2015
Program Director Guide

https://startalk.umd.edu/programs/ProgramDirectorGuide.pdf
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Introduction to the Program Director Guide
Welcome to STARTALK 2015!

This guide is meant to serve as your handbook to STARTALK. It includes useful information to help you in your program planning, implementation, and closing. After this section, which includes general information, there are three other sections to the guide:

1. Before Your Program
2. During Your Program
3. After Your Program

Each of these sections contains useful guidance on the important components and required tasks that ensure a successful program and compliance with the STARTALK grant. Use this guide throughout your STARTALK experience as a reference. Of course, if you have any questions, please contact your team leader or startalk@nflc.umd.edu.
Who’s Who at STARTALK Central

The following table lists the STARTALK staff and their corresponding roles. Some of these staff members may be present at your program site visits.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>E-mail</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
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What’s New In 2015?

Curriculum Planning
STARTALK Model Curricula
- The STARTALK model curricula have been adapted for use in Hindi and Urdu programs.

Sample Curriculum Templates from Programs
- New sample curricula from 2014 programs have been added to our collection: https://startalk.umd.edu/materials

Student Programs
Lesson Planning
- All student programs are required to use the STARTALK 2015 Lesson Plan Template: https://startalk.umd.edu/lesson-planning/
- Programs will submit lesson plans for the day before, day of, and day after the site visit for each instructional level/curriculum template. These three lesson plans should be prepared with sufficient detail that a substitute who speaks the target language could follow the plan. Team leaders will collect electronic copies of these plans at the time of the site visit. The lesson plans will be reviewed by STARTALK to inform future professional development needs.
- Programs are required to complete stage 1 by listing the learning targets/Can-Do statements for each instructional day of the program. Programs will then also complete stage 2 by listing what learners will do to demonstrate they can meet the learning targets or Can-Do statements. Team Leaders will review this information during the site visit. Programs are only required to complete stage 3 of the lesson plan for the day before, day of and day after the site visit.

LinguaFolio Online Mobile Application
- A mobile version of Lingua Folio Online will be available for use on iOS and Android devices and will enable the full range of features for student accounts.

Teacher Programs
Syllabus Collection
- Programs will submit a detailed syllabus in electronic form at the time of the site visit. They will be reviewed by STARTALK to inform future professional development needs.

Team Leaders and Site Visitors
Roles and Responsibilities of Site Visitors
- The roles and responsibilities of members of the site visit team are shown in two new documents: Team Leader Overview and Site Visitor Overview.
Feedback on Team Leaders

- This year we will pilot a system to gather feedback from program directors on the performance of individual team leaders. Feedback will be collected on the duties described in the Team Leader Overview document. Requests for feedback will be sent to all program directors after their program is complete.

Site Visits

Change to the Site Visit Reports

- The Site Visit Report has only one change—the column Disagree will be replaced with the column Not Yet. This change acknowledges that a program is always working toward the consistency implied by the Agree column, but has not yet achieved that consistency.
- The team leader is required to explain any item that receives a “not yet”.

KeepTalking: Opportunities for High School Students

- STARTALK has made connections with several international affairs institutes of education, non-profits, and businesses to provide new opportunities for STARTALK’s high school student population. 2015 will feature a new mentorship program pairing STARTALK’s high school students with international affairs professionals. Visits to international affairs institutions will be possible for STARTALK programs planning field trips to Washington, DC.

New Resources Available in 2015 (For detailed descriptions, please see Resources for Planning your Program on page 65)

- AdvanceLearning’s Professional Learning Resources to Support STARTALK-endorsed Principles: a collection of resources that address teacher development instructional topics found in STELLA, specifically, Conducting Performance Assessments, Developing Learning Targets, and Checking for Understanding. Materials for each topic include an overview, a professional learning processing guide, video vignettes, relevant teacher presentations, at-a-glance infographics, and a links to additional resources.

- Center for Applied Linguistics’ Classroom Language Observation Checklist Kit (CLOCK): a tool that can be used to provide formative assessment of K-5 students’ speaking and listening comprehension skills, developed for Chinese programs, with a parallel version in English that will allow teachers of other languages to adapt the content for their programs. The tool consists of a user manual and components that allow teachers to periodically observe their students during regular class activities and record what they can do.

- Concordia Language Villages’ Chinese and Russian Units: ten standards-based, thematic units for Russian and Chinese programs, emphasizing oral communication, which are supported by authentic and age-appropriate videos. Each unit provides three or more hours of classroom-focused lesson plans and activities.'
• Hindi and Urdu Master’s Degree Program at Kean University: a program designed for native/advanced speakers of Hindi or Urdu who reside in the U.S. and desire to teach Hindi or Urdu at the K-12/post-secondary level or continue study and research at the graduate level.

• HADI-CLASSRoad’s LangCred: an interactive resource website displaying world language teacher certification routes for the fifty states. Users can create accounts and build unique profiles, allowing them to save and even compare potential credential routes available.

• Occidental College’s Putting the Standards Front and Center: set of resources for a variety of teacher programs that reflect the standards and standards-based practices; activities that illustrate STARTALK best practices in teacher professional development; and TELL outcomes for goal setting, reflection and self-evaluation.

• Checking for Learning: a collection of materials designed to guide STARTALK instructors in what and how they check for learning and how they can give appropriate feedback to students so that students themselves feel a sense of forward motion and always know what they can do to improve.

• Hindi and Urdu ACTFL Oral Proficiency Interviews: a collection of interviews conducted by ACTFL-certified testers demonstrating student performance at the different proficiency levels.

• STARTALK-endorsed Principles in Action: a new collection of videos showing successful implementation of the STARTALK-endorsed Principles Facilitating a Learner-Centered Classroom and Integrating Culture, Content, and Language in a STARTALK program.

• TeacherFolio: a new set of tools designed to allow participants in teacher programs to document their learning with regard to lesson planning and teaching experiences that are designed in accordance with STARTALK principles.
The STARTALK Experience

Goals

• Increase the quality and supply of teachers of critical languages throughout the nation
• Stimulate significant increases in the number of students enrolled in the study of critical languages
• Improve the quality and effectiveness of critical language curricula

STARTALK-Endorsed Principles for Effective Teaching and Learning

• Implementing a standards-based and thematically organized curriculum
• Facilitating a learner-centered classroom
• Using the target language and providing comprehensible input for instruction
• Integrating culture, content, and language in a world language classroom
• Adapting and using age-appropriate authentic materials
• Conducting performance-based assessment

Guiding Principles for Teacher and Student Programs

Backward Design Principles

Identify desired results
What will learners be able to do with what they know by the end of the program?

Determine acceptable evidence
How will learners demonstrate what they can do with what they know by the end of the program?

Plan learning experiences and instruction
What will prepare learners to demonstrate what they can do with what they know?

Essential Resources

- World-Readiness Standards for Learning Languages
- NCSSFL-ACTFL Can-Do Statements
  Progress Indicators for Language Learners

Promoting Continual Improvement

Proposal
• Outlines the program and key personnel
• Serves as the definitive plan for the program
• Undergoes review by three independent reviewers

Curriculum Template
• Describes learning goals, assessments, and teaching strategies
• Establishes context for daily lessons
• Is developed in consultation with the team leader
• Undergoes a review and approval process that encourages growth and innovation

Site Visit
• Promotes STARTALK mindset of continuous improvement
• Provides opportunities for a STARTALK team to observe the program and provide feedback
List of STARTALK Online Resources

Administrative Guides and Forms

2015 Program Director Guide
http://startalk.umd.edu/programs/ProgramDirectorGuide.pdf

2015 Instructor Guide
http://startalk.umd.edu/programs/InstructorGuide.pdf

2015 STARTALK Consent Forms
https://startalk.umd.edu/2015/forms/

Field Trip Planning Guide and Templates
http://startalk.umd.edu/field-trip-guide/

Curriculum and Lesson Planning

Curriculum-Planning Resources (curriculum guides, templates, models, and samples)
http://startalk.umd.edu/curriculum-guide/

Lesson-Planning Resources (guide, templates, and checklist)
http://startalk.umd.edu/lesson-planning/

Model Student Curricula
https://startalk.umd.edu/model-curricula/

Model Student Curricula adapted for Hindi
https://startalk.umd.edu/model-curricula/Hindi/

Model Student Curricula adapted for Urdu
https://startalk.umd.edu/model-curricula/Urdu/

Teacher Development and Certification

STARTALK-Endorsed Principles and Characteristics of Effective Language Lessons
http://startalk.umd.edu/principles

World-Readiness Standards for Learning Languages
https://startalk.umd.edu/resources/WorldReadinessStandardsForLearningLanguages.pdf

STELLA Modules
https://startalk.umd.edu/STELLA/

Professional Learning Resources to Support STARTALK-endorsed Principles
https://startalk.umd.edu/resources/AdvanceLearning
Kean University’s Master’s Degree Program in Hindi/Urdu Language Pedagogy
https://startalk.umd.edu/resources/keanmasters

LangCred
http://langcred.org/

Putting the Standards Front and Center
https://applications.startalk.umd.edu/resources/oxy/

STARTALK Multimedia Teacher Workshops Collection
http://startalk.umd.edu/teacher-development/workshops

TeacherFolio
https://startalk.umd.edu/resources/teacherfolio

Classroom and Instruction Resources

LinguaFolio Materials (access, tutorials, and contact information)
http://lfonetwork.uoregon.edu/

STARTALK Classroom Video Collection
http://startalk.umd.edu/teacher-development/videos

Russian and Chinese Instructional Modules
https://startalk.umd.edu/resources/concordiamodules

Language Specific Materials
http://startalk.umd.edu/language-materials/

Sample Planning and Classroom Materials
http://startalk.umd.edu/materials

STARTALK Multimedia Teacher Workshops Collection
http://startalk.umd.edu/teacher-development/workshops

Assessment Resources

Checking for Learning
https://startalk.umd.edu/resources/checkingforlearning

Classroom Language Observation Checklist Kit (CLOCK)
https://startalk.umd.edu/resources/cal/

ACTFL Oral Proficiency Interviews for Hindi and Urdu
https://startalk.umd.edu/resources/OPI
STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons

See examples online: https://startalk.umd.edu/principles/

The STARTALK-endorsed Principles describe characteristics of highly effective language teaching and learning. An ideal learning experience is framed by a standards-based and thematically organized curriculum that integrates culture, content and language. Learners work with authentic, age-appropriate texts in a learner-centered environment as they engage in real-world performance tasks that allow them to use the target language beyond the classroom.

Implementing a Standards-Based and Thematically Organized Curriculum

- The thematic unit is standards-based. The content is cognitively engaging and relevant to the learner.
- Every unit assesses a student's increasing ability to use language for real-world purposes.
- Each lesson supports the goals of the unit by having clearly stated learning targets that indicate what students will know and be able to do by the end of the lesson.
- Lesson design is research based and learning experiences are sequenced in ways that allow for maximum student learning.
- Grammar is not the focus of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.

Facilitating a Learner-Centered Classroom

- The teacher acts as a partner with students in the learning process.
- The teacher demonstrates and models to make input comprehensible. Students learn vocabulary from using it in language-rich contexts such as stories, hands-on experiences, picture descriptions, or subject-matter content.
- The teacher engages learners in cognitively challenging real-world tasks.
- The teacher provides multiple opportunities for learners to collaborate in pair and small group activities while interpreting and expressing ideas about topics of interest to them. There is frequent student-to-student interaction.
- The teacher makes instructional decisions based on learner's performance and allows for ongoing feedback from a variety of sources to improve learner's performance.
Using the Target Language and Providing Comprehensible Input for Instruction

- The teacher uses the target language at least 90 percent of the time.
- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
- The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from students.

Integrating Culture, Content, and Language in a World Language Classroom

- Learners acquire cultural knowledge and insights as they consider and reflect on the relationships among the products, practices and perspectives of the cultures being studied.
- Content-related instruction allows learners to make meaningful connections to the world around them. Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language.
- Learning experiences are designed to allow students to use language as they work with the content and cultural topics of the unit.
- Learners engage in meaningful and purposeful communication. They communicate. They know how, when and why to say what to whom.

Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and designs tasks appropriate to the language proficiency and age level of the learners.
- The teacher uses a variety of authentic print and non-print materials.

Conducting Performance-Based Assessment

- The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to learners.
- Learners know how well they are doing with regard to specific learning goals and they know what they can do to improve their performance.
- Learners have the ability to assess their own learning.
- Learners engage in summative real-world performance tasks to demonstrate how well they have met the performance goals of the unit.

The bulleted lists of characteristics provide guidance for reflecting on observed lessons. They focus exclusively on world language-specific behaviors, and do not include critical but more generic characteristics of effective
instruction (e.g., time management and engaging all learners). The complete list can be found in *Starting With the End in Mind: Planning and Evaluating Highly Successful World Language Programs* (R. Couet, G. Duncan, J. Eddy, M. Met, M. Smith, M. Still, & A. Tollefson, 2008), which is available from [http://www.pearsonschool.com/EndinMind](http://www.pearsonschool.com/EndinMind). The book can be downloaded for free here: [http://assets.pearsonschool.com/asset_mrg/current/201136/EndinMind_Bro_32201_1.pdf](http://assets.pearsonschool.com/asset_mrg/current/201136/EndinMind_Bro_32201_1.pdf)
“Content-related instruction supports what we know about how the brain makes connections and how learning takes place. Students are actively engaged in constructing meaning and making sense of the interesting world presented to them through the vehicle of the target language.”

— Curtain & Dahlberg

**INTEGRATING CULTURE, CONTENT, AND LANGUAGE**

**Meaningful Communication:** knowing how, when, and why to say what to whom

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>CONTENT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners use language to identify, discuss, explain, compare, investigate, and reflect on the relationship among the products, practices, and perspectives of the cultures studied.</td>
<td>Learners build, reinforce, and expand their knowledge of other disciplines and the world while using the target language.</td>
<td>Learners effectively use language in the three modes of communication to function in a variety of situations and for multiple purposes.</td>
</tr>
</tbody>
</table>

**WATER, WATER EVERYWHERE**

- **CULTURE**
  - identify US and target culture attitudes toward pollution
  - identify role of water in target culture practices

- **CONTENT**
  - name causes of water pollution
  - identify impact of pollution on water life

- **LANGUAGE**
  - name sources of water
  - label images of the water cycle
  - discuss water-related activities
STARTALK-endorsed Principles in Practice

The STARTALK-endorsed Principles describe characteristics of highly effective language teaching and learning. An ideal learning experience is framed by a standards-based and thematically organized curriculum that integrates culture, content and language. Learners work with authentic, age-appropriate texts in a learner-centered environment as they engage in real-world performance tasks that allow them to use the target language beyond the classroom.

Sample Learning Experiences

Interpretive: Students will look for different authentic recipes on a culinary website that has visuals. They will read and recognize familiar ingredients as well as healthy and unhealthy food items. Students will match words to pictures. They choose one interesting and healthy recipe, and say why they want to cook that dish. Together, they will follow the directions for the preparation of the traditional and authentic dish. (NH/IL)

Interpersonal: Students will take the role of passengers on a train journey and engage in conversation. They will ask and answer simple questions about age, nationality, preferences, and interests. Students talk about places they recently visited sharing information about one city where they saw or participated in a cultural experience. (NH/IL)

Presentational: Working together, students will prepare a presentation on a city. They will share a few interesting facts about that city in addition to its unique cuisine and other cultural products. They will present the information to an audience of classmates, teachers, family, and other guests. (IL/IM)

Interpretive: Students gather information about a specific animal by reading, listening to, and viewing information about the animal’s characteristics, habitat, and survival skills in the environment. They complete a graphic organizer to process this information. (NM/NH)

Interpersonal: One student is given a basic fact card about an animal and that student acts as a zookeeper. The other student plays the role of a visitor to the zoo. Each visitor interviews a zookeeper in order to find out facts about the animal. Students change roles and partners and repeat the process to learn more about other animals. They then share their findings in order to categorize animals according to similarities and differences. (NM/NH)

Presentational: Students begin by reviewing target culture campaigns to preserve endangered species. They decide to participate in one of the campaigns as a volunteer. They then choose one of the animals they consider important to save and create a multimedia presentation to call attention to the problem and to raise money for the cause. Each group shares their presentation on a blog or a wikispace site inviting comments from others. (NH/IL)

For more information on STARTALK-endorsed Principles see the following:

STELLA Planning Module: How does my planning of learning experiences prepare for student learning?

STARTALK-endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons: https://startalk.umd.edu/principles/
FACILITATING A LEARNER-CENTERED CLASSROOM

KEY CHARACTERISTICS
In the learner-centered classroom, the teacher:

- acts as a partner with students in the learning process
- gives learners voice and choice according to their needs, age, and abilities
- makes instructional decisions based on learner’s performance
- engages learners in cognitively challenging real-world tasks
- creates multiple opportunities for learners to interpret and express ideas about topics of interest to them
- provides learners opportunities to collaborate while using language to accomplish a meaningful task
- allows for ongoing feedback from a variety of sources to improve learner’s performance

IN A LEARNER-CENTERED CLASSROOM, THE TEACHER GRADUALLY RELEASES CONTROL OF THE LEARNING TO THE LEARNERS

<table>
<thead>
<tr>
<th>Providing input</th>
<th>Sharing</th>
<th>Guiding</th>
<th>Applying</th>
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<tbody>
<tr>
<td>The teacher demonstrates, models, explains to make input comprehensible. As learners gain proficiency, the teacher guides them in the selection of authentic text.</td>
<td>The teacher scaffolds instruction and begins to guide student work.</td>
<td>The teacher offers support and encouragement and provides feedback.</td>
<td>The teacher monitors and provides feedback.</td>
</tr>
<tr>
<td>Learners contribute and begin to work with teacher support.</td>
<td>Learners engage in pair and small group activities that allow them to interpret and express meaning for real-world purposes.</td>
<td>Learners work independently demonstrating progress toward learning targets and self-assess their progress.</td>
<td></td>
</tr>
<tr>
<td>Learners engage with the content, process input.</td>
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</table>

Teacher Responsibility

- Students interview one another to find similarities and differences between them. Once they have gathered that information, they talk with a small group of classmates to decide with whom they want to room during their trip to China.

Student Responsibility

- Student pairs investigate one side of an issue and debate with a pair who has the opposing side. Pairs switch sides and debate again. Two pairs come together to reach consensus about the issue.

- Students choose possible activities that they might do in a city. They decide what they will do on their visit and create a google map to guide their tour.

"We think too much about effective methods of teaching and not enough about effective methods of learning."

— John Carolus, S. J.
The STARTALK-endorsed Principles describe characteristics of highly effective language teaching and learning. An ideal learning experience is framed by a standards-based and thematically organized curriculum that integrates culture, content and language. Learners work with authentic, age-appropriate texts in a learner-centered environment as they engage in real-world performance tasks that allow them to use the target language beyond the classroom.

### Collaborative Learning Experiences From Model STARTALK Curricula

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Students are asked whether they love, like, dislike, or hate certain weather conditions, seasons, and days of the week. The four corners of the classroom represent these different opinions. The students move to the corners that correspond to their opinions and compile a list of clothing items they will pack for their preferred weather condition. They will share ideas with the class.</td>
<td>(NM)</td>
</tr>
<tr>
<td>Teacher sets up a “debate around the room” for agree, disagree, I don’t know. As suggestions for a trip are announced, learners gather in the applicable place in the room. The group discusses their ideas, chooses one person to report their ideas to the whole class.</td>
<td>(NH)</td>
</tr>
<tr>
<td>Learners designated A and others designated B receive the same picture of a family at a celebration. Each student has different clues about the people pictured. Learners ask and answer questions about the people to determine their identities.</td>
<td>(NH/IL)</td>
</tr>
<tr>
<td>Teacher attaches a sticky note to each student’s back with the name of a famous person from the target culture. Students circulate to ask and answer questions to find their identities. Learners do this as a role-play.</td>
<td>(NM/NH)</td>
</tr>
<tr>
<td>Working in small groups, learners pass around a picture of a family at a target language restaurant. Each student within the group contributes a word, phrase, or sentence(s) to the overall description.</td>
<td>(NM/NH)</td>
</tr>
<tr>
<td>Teacher divides class into groups of 3 or 4. Each group is in charge of scanning different websites for travel opportunities in the target culture. Teacher bookmarks the sites. Learners fill in a grid with relevant information to share with the class.</td>
<td>(IL/IM)</td>
</tr>
<tr>
<td>After reading a text about environmental issues in the target culture, students write basic, complex, &amp; abstract questions. Learners form two circles, one inside the other. Students seated in the inside circle ask questions and other learners respond, ask for clarification, etc. When topic is exhausted, students change places. The outer circle becomes the inner circle and the discussion continues.</td>
<td>(IM/IH)</td>
</tr>
</tbody>
</table>

For more information on STARTALK-endorsed Principles see the following:

- STELLA Planning Module: How does my planning of learning experiences prepare for student learning?
- STARTALK-endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons: https://startalk.umd.edu/principles/
STARTALK Online Program Information System

STARTALK created an online program information system to increase accuracy and allow program personnel to edit information STARTALK has about their programs. This system is accessible to program personnel and STARTALK Central. As a program director, you have the ability to update

- contact information,
- program dates,
- site visit information,
- your program timeline checklist, and
- the program description posted on https://startalk.umd.edu.

