



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution: Kent State University

Program Name: FLA Regents STARTALK Foreign Language Academy

Language(s): Hindi

Target Proficiency Level: Novice Low - Novice Mid **Age of Students:** High School

Number of Contact Hours: 140 **Duration (weeks):** Four

Setting (classroom, camp, residential): Classroom

Designed by:

A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends? *You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.*

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.

B. Program theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

My Space - Our World

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Welcome to My Space!	This is My family	Sharing My Space with My Friends at School	Building My Dream House	Sharing My Summer!

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication - Interpretive	Listen, comprehend and interpret written, spoken and visual information on topics related to personal life, family, school and other topics
Communication - Interpersonal	Exchange conversation with others and perform skits about themselves, their families, friends, and summer; provide information, express feelings and emotions, and likes and dislikes.
Communication - Presentational	Present the information about themselves, their family, friends, house, and summer in PowerPoint presentation, visual and audio files, poster boards, scrap book.
Cultural Practices/Products/Perspectives	Learn about the different festivals, customs and traditions of India and relate it to what they see here or in movies.
Connections	Relate India’s geographical, political, philosophical, and cultural approach to life in general. Example: philosophy of non-violence (Gandhi and King), Parliamentary form of government.
Comparisons	Compare spaces: personal, families, schools and life styles; example: life in Mumbai verses life in New York (geography/food/climate/

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	religion/clothing/ shopping).
Community	Interview people from the community, visit restaurant, temple, converse with others in the outside community through blogs.

E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/ practices/ perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills		English translation
Students Can	Students Use	
<p><u>My Space- Mera Parichay/</u></p> <p>Greet each other Introduce themselves Ask for other people’s names Ask for Clarification Goodbye</p>	<p>Namaste. Aap Kasie hain? Mera nam... Aap ka nam kya hai? Maph kijiye... Aap se milke bahut kushi hui. Namaste/Phir milenge</p>	<p>Hello! How are you? My name is What is your name? Pardon me! Happy to meet you/ good bye/ see you later</p>
<p><u>My Room -Mera Kamra</u></p> <p>Name the furniture in their room Describe their room to others using adjectives of colors and size Relate what they do in their room Compare with target culture Ask others what they like to do</p>	<p>Mere kamre mein ek palang hai. Merai kamre ka darwaza pila hai Khidki purab ki thi tharph hai. Mein yahan padtha /padthi huin. Delhi mein ghar chote hain Aap ko Kya pasand Hai?</p>	<p>In my room, there is a bed. My room has a yellow door. The window is facing east. I study in my room. Rooms in Delhi are small. What do you like to?</p>
<p><u>My Family - Mera Parivar</u></p> <p>Introduce family members and relatives(mama, maasi, chachi) Ask others about their family members Compare family size and structure Describe their profession Ask for Birthdates and celebration</p>	<p>Yeh meri ma hai. Yeh mere chacha hain. Aap ke parivar mein kitne log hain? Bahut bada parivar hai aapka!! Mere pitaji adhyapak hain. Aap ka janamdin kab hai?</p>	<p>This is my mother. This is my uncle. How many members are there in your family? Your family is big!! My father is a teacher. When is your birthday?</p>

<p><u>My School and Friends</u></p> <p>Narrate information about their school to their classmates and mention distances Describe their classroom/members Talk about their friends</p>	<p>Yeh mera patshala hai. Mere patshala ka nam ...Yeh Kent se bahut door hai. Hamari kaksha... Mere dost</p>	<p>This is my school. The name of my school is... It is far away from Kent. My classroom is My friend is</p>
<p><u>My Summer – Meri Garmi Ki Chutiyaan</u></p> <p>Present and reflect on their summer experience Narrate events of the Summer Compare their Summer of 2009 with the previous year</p>	<p>Mein es saal, garmi ki chutyon mein Hindi padne Kent gaya/gayi tha/thi. Mein nain vahan... Phichele sal mein nain kya kiya?</p>	<p>This year during my summer break, I went to study Hindi at Kent State. There I did... Last year, what did I do?</p>

F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Interpretive tasks: End of the academic year, students will research information about one region/state in India of interest. To do this they would have to research information, understand

the important festivals, cultural aspects, language, weather, food, clothing, tourist attraction, and history, and apply it to their project.

