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
  - Online Appendices (click “Conceptual Orientation”): http://goo.gl/8k3ZjL
- 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
- University of Texas at Austin’s “Center for Open Educational Resources and Language Learning” http://coerll.utexas.edu/coerll/
- 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: 6:00-6:20pm, 6:20-6:40pm, 6:40-7:00pm
- Helene: after Supervisory on Wednes. by pre-arranged appointment

Course Format and Policies
The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Candidates 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.

Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to time management, communication, and integrity.

- 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.
- Assignments will be scored based on a full rubric, a simplified scoring guide, or for completion. Course grade will be assigned based on a modified version of Stanford’s grading system: A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), etc.
- 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/dae

Course Grade Weighting:
1. CT Interview, Course Scope & Sequence – 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. Participation & Preparation (In class, Fall Teacher Survey, TELL Self-Assessments) – 10%
8. Language Teaching & Learning Principles Log (continue from Summer) – 10%

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings and Assignments Due</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 9/26</td>
<td>1. Due: Fall Teacher Survey (Google Form) <a href="https://goo.gl/feQG50">https://goo.gl/feQG50</a></td>
<td>• Orientation to Quarter</td>
</tr>
<tr>
<td></td>
<td>2. Watch: TELL intro video: <a href="https://www.youtube.com/watch?v=ZRu4ChrB38E">https://www.youtube.com/watch?v=ZRu4ChrB38E</a> (2min)</td>
<td>• Effective WL Teaching Characteristics</td>
</tr>
<tr>
<td></td>
<td>b. The nine Focused Feedback Tools  <a href="http://www.tellproject.org/tools/feedback/">http://www.tellproject.org/tools/feedback/</a> (Checking for Understanding → Target-Language Use Teacher)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. For each individual characteristic/technique and sub example listed (e.g. E1a, P2g), self-assess your current teaching practice by annotating the docs by hand using the following simplified symbols (instead of the more detailed N/S/M/C ratings on the docs): ? = I’m not clear what this means or what an example would be  ✔ = I understand what this would look like in practice  ★ = I’ve taught using this technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Read: Shrum &amp; Glisan Appendices (in our course Google Folder)</td>
<td></td>
</tr>
<tr>
<td>Class 2 10/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6. <strong>Due:</strong> Begin updating <strong>Language Teaching &amp; Learning Principles Log</strong> (continue for all future classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Further Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Lemov, D. &amp; Atkins, N. (2010) <em>Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Ch 3: Organizing Content and Planning for Integrated Language Instruction, p96-99 (4pp)</td>
<td><strong>Lesson Planning</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Read:</strong> Clementi, D., Terrill, L. (2013). <em>The Keys to Planning for Learning</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Ch 3: Lesson Design (17pp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Read:</strong> about Unit Objectives and Daily Learning Targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Thomas Sauer’s 2016 KWLA Fall Conference 2016 Presentation Slides (in our course Google Folder) (37pp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Click extensively through various levels of at least one Unit example: <a href="https://workflowy.com/s/sW20OrS150D">https://workflowy.com/s/sW20OrS150D</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Read:</strong> Example of a day-long formative integrated performance assessment (&quot;IPA day&quot;) from Allan, C. in <em>The Language Educator</em>. Mar/Apr 2015 (6pp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in our course Google Folder)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 3 10/10</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Due:</strong> CT Interview</td>
<td><strong>Communicative Lesson Plan</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Due:</strong> Course Scope &amp; Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Read:</strong> SWLP &quot;5 Steps of a Communicative Lesson Plan&quot; document (6pp) (in our course Google Folder)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Re-Read:</strong> SWLP/BAFLP’s 5-Step Communicative Lesson Plan document (p1-11) (11pp)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(in our course Google Folder)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 4 10/17</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Due:</strong> Comprehensible Input Presentation Demonstration</td>
<td><strong>Comprehensible Input Presentation Candidate Demonstrations</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 5 10/24</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Read:</strong> Shrum &amp; Glisan (2015) <em>Teacher’s Handbook</em></td>
<td><strong>Interpretive Mode: Listening Skills</strong></td>
<td></td>
</tr>
<tr>
<td>a. Ch 6 “Using an Interactive Approach to Develop Interpretive Communication” (38pp)</td>
<td><strong>Intro to Common Core, ACTFL’s IPA</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Read:</strong> Shrum &amp; Glisan Appendices:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. 6.3 Interactive Model Used With a Semi-Scripted English Audio Segment (with audio)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Read:</strong> Instructor Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Programas de Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Me Gustas Tu Song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Watching TV, Watching News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Read:</strong> ACTFL’s (2013) <em>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Due:</strong> come in with a rough idea for an interpretive mode <strong>listening</strong> activity to teach in your placement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 6 10/31</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Due (11:59): Interpretive Listening Lesson</strong></td>
<td><strong>Interpretive Mode: Reading Skills</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Read:</strong> ACTFL’s (2013) <em>Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Appendix J: Common Core Anchor Standards: “Reading”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Read:</strong> <em>Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards</em> (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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Read:</strong> Shrum &amp; Glisan Appendices:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. 6.2 (book) Interactive Model Used with an Authentic Spanish Reading (Shakira)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Read:</strong> Instructor Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. HHS Reading for Understanding rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Test Annotations Card / “Hablar con el texto”</td>
<td>i. El comportamiento de los adolescentes argentinos en Internet</td>
<td></td>
</tr>
<tr>
<td>c. Graphic Organizers for Story Summaries</td>
<td>ii. Conte pour enfants de moins de tres ans</td>
<td></td>
</tr>
<tr>
<td>d. HHS’s Newsela Template (Spanish &amp; Google English Translation)</td>
<td>iii. A Long History</td>
<td></td>
</tr>
</tbody>
</table>
Integrated Perform. Assessment: Assessing Interpretive Mode p118-125 (8pp)

