

ENED 353 – Methods of Teaching English  
San José State University  
Sweeney Hall 332, Tuesdays 4-6:45 pm  
Spring 2015

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Office Hours: By appointment              Office: SH 421

**Prerequisites:** To enroll you must secure approval from English Education Subject Area Advisor, Dr. Mary Warner

**Required Texts to be downloaded, purchased online, or through the campus bookstore prior to the 2<sup>nd</sup> session:**

- English Language Arts Common Core State Standards for California, K-12*. Ca. State Dept. of Education, Adopted August 2010, Updated March 2013  
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve*, Ca. State Dept. of Education, Adopted Nov. 7, 2012  
<http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>  
<http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg910c.pdf>  
<http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg1112c.pdf>  
Glossary of Terms: <http://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf>
- The English Teacher's Companion: A Completely New Guide to Classroom, Curriculum, and the Profession*. Jim Burke, Heinemann Publishers, 2013 (fourth edition).
- Teaching Writing Grades 7-12 in an Era of Assessment: Passion and Practice*. Mary L. Warner and Jonathan H. Lovell, Pearson, 2013.
- Understanding by Design*. Grant Wiggins and Jay McTighe, Merrill Education/ASCD College Textbook Series, 2006 (second edition).
- Supplemental readings will be distributed in class.

**Optional Text:** (These texts are used very briefly.)

- The Understanding by Design Guide to Creating High-Quality Units*. Grant Wiggins and Jay McTighe, ASCD, 2011.
- Teach Like a Champion 2.0*. Doug Lemov (Order online).

**Vision/Mission/Values:**

The mission of the College of Education is to prepare educators who have the knowledge, skills, dispositions, and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

The philosophy of the Single Subject Credential Program at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners prepared to:

1. Make informed and thoughtful decisions in their daily practice;
2. Serve in diverse educational contexts;
3. Promote equity, respect for person, and social justice; and
4. Provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

### **University Policy Information**

#### **Academic Integrity (from the Office of Judicial Affairs):**

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

Students should know that the University's Academic Integrity Policy is located at

<http://info.sjsu.edu/web-dbgen/narr/static/catalog/integrity.html>

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

#### Academic Integrity Campus Policy in Compliance with the American Disabilities Act.

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

#### **Campus policy in compliance with the Americans with Disabilities Act:**

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University Resources and Services Student Technology Resources (Optional). Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional). The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://peerconnections.sjsu.edu/>

SJSU Writing Center (Optional). The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges staff the Center. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. To communicate with The Writing Center, call 1-408-924-2308 or email them at [writingcenter@sjsu.edu](mailto:writingcenter@sjsu.edu)

### **Course Description, Purpose, Objectives**

The purpose of English Methods is to introduce you to classroom practices suited to the teaching of English at the middle and high school levels in California, with particular attention to working with English Learners and fostering all students' academic language development.

We will pursue this goal through

- readings, discussions, orals, and written assignments designed to introduce you to teaching English courses and to the framework and standards (Common Core and ELD) that California uses to establish its goals and practices in the teaching of English;
- collaboration and demonstration practices with your classmates; and
- completion of Unit and Lesson plans

By the end of this course you will

- be familiar with an array of classroom practices to use to teach secondary English;
- have a “grammar of practice” regarding the use of formative assessment in the secondary English class;
- be able to demonstrate competence in lesson and unit planning;
- have increased your awareness about the importance of and how to support secondary students' language and learning needs;

- become skillful at reflecting critically on enacted lessons, Lesson Plans, Unit Plans;
- have developed skills for giving formative feedback; and
- have experienced a variety of strategies for and the importance of class discussion and class debriefing in the secondary English classroom.

**Course Activities/Assignments/Requirements:**

**Instructional Activities:**

1. Lectures
2. Presentations
3. Small group and whole class focused discussions
4. Experiential learning exercises

**Assignments:**

1. Readings of fiction and non-fiction
2. Written reflections and formative assessments;
3. Orals to assess personal vocal and interpretive skills and physical presence
4. Demonstrations of lesson segments, produced individually and in collaboration
5. Unit and Lesson plans, and other classroom staples

**Class Participation:** Students are expected to

1. engage fully and professionally in discussions and activities
2. submit course work on time
3. listen thoughtfully and reflectively to all ideas
4. attend all class sessions and contact the instructor as needed

