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.
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 264c Winter Course
At the end of this third of three courses, teacher candidates will be able to:
● Design instruction for the promotion of language acquisition through the teaching of culture and content.
● Critically approach the design of world language curriculum in order to effectively teach for cultural and content understanding.
● Design instruction at the level of a comprehensive unit.
● Understand the purposes and types of assessments, assess student work, understand the importance of reflection in student and teacher practice, and be able to respond to assessment.
● Tailor and differentiate curriculum and instruction for diverse learners, including heritage learners of a language.
● Implement a variety of strategies for teacher sustainability and maximization of instructional time.
● Develop a plan for continued professional growth as a teacher of world languages.

Required Materials for ED 264c Winter Course
● Online Appendices to Shrum & Glisan (click “Select a Chapter”): http://college.cengage.com/french/1428290362_shrum/index.html?eISBN=9781428290365&pid=437487#
Note: you might need to use a campus network to access the online version
● Additional readings will be distributed by instructor or will be available on the web.

Further Recommended Resources
● “WL Resources STEP C&I Collaboration” webpage: https://docs.google.com/document/d/1q12MbW7LaJqXEpEHXGBzyRoujHUeNUqd0qCGBoAJsI4/edit
● University of Texas at Austin’s “Foreign Language Teaching Methods” http://coerl.utexas.edu/methods/
● Annenberg’s “Teaching Foreign Languages K-12 Workshop” http://wwwlearner.org/resources/series201.html
● The Center for Advanced Research on Language Acquisition (CARLA) http://www.carla.umn.edu/index.html
● ACTFL’s The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design (2013)
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/oae.

Assignment Weighting:
1. Participation and Preparation – 15%
2. Placement Scope & Sequence – 10%
3. Language Teaching & Learning Principles Log (continue from Summer & Fall) – 10%
4. Heritage Language Learner Curricular Scope (Chinese & Spanish only, in language groups) – 10%
5. Differentiated Task (French only) – 10%
6. Unit Plan – 45%
   a. Draft 1 = 10%
   b. Draft 2 = 10%
   c. Draft 3 = 25%
7. Personal Professional Development Plan – 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>
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</table>
| Class 1 1/6 | 1. Read/View: Various resources on Webb’s Depth of Knowledge (for Common Core) and Bloom’s Taxonomy http://www.stancoe.org/SCOE/iss/common_core/overview/overview_depth_of_knowledge.htm  
a. Levels of Thinking in Bloom’s Taxonomy and Webb’s Depth of Knowledge  
b. NY DOE’s “DOK” Example Video: http://vimeo.com/42788913 (5min)  
c. Depth of Knowledge Verb Chart  
d. DOK Question Stems  
a. All Front Matter sections p1-11  
b. Ch.1 “Backward Design” p13-34  
c. Ch.2 “Understanding Understanding” p35-55  
d. Ch.3 “Gaining Clarity on Our Goals” p56-81  
e. Ch.4 “The Six Facets of Understanding” p82-104  
f. Recommended: Ch.5 “Essential Questions: Doorways to Understanding”  
3. Due: Begin updating Language Teaching & Learning Principles Log (continue for all future classes) |
|        |                             | • Orientation to Quarter  
|        |                             | • Unit Design: Backward Design, Big Ideas, Essential Questions, Connections Standard |

| Class 2 1/13 | 1. Read: ACTFL’s World-readiness standards for learning languages (the newly updated “5 C’s”) (2pp) www.actfl.org/sites/default/files/pdfs/World- |
|             |                             | • Culture and Community Standards  
|             |                             | • Critical Pedagogy |
| Class 3  1/20 | 1. **Due:** Placement Scope & Sequence  
4. **Read:** Shrum & Glisan Online Appendices:  
   a. 10.1 Multiple Intelligences Activities and Assessments  
   b. 10.2 Multiple Intelligences Survey Instrument  
   c. 10.3 Instruction Fitting the Personality Dimensions of the Myers-Briggs Type Indicator  
   d. 10.4 How to Extend Student Thinking  
   e. 10.5 Strategies to Enhance Achievement Among Gifted Minority Students  
| Further Resources:  
| ✓ Annenberg video “Valuing Diversity in the Learners”  
| ✓ Mary Ann Christison’s *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources* |

