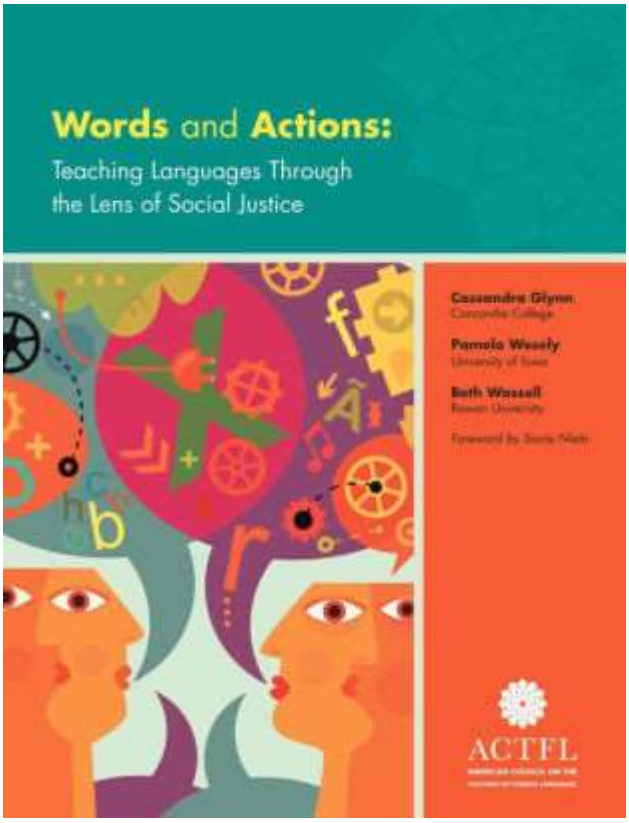

I've heard some teachers say that language teaching is of necessity about social justice. After all, they reason, whenever students learn about people different from themselves, people who may live in places the students have never visited and in contexts utterly unfamiliar and even strange to them, they also learn how to understand both the language and also something about the lived experiences of those who speak the language. Nevertheless, I suspect that for some educators, teaching a world language is still primarily about the mechanics of grammar, correct pronunciation, and something about the geography where a particular language is spoken. But as authors Cassandra Glynn, Pamela Wesely, and Beth Wassell in this book suggest, when social justice is added to the mix, it changes everything. A social justice perspective makes it clear that teaching world languages is about more than the textbook, more than curriculum, and more than pedagogy. It is

also more than a set of skills or specific approaches. Social justice in language teaching is, in effect, a stance, a way of looking at what happens through and beyond the curriculum, the pedagogy, and the instructional materials. How does social justice fit into this idea of a stance? Let me explain by using an example from a related field—multicultural education. Language teaching and multicultural education are similar in that, when done without a social justice stance, they are often based on shallow ideas that can perpetuate stereotypes and racism. Many years ago, education historian Meyer Weinberg, wary of the shallow aspects of multicultural education, wrote: Most multicultural materials deal wholly with the cultural distinctiveness of various groups and little more. Almost never is there any sustained attention to the ugly realities of systematic discrimination against the same group that also happens to utilize quaint clothing, fascinating toys, delightful fairy tales, and delicious food. Responding to racist attacks and defamation is also part of the culture of the group under study. (Weinberg, 1982, p. 7) Some of the same problems of superficiality exist as well in language teaching, but the authors of Words and Actions: Teaching Languages Through the Lens of Social Justice explain how they can be addressed with a social justice stance. For example, using a social justice perspective in Spanish language classes can mean moving beyond a simple appreciation of flamenco dance, song, and guitar to also include learning about the centuries-long oppression of Roma people (the term they prefer to “Gypsies”)—not only in Spain but throughout the world. Although these issues are not generally included in a study of the Spanish language, they too are part of the culture and lived experience of the Roma people. This perspective was missing in the language classes I had in junior high and high school when I studied French many years ago. I loved the language but I had no idea why some of my schoolmates who came from Haiti

also spoke French and why Haitian Creole shared many features with French. I did not even learn that there was a long history of French-speaking communities in our own country, or why this was the case, let alone that entire nations in Africa also used French as their lingua franca. Parisian French was all that we learned, as if it were the only variety of French that existed and mattered in the world. Colonization, imperialism, and other such terms never made their way into my French classes. This book is not just about challenging stereotypes. A social justice stance also recognizes that all students have assets and resources that they bring to the world language classroom. This would mean, for instance, that rather than chastise native Spanish-speaking students for not using the vocabulary, syntax, or pronunciation of Castilian Spanish, teachers would regard them as expert speakers who could serve as resources to other students. The same is true of other languages. Teaching languages as a stance also means that, in the case of the Spanish language in the United States, students learn not only that our nation is now the largest Spanish-speaking nation in the world but also how this came about. Learning about the conquests, wars, and historic and current exploitation of those who speak Spanish in our own country is also part of a social justice stance in language teaching. I am gratified to know that because of Words and Actions, world language teachers will be introduced to social justice perspectives and approaches, as well as to a more inclusive stance about teaching and learning in general. It is also my hope that their students will in turn become more informed global citizens who understand that world languages reflect rich multidimensional cultures and experiences, as well as the histories, current realities, aspirations, and dreams of the people who speak those languages. Sonia Nieto Professor Emerita, Language, Literacy, and Culture College of Education University of Massachusetts, Amherst See Weinberg, M. (1982). Notes from the

editor. Chronicle of Equal Education, 4(3). We live in a world in which we need to share responsibility. It's easy to say, "It's not my child, not my community, not my world, not my problem." Then there are those who see the need and respond. I consider those people my heroes. — Fred Rogers (1994) Several years ago, after a full day of sessions and meetings at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, we (Cassandra, Pam, and Beth) found ourselves discussing equity in world language education. One of us suggested, half jokingly, that we should write a book for teachers about teaching for social justice in language classrooms. As we continued talking the next morning in a shared taxi on the way to the airport, we became increasingly serious about the project. During those chats, the idea for this book was born, so it seems fitting that ACTFL should be the organization to publish it. There are several professional and personal reasons why we chose to pursue this project. We began our careers as German, French, and Spanish teachers, and our experiences as language teachers in diverse classrooms led us to believe that a social justice curriculum positively influences all students. As we have grown as teachers and teacher educators, social justice, critical pedagogy, and culturally relevant pedagogy have become central to our educational philosophies. As teacher educators, we work with many pre-service and in-service teachers who teach in increasingly diverse world language classrooms. We hope to support in-service and pre-service teachers in recognizing their students' diverse backgrounds, while also supporting students' ability to think critically about the world around them. Wade's (2007) assertion that teachers can positively influence students' future actions resonates with us: "As teachers, we have an obligation to help our students develop the skills, knowledge, and values to create a society that will someday no longer tolerate the abject poverty of so many amidst the luxury of the few" (p. 2). Another

reason we wanted to write this book is our shared belief that questioning mainstream approaches to language and culture learning is vital. Our emphasis on social justice is, in part, a way to expand the definition and scope of language education, leading to further innovation in the profession. Finally, we believe that world language education is important for everyone. Social justice instruction can serve as a way of crafting more welcoming learning experiences for all students. It is for all of these reasons that we wrote this book. We hope that it creates dialogue among teachers in the field and those who are preparing to teach and that it influences a shift in teachers' practices and mindsets. The quote from Mr. Rogers above speaks to the importance of opening one's mind and heart to others, recognizing the difficulties they face, and taking action as human beings to respond to the needs of other human beings. Language teachers are in the position to instill in their students the ability and desire to respond to others' needs rather than to turn away. It is our hope that this book will inspire you to be one of these heroes. When a student steps into a world language classroom, he or she usually enters an environment that the teacher has carefully crafted, where visuals, music, and the sound of the language fill the senses. You may remember being a language student yourself, and perhaps you recall how entering the classroom transported you into new experiences and worlds even in a short class period. In this chapter, we will explain why the environments that world language teachers create in the classroom need to address issues of social justice. We will start with an overview and definition of social justice education and related terms, and then summarize our rationale for a systematic inclusion of social justice instruction in the language classroom. Next, we will connect central notions in social justice education with the standards and skills that frame contemporary world language education and conclude with a preview of the rest of the

book. A Glimpse into the Classroom Margaret and Josie are two high school French teachers who have been working on perfecting the scope and sequence for the Levels 1-Advanced Placement (AP) that they offer in their school. They selected a good textbook, and their students react well to it and tend to score well on standardized tests in French. However, the two teachers have become increasingly aware of the inequalities and injustices that exist in the world, in the cultures that they study, and even among their students. They have also realized that their students are often not aware of these issues, and the students draw on stereotypes or misconceptions instead of trying to question or understand them in depth. Margaret and Josie want to incorporate some of these issues into their French curriculum, but they are having trouble figuring out where to start. They are both worried that they do not have any training in social justice education, and that they will make mistakes that will impede their progress. They are both concerned that time and resources are short, too. Margaret, who has taught the AP French class for a long time, loves the lessons that she has created over her years of teaching. She does not want to get rid of everything that she has already done, especially because her students get good results on the AP test. Josie, who was born and raised in Madagascar, wants to discuss some of the social justice issues in African countries with her students, but she is worried about reinforcing the students' stereotypes or making them feel that social justice is someone else's problem on another continent. To think through the vignette, please answer these questions: 1. Do you share any concerns with Margaret and Josie about social justice in your current or future classroom? Which ones? 2. What other concerns do you have related to incorporating social justice education into your world language class? What Is Social Justice Education? Before beginning our discussion of how social justice education might work in the world language

classroom, we are going to begin with a broader view of what it means in education in general. Scholars, activists, educators, and others who work to support human rights and fairness have suggested many different definitions of social justice. In this book, we use the definition of social justice articulated by Sonia Nieto, one of the foremost scholars in multicultural education. She defines social justice as "a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity" (Nieto, 2010, p. 46). She suggests that social justice education includes the following four components: 1. It challenges, confronts, and disrupts misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on social and human differences. 2. It provides all students with the resources necessary to learn to their full potential, including both material and emotional resources. 3. It draws on the talents and strengths that students bring to their education. 4. It creates a learning environment that promotes critical thinking and agency for social change. According to this conceptualization, all teachers and students are beneficiaries of social justice education. It is not targeted to benefit a certain group or set of groups; it benefits all. In the next section, we will describe how these components of social justice education connect to world language education. Several key terms are central to teaching for and about social justice in world language classrooms. These include equality, equity, privilege, marginalization, oppression, and dehumanization. These concepts are complex and have been defined in many ways throughout the literature. However, they represent an important foundation as we think about how to weave social justice principles into the classroom. As Rahima Wade articulated: "If we are to teach for and about social justice, understanding what it looks, sounds, and feels like is critical" (2007, p. 4). To create this foundation, we provide our working definitions of these terms here. Equality in

education can be defined as providing equal access to funding, learning opportunities, resources, assistance, etc., so that all students in the classroom have the same chance to succeed. No student is denied something that the teacher or school has provided to the rest of the students. On the other hand, the notion of equity suggests that teachers must also recognize the differences among their students and differentiate accordingly. For example, some students need additional resources, attention, or encouragement to be successful, and teachers who seek equity in the classroom would access resources to provide them. Individuals in any context, such as a classroom, have the potential to bring more or less privilege, defined as the advantages, favors, and benefits that they have access to based on their gender, race, class, sexual orientation, native language, or other element of their identity. In her seminal essay, Peggy McIntosh (1989) describes privilege as "an invisible package of unearned assets" (p. 9). Privilege is often available to members of dominant groups in a society at the expense of members of nondominant or marginalized groups. Marginalization is a process that relegates a group of people to the "margins" of society or confines them to an inferior social position. It is often seen as a form of oppression, the unjust exertion of power over a group, and dehumanization, the taking away of one's humanity (Freire, 1993). Teaching for and about social justice has the power to make each of these concepts explicit, understandable, and relevant for students, which is an important first step toward action. It is important to mention that teaching for social justice can be closely related to a number of similar topics, not all of which will be emphasized in this book. Perhaps the foremost of these concepts is multicultural education, which focuses on understanding the history, contributions, struggles and perspectives of diverse groups of people. Banks and McGee Banks (2012) define multicultural education as having multiple

dimensions; it is a concept that articulates all students' right to learn, a movement for educational reform, and a process, since "educational equity, like liberty and justice, is an ideal toward which all humans work, but never fully attain" (p. 4). Culturally responsive teaching and culturally relevant pedagogy are approaches to teaching that recognize and build on students' cultures as an important source for their education (Gay, 2010; Ladson-Billings, 1995; Nieto, 2010). Gay (2010) explains that culturally responsive teaching is a "means of unleashing the higher learning potential of ethnically diverse students by simultaneously cultivating their academic and psychosocial abilities" (p. 21). Culturally responsive teaching is a key element of social justice education, and we will discuss it as a part of our first steps to implementing social justice education in the classroom in Chapter 2. Throughout the book, we focus on the definition of social justice as defined by Nieto (2010), as outlined above. We will refer to these other concepts and approaches as appropriate, and within that framework.

Why Incorporate Social Justice into World Language Education?

Stakeholders, including students, teachers, parents, school administrators, and anyone else with a "stake" in world language education, often see language classes primarily as a way for students to secure better jobs and meet workplace demands. These pragmatic and instrumental purposes for learning languages are very important, and we do not argue that they should be deemphasized. Nonetheless, language educators can push themselves to move beyond imparting language skills as the sole focus of their instruction. Stakeholders have begun to see the importance of learning a language in order to interact in a respectful, responsive way with members of the target communities. These ideas are identified as global competence, defined by ACTFL as including "the ability to communicate with respect and cultural understanding in more than one language" (ACTFL, 2014), and

intercultural communicative competence, wherein an individual can see relationships among different cultures and mediate among them (Byram, 2000). Major frameworks in world language education have echoed the need for these competences, like the 21st Century Skills Map for World Language Education (ACTFL & P21, 2011). These competences also connect closely with teaching for social justice in the world language classroom. In this book, we integrate these concepts to present a systematic, sequenced, and easy-to-implement approach that both pre-service and in-service language teachers can incorporate social justice instruction in their classrooms. But why? Our reasons for advocating for this approach align with Nieto's (2010) four components of social justice education listed above. First, the world language classroom is uniquely suited to challenge, confront, and disrupt misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on social and human differences. Starting there, language teachers can encourage direct comparisons among the target cultures and the students' first cultures, as well as question stereotypes and myths that students have about people living in other cultures. As language teachers, we are already "halfway there" when we identify differences; developing our curriculum further to examine inequality and discrimination is a development, but not a new direction. These lessons can then be used to positively influence the beliefs and actions of students as they interact with others in the world. Second, the world language classroom has great potential to provide all students with the resources necessary to learn to their full potential, including both material and emotional resources. If the ability to care authentically about others and to demonstrate trust and solidarity is instilled in students within the language classroom, students will develop a deeper understanding of their own and the target culture. They will also develop the competence to communicate with those who

are different than themselves, and perhaps even to mediate among cultures and languages. These competencies have the potential to extend to any situation in which students interact with others of different backgrounds from their own. They also have long-lasting benefits and are a vital component of a student's skillset that allows them to understand, appreciate, and respect similarities and differences among different cultures. Apple (2013) reminds us that "care, love and solidarity—or the absence of them—are among the constitutive building blocks of one's identity" (p. 20). Third, the world language classroom regularly draws on the talents and strengths that students bring to their education. Scholars have often warned against seeing students as "passive recipients of an immutable culture" (González, 2005, p. 36). Teachers have a responsibility to call on their students' talents and strengths, rather than simply focusing on delivering material. All classes are historically and culturally situated, no matter what is taught, and all students have their own cultures and identities that they bring to the classroom. Because we are in a world language classroom, we have already invited students to look at their own cultures and customs. Again, we can easily extend this beyond the visible to the invisible, from holidays to accessing resources, from clothing to identity markers. The students' identities reflect different experiences of privilege or marginalization, and they can benefit from such reflection. By engaging students of all abilities and backgrounds in the conversation, we maybe more likely to have a positive effect on practices in the future (Swalwell, 2013). Fourth, the world language classroom easily transforms into a learning environment that promotes critical thinking and agency for social change. We stand with our colleagues in the fields of critical pedagogy and multicultural education in our belief that, "[a]ll pedagogical efforts are infiltrated with value judgments and crosshatched by vectors of power serving particular

interests in the name of certain regimes of truth" (Sleeter & McLaren, 1995, p. 18). That is, teachers teach more than the content area; they teach students how to think, whom to trust, what to believe, what to value, and more. Helping students to think critically about social change in other cultures can help them to see things that they might not see in their own cultures. In this sense, helping students to think critically about power structures in another culture can be used as a rehearsal for then focusing their analysis on their own communities. Defining the Standards and Skills in Language Education In this section, we explain more specifically how major frameworks in language education connect to social justice education. Hopefully you are already familiar with these frameworks, so this section will focus on helping you to see them in a new light. The World-Readiness Standards This book is firmly rooted in the World-Readiness Standards for Learning Languages, the most recent incarnation of the National Standards, first published in 1996 by the American Council on the Teaching of Foreign Languages, in collaboration with national language-specific organizations (National Standards in Foreign Language Education Project, 2014). We believe that starting with the World-Readiness Standards is beneficial for all language teachers; research has shown that as many as 89% of current language teachers are familiar with the Standards (Phillips & Abbott, 2011). Although some states do have state-level language standards, they are commonly adapted from the World-Readiness Standards. Sometimes called the "5 Cs," these Standards are organized under the five categories of Communication, Cultures, Connections, Comparisons, and Communities (see Figure 1.1; National Standards in Foreign Language Education Project, 2014). Our expectation is that, if you are in a world language teacher education program in the United States, you are already somewhat familiar with these Standards, so we will focus on connecting them with the prospect of addressing social justice issues

in the classroom. These Standards and their components clearly lend themselves to addressing social justice issues. The Communication Standard suggests that students do more than read, write, speak, and listen in the target language. They must analyze, negotiate meaning, persuade, and adapt to audiences. Their interaction with the language is a personal process, one that makes them find appropriate resources, whether those are material resources or their talents and strengths in the classroom. The Cultures Standard, which is focused on relating the products and practices of a culture to the perspectives of individuals in that culture, will be a guiding framework for much of how we will identify social justice issues, as you will read later in this chapter. Both components of the Connections Standard suggest social justice topics, since the Standard addresses both critical thinking and the access to diverse perspectives. Comparisons, as we mentioned above, are necessary for identifying the "social and human differences" which are among the starting points for social justice education (Nieto, 2010). By comparing the cultures studied with their own, our students learn how differences among people can present both challenges and insights. Finally, Communities, with its focus on collaborating and interacting with others in the globalized world, encourages students to familiarize themselves with issues in a variety of contexts. Throughout this book we will continue to refer to these Standards, and we will ask as you craft and adapt your own lessons that you identify the Standards that you are meeting in those lessons. The 21st Century Skills Map for World Languages Another viewpoint on the important skills needed by language students can be found in the 21st Century Skills Map for World Languages, developed in 2011 by a consortium of individuals affiliated with ACTFL and other language organizations. Because this framework is based on a holistic view of 21st century teaching and learning in the United States that addresses all content areas (see

Figure 1.2), it connects explicitly to other disciplines. The main components of the 21st Century Skills Map, which connect the 21st Century Skills with the World-Readiness Standards, include 12 areas. As Figure 1.2 shows, many of the 21st Century Skills share the same concepts with the World-Readiness Standards and with issues related to social justice. One of the most notable connections is with Critical Thinking and Problem Solving, where students are encouraged to examine problems from diverse perspectives and to go beyond surface-level analyses. When we create lessons that develop this skill, it is highly likely that they will also address social justice. Additionally, developing Social and Cross-Cultural Skills, similar to several of the World-Readiness Standards, suggests that teachers should prioritize teaching about differences among people, another priority in social justice education. Both the Creativity and Innovation skill and the Initiative and Self-Direction skill connect to the idea in social justice education that students should use their talents, strengths, and full potential in the classroom. Throughout this book, you will be guided through how to identify both the World-Readiness Standards and the 21st Century Skills that are met in the lessons that you create and adapt. Social Justice Issues and Activities Social justice education can be integrated into all levels of world language education. One quick example from the language classroom is the vocabulary commonly taught about professions. When we use a lens of social justice to teach these lessons, what professions are taught? What professions are not taught? What do the visual representations used in the textbook, on posters, on worksheets, or on visual flash cards say about who typically works in each profession? Additionally, are the words provided for the professions the same across all cultures that use that language? If not, which words are privileged? For instance, in a world language classroom where the curriculum is structured around storytelling

