



Your Education Ally.
By Teachers, *For Teachers.*

Course Syllabus

TeachingChannel.com | 1-877- 394-4930
2805 Dodd Rd. Eagan, MN 55121

Syllabus to be used for review or approval only.

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, **ELEVATE** courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



University Partners *(See a current list of academic partners on our website)*

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, and WSCUC) partners. Many also hold CAEP accreditation. All partners review syllabi, content, and coursework expectations.

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Professional Learning Model

We design our courses to elevate professional growth and impact, which are the heart of our framework. Teaching Channel recognizes the learning process as an ongoing cycle characterized by the following key phases:



ELEVATE Your Impact

Embark on a transformative learning experience where reflection, exploration, and innovation intersect to shape your professional practice.

ELEVATE courses provide a dynamic balance of knowledge-building and skill-building opportunities, followed by practical application and integration into your professional practice. Each self-paced course features research-based materials, video clips, and interactive elements to enhance and support learning.

- Activate prior knowledge in order to establish new learning goals
- Access research-based resources and materials to deepen your understanding and broaden your skillset.
- Participate in a variety of assignments that encourage the implementation of new learning in your classroom or school setting.
- Research solutions to challenges, answer lingering questions, or explore additional topics that spark your curiosity.
- Assess professional growth, and consider the potential impact of newfound knowledge and skills.
- Engage in student-to-student interaction in a discussion forum as well as teacher-to-student individual feedback.

Continuous Improvement

Each course is reviewed annually, informed by participant feedback, current research available on the topic, insights from our University Partners, and new opportunities to show learning through implementation.

Course Development and Evaluation

ELEVATE courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12 education. Course evaluators provide personalized, specific feedback for submitted assignments and rubric-based grading aligned with best practices in professional education.

**Per standard practice in the field, each course credit carries the equivalent of fifteen hours of content and coursework. To receive credit, participants must complete all requirements according to expectations outlined in the course rubrics.



Unlocking World Languages through Comprehensible Input

Course Number: 5256 | 3 Credits or Flex Credit

This document is an outline of the course requirements and is subject to change.

Course Description

Uniquely designed by a seasoned world language teacher for world language educators, this course explores the Comprehensible Input (CI) approach, which emphasizes authentic resources and the use of the target language 90% of the instruction time. Explore ways to align and implement proficiency-based practices within your curriculum, and develop micro-goals to positively impact world language instruction. Learn how to develop intentional tasks, and use hexagonal thinking to promote interactive collaboration in the target language. The course will challenge and empower teachers in all languages, both ancient and modern, to make intentional and impactful changes to your teaching practices.

Course Objectives

1. Design a Comprehensible Input-based lesson with a focus on authentic resources.
2. Create a hexagonal thinking activity for students to interact and collaborate using the target language.
3. Align and implement proficiency-based practices for staying in the target language 90% of the time.
4. Challenge the status quo by creating micro-goals for positive changes related to world language instruction.
5. Reflect on professional growth and articulate how learning from this course focused on comprehensible input will impact students and the broader educational community.

Course Materials

For Credit: A hard copy of the textbook will be sent via postal mail upon course registration.

Flex Credit: Participants are required to use the specified ISBN to acquire the course textbook.

Title: Proficiency-Based Instruction

Author: Catherine Ritz and Christina Toro

ISBN: 978-1-942544-73-9

All supporting articles and resources are linked within the online course.

Important! Courses are completed 100% online within the learning management system. You should have access to a compatible web browser (such as Google Chrome, Microsoft Edge, Apple Safari, and/or Mozilla Firefox) and a word processing tool (such as Microsoft Word and/or Google Docs). While our course platform does support mobile devices, for the best user experience, we recommend using a desktop or laptop computer to complete courses.

Course Delivery

All coursework will be completed and submitted online within the learning management system. Log-in to your account at www.teachingchannel.com to access your online course and view additional details of each assignment.

- Explore a variety of educational resources, videos, and additional tools necessary for successful course completion.
- Complete modules including written response, opportunities to demonstrate and reflect on new learning, apply strategies, along with a final reflection on the course learning as a whole.
- Participate in our discussion forum to share insights and learn from peers.
- All modules and activities within the courses – Graduate Credit and Flex Credit – are required. You will complete and submit each module separately for evaluation in the online course.
- Your course evaluator will review your work using the criteria outlined in the rubric.

