

**ED 264b: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program  
Fall 2016**

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**Three-Quarter Course Sequence Overview**

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, via an examination of research, standards, and practice, prepare future language teachers to understand the process of language acquisition and to use instructional strategies in the classroom that can support the language acquisition process. We will also explore the nature of cultural and content understanding and their implications for curricular and instructional design, and we will develop the habits of mind to evolve as an educator.

**At the end of the three-course sequence, future language teachers will:**

1. Be able to design effective world language curriculum that is congruent with national and state standards, from full unit planning, to daily lesson planning, and individual task design.
2. Be able to select, adapt, and design materials and classroom activities that support achievement of standards, with attention to social justice issues.
3. Be able to plan and implement instructional strategies that result in the development of proficiency in the skills of speaking, listening, reading, and writing across the interpersonal, interpretive, and presentational communicative modes.
4. Use a variety of procedures to assess language proficiency in order to monitor student learning and to inform instruction.
5. Demonstrate the habits of mind to evolve as a teacher and design responsive instruction via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

**Description of ED 264b Fall Course**

At the end of this second of three courses, teacher candidates will be able to:

- Design and implement research-based instructional strategies for acquisition of vocabulary, communicative functions, and grammar structures.
- Design and implement research-based instructional strategies and lesson plans for promoting acquisition of language in the four skills of reading, listening, speaking, and writing across the interpersonal, interpretive, and presentational communicative modes.
- Design and plan an appropriately sequenced and scaffolded 5-Step Communicative Lesson Plan.
- Collaborate with colleagues and reflect critically after implementing their lessons.

**Required Materials for ED 264b Fall Course**

- Shrum, J. & Glisan, E. (2015). *Teacher's Handbook: Contextualized Language Instruction, 5<sup>th</sup> Edition*. Cengage.
  - Online Appendices (click "Conceptual Orientation"): <http://goo.gl/8k3ZjL>
- Adair-Hauck, B., Glisan, E., Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA. ACTFL.
- Clementi, D., Terrill, L. (2013). *The Keys to Planning for Learning*. Alexandria, VA. ACTFL.
- Additional readings will be distributed by instructor or will be available on the web. Please bring a copy (digital or hard) to class each day.

**Further Recommended Resources**

- ACTFL Glossary of WL Terms  
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/glossary>
- Blaz, Deborah. *Collection of Performance Tasks & Rubrics* (2000) (copy also in STEP library) or *Bringing the Standards for FL Learning to Life* (2002)
- University of Texas at Austin's "Foreign Language Teaching Methods"  
<http://coerll.utexas.edu/methods/>
- Annenberg's "Teaching Foreign Languages K-12 Workshop"  
<http://www.learner.org/resources/series201.html>
- The Center for Advanced Research on Language Acquisition (CARLA)  
<http://www.carla.umn.edu/index.html>

**Instructor Office Hours**

- Michael: after class on Tuesdays by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm
- Helene: after Supervisory on Wednesdays by pre-arranged appointment: 6:15-6:35pm, 6:40-7:00pm, 7:05-7:25pm

### Course Format and Policies

The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Students are expected to have completed the assigned sets of readings and any assignments before each class and to be prepared to discuss the readings at each class meeting. A portion of each class will be devoted to questions and comments that students might have about readings as well as to activities that build on the readings themselves. Student attendance is essential as the class will actively participate in the examination of the techniques presented in class, in the analysis and identification of theories underlying instruction, and in the preparation of tasks, activities, collaboration, and materials for teaching world languages. You are encouraged to bring a personal laptop to class for each session for accessing digital materials, collaborating with peers, etc.

- If for any reason a student must miss a class, s/he must make arrangements beforehand with the instructor to make up the material covered in class and to hand in the assignment due on that date.
- Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will lose 10% credit per day.
- All Stanford students are expected to follow the **Stanford Honor Code** and **Fundamental Standard**, as noted in the STEP Handbook and Stanford Student Guide.  
<http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>
- **Students with 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).  
<http://studentaffairs.stanford.edu/oea>.