You also have the ability to view the status of your curriculum during the curriculum approval phase prior to the beginning of your program.

Logging In

To log in to the STARTALK online program information system, go to http://startalk.umd.edu/programs. You should use the same e-mail and password that you used to submit your proposal. If you have forgotten your password, click on the I forgot my password link to reset your password.

Once you have logged in, you will see a list of all of your programs on the Programs Home page. For many of you, you will only see one program listed here. However, those of you who were awarded a proposal with both a student and teacher program or those of you who were awarded more than one proposal will see more than one program in this list. Please note that the only programs listed here are from awarded proposals.

To learn more about how the online program information system works and the different features you can access, please visit https://startalk.umd.edu/tutorials/.
Before Your Program

- Introduction to Before Your Program pg 18
- 2015 STUDENT Program Curriculum Template pg 19
- 2015 Guide to the Student Program Curriculum Template pg 24
- Model Student Curricula pg 37
- 2015 TEACHER Program Curriculum Template pg 41
- 2015 Guide to the Teacher Program Curriculum Template pg 46
- STELLA Modules for Teacher Development pg 56
- Lesson Planning for Student Programs pg 57
- 2015 Student Program Lesson Plan Template pg 58
- STARTALK Participant Surveys pg 62
- Consent Forms pg 64
- Resources for Planning Your Program pg 65
Introduction to Before Your Program

This section of the program director guide contains details on the steps that must be taken before your program begins to ensure that the program is successful. This section addresses the following items:

1. Student Program Curriculum Template
2. Guide to the Student Program Curriculum Template
3. Model Student Curricula
4. NCSSFL-ACTFL Can-Do Statements (see appendix 26)
5. Teacher Program Curriculum Template
6. Guide to the Teacher Program Curriculum Template
7. STELLA Modules
8. Lesson Planning Template
9. Survey Setup
10. Consent Form Requirements
11. Resources for Planning Your Program
## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td></td>
</tr>
<tr>
<td>Language(s):</td>
<td>Grade(s) of Learners:</td>
</tr>
<tr>
<td></td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>Non-Heritage Speakers?</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days:</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Target Performance Level(s): (during and by end of program)</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:  

Email:  

### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment
**STAGE 1: What will learners be able to do with what they know by the end of the program?**

**Program Overview and Theme**

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

**Learning Targets**

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

| NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS | PROGRAM CAN-DO STATEMENTS  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Be sure to label the mode and proficiency level of each statement.</em></td>
<td><em>Number the Can-Do statements here and then transfer to Stage 3.</em></td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>
**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Learners can ...</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.
Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
The purpose of this curriculum template is to help you think through how you will make the STARTALK principles come alive in your program while you implement the backward design process. This template will provide you with a roadmap and a means to communicate with program stakeholders. It will help to ensure that learners will have a meaningful and successful learning experience in your proposed program.

STARTALK provides student and teacher programs with curriculum templates, knowing that a common template design will facilitate the sharing of units, instructional strategies, and quality materials. The common templates are designed to capture best practices in curriculum, instruction, and assessment. They are meant to guide the discussions that will take place as instructors plan quality programs.

All programs have the option of designing their own curriculum or they may opt to use or modify one of the 10 model curricula developed by STARTALK. These curricula focus on themes of identity and travel and were created for different age and proficiency levels. The model curricula can be found at: https://startalk.umd.edu/model-curricula/.

This Curriculum Companion Guide will help you to
- target proficiency levels,
- plan using backwards design,
- establish achievable goals and outcomes for your program,
- determine how to assess learners’ progress and performance, and
- design tasks in the three modes of communication.

**Backward Planning and the Curriculum Template**

The curriculum template for the student program has been created according to the backward design process for curriculum development. As you work through the guide, you will notice that the sections are divided into three stages. Stage 1 asks program personnel to identify desired results. In this section, you will identify the can-do goal statements that will guide your program. Stage 2 asks program personnel to identify summative performance tasks in each of the communication modes. These performance tasks will allow learners to demonstrate that they have met the program goals. Finally, Stage 3 asks program personnel to plan the learning experiences and select the resources that support the can-do statements.

In the sections that follow, each component of the curriculum template is explained in greater detail. Additionally, a representative sample from a student template is provided to model what a program might create for each component. The ten model curricula referenced above provide additional samples for each aspect of the curriculum template and also show the formatting that is required. Specific questions about template requirements can be answered by your team leader.

**Video Resources**

In some sections of this guide, we refer you to video resources that illustrate the concepts discussed. These segments capture best practices and may be useful for those who would like to see these practices in action. These sections are denoted by
the video symbol that can be seen here on the right. A brief explanation of each video, as well as the URL, can be found in the appendix to this guide.

Target Proficiency Levels

This section of the template identifies the target proficiency level learners will reach by the end of the program. Programs are also asked to identify the target performance levels where learners will perform given that they are working within a specific content/context during the program. The distinction between proficiency and performance recognizes that teachers need to teach slightly beyond the current level of the student in order to advance their proficiency level. The sample program template outlined in this guide focuses on a variety of learning experiences related to food. The targeted proficiency and performance levels are:

<table>
<thead>
<tr>
<th>Target Proficiency Level: (by end of program)</th>
<th>Novice-Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice-Mid/Novice-High</td>
</tr>
</tbody>
</table>

Consider these questions as you determine an appropriate target proficiency level:

- Have you determined the prior knowledge and language experiences of learners? Knowing what language skills learners bring to the program can aid in developing appropriate tasks, as well as differentiating for learners at different levels. A theme and learning experiences that build on learners’ background knowledge, experiences, and interests will be engaging and meaningful to learners.

- Are all the learners in your program at the same proficiency level and/or at the same developmental level? If not, create more than one template to represent the learning activities and objectives at different levels of learning.

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In this section, you will provide an overview of your program. This paragraph will address the following questions:

- What is the theme that will guide standards-based instruction and learning throughout the program? This theme will frame the curriculum development process. It defines the program, providing the context for language, culture, and content learning.

- What will learners experience during the program? Briefly describe the major learning activities and experiences for learners, both within and beyond the classroom. Be sure that the expectations are appropriate given the amount of time and developmental level of the participants.

- What do you hope learners will be able to do after the program ends? Highlight what learners will be able to do in terms of language, culture, and content by the end of the program.

Consider these additional questions as you select your theme and prepare your overview:

- How will your theme, and the learning experiences within your program, address the national standards?
  - How will learners communicate in the interpersonal, interpretive, and presentational modes of communication? How will learners compare and contrast other languages and cultures with their own?
• How will learners gather and share information from the points of views of both the home and target cultures?
• How are language, culture, and content integrated throughout the learning targets and programmatic learning experiences?
• How will learners connect to a language community in a real or virtual manner?
• How will learners see the purpose of language learning as having real-world value and life-long advantages?

Sample Program Overview and Theme

*Students will explore authentic products and practices that connect to food, holidays, and celebrations. They will discuss food and the role that food plays in their lives. They will consider if certain foods are healthy or unhealthy and will plan meals according to dietary needs. They will work in pairs and small groups to talk over their personal food likes and dislikes. They will use the information that they acquire to create restaurant reviews for their local community to be used by tourists who speak the target language.*

Learning Targets

Choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency levels and your program goals. These Benchmarks are broad statements that define what learners should be able to do at different proficiency levels and within each communicative mode. You may want to select Global Can-Do Benchmarks from more than one proficiency level by mode depending on the needs of your students. These Can-Do Benchmarks should be selected and copied directly from the NCSSFL-ACTFL Global Can-Do Benchmarks. The NCSSFL-ACTFL Global Can-Do Benchmarks can be found at: [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf).

Next, you will develop program Can-Do statements that reflect the specific goals of your program, or you will choose appropriate NCSSFL-ACTFL Can-Do statements that align to your program goals. The Can-Do statements should reflect the age and proficiency of your learners, your program theme, and the length of your program. The NCSSFL-ACTFL Can-Do statements for novice, intermediate, and advanced proficiency levels are available at: [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). Sample NCSSFL-ACTFL Global Can-Do Benchmarks and program Can-Do statements are provided for each communicative mode.

Think about the following as you create and/or select your Can-Do statements:

- **What will learners be able to do in terms of the three modes?**
  Learners should have an opportunity to develop skills in all three communicative modes, even in programs where certain modes might be emphasized more than others. Attention to and balance of the three modes will depend on your program goal(s). Additional information pertaining to each mode of communication follows this bulleted list.

- **Are these Can-Do statements achievable in a learning environment that uses the target language 90 percent of the time, if not more?** Remember that the language must be made comprehensible to the learners and that learners should interact in the target language.

- **Are these Can-Do statements achievable in the amount of time that you have available for the program?** Remember that if you try to do too much, the learners may not be able to meet the targets.

- **How do your learning targets integrate culture, content and language?** Make sure that your learning targets incorporate culture and other areas of the curriculum.

- **How will learners connect to a language community in a real or virtual manner?** Remember that learners need to see the purpose of language learning as having real-world value and life-long advantages.
**Interpretive Learning Targets & Can-Do Statements**

The *interpretive mode* involves learners in receptive, one-way communication of oral, written, or multimedia messages and materials; reading, listening, and viewing are skills related to the interpretive mode of communication. Interpretive communication exposes learners to a wide variety of culturally authentic materials such as texts, films, works of art, songs, poems, advertisements, and music videos.

Sample interpretive mode tasks include filling in graphic organizers or charts, checking off items on a list, drawing described objects, identifying main ideas, guessing meaning from context, following routes on a map, or paraphrasing information in native or target language. **Translation is NOT an interpretive mode task.**

While your program should include some interpretive goals, it is possible that you may emphasize certain skills over others (for example, listening over reading). This will depend upon the age and developmental level of the learners, the nature of the target language, and the goals you have established for your program.

**Examples:**

Below are examples of NCSSFL-ACTFL Global Can-Do Benchmarks and program Can-Dos relating to interpretive communication for learners at the novice level.

<table>
<thead>
<tr>
<th>INTERPRETIVE MODE EXAMPLES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recognize some letters or characters. I can identify some learned or memorized words and phrases when I read. <em>(Novice-Mid, interpretive reading)</em></td>
<td>I can recognize city names on a map.</td>
</tr>
<tr>
<td>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. <em>(Novice-High, interpretive reading)</em></td>
<td>I can understand information presented in a pie chart.</td>
</tr>
<tr>
<td>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said. <em>(Novice-High, interpretive listening)</em></td>
<td>I can understand questions about the members of my family. I can understand questions about what I like to eat.</td>
</tr>
</tbody>
</table>

**Interpersonal Learning Targets & Can-Do Statements**

The *interpersonal mode* emphasizes two-way, spontaneous, unrehearsed exchanges between individuals in personal contact. Communication may be in oral or written form, but does require that each individual is an active participant in the conversation.

Sample interpersonal mode tasks include making a purchase, discussing meal choices in a restaurant with a friend, asking directions, discussing events of the day, making plans, and meeting and greeting. **Memorizing rehearsed material, such as a skit or dialogue, is NOT an interpersonal mode task.**

Your program may include various forms of interpersonal communication—between teacher and learner, between learners, and between learners and community members or native speakers. It is important, though, to ensure that learners have adequate opportunities to negotiate meaning with one another through engaging, meaningful interpersonal tasks.

**Examples:**

Below are examples of NCSSFL-ACTFL Global Can-Do Benchmarks and program Can-Dos relating to interpersonal communication for learners at the novice level.
## INTERPERSONAL MODE EXAMPLES

<table>
<thead>
<tr>
<th>Example</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
<td>(Novice-Mid)</td>
</tr>
<tr>
<td>I can greet adults and peers appropriately.</td>
<td></td>
</tr>
<tr>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>(Novice-High)</td>
</tr>
<tr>
<td>I can answer and ask questions about daily schedules and activities with my peers.</td>
<td></td>
</tr>
</tbody>
</table>

## PRESENTATIONAL MODE EXAMPLES

<table>
<thead>
<tr>
<th>Example</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</td>
<td>(Novice-High, presentational speaking)</td>
</tr>
<tr>
<td>I can talk about target culture holiday celebrations based on pictures or photos.</td>
<td></td>
</tr>
<tr>
<td>I can write lists and memorized phrases on familiar topics.</td>
<td>(Novice-Mid, presentational writing)</td>
</tr>
<tr>
<td>I can list my family members, their ages, their relationship to me, and what they like to do.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Presentational Learning Targets & Can-Do Statements**

The **presentational mode** requires learners to produce spoken, written, or multimedia communication for an audience. Presentational mode tasks allow learners time to rehearse, revise, rewrite, consult sources, and otherwise prepare ahead of time. These tasks require learners to use the language for a real-world purpose other than display for the teacher or classroom.

Sample presentational mode tasks include writing letters, designing webpages, creating advertisements or videos, writing new beginnings or endings of stories or songs, presenting demonstrations, providing an agenda or schedule, and developing surveys and questionnaires.

While your program should include presentational goals, it is possible that you may emphasize certain types of presentation over others (for example, speaking over writing). This will depend upon the age and developmental level of the learners, the nature of the target language, and the goals you have established for your program.

**Examples:**

Below are examples of NCSSFL-ACTFL Global Can-Do Benchmarks and program Can-Dos relating to presentational communication for learners at the novice level.

---

The previous examples demonstrated how global benchmarks align to Can-Dos within specific modes. The chart on page 6 is a sample of what this might look like in an actual curriculum template.
### Sample Learning Targets

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL Global Can-Do Benchmarks</th>
<th>Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be sure to label the mode and proficiency level of each statement.</strong></td>
<td><strong>Number the Can-Do statements here and then transfer to Stage 3.</strong></td>
</tr>
<tr>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. (Novice-Mid, interpersonal)</td>
<td>1. I can state typical foods for meals and snacks.</td>
</tr>
<tr>
<td>2. I can name and ask about specific ingredients.</td>
<td></td>
</tr>
<tr>
<td>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. (Novice-Mid, presentational speaking)</td>
<td>3. I can state likes/dislikes based on ingredients in meals.</td>
</tr>
<tr>
<td>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. (Novice-High, presentational speaking)</td>
<td>4. I can state if a dish is healthy/unhealthy and why.</td>
</tr>
<tr>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. (Novice-High, interpersonal)</td>
<td>5. I can accept/refuse suggestions appropriately.</td>
</tr>
<tr>
<td>6. I can suggest food dishes for different meals.</td>
<td></td>
</tr>
<tr>
<td>I can write short messages and notes on familiar topics related to everyday life. (Novice-High, presentational writing)</td>
<td>7. I can state opinions on restaurants.</td>
</tr>
</tbody>
</table>

### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

#### Summative Performance Assessment

Using the learning targets and can-do statements identified or developed in Stage 1, indicate the real-world summative assessment tasks that allow learners to show what they know and can do in the language.

Consider the following questions as you develop your performance-based assessment tasks:

- Do any tasks address more than one learning target/can-do statement?
- How does the task assess program or unit goals?
- How do interpersonal tasks allow for meaningful exchange of information?
- What culturally authentic materials will you use for the various tasks (especially interpretive)?
- How do your presentational mode tasks allow learners to demonstrate new learning?
- What is the standard for performance, and how are you communicating that with learners? (e.g., What rubric will you use? Will you provide performance examples?)
- What type of feedback will you give to learners about their performance?

<table>
<thead>
<tr>
<th>Sample Summative Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive Task</strong></td>
</tr>
<tr>
<td>Learners understand, interpret,</td>
</tr>
<tr>
<td>and analyze what is heard, read,</td>
</tr>
<tr>
<td>or viewed on a variety of topics.</td>
</tr>
<tr>
<td><strong>Interpersonal Task</strong></td>
</tr>
<tr>
<td>Learners interact and negotiate</td>
</tr>
<tr>
<td>meaning in spoken or written</td>
</tr>
<tr>
<td>conversations to share information,</td>
</tr>
<tr>
<td>reactions, feelings, and opinions.</td>
</tr>
<tr>
<td><strong>Presentational Task</strong></td>
</tr>
<tr>
<td>Learners present information,</td>
</tr>
<tr>
<td>concepts, and ideas to inform,</td>
</tr>
<tr>
<td>explain, persuade, and narrate on</td>
</tr>
<tr>
<td>a variety of topics using appropriate</td>
</tr>
<tr>
<td>media and adapting to various</td>
</tr>
<tr>
<td>audiences of listeners, readers, or</td>
</tr>
<tr>
<td>viewers.</td>
</tr>
</tbody>
</table>

**Read recipe ingredients found in dishes prepared for different meals typically found on menus. Create a list of healthy and unhealthy dishes based on ingredients. Categorize foods by food groups, typical meals, and type of diet.**

**Discuss food likes and dislikes with regard to menu items. Suggest target culture restaurants based on what is served. Accept and refuse suggestions giving simple reasons.**

**The local chamber of commerce would like to do more to promote international tourism and is looking for information on area restaurants. Work with a partner or group to select two to three restaurants that you believe visitors to your city from the target culture would enjoy. Write a simple description of the restaurant and comment on a couple of “must-try” dishes, explaining why. Post/share your reviews with other speakers of the target language.**

**Stage 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Do statements developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.
Keep the STARTALK-endorsed principles at the forefront of your planning in Stage 3.

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using the target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

Consider the following questions as you plan the linguistic, cultural, content knowledge skills, and learning experiences for your program:

- What is the essential vocabulary and/or grammar a learner will need to complete a given task? What are the language chunks the learner will need?
- What products, practices, and perspectives are culturally appropriate for learners of this age in the target culture and are related to the theme of your program? Remember that the goal of the program is use of the target language 90 percent of the time, if not more.
- How do cultural activities and/or field trips connect to learning experiences and assessment tasks?
- Do the learning experiences match the developmental and proficiency levels of the participants?

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use …</td>
<td>Learners will experience &amp; demonstrate …</td>
</tr>
<tr>
<td></td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

1. **I can state typical foods for meals and snacks.**

   - Names of meals and common food words associated with meals/snacks
   - Personalization for their responses
   - “What do they eat for breakfast?”
   - “They eat . . .”