Need help getting started with your online course? Watch this [Quick Start Tutorial](#) video.

Grading & Feedback

We use a rubric-based grading system to provide detailed feedback and ensure fair assessment. Once you've submitted your module coursework, your evaluator will review your work and provide personalized, written feedback within 7 days of

submission. Each assignment is evaluated based on the detailed holistic rubric criteria defined below. Your grade for each module is determined as follows:

- **A Grade:** If the majority of assignments within a module meet the “Above Target Expectations” criteria, demonstrating exceptional understanding and application of the concepts, you will earn an “A” for that module.
- **B Grade:** If the majority of assignments within a module meet the “At Target Expectations” criteria, showcasing a solid understanding and application of the concepts, you will earn a “B” for that module.
 - **Example:** If a module has 5 graded assignments, you would need at least 3 to meet the “Above Target Expectations” criteria to earn an 'A' for the module.
- **Resubmission:** If any assignment is missing required components or doesn't meet minimum expectations, it will be marked "Below Target Expectations." You'll receive detailed feedback and have the opportunity to revise and resubmit for full credit.
- **Re-grading:** Once a module grade has been issued, coursework will not be re-evaluated.
- **Final Course Grade:** Each module must be completed to calculate the final cumulative grade for the course, which will be the average of your grades across all modules.

****Please note:** If taking the course for Flex Credit (hours), convert your cumulative grade to hours earned based on your district/state calculations.

Detailed Holistic Rubric

| Criteria for All Assignments | A Grade: Above Target Expectations | B Grade: At Target Expectations | Resubmission Required: Below Target Expectations |
|---------------------------------------|--|---|---|
| Understanding and Application | Demonstrates a thorough understanding of the content; integrates theory with practice seamlessly, using detailed examples or applications that extend beyond the course materials. | Shows a solid understanding of the material; provides appropriate examples or applications that link theory to practice. | Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
| Critical Thinking and Analysis | Exhibits a high level of critical thinking and innovative analysis; makes insightful connections and distinctions that reveal deep comprehension. | Demonstrates adequate critical thinking; analysis is correct but lacks depth, with few connections made that are not explicitly discussed in course materials. | |
| Clarity and Organization | Assignment is well-organized and clear; ideas are articulated clearly and logically, enhancing the reader's understanding. | Assignment is organized and clear; ideas are generally well-expressed but may lack occasional clarity or logical flow. | |
| Integration of Content and Reflection | Integrates multiple ideas from course resources and activities; incorporates reflective insights that demonstrate personal growth and professional application. | Integrates few ideas from course resources and activities; reflection is present but may be somewhat superficial or less detailed about personal and professional implications. | |
| Adherence to Assignment Guidelines | Fully adheres to all assignment instructions and format guidelines; exceeds | Meets basic assignment instructions and guidelines; fulfills the requirements | |

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|--|--|---|--|
| | basic requirements by enriching the assignment with additional relevant content or innovative ideas. | satisfactorily without significant additional elements or creativity. | |
|--|--|---|--|

Collaboration

Collaboration is a key component of the learning experience, designed to promote a supportive and inclusive learning environment where diverse perspectives are valued and respected. Teaching Channel asks learners to interact with their peers through discussions, participate with colleagues in collaborative assignments, and engage with embedded tech tools. Additionally, learners interact with the credentialed course evaluator who provides personalized feedback on assignments.

Academic Integrity

While collaboration is encouraged, each learner must complete their own assignments and assessments individually, ensuring the integrity and originality of their work. Any instances of academic dishonesty, including plagiarism or unauthorized sharing of work, will be addressed in accordance with Teaching Channel's [Collaboration and Plagiarism Policy](#).

Artificial Intelligence

We recognize that artificial intelligence (AI) is an emerging and evolving technology that is embedded into many aspects of our personal and professional lives. Just as with other emerging technologies, we embrace the benefits it can provide for teachers, such as enhancing efficiencies for teacher planning, designing differentiated materials, and assisting as a thought partner. However, we encourage the educator community to stay mindful that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic.