### Fall Quarter Assignment Weighting:

1. Fall Teacher Survey, CT Interview, Course Scope & Sequence, TELL Document Self-Assessments – 5%
2. Comprehensible Input Presentation Demonstration – 15%
3. Interpretive Listening Activity Lesson – 15%
4. Interpretive Reading Activity Lesson – 15%
5. Interpersonal Speaking Activity Lesson – 15%
6. Presentational Writing Activity Lesson – 15%
7. Class Participation – 10%
8. Language Teaching & Learning Principles Log (continue from Summer) – 10%

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

Class	Readings and Assignments Due	Topics
<b>Class 1</b> <b>9/27</b>	<ol style="list-style-type: none"> <li>1. <b>Due: Fall Teacher Survey</b> (Google Form) <a href="https://goo.gl/feQG50">https://goo.gl/feQG50</a></li> <li>2. <b>Read:</b> R. Ellis (2005) <i>Principles of instructed language learning</i> (in Course Reader) (16pp)</li> <li>3. <b>Download &amp; Annotate:</b> TELL documents “fillable” PDF versions (16pp) <a href="http://www.tellproject.org/tools/self-assessments/">http://www.tellproject.org/tools/self-assessments/</a> <ol style="list-style-type: none"> <li>a. The seven “Framework Self-Assessments” (Environment→Professionalism)</li> <li>b. The nine “Feedback Tool Self-Assessments” (Checking for Understanding→Target-Language Use Teacher) Rate your current level of practice on each document, and track any statements/ideas that you have trouble envisioning in practice, which we’ll review in class.</li> </ol> </li> <li>4. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher’s Handbook</i> <ol style="list-style-type: none"> <li>a. Ch 5: “Managing a Middle School Classroom” p149-150 (2pp)</li> </ol> </li> <li>5. <b>Due:</b> Begin updating <b>Language Teaching &amp; Learning Principles Log</b> (continue for all future classes)</li> <li>6. <b>Further Resources:</b> <ol style="list-style-type: none"> <li>a. Lemov, D. &amp; Atkins, N. (2010) <i>Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)</i></li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>Orientation to Quarter</b></li> <li>• <b>General Principles of Classroom Language Teaching</b></li> <li>• <b>Activity Design and Delivering Instruction</b></li> <li>• <b>Classroom Management</b></li> </ul>
<b>Class 2</b> <b>10/4</b>	<ol style="list-style-type: none"> <li>1. <b>Due: CT Interview</b></li> <li>2. <b>Due: Course Scope &amp; Sequence</b></li> <li>3. <b>Re-Read:</b> Shrum &amp; Glisan (2015) <i>Teacher’s Handbook</i> <ol style="list-style-type: none"> <li>a. Ch 3: Organizing Content and Planning for Integrated Language Instruction, p96-99 (4pp)</li> </ol> </li> <li>4. <b>Read:</b> Clementi, D., Terrill, L. (2013). <i>The Keys to Planning for Learning</i></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Goals and Objectives</b></li> <li>• <b>General Lesson Planning &amp; 5-Step</b></li> </ul>

