



**Kent State University
STARTALK Student Program Curriculum**

Theme: My Space – Our World

Target Proficiency Level: Novice-mid

Number of Hours: 170

Designed by: KSU Regents Foreign Language Academy

Brief Description of Program (including curricular context and goals)

Students will ground their language learning in their own private space, beginning by decorating their rooms and devising protocols for people to enter their space (knocking, passwords, etc.). They will then go out into shared spaces (home and school). They will then learn to navigate the passage from one space to another. Finally, they will take their summer experience and communicate that to a larger community outside the Academy. In doing so, students will acquire greater sensitivity to space, which is shaped by individuals, communities, and cultures, and will learn to communicate their experiences in the spaces they know in order to create new communities and new social spaces.

What Enduring Understandings are Desired:

Students will understand:

- Space can be private, public, and can be shared
- Space can be divided in different ways in different cultures
- We may behave differently in different spaces
- We may have to undergo certain procedures when passing from one space to another

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

To what extent or in what ways

- Do I leave my mark on my space
- Do I welcome people into my space
- Do I change my behavior when I enter another person's space
- Do people all over the world have similar needs for private space
- Do people all over the world have similar needs for public space

Standards/Goals:

Major Standards: 1.1, 1.2, 1.3, 4.2, 4.3, 5.1

Supporting Standards: 2.1, 2.2, 3.1, 3.2, 5.2

Content Overview:

Topic: Space—personal, private and public

Goals: Students *will*

- learn to navigate the passage from one space to another;
- take their summer experience and communicate that to a larger community outside the Academy;
- acquire greater sensitivity to space, which is shaped by individuals, communities, and cultures;
- learn to communicate their experiences in the spaces they know in order to create new communities and new social spaces.

Students will explore and document their passage from personal and private to more public and shared space through various technologies. Each student will create a blog that will capture his/her individual passage. The student will be able to write text, upload audio and image files, as well as narrated PowerPoints. This personal space is expanded through capturing comments by peers and teachers. The transition to a shared space (school) will be through the use of Wikis. Wikis will allow students to collaborate and negotiate meaning in the development and design of the newspaper. An online, interactive newspaper will be the vehicle for the students to transition to a larger community outside the classroom walls. In addition to photos and text, the multimedia newspaper will also integrate podcasts, video, and reader comments. Culture is woven through the program both in and outside the classroom. All of the tasks involve acquiring some knowledge of the target culture by comparing the organization and experience of private and public spaces in the US and the target culture based on each module's theme. Outside the classroom, culture will be threaded through games, movies, food, songs, among other activities.

Content: *Module 1: Welcome to My Space!*

Objectives:

- Greet people at different levels of formality and at different times of the day
- Introduce oneself to others
- Ask for someone's name
- Compare customs of greetings and introductions
- Request clarification
- Understand target language names and naming conventions

Key Vocabulary:

- Greetings (formal/informal)
- Ways to say good-bye
- Inviting guests to come in, sit down, be at home

Skills:

- Culturally appropriate greetings
- I can introduce myself and someone else
- I can respond appropriately to an introduction
- I can say my name and ask someone what his/her name is
- I can ask for someone's name
- I can request clarification

Content: *Module 2: Me in My Space*

Objectives:

- Describe your room
- Talk about activities you like and don't like to do
- Ask others what they like to do
- Understand cultural perspectives on favorite activities
- Compare living spaces with the target culture

Key Vocabulary:

- Words for rooms
- Some words for furniture
- Words for colors
- Words for activities

Skills:

- I can exchange a simple description about my home and room (room, furniture, size, color)
- I can request information about someone's home and room
- I can give information about the cost of furniture and technology
- I can talk about my activities
- I can ask others what they like to do

Content: *Module 3: Sharing My Space with My Family...!*

Objectives:

- Present and discuss one's family
- Ask questions about someone else's family
- Compare family size and structure
- Compare family celebrations in U.S. and target culture
- Compare image representations (photos) of families with target culture

Key Vocabulary:

- Names for family members
- Yes/no questions
- Interrogatives and word order in questions and answers, intonation
- Descriptive adjectives for people

Skills:

- I can identify the members of my family by relationships and ask someone about his/her family with a simple question
- I can say how many brothers and sisters I have
- I can give my age and birthday for me and my family members

Content: *Module 3: Me and My Friends at School!*

Objectives:

- Talk about classes and school materials
- Talk about language proficiency
- Talk about school schedules and subjects
- Describe people, express personality traits

- Discuss what students do during the day
- Compare your school with one in the target culture
- Compare a resume with ones in the target culture

Key Vocabulary:

- Verbs for studying
- Names of academic subjects
- Names of hobbies, sports
- Some descriptive adjectives
- Resume-specific vocabulary

Skills:

- I can exchange simple descriptions about what people look like
- I can exchange simple descriptions about personality
- I can exchange simple descriptions of what I'm studying
- I can exchange simple descriptions of what languages I know
- I can create a simple resume in the target language

Content: *Module 4: Sharing My Summer!*

Objectives:

- To present and reflect on one's experience
- To narrate events in the past and present
- To make comparisons
- To support opinions
- To recognize the interests of readers in preparing a community newspaper
- To compare U.S. newspapers and target language newspapers

Key Vocabulary:

- Newspaper vocabulary (headline, editorial section, etc.)
- Review of vocabulary

Skills:

- I can exchange information about myself, my family, my friends, and familiar things using simple phrases
- I can exchange information about my summer experience using simple phrases
- I can make comparisons between my experiences and target language culture

Connections to Other Disciplines: Social studies, journalism

Technology Integration: Skype, blogs, wikis, html, digital and video cameras

Assessments:

What evidence will show that students understand and can perform?