Please use the following guidelines if completing your work with the assistance of AI:

- Consider AI as a collaborator and use your preferred tool(s) to generate ideas that enhance your learning and creativity.
- Modify any AI generated output to make it your own (e.g. applicable to your audience, differentiated for unique student needs, relevant to your educational environment) and to meet course requirements.
- To the best of your ability, verify the AI generated coursework you are submitting is accurate and without bias.

Course Outline

Module 1

Identify your motivations and goals for the course, then assess prior knowledge and experiences you bring with you. Review foundational resources to better understand how unlocking world languages through comprehensible input works, how it impacts teaching and learning, and ways in which it can be integrated into the classroom.

Outcomes:

Participants will be able to:

1. Reflect on and evaluate current teaching practices in relation to the 5Cs, target language use, grammar instruction, and the integration of authentic resources, social justice, and SEL themes.
2. Articulate a personal stance on key issues in world language instruction, such as the comprehensible input vs. output debate and the role of explicit grammar instruction.
3. Critically examine their approach to grammar instruction, moving beyond traditional methods to align with proficiency-oriented principles that prioritize communicative competence.
4. Select and integrate authentic resources into their lessons to provide meaningful input and expose students to real-world language use.
5. Develop lesson plans that incorporate social justice and SEL themes in a way that is culturally responsive and promotes deeper understanding of diverse perspectives.

Assignments

- 1.1 Tell Us About Yourself
- 1.2 Activate Your Learning
- 1.3 Investigate and Respond
- Optional Discussion

Module 1 Rubric

| Criteria | Ratings | | |
|-----------------------|--|--|--|
| Assignment 1.1 | Prompt Addressed | Prompt Partially Addressed | Prompt Not Addressed |
| Assignment 1.2 | A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
| Assignment 1.3 | A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |

Module grade is based on the level to which the participant meets rubric criteria.

Module 2

This module focuses on increasing target language use in the world language classroom through the implementation of various strategies, with a particular emphasis on engaging resistant learners. It also explores collaborative learning techniques like Hexagonal Thinking and the SCRAP framework for creating authentic learning tasks.

Outcomes:

Participants will be able to:

1. Select and implement strategies to increase target language input, aiming for 90% target language use in the classroom.
2. Design a collaborative Hexagonal Thinking activity that utilizes authentic resources and promotes student interaction in the target language.
3. Develop a Hexagonal Thinking activity that utilizes authentic resources and promotes student interaction and discussion in the target language.
4. Create learning tasks that connect to real-world situations and provide authentic communicative opportunities for students, enhancing their engagement and motivation.
5. Identify a challenge, lingering question, or area of curiosity related to comprehensible input and research potential solutions to inform their practice.

Assignments

- 2.1 Tell Us About Yourself
- 2.2 Strategies
- 2.3 Hexagons
- 2.4 The SCRAP Framework
- 2.5 Connect Inquiry to Practice
- Optional Discussion

Module 2 Rubric

| Criteria | Ratings | | |
|-----------------------|---|---|---|
| Assignment 2.1 | Prompt Addressed | Prompt Partially Addressed | Prompt Not Addressed |
| Assignment 2.2 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| Assignment 2.3 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| Assignment 2.4 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus.</p> | <p>No Grade: Below Target Expectations</p> <p>Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions.</p> |
| Assignment 2.5 | <p>A Grade: Above Target Expectations</p> <p>Coursework is above target expectations as defined in the</p> | <p>B Grade: At Target Expectations</p> <p>Coursework meets target expectations as defined in the</p> | <p>No Grade: Below Target Expectations</p> |

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|--|--|--|---|
| | Detailed Holistic Rubric, included in the course syllabus. | Detailed Holistic Rubric, included in the course syllabus. | Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
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Module grade is based on the level to which the participant meets rubric criteria.

Module 3

This module explores the intersection of world language instruction with social justice, social-emotional learning (SEL), and culturally-sustaining pedagogy. It challenges educators to provide students with meaningful communicative tasks in the target language, encouraging them to discuss important social and emotional themes.