	<p>a. Ch 3: Lesson Design (17pp)</p> <p>b. Appendix L: Balanced Lifestyle Lesson Plan</p> <p>5. <b>Re-Read:</b> SWLP/BAFLP's 5-Step Communicative Lesson Plan document (p1-11) (11pp)</p>	<p><b>Communicative Lesson Plan (revisited)</b></p>
<p><b>Class 3 10/11</b></p>	<p>1. <b>Re-Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i>, Ch3, p78-81 (3pp)</p> <p>2. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i></p> <p>a. Ch 4: "Connecting Language Learning to the Elementary School Curriculum" (38pp)</p> <p>3. <b>Read:</b> Shrum &amp; Glisan Appendices:</p> <p>a. 4.4 (book/online) Thematic Planning Web</p> <p>b. 4.5 (online) Unit Plan Inventory... "¿Cuál es el secreto de la llama?"</p> <p>c. 4.6 (online) Semantic Map: Transportation</p> <p>d. 4.7 (online) Semantic Map: Trees</p> <p>e. 4.8 (online) Venn Diagram to Illustrate Similarities and Differences</p> <p>f. 4.9 (online) Story Map</p> <p>4. <b>Read:</b> Instructor Examples</p> <p>a. <b>TBD</b></p> <p>5. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i></p> <p>a. Ch6: p195-6 on "Acquiring and Building New Vocabulary" (2pp)</p> <p>6. <b>Re-Read:</b> B. Van Patten (2003) <i>From Input to Output</i>: p38-41 ("Does anything facilitate how learners process input?") (4pp)</p> <p>7. <b>Read:</b> SWLP/BAFLP's 5-Step Communicative Lesson Plan document, p12-18 ("Then &amp; Now" to end) (7pp)</p> <p>8. <b>Read:</b> Read Kristy Placido's <i>Real-world Communication: So easy, a novice can do it!</i> (2pp)  <a href="http://kplacido.files.wordpress.com/2012/11/placidoactfl2012_sat10am.pdf">http://kplacido.files.wordpress.com/2012/11/placidoactfl2012_sat10am.pdf</a></p> <p>9. <b>Read:</b> ACTFL's 2012 <i>How to Stay in the Target Language</i> (5pp)  <a href="http://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf">http://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf</a></p> <p>10. <b>Read:</b> selection from Kamil, M. L., et al. (2008) <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide</i>, via the U.S. Dept of Ed. (1pp)  <a href="http://www.adlit.org/article/27738/">http://www.adlit.org/article/27738/</a></p> <p>11. <b>Read:</b> ACTFL's (2013) <i>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design</i>. p36-37 ("Vocabulary Expansion &amp; Vocab Tiers") (2pp)</p> <p>12. <b>Due:</b> come in with a rough idea for a <b>Comprehensible Input Presentation</b> lesson to teach in your placement</p> <p>13. <b>Further Resources:</b></p> <p>a. <i>Common Core Standards, Appendix A: "Acquiring Vocabulary" (reading) &amp; "Three Tiers of Words" p32-35</i></p> <p>b. ACTFL's <i>Language Educator</i>, Oct/Nov 2014 issue focus topic "Creating Comprehensible Input &amp; Output"</p>	<ul style="list-style-type: none"> <li>• <b>Context, Comprehensible Input &amp; Teaching in the Target Language</b></li> <li>• <b>Teaching Vocabulary &amp; "Content Words"</b></li> </ul>
<p><b>Class 4 10/18</b></p>	<p>1. <b>Due: Comprehensible Input Presentation Demonstration</b></p>	<ul style="list-style-type: none"> <li>• <b>Comprehensible Input Presentation Candidate Demonstrations</b></li> </ul>
<p><b>Class 5 10/25</b></p>	<p>1. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i></p> <p>a. Ch 6 "Using an Interactive Approach to Develop Interpretive Communication" (38pp)</p> <p>2. <b>Read:</b> Shrum &amp; Glisan Appendices:</p> <p>a. 6.3 (online) Interactive Model Used With a Semi-Scripted English Audio Segment (with audio)</p> <p>3. <b>Read:</b> Instructor Examples</p> <p>a. <b>TBD</b></p> <p>4. <b>Read:</b> ACTFL's (2013) <i>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design</i>.</p> <p>a. Appendix E: <i>ACTFL Performance Descriptors For Lang. Learners: "Interpretive Mode"</i></p> <p>5. <b>Due:</b> come in with a rough idea for an interpretive mode <b>listening</b> activity to teach in your placement</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive Mode: Listening Skills</b></li> <li>• <b>Intro to Common Core, ACTFL's IPA</b></li> </ul>
