged to meet and exchange ideas with your classmates while studying and working on homework assignments, but you are individually responsible for your own work and for understanding the material. Lessons that you present or turn in must be your own work unless you give credit to the originator of the lesson. If you have any questions regarding this policy, feel free to contact the instructor and/or refer to the STEP Handbook. All Stanford students are expected to follow the Fundamental Standard as well. [Policies and Guidance](#)

## Course procedures

We meet once a week from 1:30-3:15 p.m. We will discuss the materials during the first part of our meeting. The goal is to have dynamic meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class.

## Assignments and grading

### Assignments:

- |   |            |
|---|------------|
| ● <b>Teacher Survey</b>                           | <b>5%</b>  |
| ● <b>Professional Organizations Investigation</b> | <b>5%</b>  |
| ● <b>Second Language Acquisition paper</b>        | <b>5%</b>  |
| ● <b>Portfolio / Learning Log</b>                 | <b>20%</b> |
| ● <b>Participation</b>                            | <b>30%</b> |
| ● <b>Lesson Plan</b>                              | <b>35%</b> |

### Grading

Ultimately, this course will be graded A, B, C, I (incomplete), or NC (no credit). We hope and expect that every student in this class will earn an A at the end of the course. During the course, however, our primary goal in responding to your assignments is to provide feedback and engage in conversation about your thinking and planning. Thus, we provide comments but not letter grades on your work. Instead, we mark your work as either “complete” or “incomplete.”

- “Complete” means that you have met the goals for that assignment.
- “Incomplete” means that you need to revise and resubmit your work in order to gain more practice or grasp a concept. When you do so, you will earn a “complete” and, more importantly, learn more about instructional design. Revision is an organic part of the learning process. Every student revises many times.

Because we believe that an A grade in this course is generally attainable through rigorous effort, we consider a B grade to be of some concern. We may share those concerns with the STEP director so we can help you secure the support and resources you may need in order to complete the rest of your time in STEP successfully. Should you have any questions about your progress in the course, please do not hesitate to talk with the instructor.

## Materials and Resources:

- Clementi, D., Terril, L. (2017). *The Keys to Planning for Learning*. 2nd edition, Alexandria, VA. ACTFL [www.actfl.org](http://www.actfl.org)
- [World-Readiness Standards for Learning Languages](#). 4th ed. Alexandria, VA., ACTFL
- Van Patten, B (2017) *While We're on the Topic*. Alexandria, VA. ACTFL
- Additional readings will be provided on Canvas.

## Daily overview – Curriculum and Instruction

**Before our first class:** Because each class is only 90 minutes, and we are meeting remotely, it's essential to come prepared to each class. This week, please do the following before we meet:

1. Read [What the Research Shows](#) from ACTFL
2. Watch this [video of Stephen Krashen](#) It is old but it's great. Take notes using the [graphic organizer](#)
3. Optional: Watch this two-part video with Stephen Krashen. [Part 1](#), [Part 2](#) It's longer and more detailed but the information is similar.

## Day 1: Introduction to World Languages Curriculum and Instruction, Language Acquisition

Agenda:

- Hola, Bonjour, 欢迎
- Community Building using a ["Human" Bingo](#)  
Why is community building important
- Introduction to C&I
- Take-aways from the Krashen video (padlet)
- [Portfolio/Learning Log](#)  
What is the purpose of Learning Logs and portfolios?  
Why would you want students to complete them?  
Portfolio assignment for this course.  
Use google slides
- Talk about Lesson Plan due on August 17 and 18
- Discuss alternate plan for class on August 13th

## Readings:

- Read Chapter 1 of the *Keys to Planning for Learning*, ACTFL
- Chapters 1 and 2 of *While We're on the Topic* by Bill Van Patten

## Assignments:

- Start your portfolio. Include:
  - Introduction of you: Who are you? Why do you want to teach a WL?
  - One of the reasons to learn a language
  - The reasons building a community is essential
  - Your reflections on the Krashen video.
  - Brainstorm some ideas for a lesson plan that you will write
- Write a paper (~ 2 pages, double spaced) on a language theory that you have chosen. Be prepared to share what you learned with the class on Day Two. Submit on Canvas.  
Resources: [Second Language Acquisition Theories from CLAD](#) and more

[Krashen and Terrell's "Natural Approach"](#)  
[Theories of Language Learning O'Maggio](#)  
[Principles and Practice Second Language Acquisition](#) by Stephen Krashen  
[Swain, Merrill The Output Hypothesis](#)

## Day 2: Language Learning Theories

**Before Class:** Before the next class,

- Read [Why Language Education? ACTFL](#)
- Decide what you will share from your Second Language Acquisition Theory paper

### In-Class Agenda:

- Language learning theories
  - Share what you learned in pairs, compare theories, create a slide or two together to share with class. What resonates with you?
- 21st Century Skills
- Acquisition v Learning
  - Stages of Language Acquisition
- BICS/CALP
  - Social language and academic language

### Readings:

- Appendix C from Keys to Planning for Learning
- [Page 22 of TESOL's Changes in the Expertise of ESL Professionals](#)
- Optional: [13. World Language and Literacy Learning – Steps to Success: Crossing the Bridge Between Literacy Research and Practice](#)
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### Assignments:

- Add the slides you created in class to your portfolio.
- If any other thoughts have come to you for a lesson plan idea, please add it to your portfolio.

