World Languages Curriculum and Instruction

EDUC 264C, Winter 2021

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Office hours: by appointment (Wed, Thurs, Fri)

Class meeting dates and time: Tuesdays, 3:40-5:55 pm
January 12, 19, 26
Feb 2, 9, 16, 23
March 2, 9, 16

General description

The three-course curriculum and instruction sequence (ED 264 A, B, & C) is designed to prepare candidates to teach World Languages at the middle and high school levels. Through research, standards, and best practices future language teachers will understand how language is acquired, and be able to use best practices and strategies for helping students acquire the target language. We will explore the teaching of cultures and social justice within the world language classroom.

Learning Goals

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.
• Understand the importance of the classroom environment and the teacher-student relationship in a World Language class.

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 with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. 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://studentaffairs.stanford.edu/oae)
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](https://communitystandards.stanford.edu/policies-and-guidance/fundamental-standard)

**Course procedures**

We meet on Tuesday afternoons between 3:40-5:55 p.m. We may or may not be on Zoom the entire time. The goal is to have dynamic meetings where we actively work with the materials through tasks, discussion and collaboration. It is therefore key that students prepare before class. Your participation in activities makes a difference to the whole class. **There will be homework assignments AND asynchronous work that is done outside of our regular class time.**

**Assignments and grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Portfolio</td>
<td>20%</td>
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<tr>
<td>Reflections on class activities, readings, videos or podcasts</td>
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<td>Please add to it weekly.</td>
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<tr>
<td>Classwork</td>
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<td>Course Scope and Sequence</td>
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<td>Self-Assessment</td>
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<td>Technology Inspiration Share-Out</td>
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<td>Performance-Based Assessment</td>
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<tr>
<td>Unit Plan</td>
<td>40%</td>
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<tr>
<td>• Includes peer coaching, reflections and feedback to others as well as submission of draft copies so you may receive feedback.</td>
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<tr>
<td>• Please use the Template provided unless you have received permission to do otherwise from the instructor.</td>
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**Professionalism**

As an educator you will be required to contribute to your school in a professional manner. In this class you are required to do the same. As a Professional Learning Community we will work together to build a rapport amongst the class, share ideas and questions, provide feedback to others and work collaboratively with your C&I colleagues.

- Please communicate with me in advance if you are unable to turn in an assignment on time.
- Complete exit tickets when asked to, so that the instructor can formatively assess the needs of the class.
- 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. If you are unable to attend, please let me know in advance. More than one absence in the quarter may result in a lower grade.

**Materials**

Van Pattten, B (2019). *While We’re on the Topic*. Alexandria, VA. ACTFL.
Additional readings will be available on Canvas.

**Materials- optional**
- University of Texas at Austin’s “*Foreign Language Teaching Methods*”
  http://coerll.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
- Translating Inclusive Practices for WL Classrooms During Remote Learning Webinar
  Slides for the presentation here.
- DOKvideo: https://www.youtube.com/watch?v=WMqKN7edReU
- Read this article from *Scientific American Mind* about language learning and the brain.

**Weekly overview – Curriculum and Instruction for World Languages**

**Week 1: January 12 | Building Community | The World Language classroom environment | Motivation**

**Before Class:**
- Watch this TED Talk by Rita Pierson:
  https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en
- Read Successful Language Teaching is about Connections (in Canvas)

**During Class:**
- Welcome | Building Community | Padlet
- Agreements
- Review of syllabus, modules, assignments
- How are you a champion for some of your students? Padlet
- Discussion on student motivation and in groups, create a Choice Board

**Readings:**
- https://www.cultofpedagogy.com/rubric-repair/
- https://www.cultofpedagogy.com/backward-design-basics/ (optional)
- Safir, Shane. “Becoming a Warm Demander” Educational Leadership, March 2019

**Assignment:**
- Course Scope and Sequence (due Friday, January 22, 2021)
- Portfolio: Motivation and Engagement- What connections did you make between today’s lesson and your own personal experiences? How can you motivate your students?

**Week 2: January 19 | Assessment**

**Before Class:**
- Watch the video: https://startalk.umd.edu/public/videos/sandrock_assessment?st=1

**During Class:**
Assessment: What is the purpose?
Assessment Continuum
Performance-Based
Formative
Summative

Readings:
- “Assessment Of and For Learning” (Chapter 4) from *The Keys to Planning for Learning*. ACTFL 2017
- Van Patten, B. “Tasks should Form the Backbone of the Curriculum” (Chapter 5) from *While We’re on the Topic*. ACTFL 2017

Assignments:
- Portfolio: How has today’s class and the readings changed the way you look at assessment? List 3 creative ways or ideas to assess learning.
- Create a performance-based assessment (hopefully one you can use in your placement) Due February 1.