<p><b>Class 6 11/1</b></p>	<p>1. <b>Due (11:59): Interpretive Listening Lesson</b></p> <p>2. <b>Read:</b> ACTFL's (2013) <i>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design</i>.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive Mode: Reading</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Appendix J: <i>Common Core Anchor Standards: "Reading"</i></li> </ul> <ol style="list-style-type: none"> <li>3. <b>Read:</b> <i>Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards</i> (Reading standards only)  <a href="http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf">http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf</a></li> <li>4. <b>Read:</b> Shrum &amp; Glisan Appendices: <ul style="list-style-type: none"> <li>• 6.2 (<b>book</b>) Interactive Model Used with an Authentic Spanish Reading (Shakira)</li> </ul> </li> <li>5. <b>Read:</b> Instructor Examples <ul style="list-style-type: none"> <li>• TBD</li> </ul> </li> <li>6. <b>Read:</b> Adair-Hauck, B., Glisan, E., Troyan, F. (2013). <i>Implementing Integrated Performance Assessment: Assessing Interpretive Mode</i> p118-125 (8pp) <ul style="list-style-type: none"> <li>• Appendix D: IPA Interpretive Task Comprehension Guide: Template</li> <li>• Appendix E: IPA Interpretive Task Comprehension Guide: Intermediate French Example: "Why Do People Cross Borders?"</li> <li>• Appendix F: IPA Interpretive Task Rubric (for Assessment)</li> </ul> </li> <li>7. <b>Read:</b> SOAPStone Reading Strategy Guide (Google Drive)</li> <li>8. <b>Read:</b> <b>TBD:</b> Article on introducing Chinese writing</li> <li>9. <b>Read:</b> For Chinese teachers: Phillip, B. (2013). <i>A better way to learn Chinese?</i>  <a href="http://www.bbc.com/future/story/20130315-a-better-way-to-learn-chinese">http://www.bbc.com/future/story/20130315-a-better-way-to-learn-chinese</a>  (or read actual study: <a href="http://arxiv.org/pdf/1303.1599v1.pdf">http://arxiv.org/pdf/1303.1599v1.pdf</a>)</li> <li>10. <b>Due:</b> come in with a rough idea for an interpretive mode <b>reading</b> activity to teach in your placement</li> <li>11. <b>Recommended:</b> For Chinese teachers: TED Talk "Learn to read Chinese...with ease!"  <a href="http://www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease.html">www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease.html</a> (6min)</li> <li>12. <b>Further Resources:</b> <ul style="list-style-type: none"> <li>• Phillips, June (1984) <i>Practical Implications of Recent Research in Reading</i></li> <li>• Schoenbach, Greenleaf, and Murphy (2012) <i>Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms</i></li> <li>• Fox, Mem (1993) <i>Radical Reflections: Passionate Opinions on Teaching, Learning, and Living</i></li> <li>• <i>Common Core Standards, Appendix A: "Text Complexity"</i> p2-16</li> </ul> </li> </ol>	<b>Skills</b>
<b>Class 7 11/8</b>	<ol style="list-style-type: none"> <li>1. <b>Due (11:59) Interpretive Reading Lesson</b></li> <li>2. <b>Re-Read:</b> B. Van Patten (2003) <i>From Input to Output:</i> p110-112 (Implication 4 / Grammar) (3pp)</li> <li>3. <b>Read:</b> Ellis, R. (2006) <i>Current Issues in the Teaching of Grammar: An SLA Perspective.</i> TESOL Quarterly, p83-107 (in Course Reader) (25pp)</li> <li>4. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i> <ol style="list-style-type: none"> <li>a. Ch 7: PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning (29pp)</li> </ol> </li> <li>5. <b>Read:</b> <i>Identifying Text Structures: Revolutionary War</i> example (Google folder)</li> <li>6. <b>Read:</b> Shrum &amp; Glisan Appendices: <ol style="list-style-type: none"> <li>a. 7.1.0 Sample Lesson in Story-Based Language Learning: PACE Model</li> <li>b. 7.1.1 – 7.1.15 (the corresponding lesson materials)</li> </ol> </li> <li>7. <b>Read:</b> Instructor Examples <ol style="list-style-type: none"> <li>a. <b>TBD</b></li> </ol> </li> <li>8. <b>Skim:</b> Grammar explanation from your target language: <ol style="list-style-type: none"> <li>a. <b>Chinese Teachers</b> <ol style="list-style-type: none"> <li>i. Chinese Grammar ba 把 structure: a basic introduction</li> </ol> </li> <li>b. <b>French Teachers</b> <ol style="list-style-type: none"> <li>i. Hawkins &amp; Towell's <i>French Grammar and Usage:</i> "The Subjunctive, etc."</li> </ol> </li> <li>c. <b>Spanish Teachers</b> <ol style="list-style-type: none"> <li>i. If you have strong explicit knowledge, skim Butt &amp; Benjamin's <i>A New Reference Grammar of Modern Spanish:</i> "The Subjunctive"</li> <li>ii. If you have weaker explicit knowledge, read this chapter from Iguina &amp; Dozier's <i>Manual de Gramática: Verb Usage</i></li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>Focusing on Form: Grammar &amp; Language Structure Instruction</b></li> </ul>
<b>Class 8</b>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Interpersonal</b></li> </ul>