## Day 3: World Readiness Standards

**Before Class:**

- Watch the Annenberg video: [Standards and the Five Cs](#) and complete this [graphic organizer](#). (1 hour)
- Enter a reflection, observation or something significant you discovered in the video and enter in your portfolio. Choose a slide to share with the class.
- Review the [World Readiness Standards overview](#)

### In-Class Agenda:

- Portfolio sharing

- ACTFL Standards and the Five C's
- 3 modes
- Bloom's Taxonomy
- 21st Century Skills

### Readings:

- Read **1996 National Standards Executive Summary**
- Video: **Three [modes Performance Assessment](#)**
- Webinar (optional): [Resources for Stimulating Interpretive/Interpersonal/Presentational Communication Online: Part I](#)

### Assignment

- Create a collage to visually demonstrate the standards. Use the same theme or genre you will use for your lesson plan. Include the 5 C's and the three modes and don't forget to put it in your portfolio.

### Day 4: Performance v Proficiency

#### Before Class:

- Read [Performance v Proficiency](#) from ACTFL's *Keys to the Classroom*

#### In-Class Agenda:

- Venn Diagram: Performance v Proficiency
- Stages of Learning
- Can-Do Statements
- More details and examples of final lesson plan

#### Readings:

- Read Chapter 2 of *The Keys to Planning for Learning*, ACTFL

#### Assignments:

- Enter your Venn Diagram of Performance v Proficiency into your portfolio and reflect.
- Add any thoughts about your lesson plan to your portfolio.

### Day 5: Backwards Design

#### Before Class:

- Video: [Backward Design Overview with Examples](#)
- Read the article from Vanderbilt University on [Bloom's Taxonomy](#).

### **In-Class Agenda:**

- Bloom's Taxonomy
- Understanding by Design
- Lesson plan template and how-to discussion

### **Readings:**

- Watch video: [Understanding by Design video, Part 1, Part 2](#)
- Wiggins, Grant and McTighe, Jay *Understanding by Design*, Chapter 1. Provided by instructor

### **Assignments**

- Portfolio entry: Understanding by Design
- Begin writing your lesson plan by putting some ideas into the portfolio. What is the theme of your lesson? What can you do at the beginning of the lesson to grab your students' attention? What will students be able to do at the end of the lesson?

### **Day 6: Common Core**

#### **Before Class:**

- Read the articles and watch the video on [The 6 Key Shifts for ELA/Literacy from Adolescent Literacy](#)
- Read Pedagogical Shifts in Common Core from the [Common Core](#) folder.
- Bring your lesson plan ideas to class. Be ready to discuss them.

#### **In-Class Agenda:**

- Common Core
- Discuss lesson plan planning. How is it going?

#### **Readings:**

- Read Chapter 3 of *The Keys to Planning for Learning*, ACTFL
- [Common Core Video series NY](#) optional

#### **Assignments**

- Portfolio entry

### **Day 7: California WL Standards and Social Justice**

**Before Class:** Ch 2 Shrum and Glisan, Teacher's Handbook

#### **In-Class Agenda:**

- California World Language Standards
- Social Justice

- Peer Editing

### **Readings:**

- Read: Reagan, T. & Osborn, T. (2002) The Foreign Language Educator in Society (in Course Reader)
  - Ch 1: When Methodology Fails: A Critical Look at Foreign Language Education (16pp)
  - Ch 9: Toward a Critical Foreign Language Pedagogy (7pp) 2. Read: What Does Research Show About the Benefits of Language

### **Assignments**

- Finalize your lesson plan and prepare to present it.

### **Day 8: Presentations**

#### **In-Class Agenda:**

- Presentations of Lesson Plans
- Feedback from your classmates
- Social justice

#### **Readings:**

#### **Assignments:**

- Finalize your portfolio. Due August 20th at midnight

### **Day 9: Presentations**

#### **In-Class Agenda:**

- Presentations of Lesson Plans
- Feedback from your classmates
- Getting ready for your placement / First impressions

#### **Assignments**

- Don't forget to finalize your portfolio before August 20, 2020

### **Useful links**