a. Appendix D: IPA Interpretive Task Comprehension Guide: Template
c. Appendix F: IPA Interpretive Task Rubric (for Assessment)

7. Read: SOAPSTone Reading Strategy Guide (Google Drive)

Chinese Teachers only

8. Read: Overview of debate on teaching traditional vs. simplified characters

   http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1021&context=alesl_diss
   a. Introductory Abstract
   b. Summary of Quantitative and Qualitative Results, p116-119
   c. Ch 5: Discussion, Implications, and Conclusion, p120-137

10. Recommended: Asia Society’s brief (2016) on Developing Initial Literacy in Chinese


12. Recommended: TED Talk “Learn to read Chinese...with ease!”
    www.ted.com/talks/shaolan_learn_to_read_chinese_with_ease.html (6min)

13. Due: come in with a rough idea for an interpretive mode reading activity to teach in your placement

14. Further Resources:
   - Phillips, June (1984) Practical Implications of Recent Research in Reading
   - Schoenbach, Greenleaf, and Murphy (2012) Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms
   - Fox, Mem (1993) Radical Reflections: Passionate Opinions on Teaching, Learning, and Living
   - Common Core Standards, Appendix A: “Text Complexity” p2-16

---

**Class 7 11/7**

1. **Due (11:59)** Interpretive Reading Lesson
   a. Ch 7: PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning (29pp)
5. **Read: Shrum & Glisan Appendices:**
   a. 7.1.0 Sample Lesson in Story-Based Language Learning: PACE Model
   b. 7.1.15 (15 corresponding lesson materials)
6. **Read: Instructor Examples**
   a. English "walk" examples
   b. Carta a un amigo en Perú (and English version)
   c. Pronouns & Verb Notes
   d. Traducciones
   e. Correo a una amiga en México (and English)
   f. QTEC 3B (ar-er-ir verbs) VA (and English version)
   g. -AR/-ER/-IR verbs IRM
   h. En el aeropuerto (formal vs. informal)
   i. Personas Familias HW (Unit 3B)
   j. El Gato Inteligente (and English version)
   k. Orthography (Spanish HL)
   l. RAE Dictado (dictation)
   m. B/V spelling list.
   n. Targetted B/V HW
   o. B/V HW Choice Table
   p. B/V Benchmark Test
   q. Study Spanish Instructions
   r. Rev. War Text Structure
   s. Cohesive Phrases List (entire list)
7. **Skim:** Grammar explanation from your language:
   a. **Chinese Teachers**
      i. Chinese Grammar ba 把 structure: a basic introduction
   b. **French Teachers**
      i. Hawkins & Towell’s French Grammar and Usage: “The Subjunctive, etc.”
   c. **Spanish Teachers**
      i. If you have strong explicit knowledge, skim Butt & Benjamin’s A New Reference Grammar of Modern Spanish
### Class 8

**11/14**

1. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   a. Ch 8: Developing Oral and Written Interpersonal Communication (54pp)

2. **Read:** Shrum & Glisan Appendices:
   a. 8.4 (in book) Instructional Conversation Discourse in a Foreign Language Class: Feature Description
   b. 8.5 (in book) A Sample Instructional Convers. (IC)
   c. 8.6 Instructional Conversation (IC) Rating Scale
   d. 8.7 Common Spanish Gambits (Spanish only)
   e. 8.8AB Eine Geschichte ... (info gap examples)