11/15	<p>a. Ch 8: Developing Oral and Written Interpersonal Communication (54pp)</p> <p>2. <b>Read:</b> Shrum &amp; Glisan Appendices:</p> <ul style="list-style-type: none"> <li>a. 8.4 (in book) Instructional Conversation Discourse in a Foreign Language Class: Feature Description</li> <li>b. 8.5 (in book) A Sample Instructional Conversation (IC)</li> <li>c. 8.6 (online) Instructional Conversation (IC) Rating Scale</li> <li>d. 8.7 (online) Common Spanish Gambits (Spanish teachers only)</li> <li>e. 8.8AB (online) Eine Geschichte erzählen (info gap examples)</li> <li>f. 8.9AB (online) La sala de estar (info gap examples)</li> <li>g. 8.10AB (online) Quels pays manquent à la carte d'Afrique? (info gap examples)</li> <li>h. 8.11 (online) What's Missing? (info gap examples)</li> <li>i. 8.12 (in book) "TALK Scores": Monitoring and Evaluating Group Speaking...</li> </ul> <p>3. <b>Read:</b> Instructor Examples</p> <ul style="list-style-type: none"> <li>a. TBD</li> </ul> <p>4. <b>Read:</b> Kinsella, K. (2015) Cutting to the Common Core: Fostering Academic Interaction. <i>Language Magazine</i>  <a href="http://languagemagazine.com/?page_id=123386">http://languagemagazine.com/?page_id=123386</a></p> <p>5. <b>Read:</b> the four ideas for speaking activities found at bottom of page (Hot Seat, Role Play, Inside-Outside Circles, Debate):  <a href="http://www.carla.umn.edu/assessment/VIB/resources.html">www.carla.umn.edu/assessment/VIB/resources.html</a></p> <p>6. <b>Read:</b> ACTFL's (2013) <i>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design</i>.</p> <ul style="list-style-type: none"> <li>a. Appendix E: <i>ACTFL Performance Descriptors For Lang. Learners: "Interpersonal Mode"</i></li> <li>b. Appendix J: <i>Common Core Anchor Standards: "Speaking and Listening"</i></li> </ul> <p>7. <b>Read:</b> Adair-Hauck, B., Glisan, E., Troyan, F. (2013). <i>Implementing Integrated Performance Assessment</i></p> <ul style="list-style-type: none"> <li>a. Appendix F: IPA Interpersonal Task Rubric (for Assessment)</li> </ul> <p>8. <b>Read:</b> <i>Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards</i> (Speaking &amp; Listening standards only)  <a href="http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf">http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf</a></p> <p>9. <b>Due:</b> come in with a rough idea for an interpersonal mode <b>speaking</b> activity to teach in your placement</p> <p>10. <b>Recommended:</b> Read <i>Seeing Pictures of Home Can Make It Harder To Speak a Foreign Language</i>  <a href="http://blogs.smithsonianmag.com/science/2013/06/seeing-pictures-of-home-can-make-it-harder-to-speak-a-foreign-language">blogs.smithsonianmag.com/science/2013/06/seeing-pictures-of-home-can-make-it-harder-to-speak-a-foreign-language</a></p> <p>11. <b>Further Resources:</b> ACTFL's <i>The Language Educator</i> article (Jan. 2013) on "Using Technology for the Interpersonal Mode"  <a href="http://www.actfl.org/sites/default/files/TLE_Jan13.pdf">www.actfl.org/sites/default/files/TLE_Jan13.pdf</a></p>	<b>Mode: Speaking Skills</b>
11/21-11/25	THANKSGIVING BREAK	
<b>Class 9</b> 11/29	<p>1. <b>Due (11:59): Interpersonal Speaking Lesson</b></p> <p>2. <b>Read:</b> Shrum &amp; Glisan (2015) <i>Teacher's Handbook</i></p> <ul style="list-style-type: none"> <li>a. Ch 9: Developing Oral and Written Presentational Communication (48pp)</li> </ul> <p>3. <b>Read:</b> Shrum &amp; Glisan Appendices:</p> <ul style="list-style-type: none"> <li>a. 9.1 (online) Learning Strategies Used by Students of Arabic</li> <li>b. 9.2 (online) Writing Process Questionnaire (Native Language)</li> <li>c. 9.3 (online) Foreign Language Writing Process Questionnaire</li> <li>d. 9.4 (online file corrupted) Checklist for Preparing the Writing Task</li> <li>e. 9.5 (online) Adapted version of ECCO</li> <li>f. 9.6 (online) Adapted version of EASE</li> <li>g. 9.7 (online) Original Story: An Oral and Written Presentational Practice</li> <li>h. 9.8 (online) Peer and self analysis worksheet for peer revision</li> <li>i. 9.9 (online) Peer Response Sheet</li> <li>j. 9.10 (online) My Revision Plan</li> <li>k. 9.11 (online) Presentational Speaking and Writing Rubrics for AP Exams (holistic; French &amp; Spanish)</li> <li>l. 9.12 (online) Primary Trait Task for Explanatory [sic] Explanatory Writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presentational Mode: Speaking &amp; Writing Skills</b></li> </ul>