Interpersonal tasks: Students will discuss and negotiate with their partners and decide on a region of their choice.

Students will follow up with personalized questions about his or her own region and share it with each other.

Presentational tasks: Students will present their regions as a tourist destination to their classmates and community in the form of a brochure, photo movie or video podcast.

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

Examples	Brief description
Role Plays	Students will role play by talking to each other or talking to native Hindi speakers on the phone to invite them to go to an event. They will dress up to go shopping and make purchases in Indian stores
Interviews/ Surveys	Students will interview family members about their likes and dislikes, hobbies, and share it with members of the class. Students will interview native speakers on religion, food, and clothing and compile the results.
Information Gap Tasks	Complete a map of India with main regions and tourist attractions. Give directions around the Foreign Language Academy.
Venn Diagram	Compare and contrast life style in Mumbai and in New York (weather, restaurants, etc.) Compare and contrast customs of visiting others in their homes in India and the US.
Podcasts (video podcasts)	Photo Movies with narration. They will create photo movies about their rooms, family members, friends, homes, school and outside community and present them.

Blog	Personalized blog in their Ning social community. Commenting on each others' views or presentation.
Reflective journals	Maintain daily reflective journal that expresses successes and challenges
Posters	Complete posters on the topics of Indian clothing, festivals, and food
Brochures	Complete a travel brochure to a favorite Indian location/ State
LinguaFolio	Self-assessment
Presentation of Visual and Performance Arts	Performance of Indian song and dance for their classmates, parents and local community at the Closing Ceremony
e-Portfolio	Students create their own page (text, visual, audio) within a social community (Ning) to present their experience and document their learning.

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	Students will design survey questions to determine which of their

	classmate(s) would be most compatible as roommates in a study abroad experience. They will then interview everyone in the group, compile the information, and report their conclusions to the group.
Facilitate student-centered learning	Students will select a region/state in India to represent, will research that region/state and plan a trip there with itinerary and budget. They will market their trip to their classmates.
Ensure meaningful interaction in the target language	Students visit a Hindi-speaking local restaurant, ask questions about the menu, order meals and ask for the bill in Hindi.
Integrate language, culture and content	Students will learn recipes that are specific to their region/states and cook the food together. They will learn to describe the food they cooked to others in steps and why certain ingredients are used for specific regions.
Differentiate instruction based on student need	<p>Classroom teaching is a blend of whole-class, group and individual instruction;</p> <p>Flexible grouping is consistently used;</p> <p>Instruction is concept-focused and principle-driven (how to accomplish real-world tasks);</p> <p>Students are active and responsible explorers;</p> <p>Instructors vary expectations and requirements for student responses, allowing for the unpredictable and stochastic;</p> <p>Instructors clarify key concepts and generalizations to ensure that all learners gain powerful understandings that serve as the foundation for future learning (see above);</p> <p>Instructors use assessment as a teaching tool to extend versus merely measure instruction;</p> <p>Instructors emphasize critical and creative thinking as a goal in lesson design;</p> <p>Instructors provide a balance between</p>

	<p>teacher-assigned and student-selected tasks, for example, allowing students to generate their own ideas for the online newspaper;</p> <p>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).</p> <p>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.)</p>
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I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	<i>Teach Yourself Hindi</i> by Rupert Snell
Realia / Authentic materials	Box containing Indian clothing, jewelry, bindi for both boys and girls to dress up. There were will be mats for yoga. Reading material like Amar Chitra Katha and simple Hindi books about India and culture will be placed for quite reading time.
Multimedia	Podcast, YouTube, Zee TV, Internet, CD- ROMs, etc.

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological tools	Explanation
Flip Movie Camera	Students will videotape their interviews of roommates, teachers, and native speakers
PhotoMovie with Audio	Students will make photo movies to document their transition from one social space to another and post to their personal page in the online social community.
Online social community (Ning)	Students will document their experiences and learning through multi-modal products.
Voxopop	Students share experiences about home life, life in a college dorm, and personal interests online in an audio based forum
VOKI	Students create a virtual avatar to present themselves and introduce visitors to their personal page in the online social community

For Your Reference

Standards for Foreign Language Learning in the 21st Century

Goal 1: Communication

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.

Goal 2: Cultures

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Goal 3: Connections

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Goal 4: Comparisons

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Goal 5: Community

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.