   - Work with authentic texts and images and complete graphic organizers grouping images and words according to meal (interpretive)
   - Create meal graphics to explain typical (culture) meals to others and post the graphics to share with others (presentational)
   - Talk about what they have for meals and snacks (interpersonal)
<table>
<thead>
<tr>
<th>Sample Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROGRAM CAN-DO STATEMENTS</strong></td>
</tr>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
</tr>
<tr>
<td>Learners can ...</td>
</tr>
</tbody>
</table>

| **LANGUAGE, CULTURE, CONTENT** |
| Learners need to use ... |

| **MAJOR LEARNING EXPERIENCES & EVIDENCE** |
| Learners will experience & demonstrate ... |

<table>
<thead>
<tr>
<th></th>
<th>I can name and ask about specific ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>“Are there nuts, seafood, etc. in this dish?”</td>
</tr>
<tr>
<td></td>
<td>“There are/are not . . .”</td>
</tr>
<tr>
<td></td>
<td>“I am allergic to . . .”</td>
</tr>
<tr>
<td></td>
<td>“Do you have any allergies?”</td>
</tr>
<tr>
<td></td>
<td>“Don’t eat [name of food]. It has [ingredient].”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Names of regional and specialty dishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Names of key ingredients—chicken, garlic, onions, etc.</td>
</tr>
<tr>
<td></td>
<td>“Do you like . . . ? Why or why not?”</td>
</tr>
<tr>
<td></td>
<td>“I like [dish] because I like [ingredient].”</td>
</tr>
<tr>
<td></td>
<td>“I don’t like [dish] because I hate [ingredient].”</td>
</tr>
<tr>
<td></td>
<td>“I don’t know. I’ve never tried it.”</td>
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</tbody>
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<td></td>
<td>“I don’t know. I’ve never tried it.”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I can state if a dish is healthy/unhealthy and why.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>“What’s in the dish?”</td>
</tr>
<tr>
<td></td>
<td>“Is [dish] good for you?”</td>
</tr>
<tr>
<td></td>
<td>“It is good because of the [ingredient].”</td>
</tr>
<tr>
<td></td>
<td>“It tastes good, but it’s not healthy. There’s too much [ingredient].”</td>
</tr>
<tr>
<td></td>
<td>“It’s a super food. Eat lots of [ingredient].”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I can accept/refuse suggestions appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>“Would you like more?”</td>
</tr>
<tr>
<td></td>
<td>“Yes, please.”</td>
</tr>
<tr>
<td></td>
<td>“You should try . . .”</td>
</tr>
<tr>
<td></td>
<td>“I would love to try it, but I’m allergic to . . .”</td>
</tr>
<tr>
<td></td>
<td>“Have some more . . .”</td>
</tr>
<tr>
<td></td>
<td>“No, thank you. It was delicious.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Read posted warning signs of food allergies (interpretive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Create a warning poster saying that there are specific ingredients in the food (presentational)</td>
</tr>
<tr>
<td></td>
<td>Conduct a class survey, asking about food allergies (interpersonal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Read recipes and name key ingredients (interpretive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Sort key ingredients into likes/dislikes (interpretive)</td>
</tr>
<tr>
<td></td>
<td>Explain a typical family dish identifying key ingredients (presentational)</td>
</tr>
<tr>
<td></td>
<td>Discuss food likes and dislikes giving reasons (interpersonal)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Read recipes and decide if a dish is healthy or not based on ingredients (interpretive)</th>
</tr>
</thead>
</table>

|  | Role play situations where they are offered foods (interpersonal) |
## Sample Learning Experiences

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td><strong>Learners need to use ...</strong></td>
<td><strong>Learners will experience &amp; demonstrate ...</strong></td>
</tr>
</tbody>
</table>

### 6. I can suggest food dishes for different meals.
- “What would you like to have for breakfast/lunch/dinner?”
- “What should we have to celebrate [holiday]?”
- “Let’s have . . . ”
- “That sounds good, but we need to have a [type of dish] also.”
- “What [meat/vegetable/starch] should we have?”
- “What should we have for [an appetizer/a main dish/a dessert]?”
- **Typical dishes associated with target culture celebrations (what they are and why they are key dishes)**
- Read authentic menus for special occasions and analyze for variety and nutrition (interpretive)
- Prepare a possible menu for a meal for a special occasion (presentational)
- Discuss the meal with a partner and agree on an ideal menu for a special occasion (interpersonal)
- Role play a discussion where they decide on the menu for a typical American meal for visitors from the target culture (interpersonal)

### 7. I can state opinions of restaurants.
- “Do you like [restaurant]? Why or why not?”
- “I really like . . . ”
- “It’s my favorite place to eat because . . . ”
- “The food is good.”
- “The service is excellent.”
- “They have the best [dish].”
- “It’s not too expensive.”
- “I really don’t like [restaurant]”
- “I got sick after I ate there.”
- “They don’t make their own food.”
- “I think they use a microwave.”
- **Read online restaurant reviews and highlight key comments (interpretive)**
- **Select a restaurant based on reviews and explain why they picked that restaurant (interpretive and presentational)**
- **Write a review of the food being served in the program (presentational)**
- **Discuss a popular restaurant in town (interpersonal)**
- **Collaborate to write a review the owner of a popular restaurant would want to read (presentational)**
Materials & Other Resources

In this section, describe the primary materials and resources you will use to support the goals of your program. Consider the following questions as you identify the materials and resources you will use:

- What authentic materials will be used to support the goals of your unit? How will they be used?
- How will your program utilize technological resources (both hardware and software)?
- What other resources will you need?

<table>
<thead>
<tr>
<th>Sample Materials &amp; Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Authentic texts</td>
</tr>
<tr>
<td>- Menus</td>
</tr>
<tr>
<td>- Food ads (print and video)</td>
</tr>
<tr>
<td>- Food sites on a healthy diet directed at children</td>
</tr>
<tr>
<td>- Simple recipes, common ingredients</td>
</tr>
<tr>
<td>- Food allergy signage—cultural comparisons on if these allergies are common</td>
</tr>
<tr>
<td>- Movie/video clips showing meals, dining, etc.</td>
</tr>
<tr>
<td>- Daily school schedule showing meal times—perhaps for a daycare-type setting</td>
</tr>
<tr>
<td>- Menus (restaurant, fast food, and daycare)</td>
</tr>
<tr>
<td>- Invitations to formal events involving food</td>
</tr>
</tbody>
</table>

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:15</td>
<td>Opening Activity – Exercise, Movement, Song, etc.</td>
</tr>
<tr>
<td>9:15 – 10:15</td>
<td>Class – Key New Learning for Day</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>Break, snack – language skills used to make “purchases” and/or activity to mingle and practice new learning</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Food related session – emphasis on culture/content</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>Lunch / Activity Period</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Class</td>
</tr>
<tr>
<td>1:30 – 2:30</td>
<td>Activity Period – Personal Learning Initiatives</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Wrap Up – Formative Assessment</td>
</tr>
</tbody>
</table>
Appendix: Video Segments

The video segments identified, described, and referenced in this guide come from two sources: ACTFL/Annenberg and STARTALK.

ACTFL/Annenberg Videos: To view the ACTFL/Annenberg videos, you will visit http://www.learner.org. To view a video, you may be asked to first provide an e-mail address and create a password. There is no charge to use this site, and you will not receive any additional e-mail after creating an account.

STARTALK Videos and Workshops: STARTALK has also commissioned several videos of classroom practice, as well as online teacher training workshops related to STARTALK-endorsed principles for language learning. A full list of workshops can be viewed at https://startalk.umd.edu/teacher-development/workshops; videos of classroom practice can be viewed at https://startalk.umd.edu/teacher-development/videos.

Stage 1: Program Overview and Theme

Video 1: Food Facts and Stories (ACTFL/Annenberg)
You may wish to watch the Food Facts and Stories video to see the implementation of a thematic unit. In this lesson, learners make connections to science, health, and math during a nutrition discussion. They talk about the effects of a fast-food diet using a variety of authentic materials, including the food pyramid and a fast-food restaurant menu.

Watch this video from 4:45 to 13:36 at the following URL: http://learner.org/libraries/tfl/spanish/pedini/analyze.html

Video 2: Planning for Performance with Backward Design (STARTALK)
View Seattle Public Schools’ workshop on backward design at the following URL: https://startalk.umd.edu/teacher-development/workshops/2009/Seattle

Video 3: The Haya! Project—National Capital Language Resource Center (STARTALK)
View this workshop on thematic planning and backward design at the following URL: https://startalk.umd.edu/teacher-development/workshops/2009/NCLRC

Stage 1: World-Readiness Standards for Learning Languages

To learn more about the standards, view the ACTFL/Annenberg introduction to the standards and the 5Cs. Visit http://learner.org/libraries/tfl/standards/index.html to view this 60-minute video.

Stage 2: Assessment

Video 1: Planning for Assessment (ACTFL/Annenberg)
This video provides an overview of assessment in the three modes of communication. To see an interpretive task, watch from 8:00 to 14:15. If you would like to see an interpersonal task and hear about a presentational task, watch from 18:15 to 22:00. View these segments by visiting the following URL: http://learner.org/workshops/tfl/session_07/analyze.html

Video 2: Assessment for Language Instructors: The Basics—Center for Applied Linguistics (STARTALK)
This computer-based workshop provides instructors with foundational knowledge about language assessment. View the interactive workshop at the following URL: https://startalk.umd.edu/teacher-development/workshops/2009/CAL
Video 3: Integrating Language, Culture, and Content (STARTALK)
This video, produced by Occidental College, offers an overview of integrating these three components in language learning and assessment. Specifically, Part III (Interpreting Authentic Materials), Part IV (Facilitating Interpersonal Tasks), and Part V (Carrying Out Presentational Tasks) are useful for development of the curriculum template. View the video at the following URL: https://startalk.umd.edu/teacher-development/workshops/2009/Occidental.

Video 4: Chinese Immersion: Lesson Planning in the Content-Based Classroom (STARTALK)
This video, produced by Global Village Academy, provides an overview of the lesson planning and assessment processes in a Chinese immersion classroom. One portion of this video, Step 2: Assessment, is particularly helpful for planning assessments. View this video at the following URL: https://startalk.umd.edu/teacher-development/workshops/2009/GVA.
Model Student Curricula

STARTALK Central has created ten model curricula to provide support for programs in the curriculum development process. The models were created around two general themes—travel and identity—and provide sample templates which demonstrate how these themes might be implemented with different age groups and proficiency levels. Those involved in creating the models drew upon existing program curricula, and the models capture best practices observed in various STARTALK programs during site visits. The model curricula are intended as examples only. Programs will still have to adjust what is provided to meet the specific needs of their students. The intention was to offer representative samples of learning experiences, with the understanding that teachers would adapt the sample experiences to meet the various linguistic and cultural requirements of their individual classrooms. Additionally, six of these model curricula have been adapted for the Hindi and Urdu classrooms. (To view the model curricula in full, please see appendix28 or visit: [https://startalk.umd.edu/model-curricula/ModelCurricula.pdf](https://startalk.umd.edu/model-curricula/ModelCurricula.pdf))

The ten model curricula include:

### MODEL CURRICULA BY THEME

<table>
<thead>
<tr>
<th>TRAVEL THEME</th>
<th>TITLE</th>
<th>GRADE</th>
<th>PROFICIENCY LEVEL</th>
<th>TARGETED PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oh, The Places You’ll Go!</strong></td>
<td>$K$–$8$</td>
<td>Novice Mid</td>
<td>Novice Mid/Novice High</td>
<td></td>
</tr>
</tbody>
</table>

Students will explore authentic practices and products that relate to traveling to a foreign country. They will make the trip with their family to get to know different regions and to investigate endangered animals in that part of the world. Before leaving on the trip, they will make preparations. They will learn about the region, its geographical features, climate, and the endangered animals found there. At home in the United States, they will practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will get their passport, and they will pack their suitcases. Once they arrive at their location, they will join an expedition to visit an area where endangered animals live. They will investigate the ecology, the animals’ habitats, and the issues that are affecting their existence. When they return to the United States, they will use their language skills to tell others about the animals, describing the animal, commenting on where it lives, and giving a simple reason about why the animal is endangered.
<table>
<thead>
<tr>
<th><strong>TRAVEL THEME</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TITLE</strong></td>
</tr>
<tr>
<td>Oh, The Places We Will Visit! Travel Camp Abroad</td>
</tr>
</tbody>
</table>

Students will plan a trip abroad to attend a summer travel camp. They will explore various camp options and choose the one that appeals to them and register to attend. Before leaving on the trip, they will need to make preparations. Where will they go? What will they see? They will learn about the regions of the country they will visit, some of the landmarks, the geography, and climate. At home in the US, they will practice greeting others, courtesy expressions and culturally appropriate gestures, making introductions, talking about themselves and their preferences. They will make and taste some authentic foods. They will apply for necessary travel documents. They will be able to comment on why they are excited to travel the country with other pre-teens and teenagers who have similar interests.

| Oh, the Places We Will Visit! Tourist and Traveler | 6–12 | Intermediate Low | Intermediate Low/Mid |

A group of friends signed up for a trip to an area of the world where the target language is spoken. They found an exciting opportunity that they will pursue with their parents’ permissions, of course. This trip goes beyond the typical sightseeing expedition. Students first spend a week traveling to interesting cities and landmarks in the country. Next, they spend three days with a local family where they can practice their language skills and gain an understanding of family life. During the stay, they write daily blog posts describing the places they saw and comparing and contrasting the cities and customs in the host country to American cities and customs. The posts include photos that document the journey. The International Rotary Club in the country where they are visiting wants them to give a lunchtime speech about their experiences. They plan to bring artifacts and photos to supplement the presentation. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

| Oh! The Places We’ll Go! Tourist and Traveler | 9–12 | Intermediate Mid | Intermediate Mid/High |

Students plan a trip to an area in the world where the target language is spoken. Working in small interest groups, they select a destination, make preparations (securing travel documents, creating an itinerary, planning how to travel within the country/region), and choose one experience in which they will engage with local people to assist in solving an environmental problem in the community. Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and itinerary, and then agree on the person responsible for each task. Students then spend time researching various locations, visiting websites, watching videos from the region, and exploring volunteer opportunities. Once students have collected the information and completed each of the steps involved in planning the trip, they use this information to prepare a multimedia presentation that will convince others of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. As part of the presentation they share personal stories about past travel experiences—where they went, what they did, and why it was a valuable experience. They should also discuss how those trips expanded their horizons.
<table>
<thead>
<tr>
<th>Identity Theme</th>
<th>Grade</th>
<th>Proficiency Level</th>
<th>Targeted Performance Level</th>
</tr>
</thead>
</table>
| **My World and the World of (Mulan)**  
*Character from target culture story* | K–5   | Novice Mid       | Novice Mid/Novice High    |

Students will explore the world of a child through a well-known children’s story from the target culture. A story like Mulan (Chinese) will allow learners to make comparisons between their lives and the life of Mulan. Students will be able to act out the story and will be able to talk about themselves as they learn about another family and culture. They will be able to introduce themselves and their family and meet others while exchanging personal information such as their ages and birthdays. They will be able to name people, pets, and things that are important to them as well as things that they like and do not like. They will virtually visit a zoo in a country where the target language is spoken, identify animals, and locate where different animals live in nature on a world map. They will describe favorite animals in some detail as they pretend to be those animals. They will identify places where their new language is spoken.

| My World | K–8   | Novice High     | Novice High/Intermediate Low |

Students will be able to introduce themselves and give basic biographical details about themselves, their families, and where they live. They will be able to talk about their interests and activities. They will consider the world as a global village of one hundred people and will be able to say and recognize some simple facts about that village: the number of people on each continent, the number of animals in a village, the number of computers, TVs, etc. They will consider representative images from *Material World* in order to talk about what people have and do not have. They will discuss items that all children need: food, water, clothing, and housing. They will take part in virtual field trips to various markets where they will comment on items, indicate likes and dislikes, and agree on whether particular items are things that they need or want. They will be able to comment on where items they own were made and locate those places on a world map. They will identify one or two items that are very important to them and give simple reasons stating why they are important.

| Life as an Exchange Student | 6–8   | Novice Mid       | Novice Mid/Novice High    |

Students will explore who they are, where they live, their nationalities, and their heritage as they prepare to participate in exchange programs and meet other exchange students. They will consider the advantages of knowing more than one language and identify places where their new language is spoken. They will be able to introduce themselves and meet others while exchanging personal information such as e-mail addresses and phone numbers. They will be able to state their ages and birthdays and will talk about their likes and dislikes with regard to daily activities, sports and regional foods. Finally, students will role play being an exchange student from another country where the target language is spoken and will engage in conversation to learn more about the identities of the other students. To prepare for their future experiences as exchange students, they will take a field trip to the local target language community, where they will engage in conversation with others to create a guide to places in that community for those interested in learning more about the target language and the local culture.
<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
<th>Proficiency Level</th>
<th>Targeted Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Identities, Our Heroes</strong></td>
<td>6–12</td>
<td>Novice High</td>
<td>Novice High/Intermediate Low</td>
</tr>
</tbody>
</table>

Students will work with appropriate texts that portray young teenagers who take on responsibilities while learning life lessons and/or with biographical texts about heroes or important people both at home and within the target culture. Students will explore who they are, where they live, their nationalities, and their heritages. Students will consider their increased independence as they interact with others and take on increased responsibilities at home and in their communities. Students will also be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities before discussing the people, places, and things that really matter to them. They will comment on the actions of fictional and historical figures and will make simple comments about their personalities and characters. They will work together to tell the story of a modern-day hero from a community or region where the target language is spoken. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
<th>Proficiency Level</th>
<th>Targeted Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Search of My Future</strong></td>
<td>9–12</td>
<td>Novice Mid</td>
<td>Novice Mid/Novice High</td>
</tr>
</tbody>
</table>

Students will explore who they are, where they live, their nationalities, and their heritage. They will be able to introduce themselves and meet others while exchanging personal information, such as e-mail addresses and phone numbers. They will be able to state their ages and birthdays to new acquaintances. They will talk about their likes and dislikes with regard to activities and sports. They will consider the advantages of knowing more than one language and will create an identity where they are working and living in the target culture in the future. They will study the lives of individuals who are well known in the target culture for their contributions to various disciplines. They will name the skills they are going to need for their future lives and will explore how study-abroad options may be beneficial. Finally, students will role play their future identities and will learn more about the identities of the other students. To prepare for their future experiences abroad, students will take a field trip to the local (target language) community where they will engage in conversations with others to create a map of tourist-relevant places in the local community for persons interested in learning more about the local language and culture.

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
<th>Proficiency Level</th>
<th>Targeted Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All About Me: Personal Identity</strong></td>
<td>9–12</td>
<td>Intermediate Mid</td>
<td>Intermediate Mid/High</td>
</tr>
</tbody>
</table>

Students explore influences on their personal identities by considering ways that family, culture, ethnicity, and the country where I live impact their beliefs and actions. In the process, students discuss and compare their family heritage, customs, and traditions with other camp participants and with teens in the target country. Throughout the program, they consider how a person’s personal identity affects his/her attitudes, decisions, and behaviors. As an ongoing task, they create a class definition for the concept of personal identity and refine the definition as they read, interpret, and discuss verbal and written texts. They consider how their identity has changed over time. They talk about their parents’ identities and explain the influence that their parents and other influential role models have had on their identity. They work together to define the term ethnicity. Then they consider the role of gender in their lives. Finally, they consider US culture. Is US culture one cohesive culture created from a mix of other cultures (a melting pot) or is US culture fragmented and made up of a variety of distinct cultures (a salad bowl)? As a final product, students create a visual personal identity maps.
## BASIC PROGRAM INFORMATION

| Host Institution: | |
| Program Title: | |
| Language(s): | University Credit: ☐ Yes ☐ No |
| Program Setting: | Residential: ☐ Non-Residential: ☐ Distance/Online Component: ☐ |
| Other (Please specify): | |
| Duration: | Weeks/Days: | Total Contact Hours: | Hours online: | Hours on onsite: |
| Curriculum designed by: | |
| Email: | |

### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment
STAGE 1: What will participants be able to do with what they know by the end of the program?

Overview
In a paragraph, describe your target audience. Who will your participants be? How will you know what the needs of your participants will be? What do you hope that your participants will be able to do as a result of this program?

<table>
<thead>
<tr>
<th>TELL DOMAINS</th>
<th>TELL CRITERIA STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>PLANNING</td>
<td><em>P1: I plan learning experiences based on my local curriculum and state and national standards.</em></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### STAGE 2: How will participants demonstrate what they can do with what they know by the end of the program?

**Performance Assessment**
What evidence will participants produce to demonstrate their understanding of the TELL criteria?

<table>
<thead>
<tr>
<th>TELL CRITERIA STATEMENTS</th>
<th>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>1. P1: I plan learning experiences based on my local curriculum and state and national standards.</td>
<td>1. Standards-Based Thematic Unit - In groups, participants will design a thematic unit. Each group member will design a sequential individual lesson plan within the unit.</td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### STAGE 3: What will prepare participants to demonstrate what they can do with what they know?

**Learning Experiences**
In this section, list the major learning experiences from the beginning through the end of your program. If your program has a component prior to the start of the program, include the major learning experiences for that portion of the program also. Complete the first column with the TELL criteria identified in Stage 1. In the second column, indicate the instructional topics that participants will need to know and the resources they will use in order to engage in the major learning experiences described in the third column. You may wish to consult the STELLA documents ([https://startalk.umd.edu/STELLA/](https://startalk.umd.edu/STELLA/)) for sample learning activities and resources.