Week 3: January 26 | PACE Model | Interpersonal Activities | Vocabulary

Before Class:
- Read: Focusing on Form: Grammar & Language Structures Instruction
- Read: VanPatten, B. (2017) *While We’re On The Topic* Ch 6: Any Focus on Form Should be Input-Oriented and Meaning Based
- Read ACTFL Performance Descriptors for the Interpersonal mode (optional)

During Class:
- PACE Model
- Interpersonal Activities with Ying Jin
- Vocabulary Words: Tier 1, Tier 2, Tier 3

Readings:

Assignment:
- Finish your Performance-Based Assessments, due February 1.
- Portfolio: What three interpersonal activities do you want to try in your current placement or in the future?

Week 4: February 2 | Social Justice and Interculturality

Before Class:
During Class:

- Teaching Tolerance Social Justice Standards
- UN Sustainability Goals
- Intercultural Competence
- Interculturality
- Review and discuss sample unit

Readings:

- *Teaching Perspectives: Intercultural Development at All Levels*, The Language Educator, ACTFL, Jan/Feb 2018
- NCSSFL-ACTFL’s Can-Do Statements for Intercultural Communication (2017)
- Bott Van Houten, J., Couet, R., Fulkerson, G. “From Fact to Function: How Interculturality Is Changing Our View of Culture” The Language Educator

Assignment:

- Technology Inspiration, group one, will present next week, February 9
- Portfolio: How do you want to use Social Justice issues in your placement? In the future? What connections did I make to previous ideas or lessons?

Week 5: February 9 | IPA | Authentic Resources

Before Class:

- Listen to Episode 41 of Bill Van Patten’s Tea with BVP podcast
  Discussion about IPAs begins at 14:30
- **Read:** Adair-Hauck, B., Glisan, E., Troyan, F. (2013). *Implementing Integrated Performance Assessment*: Chapters 1 and 2, pp 1-22 (Chapter 1 is optional)

During Class:

- Technology Inspiration, Group One to present
- IPA (Integrated Performance Assessment)- What is it? Why is it popular?
- IPA – How to do it.
- How to find Authentic Resources?
- Vocabulary Chunks and Words
- Register

Readings:

  - Appendix D: IPA Interpretive Task Comprehension Guide: Template
  - Appendix F: IPA Rubrics (for Assessment)

Assignment:

- Portfolio: What do you believe the important aspects of an IPA are? Can you see yourself using one in your classroom/placement? Why or Why not? Any ideas on a theme you’d like to use?
Week 6: February 16 | Differentiation | Special Education | Overview of Unit Plans

Before Class:

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

During Class:

- Technology Inspiration, group two
- Differentiation: Student Success
- Student self-assessment, Gardner’s Intelligences, Blooms’ Taxonomy, Depth of Knowledge

Readings:

- Read: Blaz, Deborah. Differentiated Instruction (excerpts in Canvas) New York, NY 2016

Assignment:

- Portfolio: How have you differentiated instruction in your placement? What other ideas do you want to try? How have you been able to help a Special Education student in your class?

Week 7: February 23 | Technology for Three Modes

Before Class:

- Read ACTFL Performance Descriptors for the Interpretive, Interpersonal and Presentational modes

During Class:

- Technology for Three Modes with Ying Jin
- The classroom without Zoom
- Mid-Term Review

Assignment:

- Portfolio: How are you using technology in your placement? What kinds of technology would you like to try (or at least explore)?

Week 8: March 2 | Heritage Learners | ELD/ESL

Before Class:

- Review the California ELD Standards:
  https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- Reflect on any heritage language learners you have in your classroom? How are their needs different from students learning the language the first time? Add to your portfolio if you would like to.

During Class:

- What are the unique needs of heritage learners?
- How can you help them learn their own language?
Readings:


Assignment:

- Portfolio: How do I address the needs of heritage learners and/or ELD students?

Week 9: March 9 | Peer Editing | Professional Development | Personal Sustainability

Before Class:

- Prepare draft of your final unit plan so that you are ready for the peer editing process.

During Class:

- Peer Editing of Unit Plans
- Personal sustainability: taking care of yourself so you can take care of others
- Professionalism: lifelong learner

Assignment:

- Portfolio: How do you take care of yourself? How can you do better? (We all need to!) What are some areas you want to learn more about? How do you plan to learn in the future?

Week 10: Unit Plan

Before Class:

- Be ready to present a unit which includes synchronous and asynchronous parts, and teach a portion of it. (10 min.)

During Class:

- Teacher candidates will present their units in class.
- Peers will provide feedback.
- Wrap-up
- Nuts & Bolts Advice: Getting the School-Year Started
- Your classroom

Assignment:

- Portfolios due on March 21.