(sometimes called Teaching Proficiency through Reading and Storytelling [TPRS]), a story might focus on a transaction in a store. How do the customer and the seller behave? What does the customer seek, and how is that shown to have value? Even more globally, why do we focus on professions and exchanges of money in the first levels of language learning so regularly? Each of these questions can help us to think more deeply about the content we teach in world languages and the ways we commonly teach it. In this section, we will suggest some types of social justice issues and social justice activities that can provide a starting point for considering how you might integrate social justice education into your own language curriculum. Categories of Social Justice Issues In this book, we map our categories of social justice issues on the components of culture, as established in the World-Readiness Standard addressing Culture (National Standards in Foreign Language Education Project, 2014). These include: products, both tangible and intangible; behavioral practices; and philosophical perspectives. More precisely, products include things that people have, like books, tools, foods, laws, music, and games. Practices focus on what people do, or patterns of social interactions. Perspectives include meanings, attitudes, values, and ideas. Although what we often colloquially call the "3 Ps" are standalone categories, the World-Readiness Standards outline the interrelationship between them (refer to Figure 1.1). Therefore, we also recommend that teachers think of these three different categories of social justice issues as interrelated and connected, with both the products and the practices primarily important in how they relate to the perspectives. In this book, we focus on the following types of social justice issues: 1. Products: Social justice issues that focus on access to and relationships with tangible and intangible resources. Some examples might include: • How access to clean water affects developing countries and communities • The ways

that laws on immigration shape decisions made by individuals • Educational systems and language policy 2. Practices: Social justice issues that arise from how people interact. Some examples might include: • Activist movements and how they achieve their goals • Language usage and its implications in specific contexts (schools, jobs, etc.) • Ways that communities express themselves in the face of oppression 3. Perspectives: Social justice issues stemming from attitudes and values. Some examples might include: • How beliefs about the humanity of individual groups has affected access to employment • The evolution of beliefs about homosexuality and marriage laws in the target cultures • The ways that politicians and political writers express beliefs through speeches Categories of Social Justice Activities There are many ways to think about the different types of social justice activities in the world language classroom. By social justice activities, we mean, very broadly, planned classroom-based learning events that address social justice issues. We contrast these activities with, for instance, the unplanned moments that arise in the course of a class. We believe that those moments, too, are important aspects of social justice learning, but they are not the focus of these categories. Teachers in the world language community, such as Christopher Gwin, from Woodbury, NJ, and Annam Hasan from Overland Park, KS, have expressed concern about being able to teach social justice understandings effectively to different proficiency levels, particularly the Novice level. We have sought to address these issues, and we provide a very general way of thinking of social justice activities. We believe that all of these categories of activities can be adapted to different proficiency levels, different task, lesson, or unit durations, and different ages of students. Several parts of this book offer ample examples of these activities, and each example is labeled clearly with our suggested category of activity. Finally, we are not attempting to

argue that social justice can only be addressed through an activity that fits neatly in one of these categories. These categories provide a structure that can give us one way of organizing our thoughts about social justice activities. We encourage all language teachers to be creative, to adapt, and to blend these categories according to their own interests, talents, and experiences. From most teacher-centered to most student-centered, our categories are: 1. Problem-posing activities. These activities, as suggested by Reagan and Osborn (2002), focus on discussion, critical inquiry, and interactive participation. The problems can be posed by students about cultural artifacts in their own culture or other cultures, and they can lead to reflection and examination of accepted truths by simply asking: "Why?" 2. Text analysis activities. Here, we use the broadest definition of the word text, which can mean not just the written word, but also the spoken word, audio and videotape, media elements, and even images with no written materials (Kramsch, 1993). These activities encompass some of the tasks often associated with media literacy, text analysis, and visual analysis. 3. Rights and policy investigations. This type of activity explores how groups and individuals might be affected by externally imposed rules and regulations, often in the form of policy and laws. These activities can also focus on activism and voices that speak up against policies. They can be teacher-directed (i.e., through a teacher-provided news article), or student-directed (i.e., through a project focusing on a conflict or a political movement). 4. Individual experience investigations. Given the increasing access to the Internet in all educational environments, many students are more able to communicate with different individuals around the world. By looking into individual experiences through face-to-face interviews, simulation activities, questioning via email or social media, or even through participating in an online community or network, students can see the

individual perspective in new ways. 5. Reflection activities. Journaling, participating in multicultural awareness tasks, taking part in a simulation, consciously comparing themselves to others, and other similar activities can also be designed to get students to see how social justice issues have the potential to affect their daily lives. A Note on Backward Design, Differentiation, and Writing Curriculum This book has another underlying framework that focuses on the mechanics and philosophy of curriculum design, rather than on course content. There are several approaches teachers use to create curriculum units for their world language classrooms. The steps we have provided are based on ideas from the backward design approach (Wiggins & McTighe, 2006) and concepts emphasized in Teacher's Handbook: Contextualized Language Instruction (Shrum & Glisan, 2010; see also Osborn, 2006; Reagan & Osborn, 2002). We encourage you to consult these texts for additional ideas and support as you plan. Based on Wiggins and McTighe's Understanding by Design (2006), we adhere to three basic stages for the unit planning in this book (see Figure 1.3). Stage 1: Identify desired results. At this stage, we will encourage you to work from the various standards and skills that we have outlined above, identifying the key objectives for your lesson. Stage 2: Determine acceptable evidence. At this stage, we will ask you to consider how you will assess what the students have learned. Stage 3: Plan learning experiences and instruction. At this stage, we will finally guide you through planning the activities that you will direct or facilitate with your students. We do not intend this text to be an introduction to backward design; for such an introduction, we recommend the titles and authors listed earlier in this section. We will use this approach to design as a point of departure in this book. As you will read in Chapter 3, we have both simplified and elaborated on the notion of backward design to help you create your own original unit plan. More information and

additional steps and guidelines will be provided throughout the book. Overview of this Book The Chapters In Chapter 2, we will explore ways that you can prepare yourself and your students for social justice education in the world language classroom. First, we will discuss how you, as the teacher, can explore your own frame of reference and how social justice education can reflect your own background and experiences. Next, we will encourage you to examine how you can guide students along in a similar exploration. We will conclude with a set of ideas for building learning communities in your classroom that bridge differences and lay a foundation for social justice education. In Chapter 3, we will focus on helping you to develop ideas for units that incorporate social justice. We will walk you through a process rooted in the backward design approach (Wiggins & McTighe, 2006) wherein you will start by identifying the major understandings related to social justice that you feel would best be addressed in your language classroom. We will then encourage you to devise a summative assessment. Finally, you will choose materials, topics, language structures, and communicative functions that will help your students to succeed on those assessments. In Chapter 4, we will focus on those who use, or are required to use, world language textbooks to guide your curriculum. We will provide detailed steps in adapting a unit in a textbook to incorporate social justice issues. You will be guided through ways to select parts of textbooks that are easily expanded or connected with social justice issues. You will then be advised in how to develop and connect those textbook parts with communicative approaches to social justice instruction. In Chapter 5, we will turn the focus to lesson planning. You will connect the ideas that you developed in Chapters 3 and 4, relating unit planning to lesson planning. Then, we will provide you with steps to an effective, social justice-focused lesson plan, helping you move from the general to the specific. This chapter offers

suggestions for sequencing lessons, selecting appropriate activities, and integrating formative assessments throughout. Chapter 6 will focus on how to make room for reflection and self-assessment for everyone in your classroom, so as to maximize some of the learning that can go on during social justice instruction. First, we will provide a series of examples of how you can get students to reflect and assess themselves, including self-assessment questionnaires, peer assessment, portfolios, and journaling. Then, we will look at how you, as the teacher, can incorporate reflection in your teaching, including before, during, and after social justice lessons. We will also connect your self-assessment with frameworks for teacher assessment such as edTPA (Teacher Performance Assessment) and the Teacher Effectiveness for Language Learning (TELL) Project. Chapter 7 will offer our perspectives on lingering questions that you may have about social justice education. We will offer more specific suggestions about how to adapt your social justice instructions to different contexts, different student needs and abilities, and different philosophies. We will provide points to make when advocating for social justice education in your classroom or explaining it to your students and colleagues, and we will offer some final thoughts about how we hope that the field will move forward. The end of the book includes a number of detailed appendices, which will be referenced directly throughout the book. Many of them are templates, lists of ideas and references, and general resources that you can use to scaffold and develop your social justice instruction. We encourage you to use them liberally along with Chapters 1 through 7.
Additional Features Throughout the book, a few special features will help to guide you through the chapters and reflect on your work. We will begin most chapters with teacher vignettes that illustrate some of the issues that we will be addressing in the chapter, followed by questions based on those vignettes to direct you through your initial

thoughts on the topic. All of the vignettes are fictional but are based on a composite of individuals and situations we have encountered in our work in pre-service and in-service teacher development. Since each of us works in different contexts, sometimes the most illustrative vignettes involved combining stories from multiple settings. We are also including quotes and thoughts from real teachers who incorporate social justice understandings into their classrooms throughout the book. We are very happy to include these voices; to collect them, we asked language teachers of different backgrounds and experiences with teaching for social justice to share their perspectives. Additionally, during the explanations and examples in each chapter, you will notice a special icon after some sections: This will indicate that you have a chance to put your own ideas into action. Often, this will be an invitation to complete specific tasks related to developing curricular ideas or activities related to the content of that area of the book. We will provide blank templates for this work in most cases. Finally, at the end of each chapter, there will be a set of discussion questions, which are designed to help you actively engage with the chapter content and to expand your thinking in new directions. Every chapter will conclude with a list of references and additional readings that can provide more information on the chapter topic. A Call to Action In this chapter, we have laid the foundation for thinking about teaching for and about social justice in world language classrooms. We hope that you have gained a clearer understanding about what social justice is, and its potential for supporting students in thinking critically about rights, privileges, and justice in target cultures and beyond. However, teaching students about social justice is only one part of the puzzle. When students see us model compassion, activism, and service, they will gain a more powerful understanding of its importance. Show your students how you speak up for those without a voice or how you take action

toward an important issue that affects a target language community. Show them that social justice involves all of us working together toward change. Remember that “[s]ignificant global change will require the commitment of millions … there is room for all to take part” (Wade, 2007, p. 3). Discussion Questions 1. Which of the World-Readiness Standards (Figure 1.1) do you think are more appropriate to address in lessons that also address social justice issues? Which ones do you think would be the most challenging to combine with a focus on social justice? Select a Standard and imagine how it could be addressed in a lesson that also addresses social justice issues. 2. Which of the 21st Century Skills (Figure 1.2) do you think are more appropriate to address in lessons that also address social justice issues? Which ones do you think would be the most challenging to combine with a focus on social justice? Select a 21st Century Skill and imagine how it could be addressed in a lesson that also addresses social justice issues. 3. When is a list of vocabulary more than a list of vocabulary? Think about vocabulary that you teach to your students (the example given in the text is professions). How does that list of vocabulary words teach students more than just words? Does it impart any values? Does it situate you or your student in a particular social class? How could the choices one makes about vocabulary contribute to or reinforce stereotypes? 4. What has your experience been with classrooms where social justice education has occurred? Do not limit yourself to world language classrooms necessarily. Have you seen social justice education in action as a student, an observer, or a teacher? Reflect on how your experience, or lack thereof, might affect your experiences in creating lessons that address social justice. REFERENCES American Council on the Teaching of Foreign Languages. (2014). Reaching global competence. Retrieved from http://www.actfl.org/sites/default/files/GlobalCompetencePositionStat

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http://www.actfl.org/sites/default/files/pdfs/public/national-standards-2011.pdf Reagan, T. G. & Osborn, T. A. (2002). The foreign language educator in society: Toward a critical pedagogy. New York: Lawrence Erlbaum Associates. Sleeter, C. E. & McLaren, P. L. (1995). Introduction: Exploring connections to build a critical multiculturalism. In C. E. Sleeter & P. L. McLaren (Eds.), Multicultural education, critical pedagogy, and the politics of difference (pp. 5-32). Albany, NY: State University of New York Press. Shrum, J. & Glisan, E.W. (2010) Teacher's handbook: Contextualized language instruction (4th Ed.) Boston, MA: Heinle. Swalwell, K. (2013). Educating activist allies: Social justice pedagogy with the suburban and urban elite. NY: Routledge. Wade, R. C. (2007). Social Studies for social justice. NY: Teachers College Press. Wiggins, G. & McTighe, J. (2006). Understanding by Design (2nd ed.). New Jersey: Pearson. Regardless of the type of environment in which you teach, it is important to acknowledge that the backgrounds, experiences, abilities, and cultures of every person in your classroom, including you, might lead to very different experiences of social justice education. In this chapter, we will address some of the ways in which you can build your awareness of your own frame of reference and your students' diverse frames of reference. Then, we will provide tools for you to differentiate instruction and build a learning community to set the stage to teach for and about social justice issues in your world language classroom. A Glimpse into the Classroom Laila, a native speaker of Arabic, and Tim, a nonnative Japanese speaker, are making strides to include topics of social justice in their world language curriculum. Laila teaches novice levels of Arabic in a large, affluent middle school in a metropolitan area. Tim teaches novice and intermediate levels of Japanese in an urban high school where 85% of the students receive free or reduced priced lunches. Neither teacher has regularly integrated topics of social justice into their curriculum, but

both have plans to include social justice in each unit they are teaching this school year. At the beginning of the year, Laila gave her students a questionnaire about their backgrounds and interests, which she hoped would inform her planning. Currently, she is teaching a unit on food and customs related to eating and she begins with an interactive lecture about various holidays, such as Ramadan, that influence Muslims' choice of foods in many Arab countries. Laila shares her own personal experiences of observing Ramadan, fasting from sunrise to sunset, and she shares pictures of her family's celebration of Eid al-Fitr at the end of Ramadan. During the interactive lecture, Laila gives her students reflection questions to draw out some of the information she learned about them and to help them make connections to the topic. The first set of reflection questions encouraged students to be able to explain their own perspectives on an important holiday in the Arab world: What do you think about Ramadan? If you have experience with Ramadan, describe your own perspective on this holiday. If you do not have experience with Ramadan, what would be rewarding about it? What might be challenging? The second set of reflection questions encouraged students to make their own connections to the holiday of Ramadan: Think of something to which you had to make a big commitment and see it through. What was it? Why was it important to you? Meanwhile, in the Japanese classroom of intermediate learners, Tim is also teaching a unit on food and eating customs and plans to focus on Shin Okubu, Korea Town, in Tokyo. Tim knows most of his students from novice level classes and he wants to activate their prior knowledge and help them make connections between their own cultural backgrounds and the cultural significance of Koreans, an oppressed group, in Japan. He knows that his students come from mainly Latino, Hmong, Korean, African-American, and East African backgrounds, but he does not know enough about the traditions,

beliefs, and interests that are important to them. Tim's students each keep a notebook journal, and at the beginning of every unit, he opts to give his students a short reflection journal assignment to be completed in English or in the target language depending on the complexity of the topic. As preparation for this unit on food, he asks the students to complete ajournai assignment about the following questions: (1) Name some foods that are important to you and represent your family and cultural background. (2) Why do you eat them and what is the significance of these foods for you? (3) What do you know about ethnic communities in our own city? What kinds of experiences have you had with people and foods in these communities? Tim collects the journals and reads them as he continues to plan lessons in this unit, integrating opportunities for students to tell their own stories related to food and eating customs. From what you know about these two teachers, consider these questions: 1. Tim and Laila take various steps in order to learn more about their students to inform their planning and instruction. What do you think about each of their information-gathering methods? How would you choose to learn more about your students? 2. Examine the types of questions that Laila and Tim ask their students. What kinds of things do you think Laila will learn about her students? What kinds of things might Tim learn about his students? Looking into the Mirror: Exploring Your Frame of Reference as a Teacher Our personal frames of reference are comprised of many aspects of our identities and our experiences. A frame of reference is a broader term comprised of a combination of both an individual's identity and life experiences, while identity refers to how individuals position themselves and identify specific dimensions of themselves. All of us enter the classroom with unique perspectives about the world that are informed by our ethnicity, sexuality, religion, socioeconomic status, place of origin and current residence, political views, education,

age, immigration status, home language(s), and other dimensions. For example, a pre-service teacher might have been raised in a very socioeconomically and ethnically diverse urban environment. During student teaching, this pre-service teacher might struggle to work with rural, conservative, predominantly White students. However, a different pre-service teacher, more familiar with the students' frames of reference, may have a very different experience. It is important to understand that teachers' frames of reference have a great influence over how they respond to their students. It has been well documented that teachers tend to instruct students in the same way they were taught, an inclination that was coined apprenticeship of observation by Lortie (1975). For example, if a student in a French class was taught about the French language and culture mostly from a White, European point of view that overlooked Francophone cultures comprised of people of color, it would not be uncommon for that student, in turn, to become a French teacher who also presents material in a Eurocentric manner. Unfortunately, this approach would not recognize and affirm people of color both within and outside of the classroom. Although the teacher did not seek to marginalize students out of malice, she may have simply taught French in the way that it was modeled for her. By critically examining our frames of reference, we will be better poised to facilitate learning among our students, especially when entering into dialogue about complex topics to which students may react in various ways. In the exercises below, you will have the chance to explore your own identity and frames of reference. Circles of My Multicultural Self1 Part A: Draw the figure below on a piece of paper. In the middle circle, write your name. In the outside circles, list 6 descriptors that represent your identity. These can be visible or invisible aspects of your identity (for instance, teacher, parent, Latina/o, Muslim, etc.) Part B: In light of your graphic, consider the questions below. 1. Think of a time when

you were especially proud to be associated with one of your descriptors above. Why was this important to you and how did it make you feel? 2. Think of a time when an aspect of your identity was interpreted in a negative manner. How did it make you feel to be misunderstood? How did you respond? 3. Name a stereotype that is associated with one of the descriptors you identified. I am_____, but I am NOT_____. For example, I am Muslim, but I am NOT a terrorist. Part C: Discuss the answers to these questions with a partner or a small group. 1. Share your stories of pride associated with one of your descriptors with a partner or others in a small group. How did others feel to be positively identified with one of their descriptors? How did it feel to tell your story? 2. If you are comfortable doing so, share your story about a time when someone interpreted one of your descriptors negatively. How did it feel to tell your story this time? 3. Share your stereotype and listen to others share their stereotypes. How would you disrupt the stereotypes that you heard others share? 4. Did anyone share a stereotype that you believed? How are the stereotypes associated with oppression? Part D: Now that you have had an opportunity to explore different facets of your identity through the Circles of My Multicultural Self Exercise, take time to consider these reflection questions related to your culture and your experiences. 1. Why did you choose to learn another language? How did you learn it? 2. What kinds of traditions are important to you? 3. How are gender and sexuality perceived in your culture? 4. In what way did the socioeconomic status of your family influence opportunities and experiences you had and your view of the world? 5. If you were forced to give up or hide an aspect of your identity, which aspect would you choose? How would this make you feel to not be able to share this part of your identity with others? Part E: As a final step in this process of exploring your identity, it is important to think about what it means for

the classroom. Think about how your identity and view of the world may influence your response to various students and to topics that may arise in the classroom: 1. How would you respond if a student in your class brought up an issue related to access or discrimination during a whole group discussion? 2. How might you handle a situation in which one of your students persistently advocates for or against the rights of a specific group? 3. Describe the students to whom you can most relate. Why is it easier for you to understand these students? 4. Describe the students to whom it is most difficult for you to relate. Why is it more difficult for you to understand these students? Peering into the Classroom: Exploring our Students' Frames of Reference Sometimes when we talk about "diversity" among our learners, it is easy to immediately equate diversity with students' ethnicities. For example, a student teacher working on his student teaching portfolio wondered how he would address diverse learners because, as he put it, "All of my students are White." Even in classes where students appear to be racially or ethnically homogenous, there are multiple dimensions that make each student unique, including gender, religion, family structure, home language(s), sexual orientation, immigration status, age, and other multifaceted aspects of culture. All of these dimensions, along with students' life experiences, help to shape their frames of reference. Understanding these subtle elements of students' unique identities is a critical first area of exploration that you must complete before incorporating social justice topics into your world languages curriculum. In this section, we begin by discussing a few larger categories of student diversity that you should consider, including students' cultural backgrounds, cultural capital, and abilities. Many of these concepts and activities resonate with culturally responsive teaching, an approach that uses the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more

effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (Gay, 2002, p. 106). Although a more detailed description of enacting culturally responsive teaching is beyond the scope of this book, it is foundational to social justice teaching. As a result, we discuss a few key concepts related to culturally responsive teaching to help you form a framework for teaching for social justice in your own classroom. Students' Backgrounds and Abilities Students' cultural backgrounds, which can include ethnicity, sexual orientation, gender, socioeconomic status, home language(s), family structure, and other dimensions, greatly inform the way in which they view the world. For example, a heterosexual male student may experience access and opportunities in a language classroom differently than a female or homosexual male student. Students gain a variety of experiences due to their cultural backgrounds, and they will respond to social justice curriculum in different ways—particularly if they have been granted privilege or have encountered marginalization (Swalwell, 2013). As we discussed earlier, in an equitable classroom, the teacher recognizes that some students require more scaffolding and more support, both academically and emotionally, to succeed. Students enter the classroom with a range of abilities and needs. In many inclusive classrooms, students may need additional supports for academic success that are detailed in their Individual Educational Plans (IEP) or 504 Plans. Other students may need less scaffolding and more independence in their learning. For example, under Title IX, students' genders and sexualities are protected. Students who are struggling with these aspects of their identities may require additional emotional support in order to succeed academically in the classroom. For further information, please see