<table>
<thead>
<tr>
<th>TELL CRITERIA STATEMENTS</th>
<th>INSTRUCTIONAL TOPICS &amp; RESOURCES</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Participants can ...*</td>
<td>* List the key concepts that participants need to know to meet the TELL Criteria listed in the previous column. Identify the major resources participants will use to work with these concepts. *</td>
<td>* Describe the key learning experiences that allow participants to demonstrate that they can meet the stated TELL Criteria. *</td>
</tr>
<tr>
<td>Copy the TELL Criteria directly from Stage 2, Column 1. Use one row for each statement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Example:**

P1: I plan learning experiences based on my local curriculum and state and national standards. | **Example:**

* National Standards
* State Standards | **Example:**

* Standards for Foreign Language Learning in the 21st Century |

* Compare the ACTFL standards with their program state standards and develop a list of similarities |

* Develop a lesson plan incorporating at least 2 of the 5Cs |

You may add additional rows as necessary.
**Micro-teaching/Practicum**
Will the participants engage in a micro-teaching or practicum experience? If yes, describe the teaching experience that your participants will complete.

---

**Program Outline and Schedule**
Will participants be expected to do anything prior to the start of the onsite program? If yes, explain what they will do. How will the those learning experiences support the onsite experiences?

---

What is the agenda for any days prior to the start of the program? What is the agenda each day during the program?

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>INSTRUCTIONAL TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Day 1</td>
<td></td>
</tr>
<tr>
<td>Date, Day 2</td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*

What will participants do to extend their learning after the program ends?
The purpose of this curriculum template is to help you think through how you will make the STARTALK principles come alive in your program while you implement the backward design process. It will provide you with a roadmap and a means to communicate with program stakeholders. It will help to ensure that participants will have a meaningful and successful learning experience in your proposed program.

STARTALK provides student and teacher programs with curriculum templates, knowing that a common template design will facilitate the sharing of units, instructional strategies, and quality materials. The common templates are designed to capture best practices in curriculum, instruction, and assessment. They are meant to guide the discussions that will take place as instructors plan quality programs.

This Curriculum Companion Guide will help you to:

- prepare a draft of your program curriculum template
- establish achievable goals and outcomes for your program
- decide how participants will demonstrate their learning
- plan how to integrate best practices in teacher development throughout the program
- identify the materials and resources that will work best for meeting program goals

**Backward Planning and the Curriculum Template**

The curriculum template for the teacher program has been created according to the backward design process for curriculum development. As you work through the guide, you will notice that the template is divided into three Stages. Stage 1 asks programs to identify desired results. In this section you will identify the TELL domains and criteria statements that will guide your program. Stage 2 asks programs to identify those performance tasks that will allow participants to demonstrate that they have met the program goals. Finally, Stage 3 asks programs to plan learning experiences and identify the resources that support the TELL criteria statements.

In the sections that follow, each component of the curriculum template is explained in greater detail. Additionally, a representative sample from a teacher template is provided to model what a program might create for each component. Specific questions about template requirements can be answered by your team leader.
Stage 1: What will participants be able to do with what they know by the end of the program?

Overview

In this section, you will provide an overview of your program and the anticipated background of your participants. This paragraph will address the following questions:

- Who will your participants be?
- How will you know what the needs of your participants will be?
- What will your participants be able to do as a result of the program?

Consider the following questions when describing your participants:

- Have you determined the prior knowledge and teaching experiences of participants?
  Will this be a first STARTALK experience for your participants? Will some be STARTALK participants returning to your program, or participants who have been trained in other STARTALK programs? You may find it helpful to ask this question on your application, as many STARTALK teachers actively seek opportunities to participate in programs every summer.

- How will you determine the range of experience for participants who have not participated in previous STARTALK programs?
  Keep in mind that years of experience may or may not be the best indicator of a participant’s current level of development.

- Have you determined that participants have adequate English proficiency to be successful in your program?

Sample Overview

This two-week program is designed for pre-service and beginning teachers. Some participants will be returning for a second year and will be in leadership roles in the program. All participants will complete a TELL self-assessment to create a baseline profile for each participant. By the end of the program, the participants will be able to plan and present a standards-based unit and performance tasks that are appropriate for a variety of heritage learners. They will apply knowledge gained from presentations, discussions, and activities on the following topics: differentiated instruction, standards-based instruction, and backward design. Participants will observe classes for high school-age heritage language learners, and will teach a lesson to a group of these students. Participants will keep a reflective journal documenting their growth.

Program Goals

Programs will use the Teacher Effectiveness for Language Learning (TELL) domains and the supporting TELL criteria to develop their program goals.

The TELL Project identifies characteristics of effective teachers in the context of a language learning environment. The TELL Project has been correlated with well-known teacher effectiveness frameworks currently in use in the field (e.g., ACTFL/CAEP, INTASC, NBTS, The Framework for Teaching, and The Casual Teacher Evaluation Model). The TELL Project also reflects the STARTALK-endorsed Principles for Effective Teaching and Learning.
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

The TELL framework is centered on the following domains:

- **Environment**: Creating a safe and supportive learning environment to prepare for student learning
- **Planning**: Planning learning experiences to prepare for student learning
- **The Learning Experience**: Providing meaningful learning experiences that advance student learning
- **Performance and Feedback**: Using assessment to show what learners can do with what they know
- **Learning Tools**: Capitalizing on a variety of resources to maximize student learning
- **Collaboration**: Collaborating with stakeholders to support student learning
- **Professionalism**: Continuing growth as a professional to support student learning

Each of these domains is further explained by supporting criteria statements that define characteristics and behaviors of effective teachers. The complete TELL document can be found at [http://www.tellproject.com/](http://www.tellproject.com/).

Begin by selecting appropriate domains from the TELL document based on the experience levels of your participants and your program goals. These will become the primary domain statements for your program.

Identify the key TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview. Think about the following as you select your program domains and criteria:

- Do your TELL domain and criteria statements capture your program goals? Do they serve to focus the work that you will do with your participants?
- Are your TELL criteria statements achievable in the amount of time that you have available for the program?
- Do your TELL criteria statements reflect what are likely to be the primary needs of your participants, given their teaching situations?
- Do your TELL criteria statements allow for differentiation as you attempt to meet the needs of teachers who may range from true beginners to those who have varying amounts of experience?

### PROGRAM GOALS

<table>
<thead>
<tr>
<th>TELL Domains</th>
<th>TELL Criteria Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Number the Criteria statements here and then transfer to Stage 2.</td>
</tr>
<tr>
<td>1. P1. I plan learning experiences based on my local curriculum and state and national standards.</td>
<td></td>
</tr>
<tr>
<td>2. P3. I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.</td>
<td></td>
</tr>
<tr>
<td>3. P3c. Units provide opportunities for students to gain competence in the three communicative modes.</td>
<td></td>
</tr>
<tr>
<td>4. P3a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.</td>
<td></td>
</tr>
</tbody>
</table>
### PROGRAM GOALS

<table>
<thead>
<tr>
<th>TELL Domains</th>
<th>TELL Criteria Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance and Feedback</strong></td>
<td>5. PF1. My students demonstrate growth across the modes.</td>
</tr>
<tr>
<td><strong>Performance and Feedback</strong></td>
<td>6. PF2. I employ a variety of feedback strategies designed to assist the learner in growing toward the target.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>7. PR3. I am a reflective practitioner.</td>
</tr>
</tbody>
</table>

### Stage 2: How will participants demonstrate what they can do with what they know by the end of the program?

**Performance Assessment**

What evidence will participants produce to document growth toward meeting the TELL criteria statements? Use this section to capture end-of-program products that will showcase participant growth and learning. The TELL criteria statements are copied directly from Stage 1, Column 2. In the second column, indicate how the participants will demonstrate that they have achieved the criteria statement. Use one row per statement so that the evidence is clearly aligned with each of the TELL criteria statements.

#### PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>TELL CRITERIA STATEMENTS</th>
<th>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. P1. I plan learning experiences based on my local curriculum and state and national standards.</td>
<td>Standards-Based Thematic Unit — In groups, participants will design a thematic unit. Each group member will design a sequential individual lesson plan within the unit.</td>
</tr>
<tr>
<td>2. P3. I ensure that my planning accommodates the needs of heritage/native speakers and identified exceptional learners, as well as struggling or accelerated learners not officially identified.</td>
<td>Lesson Plan/Practicum — Create a lesson plan that incorporates a variety of strategies allowing students to make progress toward daily goals in different ways. Participant will teach lesson to group of high school students.</td>
</tr>
<tr>
<td>3. P3c. Units provide opportunities for students to gain competence in the three communicative modes.</td>
<td>Modes — Participants will develop a series of activities based on an authentic text that addresses all three communicative modes.</td>
</tr>
<tr>
<td>4. P3a. Unit performance objectives are focused on proficiency targets and are based on meaningful contexts.</td>
<td>Performance Assessment Tasks — Participants will create performance tasks in each mode for a specific proficiency level. Each task will reflect the thematic focus of the unit that is being created.</td>
</tr>
<tr>
<td>5. PF1. My students demonstrate growth across</td>
<td>Rubrics — Participants will create an appropriate</td>
</tr>
</tbody>
</table>
PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>TELL CRITERIA STATEMENTS</th>
<th>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>the modes.</strong></td>
<td>rubric for each performance task.</td>
</tr>
<tr>
<td><strong>6.</strong> PF2. I employ a variety of feedback strategies designed to assist the learner in growing toward the target.</td>
<td>Electronic Portfolio — Participants will create and add documents that reflect their growth to their portfolio.</td>
</tr>
<tr>
<td><strong>7.</strong> PR3. I am a reflective practitioner.</td>
<td>Reflective Journal — Participants will reflect daily on the learning goals for that day. They will also give questions, opinions, and suggestions to the program instructors.</td>
</tr>
</tbody>
</table>

Stage 3: What will prepare participants to demonstrate what they can do with what they know?

The STARTALK document STELLA (STARTALK TELL Alignment) is organized by domain and criteria, and identifies resources and tasks that would support teachers at different developmental levels. It is important to note that the activities in the modules are intended as suggestions for programs working with the instructional topics provided, and can be modified as the instructor wishes to suit the particular needs of the participants. The resources suggest materials that can be used as pre-reading/viewing or in-session reading/viewing material or examples of certain practices and strategies. Currently, the majority of these resources are web-based. STELLA is a work in progress and tasks and resources will continue to be added over time.

Learning Experiences

Copy the TELL criteria statements from Stage 2, Column 1. Select STELLA activities or design learning experiences that allow participants to demonstrate their ability to meet the expectations for each criteria statement. Make certain that there is an appropriate balance between theory and application. Give careful thought to the instructional topics that participants will explore in order to engage in the learning experience.

In Column 2, name the key instructional topics and indicate key resources that participants will use to address the topic. Remember that STARTALK has created video resources, which may be helpful to programs depending on individual program goals. A brief explanation of each video, as well as the URL, can be found in the Appendix to this guide.

Consider the following questions as you identify the materials and resources you will use:

- What readings will support the goals of your program? How will they be used?
- Is the length and complexity of readings appropriate for your participants?
- How will multimedia be used to support program goals? What STARTALK videos and/or workshops will be useful for your program?
- What digital resources will be helpful to your participants as they develop curriculum?

Finally, in Column 3, describe the major learning experience(s) that will allow participants to demonstrate their ability with regard to the stated TELL criteria.
<table>
<thead>
<tr>
<th>TELL Criteria Statements</th>
<th>Instructional Topics &amp; Resources</th>
<th>Major Learning Experiences &amp; Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants can ...</td>
<td>Participants need to know ...</td>
<td>Participants will experience &amp;</td>
</tr>
<tr>
<td></td>
<td>Participants will use...</td>
<td>demonstrate ...</td>
</tr>
<tr>
<td></td>
<td>Need to know....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Will use....</td>
<td></td>
</tr>
<tr>
<td>1. P1. I plan learning</td>
<td>• National Standards</td>
<td>• Compare the ACTFL standards</td>
</tr>
<tr>
<td>experiences based on</td>
<td>• State Standards</td>
<td>with their program state</td>
</tr>
<tr>
<td>my local curriculum and</td>
<td>• Standards for Foreign</td>
<td>standards and develop a list of</td>
</tr>
<tr>
<td>state and national</td>
<td>Language Learning in the 21st</td>
<td>similarities. Develop a lesson plan</td>
</tr>
<tr>
<td>standards.</td>
<td>Century</td>
<td>incorporating at least 2 of the 5Cs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. P3a. Unit performance</td>
<td>• Understanding by Design</td>
<td>• Participants explore the ACTFL</td>
</tr>
<tr>
<td>objectives are focused</td>
<td>• ACTFL Proficiency Guidelines</td>
<td>proficiency website, looking at</td>
</tr>
<tr>
<td>on proficiency targets</td>
<td>• LinguaFolio®</td>
<td>various examples at different</td>
</tr>
<tr>
<td>and are based on</td>
<td>• UbD – Starting with the End in</td>
<td>proficiency levels. Select a unit</td>
</tr>
<tr>
<td>meaningful contexts.</td>
<td>Mind</td>
<td>theme, write an essential question and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>include proficiency targets for the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unit. Select LinguaFolio® Can-Do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>statements that reflect unit theme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and target proficiency level.</td>
</tr>
<tr>
<td>3. P3c. Units provide</td>
<td>• Communicative Modes</td>
<td>• Look at a video of a lesson and</td>
</tr>
<tr>
<td>opportunities for</td>
<td>• ACTFL Video Workshop</td>
<td>identify various activities by mode.</td>
</tr>
<tr>
<td>students to gain</td>
<td></td>
<td>• Write learning targets for a</td>
</tr>
<tr>
<td>competence in the three</td>
<td></td>
<td>particular unit for each mode.</td>
</tr>
<tr>
<td>communicative modes.</td>
<td></td>
<td>• Create a lesson that incorporates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>each of the modes on a related</td>
</tr>
<tr>
<td></td>
<td></td>
<td>topic.</td>
</tr>
<tr>
<td>4. P3. I ensure that my</td>
<td>• Clarification of terms –</td>
<td>• Examine profiles of students with</td>
</tr>
<tr>
<td>planning accommodates</td>
<td>heritage/native</td>
<td>different learning needs. Choose</td>
</tr>
<tr>
<td>the needs of</td>
<td>Differentiation</td>
<td>activities that they would use to</td>
</tr>
<tr>
<td>heritage/native</td>
<td>• Multiple intelligences</td>
<td>plan a learner-centered lesson that</td>
</tr>
<tr>
<td>speakers and identified</td>
<td></td>
<td>would meet these students’ individual</td>
</tr>
<tr>
<td>exceptional learners,</td>
<td></td>
<td>learning needs. Select an activity</td>
</tr>
<tr>
<td>as well as struggling</td>
<td></td>
<td>from a recent lesson plan. Modify the</td>
</tr>
<tr>
<td>or accelerated</td>
<td></td>
<td>activity and incorporate it into a</td>
</tr>
<tr>
<td>learners not</td>
<td></td>
<td>lesson plan designed to fit the</td>
</tr>
<tr>
<td>officially identified.</td>
<td></td>
<td>individual learning needs of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with different learning preferences.</td>
</tr>
<tr>
<td>LEARNING EXPERIENCES</td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TELL Criteria Statements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participants can ...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Topics &amp; Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participants need to know ...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participants will use ...</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Learning Experiences &amp; Evidence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participants will experience &amp; demonstrate ...</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **PF1. My students demonstrate growth across the modes.**
   - **Performance Assessment**
   - **Rubrics**
   - **ACTFL Performance Descriptors**
   - **CAPS - FLENJ**
   - **Analyze student work to determine performance level.**
   - **Develop performance tasks and corresponding rubrics that align to unit theme and assess student performance in the three modes.**
   - **Develop additional learning experiences to move students toward the next performance level.**

6. **PF2. I employ a variety of feedback strategies designed to assist the learner in growing toward the target.**
   - **Feedback Strategies**
   - **How to Give Effective Feedback to Your Students - Brookhart**
   - **Score student work using rubrics. Discuss rubric scores with other participants to develop inter-rater reliability**
   - **Role play a feedback session with a “student” based on rubric scores.**

7. **PR3. I am a reflective practitioner.**
   - **Professional Growth**
   - **Teacher Evaluation**
   - **TELL**
   - **tellproject.com**
   - **Have participants set a personal daily learning goal and reflect on it at the end of each day.**
   - **Contribute to a daily blog reflecting on learning experiences.**
   - **Select statements from a TELL domain to guide personal growth and development. Create an individual plan for meeting personal professional goals beyond the program.**

---

**Micro-teaching/Practicum**

If applicable, this section asks you to describe the teaching experience that your participants will complete. Consider the following:

- When will participants teach?
- How will the microteaching experience approximate an authentic teaching experience?
- How long will participants teach?
- How will they assess student learning for their lesson?
- Who will provide feedback for the lesson?
- Will the lesson be recorded for analysis by the participant?
Program Outline and Schedule

Before the program begins

Consider what participants might do prior to the program in order to ensure that all arrive with a deeper understanding of certain topics. For participants whose first language is not English, it may be helpful to provide readings in advance. Describe the learning experiences that will occur. Explain how the goals for this part of the program connect to the onsite program.

Timeline for Before and During the Program

Provide an abbreviated syllabus that shows what will occur on each day of the program. Be sure to include the days that occur before the onsite program begins. Indicate the days when guest instructors will be presenting and identify their topic.

After the program

Describe any planned activities that will allow participants to continue to grow professionally. If participants are being given additional time to complete required products, explain how they will receive feedback.
Appendix: Video Segments

In this section of the guide, we refer you to video resources that may be helpful depending on your program goals. These segments capture best practices and may be useful for those who would like to see these practices in action. A brief explanation of each video, as well as the URL, can be found here. The video segments identified, described, and referenced in this guide come from two sources: ACTFL/Annenberg, and STARTALK.

**ACTFL/Annenberg Videos:** To view the ACTFL/Annenberg videos, you will visit [http://www.learner.org](http://www.learner.org). To view a video, you may be asked to first provide an e-mail address and create a password. There is no charge to use this site, and you will not receive any additional e-mail after creating an account.

**STARTALK Videos and Workshops:** STARTALK has also commissioned several videos of classroom practice, as well as online teacher training workshops related to STARTALK-endorsed principles for language learning. A full list of workshops can be viewed at [https://startalk.umd.edu/teacher-development/workshops](https://startalk.umd.edu/teacher-development/workshops); videos of classroom practice can be viewed at [https://startalk.umd.edu/teacher-development/videos](https://startalk.umd.edu/teacher-development/videos).

**Professional Development: The Journey to Become a Standards-Based World Language Teacher**
Teachers of less commonly taught languages often take alternative paths to certification. Three Chinese speakers describe their journeys to become teachers, and comment on the strategies and techniques they use in their world language classrooms.

- Module 1: Instruction in a Meaningful Context
- Module 2: Building a Learning Community with Heritage Language Learners
- Module 3: Using a Repertoire of Strategies and Tasks

**Professional Development: Leadership Development Program for World Language Educators**
[http://stanford.edu/group/cflp/cgi-bin/startalk/leadership/](http://stanford.edu/group/cflp/cgi-bin/startalk/leadership/)
This series of e-learning modules is intended to provide professional developers with a model, resources and practical strategies for developing teacher leaders. While these modules are primarily geared towards world language educators, they are also applicable to developing teacher leadership in other curricular areas. The series is based on the assumption that educational reform must be inclusive of teachers' voices and perspectives on how to improve teaching and learning; as such, preparing teachers to assume leadership roles is critical to attaining desirable outcomes for any educational reform initiative.

- Module 1: What Makes a Good Leader
- Module 2: Identifying Leadership Styles
- Module 3: Influencing World Language Departments

**Performance Assessment: Assessment Strategies**
This video introduces assessment strategies aligned with the World-Readiness Standards for Learning Languages, state and district standards, and curriculum and instructional practices. Comments from teachers, students, and experts in the field illustrate how teachers are assessing their students’ world language skills.

- Integrated Performance Assessment: 5:47–8:00.
- Interpretive Task: 8:00–14:45.
Performance Assessment: Assessment for Language Instructors: The Basics
This is an interactive, computer-based workshop designed to provide STARTALK instructors with a foundational knowledge of language assessment and testing. The workshop also features a glossary of important terms used for talking about language assessment. At the end of each module, participants will complete an activity and a quiz to document what they've learned.

Performance Assessment: Chinese Immersion: Lesson-planning in the Content-based Classroom
This video provides hands-on professional development for K-12 immersion teachers on how to develop lesson plans that include both content and target language learning. This video focuses on three teachers as they plan life science lessons in Chinese. Participants will see how these three teachers write content and language objectives, develop formative assessments, and deliver the lessons in their respective classrooms.

