

## **ED 264c: Curriculum and Instruction in World Languages**

### **Stanford Teacher Education Program Winter 2026**

*Class preparation/assignments begin on page 5*

**Instructors:** Ms. Elizabeth (Liz) Matchett (lead), Ms. Sonia Jiménez, Ms. Diana Sánchez

**Office Hours:** by appointment

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**Class dates, time, and location:**

Tuesdays January 6- March 10, 2026 3:15PM-6:00PM **ANKO 106**

[Zoom Link](#) (if needed)

### **Three-Quarter Course Sequence Description**

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 prepare Teacher Candidates (TCs) for a meaningful career in language teaching. Successful TCs will examine and internalize the research, standards, habits of mind, and instructional strategies and practices that facilitate students to learn and acquire a new language. Together, we will explore this complex and multifaceted profession as we develop and articulate our vision for becoming educators devoted to creating an equitable and just experience for our students as they develop proficiency in a new language.

**Special Announcement:** As part of your C&I experience, we strongly encourage you to participate in the [Stanford World Language Project](#), held over the course of five Saturdays in the fall and winter quarters (no summer dates). The purpose of this special collaboration is for you to interact with practicing teachers and presenters from the Bay Area and learn about excellent teaching strategies which you will be able to use in your student teaching and beyond. As you create relationships with and learn from these teachers, you may also make contacts and become part of a professional network which can lead to employment and other opportunities. We will consult with you to help you choose the strand that best fits your professional needs. Additionally, you can earn CEU units (for an additional fee) that can be used for salary advancement when you get a job. Debriefing of the classes may occur during regular C&I time.

**Office Hours:** By appointment. Please contact us at least 24 hours in advance, and we can set a time. We can meet via telephone, Zoom, or in person.

**Class attendance, punctuality, and engagement:** We will give you our very best as teachers and colleagues. We expect the same from you. TCs must demonstrate the same level of professionalism demanded of any credentialed teacher with respect to time management, communication, and integrity. Our class meetings are essential, and *we expect you to be in class and to arrive on time. While you are in class please participate and support us and your colleagues in all that we do.* In the event of sickness or an emergency that will cause you to miss class or be late, please inform us in advance and we will talk about what you will need to do to make up the work. If you need our support due to family or professional obligations, do not hesitate to talk with us; our goal is for you to be prepared for the rigors of teaching *and* to know how to balance your personal life with your profession and within a network of caring colleagues. Communicate with us early and often and we can make it work.

**Students with documented disabilities:** Students who may need academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://studentaffairs.stanford.edu/oae>)

**Support Services:** Student teaching and earning a credential is a time of intense learning and growth, and it can be stressful. For a variety of reasons, you may experience a range of challenges that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily life. You can approach us if you need someone to talk to, and we will make ourselves available to you. Stanford is also committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. You can learn more about the broad range of confidential mental health services available on campus here <https://vaden.stanford.edu/>

**Course Format and Policies:** The course will be taught using a discussion/participation format and will also include the specific modeling of instructional strategies. Candidates are expected to have completed the assigned sets of readings and activities before each class and to be prepared to discuss or actively participate in further class activities. The course grade will be earned based on a modified version of Stanford's grading system: A+ (98-100%), A (94-97%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), etc.

- Grading Categories: (all assignments will be labeled by category)
  - *Interpretive Activities* (Formal and informal response to readings, videos, audios)
  - *Interpersonal Activities* (Formal and informal written and spoken conversational activities with us and your classmates)

- o *Presentation Activities* (Formal and informal written and spoken information presented to us and your classmates)
- We need to practice and model the behaviors of a working teacher. The professional expectation in a school is that you will arrive at school and complete your tasks (lesson plans, grades, attendance, reports) on time. *Thus, we expect assignments to be turned in on time*. If you cannot meet this expectation for any reason, you must communicate with us.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. <https://communitystandards.stanford.edu/policies-and-guidance>

## Stanford [Administrative Deadlines for Students](#)

**Goals of ED 264c Winter Course:** At the end of this third of three courses, TCs can:

1. Articulate the importance of and apply anti-racist practices and social-emotional learning in the conceptualization and delivery of a language course.
2. Begin to implement, in their placements, research-based high-leverage teaching practices associated with the successful teaching of languages to both heritage and non-heritage students and second language students.
3. Design and use lesson activities in lessons and units that align with the appropriate levels of proficiency and performance for heritage, non-heritage students and second language students.
4. Apply national and state standards for language learning in the design of lessons and units.
5. Sub goals:
  - o Use the *Modes of Communication* to conceptualize and design communicative lessons and units for acquisition of vocabulary, communicative functions, and grammar structures for second language students.(+Grammar)
  - o Use the *Modes of Communication* to conceptualize and design communicative lessons and units that support “language maintenance and expansion of bilingual range as well as foster positive attitudes towards the heritage language dialects of the language and its cultures.” (Loza and Beaudrie, 2022)
  - o Demonstrate skills in collaborating professionally with other colleagues.
  - o Consider how to advocate for world language education at every level of my influence