Chapter 7, where we provide a brief overview of the main principles of differentiation, and how these principles align with the objectives of teaching for social justice. These principles can be applied to all language classrooms in order to respond appropriately to students' frames of reference, backgrounds and unique needs. Students' Cultural Capital All students enter into the learning process with cultural capital that is specific to each individual. The notion of cultural capital was first theorized by Pierre Bourdieu (1977) to describe how students' success is influenced by certain cultural knowledge, and he posited that cultural capital is passed down from the family to the student. Bourdieu's theory has continued to be used in an educational context to describe the unique knowledge and view of the world each student possesses. Students' cultural capital is greatly informed by resources and knowledge gained through experiences tied to one's ethnic, socioeconomic, and language background (Bourdieu, 1986; Nieto, 2010). Similar to economic capital, cultural capital has "exchange value." However, in most cases, the cultural capital that is valued in schools is not the cultural capital possessed by marginalized students. For example, a student who has grown up with the ability to travel extensively has gained a different view of the world than a student who has not left her own city, but is deeply involved in her community. The student's knowledge gained through extensive travel may be valued more by US teachers than the experiences of the student who knows a great deal about her own community. These two students' cultural capital will be very different, but both students' frames of reference have the potential to add richness to a learning environment. Finally, students' experiences and their interests outside of school can lead to informal knowledge on a variety of topics. This is referred to as funds of knowledge, a term that has been used to describe the breadth of knowledge that contributes to students' development, well-being, and

approaches to learning. This breadth of knowledge can be utilized by teachers to better reach their students in the classroom, and it can even include car or appliance repair, household budgeting, painting, or music (Moll, et al., 1992). For example, Tan and Calabrese Barton (2012) describe a group of bilingual students in the Southwest United States who had been marginalized in their schools. However, the students had the opportunity to engage in an afterschool program specifically geared toward their lives and experiences. During the program, they went to an auto body shop in their community that specialized in building low-rider vehicles and focused on how the mechanics used mathematics. This activity was meaningful for many students involved because they had family members who worked as mechanics. In addition, low-riders were a source of pride and an art form in the students' community. Since the students were interested in and had prior knowledge with this topic, they were able to use authentic language to ask questions. It is important for teachers to recognize that informal knowledge, as well as formal, academic knowledge, has a place in the classroom. We can tap into students' lives and interests to find relevance in the academic knowledge being learned. Ensure That All Students Are in the Picture Tatum (2010), in a keynote address at the Summit on Racism, asked the audience to imagine a situation where every time they came to a conference, they would gather and take a picture of all attendees. Then, she asked them all to imagine how they would feel if they knew where to find themselves in the picture, but discovered that they were digitally removed, and this happened each time they attended the conference. Eventually, an attendee who is left out of the picture year after year will feel less motivated to attend and may stop showing up all together. Finally, she explained that this is how some students feel much of the time in their classes when the curriculum is not relevant to their own

lives and they cannot see themselves reflected in the curriculum. They are left out of the picture. Although Tatum references the importance of affirming the ethnic identities of students, it is equally applicable to students who may be marginalized in other ways, for instance, through learning or physical disabilities, religion, sexuality, or another element related to their identity. Unfortunately, world language classrooms, like many classrooms in schools, do not always ensure that every student is in the picture. Krishauna Hines-Gaither, a college-level Spanish instructor in North Carolina, suggests that language classrooms may not always be inclusive for diverse learners: "In my experience, world language educators can, at times, create spaces that appear alienating to students … Languages are presented as if they are for a select few who possess the innate abilities necessary to pursue language study." However, a social justice curriculum has the potential to push teachers toward meeting the needs of students of varied abilities and backgrounds because of its natural alignment with equality and equity. Teaching for social justice extends to all aspects of students' identities. In planning learning activities, opportunities must be provided for students to demonstrate their own strengths and knowledge, while also offering scaffolding, options, and support for students to account for their unique needs. In other words, if equality and equity are both present in the classroom, students have equal access to what they need in order to be successful, but they might take different routes to get there. The fact is, some students need more in order to succeed, and it is vital to recognize this. However, in order to include your students in a meaningful way in the curriculum, it is necessary to take steps to get to know them and learn about the various aspects of their identities. In the section below, we recommend three different types of activities that allow for an opportunity to actively learn about your students. We will also provide some guidelines to help you integrate the information

you gather about your students into the curriculum and learning activities taking place in your classroom. For each activity, we suggest that you create a version based on your own life and interests to share with your students and to model the final product. The main objective of taking these steps is to ensure that all of your students are a part of the picture as you develop curriculum and plan lessons. Activity 1: Design and Administer a Student Questionnaire Part A: For this activity, you will learn more about your students through a questionnaire. The objective is to be able to practice gathering and making sense of data from students. If you are a pre-service teacher, you could give a questionnaire to a class to which you have access (for example, a field or clinical experience) or you could give it to a language class on your campus in which the professor and students are willing to participate. In the questionnaire, ask a variety of questions to help you to understand the way in which students perceive themselves. The following lists include some possible questions you could use in your questionnaire. Depending on the proficiency level of your students, they could be provided in English, in the target language, or in a combination of both. The types of questions you ask also depend on whether or not the students have been in class with you for a period of time or if they are new to your class. Feel free to adapt the questions to make them more appropriate for your context and grade level or add questions that are important to you. You should also assure students that they may skip any question that they are not comfortable answering. Some Standard Questions: 1. List three adjectives that best describe who you are. (You could also provide students the opportunity to draw themselves or represent their description in another format.) 2. How would you describe your home? 3. How would you describe your family? 4. Which traditions are most important to you and your family? 5. What made you want to learn this language? 6. Describe an aspect of

the target culture that you find most interesting and why. 7. What is your greatest strength as a student in our world language class? 8. What is most challenging for you as a student in our world language class? 9. What do you most enjoy about our class? 10. What do you most dislike? 11. Describe a time when you felt that something you learned in our class had a connection to your own life. Please give a specific example. Some Unique Questions: 1. Would you rather live without your arm or your cell phone? Justify your answer. 2. If you could be a flavor of ice cream, what would you be and why? 3. Which food would you choose to have an unlimited supply of and why? 4. Which animal best represents you? Explain. 5. If you could choose a different name for yourself, what would you choose? Explain. 6. Would you rather find yourself in_____(insert book or movie) or in_____(insert book or movie)? Justify your answer. 7. I was really surprised once when… 8. The best thing I have ever tasted is… 9. The person who understands me best is… 10. The thing that makes me happy when I feel sad is… Part B: Once you have collected and read through the students' responses, use these questions to help you analyze, interpret, and reflect on the data. 1. What are some overall impressions of the questionnaire that stand out to you? 2. Was there anything about particular students that you found surprising or particularly interesting? 3. Were there patterns in aspects of the class that students enjoy? In aspects that students dislike? 4. Which topics in class did students find most relevant to their own lives? Based on what you know about the students' abilities and cultural backgrounds, did you see any differences or similarities among students? 5. Which aspects of the target culture did students find most interesting? How did students vary in their answers? 6. What did the students' answers about their homes, families, and traditions tell you about them? Activity 2: Engage Your Students in an Introductory Project At the

beginning of the course, whether the students are new or returning, introductory projects can reveal a great deal about students' frames of reference. Often in novice level classes, students are learning to describe themselves and others, to discuss their interests, and to express preferences. Meanwhile in intermediate and advanced levels, introductory projects can give students a chance to settle into language learning again, and these students can discuss and describe themselves in a more complex manner. This provides teachers with the opportunity to not only engage students in the target language, but to also gather information about each of their students in a manner that is less overt than administering a questionnaire. Projects can fit naturally into the curriculum and day-to-day events of the language classroom. If you have returning students from previous levels with whom you are already familiar, these types of projects can still be useful in reacquainting yourself with each of the students. Furthermore, if students have already developed a relationship with you in a previous class, they may be willing to reveal more information about themselves. Below you will find several project ideas, but we encourage you to be creative and develop your own project that is catered to the needs of your own classroom. Each of these ideas can be conducted in the target language, and they can be adapted for a variety of proficiency levels and ages, pre-K through postsecondary. A. Timeline: Students create a timeline of their lives starting from the point of their birth. However, they should not include other dates on the timeline that correspond to each of their subsequent birthdays. Instead, the pictures and events that they include on various points of the timeline should be related to their activities, experiences, interests, people who are important to them, etc. Each of the points on the timeline should correspond to something that has led to the person they are today. B. Life in Poetry: Students write a poem about themselves following a specific format

that asks them to provide adjectives to describe themselves; express fears, pride, and hopes; and identify the people most important to them. Depending on the proficiency level of the students, the language used in these poems can be simplified or altered An example is provided in Figure 2.1. C. Self-Portrait Through Pictures: Students compile pictures and short descriptions to describe their personalities, appearance, interests, hobbies/activities, family, etc. You can also ask students to identify the characteristics that they like the most or of which they are most proud. Students can create their self-portraits in various formats: an interactive poster on Glogster, a collage, a photo album, a VoiceThread or even a blog post. This project is easily adaptable for different ages and proficiency levels. Activity 3: Conversation Circles Gather your students on a regular basis on the floor in a circle or make a circle with the desks. The first time you hold a conversation circle with students who are new to you, tell them a little about yourself and allow them to ask questions to learn more about you in either the target language or in English, depending on the students' proficiency level. Going forward, the conversation circles will be geared toward developing an understanding of your students' points of view on a variety of topics that can range from their favorite movies to complex cultural themes. For example, in a novice level class, the theme of the conversation might be "my favorite things," and students share about the things they most like, while other students comment appropriately and ask simple follow-up questions. At a higher proficiency level, the theme might revolve around a reading or a film, and students should be expected to share opinions, provide analysis, and ask thought-provoking questions. To prepare for the conversation circle, brainstorm several questions that you can pose to the students to encourage discussion. Depending on the topic and the proficiency level of the students, they could also prepare questions for their

classmates to discuss in the conversation circle. If the topic of the discussion circle is based on an aspect of the target culture, the discussion may or may not take place in the target language depending on the proficiency level of the students. Some Sample Conversation Circle Questions 1. What is your favorite hobby? 2. What makes you happy? 3. Which hobby or activity would you like to learn? 4. What do you think about the school system in_____ (country)? 5. Do you think you would succeed in this kind of school system? Why or why not? 6. Which students benefit from this kind of system of education? Which students are at a disadvantage under this system of education? Making Space for Students' Identities in Instructional Activities You may be saying to yourself: Okay, I have learned a lot of information about my students. Now what? As you do these activities and projects, take the time to make some notes about characteristics of your students that are key to understanding their identities. You can capitalize on the information you gather about your students in ways that will affirm their identities in your language class. Below you will find several methods for making space for students' identities in instructional activities. Give Students Choices To give students choices, you should consider providing them with options in regard to format, topic, and collaboration. For example, for the self-portrait through pictures project idea, although the learner outcomes for the project would remain the same for all students, they could choose the format for completing the assignment. By doing so, a student who has an interest in creating art could choose to produce his or her self-portrait by hand, while another student who enjoys writing may opt to create a blog. Similarly, by allowing students to choose the topic for a unit, lesson, activity, project, or discussion, students have an opportunity to integrate their frames of reference into the classroom. Allowing students to choose whether to work individually, with a partner, or in a

small group can also be useful in helping students to capitalize on their identities. Although it is important for students to learn to work both independently and with others, some students work best alone, while others work best collaboratively. Most importantly, giving students choices transfers some of the power in the classroom from the teacher to the student, giving the students agency and control over their own learning. Additionally, this option allows students to keep some personal aspects private and does not force them into sharing information that may be difficult to divulge to classmates. Conduct Regular Check-Ins Carving out the time on a regular basis (e.g., once per month, once each quarter, at the end of each unit) to have one-on-one conversations with students can provide the opportunity to ask them questions related to perceptions of their own progress and to make suggestions for instruction and learning. Allowing students to express their opinions demonstrates respect for who they are as individuals and learners. Some examples of questions to ask students are as follows: 1. Which learning activities are most effective for you? What kinds of suggestions do you have for learning activities that would be of interest to you? 2. If you could choose the topic for one of our next units, which topic would you choose? 3. Which topic do you wish that we could have spent more time exploring? 4. Which topics have resonated most with you? 5. What kinds of suggestions do you have for me to provide a better learning experience for you? Again, some of the questions provide avenues for giving students a voice in the classroom, and if the questionnaire is confidential, students who may hesitate to share their answers with their teacher one-on-one, may feel an ability to provide candid responses. Some of these questions can give you an opportunity to reflect on your practice as well. The process of reflection is important and will be discussed in further detail in Chapter 6. Represent Students' Identities in Examples Having been able to gather

information about your students through questionnaires, projects, and discussions, you can also compare and contrast your students' identities with the way in which people of the target culture and topics are represented in the classroom. Your students' identities should be reflected in the posters and other visuals hanging in your classroom. As students look around your classroom, they should be able to see themselves, whether that is in a store-bought poster or in student-created posters and artwork. Chapter 7 offers more suggestions for how to do this. Representing your students also extends to classroom procedures and activities. For example, if most examples of cultural products, practices, and perspectives are Eurocentric or only representative of able-bodied people, the topics will have less meaning and relevancy for students of color or students with disabilities. Including themes and activities that represent students' interests, abilities, and backgrounds is a principal method of affirming your students' identities. Building Learning Communities that Bridge Differences The next stage of preparation to teach for social justice is all about building a learning community in your world language classroom. Some teachers question how they can adequately prepare students to engage in socially sensitive topics, a question that is not uncommon as teachers explore how to incorporate social justice understandings into their curriculum. In this section, we describe steps you can take affirm student identities, build a strong learning community in your classroom, and create an environment in which students can feel comfortable exploring more complex topics. As a teacher, there are some key points to consider as you work to bring your students together in a diverse learning community. The world language classroom can be transformed into a place in which students participate in language and cultural activities, but it can also be a place in which students' own identities are affirmed as they gain deeper

understandings of products, practices and perspectives of the target culture(s). Many of us can recall a schooling experience in which we felt uncomfortable, stressed, disenfranchised, or disempowered. Can you imagine engaging in an activity or participating in a discussion about a sensitive topic in that type of environment? In their Toolkit for the Tongue-Tied, Teaching Tolerance—a project of the Southern Poverty Law Center—provides a number of "critical practices" that teachers can use when discussing sensitive topics. They note that, "[s]ocial emotional learning, respect and safety are as important as literacy and critical thinking skills… Research shows that students need to feel both physically and emotionally safe to learn. This includes safety from stereotype threat, harassment, and exclusion." Teachers must create warm, nurturing spaces in which students feel comfortable, confident, and willing to participate. This is even more critical when teachers plan to teach about social justice issues in their lessons. Creating such a space involves thinking carefully about the specific teacher practices in which you engage (i.e., what you do as a teacher during lessons) and the dispositions which you embody toward your learners (i.e., your attitudes, beliefs and how they manifest in your actions). These practices and dispositions include how you build trust and community, how you set up classroom routines, how you engage with students outside the classroom, and the conscious and unconscious practices you use in your lesson planning and instruction. Here are some of our most recommended ways in which you can prepare to support students for critical engagement in your social justice activities: Capitalize on your students' unique perspectives. Make the most of what you have learned about students' backgrounds and contexts. Their frames of reference can provide a great deal of richness in the process of learning and engaging in dialogue about complex aspects of culture in language classrooms. Allow students options and some freedom in their learning

activities and in how they demonstrate their understanding. By doing so, you will find that students' abilities and perspectives on the world become more apparent, which will aid you in linking the target language and culture to relevant aspects of the students' own lives. Nieto (2010) suggests that teachers act as a bridge for their students to connect students' differences to the dominant culture. This notion can be applied in multiple ways as we think about teaching for social justice in language classrooms. First of all, a bridge can be used to bring students together and allow them to view topics from different perspectives found both within and outside of the classroom. Secondly, a bridge can allow all students to go on a journey from their own culture to the target culture(s) being studied in class. One of the best characteristics of a bridge is that the value of it increases over time because students coming from different sides of the bridge can use it to understand various viewpoints and contexts (Nieto, 2010). Be a facilitator and actively engage the students. hooks (1994) reminds us that a teacher is not supposed to just deliver information, but to be a "catalyst" to draw students into the dialogue and learning process (p. 11). Students should be active participants. Freire (1993), in Pedagogy of the Oppressed, referred to the traditional approach to education as a "banking" model of education, in which the teacher possesses all of the knowledge and fills students with the knowledge as though they are empty receptacles (p. 72). For example, the students sit silently, the teacher provides students with discrete points of information, and in many cases in banking education, the students are expected to recall these discrete points on assessments such as worksheets, quizzes, and tests. We implore you to move beyond this model by using activities that allow students to make sense of the content in their own way and through the use of critical thinking skills. The development of critical thinking skills can be one of the long-lasting benefits of social justice

education, but it cannot take place unless the teacher is willing to help students to become “agents of their own learning” (Nieto, 2010, p. 189) and to use what they are learning in a meaningful way. This knowledge and learning is reflected in authentic performance assessments, which will be discussed further in Chapters 3 and 4. Be courageous and challenge students with topics. World language teachers are in the position to take a stand on issues related to equity and to help students to examine and discuss these issues. According to Freire: “No teacher is worth her salt who is not able to confront students with a rigorous body of knowledge …” (Kincheloe, 2004, p. 21). Naturally, it is safer and easier to engage students in discussions of superficial topics of culture, but doing so does not allow students to gain an authentic understanding of the lives of others, which is one of the most important components of language instruction. In order to peer below the surface-level of cultural products, teachers must invite students to use critical thinking skills and view the culture through different lenses. Once you have decided to take the risk and challenge your students with more rigorous topics, remember that it is important to be clear about your intentions (hooks, 1994). Students need to understand the philosophy underlying the practice of exploring and discussing topics of social justice. However, after students have had the opportunity to engage in a topic of social justice, world language teachers are also in the position to challenge their students to act. Stephanie Owen-Lyons, a former Spanish teacher and doctoral student at the University of Minnesota, Twin Cities, describes how she introduced students to more complex topics such as Fair Trade and sustainability, exploring these topics from multiple points of view. Once her students had thoroughly explored the topic and were well versed in the arguments for Fair Trade, she led them in action by organizing a petition to implement Fair Trade coffee in the high school. She also organized a group of her

Spanish students to volunteer to work the Fair Trade booth at a Coldplay concert. Ultimately, Stephanie and the students succeeded in bringing Fair Trade coffee to the high school café and in educating students and people throughout the community about the importance of Fair Trade. Stephanie could have stopped at challenging her students with understanding the topics of Fair Trade and sustainability, but she provided the scaffolding and support for them to take the next step of action. This type of instruction could give students the knowledge and confidence to act on their own in the future when they see opportunities to work toward social justice in a variety of contexts. Be okay with silence. The content of social justice lessons is not as neutral as many language-focused lessons. As a result, you might find starting discussions about social justice issues to be challenging. At times, students may not feel comfortable answering questions or voicing their perspective on a given topic. In her work on silence in the classroom, Schultz (2009) redefines classroom participation to include both engaged silence and multimodal responses. In addition, she notes that silence has the potential to communicate other messages, including resistance, boredom, or thoughtfulness. As teachers, we must be responsive to silence and willing to check up on students' emotional responses to the content, to their work in their classroom, and to the general classroom dynamics. Finally, you will need to empathize with and support the complex emotions and responses from students that may emerge. Many of these practices stretch beyond the specifics you will plan for a given lesson, but they are clearly aspects that you must consider on a day-to-day basis if you incorporate social justice into your curriculum. Ultimately, you will weave these practices together to create a larger approach to teaching languages that guides your daily planning and enactment of lessons. Conclusion In this chapter, we invited you to consider your own identity and the way in which your

frame of reference influences the way in which you approach students, instruction, and learning. We hope that you have begun to reflect on your own background and your positioning in social justice in order to think about how you can most effectively engage in topics of social justice with students. The process of reflection is ongoing and will be discussed further in Chapter 6. Additionally, you had the opportunity to learn about your students' identities through different activities and to think about steps you can take to integrate their identities into the curriculum, teaching, and learning. Finally, you had a chance to contemplate how to bridge your identity and the varied identities of your students to create a sense of community in your language classroom. Ensuring that every student is a part of the picture will put you on the path to creating successful learning experiences based in social justice for your language students. Discussion Questions 1. Which characteristics do you value most in students? How do you react when students do not possess those characteristics? What steps do you take to engage with those students effectively? 2. Think of a time when a student's ability or unique knowledge on a certain topic surprised you. If you are a pre-service teacher, perhaps you can think of a student you met in a clinical experience or a fellow student in a class. How could this student's ability or knowledge be used in an effective way in a world language class? 3. Describe a situation in which you have felt uncomfortable and struggled to appropriately address a topic related to discrimination, access, oppression, otherness, etc. It could be a situation from your experiences as a student, a teacher in preparation or as a practicing teacher. 4. With your circles in mind from the Circles of My Multicultural Self activity, think about and identify the topics of social justice with which you most struggle. Why do you think these would be most difficult? How is the difficulty of these topics connected to aspects of your identity and your frames of reference? 5. Read Peggy