Step 2: Assessment

Performance Assessment: Integrating Language, Culture and Content
https://media.startalk.umd.edu/workshops/2009/Occidental/
This video is designed to support teachers in all phases of their careers, leaders of professional development, and university faculty responsible for teacher education. The workshop showcases the standards in action as Arabic language teachers integrate language, culture and content.

Part III: Interpreting Authentic Materials
Part IV: Facilitating Interpersonal Tasks
Part V: Carrying Out Presentational Tasks

Technology: NOVASTARTALK Online: Technology-Enhanced Language Instruction
NOVASTARTALK Online is a web-based resource designed to help teachers use technology tools and 21st century language pedagogy in the official STARTALK languages. With this resource, instructors of less-commonly languages can learn to create standards-based, technology-enhanced activities that will add excitement and engagement to the language instruction in their schools. NOVASTARTALK Online contains a growing collection of faculty development materials, with step-by-step tutorials in printable text and PDF formats, videos, discussion fora, user comments and a gallery of classroom-tested learning materials developed by STARTALK teachers.
STELLA Modules for Teacher Development

To provide further support to STARTALK programs, STARTALK Central collaborated with the Teacher Effectiveness for Language Learning (TELL) Project to develop a framework called the STARTALK TELL Alignment, or STELLA for short.  [http://www.tellproject.com](http://www.tellproject.com).

Understanding that STARTALK programs need to provide general information about teaching principles as well as language-specific information, the STELLA modules offer guidance through practical activities that illustrate both the STARTALK principles and the practices identified by TELL as representing highly effective teachers. These modules suggest learning experiences and resources that may prove helpful when selecting learning experiences for teacher development in both student and teacher programs.

In developing the STELLA modules, the STARTALK Teacher Development Task Force and Advisory Board members worked with each of the TELL domains and the supporting criteria to develop tasks that would support teacher development. Initially, the tasks were divided by experience levels, but the current STELLA document simply lists tasks that are designed to allow teachers to develop increased understanding of a particular criteria while applying what is being learned. It is important to note that the activities in the modules are intended as suggestions for programs working with the instructional topics provided, and can be modified as the instructor wishes to suit the particular needs of the participants. Most modules also suggest resources that may prove helpful when working with particular concepts. Currently, the majority of these resources are web-based. STELLA remains a work in progress and suggestions for improvement are welcome.

All STELLA Domains (See Appendix 27 or visit: [https://startalk.umd.edu/STELLA/](https://startalk.umd.edu/STELLA/))

Individual Domains:

- Collaboration
- Environment
- Learning Tools
- Performance and Feedback
- Planning
- Professionalism
- The Learning Experience
Lesson Planning for Student Programs

All student programs are required to use the STARTALK 2015 Lesson Plan Template, which starts on page 58 of this guide and is also available online at https://startalk.umd.edu/resources/#planning.

Programs will submit lesson plans for the day before, day of, and day after the site visit for each instructional level/curriculum template. These three lesson plans should be prepared with sufficient detail that a substitute who speaks the language of the lesson could follow the plan. Team leaders will collect electronic copies of these plans at the time of the site visit. The lesson plans will be reviewed by STARTALK to inform future professional development needs.

Programs are required to complete stage 1 by listing the learning targets/Can-Do statements for each instructional day of the program. Programs will then also complete stage 2 by listing what learners will do to demonstrate they can meet the learning targets or Can-Do statements. Team Leaders will review this information during the site visit. Programs are only required to complete stage 3 of the lesson plan for the day before, day of and day after the site visit.

Instructions for preparing lesson plans for the site visit:

1. For each language and each instructional level, prepare all three stages of the lesson plan template for the instructional day before, day of, and day after the site visit. This means three complete lesson plans should be submitted for each curriculum. For example, a program with a Russian Curriculum at Novice Mid and one Chinese Curriculum at Novice Mid and one at Intermediate Low would need to provide the team leader with nine lesson plans total—three for each curriculum template. This is true even if multiple classrooms of each curriculum are taught.

2. The lesson plans should be provided to the team leader in an electronic format. The team leader will then share the lesson plans with STARTALK Central via Dropbox. For tracking purposes, it’s important that you name the files using this naming convention:

**Program Serial Number, Institution name, Language, Proficiency Level, Day.**

For example, the Riverdale Academy, which teaches Swahili to Novice High students, would provide the following 3 lesson plans to the team leader electronically:

<table>
<thead>
<tr>
<th>Lesson plan day</th>
<th>Lesson plan file name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day before site visit</td>
<td>M-2015.201.1 Riverdale Academy Swahili NH Day 1</td>
</tr>
<tr>
<td>Day of site visit</td>
<td>M-2015.201.1 Riverdale Academy Swahili NH Day 2</td>
</tr>
<tr>
<td>Day after site visit</td>
<td>M-2015.201.1 Riverdale Academy Swahili NH Day 3</td>
</tr>
</tbody>
</table>

3. Please also be sure to provide print copies of each lesson plan to each member of the site visit team on the day of the site visit.
Date: ___________________________  Theme/Topic: __________________________________________

Age Range of Learners: ___________________________  Targeted Performance Level: ___________________________  Number of minutes ___________________________

**Definition and Guiding Question**

**LESSON**
For the purpose of this STARTALK template a *lesson* is defined as a single learning experience typically lasting no more than sixty to ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans.

**LEARNING EPISODE**
For the purpose of this STARTALK template a *learning episode* is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes.

**Questions to Consider Before and During Lesson Planning**

**Do the activities in the lesson**
- give students a reason for needing to/wanting to pay attention and be on task?
- provide sufficient opportunities for understanding new words before expecting production?
- provide multiple, varied opportunities for students to hear new words/images used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage all students (as opposed to just one or two students at a time)?
- vary in the level of intensity and the amount of physical movement required?
- make the learner, not the teacher, the active participant?
- build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know?
- make the best use of instructional time to maximize student learning?
- take an appropriate amount of time considering the age of the learner?
**STAGE 1: What will learners be able to do with what they know by the end of this lesson?**

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>KNOW</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the learning targets/can-do statements for this lesson?</td>
<td>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</td>
</tr>
</tbody>
</table>

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?**

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**How will you facilitate the learning?**
What activities will be used to ensure learners accomplish the lesson can-do?
What will the teacher be doing? What will the students be doing?

**Opening Activity**

*How can you capture the students’ energy and commitment for today’s lesson?*

**Learning Episode**

[Table continued with blank spaces for time entries]
<table>
<thead>
<tr>
<th>Learning Episode</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Episode</td>
<td>Time:</td>
</tr>
<tr>
<td>Learning Episode</td>
<td>Time:</td>
</tr>
<tr>
<td>Learning Episode</td>
<td>Time:</td>
</tr>
</tbody>
</table>

Add additional learning episodes if necessary.

**Materials needed for this lesson**
STARTALK Participant Surveys

STARTALK participant surveys are mandatory for all programs. NOTE: Teacher participants will have to complete a PAPER consent form in 2015.

Why surveys?
The information from STARTALK surveys has led to improvements at the STARTALK Central and individual program levels over the past several years. We also report survey results to the STARTALK community, the government, the foreign language professional field, and to the greater public. Because this information is so critical to the STARTALK program, your grant requires that you administer the STARTALK participant surveys and participate in other surveys sent to you and your instructional staff.

What are the different types of STARTALK participant surveys?
- Participant surveys
  - Teachers
    - Teacher survey
  - Students
    - Parent survey (all parents or guardians of K–5 student participants)
    - Student survey (grades 6–12 and undergraduates)

What other surveys are administered as a part of STARTALK?
- Instructor survey
- Program director survey
- Program director evaluation of team leader survey
- Program impact survey

How are surveys administered?
The STARTALK participant survey is online. There are no paper versions of the surveys. Individual participants take the surveys at home or at their program locations.

More information about these surveys can be found on page 88.

What is your responsibility regarding the surveys?
- Solicit, collect, scan, and e-mail consent forms for all participants to startalk@nflc.umd.edu
- Require participants who give consent to take the surveys
- Encourage instructors to take the instructor survey
- Take the program director survey
- Complete the program impact survey, administered after your grant closes in March 2016
Participant Surveys (see appendix 7: Student Participant Survey, appendix 8: Parental Survey, appendix 9: Teacher Participant Survey, and appendix 24: Survey Instructions for Program Directors or visit: https://startalk.umd.edu/resources/#administration)

There are two types of participant surveys:

1. A parent survey that should be administered to all parents or guardians of K–5 student participants before your program begins
2. A survey that should be administered during the last few days of class to all student participants sixth grade and above and to all teacher program participants. The survey will remain open online for two weeks after your program end date.

Who should be surveyed?
Participants who are a part of the core operation of your summer program should be surveyed. All parents and guardians of K–5 student participants are required to complete the parent survey.

Each program will have at least one survey group defined in the online program information system. A survey group is a group of people who will complete the survey. You can create multiple survey groups for your program if you would like to see results parsed in a specific way. For example, you may wish to create different survey groups based on proficiency level, classroom location, grade level, or time period. However, each program must have at least one survey group.

When should surveys be administered?
Your survey opening and closing dates are listed in your program timeline when you log into the online program information system. These dates are based on the program start and end dates that you add to each survey group. You will be responsible for keeping track of the opening and closing dates of your registration and post-program surveys.

You can edit your survey groups on your program’s home page under Edit Survey Groups.

Because students in grades K-5 are not able to provide the information solicited in the surveys, we ask parents of those students to report on demographic and educational backgrounds of their children who are participating in the STARTALK program. These surveys should be completed before the start of the program or during the program’s first few days. Several program directors have found it helpful to offer the use of devices in program offices to parents who may not have the computers in their homes.

Because there is an evaluation component in the student survey for grades 6 and above and in the teacher survey, these should be administered near the end of your program. Program directors are most successful in getting a high percentage of participation in the surveys if they devote time in those final days to this task.

Survey Results
Survey results will be posted in a PDF document in your account in the online program information system on the Programs Home page.

For instructions on how to administer the STARTALK surveys, see appendix 24: Survey Guide for Program Directors. For instructions to provide to your participants, see appendix 22 for parental instructions and appendix 23 for instructions for all other participants.
Consent Forms

All program directors (including K–5 and teacher programs) are required to collect consent forms and then mail or scan and e-mail the forms to STARTALK Central.

To send your consent forms via e-mail (preferred method):

E-mail: startalk@nflc.umd.edu
Subject: Consent Forms: [Your STARTALK program serial number (M-2015.XXX), institution, program type (teacher or student) and language(s)]
Example Subject line: Consent Forms: M-2015.001, University of Maryland, Student Program – Chinese and Arabic

Attach PDF file of the consent forms (must be under 10MB in size). Please group forms into a single PDF file rather than sending each form individually. If you are sending consent forms for multiple languages within a program, please indicate the language in the file name of each PDF (e.g., UMD_Chinese_M2014001.pdf, UMD_Arabic_M2014001.pdf).

Please clearly indicate your program’s serial number, institution name, program type (student or teacher), and language on the e-mail message or package in which you enclose the consent forms. If your program offers multiple languages, please group and clearly label the consent forms by language.

Sending consent forms via email is preferable, but if you choose to send consent forms by mail, it is recommended that you keep a copy of the forms and use delivery tracking for your package. Please be sure to include a return address and contact name on any emailed or mailed packages.

To send your consent forms via mail:

Mailing address:
National Foreign Language Center
ATTN: STARTALK (Consent Forms):
[Your STARTALK program name, serial number (M-2014.XXX.X), institution, and language(s)]
University of Maryland
5245 Greenbelt Rd., Severn Building 810
PO Box 93
College Park, MD 20742

Any participant whose consent form has not been signed should not complete a survey. Detailed instructions for participants about how to complete the consent forms are available online at http://startalk.umd.edu/2015/forms/ or in appendix 10 (minor consent form instructions) and appendix 11 (non-minor/teacher consent form instructions).
Resources for Planning Your Program

STARTALK has developed diverse materials to aid you in your program implementation. From training your instructors to assisting in planning field trips, all of these materials can be found online at https://startalk.umd.edu/resources.

Curriculum and Lesson Planning Resources

STARTALK Model Student Curricula
https://startalk.umd.edu/model-curricula/

STARTALK Central has created model curricula to provide support for student programs in the curriculum development process. The models were created around two general themes—travel and identity—and provide sample templates which demonstrate how these themes might be implemented with different age groups and proficiency levels. Those involved in creating the models drew upon existing program curricula, and the models capture best practices observed in various STARTALK programs during site visits. The STARTALK model curricula are intended as examples only. Programs will still have to adjust what is provided to meet the specific needs of their students. The intention was to offer representative samples of learning experiences, with the understanding that teachers would adapt the sample experiences to meet the various linguistic and cultural requirements of their individual classrooms.

An overview chart, containing descriptions of the ten STARTALK model curricula, is available at this link: https://startalk.umd.edu/model-curricula/ModelCurriculaOverview. Additionally, six of the model curricula have been adapted specifically for use in Hindi and Urdu programs.

STARTALK Lesson Planning Resources
http://startalk.umd.edu/lesson-planning/

STARTALK Central has created a lesson planning template as well as a model lesson plan to provide support for student programs in the lesson planning process. Student programs must provide electronic copies of lesson plans utilizing the STARTALK template to their Team Leaders for the day prior to, the day of, and the day after the site visit. Additionally, programs should complete stages 1 and 2 of the lesson plan template to identify the learning targets/Can-Do statements and identify what learners will do to demonstrate they can meet the learning targets/Can-Do statements for each instructional day of the program.

The model lesson plan was created to illustrate a detailed 90-minute plan based around the story of Mulan. The model fully utilizes the three stages of the lesson plan template by

1. clearly outlining Can-do statements for the lesson
2. describing how the learners will demonstrate their achievement of each Can-do statement
3. providing detailed step-by-step instructions for how the lesson will unfold by describing timed learning episodes and the resources used in each episode in sufficient detail that a substitute teacher could use the plan to successfully implement the lesson.
Those involved in creating the model lesson drew upon existing program lesson plans, and the models capture best practices for lesson planning in STARTALK programs. The STARTALK model lesson plan is intended as an example only to illustrate the level of detail that should go into a completed STARTALK lesson plan using the STARTALK template.

**Teacher Development, Certification, and Classroom Resources**

**Making Meaning in the Immersion Classroom**
https://startalk.umd.edu/teacher-development/additional-resources

*Comprehensible Input*

Developed by Global Village Academy, Making Meaning in the Immersion Classroom is a five-part video series developed to help immersion teachers understand the concept of comprehensible input and to enable teachers to make input clear to students. Although developed with the immersion classroom in mind, teachers in other types of language programs will find the concepts and strategies applicable to their settings as well.

*Comprehensible Output (Oral Communication)*

Developed by Global Village Academy, Making Meaning in the Immersion Classroom: Oral Communication discusses using comprehensible input as the foundation for developing oral communication skills.

**Developing and Assessing Learners’ Competency in Interpersonal Communication**
https://startalk.umd.edu/teacher-development/assessment/ACTFL2013/#welcome

ACTFL has developed a set of web-based content and tools designed to facilitate the instruction and assessment of the Interpersonal mode of communication.

**Classroom Video Collection**
https://startalk.umd.edu/teacher-development/videos

This video collection was compiled to provide real-life examples of teachers working to incorporate STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish, and Urdu classroom settings. In these videos, you will find teachers interacting and engaging with students and encouraging students to engage one another. You will see the teachers utilize role-playing to make students the center of the learning experience. You will see teachers use songs, videos, and other authentic materials in the target language, and you will see teachers use culturally rich activities, such as meals, to fully integrate the target language and target culture into the classroom.

This collection is intended for current and future world language teachers in pre-K–16 programs, including those at heritage- and community-based schools. These videos can be used alone or incorporated into more extensive teacher education materials. Whether you are teaching now, preparing to become a world language teacher, or training and mentoring teachers, we feel certain that you will find these videos beneficial to your continued development as a language educator.
STARTALK Multimedia Teacher Workshop Collection
https://startalk.umd.edu/teacher-development/workshops

This collection of twelve online, multimedia workshops was developed by staff of STARTALK-funded teacher preparation programs to enable teachers who cannot participate in on-site STARTALK programs to improve their skills in critical areas. The workshops were adapted from summer programs for teachers of the world languages offered by STARTALK, but most of the workshops are useful for any language teacher, teacher educator, or teacher supervisor. The workshops cover a wide range of skills, knowledge, and techniques that all world language teachers need. Anyone may use these workshops, and they may be incorporated into any teacher education or professional development program. When you use these materials in a course or a presentation or cite them in a document, we ask that you attribute them properly to the institution or organization that developed them and to the STARTALK project.

The catalog for the STARTALK Multimedia Teacher Workshop Collection (available at http://startalk.umd.edu/teacher-development/workshops/catalog) will help users identify workshops that are most relevant to their professional development needs. The catalog lists each workshop according to the key STARTALK themes that the workshop addresses. All of the workshops are rich in content and contain many important resources for world language teachers. (see appendix 3: Catalogue for the STARTALK Multimedia Teacher Workshop Collection)

AdvanceLearning’s Professional Learning Resources to Support STARTALK-endorsed Principles
https://startalk.umd.edu/resources/AdvanceLearning

Designed to support professional learning in STARTALK teacher development programs, professional development in STARTALK student programs, as well as independently by any language teacher, these resources address instructional topics found in STELLA modules and support the STARTALK-endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons. Topics addressed include: “Conducting Performance Assessments”, “Developing Learning Targets”, and “Checking for Understanding.” The following resources support each instructional topic:

1. A video featuring classroom vignettes, as well as interviews with practicing STARTALK teachers and their students reflecting on the impact of the selected instructional topic
2. An overview essay written by world language experts Greg Duncan and Helena Curtain, providing an introduction to the instructional topic as well a connection to research
3. An at-a-glance infographic providing visual representation as an overview to the instructional topics highlighting important features of the concept, sample strategies, helpful tips and more
4. A teacher presentation developed by a practicing veteran STARTALK teachers providing an explanation of the instructional topic as well as practical tips from the teacher’s classroom
5. A feedback form designed for teachers to use in order to determine the degree to which their work exemplifies the characteristics identified in the instructional topic
6. A processing guide designed to provide teachers with a self-moderated professional learning experience through deepening their understanding of the instructional topic
Occidental College’s Putting the Standards Front and Center: An Infrastructure Project for Teacher Development
https://startalk.umd.edu/resources/oxy/

This resource provides program directors and lead instructors with multiple resources that can be used individually or collectively.

The materials present concepts simply, are reflected in instructional materials and video-clips of on-target practice, provide participant-centered activities that stimulate reflection and the use of tools to gauge on target practice, focus on the delivery and differentiation of model materials, and offer a modular approach that can be used to construct a variety of professional development experiences.

The materials include a model unit, lessons, and learning episodes that were created with funds from a Qatar Foundation International (QFI) grant to provide the resources necessary for teachers to learn to teach rather than create and teach.

1. The Pre-Program Survey provides program directors with information that helps in the selection of participants and/or the differentiation of instruction.

2. The Pedagogy Sessions feature STARTALK Best Practices, present concepts simply, provide participant-centered activities that stimulate reflection and tools to gauge on-target practice. Sessions may be used in a variety of professional development programs based on time, interests, and understanding of the principles and practices of standards-based instruction.

3. The Technology Sessions demonstrate step-by-step how to use a variety of technologies that support a standards-based instructional approach.

4. Power-Points present the learning outcome for the day, the daily schedule, a warm-up activity, and reflections to close for the day.

5. Resources:
   A. The Teacher Program Curricula features the use TELL and STELLA frameworks. It may be used to create multiple program syllabi according to participant needs and interests: three-hour, one-day, seven-day, ten-day
   B. Instructional Materials reflect STARTALK Best Practices and contain
      1. A thematic unit plan, lesson plans, and learning episodes
      2. Videos of lesson plan
      3. Video-clips featuring multiple, real-world tasks
   C. Support Materials feature viewing guides and rubrics
   D. The Reading List features a selection of short readings that can be assigned before, during or after the program

HADI-CLASSRoad’s LangCred
www.langcred.org

LangCred is a first of its kind interactive website specifically for U.S. teachers of less commonly taught languages (LCTLs) that functions as a clearinghouse of up-to-date information and reliable guidance on obtaining a professional certificate/credential. The first phase of this website includes resources and discussion forums to aid not just Arabic and Mandarin teachers, but all world language teachers in the U.S. in designing
their own personalized roadmaps for certification, highlighting known pathways, procedures, requirements, exams and advisory sources in individual states.