**Course schedule & topics:**

	<b>Agenda: Essential Questions</b>	<b>Activities and Assignments</b>	<b>Due Dates</b>
<b>Week 1</b> 1/27	1. What do we each bring to the “Methods” class and what do we expect to receive from each other? 2. What is expected of us as English educators? By whom?  <b>Topics:</b> Open Mic Classroom Environment TPEs and CSTPs <b>Guest:</b> Charlene DelFino from CATE	<b>Quickwrite:</b> Why teach? Qualities of a superb teacher? Why HS or MS? <b>Discussion: pair –share</b> <ul style="list-style-type: none"> <li>• TPE’s and CSTPs: Which is for whom? Alignment? Purpose?</li> <li>• Teaching Strategies “101” for Class Management and introduction to Formative Assessment</li> </ul> <b>Read aloud:</b> Shakespearean sonnets <ul style="list-style-type: none"> <li>• Poetry assigned</li> </ul> <b>Homework for Feb. 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Prepare assigned poem: preparation for Lesson Planning</li> </ul>	Quick-write <u>in class.</u>

		<ul style="list-style-type: none"> <li>• <i>Understanding by Design (UbD)</i>: Chapters: “What is a Matter of Understanding?” and “Understanding Understanding”.</li> <li>• <i>English Teacher’s Companion (ETC)</i>: (p. 26) Figure 2.3</li> </ul>	
<b>Week 2</b> 2/3	<p>1.What motivates teens to learn, and how can we use this knowledge to create dynamic lessons?</p> <p>2.What are learning styles and how do we use that information for ‘success for all’?</p> <p><b>Topics:</b> Open Mic Lesson Plans (FA, hooks,activating prior knowledge;formats for lesson planning,considering students’ strengths and needs; etc) Learning Styles Teaching Styles</p>	<p><b>Quickwrite:</b> <b>Discussion: Groups/ Whole Class</b></p> <ul style="list-style-type: none"> <li>• Chapters from <i>UbD</i></li> <li>• Learning styles and Teaching Styles</li> <li>• Unpacking the Lesson Plan: “Hooks”, Steps/Activities, Closure...</li> <li>• TPEs: Connecting to Lesson Planning using assigned poem</li> <li>• Assigned Poem in cooperative groups: Teaching Strategies “101”</li> </ul> <p><b>Homework for Feb 10th</b></p> <ul style="list-style-type: none"> <li>• <i>UbD</i>: Chapters: “Introduction” and “Backward Design”</li> <li>• Preparing a Lesson Plan Segment: The “Hook” (Due Feb 17) (materials provided in class.)</li> </ul>	Assigned at last session: 1. Reading: <i>UbD</i> 2. Poetry preparation
<b>Week 3</b> 2/10	<p><b>Guest Lecturer:</b> Josh Maisel</p> <p><b>Topics:</b> Open Mic Growth Mindset Pre-Signature Assignment Signature Assignment</p>	<p><b>Lecture/Participation:</b> Growth Mindset w/ Josh Maisel</p> <p><b>Discussion: The Lesson Planning Process</b></p> <ul style="list-style-type: none"> <li>• Homework Chapters from <i>UbD</i>: <i>Intro and Backward Design</i>.</li> <li>• Poetry cont.: Engaging in a discussion of teaching strategies (Teaching Activities) to engage all learning styles and reluctant learners</li> <li>• “Unpacking” the <b>Pre- Signature &amp; Signature Assignment</b> <ol style="list-style-type: none"> <li>1. Pre-Signature Assignment: Self-select (groups of 3) for 9<sup>th</sup>-10<sup>th</sup> grade major works ( March 3)</li> <li>2. <b>Signature Assignment</b> planning</li> </ol> </li> </ul> <p><b>Homework for Feb 17th</b></p> <ul style="list-style-type: none"> <li>• <i>UbD</i>: “<i>The Six Facets of Understanding</i>”</li> <li>• <i>ETC</i> Ch. 3( pp 48-58): “<i>The Elements of Effective Instruction</i>”. <i>Ten Principles to Practice</i>, “<i>Classroom Connection: What a Period Looks Like</i>” through “<i>Planning for Success: The Week and the Unit</i>”and “<i>Teaching by Design</i>” chart.), and Chapter 2 (p. 34): Figure 2.8 “<i>The Four C’s of Academic Success</i>” chart.</li> <li>• Obtain a copy of your group’s selected major work and bring Laptops to next class session.</li> <li>• Bring <i>ETC</i> to the next class session</li> </ul>	Assigned at last session: 1. Reading: <i>UbD</i>
<b>Week 4</b>	How does lesson planning relate to unit planning?	<p><b>Discussion: Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Discussion-Questioning Practices (Webb,</li> </ul>	Assigned last/earlier session:

2/17	<p>How does backwards planning inform the Unit Plan?</p> <p><b>Topics:</b> Open Mic Webb’s Depth of Knowledge (DOK) and Bloom’s Taxonomy: engaging students in richer thinking and discussion? Formative Assessment for richer discussions</p>	<p>Bloom, and Lemov)</p> <ul style="list-style-type: none"> <li>• (Formative Assessment- (Dukor and Holmberg, etc.)</li> <li>• Read &amp; Discuss: <i>ETC: Chapter 3 (pp41-46): How to Teach So Students Will Learn... ” Instructional Approaches”</i></li> <li>• <i>UbD Guide:</i> (pp 9-11)</li> </ul> <p><b>Collaborative Groups:</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan segments of major works- <b>work time.</b> (9<sup>th</sup> or 10<sup>th</sup> grade). Presentations on March 3<sup>rd</sup>.</li> </ul> <p><b>Homework for Feb. 24</b></p> <ul style="list-style-type: none"> <li>• <i>UbD:</i> “How is Understanding Assessed in Light of the Six Facets?”</li> <li>• “Seven Keys to Effective Feedback” (Grant Wiggins)</li> </ul> <p><a href="http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx">http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</a></p>	<p>1. Reading: <i>UbD &amp; ETC</i> 2. “Hook” 3. Have major literary work and laptop in class. 4. Have <i>ETC</i> text in class.</p>
<p><b>Week 5</b> 2/24</p>	<p>How does Formative Assessment promote learning? How does Differentiated Instruction engage students?</p> <p><b>Topic:</b> Open Mic Formative Assessment Differentiated Instruction</p>	<p><b>Quick Write:</b> <b>Discussion: Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Effective Formative Assessment: Types and Purposes</li> <li>• Differentiated Instruction: Questioning Techniques (Lemov)</li> </ul> <p><b>Collaborative Groups:</b></p> <ul style="list-style-type: none"> <li>• Final <b>work time</b> preparation for March 3<sup>rd</sup>. Have laptop and major literary work (9<sup>th</sup> or 10<sup>th</sup> grade) in class (15 min each group)</li> </ul> <p><b>Homework for March 3<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• <i>UbD:</i> “Thinking Like an Assessor”</li> <li>• Collaborative Presentations- next session.</li> </ul>	<p>Assigned last session: 1. Reading: <i>UbD</i> and <i>Wiggins</i></p>
<p><b>Week 6</b> 3/3</p>	<p>What constitutes a productive rubric?</p> <p><b>Topic:</b> Open Mic Presentations Rubrics</p>	<p><b>Pre Signature Assignment Presentations:</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan segments with peer Formative Assessment (8 groups of 3 students each) (15 min each)</li> </ul> <p><b>Homework for March 10<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <i>UbD:</i> “What is Undercoverage?” and “Backwards Design”</li> </ul>	<p>Assigned last session: 1. Reading: <i>UbD</i></p>
<p><b>Week 7</b> 3/10</p>	<p>How essential are Unit Plans?</p> <p><b>Topic:</b> Open Mic Backwards Design and Unit Plans</p>	<p><b>Quick Write:</b> <b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Reading from <i>UbD</i>.</li> <li>• Unit Plans (Lemov)</li> <li>• Review of Oral and Written portions of <b>Signature Assignment</b></li> </ul> <p><b>Homework for March 17<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <i>UbD:</i> “What the Facets Imply for Unit Design”</li> <li>• <i>UbD:</i> <i>Implications for Organizing Curriculum</i>”</li> </ul>	<p>Assigned last session: 1. Reading: <i>UbD</i></p>