Outcomes:

Participants will be able to:

1. Develop proficiency-based activities that integrate social justice and SEL topics, fostering intercultural communicative competence in students.
2. Create engaging lessons utilizing authentic resources to promote target language use and deepen cultural understanding.
3. Design a comprehensive lesson plan that utilizes authentic resources and maintains 90% target language use to promote communicative competence and cultural understanding.
4. Identify specific, achievable micro-goals focused on enhancing their teaching practices, such as increasing target language use, incorporating authentic resources, or integrating social justice themes.
5. Articulate how incorporating social justice and SEL themes into their instruction has influenced their teaching strategies, student engagement, and personal growth as educators.

Assignments

- 3.1 Tell Us About Yourself
- 3.2 Social Justice & Social Emotional Learning
- 3.3 90%
- 3.4 Micro-Goals
- 3.5 Reflect on Your Growth and Impact
- Optional Discussion

Module 3 Rubric

| Criteria | Ratings | | |
|-----------------------|--|--|--|
| Assignment 3.1 | Prompt Addressed | Prompt Partially Addressed | Prompt Not Addressed |
| Assignment 3.2 | A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |

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|-----------------------|--|--|--|
| Assignment 3.3 | A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
| Assignment 3.4 | A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |
| Assignment 3.5 | A Grade: Above Target Expectations Coursework is above target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | B Grade: At Target Expectations Coursework meets target expectations as defined in the Detailed Holistic Rubric, included in the course syllabus. | No Grade: Below Target Expectations Coursework is missing required components or does not meet target expectations. Coursework will be returned for resubmission with evaluator instructions. |

Module grade is based on the level to which the participant meets rubric criteria.

Knowledge Base:

This course draws on research from the following sources:

- Accilien, C., & Hines-Gaither, K. (2022). *The Antiracist World Language Classroom*. Taylor & Francis Group.
- Alsop, T., & Blaz, D. (2023). *Sparkling Creativity in the World Language Classroom: Strategies and Ideas to Build Your Students' Language Skills*. Taylor & Francis.
- Blaz, D. (2022). *The World Language Teacher's Guide to Active Learning: Strategies and Activities for Increasing Student Engagement*. Taylor & Francis Group.
- García-Martín, E., & Bayona, P. (Eds.). (2022). *Second Language and Heritage Learners in Mixed Classrooms*. Multilingual Matters.
- Gottlieb, M. (2021). *Assessment in Multiple Languages: A Handbook for School and District Leaders*. Corwin Press.
- Henshaw, F. G., & Hawkins, M. D. (2022). *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. Hackett Publishing Company, Incorporated.
- Milton, J., & Hopwood, O. (2022). *Vocabulary in the Foreign Language Curriculum: Principles for Effective Instruction*. Routledge.
- VanPatten, B., & Simonsen, R. (2022). *Language Acquisition in a Nutshell: A Primer for Teachers*. American Council on the Teaching of Foreign Languages (ACTFL).
- Will, L., Eloff, I., & Stadler, W. (Eds.). (2022). *Authenticity Across Languages and Cultures: Themes of Identity in Foreign Language Teaching and Learning*. Multilingual Matters.

Course Wrap-Up

Final Course Grade

Final course grade is cumulative and is an average of all module grades. Participants may earn a final grade of either an "A" or "B".

Once your final grade has posted in the course, that grade will be visible in your Account within 24 hours only if:

- [Grade release date](#) has passed
- All payments are complete if you are a part of a group registration, or used a purchase order payment

Transcripts

Visit our website for more details on how to [request your transcript](#) from the university partner selected upon registration. If taking the course as Flex Credit (hours), you may access your Letter of Completion from your Account page at teachingchannel.com.

We Are Here to Help!

Our Customer Support Team
is available to help you with:

- Registration Information
- Textbooks
- Shipping Information
- User Login/Password Questions
- Coursework Extensions
- Final Grade Questions
- Updating Your Customer Records

Phone: 952-469-3454

Email: Support@teachingchannel.com

[Live Chat](#)

Our Course Instructor Team
is available to help you with:

- Completion of Course Requirements
*(including content-specific questions,
accommodations, and modifications)*
- Course Recommendations
- Module Grade Questions

Phone: 952-469-3454

Email: Instructor@teachingchannel.com

[Instructor Help Form](#)