On the LangCred site you can:

- Search from hundreds of credential routes in the US.
- Create an account and build a unique profile to save searches.
- View Matched Routes based on your profile.
- Compare credential routes in the US.
- Participate in a LangCred Community forum to get tips on credentialing.
- View a rich Resources section for articles, news, a glossary, and a comprehensive and searchable list of transcript evaluation agencies per state.

Concordia Language Village’s Russian and Chinese Instructional Modules

[www.concordialanguagevillages.org/startalk](http://www.concordialanguagevillages.org/startalk)

With a 2014 STARTALK Infrastructure Building grant, Concordia Language Villages created ten instructional modules in both Russian and Chinese. Using themed cultural topics, each module is comprised of 3 lesson plans providing three or more hours of lessons and activities. Each module is augmented with a video of native speakers addressing one of the cultural topics, or being interviewed about the cultural topic being taught. In addition, each module is accompanied by hand-produced art illustrations for classroom use.

Russian modules and supporting materials are focused on a homestay in Russia. On the website for downloading teachers will find introduction to the project, an overview of all materials, 30 lesson plans, 10 art illustrations, 10 videos and several video documents. The intended level is Novice High.

Chinese modules and supporting materials are focused on a trip to China. On the website for downloading teachers will find introduction to the project, an overview of all materials, 30 lesson plans, 10 art illustrations, 10 videos and several video documents. The intended level is Novice High to Intermediate Low.

Master’s Degree in Hindi/Urdu Language Pedagogy at Kean University

[https://startalk.umd.edu/resources/keanmasters](https://startalk.umd.edu/resources/keanmasters)

Pending approval, Kean University’s Master’s Degree Program in Hindi/Urdu Language Pedagogy will address the current lack of a strong infrastructure at national and state levels to support Hindi/Urdu teacher development and research in the area of Hindi/Urdu-specific second language pedagogy. The program is designed for cohorts of Hindi/Urdu Native/Advanced-Mid(or higher) speakers who reside in the U.S., possess a Bachelor’s Degree, and wish to teach Hindi/Urdu at the K-12/post-secondary level or to continue study and research on Second Language Acquisition and foreign language pedagogy at the graduate level.

The 2-year 30-credit program consists of three components: (1) Acquisition of Content through online courses taught by Kean and Affiliate/Partner Faculty; (2) Acquisition of Pedagogical Knowledge and Skills (methods and assessment practices) through summer onsite courses; and (3) Integration of Content, Theory and Pedagogy into Clinical Practice through participation in Kean STARTALK Summer Student Programs. The hallmark of the program is its focus on the use of pedagogical approaches for teaching/learning Hindi/Urdu that foster global/intercultural competence, mediated by ongoing integration of innovative learning technologies in both face-to-face and online learning environments. The MA Program also offers participants the opportunity to earn a NJ Certificate of Eligibility (CE) which authorizes candidates to seek and accept employment in NJ schools and leads to standard certification through the Provisional Teacher Program.
Assessment Resources

Classroom Language Observation Checklist Kit (CLOCK)
https://startalk.umd.edu/resources/cal/

The CLOCK is a formative assessment tool designed for K-5 STARTALK teachers to periodically assess students’ speaking and listening comprehension skills based on observations of students’ use of the target language in a classroom setting. Developing proficiency in a language is a process that takes place gradually over time. The amount of progress a student makes over a set period of time depends on many factors, including the type of language program, the extent to which the instructor uses the target language in the classroom, the frequency and length of instruction time, the types of activities teachers provide for students to use the language for real purposes in the classroom, and student motivation. The CLOCK can help teachers track student language growth and inform instruction by documenting student performance during different classroom activities. The CLOCK provides important formative assessment data, but it is not a tool to assign a summative global proficiency level.

The CLOCK consists of a User Manual and four components to help STARTALK teachers observe their students during class activities and record what they can do. These class activities can include students responding to questions or commands, interacting with classmates, or sharing information. There are two versions of the CLOCK: one for Chinese teachers what includes Chinese language samples and a generic version in English for teachers of other languages.

Checking for Learning
https://startalk.umd.edu/resources/checkingforlearning

“Checking for Learning in STARTALK Student Programs” is specifically designed to be a resource to leaders and teachers of STARTALK student programs. However, almost every feature of these materials can serve the needs of teachers in any language program. The information contained within these materials is distributed over eight sections.

- “What Do We Mean by ‘Checking for Learning’?” provides thoughts about changing our perspective on assessment, moving it from testing and grading to one that students view as more helpful—one that checks on their learning and provides useful information about how to continue to grow in language use.
- “How Do I Know What to Check” helps connect learning and assessment to national standards for language learning and to unit and lesson learning targets.
- “When Do I Use Formative and Summative Checks for Learning?” clarifies the difference between these two approaches and when it is more appropriate to use each.
- “How Do I Use Formative Checks for Learning?” gives numerous examples of formative checks for learning that language teachers can use to monitor and improve student learning.
- “How Can Students Check for Learning?” focuses attention on the role that student self-checks can play in the learning process.
- “The Importance of Feedback” reminds us that without feedback, learners don’t know what or how to improve, and it provides specific information about how to give appropriate feedback to students.
- “How Can I Report Progress of Learning in Meaningful Ways?” provides insights into the ways that teachers can communicate language growth to various audiences.
- “How Can External Assessment Help in Checking for Learning?” discusses the value of external assessment in the language learning endeavor and the options that are available to language educators.
While each section may be considered a stand-alone component, the reader will mostly likely derive the greatest benefit by starting from the first one and continuing through the sequence. In each section, readers will encounter background research on the specific topic being addressed in the section as well as thoughts for implementation and resources to support it.

Understanding Hindi and Urdu Proficiency Levels: Student Performance during Oral Proficiency Interviews  
https://startalk.umd.edu/resources/OPI.xhtml

This is a collection of Oral Proficiency Interviews (OPIs) conducted by ACTFL certified testers demonstrating student performance at the different proficiency levels.

Administrative Resources

STARTALK Field Trip Planning  
https://startalk.umd.edu/field-trip-guide/

World language program administrators and teachers expect students to benefit from every aspect of their programs, including field trips, which are learning experiences organized for a group of students with a specific purpose outside the usual environment of a classroom. Due to the intensive and short-term nature of STARTALK programs, it is especially important that every program activity—including field trips—contributes clearly to learning. In response to this need, STARTALK Central has developed the Field Trip Guide and Field Trip Planning Templates. Use of these materials is not required, but the resources are provided as tools for program personnel planning field trip activities.

- A STARTALK Guide to Planning a Purposeful Field Trip: http://startalk.umd.edu/field-trip-guide/FieldTripGuide.pdf (see also appendix 5: A STARTALK Guide to Planning a Purposeful Field Trip)

Thoughtful curricular planning is required in planning a field trip that is purposeful, has measurable outcomes, integrates curriculum, instruction, and assessment, promotes real-life applications of classroom learning, and allows students to personalize their connection to the target language and culture. Additionally, careful logistical planning is also essential to ensure that the field trip experience is positive for everyone involved. Logistical planning is also important because the curricular goals of the field trip can only be achieved if everything goes as planned.

- Curricular & Logistical Templates for Field Trip Planning: http://startalk.umd.edu/field-trip-guide/FieldTripPlanningTemplates.docx (see also appendix 6: Field Trip Planning Templates)
During Your Program

- Introduction to During your Program
- LinguaFolio® Online
- The Site Visit
- Team Leader Responsibilities Overview
- Site Visitor Responsibilities Overview
- Guidelines for Photo and Video Collection

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Introduction to During Your Program

This section of the program director guide contains details on the STARTALK requirements that must be met during your program. This section addresses the following items:

1. LinguaFolio® Online (for student programs only, see appendix 21 or visit: http://lfonetwork.uoregon.edu)
2. The STARTALK site visit
3. Team Leader and Site Visitor roles
4. Guidelines for photo and video collection
LinguaFolio® Online

LinguaFolio is an online language learning portfolio that promotes autonomous learning created for use in STARTALK student programs. It is a formative assessment tool that incorporates self-assessment, empowering learners to become more self-directed and reflective. Learners can set goals, track their progress, and upload work samples to demonstrate their ability. They can also record and reflect on their intercultural experiences. LinguaFolio Online supports articulation by providing a clear and commonly accepted description of language proficiency based on the ACTFL Proficiency Guidelines. For information about LinguaFolio, please visit http://lfonetwork.uoregon.edu and see appendices 20a to 20d.
The Site Visit

STARTALK’s goal is to have the best programs possible because STARTALK is only as strong as its programs. STARTALK sends teams to every program not just to meet contractual requirements but also to provide timely support to each program. Each program is on its path to greatness, and with this process in mind site visits help programs grow and improve each year.

The STARTALK site visit is an opportunity for your team leader and site visitors to see a snapshot of your program in action. STARTALK performs site visits to ensure the success of all programs through collaboration, feedback, and reflection. During the site visit, the site visit team will observe, evaluate, and support your program as program personnel and participants strive to meet the stated program goals. The site visit team will help you by providing feedback and suggestions for short-term improvements and considerations for long-term improvements. This is an occasion when your achievements will be celebrated and the site visit team can learn more about special features of your program that STARTALK staff might want to highlight or share with other programs. It is also an opportunity for you to reflect on the successes and challenges you are facing.

The site visit should not create stress among your staff members nor should the site visit be a time to plan an out-of-the-ordinary event. The site visit team would like to see what your program is like during a regularly scheduled day of instruction.

After the site visit, you will debrief with the site visit team and be provided with a written site visit report (see appendix 15: Student Program Site Visit Report Template and appendix 16: Teacher Program Site Visit Report Template or visit: https://startalk.umd.edu/site-visit-guide).

Preparing for Your Site Visit

There are several steps you will take to prepare for your site visit. This section of the program director guide will help you with those preparations.

Preparing for Your Site Visit: Providing Logistical Information

You have already selected your site visit date and your team leader has this date on his/her calendar. Site visit teams will be created in May and early June. Because of the many logistics involved, requests for a different site visit date will not be honored unless there are extenuating circumstances. If there is a need to change the site visit date, contact your STARTALK liaison immediately.

The online program information system allows program directors to enter pertinent information pertaining to the site visit that can be accessed by the site visit team. It is important that this information be entered promptly and correctly because site visitors will use this information to plan their travel to your location.

The logistical details you enter into the online program information system should facilitate the site visitors’ travel to the site visit location and help the site visit team plan for the site visit day. The following are some points to keep in mind when collecting logistical information for your site visit:

- Be sure to include the most convenient airport or train station to your location. In choosing which airport or train station to recommend, consider more than just proximity. For example, there may be a close airport, but it may not be a convenient airport for travelers coming from different locations across the country.
• Be sure to investigate the standards of the two hotels you list on your logistics page. The hotels should be within five miles of the site, average price for the given area, clean, safe, and convenient.

• The directions to your site location on campus should be detailed. Be sure to include the building number, room number, and parking details.

• The site contact information listed on the form should be someone who is reachable in case of an emergency, e.g., if the site visit team is unable to come because of weather or if someone is lost.

Preparing for Your Site Visit: Setting the Site Visit Day Agenda

You will enter your site visit agenda online at http://startalk.umd.edu. Your site visit agenda should be agreed on by you and your team leader. Decisions about what agenda is most appropriate to your program will depend on a number of factors:

1. Is your program residential?
2. Does your program combine a teacher program with a student program?
3. How many hours per day are participants in class?
4. How many classes (i.e., different levels of proficiency, instructors, or topics) need to be visited?
5. What do you think is the best time for the site visit team to observe classes provided to your students or teacher participants?
6. What would be the best time for participants to be interviewed? Instructors?

Before you complete the agenda, please let your team leader know immediately if there is a limited time slot for observing classes (e.g., 10 a.m. to noon; evenings only, etc.). Any changes to the site visit day agenda should be communicated to the team leader.

The following are important points to remember:

1) Your site visit team will need a private place to meet and work during the portion of the day in which they will be debriefing and writing the first draft of their report to you.

2) The site visit team will decide which participants to interview, so there is no need for you to predetermine that in advance.

3) For programs that serve students in grades K–5, there are no participant interviews.

A typical site visit agenda is shown below. The elements listed are the default in the agenda that program directors enter online.

All site visits should start with a meeting between the site visit team and the program director and should include,

- welcome and introductions,
- overview of the program and any changes from the proposal, and
- review of the materials packet (schedule of the day, room assignments, lesson plans)
- time for the team leader to review lesson planning documents for instructional days up to the site visit.
The remainder of the day should include the following elements:

- Multiple observations of learning experiences
- Participant interviews
- Instructor interviews
- Site visit team debriefing (the site visit team needs private place to debrief)
- Debriefing with program director (and instructional staff, if desired)

Preparing for Your Site Visit: Information STARTALK Central Will Provide

At least two weeks prior to the site visit you will be able to view the following items on the site visit summary page of the online program information system:

- Site visit team member names
- Site visitor bios
- Site visitor travel itineraries
- Site visitor contact information

Preparing for Your Site Visit: How Site Visitors Prepare for the Site Visit

Before your site visit, the site visit team prepares by reviewing your proposal, budget, and approved curricula, as well as any site visit reports from previous years. These documents can all be found on the site visit summary page for your program in the online program information system.

Site visitors will also review the following STARTALK documents before visiting your program:

- STARTALK classroom observation guidelines (see appendix 17: Elementary School Program Observation Guidelines, appendix 18: Middle and High School Program Observation Guidelines, and appendix 19: Teacher Program Observation Guidelines)
- The site visit interview questions (see appendix 20: Site Visit Interview Questions)
  - Keep in mind that there are no participant interviews for K–5 students.
- Lesson plans: All student programs are required to use the STARTALK 2015 Lesson Planning Template: https://startalk.umd.edu/resources/#planning. Programs are required to complete Stage 1 by listing the learning targets/can-do statements for each instructional day of the program. Programs will then also complete Stage 2 by listing what learners will do to demonstrate they can meet the learning targets or can-do statements. Team Leaders will review these lesson plans up to the day of the site visit during the site visit. Programs are only required to complete Stage 3 of the lesson plan for the day before, day of, and day after the site visit.
- Site visitors will need copies of complete (Stages 1, 2 and 3) lesson plans for the day preceding the site visit, the day of the site visit, and the day following the site visit. These three lesson plans should be prepared with sufficient detail that a substitute who spoke the language could follow the plan. Your team leader is responsible for submitting copies of these lesson plans to STARTALK; please provide electronic copies of these lesson plans at the time of the site visit. These lesson plans will be reviewed by STARTALK to inform future professional development needs. Paper copies of lesson plans for the site visit day must be provided for each team member during the morning meeting.
The Site Visit Day
Remember that the site visit team is there to view a snapshot of your program and to help you succeed in meeting your stated goals. This is not meant to create any stress at your program. You will have the opportunity to reflect on and discuss your program at the end of the day.

The Site Visit Report (see appendix 15: Student Program Site Visit Report Template and appendix 16: Teacher Program Site Visit Report Template)

After your site visit is over and your team leader has informed you that the site visit report is available to view in the online program information system, please take the time to review the report and respond online as well. You should receive your site visit report within seven days of your site visit.
# TEAM LEADER RESPONSIBILITIES

## AN EFFECTIVE TEAM LEADER

- facilitates the implementation of the program by serving as a link between STARTALK Central and the program
- brings a positive disposition, sets a supportive tone, and comes across as a person who is there to help and support programs
- builds trust with programs and uses conferences and meetings to establish a relationship with the program directors
- communicates effectively and collegially with STARTALK Central, responding to all STARTALK requests in a complete and timely manner
- uses positive language and remains professional at all times, and represents STARTALK with no personal agenda
- knows the STARTALK-endorsed Principles and follows the procedures of STARTALK
- has final responsibility to write, submit, inform the program of and be the final arbitrator of the site visit report

## GETTING STARTED

### Prior to Spring Conference
- becomes familiar with the program by reading the proposal, previous site visit reports, and talking with prior team leaders
- contacts program director to open lines of communication
- confirms site visit date arranged by STARTALK Central
- reviews timeline for key due dates with the program director

### At Spring Conference
- attends team leader meeting
- meets with all assigned programs and schedules individual program meetings as necessary
- verifies that program directors and lead instructors are familiar with STARTALK support materials such as model curricula, STELLA, etc.

## CURRICULUM TEMPLATE AND LESSON PLANS

### Review of the Curriculum Template
- verifies that curriculum is being developed by those directly involved with the program (new in 2015)
- provides assistance in the development of the curriculum template
  - begins approval process at least 3 weeks prior to the start of the program
  - reviews template, completes checklist, and provides comments and feedback as necessary
  - consults with prior team leaders for additional insights if necessary
  - sends draft of curriculum template and completed checklist to team leader serving as co-reviewer
  - receives feedback from co-reviewer within 48 hours, consolidates and adapts feedback as necessary
  - ensures that curriculum aligns with the proposal and notifies STARTALK if changes have been made
  - communicates with the program director to provide timely and constructive feedback until the curriculum is ready to be approved
- uploads final curriculum and checklist to STARTALK website
- collects and posts lesson plans for day before, day of, and day after the site visit for student programs; collects and posts detailed syllabus for teacher programs
**Site Visit Protocols**

**Preparing for the Site Visit**
- works with program director to create schedule for the site visit
- makes personal travel arrangements
- makes an effort to arrange travel plans to observe a residential program the evening before the site visit
- obtains access to online learning components prior to site visit

**Coordinating with Site Visitors**
- has organizational responsibility for coordinating and confirming site visit arrangements with team and STARTALK Central
- organizes a pre-visit breakfast meeting or alternative time to meet with team to discuss the program and plans for the site visit
- ensures that site visitors understand their roles
- draws on expertise of site visitors

**Debrief, Final Report, and Follow-up**
- allows for input from site visitors
- responds to comments and questions from program director
- balances feedback on strengths of program with recommendations for improvement
- offers feedback in professional and supportive manner
- creates draft of final report and shares with site visitors for input
- posts final report within 7 days of site visit
- sends email notifying program director that report has been posted, reminds program director that they can comment online, thanks program director and offers continued support
- submits receipts to STARTALK Central for reimbursement of expenses

**Fall Conference**
- identifies individuals and programs that should share information at conference
- collaborates with those individuals/programs to ensure consistency of STARTALK message
- attends team leader meeting and fall conference
- conducts post-program meeting to debrief programs on successes and challenges
- shares insights learned at meeting with STARTALK
## Site Visitor Responsibilities

### An Effective Site Visitor

- brings a positive disposition, sets a supportive tone, and comes across as a person who is there to help support programs and the team leader
- uses positive language and remains professional at all times, represents STARTALK with no personal agenda
- provides language and cultural specific insight and expertise and/or expertise in program organization and management
- communicates effectively and collegially with team leaders and STARTALK Central
- responds to all STARTALK requests in a complete and timely manner
- knows the STARTALK-endorsed Principles and follows the procedures of STARTALK
- contributes to the debrief and to the site visit report
- reviews final site visit report and makes suggestions if revisions are required

## Site Visit Protocols

### Preparing for the Site Visit

- becomes familiar with program by reading the proposal, budget, previous site visit reports, and curriculum templates
- coordinates travel plans with team leader and then makes personal travel arrangements

### Coordinating with Team Leader

- attends pre-visit breakfast or alternative meeting as arranged by team leader
- asks clarifying questions as necessary in preparation for the site visit
- takes an active role as observer during the site visit
- shares observations with team leader and other site visitors during private debrief time
- avoids providing direct feedback to program directors and/or instructors, even if they request it

### Debrief, Final Report, and Follow-up

- contributes to the draft of final report in a timely manner
- supports the team leader during the debrief
- submits receipts to STARTALK Central for reimbursement of expenses
Guidelines for Photo and Video Collection

These guidelines are intended to help you determine the types of photos and/or videos that you might want to collect and send to STARTALK Central.

Please remember that all students and instructors must sign a consent form prior to being photographed or videotaped. Consent forms are available for download on the STARTALK website.

