

	Assignments	Assessments	Standards, Key ideas and Performance indicators	Time in minutes
<b>Week 1</b>				
Essential Questions How can proficiency be determined?				
<b>Outcome/Goal</b>	Become acquainted with the online classroom			
Participants will read class policies and syllabus.	Read class policy and course syllabus to become acquainted with acceptable conduct and course expectations. When done post a message indicating that you have done so.	Participants post a response indicating that they have read course documents		15
Participants will introduce themselves	Introduce yourself to the class. Include your name, language taught and level, district, reason for taking the class and any other details you would like us to know about you.	Participants post a response including all requested details.		15
Participants will list three desirable outcomes for their 2nd language classroom	What three things would you absolutely love your students to be able to do in the target language?	Did the participant's response indicate 3 desirable outcomes?	Standard 1 Communications skills Students will be able to use a language other than English for communication. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	30
	What do you perceive to be obstacles in meeting these outcomes?			30
<b>Week 2</b>				
Essential Questions How can proficiency be pre-determined?				

<b>Outcome/Goal</b>	Apply current literature.		
Participants will read and comment on current literature on 2nd language acquisition	Read the article attached to this week's forum. When done post your reaction on language acquisition approaches.	Did the participant's response indicate that they read the article? Was reference made to the article? Were language acquisition approaches identified?	45
Participants will research and share articles on 2nd language acquisition.	What do others have to say? Conduct a research on language acquisition, which methods are most supported by current research?	Did the participant's response indicate that they researched <b>and</b> read a secondary article? Was reference made to the article? Were current methods identified?	60
Participants will evaluate their current practices	How did you learn your second and other languages? How has this shaped your instructional practices?	Did participants identify using appropriate terminology how they learned languages? Did they discuss how it influenced their methods of instruction?	30
	React to a classmate's research posting?		30
<b>Week 3</b>			
Essential Questions <small>How</small> can proficiency be determined?			
<b>Outcome/Goal</b>	Assess methods of language instruction		
Participants will identify different methods of language instruction	Read the situations presented in this week's forum. What methods are being employed? What skills would learners demonstrate?	Did participant's response indicate that situations were read? Were specifics referenced? Were methods accurately identified? Were outcomes logical?	45

PI comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults.

Participants assess the strengths of different methods	Which language instruction methods are better suited for K-6, 7-9 and 10-12?	Was the participant able to suggest and justify methods that were best for differing ages?	PI call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. PI use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.	30
Participants will evaluate their current practices	What methods of instruction primarily characterize your instruction? How do you mostly assess your student abilities?	Reflection demonstrates insight and is linked to ongoing discussion.	compose short, informal notes and messages to exchange information with members of the target culture. use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. read and comprehend materials written for native speakers when the topic and language are familiar.	30
<b>Week 4</b>				
Essential Questions How can educators prepare instruction to better foster language acquisition?				
<b>Outcome</b>	Research supported classroom applications.			
Participants will identify strategies which promote language acquisition	Reflect on your language learning experience. What strategy most resulted in your language learning? Did this strategy promote improve your proficiency in the language?	Did the participant establish logical connections between language learning strategies and proficiency?	PI use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. read simple materials independently, but may have to guess at meanings of longer or more complex material.	30

Participants will suggest ways in which they can incorporate these methods	Examine the language learning strategies we identified. Choose any five and suggest how you may be able to incorporate them regularly in your instruction.	Did the participant choose five strategies? Were inclusion strategies logical?	PI write short notes, uncomplicated personal and business letters, brief journals, and short reports.	45
Participants will prepare a lesson in which the identified methods are used.	Create and share an actual lesson of about 20 minutes demonstrating the use of one or more of five strategies you identified in the previous activity.	Was a lesson created with a clear objective? Did the lesson include a logical strategy that would promote the desired outcome? This would be a Q&A response to promote individual thought.		PI produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language
<b>Week 5</b>				
Essential Questions How can educators prepare instruction to better foster language acquisition?				
<b>Outcome</b>	Research supported classroom applications.			
Participants will identify strategies which promote language acquisition	For this week, participants will be required to work in groups to create a plan of instruction on the topics assigned to the group. You will be required to be very eclectic. Indicate how your activity alligns to the NYS standards. How would it help to promote proficiency in the areas of reading, writing, speaking and listening?	This would be a grouped assignment. Groups will gain assess to each others work at the end of the week.	Key idea Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	150
Participants will suggest ways in which they can incorporate these methods				
Participants will prepare a lesson in which the identified methods are used.				
<b>Week 6</b>				

Essential Questions How can educators prepare instruction to better foster language acquisition?		
<b>Outcome</b>	Research supported classroom applications.	
Participants will create a thematic unit in which a variety of language acquisition methods are used.	For this week, participants will be required to work individually to create a thematic unit structured around a vocabulary topic of their choice. You will be required to incorporate various learning strategies and language instruction methods. Indicate how your activities align to the NYS standards. How would they help to promote proficiency in the areas of reading, writing, speaking and listening?	This would be a Q&A response to promote individual thought.
Participants will create an assessment.	How would you assess students' abilities to truly use the language in a meaningful way?	Did participant identify various assessment tools?
<b>Week 7</b>		
Essential Questions How can educators prepare instruction to better foster language acquisition?		
<b>Outcome</b>	Personal Improvement Proposals	
Participants will share a proposed plan to improve vocabulary acquisition	To Change or not to Change? What would you consider doing regularly as part of your instructional plan to ensure that your students become fully proficient in reading, writing, speaking and listening in their second or other language? Create a plan to show what you may do weekly, bi-weekly to help your students.	Did the created plan demonstrate insight? Is it grade appropriate and sound based on current research?
Participants will review classmate's proposals	Review at least one classmate's proposal and comment on it's strengths.	Did the response promote further thought?

Key idea  
 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Key idea  
 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

90
30
45
30

Participants will evaluate course	Please complete the course evaluation.	A completed course evaluation.
<b><i>COURSE EVALUATION</i></b>		

15