McIntosh's article, "White Privilege: Unpacking the Invisible Backpack." In what way do you believe that you have benefited from privilege or in what way have you experienced marginalization? How might these experiences influence the way in which you view learning and teaching? REFERENCES Bourdieu, P. (1977). Cultural reproduction and social reproduction, in J. Karabel & A.H. Halsey (Eds), Power and Ideology in Education (pp. 487-511). New York: Oxford. Bourdieu, P. (1986). The forms of capital. In J.G. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241-248). New York: Greenwood Press. Freire, P. (1993). Pedagogy of the Oppressed (2nd ed.). New York: The Continuum Publishing Group. Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education, 53 (2), 106-116. hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Boston: South End. Kincheloe, J. (2004). Critical pedagogy. New York: Peter Lang Publishing, Inc. Lortie, D. (1975). Schoolteacher: A sociological study. London: University of Chicago Press. Moll, L., Armanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classroom. Theory into Practice, 31, 132-141. Nieto, S. (2010). Language, culture, and teaching: A critical perspective. New York: Routledge. Schulz, K. (2009). Rethinking classroom participation: Listening to silent voices. New York: Teachers College Press. Swalwell, K. (2013). Educating activist allies: Social justice pedagogy with the suburban and urban elite. NY: Routledge. Tan, E. & Calabrese Barton, A. (2012). Empowering science and mathematics education in urban schools. Chicago: University of Chicago Press. Tatum, B.D. (1997). Why are all the Black kids sitting together in the cafeteria? New York: Basic Books. Teaching Tolerance. (n.d.). Toolkit for the tongue-tied. Retrieved from: http://www.tolerance.org/teach-sensitivetopics 1 adapted from www.edchange.org This chapter will guide you in creating original,

communication-based units that are connected at a fundamental level with important principles in social justice education. If you are currently a pre-service teacher, this will give you an opportunity to think about big-picture planning, including the standards that guide your instruction, the social justice and language objectives that you plan, and the authentic, summative assessment that you use at the end of the unit. If you are currently an in-service teacher, this section will enable you to think deeply about the alignment between your long-range planning elements while incorporating social justice themes and understandings. A Glimpse into the Classroom It's a new school year at Franklin High, and Li, Elena, and three of their colleagues: Ayana, who teaches French and Italian; William, who teaches German; and Samira, who teaches Arabic; have the opportunity to collaboratively plan the first unit they will do in their Novice-level world language classes. This year, Dr. Rodríguez-Durand, their department supervisor, has given them 3 days during their district's end-of-summer preplanning session to create the unit and plan their lessons for the first few weeks of the school year. Both Li and Ayana had the opportunity to participate in a professional development session last spring at their regional foreign language conference on incorporating social justice understandings into world language curricula. After the conference, they decided to work with their colleagues to create the structure for an introductory unit that could then be adapted to their specific target languages and cultures. On the first day of preplanning, they begin working on an "All About Me" themed unit, in which students will be able to describe their physical characteristics and personal qualities, and tell someone where they are from and their age. However, on a deeper level, they also want students to explore the connections between personal identity, community, and culture. They thought this would be a great opportunity to engage students in one of the social justice activities

they learned about in the workshop, such as a problem-posing activity or an individual experience investigation. During their brainstorming session, the teachers talked about some of the stereotypes that their high school students had expressed in past years. The stereotypes were rooted in students' misconceptions about individuals from the target cultures and countries they were studying. For instance, Elena retold an anecdote about one of her ninth-grade students who thought that all of the Spanish speakers in their community were from Mexico. She felt that many of her students were unaware of the diversity of cultures within the Spanish-speaking community. Elena also thought that many of the students' understandings of Spanish-speakers might be based on stereotypical images. Samira also talked about some of the racist and prejudiced statements she had heard from some of her students. William then thought of an understanding that would be applicable despite their target language or culture: "Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large."1 As a team, they decided that they would infuse the unit with opportunities for their students to explore the various dimensions of their identities, including but not limited to gender, ethnic background, nationality, native language, socioeconomic status, family structure, personality, passions, and life histories. Li and his colleagues spent a full day developing a plan for their unit, identifying the target social justice understanding, and creating their summative assessment. Now that you have read the vignette, consider these questions: 1. What is the basis for the department's "All About Me" unit? How does their decision-making about the unit reflect their students, the teaching context, and their interest in integrating social justice into the curriculum? 2. What are some of the misconceptions your students or others in your community have expressed about your target culture(s) or a community who communicates in your target

language? Steps in Creating a Social Justice Unit Plan A unit plan is a long-range plan that typically incorporates several weeks of lessons around a specific theme and a take-away understanding related to social justice. This type of big-picture planning begins with the basic stages of backward design (Wiggins & McTighe, 2006). As Figure 3.1 shows, the process includes three stages. At this point, we move from these general stages to specific steps that will help you to design an original unit that incorporates social justice. Figure 3.2 shows the steps you will take, and how they provide a bit more detail than the basic stages presented in Chapter 1. As you move through these steps, you may want to use a unit-planning template to stay organized. See Appendix A for a user-friendly template from Clementi and Terrill's (2013) The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design. We also want to encourage you to think now about where the unit will fall during the school year, and how it fits with other units you plan to teach. You will also want to consider the logistical aspects of your unit, like the number of days you will have to teach it, the length of each instructional period, and other events that will affect your day-to-day instruction. Step 1: Identify Standards, Theme, and Take-Away Understanding In Step 1, identify the theme for your unit and the key concepts that will drive it (see Figure 3.3). This step will establish a strong foundation for you to articulate learning objectives in the subsequent steps of this process. Start by consulting the World-Readiness Standards for Learning Languages (National Standards in Foreign Language Education Project, 2014) and/or your state standards for world languages. The standards should serve as the foundation of the unit; they provide the overarching goals for what your students will know and be able to do based on their proficiency level and grade cluster. It is important to note that the World-Readiness Standards are content standards and provide only a general direction for your

students' learning. They do not specify the quality of performance, the context, or the specific language or culture that should be taught. The World-Readiness Standards "should be used with state and local frameworks and standards to determine the best approaches the responsible expectations for students" (Shrum & Glisan, 2010, p. 57). Many state standard frameworks are organized as performance standards, which may also be called benchmarks, performance outcomes, student learning objectives, or another term that suggests what the students should be able to do or communicate with the language, and in some cases, how well. (See New Jersey Department of Education [2014] standards document listed in the References section of this chapter for an example of state standards). You should also consult the NCSSFL-ACTFL Can-Do Statements: Progress Indicators for Language Learners (ACTFL, 2013), which provide clear, user-friendly global benchmarks organized by mode of communication (e.g., interpersonal communication, presentational speaking, presentational writing, interpretive listening, etc.). For example, the Can-Do benchmark for a Novice-Mid learner in interpretive reading states: "I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read." Having a good sense of what students "can do" at their specific proficiency level will be very important down the line when you write objectives. At this point, you may also want to collaborate with other content area or grade level teachers in your school community to explore ways in which your instruction will support the Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy or Mathematics. You may also wish to consult national or state standards for other content areas such as social studies, science, technology, or the arts. The CCSS are performance-based and articulate what students are expected to learn and be able to do at the end of each grade level. Although they are

written specifically for ELA and mathematics, there are explicit ways that your world language lessons can support students' progress toward meeting the CCSS for their grade level (see the ACTFL, 2012 document for more information on this alignment, listed in the References section of this chapter). The CCSS lend themselves to interdisciplinary lessons that incorporate social justice understandings, particularly the College and Career Readiness (CCR) Anchor Standards for Reading, Writing, Speaking, and Listening. These Anchor Standards define "general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed" (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Next, identify the overarching theme of your unit (See Appendix B for a table that includes potential unit themes). Think of this theme like an umbrella under which all of the other pieces of the unit will fit. For example, in a novice-level class, you might create a unit that will focus on "where we are from" using a variety of countries and "who we are" by teaching them the adjectives to describe ethnicities (e.g., Costa Rican, Senegalese, German, Chinese.) The theme for the unit may be: "Where are we from?" The third part of Step 1 is to identify the social justice take-away understanding. Ask yourself the following question: What are the important understandings related to social justice that I want students to be able to take with them as they continue their study of this language and culture(s)? Keep in mind that the take-away understanding acts like an enduring understanding for the unit and will inform discrete learning points, such as vocabulary and grammar. Additionally, the process of creating this take-away understanding will help you to clarify the important ideas students will encounter throughout the unit. The knowledge that students gain should extend beyond this unit; the understanding should be broad enough to explore

a few different topics, yet narrow enough to provide a focus. As we outlined in Chapter 1, social justice issues in the language classroom can be identified as belonging to one of three rough categories, overlapping with how culture is defined and organized in the World-Readiness Standards (National Standards in Foreign Language Education Project, 2014). These are: 1. Products: social justice issues that focus on access to and relationships with tangible and intangible resources. 2. Practices: social justice issues that arise from how people interact. 3. Perspectives: social justice issues stemming from attitudes, beliefs, and values. We do not recommend that you try to isolate social justice projects into one of these categories. Rather, we encourage you to see how all social justice issues ultimately relate to and reflect perspectives, even if the emphasis initially might be on other categories. For example, in connection with the unit theme above ("Where are we from?"), you could interweave a few understandings related to conceptions and perceptions of identity. A possible takeaway understanding for this unit might be: The ways that individuals choose to identify themselves are often very different than the labels that are typically ascribed to them by others. Step 2: Identify Social Justice and Language Objectives With the state and national standards, the unit theme, and the take-away understandings that you identified in Step 1, you now have the foundation upon which you will create a list of social justice and language objectives that students should meet by the end of the unit (see Figure 3.3). Objectives describe the destination we want students to reach, not the journey (Farrell, 2002). They should be written for students, not for teachers, meaning that they should not communicate what you, as the teacher, will do during the lesson. Your learning objectives should be functional in nature, meaning that they should describe what learners will be able to do in the target language and culture (Shrum & Glisan, 2010). They should be meaningful and

connected to the ways we use language authentically in real life. As a result, objectives should not be focused around specific grammar points. Rather than stating, “Students will be able to conjugate regular -ar, -er, and -ir verbs in the future tense,” the objective should focus on what students would be able to do with such verbs. It could be changed to: “Students will be able to describe five things they will do in raise awareness about environmental justice.” This marks a shift in the fundamental purpose for teaching grammar; it is not “grammar for grammar’s sake,” but rather grammar instruction as a means for authentic, meaningful communication. It also provides an opportunity for you to create a social justice context for student learning. Objectives should include clear action verbs like describe, identify, compare, list, circle, write, label, and write and should articulate the end result. In addition, objectives should be measurable, which means that you should be able to assess or evaluate the extent to which individual students accomplished them. We will expand on planning assessments of your students’ learning in the next step. Finally, your objectives should not include language related to a specific activity. For instance, rather than stating: “Students will be able to describe their identities in a simulation activity,” a stronger objective would be: “Students will be able to describe their identities.” The information detailing the activities you will use to get to your destination (the objective) will be evident in your lesson plans, where you will list your teaching and learning activities. It is important to understand that the social justice objectives will have a clear link to a language objective at times; in other instances, you may need to plan for separate social justice and language objectives. To help determine these objectives, ask yours elf these questions: • What should students know and how will they make sense of social justice topics in this unit? • What are the language functions that students should be able to perform at the end of this

unit? • Is there any overlap between these social justice and language objectives? Can they be articulated jointly? In Tables 3.1 and 3.2 you will find examples of Steps 1 and 2, and an opportunity to complete these steps on your own, for your own original unit. In these examples, we have used the national World-Readiness Standards for Learning Languages, but you will want to incorporate your state standards as well, if appropriate. Note that, in the first example for Novice-Mid Spanish, the social justice objectives will be achieved by the students in their first language (L1). This is because of the sophisticated level of language that they will need to use to successfully meet these objectives. However, the language objectives will be achieved in the target language. This table also indicates the type of social justice issues that are addressed in the units and the type of social justice activities that will be accomplished in the unit based on the categories discussed in Chapter 1. Now it is your turn to develop your unit theme, take-away understanding, and objectives, aligned with the national World-Readiness Standards for Learning Languages and state standards, if appropriate. As you work, refer back to Step 1, Step 2, and the examples in Spanish and German for additional support. Step 3: Develop a Summative Authentic Assessment In this step, you will develop the summative authentic assessment that you will use at the end of the unit. This assessment will help to determine whether or not students have met the overarching objectives you identified for this unit. A summative assessment occurs at the end or after a unit. This type of assessment enables you to determine the students' progress toward the objectives you articulated. It can also provide a way for you to communicate those results to the students, their families, or other stakeholders at the school (Kelly Hall, 2001). It should provide the evidence that students have learned what you intended (Wiggins & McTighe, 2006). An authentic assessment allows students to engage in

tasks that may mirror real-life experiences they could have outside of the classroom (Shrum & Glisan, 2010). Authentic assessments are also beneficial because they allow teachers to examine each individual student's performance and depth of knowledge in a way that a traditional assessment, like a test, rarely can. Not all summative assessments are authentic (e.g., a test), and not all authentic assessments are summative (e.g., an informal role-play during a class), but original social justice units should include at least one assessment that is both summative and authentic. As you begin to think about your unit's summative, authentic assessment, consider the following questions: • What would students need to show me at the end of the unit for me to be confident that all of my objectives have been met? • How would that evidence translate into an assessment that would integrate the modes of communication and social justice understandings? • How could I make this assessment authentic, using a real-world task that students could actually perform in real life? Although there are several models for summative assessments, the framework for a summative, authentic assessment that we use in this text is the Integrated Performance Assessment (IPA) (Adair-Hauck, Glisan, & Troyan, 2013; Sandrock, 2010). The IPA provides the opportunity for students to demonstrate their knowledge and proficiency through all three modes of communication: Interpretive, Interpersonal and Presentational (Adair-Hauck et al., 2013). The first task of the IPA is an interpretive task, such as reading a text or watching a video. After receiving explicit teacher feedback on their work in this first task, the students then complete a related interpersonal task (e.g., an interview or a conversation with another student). Finally, after explicit teacher feedback, they use the prior two tasks to complete the presentational task. Figures 3.4 and 3.5 provide example IPA overviews and task descriptions for Spanish and German. Notice how both

incorporate social justice themes. Now it is your turn to develop a summative, authentic assessment for the unit. Develop a performance-based assessment using the IPA framework described above. (For more specific and detailed instructions on writing an IPA, see Adair-Hauck et al.'s (2013) Implementing Integrated Performance Assessment). Using the model of the boxes below, create the context overview for the assessment and the integrated interpretive, interpersonal, and presentational tasks. As you work, refer back to the descriptions and the examples in Spanish and German. Teachers often ask about the best way to evaluate students or assign a grade when using an IPA. Using a rubric offers two advantages. First, it enables you to evaluate students, or give them a grade, based on their performance. But more importantly, it helps you to express your expectations for the activity and to provide very specific feedback on areas of strength and areas for further development. Please consult Appendix C for examples of how social justice components can be incorporated into a rubric for an IPA. More specific instruction on creating rubrics for IPAs can be accessed in The Keys to Assessing Language Performance: A Teacher's Manual (Sandrock, 2010) and Implementing Integrated Performance Assessment (Adair-Hauck et al., 2013). Steps 4 and 5: Create Formative Assessments, Learning Activities, and Lesson Plans The final steps in this process focus on designing activities that help students meet the learning objectives you have planned, and integrating them with formative assessments throughout so that you can track and adapt your lessons based on students' learning and development. These steps will build on the first three steps described above. Additionally, we encourage you to remain open to the idea that planning the lessons might lead you to change parts of your summative assessments, or even alter your initial objectives. This is likely to happen the first time that you teach your original unit. These steps will be explained in detail

in Chapter 5. In that chapter, we will support you with steps to create individual lesson plans that connect back to your social justice understandings and the objectives that you planned thus far in the process. Conclusion At this point, you might be feeling confident about your unit plan ideas, or you might be feeling uncertain. We want to emphasize that unit planning is complex and sometimes even messy. Creating strong objectives that align with standards is a very demanding task, even for veteran teachers. Beyond the objectives, creating authentic assessments that are valid and reliable is also challenging work. This type of planning takes time, research, creativity, and patience. One of the best resources you can have in this process is a colleague (or several) with whom you can collaborate. Unit planning is definitely a place where a critical friend can push your thinking and help you think through challenges. Discussion Questions 1. Revisit the vignette about Li and Elena. How would you identify Li's social justice objective? How about language objectives? Were there any that overlapped? 2. How do the teachers in the vignette view the role of culture in their units? How does this guide the way they plan to teach culture? 3. In Step 1, you identified the theme and the take-away understanding that you will address in your original unit. How did you identify this theme and take-away understanding (e.g., through personal experience, through other texts, or through Internet research)? What are other ways to identify themes and take-away understandings that address social justice issues? 4. Look over the objectives that were provided in Step 2. What do you think are important considerations when writing social justice objectives for a language classroom? What are important considerations for language objectives in social justice education? Explain two considerations for each. 5. What is your opinion on the idea of creating assessments before activities? What do you gain and lose by planning assessment

and activities in this way? REFERENCES Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). Implementing Integrated Performance Assessment. Alexandria, VA: ACTFL. American Council on the Teaching of Foreign Languages (ACTFL). (2012, April 3). Aligning the National Standards for Learning Languages with the Common Core State Standards. Retrieved from www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf American Council on the Teaching of Foreign Languages (ACTFL). (2013). NCSSFL-ACTFL global can-do benchmarks. Retrieved from www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf Clementi, D. & Terrill, L. (2013). The keys to planning for learning: Effective curriculum, unit and lesson design. Alexandria, VA: ACTFL. Farrell, T. S. C. (2002). Lesson planning. In Richards, J. C. & Renandya, W. A. (Eds.), Methodology in language teaching: An anthology of current practice (pp. 30–39). New York: Cambridge University Press. Glisan, E. W., Adair-Hauck, B., Koda, K., Sandrock, S. P., & Swender, E. (2003). ACTFL integrated performance assessment. Yonkers, NY: ACTFL. Kelly Hall, J.. (2001). Methods for teaching foreign languages: Creating a community of learners in the classroom. Columbus, OH: Prentice-Hall. National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common core state standards. Washington, DC: Authors. National Standards in Foreign Language Education Project (NSFLEP). (2014). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: http://www.actfl.org/publications/all/world-readiness-standards-learning-languages New Jersey Department of Education. (2014). Model curriculum: World languages. Retrieved from www.state.nj.us/education/modelcurriculum/wl/ New Jersey Department of Education. (2014). New Jersey core curriculum state standards: World languages. Retrieved from:

www.state.nj.us/education/cccs/2014/wl/ Sandrock, P. (2010). The keys to the assessing language performance. Alexandria, VA: ACTFL. Shrum, J. & Glisan, E.W. (2010) Teacher's handbook: Contextualized language instruction (4th Ed.) Boston, MA: Heinle. Wiggins, G. & McTighe, J. (2006). Understanding by design (2nd ed.). New Jersey: Pearson. 1 From the New Jersey Department of Education (2014) New Jersey Core Curriculum Content Standards: World Languages. In many schools and districts across the United States, the scope, sequence, activities, and assessments used in world language programs come from a textbook series. This is not the case for all classrooms, and teachers who use textbooks do not use them in the same way. Leaving aside the debates in our field about the relative merits and disadvantages about using textbooks in the classroom, we acknowledge that they are a reality for many teachers. In this chapter, we will explain how world language textbook units can be adapted to incorporate social justice understandings. In some cases, this will entail an enhancement of what is already in the textbook; in others, it will involve a more elaborate process of creating a parallel curriculum. As in Chapter 3, we will provide examples, and you will have an opportunity to practice using your own textbook and ideas. A Glimpse into the Classroom Jill and Thomas are German teachers in the same district. They both teach Level I, which means that most of their students are at the Novice proficiency level. They are both on the third chapter of their textbook, which covers topics such as the home and family. In this unit, students are required to describe things in a typical house and family members using a variety of adjectives. The chapter also focuses on conjugating verbs such as essen (to eat), möchten (would like), and haben (to have), and possessive pronouns such as mein(e) (my) and dein(e) (your). Jill and Thomas each take a different approach to teaching the material in Chapter 3 to their students. Jill adapts each

chapter to allow students to examine products, practices, and perspectives through a lens of social justice while Thomas teaches the chapter as is, opting to primarily use the materials included with the textbook series. Regardless of their approach, the teachers will give a district-required, common assessment at the end of the chapter to evaluate their students' knowledge of the material. Knowing that she must follow the scope and sequence of the textbook in order to stay on pace with her colleagues, Jill opts to adapt each chapter in order to integrate some themes that will provide relevancy and further opportunities for critical thinking among her students. This chapter includes vocabulary for extended family members, and Jill opts to introduce students to a variety of families one would find in German-speaking countries, using pictures and videos she has found on the Internet. These pictures include a traditional White German family, an Afro-German family, a Turkish-German family with extended family members living together, a family with a child with special needs, and a Regenbogenfamilie (same-sex marriage) with two fathers and their two children. She uses these pictures to not only introduce the family vocabulary to students and activate prior knowledge of adjectives and the verb haben, but also to engage students in a discussion of the variety of families that exist in Germany. She also hopes to engage them with the idea that families may have different rights and privileges based on their composition. Jill shows a video with English subtitles to the students of a German same-sex couple who adopted two children from Chicago and asks the students to answer simple questions in German. Afterward, Jill opens up the discussion in English to help students understand the adoption laws of Germany for same-sex parents and how those laws differ from the United States. Due to the required common assessments, Thomas takes an approach that relies heavily on the textbook. On the first day of the chapter, he asks