Video Guidelines:

- If budgeted, use a professional videographer
- Try to plan your shots
  - Focus on a strategy (e.g., engagement)
  - Capture the aspects of interaction, e.g., if students are working on integrated tasks, capture both the discussion and the work product (such as the project or worksheet from which the discussion stems)
  - Focus on a few students whom you plan to highlight
- Don’t just use the mic on the camera. At minimum, make sure you have a lavaliere mic on the instructor.
- If you’re trying to shoot a person standing in front of the screen, the camera will probably adjust the exposure for screen. This rarely leads to usable video of the presenter or the presentation. Whenever possible concentrate on the person and send the projected materials (such as power points) as well for later editing.
- Find or create an interesting background
- Look for texture and contrast
- Draped fabric can be really effective
- Use lights to add texture to flat walls
- If you use any music, make sure it’s royalty free, composed for you, or purchased with the appropriate licenses. This applies for music that might be playing in the background on a radio or TV in the background as well.

Photo Guidelines:

- A photograph should have a strong focal point. Determine what the focal point is before taking a photo.
- Keep compositions simple, avoiding busy backgrounds that distracts from a subject.
- Include an interesting object in the foreground of a scene. It adds depth, dimension, and a point of reference.
- Shoot at varying angles to capture a subject from a different viewpoint. Move the camera higher or lower than you usually do. For a dramatic effect, take some photos from a bird’s-eye view (looking down) or worm’s-eyes view (looking up).
- Framing a subject by zooming or moving closer draws attention to the subject.

Source:
Legal Guidelines:

- Get releases for everyone
- STARTALK has distributed consent forms for the University of Maryland that all photographed or videotaped participants (or their parents, where applicable) must sign.
- Remove all licensed items from the room
- Be aware of T-shirts, coffee cups, posters, etc., that might feature licensed material

Submission Guidelines:

- Do not submit photos or videos in any medium (i.e., hard drive) that you will want to have returned
- Use the following address to send DVDs, CDs, or thumb drives to STARTALK Central:
  - National Foreign Language Center
  - The University of Maryland
  - Attn: STARTALK Content Management
  - PO Box 93
  - 5245 Greenbelt Rd., Severn Building 810
  - College Park, MD 20742
- For items sent electronically, preferred image formats include JPEG, .PNG, and .PDF and preferred video format is H.264 in an .MP4 container
  - Send attention content management to the STARTALK e-mail address: startalk@nflc.umd.edu
  - If file is too large for an e-mail attachment, send an e-mail to the STARTALK address listed above and request instructions for uploading files to our public share site
- Limit your photo and video submissions to the top ten images or clips you think best meet these characteristics:
  1. High-quality instruction for students
  2. High-quality instruction for teacher participants
  3. Students using their new language skills in day-to-day instructional activities
  4. Students using their new language skills in informal or social activities
  5. Teacher participants engaged in professional dialogues with peers
  6. Teacher participants demonstrating a new strategy or skill
  7. Teacher participants reflecting on their learning or their performance
  8. Visuals that might be useful for recruiting future teacher or student participants
  9. Any video footage that demonstrates exemplary teaching practices, particularly those illustrative of STARTALK guiding principles
Introduction to After Your Program

This section of the program director guide contains details on the steps that you must take after your program ends to ensure compliance with the grant. This section addresses the following items:

1. The final report

2. Surveys
   - The Instructor survey
   - Program director survey
   - Program director evaluation of team leader survey
   - Program impact survey

3. Financial grant reporting requirements
The Final Report

The STARTALK Final Report is a grant requirement. All programs must complete a final report summarizing their STARTALK activities for the current year. Combination programs must complete two final reports (one for the student portion and one for the teacher portion). The final report must be completed online in the online program information system.

All final reports must be submitted by September 15, 2015.

Here is a preview of the 2015 final report questions:

**Final Report and Reflections for Student Programs**

**Executive Summary**

1. Provide a brief description of the program (including the focus and theme of the program, target audience, size and scope of the program, etc.).
2. Did the actual program align with the program proposal?
3. If you made any changes, what changes were made, and why were the changes made?

**Enrollment & Course Credit**

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<td>Completed:</td>
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<tr>
<td>Participants receiving high school credit:</td>
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**Program Outcomes**

1. What did participants learn in this program? Identify three to five major learning outcomes from your proposal.
2. What evidence exists to show that this learning took place?
3. If your student program conducted a field trip, how did it contribute to learning and what evidence do you have to confirm that learning occurred? If not applicable, please type N/A.
4. Please provide any anecdotal information on any plans your students may have to continue their language study during the academic year.
5. Describe community outreach that occurred as a result of your program.
6. What impact did these outreach activities have on the local community? On your students?
7. What might the long-term impact of these outreach activities be in your community?
8. If your program included an online component and a face-to-face session, how did you integrate the online and face-to-face portions of the program? If not applicable, please type N/A.
9. How did the online and face-to-face experiences impact student learning? If not applicable, please type N/A.
10. How many hours of professional development activities occurred for your instructional staff preprogram, during the program, and post program?
11. What impact have you observed as a result of these professional development activities?
12. To what extent do you feel that your program implemented the STARTALK endorsed principles for effective learning and teaching?

Reflections

1. What aspects of your program worked well?
2. How did you deal with any challenges that your program encountered?
3. To what extent do you feel that your program contributed to the goal of STARTALK to increase numbers of speakers of critical languages and to build the supply of qualified world language teachers?
4. Which of the STARTALK endorsed principle for effective teaching and learning did you implement most effectively? Which principle was the most challenging to implement? Please explain your response.
5. What have you learned from your STARTALK experience?
6. What advice do you have for new STARTALK programs?
7. What unique feature of your program would you like to share with other STARTALK programs?
8. If you were to offer another STARTALK program, what would you do differently?

Recommendations

1. How will future programs address the recommendations made in the site visit report?
2. What changes could STARTALK make to help you better design and implement a successful program?

Final Report and Reflections for Teacher Programs

Executive Summary

1. Provide a brief description of the program (including the focus and theme of the program, target audience, size and scope of the program, etc.).
2. Did the actual program align with the program proposal?
3. If you made any changes, what changes were made, and why were the changes made?

Enrollment & Course Credit

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<td>Participants receiving undergraduate credit:</td>
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Program Outcomes

1. What did participants learn in this program? Identify three to five major learning outcomes identified in the proposal.
2. What opportunities did participants have to demonstrate their learning?
3. What evidence did you collect to show that this learning took place?
4. Please describe the microteaching experience of the program. What worked well? What might you do differently? If not applicable, please type N/A.
5. How did you integrate the online and face-to-face portions of the program? If not applicable, please type N/A.
6. How did the online and face-to-face experiences impact participant learning? If not applicable, please type N/A.
7. To what extent do you feel that your program addressed the STARTALK endorsed principles for effective learning and teaching?
8. How did you vary the learning activities and outcomes to meet the needs of individual participants?
9. Please provide any anecdotal information on your teacher participants’ plans to continue their professional development or to apply the skills they learned during your program.

Reflections

1. What aspects of your program worked well?
2. How did you deal with any challenges that your program encountered?
3. To what extent do you feel that your program contributed to the goal of STARTALK to increase numbers of speakers of critical languages and to build the supply of qualified world language teachers?
4. To what extent do you feel your program met the goals articulated in your proposal and curriculum?
5. What have you learned from your STARTALK experience?
6. What advice do you have for new STARTALK programs?
7. What unique feature of your program would you like to share with other STARTALK programs?
8. If you were to offer another STARTALK program, what would you do differently?

Recommendations

1. How will future programs address the recommendations made in the site visit report?
2. What changes could STARTALK make to help you better design and implement a successful program?
Post-Program Surveys

At the end of your program, you and your staff will receive invitations to complete online surveys. Your responses to these surveys play a critical role in making STARTALK successful, at both the STARTALK Central and individual program levels. We look forward to 100% participation in the following four surveys:

- **The instructor survey**: This survey is administered by the Center for Applied Linguistics (CAL) to solicit feedback on the experiences of instructors in your program. You will be reminded to upload contact information for your instructors into the OPIS so that the survey can be sent to them. Shortly after your program ends, your instructors will receive an invitation to participate in this survey.

- **Program director survey**: soon after your program ends, CAL will also solicit your feedback on your STARTALK program, inquiring about the application and award processes, professional development you conduct to prepare your instructors to work in a STARTALK program, program implementation, and your recommendations for future years.

- **Program director evaluation of team leader survey**: in the spirit of continuous improvement, we are soliciting your feedback on the performance of your team leader. You will receive an invitation from STARTALK Central to participate in this survey shortly after your program ends. We are hoping to learn about your experiences with and perceptions of team leaders. We want to know what qualities in a team leader do you value and why. This is a pilot year for this feedback, which will focus on the major roles and responsibilities of team leaders. (Please see page 79). Each team leader will receive a report providing the results of this survey.

- **Program impact survey**: you will receive an invitation from STARTALK Central to participate in this survey in February 2016. We ask you to reflect on your 2015 program and provide information on the impact you believe that STARTALK has had on critical language programs, your institution, your students, your communities, language programs in your communities, and other impact in general.
Helpful Hints for STARTALK Grant Awardees

1) Your award and budget: Contact Diane Varieur at devarie@nsa.gov, Carol Maynard at cbmayna@nsa.gov, or Glenn Ellison at g.elliso@radium.ncsc.mil. When contacting them be sure to identify yourself by your grant number (this number can be found on your grant documents). (NOTE: Please make sure you contact your Grant Administration Office to obtain a copy of your grant if they have not provided a copy.)

2) Budget modification: Prior to making any budget modifications you must first get the approval of the NSA STARTALK Program Manager Diane Varieur. Budget modification requests should be sent via e-mail to Diane Varieur at devarie@nsa.gov, and a carbon copy should be sent to Carol Maynard at cbmayna@nsa.gov. (Be sure to include your grant number in your request.)

   a. When individuals e-mail the NSA office with questions about budget changes, Diane Varieur reviews the request against the original budget to see how funds are being internally adjusted. She then sends an e-mail approving the change with the following words: “Please keep in mind that any proposed changes must stay within your original budget proposal and that any changes made cannot adversely affect the intent of your original grant proposal.”

   b. Once any proposed changes are approved, your approved budget will be kept in the NSA Program Manager's office and will become the baseline budget for future proposed changes.

   NOTE: Please do not contact the invoice addressee on your grant (ONR or contracts – accounts payable) for budget modification issues. Contacting these offices may cause your grant to require a modification that can delay payment of your invoice(s).

3) Importance of System for Award Management (SAM) listing information: SAM is the federal government owned and operated website that consolidates the capabilities in the Central Contractor Registration (CCR)/Federal Agency Registration (Fed Reg) and other various systems that support the federal procurement and award processes. For information on how to review/update your Listing (DUNS Number and CAGE Code) in SAM, please contact the Federal Service Desk toll free by phone at 866-606-8220 or via the web at http://www.FSD.gov. Please ensure that your address, title, and direct deposit information (bank routing and account number) are correct before you submit your proposal. Incorrect or outdated information can cause a delay in award of a grant and a delay in payment of invoices. The SAM information should be updated annually and is the responsibility of the organization submitting a proposal.

4) Acquisition Resource Center (ARC): All companies/organizations wishing to do business with the NSA must be registered in the Acquisition Resource Center (ARC). To begin the registration process, or for additional information, please visit www.nsaarc.net. If you have questions, please contact ARC customer service at (866)91-GOARC, (866)914-6272, or via e-mail at nsaarc@nsaarc.net.

5) Importance of identification of the principal investigator (PI): Please ensure that you correctly identify the principal investigator for your grant. That individual is responsible for the administration of your grant and must be available to do so. If the principal investigator will not be able to devote substantial time to the administration of the grant, the performing organization must inform the contracting officer (CO) immediately. Any change in the PI will require a modification to the grant. (NOTE: See Sections 3, 4, and 5 of attachment 3 to each grant, titled General Provisions for NSA Grants and Cooperative Agreements and dated March 2012.)
6) Status of payment of invoices: Once you have submitted your invoices to the address stated on your grant, any questions related to the status of the related payments should be directed to Diane Varieur at devarie@nsa.gov, or Carol Maynard at cbmayna@nsa.gov. (NOTE: If you do not receive payment after forty-five days of submission of an invoice, please contact Diane Varieur or Carol Maynard so we can research the status.)

7) Directions for submitting invoices:

Some frequently asked questions:

When can I send invoices?
You may send invoices at any time during your grant period and up to sixty days after the end date of your grant. It is suggested that you invoice as costs are incurred, for example monthly or quarterly.

I don’t have the funds to pay for all of my program’s needs up front. What can I do?
You may initially invoice for half of the grant amount then incrementally invoice as expenses occur. Keep in mind that if you do not spend all of your funds, you will need to reimburse the federal government for anything unspent. (NOTE: If you do not spend all of the funds you have received by the end of the grant period, you must initiate a check made out to the US Treasury and forward the check, with an explanation, to the NSA Accounts Payable Office (the address can be found on page 2 or 3 of your grant). In addition, please forward a copy of the check and explanation to both the National Security Agency and the Maryland Procurement Office (the addresses can be found on page 3 of your grant). If your grant directs you to submit your invoice to ONR, please forward a copy of the check and explanation to the ONR, the address for which can be found on page 2 of your grant.)
Step-by-step process for completing invoices:

When you are ready to invoice, use the following instructions. Instructions on how to invoice are in your grant (pages 2 and 3) and attachment 3 (paragraph 13).

a. Complete Form SF270 with the address stated under the PAYMENTS Section on page 2 of your grant in Block #3, grant number (Block #4), invoice number (Block #5), employer identification number (Block #6), recipient account number (Block #7—specific to the individual organization—suggest placing your bank account and routing number), period covered (Block #8), recipient organization (Block #9 must match the name on the grant), amount of the invoice (Block #11—see instructions attached to the form), sign, date, and forward to the address stated on your grant. (NOTE: Not using the SF270 could delay receipt of your invoice payment.) Form SF270 can be found at the following url:

http://www.whitehouse.gov/omb/grants_forms/

b. Enclose a copy of your budget

c. Submit your invoice to the ONR or the Contracts—Accounts Payable address stated on page 2 or 3 of your grant. Individual Office of Naval Research office phone numbers, fax numbers, and e-mail addresses can be found at the following url:

http://www.onr.navy.mil/02/024/offices.asp

d. Send a copy of the invoice to the following concurrently with submission of the invoice to ONR or Contracts—Accounts Payable:

   National Security Agency and Maryland Procurement Office
   ATTN: Diane Varieur, E83, Suite 6822 ATTN: BA323 (GME) Fanx II
   9800 Savage Road 9800 Savage Road
   Ft. George G. Meade, MD 20755-6822 Ft. George G. Meade, MD 20755-6812
   or E-mail devarie@nsa.gov or E-mail g.elliso@radium.ncsc.mil
   and cbmayna@nsa.gov

When your grant program has concluded or no longer than ninety days after the end of the period of performance stated on your grant document, you will be required to submit a Form SF425. The form can be found at the same website as the SF270. The purpose of the SF425 is to inform us that your program has concluded and the status of any funds that were not obligated. You will complete Sections 1 through 9 at the top of the form and are self-explanatory. In Section 10, Federal Expenditures and Unobligated Balance, complete d., e., g., and h. Only complete Section 11, Indirect Expenses, if it applies to your organization. Submit the SF425 using the same process used to submit the SF270 as directed on pages 2 and 3 of your grant. (NOTE: the SF425 does not replace the SF270 for payment of the final invoice.)

Form SF425 can be found at the following url: http://www.whitehouse.gov/omb/grants_forms/.

Here is a recap of the contacts for award, budget, and invoicing issues:

Award and budget—Diane Varieur (devarie@nsa.gov) (410-854-8035)
Award and budget—Glenn Ellison (g.elliso@radium.ncsc.mil) (410-854-7051)

Budget modification—Diane Varieur (devarie@nsa.gov) (410-854-8035) and
Carol Maynard (cbmayna@nsa.gov) (410-854-8035)

Invoicing and invoice preparation:

Status of payment of invoices—Diane Varieur (devarie@nsa.gov) (410-854-8035)
Status of payment of invoices—Carol Maynard (cbmayna@nsa.gov) (410-854-8035)

Invoicing Checklist

You can use this checklist before you send your invoices to be sure that you are not missing anything.

- Completed Form SF-270
- Make three copies of Form SF-270
- Send one copy of the form to the Office of Naval Research, or the Contracts—Accounts Payable address listed on page 2 or 3 of your grant
- Send one copy of the form to the National Security Agency (Diane Varieur)
- Send one copy of the form to the Maryland Procurement Office (Glenn Ellison)
APPENDICES

The appendices listed below are available in the electronic program director guide at https://startalk.umd.edu/programs/ProgramDirectorGuide.pdf.

Appendix_1-Lesson Planning Guide
Appendix_2-Lesson Plan Checklist
Appendix_3-Catalog Multimedia Teacher Workshop Collection
Appendix_4-Maximizing the Role of TAs
Appendix_5-Field Trip Guide
Appendix_6-Field Trip Planning Templates
Appendix_7-Student Participant Survey
Appendix_8-Parental Survey
Appendix_9-Teacher Participant Survey
Appendix_10-Minor Student Consent Form
Appendix_11-Student Non-Minor Consent Form
Appendix_12-Teacher Consent Form
Appendix_13-Minor Student Consent Form Instructions
Appendix_14-Student Consent Form Non-Minor and Teacher Instructions
Appendix_15-Student Program Site Visit Report
Appendix_16-Teacher Program Site Visit Report
Appendix_17-Student Program Observation Guidelines Elementary
Appendix_18-Student Program HS & MS Observation Guidelines
Appendix_19-Teacher Program Observation Guidelines
Appendix_20-Site Visit Interview Questions
Appendix_21-LinguaFolio Online
Appendix_22-Survey Guide Parents K-5 Participants
Appendix_23-Survey Guide Student and Teacher Participants
Appendix_24-Survey Guide for Program Directors
Appendix_25-Glossary
Appendix_26-NCSSFL-ACTFL Can Do Statements
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Appendix_28-Model Student Curricula
Appendix_29-Hindi Model Curricula
Appendix_30-Urdu Model Curricula
STARTALK: From Paper to Practice

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Why Is Lesson Planning Important?

Many educators believe that lesson planning is a critical element of effective instruction. As an old adage says, “Failing to plan is planning to fail.”

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments. Lessons not only shape how and what students learn, they also impact student attitudes toward language learning. In the long run, it is the lesson—not the curriculum or the unit plan—that students actually experience. It is through the lessons they teach each day that teachers communicate what language learning is all about and what they believe matters in language learning. As they experience the lesson, students may decide whether they will or will not invest their time and energy to learn the material.

Classrooms are busy places with many things happening all at once. Teachers are challenged to monitor multiple classroom events simultaneously while at the same time collecting and analyzing data on student performance. In the course of teaching lessons, teachers must make important instructional decisions almost continually: What question should I ask next? Should I call on a particular student or not? What does this student’s answer reveal about their understanding or skill? Are my students showing that they are ready to move on, or do I need to clarify information for them?

Clearly, just remembering how the lesson should unfold can be challenging when teachers are simultaneously trying to monitor student learning while also making significant instructional decisions. Lesson planning—well in advance of the actual class meeting—allows for the luxury of time. Teachers need time to think through their lesson goals and objectives. They need to consider the logical progression of the lesson as it unfolds to lead students to improved knowledge and performance.

The decision-making process of lesson planning requires teachers to pull together an array of knowledge and understanding: What do I know about learning in general? What do I know about language learning? What characteristics of my students will affect the choices I make about my lesson experiences? What are the many ways I know to help my students achieve the lesson goals, and, of all the ways I know, which ones should I choose and why?

Lesson planning is also an opportunity to think about the kinds of teaching that result in student learning. Foreign language educators are generally in agreement regarding a repertoire of teacher
behaviors that result in improved student learning. If these behaviors are key to successful language learning, then teachers must ensure that these behaviors are consciously planned for in each lesson.

This guide provides a framework for thinking about the elements essential to foreign language lesson plans and guidelines for developing plans that reflect theory and practice in language education today.

**Before You Begin**

Lessons are parts of a unit. Each unit lasts for a period of time, and each lesson contributes to bringing the learner to the end goal and objectives for the unit. Most units culminate with some form of assessment. In the course of the unit, individual lessons each have an objective that is a step toward the unit’s larger goals. Often, teachers will assess student progress toward the unit’s end goals as part of each lesson.

Units of instruction are packages of instructional material that are derived from a course syllabus or a curriculum guide. Depending on the length of the instructional period, a syllabus or curriculum may have many units. For example, in schools, the instructional period is a year, and a curriculum may have as few as four units, as many as eight, or even more. In contrast, a one-week summer program may have just one unit. A school curriculum may cover just one academic year or several years.