Performance tasks:

- A continuing assessment will be the students' blogs, which will assess primarily writing, listening, and speaking; students will upload a photo video with narrated audio about their families as well as skits based on the module themes;
- Another continuing assessment task will be an online, student-run newspaper. For each module, students will generate simple articles (surveys, interviews, features, captions) in a variety of formats: audio, visual, and text;

Quizzes, Tests, Prompts, Work Samples

- All in-class tests are 4-skill and task-based. The assessment of student tasks is based on rubrics available through Rubistar (<http://rubistar.4teachers.org/>). Our teachers are familiar with using and modifying these rubrics for their specific needs.

Unprompted Evidence (observations, dialogues)

- Students' ability to observe the immersion environment will be assessed through a combination of student reflection and regular teacher observation. Student reflection will be structured around daily entries in his/her journal. Teachers will provide feedback through weekly commentary on the student journals.

Can do Statements from LinguaFolio:

See above under Skills

Required Resources:

- Each student will receive a laptop configured to the language s/he is studying;
- Printed materials will also be available in the form of textbook resources with accompanying DVDs;
- Digital cameras and video cameras will be available for capturing content for the blog and newspaper
- Computer headsets with microphone

Differentiation of Instruction:

- Classroom teaching is a blend of whole-class, group and individual instruction;
- Flexible grouping is consistently used;
- Instruction is concept-focused and principle-driven (how to accomplish real-world tasks);
- Students are active and responsible explorers;
- Instructors vary expectations and requirements for student responses, allowing for the unpredictable and stochastic;
- Instructors clarify key concepts and generalizations to ensure that all learners gain powerful understandings that serve as the foundation for future learning (see above);
- Instructors use assessment as a teaching tool to extend versus merely measure instruction;
- Instructors emphasize critical and creative thinking as a goal in lesson design;
- Instructors provide a balance between teacher-assigned and student-selected tasks, for example, allowing students to generate their own ideas for the online newspaper;
- Recognizing that it is essential to engage all learners, the Academy gives students the opportunity to determine their own learning styles (learning profile assessments) and to reflect on it (learning journals).
- Students interact with speakers at various proficiency levels, each with his/her own experience of acquiring that proficiency. (The Academy hosts a complex learning

community, which includes students, peer mentors from last year's Academy, undergraduate teaching assistants, native speakers and instructors, including high school and college instructors, and university professors.)

Instructional Strategies:

- Through task-based instruction in an immersion environment, language is taught holistically. Grammatical accuracy is taught but not explicitly. Language is learned by understanding messages in the target language. That means that language is picked up through comprehensible (+1) input, listening and reading that is understood by the learner. Teachers ensure that the entire lesson is totally comprehensible to the student. Also, it must be both repetitive and interesting. Every day of instruction will take a thematic strand and spiral upward toward real-world, self-directed applications
- Language learning and use will be scaffolded by appealing to students' interests and life experiences with private and public spaces, beginning with the most important space in a teenager's life: his/her bedroom. The tasks are developed in such a way as to build on previously learned vocabulary, structures, and cultural knowledge.

What do they already know that will help them learn new information?

(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)

- Students are chosen based on previous success and persistence in the study of a foreign language
- Students in high school are typically very protective of their privacy, their room
- Students in high school are typically very conscious of public vs. private spaces
- Students in high school are often aware of public presentations of their individuality, such as MySpace

Links to relevant web sites:

Sub-theme(s)/unit(s)

Sub-units are listed above as modules 1-5

Lessons that support the subtheme/unit:

Description of Tasks:

Modules One and Two (Personal Space): Students will decorate their rooms with images and key words from the target culture (materials in the form of magazines, post cards, etc, provided by instructors); they will then photograph and present their room to the class; the class will vote on which room is the best, offering support for their opinions; video tours of the rooms will be uploaded to the blog along with student comments;

Module Three (Home and Family): Students will present a floor plan of their house and explain where their room is, what rooms in the house are their favorite and why; based on the presentations, the students will then compare their home with a typical home in the target culture.

Module Four (School and Friends): Students will present themselves as prospective employees in an international summer camp in the target culture. In order to do this, students will create their own resumes, compare it with resumes in the target culture, and edit theirs accordingly. They

will then submit their text- and video-based application for one of the job openings. They will focus on their language abilities and other relevant skills. They will practice interviewing skills in class. The class will determine which students fit the various job announcements (provided at the beginning of the lesson) and will support their opinion.

Module Five (Share our summer!): Students will document their cross-cultural summer learning experience in the Academy with articles for the online newspaper in one of the following genres: news stories, surveys, interviews, reviews. Instructors provide genre-specific support (linguistic and discourse organization) to the students. The actual topics in each genre will be pitched to the group. Students will use Wikis to pitch ideas, comment, and peer edit the articles. Comments and suggestions as well as corrections offered by the group will be incorporated into the finished article which will then be included in the online interactive newspaper. The online newspaper will be “sent” to specific readers in the target culture who will comment on the stories.