the students to read a cultural blurb from the textbook about homes in Germany and shows a video from the text's ancillary materials depicting a teenager, Matthias, at home with his family. The video also introduces the students to a typical German home and family vocabulary as Matthias describes his family members and home in the video. As students watch the video, they answer questions from the listening work-book page Thomas photocopied for the students. After the video, Thomas leads the students in a discussion of their answers to check their comprehension. Then, returning to the cultural blurb in the textbook about a typical German home, Thomas activates students' prior knowledge of adjectives and the verb haben by asking the students to answer simple questions in small groups about their own homes and families. Thomas brings the class together again by reviewing the questions that students answered in small groups, and, in English, he asks the students to compare their own home with the cultural blurb from the book about a typical German home. Thomas plans to include a question about this cultural difference in typical German versus typical American homes on the test at the end of the unit. To think through the vignettes, please answer these questions: 1. How does each teacher incorporate culture related to families and the home into the unit? How will their approach from the beginning of the unit have an impact on the remainder of the unit? 2. What are some strengths and weaknesses of each approach the teachers have chosen to introduce the unit to the students? What would you do to address the weaknesses if you were the teacher in that case? 3. How could Thomas have adapted the cultural blurb he used from the textbook to allow students to employ critical thinking skills and explore it through a lens of social justice? Approaching World Language Textbooks with an Eye to Social Justice Issues Not all textbooks include references to social justice issues or more critical aspects of culture. Although many

textbook companies have taken strides to integrate culture and context, many textbooks “have continued to depend heavily on bottom-up, drill, and form-focused activities” (Shrum & Glisan, 2010, p. 63). Wiggins and McTighe (2006) agree, cautioning that one major downfall of any textbook is that they rarely are designed to promote critical thinking and inquiry of more complex, thought-provoking topics related to the subject matter. As authors of language textbooks ourselves, we understand this tradition. However, we also suggest that you can help students to progress beyond the information in the textbook while still meeting state, district, and curricular expectations about what will be taught in your classes. That is, you can still follow the scope and sequence while incorporating unique and engaging social justice activities into your classes. Steps to Adapting a Textbook Unit Step 1: Identify the Point of Entry and Take-Away Understandings In Step 1, you will identify a point of entry in your textbook where you can address social justice take-away understandings, and then identify those understandings (see Figure 4.1). This will help to prepare you to write student learning objectives in the subsequent steps of this process. In Chapter 1, we argued that almost every aspect of teaching world languages has social justice implications. Language textbooks are similarly full of entry points where social justice can be added to the lesson. To start, we recommend that you look specifically in sections of the book that present cultural elements rather than grammar points. If your textbook has explicit connections to products, practices, and perspectives, those are also a strong point of entry. Recall how social justice issues can be organized around products (focusing on access to and relationships with tangible and intangible resources), practices (arising from how people interact), and perspectives (stemming from attitudes and values). For instance, lessons about hobbies, which are common in textbooks for Novice-level learners, might lend themselves

to social justice issues related to access to employment (cultural practices). Lessons about cuisine (common in textbooks for more advanced Novice-level learners) can address issues of access to healthy foods or government-subsidized meals in schools (products). Lessons about media and mass communication (common in Intermediate-level textbooks) can provide a place to interrogate stereotypes and rhetoric related to different groups (perspectives). For additional ideas, Appendix B presents a list of various social justice understandings and themes. As you look through your textbook to find entry points, use these questions to help pinpoint ways to incorporate social justice understandings: • Is there a history behind this cultural topic that might reveal past or present inequities? • Are there accepted truths about this topic that can be challenged? • Is this a topic that people from different groups (of socioeconomic status/class, ethnicity, immigration status, abilities) might view differently? Once you have identified a strong cultural topic to serve as an entry point, identify a social justice take-away understanding that fits. In order to determine this, ask yourself the following question: What are some of the important understandings related to social justice that I want students to be able to take with them as they continue their study of this language and culture? At this point, consider collaborating with other educators in your school community, such as those who teach English Language Arts/Literacy, Mathematics, Social Studies/History, Science, Health, Technology, or the Arts. You might have the opportunity to engage your shared students in interdisciplinary learning around a social justice understanding. Such interdisciplinary planning fosters even deeper understanding and critical thinking for students. For example, a typical topic in a Latin textbook focuses on the lives of Romans at various social standings. One topic often explored is the treatment of slaves and their role in Roman society. This would be an excellent opportunity

to partner with a social studies teacher; students could compare and contrast the lives of Roman slaves and American slaves, thereby deepening their knowledge of both Roman and American history. They could also explore how these events have impacted perspectives today and students in both disciplines could have a far richer and much more comprehensive experience. Appendix B includes a variety of potential social justice understandings that can be explored in an interdisciplinary way. As you look for an entry point, you may also consider whether or not you may be able to lead your students in taking action at some point in the unit. For example, Stephanie Owen-Lyons, from Minneapolis, MN, found an entry point in a textbook chapter on clothing to educate her students on a shoe glue that children in economically marginalized communities in Central America were sniffing to quell hunger pains, in turn causing brain damage. She and her students joined a national effort to write letters to the CEOs of the company, asking them to consider a less addicting alternative. Ultimately, the company did comply. This allowed students to develop an understanding of a social justice topic and be part of a successful advocacy effort, while simultaneously working on their language skills. Step 2: Identify Social Justice and Language Objectives In this step, you will create the list of objectives students will be able to meet in completing your adapted lessons. However, your language objectives may have already been provided for you by the textbook series. In most cases, the textbook authors have already indicated what students will know and be able to do with the language. Some textbooks introduce them as communicative functions. Therefore, your primary task here will be to identify social justice objectives that both connect with the language objectives and build on them. Ask yourself the following questions as you complete this step: • What should students know and how will they make sense of topics of social justice in this unit? • Is

there any overlap between these social justice and the textbook-provided language objectives? Can they be articulated jointly? In Table 4.1, you will find an example of Steps 1 and 2 that is derived from a Level 2 French textbook, Bon Voyage! (Schmitt & Brillié Lutz, 2007). Keep in mind that we have used the World-Readiness Standards (National Standards in Foreign Language Education Project, 2014) in this example, but when you complete this on your own, you can include your state standards. In the same example, students explore the topic of healthy lifestyles from a variety of perspectives, and integrated throughout the unit is an opportunity to take action in two francophone countries. The students plan and execute a school-wide fundraiser for Heifer International to be able to give animals to communities in French-speaking countries around the world. Heifer International seeks to empower communities around the world by providing sustainable sources of food, income and funding for projects. These communities give back by donating offspring of their animals to other nearby communities. Now it is your turn to adapt a textbook chapter. You will identify the point of entry in the textbook, the takeaway understanding, and the social justice objectives that connect with the language objectives identified in the textbook. You should also align your work with the World-Readiness Standards or state standards. Step 3: Create and Modify Assessments You will want to use a variety of assessments that will check students' knowledge and skills, both formally and informally, while allowing you the opportunity to provide feedback and reflect on the students' progress. Because you will be working from a published textbook, it is likely that you are using or modifying publisher-supplied assessments. The typical formats for these assessments are worksheets, book exercises, and class discussions for the formative assessments and tests and quizzes for the summative assessments. However, we also strongly recommend that

you create original summative and formative assessments focusing on your social justice unit that are authentic in nature and that follow the IPA framework that we explained in Chapter 3. The extent to which you will be able to do this will depend on a variety of factors, including your program requirements, schedule, and departmental and school support. Therefore, in this step, we will start with an explanation of some techniques that you can use to modify both the summative and formative assessments in your textbook and its ancillary materials to better reflect social justice education. In this chapter, however, we will focus on adapting summative assessments. Formative assessments will be discussed in Chapter 5, but the techniques we discuss in this chapter can be easily applied to any assessment. Finally, we offer examples of original authentic summative assessments that fit with the textbook-adapted social justice lesson illustrated above. Step 3, Part 1: Altering or Extending Publisher-Supplied Assessments It is difficult to generalize about all publisher-supplied assessments for all world languages. Some may already include references to social justice issues, or maybe open-ended enough to allow students to explore or reflect on social justice. Others maybe more focused on mastery of discrete grammar or vocabulary concepts, and thus be more difficult to change. However, there are several paths to adding an assessment of social justice. First, revisit the social justice objectives that you added in Step 1. Recall that you are trying to identify evidence that the students have met these objectives. Then, we recommend one of the two following approaches to modifying the publisher-supplied assessment materials: 1. alter the context or background material of the assessment items; or 2. extend the assessment to add a social justice component. Ask yourself the following questions as you complete this step: • What is the most important thing to retain about the publisher-supplied assessments? • What is the most important thing to include in order to provide

evidence that the social justice objectives were met? • Which approach is best, given your answer to the previous two questions: to alter or extend the assessments? Finally, in Chapter 5, we will focus on formative assessments. At that point, you will need to verify that the changes that you made to the summative assessments (e.g., tests and quizzes) are parallel to the changes that you will make to the formative assessments (e.g., practice essays, worksheets, graded listening exercises). In Table 4.2, you will find examples of typical assessment activities found in publisher-supplied summative assessments. These activities can often be altered or extended to incorporate social justice understandings into existing assessments. Now, look at some of the materials supplied by your textbook for summative assessments for one of the chapters in your textbook. Pick three assessment activities to modify, and use the following table as a model to guide your reflections. Step 3, Part 2: Replacing Publisher-Supplied Assessments As we discussed in Chapter 3, an authentic assessment allows students to engage in tasks that are contextualized and maybe similar to a task they could complete in real life outside of the classroom. In this section, we provide some ideas to help you to develop an Integrated Performance Assessment based on the scope and sequence of your textbook. As we discussed in Chapter 3, the IPA connects three different tasks together and allows teachers to assess students' ability to communicate in three modes: Interpretive, Interpersonal, and Presentational. However, unlike Chapter 3 in which you created an original unit and based the IPA on your original ideas, this IPA will correspond to your textbook chapter. 1. Examine language and cultural themes: Map out the main language and cultural themes covered in the chapter for which you are creating the IPA. As you examine the textbook chapter and pull out the language and cultural themes, you will begin to see where they intersect. A graphic organizer can aid in this as well. This overlap is a

good place to start building the IPA. 2. Establish a context: Based on the overlap between language and culture themes, develop a context for the IPA that incorporates both and allows for social justice understandings. For example, in the French unit described earlier, the chapter covers language related to discussing health practices and making good choices in regard to eating and behavior. Cultural themes in this chapter are tied to practices of various French speakers who are trying to maintain healthy lifestyles. Therefore, a scenario for this IPA that expands on the idea of examining the health practices of underrepresented French speakers in the Francophone world could be the following: The World Health Organization is concerned about food deserts in many urban areas of large cities around the world. You have been invited to represent your city of Montréal, Paris, Washington D.C. or Los Angeles in a panel discussion about this issue. 3. Review the publisher-supplied activities: Look through the chapter for interpretive (reading and listening), interpersonal (speaking and writing), and presentational (speaking and writing) activities related to the scenario you have chosen for the IPA. These activities can provide inspiration for the three IPA tasks. For example, a common speaking activity suggested by a Level 2 textbook in a chapter on health is an interview with a partner about each other's exercise and eating habits. An activity such as this could be altered and connected to social justice understandings, creating an interpersonal IPA task in which one student plays the role of a World Health Organization employee being interviewed by a news reporter about the health practices of individuals in a particular French-speaking country. Use the table below to organize activities related to the theme of your IPA and begin to develop the three tasks. Now that you have had the opportunity to examine the textbook chapter for themes and activities that can be used to build your IPA, you will be able to develop three tasks that fit the scope of the textbook chapter.

Below you will find the example of an Integrated Performance Assessment that corresponds to the French lesson we introduced in this chapter. Now it is your turn to create the three tasks of IPA that correspond to your textbook. You should use the ideas that you created in the table in the previous activity as starting point for your work. Steps 4 and 5: Create Learning Activities and Lesson Plans When you work from a textbook, the learning activity development process will not be the same as the brainstorming process that a teacher undergoes when writing an original unit. We recommend that you begin your lesson planning by examining the sections of the textbook that you are adapting. Then search for activities that will engage students in the topic and allow them to meet the social justice and language objectives you identified in Step 2 above. As you select activities from the textbook, do not be afraid to take some of the ideas and change them to make them your own. You do not have to use the activities and materials as they are written; again, you can alter or extend them, just as you did with the assessments. You must, however, ensure that each activity you choose aligns with your objectives and the standards. Next, create original activities to use in this unit. In addition to the adapted textbook activities that you want to use, get creative and brainstorm learning and instructional activities that would engage your students in the topic of this unit. Remember that you must align these activities with your learner outcomes and standards. You will also link both the textbook activities and original activities to the social justice and language objectives you identified in Step 2. Remember that Steps 3 and 4 are recursive. You can go back and forth between the two steps, making changes to the assessments based on the types of instructional activities you choose. Finally, in Step 5, you will write your daily lesson plans using the activities and the assessments you developed. Chapter 5 will include further detail on writing daily lesson plans. Although you

may still use your textbook as a guide for language and cultural objectives and to keep pace with your colleagues, you may find yourself closing the book more often in order to focus on your curricular goals and adaptations for social justice. Conclusion In this chapter, we propose that you do not necessarily need to start from scratch to create a communicative, contextualized unit that emphasizes social justice. Often, the textbook provides a strong entry point. As a teacher, you can choose to use certain activities in the textbook that fit well with the unit, adapt activities from the book in order to make them work well with the objectives of your unit, or develop original activities for your unit. You may even find that it is easier to adapt a textbook chapter than it is to create your own unit from scratch because of the ideas and inspiration that the text can provide. In any case, we encourage you to examine the textbook materials carefully, be selective about what you incorporate into the unit, and get creative about enhancing and supplementing textbook materials. Discussion Questions 1. What are some of the advantages of having a textbook as a foundation for your unit planning? What are some of the disadvantages of starting with a textbook? Name at least five of each. 2. What are other social justice issues that would relate to common themes in textbooks? Would you classify them as primarily addressing products, practices, or perspectives? We have listed a few common themes at three different levels of traditional textbooks. Identify at least one social justice issue that you could explore at each level based on these provided themes. Level I Textbooks (Novice-Low to Novice-Mid rating on the ACTFL Proficiency Guidelines) 1. School: classes, supplies and materials, schedules 2. House: furniture, rooms, chores 3. Clothing: shopping, clothing items, colors, styles Level 2 Textbooks (Novice-Mid to Novice-High on the ACTFL Proficiency Guidelines) 1. Health: Illnesses, going to the doctor 2. Travel: Hotel, transportation 3.

City: Places found in a city, leisure time activities Level 3 Textbooks (Novice-High to Intermediate-Low on ACTFL Proficiency Guidelines) 1. Education and Work: Professions, education system 2. Relationships: Family, friends, marriage, divorce 3. Environment: Recycling, responsibilities, natural and manmade disasters 3. Find a world language textbook, preferably the one you are using in your classes. Write down some of its features (e.g., chapter sections, supplemental materials) that you feel particularly support social justice education. Write down features that you think would be more difficult to adapt to support social justice education. REFERENCES National Standards in Foreign Language Education Project (NSFLEP). (2014). World-Readiness standards for learning languages (W-RSLL). Alexandria, VA: Author. Retrieved from: http://www.actfl.org/publications/all/world-readiness-standards-learning-languages Schmitt, C. J. & Brillié Lutz, K. (2007). Glencoe French 2: Bon voyage! New York: Glencoe/McGraw Hill. Shrum, J. & Glisan, E.W. (2010). Teacher's handbook: Contextualized language instruction (4th Ed.) Boston: Heinle. Wiggins, G. & McTighe, J. (2006). Understanding by design (2nd ed.). New Jersey: Pearson. This chapter will guide you in creating effective lessons to be used within your social justice unit. If you are currently a pre-service teacher, this will give you an opportunity to think about the specifics of what will occur in your classroom, including what you will do, what the students will do, and the resources and materials you will need to engage your learners in a robust learning experience. If you are currently an in-service teacher, this section will enable you to think deeply about the alignment between your lesson objectives, your planned activities, and your assessments while incorporating social justice themes and understandings. A Glimpse into the Classroom It is the last day of back-to-school preplanning for Li, Elena, and their departmental colleagues at Franklin High. Now that they have created the framework for an "All

About Me" themed unit, they have decided to move on to lesson planning. After an intense brainstorming session, they have reached consensus on a few key instructional activities that will support their students in reaching the social justice and language objectives they planned. Regardless of the target language, each teacher plans to engage her or his students in a similar problem-posing activity. Students will analyze stereotypical images depicting an individual from the target culture. All of the images will be authentic, and found in U.S. popular culture texts. For instance, Li uses the images and video clips of two Siamese cat characters from the Rescue Rangers cartoon series. The cats in the clip are depicted as Asian characters who own a laundromat and have an illegal gambling operation in the basement. Elena begins with an illustration of Speedy Gonzalez, a mouse depicted in a Mexican sombrero. Samira chooses a video clip from the 1992 movie, Aladdin, which includes an Arab merchant character, who is depicted as greedy, menacing, and violent. The other teachers work together to find images on the Internet that are supposed to represent individuals from their target cultures. The teachers plan to then guide students in unpacking the stereotypes and assumptions in the racist depictions. To scaffold this, the teachers create a list of carefully planned questions and a graphic organizer that will help the students organize their thoughts. They also brainstorm some anticipated responses to the questions that students may have. Finally, the students will analyze the cases of actual adolescents living in their target cultures of instruction, based on YouTube videos, Instagram or Twitter profiles, Facebook pages, or other authentic, social media-based texts that the teachers find. The purpose of this final part of the activity is to reframe students' thinking about the connections between nationality, culture, and identity. They will then contrast characteristics of their "new friends" from the target culture with the pop culture-

based depictions in the target language. Now that you have read the vignette, answer these questions: 1. What will the teachers need to think about prior to the problem-posing activity? What elements should they include in their plans? 2. What additional materials will the teachers need for the activity to be successful? 3. The vignette notes, “Students will analyze stereotypical images depicting an individual from a selected target culture.” What questions could the teachers ask their students during the lesson to support this type of analysis? 4. What type of extension activity could the teachers create that would engage students in action related to the social justice issues they have investigated? The Relationship Between Unit and Lesson Planning In Chapters 3 and 4, we discussed big-picture planning, the type of planning you do when you are writing curriculum maps, planning units, or changing unit themes during the school year. Remember that we conceptualized a unit plan as a long-range plan that typically incorporates several weeks of lessons around a specific theme and a take-away understanding related to social justice. Figure 5.1 illustrates the way in which your planning should flow, from the big picture to your more focused daily lesson plans. Lesson plans provide teachers an opportunity to think through their decision making about “where they will go” with their students before they step into the classroom. Ultimately, lesson planning should be an opportunity for you to think about your intended outcomes, plan a structure and roadmap for the lesson, foresee problems that might occur, and keep a record of what was taught (Richards, 1998). Although some researchers and authors conceptualize a lesson as spanning up to a few days, in this chapter, we define a lesson as a daily plan, meaning that it would span one instructional period. At this point, particularly if you are a novice or pre-service teacher, you may want to use a lesson-planning template, which will help you stay organized as you plan. There are a variety of formats

available for lesson planning that range in structure, emphasis and level of detail. For a great template geared specifically to planning for world languages, see Appendix A, which includes a template from Clementi and Terrill's (2013) The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design. Some teachers write very detailed plans, while others have the more specific parts of their plans in their head. Regardless of whether you are a novice teacher or a veteran, thinking in advance about what you will do and what you want your students to do is important, particularly when you add a social justice layer to your language lessons. In this chapter we describe a process for writing long-form lesson plans. These are written lesson plans that are highly detailed. We present the lesson planning process using long-form plans because they are typically used in teacher education programs. More importantly, they encourage teachers to think carefully about all aspects of the lesson. However, we recognize that in-service teachers will not necessarily write everything out in such detail. Nevertheless, even in-service teachers will want to note some of the new elements that we recommend for inclusion in a lesson that incorporates social justice understandings. Steps to an Effective, Useful Lesson Plan Step 1: Select the Standards to Be Prioritized in the Lesson Your first step will be to identify the standard or standards that will provide the starting point and framework for your lesson. At this point, you will have identified the standards that will shape your unit. Now you must choose the specific standard or standards that will drive your lesson for that particular day. You do not have to meet all of the unit standards in each and every lesson. Beginning with the national World-Readiness Standards for Learning Languages (National Standards in Foreign Language Education Project, 2014), you might envision a lesson that focuses most heavily on Interpretive Communication and the Comparisons standard related to comparing cultures. These two

standards would then frame the learning objectives your students will attain by the end of the lesson. Step 2: Select the Objectives to Be Prioritized in the Lesson It is now time to decide what you want your students to be able to do by the end of the instructional period. These objectives should connect with the standards you intend to emphasize during the lesson. For world languages teachers who see their students for a short period each day, such as a 30- or 45-minute period, one or two objectives will be sufficient for the lesson plan, and sometimes even ambitious! Teachers who have a longer amount of instructional time maybe able to plan for more than one or two objectives. However, we caution you to be conservative in terms of the number of objectives; focus instead on students' ability to successfully meet the objective by the end of the period. We have seen many examples of lesson plans that included four or five objectives, and focused on breadth rather than depth. Conversely, we have seen examples of other plans with one strong objective that students were able to accomplish with independence by the end of the period. There maybe several days over the course of the unit in which you focus on the same objective, spending multiple days to ensure that students reach such independence. Ultimately, we want all of our students to gain such independence as a result of our instruction. Now it is your turn to choose at least one lesson objective for an original lesson plan that would fit within a unit you began in Chapter 3 or 4. As an alternative, you can write an objective for the problem-posing activity that Li and his colleagues planned in the vignette at the beginning of the chapter. As you work, make sure that your objective is aligned with your unit plan's social justice and language objectives. Now, use the questions below to perform a self-check. You should be able to answer "yes" to each of the questions. • Is the objective aligned with your standards and your planned unit social justice and/or language objectives? • Does

it use strong, observable action verbs and avoid vague verbs like “learn” and “understand”? • Does it avoid naming specific grammar points (e.g., the past tense of the verb “to be”)? • Is it meaningful for students? • Is it assessable? • Does it avoid naming specific activities? You should be able to answer “yes” to each of the questions. Revisit any questions for which your answer was “no” for further reflection. For instance, for Li and his colleagues’ “All About Me” unit, the department first returned to their unit plan, including the unit standards and unit objectives, shown in Table 5.1. The team had planned four communicative, language-based objectives and two social justice objectives that were clearly related to the language objectives and grounded in their students’ specific needs and context. Because their unit would be taught in a Novice-Mid classroom in the first quarter of the school year, they did not expect that students would be able to meet the social justice objectives in the target language. However, they knew the students would be able to use the target language during some social justice learning activities. Then, to plan out the lessons for the unit, the team chose the objectives they hoped students would meet each day, paying attention to both the language and social justice objectives. The teachers began to sketch out the specific lesson objectives for each day and came up with the list in Table 5.2. Note that each of the objectives mirrors one of their unit objectives, and that some objectives span more than one day. Now it is your turn to think through how each lesson in your unit will address at least one objective. Use this blank chart and the example of Table 5.2 as inspiration for your own table. Add days for each day of your unit. Step 3: Create or Identify Formative Assessments In Chapter 3, we distinguished between summative and formative assessments. Formative assessments are designed to evaluate students’ knowledge and skills as the unit progresses. These assessments give teachers the

opportunity to reflect on their students' progress and make adjustments as necessary to clarify points or hone their students' skills further (Shrum & Glisan, 2010). Formative assessments maybe informal (a task that is non-graded, like oral questioning or an exit card) or formal (something handed in by students or graded) to allow the teacher and students to gauge students' comprehension. When formative assessments are authentic, such as responding to websites from the target culture or writing a short email, they can both connect with social justice issues and expose students to authentic language. Many teachers wait to consider what they will use to formatively assess students until after they have planned the activities for a lesson. However, when you determine an effective, informative assessment for a lesson at the beginning of your planning, you can be sure to build it into the activities at an appropriate point in the lesson. Remember that any assessment used should be valid, which means that it should accurately measure the objective you had set out for the lesson. The assessment should be viewed as a tool that enables you to collect valuable evidence, or data, about student learning in light of your planned objective(s). This tool should be the product of the assessment and it should be useful data to you as a teacher. Important questions to consider here include: • To what extent can I make my formative assessments authentic? • What formative assessments prepare the students for the summative assessment? For instance, Li and his colleagues brainstormed at least one formative assessment for each day of instruction, listed in Table 5.3. They made sure that the assessments were valid and aligned with each lesson objective. They also made sure that each assessment included a data tool that they could use to analyze the extent to which each student in the class met the lesson objective for that day. Note that for each day, they had a way of gauging the learning of the individual students in their class.