<b>Week 8</b> 3/17	<b>Topic:</b> Open Mic Strategies: Individual, Group, and Collaborative Lesson Planning: How do they differ and how are they best used?	<b>Discussion:</b> <ul style="list-style-type: none"> <li>• Reading from <i>UbD</i>.</li> </ul> <b>Work Time/Revision:</b> Unit Plans for <b>Signature Assignment</b> <b>Homework for March 31<sup>st</sup></b> <ul style="list-style-type: none"> <li>• <i>Teaching Writing Grades 7-12 in and Era of Assessment: Passion and Practice (P &amp; P)</i>, Ch. 3 “Building on the Formulaic: Into, Through, and Beyond: Part I and Part III</li> <li>• <i>P &amp; P, Ch. 4 “Creative Reading in Support of Writing: Part I</i></li> </ul>	Assigned last session: 1. Reading: <i>UbD</i>
<b>Week 9</b> 3/31	<b>Topic:</b> Open Mic COE Rubric Peer-editing/feedback for Signature Assignment Orals/Lesson	<b>Discussion:</b> <ul style="list-style-type: none"> <li>• COE Rubric for Signature Assignment</li> <li>• <i>P &amp; P</i> Chapter 3 and 4 and <i>UbD</i></li> </ul> <b>Signature Assignment preparation:</b> <ul style="list-style-type: none"> <li>• Work time for April 7 Lesson Plans &amp; Oral Presentations</li> </ul> <b>Homework for April 7<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <i>UbD</i>: Implications for Teaching”</li> <li>• <b>ALL 1<sup>st</sup> draft Unit Plans and ONE Lesson Plan -due next week.</b></li> </ul>	Assigned last session: 1. Reading: <i>P &amp; P</i>
<b>Week 10</b> 4/7	<b>Topic:</b> Open Mic Presentations Teacher vs. Student-directed learning: How do our teaching strategies support students’ understanding and learning?	<b>Signature Assignment Oral Presentations:</b> 1 <sup>st</sup> Set <ul style="list-style-type: none"> <li>• (8 individual students) with peer Formative Assessment</li> </ul> <b>Discussion:</b> <ul style="list-style-type: none"> <li>• <i>UbD</i> homework reading</li> </ul> <b>Homework for April 14<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <i>P and P</i>: Ch. 4 Part III “Independent Reading” and Chapter 1: “Lucy Calkins and the Value of Writer’s Workshop” (p5-7),</li> </ul>	Assigned last session: 1. Reading: <i>UbD</i> 2. <b>Signature Assignment First Draft of Unit Plan and ONE Lesson Plan for the Oral Presentation</b> (Hard copy- and online).
<b>Week 11</b> 4/14	<b>Topic:</b> Open Mic Presentations Grades and Learning Expectations: Student and Parent expectations: How does a new teacher cope with these often conflicting arenas?	<b>Signature Assignment Oral Presentations:</b> 2 <sup>nd</sup> Set <ul style="list-style-type: none"> <li>• (8 students) with peer Formative Assessment</li> </ul> <b>Discussion:</b> <ul style="list-style-type: none"> <li>• <i>P &amp; P</i> homework reading</li> </ul> <b>Homework:</b> <ul style="list-style-type: none"> <li>• <i>ETC</i>: Ch. 8 (pp 293-308)“Assessing and Grading Student Learning and Work”, (and “Figure 8.1”) </li> </ul>	Assigned last session: 1. Reading: <i>P&amp;P</i>
<b>Week 12</b> 4/21	<b>Topic:</b> Open Mic Presentations Unit Plan conferences Written storytelling with Voice Strategies for written engagement	<b>Quick Write:</b> based on <i>ETC</i> : Chapter 8 reading. <b>Signature Assignment Oral Presentations:</b> 3 <sup>rd</sup> Set <ul style="list-style-type: none"> <li>• (8 students) with peer Formative Assessment</li> </ul> <b>Discussion:</b> <ul style="list-style-type: none"> <li>• <i>ETC</i> homework reading</li> </ul> <b>Homework for April 28<sup>th</sup></b> <i>UbD</i> : Putting it all together: A design Template <i>P &amp; P</i> : Chapter 5 Parts I and II	Assigned last session: 1. Reading: <i>ETC</i> Chap 8
<b>Week 13</b> 4/28	<b>Topic:</b> Open Mic Presentations Strategies for Reading, Oral Expression, and Writing	<b>Signature Assignment Oral Presentations:</b> 4 <sup>th</sup> Set <ul style="list-style-type: none"> <li>• (8 students) with peer Formative Assessment</li> </ul> <b>Discussion:</b> <ul style="list-style-type: none"> <li>• <i>UbD</i> and <i>P &amp; P</i> homework readings</li> </ul> <b>Homework for May 5<sup>th</sup>:</b>	Assigne last session: 1. Reading: <i>UbD</i> 2. Reading: <i>P &amp; P</i>

