

Stanford University
Syllabus
EDUC 264C: Curriculum and Instruction in World Language
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This is the third quarter in a series of classes that prepares teacher candidates to teach middle or high school World Language classes.

This course will prepare you to

- Create engaging unit plans that promote language acquisition in the four skills of reading, listening, writing and speaking using the interpretive, interpersonal and presentational modes
- Build cultural, content, and social justice understandings into those units of instruction.
- Understand the purposes and types of assessments, assess student work, and use that information to monitor student learning and to inform instruction.
- Collaborate with colleagues and reflect critically after implementing lessons.
- Understand the importance of reflection in student and teacher practice.
- Create a community of learners who value taking risks in order to increase learning.
- Deepen an understanding of the ACTFL and California World Language Standards
- Differentiate curriculum and instruction for diverse learners, including heritage learners of a language.
- Develop a plan for continued professional growth as a teacher of world languages.

Date	Agenda	Due/Bring
Jan 7 Day 1	<ul style="list-style-type: none"> • Community Building • Reflections • Orientation to Quarter • Academic Language • Essential Questions • Connections Standard 	Readings provided by instructor Due: Self-assessments
Jan 14 Day 2	Comprehensible Input Lessons	Due: Teach the class a Comprehensible Input Lesson Read: Glisan & Donato (2017) Enacting the Work of Language Instruction, Ch 6: HLTP #6:
Jan 21	No class	
Jan 28 Day 3	<ul style="list-style-type: none"> • Assessment: Formative Summative Rubrics 	Due: Winter Placement Scope & Sequence Read: Sandroock, Paul (2015). The Keys to Assessing Language Performance. Chapters 1, 3, and 4 Read: Rubric examples: https://www.glastonburyforeignlanguage.org/curriculum/rubrics-sample-units Browse: Rubrics that are in the drive
Feb 4 Day 4	Academic Language v Social Language / register Bricks and Mortar Explicit Grammar Verbathons	Due: Tech Inspiration (group 1) To Share: one activity to learn how to conjugate verbs Read: Dutro, Susana and Helman, Lori. Explicit Language Instruction: A Key to Constructing Meaning. Read: Sandroock, Paul (2015). <i>The Keys to Assessing Language Performance</i> . Chapter 5 Due: Participation self-assessment
Feb 11 Day 5	<ul style="list-style-type: none"> • Intro to Unit Plans • Assessment: Purposes, Types, Design • IPA • PBLL 	Due: Tech Inspiration (group 2) Due: Bring a “pre” Brainstorm of themes, language functions, vocab, grammar, major projects, assessments that you want to teach next quarter Re-Read: ACTFL’s (2017) Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design. Appendix E: Common Core Anchor Standards (2pp) Read: Sandroock, Paul (2015). <i>The Keys to Assessing Language Performance</i> . Chapter 6, <i>Impacting Instruction and Program Articulation Through Performance Assessments</i> Review - Click extensively through various levels of at least one Unit example: https://workflowy.com/s/WZ0OrS15oD Optional: Re-Read: Shrum & Glisan (2015) Teacher’s Handbook Ch 3: Planning Standards-Based Instruction Using Backward Design, pp 90-95
Feb 18 Day 6	Multiple Intelligences Differentiated Instruction SPED Interculturality Social Justice	Due: Tech Inspiration (group 3) Read: Bott Van Houten, J., Couet, R., Fulkerson, G. “From Fact to Function: How Interculturality Is Changing Our View of Culture” <i>The Language Educator</i> (4pp) https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan14_Article.pdf

	Motivating Students	<p>Read: NCSSFL-ACTFL's Can-Do Statements for Intercultural Communication (2017) (14pp) https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Do_Statements.pdf</p> <p>Read: NCSSFL-ACTFL's Intercultural Communication Reflection Tool Activities (9pp) https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf</p> <p>Read: Glynn, C., Wesely, P., Wassell, B. (2014) Words and Actions: Teaching Languages Through the Lens of Social Justice. (33pp)</p> <ol style="list-style-type: none"> Ch 3: Creating Original Social Justice Units Ch 4: Adapting Curriculum in Textbooks for Social Justice Ch 7: Questions and Moving Forward <p>Supplemental: Addressing the Needs of Diverse Learners in the Language Classroom. Pp 322-357 Due: Multiple Intelligences Self-Assessment</p>
Feb 25 Day 7	Differentiated Instruction, cont. Heritage Learners Lessons learned from ELD	<p>Due: Unit Plan, Draft #1</p> <p>Read: Sandrock, Paul (2015). The Keys to Assessing Language Performance. Chapter 5</p> <p>Read: Valdés, G. (2001). Ch.3 "Heritage Language Students: Profiles and Possibilities." In Peyton, J, Ranard, D., McGinnis, S. (Eds.), Heritage languages in America: Preserving a national resource (34pp)</p> <p>Read: Shrum & Glisan (2015) Teacher's Handbook Ch 10: Addressing Needs of Diverse Learners in the Language Classroom, pp 322-357</p>
March 3 Day 8	<ul style="list-style-type: none"> ● Assessment: Using and Designing Rubrics ● Student Motivation ● Assessment ● Analyzing Student Work ● Teacher and Student Reflection ● Giving Feedback ● Personal Sustainability ● Professional Development ● Words of Wisdom for new Teachers ● Traveling with students 	<p>Due: Unit Plan, Draft #2</p> <p>Read: Shrum & Glisan (2015) Teacher's Handbook Ch 11: Assessing Standards-Based Language Performance in Context, pp 358-408</p>
March 10		Due: Unit Plan, Final Plan to present in class

Required Materials for ED 264c Winter Course

- Shrum, J. & Glisan, E. (2015). *Teacher's Handbook: Contextualized Language Instruction, 5th Edition*. Cengage. See Resources for link to appendices.
- 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
- Sandrock, Paul (2015). *The Keys to Assessing Language Performance*. Alexandria, VA. ACTFL.
- Additional readings will be distributed by instructor or will be available on the web. Please bring a copy (digital or hard) to class each day.

Course Format and Policies

The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies that are useful in World Language classrooms. You are expected to complete 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 or part of a class, or turn an assignment in late, please contact the instructor in advance to make up the material covered in class and to hand in the assignment due on that date.

Grading will be based on:

- **Comprehensible Input Lesson** 20%
- **Participation and Preparation** 20%
Includes weekly in-class participation
Analysis of student work
Self-Assessments
Rubric for a lesson
- **Course Scope and Sequence** 5%
- **Technology Inspiration Share Out** 10%
- **Unit Plan** 35%
First Draft, 7.5%
Second Draft, 7.5%
Final, 20%
- **Personal Professional Development Plan** 10%

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>

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, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. The letter will indicate how long it is to be in effect. 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://oae.stanford.edu>).