They could then use this information to go back and reteach material to specific groups of students who needed additional support. They were also careful to consider how each formative assessment would build toward the summative assessment at the end of the unit. Notice that the formative assessments listed also double as teaching and learning activities. This is important; it represents an integrated approach to teaching and assessment, rather than assessment as an add-on that neglects to expand student learning. The examples in Table 5.4 provide some additional ideas for formative assessments that could be used in each of the units. Although they are targeted toward Spanish, French, and German classrooms, consider how they could be adapted for your target language. Now it is your turn to develop a list of potential formative assessments for your lessons. Use this blank chart and the example of Table 5.3 to inspire your own chart of objectives and formative assessments for each day. Add as many days as you have planned for the unit. Step 4: Brainstorm Lesson Activities Now is the time for you to harness your creativity and plan the route that will transport students to their destination. The first step will be to think through a variety of appropriate activities that might work; if you do not use them in this lesson, you might use them in another. To undertake brainstorming for Step 4, we suggest that you gather a few materials and resources: • A blank piece of paper or computer screen; • A list of the key language (vocabulary and functions) that students will need to be successful in your unit • The work you did in Steps 2 (Objectives) and 3 (Formative Assessments) in plotting out each day of your unit • The list of the categories of social justice activities that we provided in Chapter 1 and Appendix B, which includes a table of potential social justice understandings, activities, and materials that can be adapted to a variety of languages and levels. Using this information, list the possible learning activities that would be appropriate for your

lesson. We recommend that you use your own experiences as students, observers, and teachers to think through different activities that might work for your classroom context. To guide you in this process, ask yourself these questions as you work: • What kinds of authentic materials do I have access to that might support the activity? How can students learn from those materials? • What modes of communication (Interpretive, Interpersonal, and Presentational) are students using in these activities? Is there a good variety? • What components of culture (products, practices, and perspectives) are students examining in these activities? Is there a good variety? • What models of classroom organization (whole-class, individual, groups, pairs) are used in these activities? Is there a good variety? As you create your lesson activities, we encourage you to create a concept map, a table, or another type of graphic organizer that works best with your approach to instructional planning. Appendix B includes an example of how we have done this, but you may have a more thematically cohesive table than our mix of ideas represented there. The table in Appendix B will help you to use our categories and your objectives as a structure, but will also empower you to be creative and adapt these categories as necessary to design activities that will help your students meet the social justice and language objectives you plan. Now, it is your turn to create a list of teaching and learning activities that will meet your objectives and lead to the formative assessments that you have already developed. You can present your activities in any format, but try to stay focused on doable, diverse activities. Step 5: Sequence Your Lesson Activities After identifying appropriate activities for your social justice lesson, you will need to verify that you are sequencing activities appropriately. It is important to ensure that the learning activities in a given lesson are progressive and cohesive. For instance, just as you might introduce new language structures and vocabulary by emphasizing the receptive

modalities (listening and reading) first, a social justice lesson should begin with exploration and investigation. That is, in most cases, we would advise that you wait before you ask students to express opinions or analyze information about the social justice issues at hand. Luckily, this idea of exploration and investigation works well with receptive language activities, and therefore works well in a world language classroom. Then, after the receptive activities, while continuing to address the same objectives, you should shift your students to a more productive, aspect of the lesson, where they are required to process the material actively. At this point, they will also be better equipped to analyze information and express their opinions. There are a few different ways that you can structure your lesson to maximize student learning and use instructional time effectively and efficiently. We recommend the sequencing in the template featured in Appendix A from Clementi and Terrill's (2013) The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design. As this template illustrates, an appropriate sequence might be: 1. Gain attention/Activate prior knowledge 2. Provide input 3. Elicit performance/provide feedback 4. Provide input 5. Elicit performance/provide feedback 6. Closure 7. Enhance retention and transfer Other structures for sequencing lessons are common in our field. One such classic structure is the preview–view–review structure, wherein the teacher "previews" an objective with the students through an inductive activity. Students get a hint of the topic of the class and are provided with some tools to process it. Then, in the "view" stage, the students are given direct instruction on the topic, with all components made explicit through direct instruction. Finally, the "review" portion of the lesson involves asking students to put their new knowledge to the test. In a social justice lesson, you might start with having students do a quick reading that includes all necessary

vocabulary and concepts. Then, you will present on the topic, asking them to take notes or complete a worksheet as you present. Finally, you will ask them to review what they have learned through a guided class discussion or a performance task. Regardless of your chosen structure, as you plan what you will do at each step of your lesson plan, you will undoubtedly go back and forth between Steps 3 (Formative Assessment) and 4 (Activities) in your lesson planning. You might want to adjust your assessments based on how you develop your learning activities, and vice versa. Finally, you may not follow the lesson plan exactly while enacting it, but thinking through each detail in advance will help you to feel more organized and foresee any potential issues that could arise, particularly when trying out a social justice activity for the first time. Now it is your turn to plan learning activities for your lesson plan. Use the template provided in Appendix A or another preferred template or lesson structure, and plan one lesson in detail. Also, make sure to use some of the formative assessments and activities that you developed in Steps 3 and 4. Conclusion Over the course of this chapter, we have walked through a process for creating a strong lesson plan that addresses social justice issues. At this point, you have had the opportunity to think through the nuts and bolts of planning and how you can incorporate social justice understandings into your daily lessons. Returning to the beginning of the chapter, Li and his colleagues found great strength, creativity, and support by working together on their planning. Working collaboratively with colleagues creates a space for you to gain access to your colleagues' knowledge, creativity, perspectives, and resources. Collaborative planning and teaching has the potential for positive outcomes for both teachers and students (Thousand, Villa, & Nevin, 2010). Remember that planning can be time-intensive, but entering your classroom with a strong plan will be one of the greatest resources you will use to support

your students' development toward your language and social justice objectives. Discussion Questions 1. Although Li and his colleagues chose a social justice understanding related to identity for their "All About Me" unit, there are other understandings that the team could have incorporated. Think of at least one additional understanding that would be appropriate for this unit for your target language and culture. 2. What would you suggest to a colleague who told you she/he did not believe in writing lesson plans? What arguments could you make in support of planning, particular for someone just beginning to incorporate social justice into her/his teaching? 3. How might you collaborate with others to address social justice issues into your planning if you were the only language teacher in your school building? What would collaboration look and sound like in this situation? 4. Think of a time when something you were taught in a language class was meaningful to you? How did you learn it? Why was it meaningful? 5. Appendix B lists the categories of social justice activities and some sample activities for each. Choose one of the categories and differentiate it for class geared toward the Novice-Mid proficiency level. Then, differentiate for Intermediate-Low students. Finally, differentiate for a group of heritage language learners. REFERENCES Clementi, D. & Terrill, L. (2013). The keys to planning for learning: Effective curriculum, unit, and lesson design. Alexandria, VA: ACTFL. Richards, J. C. (1998). What's the use of lesson plans? In J. C. Richards (Ed.), Beyond training: Perspectives on language teacher education (pp. 103–121). New York: Cambridge University Press. Shrum, J. & Glisan, E.W. (2010) Teacher's handbook: Contextualized language instruction (4th Ed.) Boston: Heinle. Thousand, J., Villa, R., & Nevin, A. (2010). The many faces of collaborative planning and teaching. Theory into Practice, 45(3), 239–248. Assessment has been addressed as an important part of the lesson planning process for social justice throughout the first chapters of this

book. Formal assessment, both formative and summative, should not be isolated from the planning and procedures in the classroom. However, some forms of assessment can be combined with or incorporated into reflective practice, both for the students and for you as the teacher. These reflective assessments might come after the unit or project is finished, or they might be incorporated throughout the unit. This chapter will focus on how to make room for reflection for everyone in your classroom. An important resource to use in tandem with this chapter is the list of online resources in Appendix D; we are lucky to have a variety of online resources in our field to support self-assessment and reflection in students and teachers. A Glimpse into the Classroom Carol and Oscar both teach Spanish at the same high school in an urban district; they share the responsibilities for teaching the first two levels of the Spanish courses. Because they work together closely, they have developed the same social justice unit to teach their Novice Mid–Novice High learners. This unit involves a service-learning project with a local community center where immigrants from Spanish-speaking countries take citizenship classes. Because the classes take place in the evening, the citizens-to-be are encouraged to bring their children, all of whom are English learners. Oscar and Carol's high school students work with these children during their parents' classes. This year, partly in response to reduced funding for arts education in local public schools, the project is to work with the children and a bilingual art educator to create a mural in the community center. The theme is citizenship, and Oscar and Carol's students must lead the young children through generating ideas, planning, and then creating the mural. Although the students will use some Spanish, Oscar and Carol also hope that their students will get to know the children and help them to understand the process their parents or guardians are undertaking as they seek citizenship. In doing this, Oscar and Carol's

students also compare and contrast their perspectives on citizenship with those of the children. Because reflection is an important part of any service learning project, but particularly one as potentially challenging as this one, Carol and Oscar have decided to prioritize student reflection by tying it into assessment. They have also incorporated extensive teacher reflection in the unit. They decide, however, to accomplish this in two different ways. Carol implements a journal system, where students write weekly about their reactions to what they are learning. They are allowed to write in English, but the prompts are given in Spanish, and they are encouraged to write the first few sentences of introduction or overview in Spanish. Carol has given them a long list of sample sentences to help with this part of the writing in Spanish. Prompts include questions like: • Explain your feelings about working with your students this week. • What was challenging and easy about working with the students this week? • What did you learn this week that you did not know before? • What would you change if you were to redo this week's work? Carol responds to each entry with holistic comments in Spanish. When strong emotions or issues arise in the journal entries, she meets with students individually during quiet work time or study periods. The journal entries are assessed at the end of the unit based on completion and the accurate and appropriate use of Spanish in the introductory sentences. During this time, Carol also completes her own journal entries in Spanish, responding to the same prompts but also including a reflection on the students' learning and her own teaching. She shares selected portions of her responses with her students in Spanish and English during regular debriefing conversations, allowing them to understand her reactions to the class activities as well as her interpretation of how they are learning. Later, she will use these journal entries to help her write her end-of-year self-evaluation and her teaching portfolio as evidence of reflective practice.

Oscar guides students through reflection and self-assessment with the help of a set of questionnaires and rubrics that the students complete at the end of the unit. The first of these is a self-assessment questionnaire. In this questionnaire, the students first assess in Spanish if they have met the objectives of the service-learning project that week. Then, they are provided with space to write in English or Spanish about what they have learned, their favorite and least favorite moments in the lesson, and what they still wish to learn or do. Oscar collects these and calculates a grade based on his own understanding of the student's performance; that is, he examines if the students are honest in their self-assessment based on their performance in the final task. The highest grade a student can earn if writing only in English is a B+; at least half of the open-ended questions must be answered in Spanish to receive an A or A-. The self-assessments are included as a minor part of the overall unit grade. The students also complete a peer assessment of their group members and their work on the project. They are assigned another student to assess randomly. On this peer assessment, in Spanish, they fill out a checklist that covers the required elements of the assignment, marking if the other student has fulfilled the requirements. Then, they have a space to offer narrative comments about the strengths and weaknesses of the project. They are not to sign their name to the peer assessment form. Oscar collects all peer assessments, checks them for accuracy and appropriateness, and then redistributes them to the assessed students when he hands out the final grade. Oscar also reflects on his teaching and the students' learning at the end of the project. He does this in two ways. First, he fills out the same form that students use for their self-assessment, examining if he has met his instructional goals, and then filling out narrative comments that summarize his experience. Second, he uses the criteria established in the district's performance evaluation system

to rate his own instruction. To think through the vignettes, consider these questions: 1. Does one of the approaches to reflection appeal to you more than the other? Why do you think that is? 2. What do you think of the teachers' use of the target language (Spanish) in the student reflections and assessments? Would you make changes for your own students? Encouraging Self-Assessment and Reflection in Students Cultivating students who are capable of critical thinking, a key component of social justice education, involves more than just meeting specific social justice objectives in the framework of a unit. Teachers must also offer students opportunities for reflection and self-assessment. These opportunities empower students, giving them responsibility for assessing their own progress (see also Shrum & Glisan, 2010), and encourage them to question the bigger picture of how their perspective on social justice affects their work (Osborn, 2006). In this section, we will describe a few ways to get students to self-assess and reflect, including self-assessment, peer assessment, portfolios, and journaling activities. All of the approaches described in this chapter are offered as if they would occur in English. We do not recommend this in classes geared toward higher proficiency students, where students are assumed to be at an intermediate-low level or higher and would be capable of self-assessing in the target language. Forced-choice items, where students are only required to read and select from a limited number of options, can be easily offered in the target language at lower levels. However, students at lower language proficiency levels should not be expected to self-assess in longer written responses, as it would greatly impede their ability to truly express themselves in the depth that the task would require. Self-Assessment Questionnaires Student self-assessment can be a powerful way to get students to reflect on what they are capable of doing in the language. One powerful framework for this type of self-assessment can be found in the NCSSFL-

ACTFL Can-Do Statements (ACTFL, 2013). The Can-Do Statements focus on helping students identify what they can do with the language, both before a lesson as a way to set goals, and after the lesson as a way to self-assess and set new goals. For instance, a Can-Do Statement at the Advanced-Low level of Interpersonal Communication states: “I can compare and contrast life in different locations and in different times,” with sub-statements like, “I can explain how life has changed since I was a child and respond to questions on the topic” (ACTFL, 2013, p. 9). A student self-assessment questionnaire about a social justice lesson or unit should first include Can-Do Statements that focus on language. However, you can also create similar, forced-choice items that relate directly to the social justice objectives in the lesson. To create those items related to your social justice objectives, ask yourself the following questions: • What are the main social justice objectives of the lesson or unit? • How can you adapt these social justice objectives into questions that students can answer? It is certainly acceptable to directly ask students if they have met an objective. Here is an example of that type of item: Indirect prompts can also be used. Begin with phrases like: • If I had to explain [insert concept here] to a friend who doesn’t take this class, I’d know what to say. • I can report on what I learned about [insert concept here] in this unit. Questions should be worded in a way that is appropriate to the developmental and knowledge level of the students. For instance, in the question above, if the students had not been explicitly introduced to the concept of “socioeconomic status,” words more appropriate (in the target language or in English) should be used. The meaning of the self-assessment questions should be self-evident to the students taking it, assuming that they have been attending class and completing their work adequately. The second type of question to include in this self-assessment questionnaire is an open-ended question, which offers the students more opportunity for writing

about their thoughts. Good prompts include: • What did you do best on in this unit, in your opinion? • What was the most difficult thing for you in this unit, in your opinion? • What surprised you the most about this unit, and why do you think that is? • What grade did you think that you received on your work, and why? • What did you learn in this unit that changed your thinking or that helped you think of a way you could take action? Responses to these questions, beyond simply encouraging active reflection, also offer you an important snapshot of your students' experiences, which can then be used later to revise and improve social justice instruction. We suggest that your students complete this self-assessment after a unit has been completed, preferably within a day or two of the final assignment. However, just as with the NCSSFL-ACTFL Can-Do Statements (ACTFL, 2013), it is not out of the question for students to use versions of these questionnaires to set goals before a new unit. To do this, simply change the wording of the items to be appropriate for students who have not yet completed the unit of study. For a unit that is less identifiable and bounded, this type of self-assessment questionnaire might not be appropriate; see the next sections for suggestions as to how to encourage student reflection in those contexts. Write a self-assessment questionnaire with at least five items for the unit that you developed as a result of work in Chapters 3 or 4. Peer Assessment Peer assessment can take a variety of forms and serve a variety of functions, some of which are more conducive to reflection and some which simply enhance a more formal grading procedure on the part of the instructor. Since each of these forms of peer assessment empowers students to consider their learning from a different perspective, we recommend that you adopt at least one as a part of a summative assessment of social justice instruction when possible. It is important to inform students that they will be asked to conduct peer assessments (and have their own work submitted to a

peer assessment) at the start of the unit. This can help to enhance students' feelings about their accountability to their peers and to the classroom community. Three forms of peer assessment can be particularly useful in examining social justice learning in the world language classroom. These include the following: 1. Standard assessment checklist. This type of peer assessment requires students to read, watch, or examine another student's work, and to identify whether important components (e.g., five sentences in the target language, six slides with illustrations, 10 minutes of the presentation) are present or absent. This is one of the more typical forms of peer assessment. It requires a minimum amount of reflection, although it does encourage students to look at one another's work in some detail. 2. Quality assessment worksheet. This type of peer assessment more closely mimics the self-assessment described above. In this type of assessment, peers are encouraged to look at one another's work and to examine if it meets the unit objectives. Items similar to those in the self-assessment questionnaire could be used, with the open-ended questions shifted slightly to encourage students to respond to another student's work. 3. Group work assessment. Since the units and projects described in this book might be assigned to groups or pairs rather than individual students, we recommend that teachers include a group work assessment as a part of the peer assessment process. This group work assessment should be equal parts reflection and report, asking students to discuss their own role in the group as well as their assessment of their peers in the group. Open-ended questions are often very effective in this case. They can ask students to report or reflect on topics such as: • the contributions made by each group member; • the roles adopted by each group member; • the ways in which the group members made decisions about sharing the work; or • the perspectives (differing or the same) adopted by the group members. Write a set of at least five items

or questions that can be used to guide peer assessment in a way that is appropriate for the unit that you created in Chapter 3 or 4. Portfolios This book primarily describes a unit-oriented way of organizing social justice instruction in the world language classroom. That is, we have described instruction in social justice education in terms of unified, coherent lessons that work together to create a unit, which often results in a final product that is assessed in a summative way. However, social justice lessons and units can also contribute to content in a larger portfolio that encompasses other parts of classroom instruction. A portfolio is a collection of evidence in the form of artifacts that illustrate a student's knowledge of content, use of strategies, and/or attitudes about the classroom (Shrum & Glisan, 2010; Byram, 2000). Artifacts can include anything produced by a student, from worksheets to videos to journal entries. Beyond selecting artifacts for the portfolio, students also customarily write self-reflections where they describe why they included the artifact and how it reflects their knowledge. Much has been written about portfolios in world language education. They have been shown to have great utility in assessing students' knowledge of culture, communicative competence, and intercultural competence (see Byram's work, including Byram, 1997, 2000, for more information on this topic). As such, they dovetail nicely with a social justice approach to world language instruction. In order to include students' learning about social justice in a class portfolio, we recommend following the same steps that you would follow to establish criteria for any other portfolio artifacts (see Shrum & Glisan, 2010). The general guidelines and structure of the portfolio, as well as its organization and logistics, should already be determined and clearly stated to the students. Then, identify the social justice objectives that students would need to address with their portfolio artifacts, provide tasks that will help students to obtain the artifacts to be used in the

