

Stanford University
Syllabus
EDUC 264B: Curriculum and Instruction in World Language
CERAS, 527 3:00-5:50 pm
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This course will prepare you to

- create a community of learners
- understand the ACTFL and California World Language Standards
- create engaging lesson plans that promote language acquisition in the four skills of reading, listening, writing and speaking using the interpretive, interpersonal and presentational modes
- collaborate with colleagues and critically reflect on your lessons and those of others
- use reading and writing strategies to enhance student performance
- enhance student learning and motivation by planning tasks that use critical and creative thinking.
- include social justice issues throughout the curriculum



Date		
24 September	<ul style="list-style-type: none"> • Starting our journey • Agreements • KWL • Building a community of learners • Observations in the WL classroom • Your needs • Culture: Products, Practices and Perspectives 	<ul style="list-style-type: none"> • Bring at least 6 activities, strategies, or “moments” that you’ve observed in your classroom. • Bring book, <i>The Keys to Planning for Learning</i> • Read the Article <i>Going Deeper</i>
	21 st Century World Languages Curriculum <ul style="list-style-type: none"> • Bloom’s Taxonomy • Multiple Intelligences • Cooperative Learning • Common Core Unit Design: an overview <ul style="list-style-type: none"> • Themes • Standards-based thematic unit 	<ul style="list-style-type: none"> • Due: Cultural Identity: Your personal Products, Practices and Perspectives • Read Chapter 1 and 2 of <i>The Keys to Planning for Learning</i>
8	CA World Language Standards <ul style="list-style-type: none"> • How do they compare with ACTFL’s? • How do they compare with ELD standards? • The C’s • Modes: interpretive, interpersonal, presentational • Backward Design • Learner-centered 	<ul style="list-style-type: none"> • Read <i>World Readiness Standards</i> (ACTFL) • Download the CA WL Standards https://www.cde.ca.gov/be/st/ss/worldlanguage.asp • <i>Integrating Communication in your Language Instruction</i> by Sandy Cutshall, The Language Educator, Feb 2012 • <i>Teaching for Understanding</i> by Jay McTighe and Elliott Seif
15	Lesson Design: <ul style="list-style-type: none"> • 5-Step Lesson Plan • Learning Targets • Goals v Objectives 	<ul style="list-style-type: none"> • Due: The CT Interview (due 10/18) • Read Chapter Three of <i>The Keys to Planning for Learning</i>

22	<ul style="list-style-type: none"> • Understanding by Design • Sample comprehensible input lesson and planning follow-up tasks • Lesson Design and Learning Cycles • Gain attention/Activate Prior Knowledge/Setting the Stage/Anticipatory Set • Provide input • Elicit performance/ provide feedback • Assessment • Enhance retention • Reflection 	<ul style="list-style-type: none"> • Due: Lesson Plan #1 (Communicative) • Read Chapter 5 from <i>The Keys to Strategies for Language Instruction</i> • Read Chapter 1, pages 19–39 in <i>Enacting the Work of Language Instruction: High-Leverage Teaching Practices</i>
29	<p>More Lesson Design:</p> <ul style="list-style-type: none"> • Interpretive • Interpersonal and • Presentational Lesson Plans 	<ul style="list-style-type: none"> • Chapters 4 and 5 of <i>Implementing Integrated Performance Assessment, ACTFL</i> • Appendix H and K in <i>The Keys to Planning for Learning</i>
5 November	<p>Special Class Technology Classroom Observations Meet at Gunn High School 5–8 pm</p>	<ul style="list-style-type: none"> • Due: Lesson Plan #2 (Choose interpretive, interpersonal, or presentational mode as focus – others will be done in subsequent weeks.)
12	<p>Reading and Writing</p> <ul style="list-style-type: none"> • Reading as a problem-solving process • The Writing Process Pre-writing Draft Editing Peer Editing 	<ul style="list-style-type: none"> • Due: Lesson Plan #3, include an activity that uses a technology skill you learned last week. • Shrum and Glisan, Chapter 9, pp 277–317 • Reading from <i>Reading Apprenticeship</i> Provided by instructor
19	<p>Assessment</p> <ul style="list-style-type: none"> • Of and for learning • ACTFL proficiency guidelines • Can-do statements • Formative and summative 	<ul style="list-style-type: none"> • Due: Lesson Plan #4 • Read Chapter Four of <i>The Keys to Planning for Learning</i>
26	<p>Thanksgiving Week</p>	<ul style="list-style-type: none"> • Give thanks!
3 December	<p>More on Assessment</p> <ul style="list-style-type: none"> • Reflect on your lessons • How do you include reflection into your lesson plans? 	<ul style="list-style-type: none"> • Lesson Plan #5 Bring your final lesson plan to share and edit. • Turn in to instructor in advance if you want more feedback.
10 December	<p>Presentations</p> <ul style="list-style-type: none"> • You will present one of your lesson plans. Comprehensible Input must be included. • Teach and Reflect 	<ul style="list-style-type: none"> • Final: Teach a 10-minute comprehensible input lesson using the lesson plan you've prepared

The information above is subject to revision as the course progresses. In order to master specific content, changes to the syllabus may be required.

Required Materials for ED 264b Fall Course

- Shrum, J. & Glisan, E. (2015). *Teacher's Handbook: Contextualized Language Instruction, 5th Edition*. Cengage. See Resources for link to appendices.
- 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*. 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.

Course Format and Policies

The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies that are useful in World Language classrooms. You are expected to complete 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 or part of a class, or turn an assignment in late, please contact the instructor in advance to make up the material covered in class and to hand in the assignment due on that date.

Grading will be based on:

- Participation 30%
- CT interview 10%
- Cultural Perspectives project 10%
- Lesson plans 1-5, 10% each 50%

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, refer to the STEP Handbook,

All Stanford students are expected to follow the Fundamental Standard as well.

<https://communitystandards.stanford.edu/policies-and-guidance/fundamental-standard>

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, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. The letter will indicate how long it is to be in effect. 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://oae.stanford.edu>).