ED 264c: Curriculum and Instruction in World Languages
Stanford Teacher Education Program
Winter 2017
Michael M. Silva (lead instructor)
mikesilva@me.com
Helene Chan (co-instructor)
madamechan@gmail.com

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 264c Winter Course
At the end of this third of three courses, teacher candidates will be able to:
- Critically approach the design curriculum and instruction for the promotion of language acquisition through the teaching of cultural, content, and social justice understandings.
- 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”):
  Note: you may need to use a campus network to access the online version
- Clementi, D., Terrill, L. (2013). The Keys to Planning for Learning. ACTFL.
- Course Reader (from previous quarter)
- Additional readings will be distributed by instructor or will be available on the web.

Further Recommended Resources
- 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
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.
- 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 – 30%
   a. Technology Inspiration Share Out
   b. Assessment Types Analysis
   c. Analysis of Student Work (tentative)
2. Course Scope & Sequence, TELL Document Self-Assessments – 5%
3. Language Teaching & Learning Principles Log (continue from Summer & Fall) – 10%
4. Unit Plan – 45%
   a. Draft 1 = 10%
   b. Draft 2 = 10%
   c. Draft 3 = 25%
5. 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>
</tr>
</thead>
</table>
| Class 1 1/10 | **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: https://www.youtube.com/watch?v=WMqKN7edRcU (5min)
c. Depth of Knowledge Verb Chart
d. DOK Question Stems | • Orientation to Quarter
• Unit Design: Backward Design, Big Ideas, Essential Questions, Connections Standard |
| 2. **Read:** Wiggins & McTighe (2005) *Understanding by Design* (70pp)  
 a. All Front Matter sections p1-11  
 b. Ch.1: Backward Design. Entire chapter is recommended; only these two figures are required:
   i. Figure 1.2: 1-Page Template with Design Questions for Teachers  
   ii. Figure 1.3: 3-Page Nutrition Example  
 c. Ch.2: Understanding Understanding p35-55 |
d. Ch.3: Gaining Clarity on Our Goals p56-81  
  i. Required: p82-85  
  ii. For the rest of the chapter, you are only required to read the ½ page description of each of the Six Facets, i.e., the simple definition down to the three examples (✓ ✓ ☓).  
  f. Recommended: Ch 5. “Essential Questions: Doorways to Understanding”  

   b. Appendix G: “Essential Questions” p96  
   c. Recommended: Ch. 2 “Unit Design” p25-40. Provides deeper explanation of unit template components and philosophy  
   d. Recommended: Glossary of common terms p112-114  

4. Due: Begin updating Language Teaching & Learning Principles Log (continue for all future classes)  

<table>
<thead>
<tr>
<th>Class 2</th>
<th>1/17</th>
</tr>
</thead>
</table>
   a. note: we read p149 on classroom management in fall qtr  
   a. Ch 10: “Communities Goal Area” pp350-352 (3pp)  
  3. Read: Shrum & Glisan Online Appendices:  
   a. 5.4 The Culture Portfolio  
   b. 5.5 Critor’s French Village  
   c. 5.6 Stereotypes of the French  
   d. 5.7 Sofia’s Sikus  
   e. 5.8 Planning Guide for Project-Based Learning Unit  
   f. 5.9 Culture Portfolio (Schulz)  
   g. 5.10 Simulation Game Barna  
   https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan14_Article.pdf  
   a. Ch.6: Foreign Language Teaching as Social Activism  
   a. Ch 3: Creating Original Social Justice Units  
   b. Ch 4: Adapting Curriculum in Textbooks for Social Justice  
   c. Ch 5: Planning Daily Lessons  
   d. Ch 7: Questions and Moving Forward  
  e. All Appendices  
  7. Read: Instructor Examples  
   a. “Latinoamérica” song  
   b. “Spanish” names  
   c. “Cumbia del molde” song  
   d. Restaurant Menu  
   e. “Oda al tomate” poem  
   f. Three P’s Graphic Organizer  
   g. “My America” video series  
   h. “Raices de Diversidad y Geografía”  
   i. Presentation  
   ii. Student handout  
   iii. HW  
   iv. Geography Benchmark  
   i. “Generaciones de Latinos”  
   j. “Enrique’s Journey” intro to literature  
   k. “Spanish in the Community”  
   l. PPT intro  
   m. Travel lesson  

Further Resources  
1. Languages of the world: http://www.ethnologue.com/  
2. ACTFL’s Language Educator column “The Savvy Traveler” for advice on taking students overseas  
3. ACTFL’s Aug/Sept 2014 Language Educator issue is dedicated to the Communities standard: study abroad, social media, exchanges, community partnerships, etc.  