		P & P: Chapter 7 Part I, II, and III	
<b>Week 14</b> 5/5	<b>Topic:</b> Open Mic Revising: How can my own revision practices inform how I support students in revising? Time for revising	<b>Discussion:</b> <ul style="list-style-type: none"> <li>Review of Oral Presentation findings. (ie: formats, oral component, time frames, strategies, engagement of students...)</li> <li>Homework of <i>P &amp; P</i> reading</li> </ul> <b>Revision time:</b> Signature Assignment documents : individual work (Unit Plan, 5 Lesson Plans, and Performance Task) <b>Homework:</b> <ul style="list-style-type: none"> <li><b>Signature Assignment-</b> written portion- due next week.</li> <li><i>P &amp; P</i>: Table 10.9 (p 231)</li> </ul>	Assigned last session” <i>1. Reading: P &amp; P</i>
<b>Week 15</b> 5/12	<b>Topic:</b> Open Mic On Debriefing: Bringing it All Together	Sharing of <b>Signature Assignment</b> “Best Practices”	<b>Signature Assignment:</b> <b>Final draft of Unit Plan, 5 Lesson Plans, and Performance Task components due today.</b>

### **Grading Criteria**

Reading/Discussion, Quick Writes	20%
Presentations	10%
Class Engagement- (student self-assessment)	20%
Signature Assignment oral	10%
Lesson Plans (Signature Assignment)	20%
Unit Plan & Performance Task (Signature Assignment)	20%
<b>Total</b>	<b>100%</b>

1. Student must complete all assignments to receive a grade in this class;
2. All assignments (except in-class work) must be typed and turned in on the due date unless extension is granted by instructor;
3. All written assignments must meet standards of academic and professional quality. Unless so stated, all written essay assignments must be typed, double spaced, paginated, free of spelling and grammatical errors. All page limits must be observed when required. Lesson and Unit Plan templates will be provided and must be used.
4. The quality of work and adherence to these guidelines will be considered in the final grade;
5. An “incomplete” grade will not be given except for serious medical or personal emergency circumstances, which must be communicated and agreed upon by instructor.

### **Final Grades by Points:**

A traditional grading scale is used to assign final grades as follows:

A+ = 99-100, A = 94-98.9, A- = 90-93.9,  
 B+ = 88- 89.9, B= 84 – 87.9, B- = 80- 83.9;  
 C+ = 78-79.9, C = 74 - 77.9, C- = 70 – 73.9, ETC...

## Signature Course Assignment: Unit Plan-Lesson Plans-Performance Task-Oral Component

Complete details regarding this assignment will be provided in class throughout the semester.

You will create a 5-Day Unit Plan and the 5 accompanying Lesson Plans for a class of heterogeneous ninth or tenth graders, one-third of whom are officially designated English Learners. The number of ninth graders in your class is 28 (7 groups of 4). If you are currently teaching middle or high school, or student-teaching middle or high school students, you may create your unit for your current students.

- Your **Unit Plan** (calendar format) will have a culminating, important **Performance Task** (written component) for Formative Assessment that students would be expected to complete. (See below). The Unit Plan itself should consist of a variety of teaching/learning strategies as well as other components we will address in class. This Unit Plan should be completed in a 'calendar style' table format.
- You are also required to complete five **Lesson Plans** using the template provided by the English Department program for Secondary Education. (This will be provided to you.) Each Lesson Plan will require you to provide the following prior to addressing the segments of the actual lesson:
  - Goals for student learning,
  - Objectives (SWBAT: students will be able to...),
  - Enduring Understandings (see Wiggins and McTighe's *Understanding by Design* for example EUs), characteristics of EUs,
  - CA Common Core State Standards (CCSSs) closely linked to the unit's EU,
  - English Language Development Standard closely linked to the unit's EU and the Performance Task of the unit.
  - Segments of the lesson. (Actual teaching portion). (These will be covered in class with all particulars practiced.)
- The **Performance Task** may be wholly your own or one that you revise to sensibly fit your unit. This Performance Task Handout will describe the culminating Performance Task of your unit and include these components:
  - Context/Relevancy/Purpose: Why are you asking your students to do this Performance Task and what specifically are you assessing?
  - Task Instructions
  - Due Date
  - Other Requirements and/or Accommodations (Use this Unit Plan Assignment Description Handout as an example)
  - One Rubric for your Performance Task that should have 4-5 scoring levels and 4-5 evaluative criteria. The rubric may be wholly your own or one that you revise to sensibly fit your purposes.
- The **Oral Component** will be completed in class- see above syllabus-. Students should *Xerox* copies of their oral Lesson for all members of the class. The Oral component will be fully explained in class, but essentially provides an overview of the unit, and discusses one lesson of that unit. Included should be the thought processes that directed the planning, expectations for students, and etc. You are not teaching the lesson, you are describing the steps and thought processes that developed the lesson.