3. **Read:** Instructor Examples
   a. Unit OABC Speaking Test
   b. ¿Qué haces este fin de semana? (What to do this weekend?), partial example
   c. No me quedo en casa hoy (I’m not staying at home today)
   d. ¿Qué tenemos en común? Unit 4B, vA&vB (What do we have in common?)
   e. Ratones Escondidos (Hidden mice)
   f. Maintaining a Conversation Slide Scaffolds, partial example
   g. Maintaining a Conversation Rubric
   h. Entrevistas con mi familia (Interviews with family)

   http://languagemagazine.com/?page_id=123386

5. **Read:** the four ideas for speaking activities found at bottom of page (Hot Seat, Role Play, Inside-Outside Circles, Debate):
   www.carla.umn.edu/assessment/VIB/resources.html

6. **Read & Watch:**
   a. Explanation of Socratic Seminars:
      http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html (1p)
   b. AVID program "Social media" example:
      https://www.youtube.com/watch?v=oG64GWpE9Jo (5min)
   c. Adam Carter of Summit H.S. on setting up and assessing Socratics:
      https://www.youtube.com/watch?v=9daNALEL4RI (20min)
   d. Setup & "Literary Analysis" Example:
      https://www.youtube.com/watch?v=QxZMGK6IdEs (6min)

7. **Read:** ACTFL’s (2013) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.*
   b. Appendix J: Common Core Anchor Standards: “Speaking and Listening”


9. **Read:** Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (Speaking & Listening standards only)

10. **Due:** come in with a rough idea for an interpersonal mode speaking activity to teach in your placement

11. **Recommended:** Read *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

12. **Further Resources:** ACTFL’s *The Language Educator* article (Jan. 2013) on “Using Technology for the Interpersonal Mode”

---

**11/20-11/24**

**THANKSGIVING BREAK**
**Class 9 11/28**

1. **Due (11:59): Interpersonal Speaking Lesson**
2. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*  
    a. Ch 9: Developing Oral and Written Presentational Communication  
       (48pp)
3. **Read:** Shrum & Glisan Appendices:  
    a. 9.1 Learning Strategies Used by Students of Arabic  
    b. 9.2 Writing Process Questionnaire (Native Language)  
    c. 9.3 Foreign Language Writing Process Questionnaire  
    d. 9.4 (file corrupted) Checklist for Preparing the Writing Task  
    e. 9.5 Adapted version of ECOO  
    f. 9.6 Adapted version of EASE  
    g. 9.7 Original Story: An Oral and Written Presentational Practice  
    h. 9.8 Peer and self analytic work, for peer revision  
4. **Read:** Instructor Examples  
    Common core-aligned rubrics  
    a. Hillsdale HS, Three Writing Rubrics: Narrative, Informative, Argumentative Writing  
    b. Presentational writing and speaking rubric bands  
       (Spanish HL)  
    Spanish Examples  
    c. Photo Album (Spanish 1)  
       i. Student Examples (4 slides)  
       ii. Calendar/Logistics  
       iii. Sample Mom Paragraph  
       iv. Template  
       v. Correction Key Sentences  
       vi. Oral Presentation Rubric  
    d. Valorar la Cultura (Value Culture)  
       i. Student Example  
       ii. Assignment Description & Rubric  
5. **Read:** ACTFL’s (2013) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.*  
    b. Appendix J: *Common Core Anchor Standards: “Writing”*  
   a. Appendix F: IPA Presentational Task Rubric (for Assessment)  
7. **Read:** Alignment of the National (ACTFL) Standards for Learning Languages with the Common Core State Standards (Writing standards only)  
9. **Further Resources:**  

---

**Class 10 12/5**

1. **Read:** Instructor Examples  
   a. Chapter Overview: Hoja Azul Level 1  
   b. Chapter Overview: Hoja Azul Level 3HL  
   c. Spanish 1 Course Description  
   d. Spanish 3HL Course Description  
2. **Due (11:59): Presentational Writing Lesson**  
3. **Due:** Candidate “Good ideas” Presentation  
   Come prepared to explain some favorite examples from your own placement (from you, your CT, or your dept). Present one activity or lesson and one “system” or classroom management/organization strategy. You’ll have approx. 15min to present. You do not need to formally “teach” us or use any particular lesson template; just come prepared to share.  
4. **Due:** Language Teaching and Learning Principles Log  
5. **Due:** TELL Documents (Teacher Effectiveness for Language Learning). Update any ratings for the quarter using symbols.  

---

**Presentation Mode: Speaking & Writing Skills**  

**Wrap-up**  

**Nuts & Bots Advice:** Getting the Semester Started