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 of 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”): http://college.cengage.com/french/1428290362_shrum/index.html?eISBN=9781428290365&pid=437487#
- 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
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 Wednesdays by pre-arranged appointment: 6:00-6:20pm, 6:20-6:40pm, 6:40-7:00pm

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).

Course Grade Weighting:
1. Participation and Preparation – 30%
   a. Weekly in-class participation
   b. Assessment Types Analysis
   c. Analysis of Student Work
   d. Technology Inspiration Share Out
   e. TELL Self-Assessments
2. Course Scope & Sequence – 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>
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</table>
| Class 1 1/9 | **1. Read/View:** Various resources on Webb’s Depth of Knowledge (for Common Core) and Bloom’s Taxonomy  
https://goo.gl/KqRZtn  
a. Levels of Thinking in Bloom’s Taxonomy and Webb’s Depth of Knowledge  
b. NY DOE’s “DOK” Example Video (5min)  
https://goo.gl/GbLINY  
c. Depth of Knowledge Verb Chart  
d. DOK Question Stems: English, Spanish | • 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

e. Ch.4: The Six Facets of Understanding
   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)

Class 2  
1/16

   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 Cricor’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

   https://digitalcommons.unl.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1193&context=teachlearnfacpub

   a. Focus on your placement's proficiency level

   a. Example Performances of Global Competence, p72-75

   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

10. Read: Instructor Examples

• Culture, Comparisons, Community Standards
• Integrating Social Justice Themes
• Unit Design, Cont.
Class 3
1/23

| 1. Due: Winter Placement Scope & Sequence |
| a. Ch 3: “Motivation” section p41-42 |
| 5. 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 |
| f. 10.7 Strategies to Assist Students with Learning Disabilities |
| g. 10.8 Possible Strategies for Teaching Languages to At-Risk and All Other Students |
| h. 10.9 Strategies to Enhance Achievement Among Gifted Minority Students |
| i. 10.12 Immigration, Stereotypes, and My Spanish Class (optional lesson resources on website) |
| http://www.sedl.org/loteced/communique/n06.pdf |
| 9. Read: Instructor Examples |
| a. Accents HW Table (with English translation) |
| b. Vocabulary HW Table (with English translation) |
| c. Greetings & Body Vocab List |
| d. Telling Time Notes |
| e. Pronouns & *-AR verbs Test* |
| f. Family Paragraph (instructions) |
| g. Tic-Tac-Toe HW choice boards |
| h. R.A.F.T. Assignments |
| i. Growth Mindset posters |
| j. Loteria card sheet (test tracker, party) |

Further Resources:
12. Mary Ann Christison’s *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources* |
13. *The Language Educator*’s Mar/Apr 2015 is dedicated to “Designing


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:** EdTPA 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)
   a. Promoting & Placement
      i. HL program flyer
      ii. HL placement prompt sheet
      iii. Pre-Assessment Who am I? (¿Quién soy yo?)
   b. Rúbricas Completas: Estudiantes Avanzados
   c. Language Variation & Bilingualism
      i. Cartas de Amor / Love Letters
         (colloquial ➔ academic)
      ii. Servicio Comunitario Project
      iii. Compromiso de español en casa
      iv. Bilingualism vocab list
   v. Why Are Bilinguals Smarter?
   vi. “Where you from?” poem, project, examples
   vii. Lista de Spanglish vs. Español Estándar
   viii. Stigmatized Words
   ix. Espectro de español
   d. Autohistoria de Lenguas:
      i. project
   e. Lectura Independiente: PPT, project
   f. Accents notes, homophones BM
   g. Spelling Lists (B vs. V, test, LL vs. Y, H / no H)
   h. “What was happening in the dream?”
   i. Mi exploración personal de gramática:
      StudySpanish.com

**Chinese Teachers:**


**French Teachers:**
1. **Explore:** French-American Cultural Exchange website: http://face-foundation.org/french-heritage-language-program/index.html

**Spanish Teachers:**
1. **Explore:** Units and lessons for pre-AP native speakers, aligned with the six AP themes: https://sites.google.com/site/cwlppreapunits/home

**Recommended**

### Further Resources
5. Michael Silva’s Level 3 HL Google Drive: https://drive.google.com/open?id=0B678CN6jYU0Y3jd2hReURhcUE
8. A. Barugel’s (2005) *Speaking Spanish in the U.S.A.: Variations in vocabulary usage*

### Class 5 2/6

**1. Read:** Wiggins & McTighe (2005) *Understanding by Design*
   - Ch.7 “Thinking Like an Assessor” p146-171 (26pp)


**3. Read:** Shrum & Glisan Online Appendices:
   - 11.1 PALS End-of-Year Writing Task: Level 3 news writing
   - 11.2 Interactive German Test Based on Reading
   - 11.3 Pittsburgh WL Speaking Rubric
   - 11.4a Generic Rubric for Interper. Speaking
   - 11.4b Generic Rubric for Interper. Speaking
   - 11.4c Task-Specific Rubric for Present, Writing
   - 11.4d Task-Specific Rubric for Interper. Speaking
   - 11.4e Task-Specific Rubric for Present, Writing
   - 11.4f Writing Rubric
   - 11.4g Writing Rubric
   - 11.4h Writing Rubric

**4. Read:** Instructor Examples (most with English translation)
   - a. Pre-Assessment: “Encuesta para conocernos” Getting to know each other survey Following instructions
   - b. Pre-Assessment: Geography / polleverywhere.com
   - c. Geography Benchmark
   - d. Regular Verbs Benchmark
   - e. Ch 1AB Dialogue Presentation “Mi amigo famoso”
   - f. Ch 38 “Dinner and Maintaining Your Health”
   - g. Spanish 1 Fall Semester Final Exam

**5. Read:** Clementi, D., Terrill, L. (2013). *The Keys to Planning for Learning*, p64-72 (8pp)

**6. Watch/Read:** OPI Interview example (15min)
   - https://www.youtube.com/watch?v=EKArQB9YhZ0&i=35s

**7. Read:** “Key Assessment Terms” document. Print, read, 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):
<table>
<thead>
<tr>
<th>Class 6</th>
<th>2/13</th>
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<tbody>
<tr>
<td>1. <strong>View:</strong> Annenberg Video “Planning for Assessment” (30min) <a href="http://www.learner.org/workshops/tfl/session_07/analyze.html">http://www.learner.org/workshops/tfl/session_07/analyze.html</a></td>
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</table>
| 2. **Read:** Wiggins & McTighe (2005) *Understanding by Design*  
   a. Ch. 8 “Criteria and Validity” p172-190 (19pp) |
   a. Appendix F: IPA Rubrics |
| 4. **Read:** Your language’s AP Language and Culture Course Description  
   a. Appendix F: IPA Rubrics |
| 5. **Bring to class:** Assessment examples packet from last week and the *Keys to the Planning for Learning* manual |
| **Further Resources** |
| 1. Glastonbury Public Schools FL Dept Rubrics  
   [https://sites.google.com/a/glastonburyus.org/foreign-language/curriculum/rubrics](https://sites.google.com/a/glastonburyus.org/foreign-language/curriculum/rubrics) |

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<tr>
<th>Class 7</th>
<th>2/20</th>
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   a. Ch 6: Self-Assessment and Reflection |
   a. Ch 5: How to Give Students Full Credit for What They Know |
| 3. **Read:** Instructor Examples  
   a. Test Reflection slip (Advisor Mail)  
   b. Hoja Análisis (test/project reflections)  
   c. Hillsdale H.S. Respect Self & Community Rubric  
   d. Valorar la cultura  
   e. Silva Spanish I course survey & results  
   f. Sentence Writing |
| 4. **Due:** Assessment Types Analysis |
| 5. **Due:** Analysis of Student Work |

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<tr>
<th>Class 8</th>
<th>2/27</th>
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<tbody>
<tr>
<td>1. <strong>Read:</strong> Unit Plan Assignment instructions. 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&amp;I ends.</td>
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| 2. **Due:** Language Teaching and Learning Principles Log  
  3. **Due:** Tech Inspiration (group 1) |

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<tr>
<th>Class 9</th>
<th>3/6</th>
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<tbody>
<tr>
<td>1. <strong>Due:</strong> Tech Inspiration (group 2)</td>
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<tr>
<td>2. <strong>Reading:</strong> UbD Summary PDF (2007) (Google folder)</td>
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| 3. **Due:** Unit Plan Draft #1  
   a. will receive instructor feedback by Friday |

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<tr>
<th>Class 10</th>
<th>3/13</th>
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<tr>
<td><strong>Due:</strong> Unit Plan Draft #2</td>
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<th>Final Class</th>
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| 1. **Due:** TELL Documents (Teacher Effectiveness for Language Learning). Update any ratings for the quarter.  
  2. **Due:** Personal Professional Development Plan  
  3. **Due:** Unit Plan Draft #3 |

<table>
<thead>
<tr>
<th>Final Deadline</th>
<th>3/20 by 11:59pm</th>
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</table>
| **Due:** TELL Documents (Teacher Effectiveness for Language Learning). Update any ratings for the quarter.  
  2. **Due:** Personal Professional Development Plan  
  3. **Due:** Unit Plan Draft #3 |

| **Assessment #2:** Using and Designing Rubrics |
| **Assessment #3:** Analyzing Student Work, Teacher & Student Reflection, Giving Feedback, Next Steps |
| **Practice Designing Assessment Plans**  
  **Intro to Unit Plan Assignment**  
  **Tech Inspirations** |
| **Tech Inspirations, cont.**  
  **New Trends in WL**  
  **Unit Plan Support** |
| **Personal Sustainability**  
  **Professional Development**  
  **Professionalism**  
  **More Nuts & Bolts Advice** |
| **No class** |