2. **Read:** Correa, M. (2010) *Heritage Language Learner Programs and Life after the Classroom – A Not So Critical Approach* (9pp)  
3. **Read:** Webb, J. B. & Miller, B. L. (Eds.), (2000). *Teaching Heritage Language Learners: Voices from the classroom*. (20pp)  
   a. “A Framework for Learning about Your Students” p48-54  
   b. “Statement of Shared Goals and Fundamental Beliefs” p83-85 (Teacher’s Handbook Online Appendix 10.6)  
4. **Read:** PACT’s Appendix A: Academic Language for Secondary World Language (2pp)  
   http://www.pacttpa.org/files/Supporting_Documents/Appendix%20A%20for%20World_Language.pdf  
| Further Resources:  
| ✓ Reagan and Osborn (2002) *Foreign Language Educator in Society*, Ch.5: “Integrating Cultures and Comparisons into Middle School Language Instruction” (33pp)  
| ✓ Shrum & Glisan Online Appendices:  
   5.2 The Culture Portfolio  
   5.3 Kluckhohn Values Orientation Method  
   5.5 ESL Scenario With Idioms  
   5.6 Crichtor’s French Village  
   5.7 Linguafolio Kentucky!  
   5.8 Culture Portfolio (Schulz)  
| ✓ Shrum & Glisan Online Appendices:  
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### Further Resources
- Center for Applied Linguistics (CAL): [http://www.cal.org/topics/fl/heritage.html](http://www.cal.org/topics/fl/heritage.html)
- See Valdés (1995, 2000a, 2000b) and Valdés & Geoffrion-Vinci (1998) for examination of the language characteristics of immigrant and HL speakers

### Class 5
#### 2/3
1. **Read:** Wiggins & McTighe (2005) *Understanding by Design*  
   - Ch. 7 “Thinking Like an Assessor” p146-171 (26pp)  
   - Ch. 8 “Criteria and Validity” p172-190 (19pp)
3. **Read:** Shrum & Glisan Online Appendices:  
   - 11.1 PALS End-of-Year Writing Task: Level 3 (Fairfax County Public Schools, VA)  
   - 11.2 An Interactive German Test Based on a Reading  
   - 11.3.a A Generic Rubric for Oral Presentations  
   - 11.3.b “Classroom-Friendly” Generic Rubric for Oral Presentations  
   - 11.3.c Holistic Rubric for Speaking Tasks (Generic)  
   - 11.3.d Analytic Rubric for Interpersonal Speaking (Intermediate Level)  
   - 11.4 Examples of Criteria Types For Use In Rubrics  
   - 11.5 Generating Performance Dimensions for a Rubric  
   - 11.6 Template for Designing Rubrics  
   - 11.7 Holistic Rubric and Grade Conversion  
   - 11.8 ACTFL Integrated Performance Assessment (IPA) Rubrics (Provisional)  
   - 11.9 IPA Comprehension Guide Templates  
   - 11.10.a Sample Portfolio Template  
   - 11.10.b Sample Portfolio Table of Contents  
   - 11.11 Student Goal-Setting and Self-Assessment Form  
   - 11.12 Portfolio Evaluation Rubric  
   - 11.13 Sample End-of-Year Portfolio Assessment and Rubric  
   - 11.14 Student Portfolio Feedback Sheet for a Formative Conference Between Teacher and Student  
   - 11.15 Checklist for Constructing an Interactive Homework Assignment  
   - 11.16 Home Assessment System: Assessment Card (Pinellas County, Florida)  
   - 11.17 Classroom Assessment Technique (CAT) Used In Spanish Composition  
   - 11.18 Pittsburgh Public Schools (PPS) Speaking Rubric
4. **Read:** ACTFL’s *Implementing Integrated Performance Assessment (2013)* Ch 2 “Description and Design Features of IPA” (10pp)