portfolio, and give guidelines about the students' self-reflections about the artifacts. Formative assessment tasks, as described in Chapter 5, can be excellent sources of artifacts for a portfolio. The students' self-reflections about the social justice-related artifacts should follow a similar structure to what was described in the self-assessment open-ended questions above. Depending on the prominence of portfolios in your assessment procedures, the social justice portfolio artifacts can be included as a major component or a minor component. Journaling Student journaling can offer a consistent, informal format for student reflection. Journaling involves a repeated process of producing language that includes a reflection on the students' learning experiences, either in written form (diaries, blogs), or in spoken form (video blogging or podcasting). It can be assigned according to a prompt, or a more general prompt might be repeated across entries. Some journal prompts could include: • Put yourself in the position of […]. How would you react? • Explain your feelings about the reading/video. • Have you ever been in […] situation? Tell that story, and explain what you did. • Who do you agree with in the debate? Why? Journal assignments should be frequent, and the requirements should be clearly defined. When the target language is encouraged, the students should be informed explicitly about the expectations in terms of accuracy; usually we would suggest that the journals be ungraded and uncorrected. Feedback should be given, but it should focus on the content of the entries, rather than focusing on grammar correction. If a grade must be given, we recommend a summative grade at the end of the series of entries, focusing on completion and use of the target language, rather than an individual grade for each entry. Due to the increasing availability of technology in the language classroom, we encourage you to consider its use in creating creative journaling assignments. Besides allowing students to write all of their journal

entries online in a blog format, you could also encourage them to create video blog (vlog) entries or to record podcasts. Write a set of prompts that that could be used for student journaling as a part of a unit that you have developed in Chapter 3 or 4. In addition, specify the format for your students' journal (e.g., handwritten, vlog, podcast). Teacher Self-Assessment Self-assessment and reflection are not just important to students' learning experiences in social justice instruction. Reflection is a vital part of being an educator who prioritizes social justice in the classroom. We encourage you as an educator to adopt a stance of inquiry toward your planning, teaching, and assessment at every stage. A stance of inquiry is when "practitioners collaboratively theorize, study, and act on those problems in the best interests of the learning and life chances of students and their communities" (Cochran-Smith & Lytle, 2009, p. 123). This approach to thinking critically about teaching and student learning clearly aligns with a social justice orientation. In this section, we will provide some tips about how to guide yourself in self-assessment and reflection so as to best reflect your focus on social justice instruction, and to help you in developing a stance of inquiry toward your own work. Reflective Practice Reagan and Osborn, in their seminal book The Foreign Language Educator in Society: Toward a Critical Pedagogy (2002), suggest that reflective practice is a tool that empowers teachers to question, "moral, ethical, and other types of normative criteria related directly and indirectly to the classroom" (p. 24). That is, reflective practice can help teachers to identify the consequences of their assumptions about their students, their class, and their community, thus helping them to make better decisions about how to teach. Reflection can also be seen as a type of research, where you gather information about your students and your classroom and then go through a process to report on it. Usually, these reports are personal, although they can sometimes be shared with

others (see Bailey, 2006). Reflection should occur before, during, and after instruction. We will briefly review these three types of reflection, connecting them to some questions that can also help you to reflect on your social justice instruction. Then, we will address how this reflection can connect with two frameworks for language teacher assessment: edTPA and the TELL Project. Teacher Reflection at All Stages of Teaching Reflection before instruction, called reflection-for-practice (Reagan & Osborn, 2002) or reflection-on-action (Bailey, 2006), is often directly connected to lesson planning. Newer teachers might engage more consciously in reflection-for-practice than do more experienced teachers. It can include actions like anticipating problems, imagining alternate activities if resources are not available or if time estimates are inaccurate, and thinking through how students might react to instructional practices or materials. When teaching for social justice, reflection before instruction can also address questions such as: • Are my objectives and activities meaningful and contextualized? • Do my plans effectively and efficiently help students to achieve the language and social justice objectives I identified at the beginning of my plan? • Does my classroom reflect equality? That is, do all of my students have equal access to resources in the activities that I have planned? • Have I planned and scaffolded a range of activities that encourage students to use the target language in a variety of ways? Do I need to preteach or create materials in order to support my students? • What messages am I sending my students about our priorities in addressing social justice issues by my objectives and my lesson structure? Do I want to send them these messages? • Have I planned for students' differing reactions to this lesson about social justice? What will I do if students do not react in the way that I'm anticipating? • Have I been inclusive and accurate in how I intend to portray the social justice issues in this lesson, including perspectives from marginalized groups as well as

dominant groups? If I am not including some information or some perspectives, why is that? • Have I provided opportunities or given ideas for the students to take action in response to what they have learned? Reflection during instruction, called reflection-in-practice (Reagan & Osborn, 2002) or reflection-in-action (Bailey, 2006), is all about your teaching and how you observe what is happening to adapt your instruction as the class continues. This type of reflection is necessarily more rapid than other kinds of reflection; it has to happen swiftly so that you can react and repair as needed during the process of instruction. Reflection during social justice instruction will address the following, among other things: • Am I meeting my social justice objectives as expected? If not, am I meeting them in a way that is unexpected? • What can I do right now to keep us on track and on topic? Do I know where we are heading? Is it where I want to head? • Does my classroom reflect equity? That is, am I successfully differentiating so that I can meet the needs of all students? Are any students struggling? How can I help them? Reflection after instruction, called reflection-on-practice (Reagan & Osborn, 2002) or reflection-on-action (Bailey, 2006), is perhaps what you usually think of when you think about reflective practice. This is about talking, thinking, writing, or recording your thoughts about the lesson after it has happened. If you find yourself struggling to start, focus on responding to these three questions: • What happened in this lesson? What were important moments in the class that showed how students were (or were not) learning about social justice? • What was effective or ineffective about the lesson? What evidence do I have? (Some areas to consider for this are: student engagement, student learning, target language use, student understanding of directions or how to do an activity, ratio of teacher-talk to student-talk, sequence of activities, pacing, use of time, formative assessment, transitions between activities) • What am I

proud of, especially in terms of how the students learned about social justice? Where was there room for improvement? • Did I meet the social justice objectives that I targeted in the lesson? Why or why not? • How did the students use the target language as they worked with the social justice content? Is it what I expected and planned – if not, why not? • What would I change if I were to teach this lesson again? The format for these forms of reflection is best dictated by your own context and responsibilities as a teacher. Some teachers choose to write a narrative-style reflection on the lesson plan they used, noting parts of the lesson that were effective and making a list of changes that they would like to make. Other teachers write daily in a notebook dedicated to reflection. Another teacher we knew recorded his reflections with the audio recording feature on his smartphone. Basically, the format of your reflection should be the one that is easiest for you to use and the most useful in the future. If you are a pre-service teacher, you might respond to some of these questions as a part of your coursework and interaction with your cooperating teacher and your supervisor. If you are an in-service teacher, you might simply do this as personal professional development, as a part of a department or area initiative, or as something that might feed into your formal assessment. In the next sections, we will address some of the ways that this reflection can connect with your assessment as a teacher, as dictated by two common frameworks for teacher assessment: edTPA for pre-service teachers (SCALE, 2012), and the Teacher Effectiveness for Language Learning (TELL) Framework for in-service teachers (Deering et al., 2011). Connecting with Frameworks for Teacher Assessment: edTPA As a system of performance-based assessments for novice teachers, edTPA has been implemented in many teacher education programs across the United States (SCALE, 2012). Based on a portfolio framework and a close examination of three to five lessons,

teachers using edTPA are guided through specific tasks designed to demonstrate their understanding of teaching and student learning. Importantly, completing the edTPA is one of the few times that novice teachers are required to work independently and are not allowed to seek or receive feedback on anything that they create. As such, the more guidance and practice that new teachers can get as they approach edTPA, the better. In this section, we will outline some reasons why using lessons that include social justice instruction can be very helpful to individuals being assessed using edTPA. We also provide some brief suggestions as to how best to articulate your reflections on social justice instruction in edTPA Assessment. The edTPA World Language Assessment (SCALE, 2012) refers repeatedly to meaningful cultural contexts. This phrase occurs throughout the document in phrases like "develop communicative proficiency in the target language in meaningful cultural contexts" (2012, p. 8). Note that this phrasing prioritizes language over culture. Therefore, if you do use a social justice lesson in your edTPA work, we strongly recommend that you first verify that it is a social justice lesson that focuses on the context of the target culture(s). These cultures do not have to be defined by national boundaries; they can include the cultures of local communities where the target language is spoken, including heritage learners and immigrant communities. They can also include points of overlap among your students' cultures and the cultures of speakers of the target language. However, some reflection activities and problem-posing activities might be focused more on encouraging students to examine their own culture(s) exclusively; those types may not be ideal for an edTPA task. We additionally recommend that you clearly articulate your language and social justice objectives, emphasizing how you are using the content to teach specific language concepts and increase students' language proficiency. In the majority of the edTPA items, we would

argue that culture is secondary to language objectives. However, one component of Task 2: Instructing and Engaging Students in Learning asks, “In what ways will you connect new content to your students’ prior academic learning and personal, cultural, or community assets during your instruction?” (p. 16), and relatedly, “How does the candidate promote comparisons and connections between students’ prior experiences and knowledge and the new cultural practices, products, and perspectives of the target language?” (p. 23). The emphasis on students’ backgrounds and the content of the lesson, particularly the cultural content (cultural practices, products, and perspectives) offers some possibilities for the inclusion of social justice issues in the lesson. For example, Rubric 8 (SCALE, 2012, p. 23), which focuses on Subject-Specific Pedagogy, suggests that this work should be articulated in terms of the products, practices, and perspectives in the lesson. As such, you can refer back to the first chapter of this book where we describe how social justice activities can reflect the three components of culture in the World-Readiness Standards (National Standards in Foreign Language Education Project, 2014). Connecting with Frameworks for Teacher Assessment: The TELL Project The Teacher Effectiveness for Language Learning (TELL) Framework (available at www.tellproject.org) establishes characteristics and behaviors that model world language teachers exhibit. It focuses on the professional growth of teachers, so in addition to clearly defined characteristics and behaviors, the framework also offers feedback and observation tools. The authors of the TELL Framework already had issues of access in mind, since they seek to provide access and share resources across all settings where world languages were taught (Alyssa Villareal, personal communication, August 2014). Furthermore, they argue that the TELL Framework offers teachers the opportunity to reflect on how they “model an attitude of fairness and equity within

the context of cross-cultural examination," thus "evidencing behaviors that social justice requires" (Gregory Duncan, personal communication, August 2014). Note also that many aspects of the TELL Framework have strong connections to the ways that we have described how to create and assess social justice units. Since it is a complex and multi-part framework, in this section, we provide a brief overview of how teachers who are assessed or who self-assess using that framework can incorporate it into their social justice instruction. The TELL Framework is divided into three areas: Preparing for Student Learning, Advancing Student Learning, and Supporting Learning, with seven domains total under these three areas. With the help of Gregory Duncan, one of the authors of the TELL Framework, we have identified the following intersections between the TELL Framework and social justice instruction: Preparing for Student Learning, in the Planning domain, besides echoing the backwards design process that we have recommended, highlights the importance of: • guiding students through examining products, practices, and perspectives (P3.d); • involving students with a variety of backgrounds and skills (P4); • engaging them in different levels of thinking, including higher-order thinking (P8.c); and • considering appropriate authentic materials critically (P9). By planning social justice instruction as we have described it in this book, you will easily meet these different goals related to Preparing for Student Learning. Under Advancing Student Learning, both The Learning Experience and Learning Tools domains reflect what social justice instruction can bring to your classroom. The Learning Experience suggests that the teacher must demonstrate and model respectful behavior in the classroom (LE1.a), which reflects some of the important identity and community issues that are vital to creating a classroom where social justice instruction occurs. Additionally, echoing Task 2 in the edTPA model above, the domain

criterion of LE6 is a key intersection with social justice: “I provide opportunities for students to engage in cultural observation and analysis.” Incorporating social justice objectives into instruction will help you to attain a high level of performance on this criterion, which encourages students to recognize and understand aspects of their own culture and other cultures, as well as to approach a measure of intercultural competence. Under Learning Tools, there are numerous references to using tools to access local and global target language communities (LT1.d, LT2.d, LT3.d) as well as to using authentic materials and realia (LT1.b, LT3.a, LT3.b), both of which connect closely to social justice activities that focus on text analysis. Finally, under Supporting Student Learning, the Collaboration domain connects your classroom work with local and global communities outside of the classroom (C5), a central component of many of the social justice activities that you can try with your students. Undertaking rights and policy investigations and individual experience investigations, for instance, would almost certainly give your students new opportunities to learn language. Furthermore, the Professionalism domain connects with our original argument that world language teachers model appropriate attitudes and practices with members of other cultures, a vital aspect of teaching for social justice (PR1.a, PR1.b). Conclusion Reflection and self-assessment can help you to stay focused on your objectives in teaching social justice lessons. It can help everyone in the classroom understand more about what you are doing, and has the potential to help you develop as a teacher. However, reflection and self-assessment take time, and they are not always easy to incorporate into a larger program of instruction and personal development. We encourage you to try one student reflection and one self-reflection activity the first time that you implement your social justice unit. If it feels awkward, forced, or time-consuming, find another path to

reflection and self-assessment. Discussion Questions 1. Revisit the vignette about Carol and Oscar. In this vignette, the two instructors have student and teacher reflection and self-assessment happening in roughly parallel ways. That is, when the teachers reflect on their work, so do the students. Do you think that this is a good practice? Why or why not? 2. What is the difference between self-assessment and reflection? What do they have in common? 3. Four ways of encouraging student reflection were summarized in the first part of the chapter: self-assessment, peer assessment, portfolios, and journaling. List three positives and three negatives about each of these four paths to student reflection. 4. How can video blogging (vlogging) and podcasting improve on the idea of journaling to encourage student reflection? What are their strengths and weaknesses as alternatives? 5. How do you currently reflect on your work as a teacher (whether a pre-service teacher or an active teacher in the field)? Consider things like talking with friends and family, writing email or social media posts, as well as more formal journaling or reflecting in papers. 6. Both edTPA and the TELL Framework connect with social justice instruction in a number of ways. Can you identify ways, other than those listed, where you feel that your social justice work will satisfy criteria in those models? REFERENCES American Council on the Teaching of Foreign Languages. (2013). NCCSFL-ACTFL Can-Do Statements. Retrieved from – www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements Bailey, K. M. (2006). Language teacher supervision: A case-based approach. New York: Cambridge University Press. Byram, M. (1997). Teaching and assessing intercultural communicative competence. Bristol, PA: Multilingual Matters. Byram, M. (2000). Assessing intercultural competence in language teaching. Sprogforum, 18(6), 8–13. Cochran-Smith, M. & Lytle, S. L. (2009). Inquiry as Stance: Practitioner research for the next generation. New York: Teachers

College Press. Deering, S., Duncan, G., Sauer, T., & Villarreal, A. (2011). The teacher effectiveness for language learning (TELL) project. Retrieved from www.tellproject.com National Standards in Foreign Language Education Project. (2014). World-readiness standards for learning languages. Alexandria, VA: ACTFL. Retrieved from www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf Osborn, T. A. (2006). Teaching world languages for social justice: A sourcebook of principles and practices. New Jersey: Lawrence Erlbaum. Reagan, T. G., & Osborn, T. A. (2002). The foreign language educator in society: Toward a critical pedagogy. New York: Lawrence Erlbaum Associates. Shrum, J. & Glisan, E.W. (2010) Teacher's handbook: Contextualized language instruction (4th Ed.) Boston: Heinle. Stanford Center for Assessment, Learning and Equity (SCALE). (2012). edTPA World Language Assessment Handbook. Retrieved from www.molloy.edu/Documents/Education%20Division/edTPA_WLA_Handbook.pdf Throughout the first six chapters of this book, we offered many different ideas and suggestions for teaching social justice in the world language classroom. At this point, you may still have some lingering questions about how your philosophy of teaching, your context, or your students fit with the notion of teaching for and about social justice. In this section, we will address some of the questions that we imagine you might have at this point. The questions relate to incorporating social justice into elementary classrooms, decorating your classroom, integrating differentiated instruction, using service learning, using project-based learning, and advocating for social justice instruction in your school community and beyond. Several of the questions have come from individuals currently teaching world languages at various levels in the United States; their names appear in parentheses in the questions. We conclude with some final tips from a

teacher who has extensive experience teaching for social justice in his world language classes. Questions from Real Teachers Question 1: I teach world language at the elementary level. How can I teach for social justice in a way that is developmentally appropriate for my students? Research has consistently shown that “children’s attitudes toward people different from them appear to develop early and may become more persistent with time” (Rosenbusch, 1992). Elementary school teachers of at all levels would agree that helping young students to understand how people are the same and different is a key component of their instruction. This notion of similarity and difference among people is one of the fundamental concepts of social justice education. Stereotypes, misconceptions, and untruths based on social and human differences, and the resulting structural inequality and discrimination, are central concepts that social justice education seeks to disrupt and challenge. Although concepts like discrimination and structural inequality may be more difficult to address with younger students, a thoughtful presentation of difference among people can lay the groundwork for important social justice instruction as students mature. For this, we recommend some of the techniques for developing global and multicultural awareness suggested by Curtain and Dahlberg (2010) and Rosenbusch (1992). Some of these suggestions include: • Help students to focus on interdependence and relationships rather than a culture-contrast perspective. That is, allow students to see the variety of countries, regions, and communities, including communities near them, where the language is spoken. Visuals like pictures and videos, invited speakers, and Internet resources can support these efforts. • Acknowledge and build on the cultural differences that might already exist in the classroom. Have students identify the ways people differ within their own community and consider them from a choice perspective rather than a conflict

perspective. Have them do simple surveys about things like their favorite foods, holidays, and activities, and then link those findings to understandings related to target cultures and issues of social justice. • Share and explore events in the target cultures (either historical or current events) that show how people interact and create community. Obvious choices include major international events like celebrations across the globe (e.g., New Year's or harvest festivals) or international sporting events (e.g., World Cup, Olympics). Sometimes the international community reacts to events in the United States (like a presidential election or a feel-good story), and it is interesting to see their interpretations. Go beyond just exploring the general event, though—try to help the students to imagine what it would be like to be children of their age experiencing that event. One concern in teaching these topics to elementary students is the use of the target language. Many elementary language programs are taught completely in the target language, with no use of English by the instructor at all. Strict adherence to that policy does inhibit some discussions, but important activities can involve graphic organizers (Venn diagrams), powerful visuals, and things like graphs, statistics, and symbols that students can interpret more easily. Some experts do suggest that the occasional use of English can be effective in supporting target-language-rich activities and learning (Rosenbusch, 1992). We agree—when the exception to the rule is explicitly explained to the students ("The last 10 minutes of class today is going to be in English"), it can lead to unique learning experiences. Question 2: It is the beginning of the school year, and I am in the process of decorating my classroom. However, I realized that most, if not all, of the materials and posters that I am hanging are comprised of White people. How can I find and/or create more inclusive decorations for my classroom? (Question from Katherine Farley, St. Paul, MN) As we mentioned in Chapter 2, one way to

incorporate your students' identities into the classroom is to represent them visually using posters or artwork. This can be done in many ways, but one method is by finding or creating visual representations for the walls of the classroom that reflect the diverse identities of your students and the diversity of the target cultures. By making an effort to provide inclusive visuals in the classroom, your students are aware that your world language classroom not only affirms students' identities, but also gives them opportunities to view the target cultures through different lenses. However, it is not always simple to find posters, realia, and decorations that represent a variety of races, ethnicities, abilities, beliefs, and interests. Although you can search for posters that depict real settings and people, you may be surprised to find that these posters are often homogenous in nature. For example, how often are Afro-Latinos or Afro-Germans represented in posters about Spanish-speaking or German-speaking countries? In these cases, there are several ways to go about finding or creating more inclusive and diverse visuals. Art from Target Cultures: Diverse perspectives are celebrated and social topics are often critiqued through art in many countries around the world. With some searching, you will come across various artists from target cultures that represent different perspectives and reflect some of the identities of your students. Use posters, realia, newspapers, images from the Internet, or magazine clippings of various artists who depict different races, ethnicities, and abilities and scenes from various segments of society. These images will provide windows into other perspectives as well as a departure point for discussion. To engage students in a more in-depth, critical exploration of art and social justice, involve students in an artist study over a span of several weeks. Choose one artist from the target culture or an artist from the US who engages in work with target language communities. Make sure that the artist's work addresses issues of equity and social justice. Collaborate