For the purposes of this guide, a lesson is defined as a single class session (learning episode) lasting no more than ninety minutes. Longer blocks of time will involve several learning episodes and lesson plans.

**What Matters in Lesson Planning? Strategies Common to All Disciplines**

Effective teachers in all disciplines plan lessons. Much of their planning requires attention to features of lessons that have been shown to make a difference in student learning, whether the subject is mathematics, art, or foreign language. Other aspects of lesson planning are discipline-specific.

In this guide, we look at a number of factors teachers consider as they develop lesson plans. First, we look at those that are common to all disciplines, and then we will look those that are specific to foreign language instruction. Some factors are organizing principles, some are critical features of effective lessons, some are teacher behaviors, and some are instructional decisions that reflect student characteristics. All are important for planning and implementing lessons that lead to student learning.
Generally Accepted Lesson Features and Instructional Strategies

The following are generally accepted lesson features and instructional strategies that should always be considered when designing lessons:

- Setting purpose and agenda
- Backward design
- Context of the lesson within the unit
- Research-based instructional strategies
- Assessment
- Feedback
- Student-centered instruction
- Brain-compatible instruction
- Differentiation
- Motivation
- Scaffolding
- Developing mentally appropriate practices
- Bloom’s Taxonomy
- Closure

More information about these lesson features and instructional strategies as well as resources for further reading can be found in Appendix A.

Planning the Lesson

Lesson planning is a cognitively demanding task in which teachers bring to bear their expertise and experience to make good instructional decisions. When planning lessons teachers consider the following:

- Where are students now and where do they need to be? (What do my students need to know and be able to do that they do not know and are not able to do now?)
- What should I do and in what order should I do it? (What do I know about learning in general and second language learning in particular that will influence decisions I make as I plan my lesson? What options or choices do I have about learning experience and activities, and based on the factors above, which one is most likely to lead to the result I want?)
- What student characteristics (needs, abilities, and interests) should I keep in mind as I am planning? (What are the needs, abilities, and interests of my students?)

Because language learning takes such a long period of time and there is so little time available for school-based language learning, there is no time to waste. Teachers must make every minute and every activity count as they lay out their ideas for a lesson.
The concept of backward design is commonly accepted as an organizing principle in development of curriculum. It consists of three basic stages:

- **Stage 1**: What should students know and be able to do?
- **Stage 2**: How will students demonstrate what they know and can do?
- **Stage 3**: What activities will students experience to prepare them to demonstrate what they know and can do?

Backward design planning is found in a growing numbers of curriculum documents and even textbook materials throughout the United States.

Recently, the idea has emerged that the backward design concept can also serve as an effective organizing tool for planning lessons, regardless of the subject matter. Backward design allows the teacher to think clearly about desired outcomes, what students need to know to get to those outcomes, what the outcomes will actually look like when demonstrated, and what instructional steps are needed to reach the outcomes. Following these steps of backward design, as outlined in the STARTALK Lesson Plan Template, allows teachers to think clearly about learning targets and what it will take to reach them.

**Stage 1**

Using the STARTALK Lesson Plan Template, the teacher must first think about two things: (1) what will students be able to do at the end of this lesson, and (2) what must they know in order to do that? Since lessons occur within a unit context, everything the teacher includes in the lesson plan is housed under the umbrella of the unit’s theme, learning targets, and knowledge base. This means that the learning targets for a particular lesson can come directly from the unit plan or may need to be “unpacked” to include a number of subtargets that are in service to a bigger, more inclusive target. However the teacher arrives at the focus of the lesson, the target(s) should be attainable within the scope of the lesson’s available time, and they should be stated in student-friendly language. Learning targets that speak to the needs and interests of students are more likely to capture their energy and commitment.
Here are some sample learning targets:

- You will be able to figure out and tell someone how to use the metro system in Beijing to get from place to place.
- You will be able to give an interviewer five reasons why your favorite Arabic-speaking country should be selected as the country of the year.
- You will be able to write a social network personal profile for yourself.

From these targets, the teacher then must determine what students need to know in order to achieve those outcomes. Generally, it is suggested that teachers think about the vocabulary, structures, and culture that students do not already know and that would be necessary to meet the objectives. It is totally possible that nothing new would emerge and that students need to spend the lesson internalizing language to be able to demonstrate the target. Or it is possible that some vocabulary is needed but no new structures. Or perhaps both vocabulary and structures are in place, but there is some important cultural information that is needed (e.g., making sure students know about the week pass available in the Beijing metro system as a more economical way of purchasing tickets).

Again, everything that is selected for students to know (and to learn in the lesson) must be achievable during that lesson within the time that is available.

National and state standards discuss what students will be able to do as a result of the language learning experience, and curriculum is usually written from that same point of view. Lesson planning should do no less. Many times, a teacher’s lesson plan might look like a schedule. It might include the activities for the day as well as the amount of time the teacher thinks each activity will take. The plan serves more as a recipe for the teacher—do this first, then do that, and follow it with some of those. Deciding which activities to do is very important and is a critical part of planning a lesson (as we will see in Stage 3), but starting with activity selection before deciding what the lesson’s focus is leaves the lesson’s outcomes—or what student can actually do at the end of the lesson—more to chance than to forethought. If students are to end up being able to use the language they have been studying, it will require conscious thought, attention, and intentional planning.
Stage 2

How will we know that students can do what we targeted as the lesson’s objectives? How will they know that they can do what was targeted? The only way teachers will know if the learning targets have been hit is if students show what they have learned to do.

Lessons are parts of units. How we assess students at the end of a lesson may be different from how we assess students at the end of a unit. During the course of each lesson, the teacher’s job is to determine if students have met the target of the lesson and also monitor progress toward the goals and objectives of the whole unit. Therefore, the teacher needs to know whether or not the students can do what was targeted. The concluding activity of the lesson may accomplish this task for the teacher. Alternatively, the teacher may ask students to prepare an “exit slip” that provides the necessary information. Simply put, Stage 2 of the lesson plan is that all-important opportunity for the teacher to see if the students were able to achieve the lesson’s intent and if modifications are needed for the next day. Additionally, this part of the lesson is a chance for students to recognize what they can do now that they couldn’t do at the start of the lesson as well as demonstrate to them that they are using language that has meaningful purpose in the real world. Checking for student learning does not need to take a long time, nor does it not to be a complicated process.

Here is an example of Stage 2 for a lesson plan:

Stage 1: What will students be able to do at the end of this lesson?

You will be able to figure out and tell someone how to use the public transportation system in Beijing to get from one part of the city to another.

Stage 2: How will students show what they know and can do?

As a closing activity, students will give the teacher directions* on how to get from Point A to Point B using the Beijing public transportation system.

*Students may text, e-mail, or handwriting this information to give it to the teacher.
Stage 3

Deciding which activities will enable students to demonstrate the lesson’s learning target and the order in which they will unfold is the heart and soul of Stage 3 in the backward design lesson planning process. Historically, this aspect of instructional design is what has constituted lesson planning for most teachers. In this process, however, its connection to carefully thought-out learning objectives better insures that everything the teacher and students do during the lesson is (1) connected, (2) has a clear purpose, and (3) advances the learning goals.

As teachers start to plan activities that will enable students to meet the learning targets identified in Stage 1, following the process below can go a long way towards ensuring that the lesson plan will lead to the desired results.

Step 1: Brainstorming

In considering the activities for Stage 3 of the lesson plan, ask yourself these questions:

- What are two or three ways that might work for achieving the learning target(s)?
- What do I like and not like about each of those possibilities?
- What do I know about learning in general and language learning in particular that leads me to believe that these activities will be effective?

Step 2: Asking Some Tough Questions

Once teachers have narrowed down their choices based on answers to the above questions, some additional questions must be considered. Do the activities you have selected do the following:

- Give students a reason for needing to or wanting to pay attention and be on-task
- Provide students with an authentic (real world) purpose for using language
- Make the learner—not the teacher—the active participant
- Engage all students as opposed to just one or two at a time
- Provide sufficient opportunities for input before expecting output
- Provide multiple, varied opportunities for students to hear new words and expressions in highly visualized contexts that make meaning transparent
- Represent the best use of instructional time
- Take an appropriate amount of time considering the age of the learner
- Include enough variety to enable a lively pace for the lesson
• Vary in the level of intensity and physical movement from one to the next

**Step 3: Putting It All Together Into a Teaching Plan**

To help teachers navigate through the process of designing lessons that focus on achieving the learning targets set out in Stage 1, use of the Stage 3 Lesson Plan Organizer might prove useful, at least in the initial stages of conceptualizing a backward design lesson plan process.

The organizer leads teachers through a process in which they determine

• which learning target or objective the activity addresses,
• a name or tag for the activity,
• if the activity involves presentation or practice of new material or previously introduced content,
• why the activity is being placed in a particular spot,
• who is doing the activity (teachers or students),
• how much time will be set aside for the activity,
• which mode the activity addresses (interpersonal, interpretive, or presentational),
• which of the four skills it practices (listening, speaking, reading, or writing), and
• the discourse level the activity requires (words, sentences, or paragraphs).

Clearly, no teacher would have the time to complete such an organizer for every lesson that they design. The purpose, therefore, of the organizer—and of all of the process steps laid out for Stage 3—is to initially lead teachers through a thought process that eventually becomes second nature as they think through determining the activities of the actual lesson plan.

Earlier in this document, a number of lesson features and instructional strategies that are generally accepted within the field of education were set forth that should always be considered in designing lessons. More information about these concepts can be found in Appendix A. These elements should always be envisioned as overarching the lesson design process.
Appendix A: Generally Accepted Lesson Features and Instructional Strategies

The following are generally accepted lesson features and instructional strategies that should always be considered when designing lessons.

**Setting Purpose and Agenda**

The lesson begins with an overview of the intended outcomes and the learning activities that will help students achieve those outcomes.

**Further Reading**


**Backward Design**

Each unit and lesson is designed by (1) identifying the end goal—learning outcomes, (2) determining the evidence that will tell teachers and students whether the outcomes were attained, and (3) designing a pathway of learning activities that will eventually enable students to demonstrate evidence that they have attained those outcomes.

**Further Reading**


**Context of the Lesson Within the Unit**

A lesson is a part of a unit. While it is expected that units will demonstrate a range of content and instructional strategies, not every lesson will include every possible strategy.

STARTALK endorses six major principles considered to be highly effective practices within the foreign language field. Units of instruction (although not all lessons) should reflect these principles.
The six principles are

- standards-based, thematic curriculum;
- use of the target language;
- incorporation of authentic materials;
- student-centered instruction;
- integration of language and culture; and
- performance-based assessment.

Further Reading


Research-Based Instructional Strategies
Research in a variety of grade levels and subject matters has shown that there are instructional strategies that make an impact on student learning. Some of these strategies are

- identifying similarities and differences,
- summarizing and note taking,
- reinforcing effort and providing recognition,
- homework and practice,
- nonlinguistic representations,
- cooperative learning,
- setting objectives and providing feedback,
- generating and testing hypotheses, and
• questions, cues, and advance organizers.

Further Reading

Assessment
Teachers use diagnostic assessment to determine what students already know and can do prior to new instruction. They plan for and use formative assessment to monitor student progress toward learning objectives and goals during the course of instruction. They also plan for summative assessment as they write unit plans so that they are clear from the outset about what students are expected to know and be able to do at the end of the unit of instruction and what will demonstrate that students met the instructional goals of the unit or course.

Further Reading


Feedback
Feedback helps students understand how well they are making progress toward learning goals. Descriptive feedback provides students with information on how they can improve and may come from the teacher, classmates, or the student’s own assessment of their work.

There are various forms of feedback that affect learning in different ways. Some forms may lead to negative gains in achievement; therefore, teachers need to be aware of the various types of feedback and their potential to assist students in reaching learning targets.
Further Reading


Student-Centered Instruction
In student-centered classrooms, students frequently interact with peers in pairs or small groups. Curriculum themes or topics may be selected to align with student interests. Students may have choices about what they learn, the learning experiences that will lead to instructional goals, and how they will show what they have learned.

Further Reading
For a review of research on cooperative learning, see the following resource:

To read about choice boards as a means of addressing student interests, see the following resource:


**Brain-Compatible Instruction**

Recent research into how the brain learns has highlighted the importance of planning “brain-based” lessons. Brain research suggests that it is helpful for students to learn in low-stress environments, that the brain responds to novelty and strong positive emotions, and that periodic movement of the body’s limbs increases blood flow to the brain and therefore enhances brain function.

One finding of brain research, in particular, that has serious implications for lesson planning is the primacy-recency effect: Learners remember best the first part of a learning episode. The next best-remembered is the last part of a learning episode. Students remember least what comes in the middle. The primacy-recency effect has major implications for determining where to place the activities that make up the lesson plan.

**Further Reading**

For information on brain research and instruction, see the following sources:


For further information on the primacy-recency effect, see the following source:

Cafarella, J. (n.d.). Primacy-recency effect. Available at
http://sciencegnus.com/Primacy%20Recency%20Effect.pdf

**Differentiation**

Teachers address the needs, abilities, and interests of students by using a variety of strategies that make content accessible to learners. They provide choices that allow students to determine their own learning pathways or different options to demonstrate their learning.

**Further Reading**


http://www.ascd.org/publications/books/108011.aspx

**Motivation**

Motivation is an inner drive that pushes students to work toward their goals. Motivation is believed to be responsible for paying attention, investing effort in learning, and persistence when tasks are challenging.

**Further Reading**

http://www.edb.utexas.edu/borich/pdfdocs/chapter7.pdf


*Scaffolding*

Instructional scaffolds are a technique in which teachers enable students to successfully acquire new concepts or to accomplish challenging tasks by providing students with supports such as guidance, modeling, and resources. Teachers frequently model for students, carry out the task along with students, and gradually have students carry out the task on their own. (This technique is also called *I do/we do/you do*.)

**Further Reading**

For original discussion, see the following resources:


For information about scaffolding with graphic organizers, see the following resource:


**Developing Mentally Appropriate Practices**

As children grow from the early grades through high school, their social, psychological, and cognitive abilities mature. Teachers take into account these maturational characteristics as they plan and implement instruction.

**Further Reading**


North Central Regional Educational Laboratory. (n.d.). Developmentally appropriate practices. [http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk5.htm](http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk5.htm)

**Bloom’s Taxonomy**

First described by Benjamin Bloom, the taxonomy has evolved from a description of learning objectives to a means of classifying the level of thinking that certain types of questions or tasks demand of students. *Higher order* thinking or tasks are those that require students to analyze, evaluate, or create; *lower order* tasks involve knowing (remembering), understanding, and applying.
**Further Reading**

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E.,
Pintrich, P. R., Raths, J., & Wittrock, M. C. (Eds.). (2001). *A taxonomy for learning,
teaching, and assessing—A revision of Bloom's taxonomy of educational objectives.*
Boston, MA: Addison Wesley Longman, Inc.

Bloom, B. S. (1956). *Taxonomy of educational objectives.* Boston, MA: Allyn and Bacon,
Pearson Education.

**Closure**

Lessons end with an overview or summary of the objectives of the lesson and what students
learned during the lesson. Frequently, students provide this information by responding to
teacher questions, summarizing with peers in pairs or small groups, or indicating verbally or
nonverbally whether they feel they have met the lesson’s objectives.

**Further Reading**

DeBacker, T. K., & Crowson, H. M. (2009). The influence of need for closure on learning and
teaching. *Educational Psychology Review,* 21(4), 303–323. Available at
http://www.springerlink.com/content/57431024120v5539/fulltext.pdf


closure.* Available at http://www.eric.ed.gov/PDFS/ED368694.pdf
Appendix B: Stage 3 Lesson Plan Organizer

Stage 1 Learning Targets (as many or as few as needed)

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<th>Addresses Which Objective?</th>
<th>Activity Name</th>
<th>Presentation or Practice of New Material or Previously Introduced Material</th>
<th>Why placed here?</th>
<th>Teacher-Centered or Student-Centered?</th>
<th>How Many Minutes?</th>
<th>Mode (Interpretive, Interpersonal, or Presentational)</th>
<th>Skills (Listening, Speaking, Reading, or Writing)</th>
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</table>

Stage 2 (activity that students will do to provide evidence that they have accomplished the Stage 1 learning targets)


## Lesson Planning Checklist

<table>
<thead>
<tr>
<th>✓</th>
<th>Item</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong></td>
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<tr>
<td></td>
<td>I have identified what I want students to be able to do (the learning targets) by the end of the lesson.</td>
</tr>
<tr>
<td></td>
<td>I have determined what students need to know (vocabulary and structures) in order to reach the learning targets.</td>
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<tr>
<td><strong>Stage 2</strong></td>
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<tr>
<td></td>
<td>I know how students will show me that they have achieved the learning targets by the end of the lesson.</td>
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<tr>
<td><strong>Stage 3</strong></td>
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<tr>
<td></td>
<td>I have thought about various activities that could be used to achieve the learning targets.</td>
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<tr>
<td></td>
<td>Of all the activities I have thought about, I have carefully chosen these activities because they hold the greatest promise for reaching the learning targets.</td>
</tr>
<tr>
<td><strong>The activities I have selected do the following:</strong></td>
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<tr>
<td></td>
<td>Give students a reason for needing and wanting to pay attention and be on-task</td>
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<tr>
<td></td>
<td>Provide sufficient opportunities for understanding new words (input) before expecting production (output)</td>
</tr>
<tr>
<td></td>
<td>Provide multiple, varied opportunities for students to hear new words and expressions used in highly visualized contexts that make meaning transparent</td>
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<tr>
<td></td>
<td>Provide students with an authentic purpose for using words and phrases</td>
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<tr>
<td></td>
<td>Engage all students (as opposed to just one or two students at a time)</td>
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<tr>
<td></td>
<td>Vary in the level of intensity and the amount of physical movement required</td>
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<tr>
<td></td>
<td>Make the learner, not the teacher, the active participant</td>
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<tr>
<td></td>
<td>Build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know</td>
</tr>
<tr>
<td></td>
<td>Make the best use of instructional time to maximize student learning</td>
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<tr>
<td></td>
<td>Take an appropriate amount of time considering the age of the learner</td>
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</table>
Catalog for the STARTALK Multimedia Teacher Workshop Collection

**Introduction:** This menu is intended to help STARTALK Program Directors identify the workshops that are most relevant to the professional development needs of their instructors. The menu catalogs the workshops according to the key STARTALK themes that they address, while also providing additional key information to aid in identifying relevant workshops. All the workshops are rich in content and contain many important resources for STARTALK programs.

**Directions:** STARTALK themes appear in the left-hand column in alphabetical order. Identify the theme on which you wish to focus and then read the columns across the top to identify the name of the workshop, whether it is relevant to your program, highlights of the workshop and how long it will take to complete. Additional information about each workshop is provided in the user guide (visit the link below each workshop title).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Workshop</th>
<th>Is this workshop right for me?</th>
<th>Highlights</th>
<th>Estimated time to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td><strong>Assessment for Language Instructors: The Basics</strong> User Guide</td>
<td>This workshop is for all STARTALK educators of any language.</td>
<td>Quizzes and activities, Realistic scenarios</td>
<td>2-3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Planning for Performance with Backward Design</strong> User Guide</td>
<td>This workshop is for STARTALK teachers and teacher trainers of any language.</td>
<td>Online curriculum guide</td>
<td></td>
</tr>
<tr>
<td>Chinese Immersion: Lesson Planning in the Content-based Classroom User Guide</td>
<td>This workshop is for all STARTALK educators of any language. It shows examples of K-8 Chinese immersion classrooms.</td>
<td>Actual footage of Chinese immersion classrooms and teacher planning meetings, Interview with Dr. Myriam Met, field expert.</td>
<td>4-5 hours, depending on activities completed</td>
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<tr>
<td>Workshop Title</td>
<td>Target Audience</td>
<td>Description</td>
<td>Duration</td>
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<tr>
<td><strong>Teaching Heritage Languages</strong></td>
<td>This workshop is for teachers of heritage students and teacher trainers of all STARTALK programs.</td>
<td>Varied, engaging activities Interviews with HLLs about their experiences Expert videos with Drs. Olga Kagan and Maria Carreira</td>
<td>3 hours</td>
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<tr>
<td><strong>Authentic materials</strong></td>
<td>This workshop is best for Arabic language instructors of any level.</td>
<td>Actual classroom footage Video lecture of Dr. