ED 264c: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program  
Winter 2019  
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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
● Course Reader of assorted articles and examples
  ○ Online Appendices (click “Conceptual Orientation”): http://goo.gl/8k3ZjL
● Additional readings will be distributed by instructor or will be available on the web.

Further Recommended Resources
● 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. However, you will be allowed one assignment 3-day extension without grade penalty.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.

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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| Class 1 1/8 | **Read/View:** Various resources on Webb’s Depth of Knowledge (for Common Core) and Bloom’s Taxonomy https://goo.gl/KqRZtn  
- Levels of Thinking in Bloom’s Taxonomy and Webb’s Depth of Knowledge  
- NY DOE’s “DOK” Example Video (5min) https://goo.gl/GbLtNY  
- Depth of Knowledge Verb Chart  
- DOK Question Stems: English, Spanish | **Orientation to Quarter**  
- **Unit Design:** Backward Design, Big Ideas, Essential Questions, Connections Standard |
|     | **Re-Read:** Shrum & Glisan (2015) Teacher’s Handbook  
- Ch 3: Planning Standards-Based Instruction Using Backward Design, p90-95 (6pp) |     |
- Ch.3: Gaining Clarity on Our Goals (“Big Ideas”) p56-81 (26pp) |     |
### Further Resources


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<table>
<thead>
<tr>
<th>Class 2</th>
<th>1/15</th>
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<tbody>
<tr>
<td>a. Example Performances of Global Competence, p72-75</td>
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<tr>
<td>b. Ch 4: Adapting Curriculum in Textbooks for Social Justice</td>
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<td>c. Ch 7: Questions and Moving Forward</td>
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<td>10. <strong>Read:</strong> Instructor Examples&lt;br&gt;a. “Latinoamérica” song&lt;br&gt;b. Comparaciones Culturales Organizer&lt;br&gt;c. “Spanish” names&lt;br&gt;d. “Cumbia del mole” song, Menu&lt;br&gt;e. “Roots of Diversity and Geography”&lt;br&gt;i. Presentation&lt;br&gt;ii. Student handout&lt;br&gt;iii. HW on backgrounds&lt;br&gt;iv. Geography Benchmark&lt;br&gt;f. “Generaciones de Latinos”&lt;br&gt;i. generaciones PPT&lt;br&gt;ii. Student handout&lt;br&gt;iii. “Under the Same Moon” movie PPT&lt;br&gt;iv. Student handout&lt;br&gt;v. Important Moments videos HW&lt;br&gt;g. “My Americas” video series&lt;br&gt;i. intro PPT&lt;br&gt;ii. video handout&lt;br&gt;h. “Enrique’s Journey” intro to literature&lt;br&gt;i. PPT intro&lt;br&gt;ii. Student handout&lt;br&gt;iii. Student examples&lt;br&gt;j. Masks unit&lt;br&gt;k. Travel lesson</td>
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- Culture, Comparisons, Community Standards
- Integrating Social Justice Themes
- Unit Design, Cont.
### Class 3
1/22

12. ACTFL's *Language Educator* column “The Savvy Traveler” for advice on taking students overseas

13. ACTFL’s Aug/Sept 2014 *Language Educator* issue is dedicated to the Communities standard: study abroad, social media, exchanges, community partnerships, etc.

14. **Due:** Winter Placement Scope & Sequence


   
   a. Ch 3: “Motivation” section p53-54

   
   http://www.lrc.cornell.edu/events/past/2015/Papers16/wight.pdf

18. **Read:** WL Standards for Calif. Public Schools. (2018 pre-published draft)
   
   “Appendix 2: Ways Students with Disabilities May Access the WL Standards” p31-36 (Google Drive link) (8pp)

   
   http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg_v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf


22. **Read:** Shrum & Gilson 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 FL Class
   
   e. 10.5 How to Extend Student Thinking
   
   f. 10.6: Strategies for Teaching Languages to Deaf and Hearing-Impaired Learners
   
   g. 10.7 Strategies to Assist Students with Learning Disabilities
   
   h. 10.8 Possible Strategies for Teaching Languages to At-Risk and All Other Students
   
   i. 10.9 Strategies to Enhance Achievement Among Gifted Minority Students
   
   j. 10.12 Immigration, Stereotypes, and My Spanish Class (optional lesson resources on website)


   
   http://www.sedl.org/loteced/communique/n06.pdf

   
   http://www.lasstars.net/bravenewworld.pdf

26. **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. Lotería card sheet (test tracker, party)
   
   k. Famous Artists Project & Groupwork Report

**Further Resources:**


28. Annenberg video “Valuing Diversity in the Learners”
   
   http://www.learner.org/workshops/tfl/session_06/analyze.html?pop=yes&pid=2113#

29. Mary Ann Christison’s *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources*

30. *The Language Educator’s* Mar/April 2015 is dedicated to “Designing Learner-centered Language Instruction”: flipped classrooms, peer editing, projects, etc.

### Class 4
1/29


**Notes:**

- Universal Design & Differentiated Instruction
- Student Motivation
- Heritage Language Learners
- Interview Tips

3. **Read:** Two selections from Webb, J. B. & Miller, B. L. (Eds) (2000). *Teaching Heritage Language Learners: Voices from the classroom* (10pp) (Google Drive links)
   a. “A Framework for Learning about Your Students” p47-54

4. **Re-Read:** ACTFL’s (2017) *Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.*
   a. Appendix E: *Common Core Anchor Standards* (2pp)


6. **Read:** Previous two previous STEP cohorts’ *Spanish HL Course Scope* (12pp) (Google Drive 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?
   (1) Project
   (2) Student Example
   b. Rúbricas Completas: Estudiantes Avanzados
   c. Cartas de Amor / Love Letters (colloquial – academic)
   d. Servicios Comunitarios
   e. Compromiso de español en casa
   f. Cultural Identity & Valuing Cultures
   i. “Where you from?” poem, project, examples
   ii. Interview with family
   iii. Cultural Identity: terms, videos
   g. Linguistic Identity & Benefits of Bilingualism
   i. Bilingualism vocabulary list
   ii. Weekly Language Log
   iii. Personal Language Chronology
   iv. Why Are Bilinguals Smarter?
   v. Lista de Spanglish vs. Español Estándar
   vi. Stigmatized Words
   vii. Espectro español
   h. Autobiografía de Lenguas:
   i. project
   ii. examples
   iii. evidence chart
   iv. Lectura Independiente: PPT, project
   j. Accents notes, homophones BM
   k. Spelling: “B vs. V,” “LL vs. Y,” “H /no H” (“H” list, test, all practices)
   l. Mi exploración personal de gramática: StudySpanish.com

### Chinese Teachers:

1. **Read:** Yue, Ying (2017) “Teaching Chinese in K–12 Schools in the United States: What Are the Challenges?” *FL Annals.* ACTFL. May skip “Methodology” section. (16pp) (Google Drive link)


### 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/cwippreapunits/unit-plan-summaries

### Recommended


### Further Resources

3. CAL’s Materials for Spanish for Spanish Speakers Instruction: Annotated
1. **Read:** Wiggins & McTighe (2005) *Understanding by Design*
   a. Ch. 7 “Thinking Like an Assessor” p146-171 (26pp) (Google Drive link)


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 LINGufala Goal-Setting Process Rubric
   o. 11.11 Classroom Assessment Technique (CAT) Used in Spanish Composition

4. **Read:** Instructor Examples (most with English translation)
   a. IRAs (Integrated Performance Assessments)
      i. Sané (Health)
      ii. Les Passe-Temps (Pass-time)
      iii. L’Amour et l’Amitié (Love and friendship)
      iv. Technology
   b. Pre-Assessment: "Encuesta para conocernos / Getting to know each other survey" Following instructions
c. Pre-Assessment: Geography / polleverywhere.com
   d. Formative: Kahoot Game
   e. Geography Benchmark
   f. Regular verbs Benchmark
   g. Ch 1AB Dialogue Presentation "Mi amigo famoso y yo" / My Famous Friend & I
   h. Oral "Convers. with teacher", Rubric, Visual template, teacher cards
   i. Written
   j. Photo Album
   k. Paragraph Instructions
   l. Student Example
   m. "Valorar las Culturas" / Valuing Cultures
   n. Chinese assessment format examples
   o. Burlingame H.S. comparison of traditional vs. standards-based course grade weighting


6. **Watch/Read:** OPI Interview example (15min)
   https://www.youtube.com/watch?v=EKA-QB9YH20&t=35s

7. **Read:** “Key Assessment Terms” document. Print, read, and bring to class; annotate with any questions/concerns. (Google Drive link)

   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=UYOpqWwStCw

**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
   http://swcolt2011.wikispaces.com/IPA+examples-Andrea+Henderson

**Assessment #1:** Purposes, Types, Design
### Class 6 2/12

1. **View:** Annenberg Video “Planning for Assessment” (30min)  
   [http://www.learner.org/workshops/tfl/session_07/analyze.html](http://www.learner.org/workshops/tfl/session_07/analyze.html)
2. **Read:** Wiggins & McTighe (2005) *Understanding by Design*  
   a. Ch. 8 “Criteria and Validity” p172-190 (19pp) (Google Drive link)
   a. Appendix F: IPA Rubrics
4. **Read:** Your language’s AP Language and Culture Course Description  
   (Chinese 32pp, French 100pp, Spanish 110pp)  
   [https://apcentral.collegeboard.org/courses](https://apcentral.collegeboard.org/courses)  
   Chinese: also read the free-response scoring guidelines: (4pp)  
5. **Bring to class:** Assessment examples packet from last week and the Keys to the Planning for Learning manual
6. **Read:** Instructor Examples  
   a. Chapter Overview: Hoja Azul Level 1  
   b. Hillside H.S. Think Critically & Creatively Rubric  
   c. Current Event Presentation (simple “rubric”)  
   d. Oral Questions  
   e. Oral Expression  
   f. Writing  
   g. Paragraph  
   h. Portfolio  
   i. HW  
   j. Blinder  
   k. Participation  
   l. Behavior

### 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)

### Class 7 2/19

   a. Ch 6: Self-Assessment and Reflection
2. **Read:** Schimmer, T. (2016) *Grading from the Inside Out* (20pp) (Google Drive link)
   a. Ch 5: How to Give Students Full Credit for What They Know
4. **Read:** Instructor Examples  
   a. Test Reflection slip (Advisor Mail)  
   b. Hoja Azul (test/project reflections)  
   c. Hillside H.S. Respect Self & Community Rubric  
   d. Valorar las culturas  
   i. correction key feedback  
   ii. peer editing / final draft plan  
   iii. HHS portfolio cover sheet reflection  
   e. Silva Spanish 1 course survey & results
5. **Due:** Assessment Types Analysis
6. **Due:** Analysis of Student Work

### Class 8 2/26

1. **Read:** Unit Plan Assignment instructions. Pre-Brainstorm: come in with a strong idea of themes, language functions, vocab, 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)

### Class 9 3/5

1. **Due:** Tech Inspiration (group 2)
2. **Reading:** UbD Summary PDF (2007) (Google folder)
3. **Due:** Unit Plan Draft #1  
   a. will receive instructor feedback by Friday

### Class 10 3/12 Final Class

1. **Due:** Unit Plan Draft #2

### Final Deadline

1. **Due:** Personal Professional Development Plan
2. **Due:** Unit Plan Draft #3