• Culture, Comparisons, Community Standards  
• Integrating Social Justice Themes  
• Unit Design, Cont.
### Class 3 1/24

| 1. | **Due: Placement Scope & Sequence** |
| 4. | **Read:** Shrum & Glisan Online Appendices: |
| | a. 10.1 Multiple Intelligences Activities and Assessments Personal Intelligences |
| | b. 10.2 Multiple Intelligences Survey Instrument |
| | c. 10.3 Instruction Fitting the Personality Dimensions of the Myers-Briggs Type Indicator |
| | d. 10.4 Sample Survey for First Foreign Language Class |
| | e. 10.5 How to Extend Student Thinking At Risk and All Other Students |
| | f. 10.6 Possible Strategies for Teaching Languages to Gifted Minority Students |
| | g. 10.9 Strategies to Enhance Achievement Among Low English Proficiency Learners |
| | h. 10.12 Immigration, Stereotypes, and My Spanish Class |
http://www.sedl.org/loteced/communique/n06.pdf |
http://www.language2stars.net/bravenewworld.pdf |
| 8. | **Read:** Instructor Examples  
| a. Accents HW Table  
| b. Vocabulary HW Table  
| c. Accents HW Table (with English translation)  
| d. Vocabulary HW Table (with English translation)  
| e. Greetings & Body Vocab List  
| f. Telling Time Notes  
| g. Pronouns & -AR verbs Test  
| h. Family Paragraph (instructions)  
| i. Tic-Tac-Toe HW choice boards  
| j. R.A.E.T. Assignments  
| k. Growth Mindset posters |
| 9. | **Due:** contribute one idea to our course Google Doc for an online independent learning site:  
https://docs.google.com/document/d/1E69KNebPsoZmCKhrxYcjejeJNFrY4UQLS_RQmvJZoU/edit?usp=sharing |

### Further Resources: |
1. Annenberg video “Valuing Diversity in the Learners”  
http://wwwlearner.org/workshops/tfl/session_06/analyze.html?pop=yes&pid=2113# |
2. Mary Ann Christison’s *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources*  
3. *The Language Educator’s Mar/April 2015* is dedicated to “Designing Learner-centered Language Instruction”: flipped classrooms, peer editing, projects, etc. |

---

### Class 4 1/31

| 2. | **Read:** Correa, M. (2010) *Heritage Language Learner Programs and Life after the Classroom—A Not So Critical Approach* (9pp)  
| 3. | **Read:** Two selections from Webb, J. B. & Miller, B. L. (Eds) (2000). *Teaching Heritage Language Learners: Voices from the classroom* (10pp) (Google Folder)  
| a. “A Framework for Learning about Your Students” p47-54  
| b. “Statement of Shared Goals and Fundamental Beliefs” p83-85 |
| 4. | **Re-Read:** ACTFL’s (2013) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.*  
| a. Appendix J: *Common Core Anchor Standards* (3pp) |
| 5. | **Read:** EdPQA predecessor (PACT)’s *Appendix A: Academic Language for Secondary World Language* (2pp)  
http://www.pacttpa.org/_files/Supporting_Documents/Appendix%20A%20for%20WL.doc |
| 6. | **Read:** Previous two previous STEP cohorts’ Spanish HL Course Scope (12pp) (Google folder) |
| 7. | **Read:** Instructor Examples (most with English translation) |

---

### Additional Resources: |
- **Differentiated Instruction and Student Motivation** |
- **Heritage Language Learners** |
- **Interview Tips** (optional after-class module)


**Further Resources**

5. Michael Silva’s Level 3 HL Google Drive: [https://drive.google.com/open?id=0B676CNxj6jYU0Y3jd2hReURhcUE](https://drive.google.com/open?id=0B676CNxj6jYU0Y3jd2hReURhcUE)