## Materials for ED 264c Winter

*Various readings (scans provided) from the following resources:*

- Budke, M., Nickel, K., Strauss, S. (2024) *Learner Feedback for Language Growth*. ACTFL.
- California Department of Education. (2019). *World Language Standards for California Public Schools, Kindergarten through Grade Twelve*.  
<https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>
- [California Department of Education. \(2020\) \*World Language Framework for Public Schools, Kindergarten through Grade Twelve\*.](#)
- 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*.
- Glynn, C., Wesely, P., Wassell, B. (2018) *Words and Actions: Teaching Languages Through the Lens of Social Justice*. ACTFL.
- Grahn, L. and Mcalpine, D., *The Keys to Strategies for Language Instruction: Engagement Relevance, Critical Thinking, Collaboration*. ACTFL 2017.
- Henshaw, F. & Hawkins, M. (2022) [Common Ground: Second Language Acquisition goes to the classroom](#)
- Henshaw, Florencia G., and Kim Potowski. (2024) "Honing Our Craft: World Language Teaching Today." *Klett*
- Hines-Gaither K. & Accilien C., (2023) *The Antiracist World Language Classroom* Routledge, ISBN: 9781032065694
- [Loza, S. and Beaudrie, S. \(2022\) \*Heritage Language Teaching: Critical Language Awareness Perspectives for Research and Pedagogy\*, Routledge.](#)
- National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed Alexandria, VA: Author.
- Ritz, C, Toro, C. (2022) *Proficiency-Based Instruction Input & Interaction in World Language Education*, ACTFL. ISBN: 9781942544739
- Sandrock, P. (2010) *The Keys to Assessing Language Performance: A Teachers Manual for Measuring Student Progress*. ACTFL.
- Shrum, J. & Glisan, E. (2015). *Teacher's Handbook: Contextualized Language Instruction*, 5th Edition. Cengage. ISBN: 9781305109704
- Troyon, F, Adair-Hauck B., Glisan, E., (2023) *The Integrated Performance Assessment Twenty Years and Counting*, ACTFL. ISBN: 9781942544869
- Wassell, B. & Glynn C. (2022) *Transforming World Language Teaching and Teacher Education for Equity and Justice: Pushing Boundaries in US Contexts (Multilingual Matters)* ISBN: 9781788926508

Additional readings will be distributed by instructors or will be available online.

Note: The information below is subject to revision as the course progresses.

<b>Date, Class Meeting #</b>	<b>Topics for Discussion and Active Participation in class</b>	<b>Required preparation (due at the beginning of the meeting)</b>
Meeting 1 Jan. 6 3:15-6:00  all-(Liz lead)	<a href="#">M1 Slides</a> <ul style="list-style-type: none"> <li>Goals for this week &amp; Reflections, Resolutions</li> <li>Assessment - Why do we assess?</li> <li>Revisit <b>Core Practices</b></li> <li>Assessment &amp; <a href="#">UDL</a> in Language Classroom</li> </ul>	→Re-visit your Professional Folder that we started in the summer. Make sure you have access to it again/know where it is in your drive. Think about how you will access it now and in the future  →Beginning with the end in mind: Look over the final project instructions <a href="#">Summative Task Card- Final Project</a>
Meeting 2 Jan. 13 3:15-6:00 (Liz)	<a href="#">M2 Slides</a> <ul style="list-style-type: none"> <li>Examining student work</li> <li>Review Proficiency Guidelines</li> <li>Global Competence Framework</li> <li>Examine <a href="#">Chapter 3 of ACTFL's The Keys to Assessing Language Performance</a></li> <li><i>Intro/Demo Presentational portion of IPA</i></li> </ul>	<i>Have an Idea for the theme of your IPA–bring <b>blue part</b> ideas)</i>  Read: <a href="#">Learner Feedback for Language Growth: Chapter 4 Feedback (excerpts)</a> What are the takeaways FOR YOU as you learn to give feedback on student work samples?
Meeting 3 Jan. 20 3:15-6:00 (Diana)	<a href="#">M3 Slides</a> <ul style="list-style-type: none"> <li>Dr. Ali Miano - <i>Proficiency Guest</i></li> <li>Oral Corrective Feedback</li> <li>Examining student work</li> <li><i>Intro/Demo Interpretive portion of IPA</i></li> </ul>	Read <a href="#">Heritage Language Teaching Chapter 7 (pp 119-134).</a>  Listen to the Podcast <a href="#">Providing Oral Corrective Feedback to Improve Learner Performance</a>

