

# World Languages Curriculum and Instruction

EDUC 264B, Fall 2020

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**Class meeting dates and time:** Tuesdays, 3:40-5:55 pm  
September 22 and 29  
October 6, 13, 20, 27  
November 3, 10, 17  
December 1

## 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 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
- Understand how to use Understanding by Design in lesson planning
- 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

## 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>)

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>

## Course procedures

We meet on Tuesday afternoons between 3:40-5:55 p.m. We will not be on Zoom the entire time. 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. **There will be homework assignments AND asynchronous work that is done outside of our regular class time.**

## Assignments and grading

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

<b>Participation</b>		20%
Class participation		
Self-assessments		
Active class participation is key. Students are expected to attend all meetings.		
Please communicate with me in advance if you need to turn in an assignment late.		
<b>Portfolio</b>		20%
Reflections (lessons, readings, videos), Culture assignment, <a href="#">Other</a>		
<b>Comprehensible Input Lesson</b>	(written design and present in class)	20%
<b>Lesson Plans</b>		40%
Two Lesson Plans that include at least 2 out of these modes: (Interpretive, Interpersonal and Presentational Writing)		
First lesson is worth 10%, turn in the plan but don't present.		
You may do it with another person if you wish.		
Second is done by yourself, is worth 30%, is written, and presented on the last day of class. Peer Editing will be a piece of it.		

## Materials

- 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 to class each day.
- Shrum, J. & Glisan, E. (2015). *Teacher's Handbook: Contextualized Language Instruction, Fifth Edition*. Cengage. Optional
- Other readings online or from instructor

## Weekly overview – Curriculum and Instruction for World Languages

### Week 1: Building Community | Culture Standard and Products, Practices and Perspectives

#### Before Class:

- Bring at least 6 activities, strategies or “moments” that you’ve observed in your placement - [use the graphic organizer provided](#) to help you.
- Due: [Placement Form](#)

#### During Class:

- Agreements
- Building Community
- What have you observed in your classrooms?
- Assignments for the quarter/Syllabus
- The Culture Standard- look at CA and ACTFL and how Products, Practices and Perspectives make up a culture.

#### Readings/Videos/Podcasts:

- Read: [Integrating Cultures in Language Instruction.pdf](#)
- Optional: Read [Leading with Culture](#)
- Watch this video that introduces the [TELL Project](#)
- Read the article [Going Deeper](#)

#### Assignment:

- Complete this [Exit Ticket](#)
- Add the Culture Project to your portfolio
- Fill out the [Scope and Sequence](#) with your CT (optional)

### Week 2: Proficiency | Setting Targets | Lesson Design

#### Before Class:

- Watch the video [Developing Proficiency While Teaching Remotely](#)
  - [The pdf of the Slides is here.](#)
- Due: Culture Slides in Portfolio, Be prepared to share.
- Watch this video on [Learning Targets](#) from the TELL Project
- Watch this video from STARTalk on [Foundational Documents](#)

#### During Class:

- Learning Targets (Sauer)
- Share: Culture Projects
- Lesson Design
- Goals and objectives, SMART goals
- Can-Do Statements | list of verbs, group by modes

#### Readings:

- Project TELL | [Learning Targets video](#) (it's different)
- Read Chapter Three, "Lesson Design" from *The Keys to Planning for Learning*

#### Assignment:

- Write 3 Can-Do Statements for each mode. Think of useful can-do statements for your placement. Add to your portfolio.

### Week 3: Comprehensible Input | Task v Activity | Lesson Design

#### Before Class:

- TELL Video: [Target Language and Comprehensible Input](#)
- Read Chapter 1, Facilitating Target Language Comprehensibility, pages 19-39 in *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*
- Watch this ESL Lesson: [Where should the retired parents live?](#)
  - From Diane Larsen-Freeman. We will discuss in class. Please take notes.

#### During Class:

- What aspects of the ESL Lesson did you like? Why?
- Watch another comprehensible input lesson and plan follow-up activities
- Looking back at Lesson Design
- What is the difference between a Task and an Activity?
- Vocabulary Words: Tier 1, Tier 2, Tier 3

#### Readings:

- Read: *Integrating Communication in your Language Instruction* by Sandy Cutshall, The Language Educator, Feb 2012 (provided)
- Listen to podcast "Tea with BVP" Episodes 31 and 42
- VanPatten, B (2017) While We're on the Topic, Chapter 5
- **Read:** Ellis, R. (2006) *Current Issues in the Teaching of Grammar: An SLA Perspective*. TESOL Quarterly, pp 83-107

#### Assignment:

- You will present a comprehensible input lesson in class next week. Plan follow-up activities. Include vocabulary lists.
- Add to your portfolio

## Week 4: Presentation of Comprehensible Input lessons

### Before Class:

- Prepare your comprehensible input lesson. Make sure you have follow-up activities planned. Turn in the plan and follow-up activities. Present the CI part of the lesson.

