This is a list of STARTALK accepted definitions of terms based on what is commonly used in language learning programs. The purpose of the glossary is to develop a consensus in usage when STARTALK programs describe their program design and content.

Glossary of Terms

1. **Curriculum**: An aggregate plan of study that maps out content, scope, sequence and levels of learning for a given subject matter. It outlines desired results regarding what a learner needs to know and be able to do upon reaching the end of the plan of study. This plan could span an entire degree program, a school year, a semester or academic term, a course, or a stand-alone program. In STARTALK, a curriculum refers to program level plan of study.

2. **Course**: An integrated series of topics addressed in a coherent manner that is both level and age appropriate and that is identified by a clear goal and a timeframe. Usually it is indicated by a common title or code, and the completion of which enables the learner to earn academic credit from an institution that offers it. The written plan of study for a course is a syllabus, which also includes other essential elements such as timeline, rules, materials, and resources, expectations/outcomes, assignments, and grading policy.

3. **Unit**: A thematic organizer of a subset of the curriculum to be completed in a specific period of time. In a unit, topics are related and learning activities are logically sequenced to achieve stated objectives. It usually consists of a series of lessons which include instruction and assessment, which is commonly referred as units of study/assessment.

4. **Lesson**: A building block of a unit that advances learning and has clearly defined objectives and time frame. A lesson makes content accessible and is designed and implemented in ways that reflect principles of second language acquisition. For example, they will include stages for providing input, making sure student will have plenty of opportunities to practice and internalize the materials, and are required to produce output in the three modes of communication: interpersonal, interpretive, and presentational.
5. **Module:** The term module is often used interchangeably with “Unit”. It may also be considered a stand-alone section that is separate from the instructional unit and signal other functionalities such as a discussion module. Designed and used in this way, a module provides an opportunity for students to gain depth in a topic and/or to further skills.

The following graphic provides a schematic representation of the relationship of these terms as used in STARTALK programs:
References


In *Glossary of Terms*. Retrieved from http://www.neiu.edu/~dbehrlic/hrd408/glossary.htm#m