January 24	SWLP Day 3	
<p>Meeting 4 Jan. 27</p> <p>3:15-6:00 (Liz)</p>	<p><a href="#">M4 Slides</a></p> <ul style="list-style-type: none"> <li>• <i>IPA Task cards</i> <i>Revise Unit Overview</i> <i>Blue parts as needed</i></li> <li>• <i>FEEDBACK with Rubric</i> <i>IPA Task Card</i></li> <li>• In class: Excerpt from <a href="#">The Antiracist World Language Classroom Ch. 4: Designing Antiracist Units of Study</a> (Hines-Gaither, Accilien, 2023)</li> <li>• Infusing antiracism in our lessons and units.</li> <li>• <i>Intro/Demo</i> <i>Interpersonal portion of IPA</i></li> </ul>	<p>Bring:</p> <p>Draft of Interpretive Summative task from the IPA (use <a href="#">template</a> from task card and Draft of Unit Overview (Blue Parts from task card).</p>
<p>Meeting 5 Feb. 3</p> <p>3:15-6:00 (Liz)</p>	<p><a href="#">M 5 Slides</a></p> <ul style="list-style-type: none"> <li>• Advocacy for World Languages (Hines-Gaither Ch. 8 excerpt)</li> <li>• <b>Possible Guest Speaker</b></li> <li>• How and why do we teach grammar?</li> </ul> <p><a href="#">Resource 1</a> <a href="#">Resource 2</a> <a href="#">Resource 3</a> (start around min. 22) <a href="#">Resource 4</a> <a href="#">Resource 5</a></p>	<p>Bring: draft of Interpretive Summative task from the IPA - link to Unit Overview Template.</p> <p>Read: <a href="#">Yosso's Community Cultural Wealth</a> and an asset-based lens</p> <p>Listen: Choose 1:</p> <ul style="list-style-type: none"> <li>• <a href="#">this Podcast</a>. Focus question: How has Rebecca changed the way she teaches grammar and why? How does this relate to what you want to do as you build your teaching practice?</li> <li>OR</li> <li>• <a href="#">this Podcast</a> from the NFLRC</li> </ul>

<p>Meeting 6 Feb. 10</p> <p>3:15-6:00 (Sonia)</p>	<p><a href="#">M6 Slides</a></p>	<p>Bring: draft of Interpersonal Summative task from the IPA - link to Unit Overview Template.</p> <p>Read (short passages!) <a href="#">ACTFL The Keys to Assessing Language Performance (pp 83-84)</a>  <a href="#">Strategies to Prepare Students for Interpersonal Tasks,</a>  <a href="#">&amp; Strategies to Prepare Students for Presentational Tasks</a>  and  <a href="#">ACTFL The Keys to Strategies for Language Instruction (pp. 26-31)</a>  <a href="#">The Interpersonal Mode: Interacting with Clarity and Cultural Sensitivity</a></p>
<p>Meeting 7 Tuesday, Feb. 17</p> <p>3:15-6:00 (Diana)</p>	<p><a href="#">M7 Slides</a></p> <ul style="list-style-type: none"> <li>● Big Picture Lesson Sequence</li> <li>● Self-Assess/Peer Edit your drafts</li> </ul>	<p>Bring draft of the entire final project- Unit Overview, Lesson Summary Page (Spiral or Table), Lesson Plan Overview, IPA Task Cards with Rubrics.</p>
<p>Meeting 8 Feb. 24</p> <p>3:15-6:00 (Sonia)</p>	<p><a href="#">M8 Slides</a></p> <ul style="list-style-type: none"> <li>● Honing Our Craft: <a href="#">Chapter 7 Standards-based grading for Proficiency-Based Language Instruction</a> (pp.126-143)</li> </ul>	<p>Work on Final Project Incorporate any feedback you received in Day 7 into your Final Projects</p>
<p><b>Saturday March 7</b></p>	<p><b>SWLP Day 4</b></p>	
<p>Meeting 9 March 3</p> <p>3:15-6:00</p>	<p><a href="#">M9 Slides</a>  <b>Possible Guest Speaker</b>  (self-care)</p>	<p>Bring: completed <a href="#">Final Project</a> <i>with incorporated feedback</i></p>

(Diana)		
Meeting 10 March 10  3:15-6:00 all (Sonia lead)	<a href="#">M10 Slides</a>  Reflective Presentations	Read: Common Ground Epilogue (pp. 189-195.)
Saturday March 28	SWLP Day 5	