	<p>m. 9.13. <b>(online)</b> Multiple Trait Scoring Guide</p> <p>n. 9.14 <b>(online)</b> Oral Presentation Rubric</p> <p>o. 9.15 <b>(online)</b> Children’s Literature Presentational Project (Spanish teachers only)</p> <p>p. 9.16 <b>(online)</b> Multimedia Rubric</p> <p>4. <b>Read:</b> Instructor Examples</p> <p style="padding-left: 20px;">a. <b>TBD</b></p> <p>5. <b>Read:</b> ACTFL’s (2013) <i>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design</i>.</p> <p style="padding-left: 20px;">a. Appendix E: <i>ACTFL Performance Descriptors For Lang. Learners: “Presentational Mode”</i></p> <p style="padding-left: 20px;">b. Appendix J: <i>Common Core Anchor Standards: “Writing”</i></p> <p>6. <b>Read:</b> Adair-Hauck, B., Glisan, E., Troyan, F. (2013). <i>Implementing Integrated Performance Assessment</i></p> <p style="padding-left: 20px;">a. Appendix F: IPA Presentational Task Rubric (for Assessment)</p> <p>7. <b>Read:</b> Hillsdale High School’s Three Writing Rubrics: Narrative, Informative, Argumentative Writing (in Google Folder)</p> <p>8. <b>Read:</b> <i>Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards</i> (Writing standards only)  <a href="http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf">http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf</a></p> <p>9. <b>Recommended:</b> For Chinese teachers: Allen, J. (2008) <i>Why Learning To Write Chinese Is a Waste of Time: A Modest Proposal</i>. FL Annals.</p> <p>10. <b>Further Resources:</b></p> <p style="padding-left: 20px;">a. <i>Common Core Standards, Appendix A: “Three Writing Text Types: Argument, Informational, Narrative”</i> p23-25</p>	
<p><b>Class 10</b> <b>12/6</b></p>	<p>1. <b>Due (11:59): Presentational Writing Lesson</b></p> <p>2. <b>Due: Candidate Lesson Presentation</b>  Come prepared to explain 1-2 lessons, activities, or systems that you were especially happy with in your placement. It may be a lesson that you or your CT created. Come with enough handouts for our class. You’ll have 15-20min to present. You do not need to formally “teach” us or use any particular lesson template.</p> <p>3. <b>Due: Language Teaching and Learning Principles Log</b></p> <p>4. <b>Due: TELL Documents</b> (Teacher Effectiveness for Language Learning).  Update any ratings for the quarter.</p>	<ul style="list-style-type: none"> <li>• <b>Wrap-up</b></li> <li>• <b>Nuts &amp; Bots Advice: Getting the Semester Started</b></li> </ul>