### Further Resources
- Deborah Blaz’s *A Collection of Performance Tasks and Rubrics*  
- ACTFL’s *The Keys to Assessing Language Performance*  

### Class 6
#### 2/10
1. **View:** Annenberg Video “Planning for Assessment” (30min) [http://www.learner.org/workshops/ftlf/session_07/analyze.html](http://www.learner.org/workshops/ftlf/session_07/analyze.html)
2. **Read:** Hillsdale High School Graduate Profile Rubrics (15pp)
3. **Read:** Your language’s AP Language and Culture Course Overview (2pp) and Full Course Description  
   - (Chinese 28pp, French 100pp, Spanish 110pp)  

### Further Resources
- Glastonbury Public Schools FL Dept Rubrics  
  - [https://www.glastonburyus.org/curriculum/foreignlanguage/foreignlanguagecurriculum/rubrics/Pages/default.aspx](https://www.glastonburyus.org/curriculum/foreignlanguage/foreignlanguagecurriculum/rubrics/Pages/default.aspx)

### Class 7
#### 2/17
1. **Come Prepared With:** Bring in a single copy (soft or hard) of 6-8 assignments, projects, tests, etc. from your placement (past or upcoming) that you used to formally assess your students’ language and/or cultural/content proficiency, along with any accompanying scoring guides/rubrics. Please bring in a variety of assessment types: different communicative modes, authentic performance vs. traditional test, discrete vs. integrative, etc. You do not need to bring in actual student samples for these assessments.
2. **Come Prepared With:** Bring in hard copies of one assessment that you recently gave students. Please bring all accompanying materials (task description, rubrics/scoring guide, etc.) and work samples from the students in your
placement, along with any feedback you gave to the students. Bring in about 6-9 representative student work samples (photocopies are preferable):
   a. 2-3 student work samples representative of a **high** level of achievement that **exceeds** your expectations.
   b. 2-3 student work samples representative of a **meeting** of your expectations.
   c. 2-3 student work samples representative of a **lack** of achievement of your expectations.

<table>
<thead>
<tr>
<th>Class 8</th>
<th>2/24</th>
<th>1. <strong>Assignment Due:</strong> Heritage Language Learner Curricular Scope</th>
<th>• Practice Designing Assessment Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>2. <strong>Assignment Due:</strong> Unit Plan Pre-Brainstorming: Come in with a listing of general themes, vocabulary, grammar, major projects, etc. that you might teach a few weeks after C&amp;I ends.</td>
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<tr>
<th>Class 9</th>
<th>3/3</th>
<th>1. <strong>Reading:</strong> UbD Summary PDF (2007)</th>
<th>• Unit Plan Support</th>
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<tbody>
<tr>
<td></td>
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<td>2. <strong>Assignment Due:</strong> Unit Plan Draft #1</td>
<td>• Collaborate with Peers</td>
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<td>• Meet with Instructors</td>
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</tbody>
</table>

| Class 10        | 3/10 Final Class          | 1. **Assignment Due:** Unit Plan Draft #2                       | • Personal Sustainability           |
|-----------------|--------------------------|-----------------------------------------------------------------|• Personal Professional Development |
|                 |                           | 3. **Due:** Language Teaching and Learning Principles Log       |                                      |

<table>
<thead>
<tr>
<th>Final Deadline</th>
<th>3/17 by 11:59pm</th>
<th>1. <strong>Assignment Due:</strong> Personal Professional Development Plan</th>
<th>• No class</th>
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<tbody>
<tr>
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<td>2. <strong>Assignment Due:</strong> Unit Plan Draft #3</td>
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