---

**Class 5 2/7**

1. **Read:** Wiggins & McTighe (2005) *Understanding by Design*  
   a. Ch.7 “Thinking Like an Assessor” p146-171 (26pp)
3. **Read:** Shrum & Glisan Online Appendices:  
   a. 11.1 PALS End-of-Year Writing Task: Level 3 news writing  
   b. 11.2 Interactive German Test Based on Reading  
   c. 11.3 Pittsburgh WL Speaking Rubric  
   d. 11.4a Generic Rubric for Interper: Speaking (Self-Assessment)  
   e. 11.4b Generic Rubric for Interper: Speaking  
   f. 11.4c Task-Specific Rubric for Present: Writing  
   g. 11.4d Hybrid Rubric for Present: Writing  
   h. 11.4e Holistic Rubric for Present: Writing  
   i. 11.4f Analytic Rubric for Interpers. Speaking (Intern.)  
   j. 11.4g Primary Trait Rubric for Present: Writing  
   k. 11.5 Examples of Criteria Types for Use in Rubrics  
   l. 11.6 Generating Performance Dimensions for a Rubric  
   m. 11.7 Holistic Rubric and Grade Conversion  
   n. 11.10 Linguasafilo Goal-Setting Process Rubric  
   o. 11.11 Classroom Assessment Technique (CAT) Used in Spanish Composition
4. **Read:** Instructor Examples (most with English translation)

---

**Assessment #1:**  
**Purposes, Types, Design**
   a. "Formative Assessments, Summative Assessments, Rubrics"

6. **Watch/Read:** OPI Interview example (15min)
   https://www.youtube.com/watch?v=EKAQB9YhZ0&t=35s

7. **Read:** "Key Assessment Terms" document. Print and bring to class; annotate with any questions/concerns. (Google folder)

   a. Ch 2: Description and Design Features of IPA
   b. Ch 6: Examples of IPAs from the Field [read any two]

9. **Recommended:** Nicole Naditz, 2015 WL Teacher of the Year, talk on "Grading in WL class" (18min)
   https://www.youtube.com/watch?v=UYQpqWwStCw

**Further Resources**
1. Deborah Blaz’s *A Collection of Performance Tasks and Rubrics*
2. ACTFL's *The Keys to Assessing Language Performance*
3. IPA examples (from SWCOLT): http://swcolt2011.wikispaces.com/IPA+examples

---

**Class 6 2/14**

1. **View:** Annenberg Video “Planning for Assessment” (30min)
   http://www.learner.org/workshops/ffl/session_07/analyze.html
2. **Read:** Wiggins & McTighe (2005) *Understanding by Design*
   a. Ch 8 “Criteria and Validity” p172-190 (10pp)
   a. Appendix F: IPA Rubrics
4. **Read:** Your language’s *AP Language and Culture Course Overview* (2pp) and *Full Course & Exam Description* (Chinese 28pp, French 100pp, Spanish 110pp)
5. **Bring to class:** Assessment examples packet from last week and the *Keys to the Planning for Learning* manual
6. **Read:** Instructor Examples
   a. Hillsdale H.S. Think Critically & Creatively
   b. Current Event Presentation (simple "rubric")
   c. Oral Questions
   d. Oral Expression
   e. Writing
   f. Paragraph
   g. Portfolio
   h. HW
   i. Binder
   j. Participation
   k. Behavior

**Further Resources**
1. Glastonbury Public Schools FL Dept Rubrics
   https://sites.google.com/a/glastonburyus.org/foreign-language/curriculum/rubrics

---

**Class 7 2/21**

1. **Re-Skim:** NCSSSL-ACTFL’s *Can-Do Statements* (2013)
   a. Ch 6: Self-Assessment and Reflection
3. **Read:** Instructor Examples
   a. Test Reflection slip (Advisor Mail)
   b. Hoja Azul: participation scoring guide
   c. Hillsdale H.S. Respect Self & Community Rubric
   d. Valorar la cultura
   e. Sílva Spanish 1 course survey & results
| Class 8 2/28 | 1. **Read: Unit Plan Assignment.** Pre-Brainstorming: come in with a strong idea of the themes, language functions, vocabulary, grammar, major projects, assessments, etc. that you might teach a few weeks after C&I ends.  
2. **Due: Language Teaching and Learning Principles Log**  
3. **Due: Tech Inspiration** (group 1)  
| • Practice Designing Assessment Plans  
   • Intro to Unit Plan Assignment  
   • Tech Inspirations |  
| Class 9 3/7 | 1. **Due: Tech Inspiration** (group 2)  
2. **Reading:** UbD Summary PDF (2007) (Google folder)  
3. **Due: Unit Plan Draft #1**  
| • Tech Inspirations, cont.  
   • New Trends in WL  
   • Unit Plan Support |  
| Class 10 3/14 Final Class | 1. **Due: Unit Plan Draft #2**  
| • Personal Sustainability  
   • Professional Development  
   • Professionalism  
   • More Nuts & Bolts Advice |  
2. **Due: Personal Professional Development Plan**  
3. **Due: Unit Plan Draft #3**  
| • No class |