### During Class:

- Share your lessons and plans
- Watch, listen and help other students improve their lessons.
- Offer praise and encouragement, and a suggestion for improvement

### Readings:

- **Read:** Shrum & Glisan (2015) *Teacher's Handbook*
  - Ch 7: PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning
  - Shrum & Glisan Appendices
- Read: Focusing on Form: Grammar & Language Structures Instruction

### Assignment:

- Reflections of your lesson and others' in your portfolio

## Week 5: Multiple Intelligences | IPA

### Before Class:

- **Read:** Shrum & Glisan (2015) *Teacher's Handbook*
  - Ch 7: PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning
  - Ch 6 "Using an Interactive Approach to Develop Interpretive Communication"
  - **Read:** Shrum & Glisan Appendices: 6.3 Interactive Model Used With a Semi-Scripted English Audio Segment (with audio file)

### During Class:

- Visiting Expert on Multiple Intelligences
- IPA (Integrated Performance Assessment)

### Readings:

- **Read:** Adair-Hauck, B., Glisan, E., Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Chapters 1 and 2, pp1-22
  - Appendix D: IPA Interpretive Task Comprehension Guide: Template
  - Appendix E: IPA Interpretive Task Comprehension Guide:

- Intermediate French Example: "Why Do People Cross Borders?"
- Appendix F: IPA Interpretive Task Rubric (for Assessment)

### **Assignment:**

- Portfolio reflections
  - Multiple Intelligences
  - IPA

### **Week 6: Reading and Writing Instruction in the WL Classroom**

#### **Before Class:**

- Read [ACTFL Performance Descriptors](#) for the Interpretive mode
- Read: VanPatten, B. (2017) *While We're On The Topic* (Google Drive link)
  - Ch 6: Any Focus on Form Should be Input-Oriented and Meaning Based

#### **During Class:**

- Reading as a problem-solving process
- The Writing Process

#### **Readings:**

- Read: Shrum & Glisan (2015) *Teacher's Handbook*, Chapter 9, pp 277-317

#### **Assignment:**

- Finalize your lesson plan - due next week
- Portfolio reflections: Thoughts on reading and writing instruction

### **Week 7: Social Justice | Midterm Review**

#### **Before Class:**

- **Due: Lesson Plan**
  - Choose an interpretive, interpersonal and /or presentational focus (2 out of 3)
  - May be a lesson you plan on using in the future
  - You may plan this lesson on your own or with a partner
- Watch this [webinar on Social Justice](#) from ACTFL

#### **During Class:**

- Why teach social justice in the World Language classroom?
- HOW to do it

#### **Readings:**

- ACTFL's Words and Actions: Teaching Languages through the Lens of Social Justice, pages 65-77

**Assignment:**

- Start planning final lesson plan
- Portfolio reflections

**Week 8: Authentic Resources | Common Core****Before Class:**

- **Read:** Kinsella, K. (2015) Cutting to the Common Core: Fostering Academic Interaction. *Language Magazine*

**During Class:**

- How do authentic resources enrich the language classroom?
- Where can I find authentic resources?
- Common Core

**Readings:**

- **Read:** *Common Core Standards, Appendix A: "Three Writing Text Types: Argument, Informational, Narrative"* p23-25
- **Read:** ACTFL's (2017) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. Appendix E
- **Read:** *Alignment of the ACTFL Standards for Learning Languages with the Common Core State Standards*

**Assignment:**

- Portfolio entry: What kinds of authentic resources can I use?
- Reflection on Common Core. How common core affects the language classroom.

**Week 9: Checking for Understanding | Formative Assessment****Before Class:**

- Prepare rough draft of your final lesson plan (and instruction)

**During Class:**

- How do we know students are learning?
- Examples of CFU and formative assessments

**Readings:**

- **Read:** Adair-Hauck, B., Glisan, E., Troyan, F. (2013). *Implementing Integrated Performance Assessment*. Appendix G

**Assignment:**

- Reflect on ways to check for understanding in your portfolio.

**Week 10: Lesson Plans,**

### **Before Class:**

- Be ready to present a lesson which includes synchronous and asynchronous parts, and teach a portion of it. (10 min.) Please include:
  - Part of a Unit /Backward Design/Essential Question
  - Learning Objectives (I can)
  - complete vocabulary list (list the words)
  - authentic resources (to be turned in with lesson)
  - tasks (completely created)
    - ex: actual graphic organizer
  - CFUs or formative assessments
  - Ways to keep students engaged.
  - Culture and/or social justice

### **During Class:**

- Teacher candidates will present a part of a lesson in class.
- Peers will provide feedback.
- Wrap-up
- Nuts & Bolts Advice: Getting the Semester Started
- Classroom Management

This course has benefitted from a few great online resources that you might find helpful as well:

- [Translating Inclusive Practices for WL Classrooms During Remote Learning Webinar Slides for the presentation here.](#)
- Read this article from [Scientific American Mind](#) about language learning and the brain.