with your school community's art educators as you choose materials and plan instruction connected to an artist study. Themed Bulletin Boards: Choose a topic and create a bulletin board of pictures, articles, realia, art and anything else you can find related to the topic. For example, in a Spanish classroom, a teacher could choose to expand students' views of the target cultures by creating a bulletin board about Afro-Peruvians who were originally brought to Peru by conquistadors and are still an integral part of Peruvian society and culture. In a German classroom, a teacher might choose to create a bulletin board about Afro-Germans or Turkish Germans, who have contributed to many aspects of the German culture. The bulletin boards can correspond to current topics being explored in the curriculum or can simply provide a visual way of understanding others who are underrepresented in the target cultures. We, The Students: Involving students in the process of creating visuals for the classroom can also be very effective. At the beginning of the year, you can ask students to provide pictures of themselves and attach notecards with their background information written in the target language. With these profiles of your students, you could create a wall collage of all your students to allow them to see themselves and the diverse backgrounds of other language learners who enter your classroom on a daily basis. Your students' visual contributions to the classroom can change throughout the year as you explore and uncover new topics. In general, be creative and do not limit yourself to commercially made posters. Visuals in your classroom can be comprised of anything you find. As you travel to countries where the target language is spoken, take care to gather realia that is representative of different groups of people and groups. Find time to search for articles and pictures on the Internet that provide a perspective that maybe underrepresented. Get your students involved in the creation of visuals in the classroom. The process of

decorating the classroom to reflect you, your students, and your objectives is important, but it also should be fun. Given the benefits of including visual representations of all types of students and members of the target culture, we want to emphasize that multicultural decorations alone are not sufficient to meet the goals of social justice education. Without thoughtful, systematic, and well-developed learning opportunities about social justice issues, visual representations risk serving only as "window dressing." Question 3: My school is focused on differentiated instruction. How can I still differentiate for all of my learners and teach for social justice, which seems more complex? Differentiated instruction (Blaz, 2006; Tomlinson, 1999; Tomlinson, 2005), an approach to teaching that recognizes the similarities and differences in students, provides scaffolding and challenges for different abilities, and allows students to draw from knowledge they have due to their own frames of reference. Differentiation makes it possible for students with a variety of abilities and backgrounds to find success in the language classroom; although students are working toward common objectives, it enables them to different routes to get there. In an equitable classroom, some students need more emotional and academic support while other students require more independence. Tomlinson points out, however, that there is no blueprint for differentiation. While giving teachers the freedom to find an approach that works for their students, she does highlight several key principles of differentiation. These principles (Tomlinson, 2005) strongly connect with teaching for social justice in world language. In this section, we explore these three principles by Tomlinson and their relationships to Nieto's (2010) components of social justice education, which were highlighted in Chapter 1. Principle 1: If students have a positive attitude about themselves and what they are learning, they will experience greater success in the classroom. One of social justice

education's primary aims is to draw on the talents and strengths of the students. All students, regardless of their backgrounds, appreciate the recognition of their talents and strengths. In working toward this objective, the teacher creates a more positive learning environment and affirms and values students' identities. Furthermore, when students believe the classroom is a place where all abilities and backgrounds are valued, included, and reflected in the learning process, their attitudes about themselves will be more positive and they will find greater success. Principle 2: Curriculum should be designed to engage learners and to help the students to make meaningful connections between what they are learning and the world. Students being engaged, thinking critically and meaningfully about their work, and looking carefully at the world are all components of social justice education as well as differentiated instruction. Although vocabulary and grammar are key components of the curriculum, learning a language extends to examining various levels of culture, making comparisons and connections to other disciplines and students' own lives, and extending the language learning process beyond the four walls of the classroom. Principle 3: Effective differentiation adapts learning and assessments to allow students to reveal their abilities and knowledge. This principle aligns well with the notion that social justice education provides all students the resources necessary to learn to their full potential. Providing students with some freedom to take various routes to arrive at the same objectives is key in supporting students to reach their full potential. For instance, when a teacher discovered that a high school German student with a visual processing disability excelled at oral communication and topics related to history, the teacher adapted a written assessment to explain answers orally. This enabled the teacher to find out what the student actually knew about the topics being learned, and the student was provided with the

resources needed to succeed (see also Blaz, 2006; Tomlinson, 1999).
Question 4: My school focuses on service learning, where my students regularly help out in the community. How can I make sure that these service learning opportunities also meet social justice objectives?
Service learning is defined as "a research-based teaching method where guided or classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge" (Kaye, 2010, p. 9). Most importantly, service learning connects classroom content to community needs. Service learning in world language contexts often consists of projects like providing translating services, helping communities in need in other areas of the world, and advocating for the needs of individuals or communities where the target language is spoken. Service learning does not have to meet social justice objectives in order to be considered service learning, and, furthermore, it does not do so automatically (Einfeld & Collins, 2008). Service learning opportunities can take a variety of forms, and some can focus students on individuals rather than systemic or pervasive issues of social justice. These are not necessarily poor service learning opportunities, but they have not been structured so as to encourage social justice learning. On the flipside, social justice education is often very closely linked with action. That is, social justice instruction is often intended to encourage students to take action to address inequalities and solve problems outside of the framework of the classroom (Nieto, 2010). However, service learning offers useful guidelines for those interested in pursuing more action-oriented social justice projects with students. We suggest taking some important steps to tailor service learning opportunities to meet social justice objectives:
1. Be sure that you collaborate to establish shared social justice

objectives with the community organizations with which you are working. 2. Identify and build on students' experiences and backgrounds so that they can better apply their skills and build on their prior knowledge. This is a central tenet of both service learning and social justice education. You can do this through allowing them to explore their preconceptions before the service learning begins and by supporting them to revisit their personal reactions throughout the project. 3. Provide space and time for reflection not just on individual experiences, but also on more systemic issues that those individual experiences suggest (Einfeld & Collins, 2008). Foster opportunities for students to examine any deficit views related to the community or people that are being served. For instance, have your students contextualize an activity like translating at a food bank with an explicit discussion about why community members rely on the services of the food bank. 4. Plan for continuity and time investment so that students can truly understand the community that they are serving and the issues faced by that community. Support students as they work toward developing empathy for others and relationships with individuals in the community. Question 5: Project-based learning (PBL) has become more pervasive in education. From what I have seen, most PBL units are connected to a social justice topic. Are there PBL units available to teachers at different proficiency levels? (Question from Mary Fama Devine, Haddon Heights, NJ) Project-based learning (PBL) involves engaging students over a long period of time in student-centered, collaborative work on one unified project that seeks to answer a set of complex questions. PBL has five essential keys: (1) Establishing real-world relations in projects; (2) Building rigorous projects that are core to learning; (3) Structuring collaboration for student success; (4) Facilitating learning in a driven environment; and (5) Embedding assessment throughout the project (Edutopia, 2014). In language

classrooms, PBL provides students with the opportunity to “engage in real-life communication, in context, with real people, and across the globe” (Doehla, 2011). PBL and social justice instruction overlap in some very important ways. For instance, to return to our ideas for social justice activities in Chapter 1, we suggest that rights and policy investigations would work particularly well in the PBL framework. In these types of activities, students can work together to research and come up with ways to address and advocate for human rights issues. They can address a complex question, working collaboratively, in a real-life context. Some of the examples that we have given in this book would not work as well in a PBL framework. For an activity or project to be PBL, it must involve collaborative work among students, which might not always be the work format in your social justice units. Additionally, PBL is goal-focused, with a final product that addresses real-world issues. As such, social justice units that focus on discussion, text analysis, or information gathering only would not qualify as PBL. To look at it from another perspective, we would argue that PBL does not always include social justice instruction, either. You might have your students create a menu for a restaurant, or write a book for young children (Doehla, 2011). Those ideas do not connect as strongly to the themes and topics of social justice instruction, but also have a place in the classroom. If a teacher chose to do so, a connection could certainly be made through thoughtful materials development. Although we assert that social justice education is very important in the world language classroom, we also want to be clear that not every engaging lesson will incorporate social justice. Question 6: I have felt isolated and have been criticized for tackling social justice issues. How can world language teachers face such issues? (Madji Fall, Glassboro, NJ) There are risks when we deviate from traditional, expected curriculum content. As Bell, Washington, Weinstein, and Love (1997) have stated:

“As we engage with social justice issues and change our classrooms accordingly, we often come into conflict with institutional norms of professed objectivity, authority, and professional distance in ways that can undermine our confidence, lose the support of some of our colleagues, and in some cases jeopardize our positions as faculty” (Bell et al., 1997, p. 309). To help Madji and others who might face objections (or who anticipate facing objections), we have summarized some of the main ones below, and some possible responses. Objection A: “More social justice instruction will make it harder to work collaboratively with other teachers.” No teacher teaches in a vacuum. If other teachers in a particular context believe that languages are important to study and learn for specific reasons, the teacher may feel pressure to conform so she/he can remain in good standing in these relationships. Teachers collaborate with other teachers, following similar scopes and sequences in the curriculum, therefore it is difficult to make changes without ensuring that colleagues are amenable to the ideas. Response: Start from the assumption that teachers who challenge or criticize the integration of social justice instruction are well-intentioned. Ask for time to present your units to them, so that they can see the quality of the work and the learning that it encourages. It might also help if you begin slowly with any changes that you implement, both for this social reason and for a reason that we will explain below—to make the workload manageable. Don’t overhaul the entire curriculum right away, or make your colleagues think that your previous curriculum was not valuable. If it is your first year teaching, be sensitive to the disruption that social justice instruction might represent to your colleagues. Objection B: “Social justice instruction takes the focus off of language learning.” Colleagues who say this might believe that a focus on social justice in the classroom is a diversion from the “basics.” That is, it erodes the traditional educational canon. World

language teachers in the modern classroom spend a great deal of time trying to get students to engage with the language, and de-emphasizing language proficiency in favor of other types of issues may not make sense (see also Reagan & Osborn, 2002). Response: Social justice instruction is at its best in the world language classroom when it is fully integrated with language objectives. It offers students ways to use the language in real-life, contextualized ways. Again, showing your colleagues your ideas and your students' learning is the best defense here. Objection C: "The students (and their parents) won't accept this." Teachers teach real students, who might feel confronted by unexpected topics in the classroom. While marginalized students may feel affirmed or empowered by social justice instruction, privileged students might have trouble being asked to reconsider and possibly change their perspective on the world (Swalwell, 2013). Teachers work with real parents (especially at the K–12 level), who might be surprised and challenged by the reports from their children. Response: Communicate as much as possible about your work with your students and parents (if applicable). You have numerous standards, well-respected literature, and research at your fingertips to demonstrate that an integration of social justice understandings is beneficial for all students in world language classes—share them! Objection D: "Social justice is about teaching values." Social justice and its focus on societal inequalities can be seen as value-laden, or some might say political. One might argue that the explicit teaching of values does not belong in the public school classroom, particularly in the United States because of the constitutional principle of the separation of government and religion. In the United States, parents are viewed as responsible for teaching values to their children, and some families might have religious or cultural objections to lessons that focus on social justice, particularly in cases where teaching for social justice focuses on certain communities

or practices. Furthermore, different teachers or teaching communities might define “social justice” in very different ways, and assuming that it is vital in the same way to all students in all contexts indicates cultural bias (Miller et al., 2009). Annam Hasan, an Arabic teacher from Overland Park, KS points out that she is often concerned about skewing her students’ perspectives when she teaches topics that contain social justice understandings. Response: This objection assumes a transmission-of-knowledge model of education, where the teacher imparts information that the students must learn and then regurgitate on assessments. Social justice education encourages exploration and awareness-building. Students in these classrooms are encouraged to think critically about all perspectives. Yes, this might result in some skewing of perspectives, but not as a formal requirement of the instruction. Assessments are not built on students conforming to specific sets of values. Teachers also should also recognize that the choice not to take a stance on issues of social justice or the choice to remain silent is also a political position. Objection E: “It is going to take a lot of time and energy to do this.” Planning for social justice is reliant on teacher effort and time. Textbooks are often more focused on a U.S. perspective than on other cultures, and they rarely broach the subject of social justice issues (Kramsch, 2012; Reagan & Osborn, 2002). As with content-based instruction (CBI), project-based learning, and other content-oriented types of language instruction, the materials are not available like they are for more communication-based language instruction. To add to this, from a more logistical perspective, many world language teachers teach multiple levels (“preps”), sometimes even traveling between institutions during the workday. Response: We certainly hope that this book will help you with your first line of defense against this objection. We believe it is our responsibility to teach for social justice, and that educators interested in teaching for the success

of all of their students will take on this responsibility willingly. We know it may cause more work; however, our guidelines for creating original units and for adapting textbooks will hopefully reduce some of your workload. Even with these materials, as we stated above, we do recommend starting small. Use prepared materials for some of your curriculum, and add one unit per year or per semester. Give yourself a pilot year for every curricular change. Join or create networks of like-minded colleagues who can support your decision and share resources with you. Question 7: How can we bring the urgency and value of social justice education in world languages to our colleagues and professional organizations? (Richard de Meij, Hartford, CT) Throughout the text, we have discussed many benefits of teaching for and about social justice in world language classrooms. However, it is important to remember that many language teachers have not had the opportunity to think about how social justice might frame their way of thinking about teaching, or how it might fit into the curriculum. Thus, it is possible that your colleagues do not have enough information about teaching for social justice in order to be able to be an ally in a World Language Department, for example. We empathize with the risks in teaching content that has the potential to evoke emotional or academic responses from colleagues, families, and others in the school community. However, there are allies that you can utilize for support. Find a trusted colleague who shares your commitment to teaching for and about social justice. This person should serve as someone with whom you can collaboratively plan and reflect. She/he can also provide emotional support when things go well, and when things do not go as you had planned. If you do not have a trusted colleague nearby, seek out someone in another geographical area with whom you can establish an online relationship. You can connect with others who share your interest and commitment through professional organizations

including the American Council on the Teaching of Foreign Languages (ACTFL), the National Association for Multicultural Education (NAME), Teachers of English to Speakers of Other Languages (TESOL), the National Association for Bilingual Education (NABE), and many others. Richard's question relates to advocacy—bringing the "urgency" and "value" of teaching for and about social justice in world language education. Fortunately, as language teachers, many of us are used to acting as advocates for language education. In that vein, we already have a skillset related to activism. It is easy to adapt some of these advocacy actions in an effort to inform other language educators about teaching for social justice. Take action by writing letters to textbook companies or to the specialist of world language education in your state's department of education. Ask them to include content related to social justice issues. Or, at a more local level, initiate a meeting with your school community's staff and invite them to help you find interdisciplinary connections to some of the themes you plan to teach. Finally, enlist engaged, creative, or responsive students to share their experiences with others in the school community, including families, administrators, or other school staff. Invite students with particular skills such as digital video editing or website design to create products to "show off" to families, the community, and other educators. Ultimately, their voices, particularly when they speak about the knowledge and agency they have gained to improve the world, will be the most influential form of advocacy you will have. Question 8: What kinds of advice do teachers who regularly incorporate social justice understandings into their classrooms have for me as I begin this process? Richard de Meij from Hartford, CT, suggests that teachers engage all of their senses as they enter this process, and he offers teachers the following advice: • Keep your ears perked up: Listen to the voices of everyone, and particularly to the voices of those who do not

look like you, who are not from where you are, who do not live where you live, who do not wear what you wear, who do not do the work you do, who do not eat what you eat, who do not have the same experiences you have, who are not entertained the way in which you are, and finally, who do not dream the dreams you dream. Your goal: Listen to what your students are saying they need, try to understand what they are really saying to you, and what they are asking you to understand about them. • Keep your eyes opened wide: See, observe, inquire, wonder, question, and analyze that which you see, while you make sure to get a clear and unobstructed and unbiased look from various angles, allowing you thus to obtain various perspectives. Read, read, and read! There is a world of research, books, magazines, journals, websites, blogs, mobile apps, videos, and podcasts about social justice "hows," "whys" and "whens." Your goal: Get a clearer and truer view of who your students are! • Use your mouth wisely: Talk to your students, their parents, families, your Pakistani neighbor, your Bosnian neighbor, your African-American neighbor, etc. Indulge in conversations that allow you to explore and learn about practices, perspectives, needs passions, beliefs, and experiences that are unlike yours, and very "foreign" to you. Your goal: Learn as much from the "experts": your students, their families, and their communities (that might just be a block or two away from yours). Be prepared to learn with and from your students. • Use your feet (bicycle, bus, or car): Explore the communities in which your students live. Visit a mosque, a temple, a church other than your own, cultural festivals, rites of passage, celebrations, etc. Your goal: Experience and try to enjoy that which your students enjoy. You'll understand them better. • Open your heart and your mind: Feel the passion for the sacred work of being a teacher. Feel, care for, and empathize with your students, their futures, their places in your life and in the lives of each other, and in their

communities and society. Be(come) their fearless advocate, and encourage and support their voices, and their actions toward a more just society for all. The next time you get to the part of the “Pledge of Allegiance” that says “and justice for all,” pause, reflect, and do something about it! Conclusion The goal of this chapter was to fill in the gaps where questions might linger about the ways that social justice instruction can be integrated into the world language classroom. As you have seen, many of these questions were about how best to include social justice instruction in a way that involves students at all levels and with all backgrounds (Questions 1–3). Other concerns addressed combine social justice instruction with other important language teaching methods and approaches (e.g., service learning, project-based learning). Issues of advocacy were also very important, as many teachers questioned the best ways to advocate for their work integrating social justice instruction in the classroom. Finally, we left you with advice from a seasoned teacher in the world language community who regularly engages his students in social justice understandings. We hope that this chapter has helped to answer any lingering questions you might have and has helped you process the idea of teaching social justice in the language classroom even further. Discussion Questions 1. Which of these questions and responses do you feel was most useful to you? Why? 2. What remaining questions do you have? What do you wish that we had answered in this chapter that was perhaps missing? 3. In our response to Question 7 about advocacy, we offered some ideas about why and how you can advocate for social justice instruction. Beyond that section of this chapter, what other parts of this book would be helpful to you in advocating for social justice in the world language classroom? How would you construct an argument to a skeptical party? Create an advocacy plan. 4. How would you respond to Richard’s advice in Question 8? If you have experience

teaching topics of social justice in the language classroom, what kind of additional advice would you offer teachers who are beginning to incorporate social justice into their classrooms? REFERENCES Bell, L., Washington, S., Weinstein, G., & Love, B. (1997). Knowing ourselves as instructors. In M. Adams, L. Bell, & P. Griffin (Eds.), Teaching for diversity and social justice: A sourcebook. New York: Routledge. Blaz, D. (2006). Differentiated instruction: A guide for foreign language teachers. New York: Routledge. Curtain, H. & Dahlberg, C. A. (2010). Languages and children: Making the Match: New languages for young learners, grades K–8 (4th Ed.). Boston, MA: Allyn & Bacon. Doehla, D. (2011). Using project-based learning to teach world languages. Retrieved from http://www.edutopia.org/blog/world-language-project-based-learning-education-curriculum-don-doehla Edutopia. (2014). Five keys to rigorous project-based learning. Retrieved from www.edutopia.org/video/five-keys-rigorous-project-based-learning Einfeld, A. & Collins, D. (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. Journal of College Student Development, 49(2), 95–109. Kaye, C. B. (2010). The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action. Minneapolis, MN: Free Spirit Publishing. Kramsch, C. (2012). Editor's introduction to the special issue. L2 Journal, 4(1), 1–8. Miller, sj et al. (2009). Beliefs about social justice in English education. National Council of Teachers of English. Retrieved from www.ncte.org/cee/positions/socialjustice Nieto, S. (2010). Language, culture, and teaching: Critical perspectives. New York: Routledge. Reagan, T. G. & Osborn, T. A. (2002). The foreign language educator in society: Toward a critical pedagogy. New York: Lawrence Erlbaum. Rosenbusch, M. H. (1992). Is knowledge of cultural diversity enough? Global education in the elementary school foreign language program.

Foreign Language Annals, 25(2), 129–136. Swalwell, K. (2013). Educating activist allies: Social justice pedagogy with the suburban and urban elite. New York: Routledge. Tomlinson, C. A. (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. Tomlinson, C. (2005). Grading and differentiation: Paradox or good practice? Theory into Practice, 44(3), 262-269. Standards-Based Unit Template from Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design by Clementi & Terrill (2013) Lesson Plan Template from Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design by Clementi & Terrill (2013) For additional details, see Clementi, D., & Terrill, L. (2013). The keys to planning for learning: Effective curriculum, unit, and lesson design. Alexandria, VA: ACTFL. Rubric 1: Sample Holistic Social Justice Rubric to Be Added to an Integrated Performance Assessment (IPA) Building on the IPA rubric created by Glisan, Adair-Hauck, Koda, Sandrock, and Swender (2003; see also Sandrock, 2010), we suggest that a social justice component be added to an IPA rubric for a social justice lesson. This will vary greatly according to the IPA, but this is a general example. Rubric 2: Can-Do Statements for Social Justice Instruction Can-Do Statements, like the NCSSFL-ACTFL Can-Do Statements (ACTFL, 2013), can offer students an opportunity to reflect on their own practice. This rubric offers some general suggestions at the different levels outlined by Sandrock (2010). Much of this has also been adapted from Lingua Folio Wisconsin: Culture (from www.waflt.org). 5 Cs 4–5 21st Century Skills Map for World Languages 7 apprenticeship of observation 14 artifacts 8, 63, 84, assessments authentic assessments 33 formal assessments 51, 59, 65 formative assessments 10, 26, 35, 42–43, 51–56, 63, 80 informal assessments 51 publisher-supplied assessments 42–44 summative assessments 33

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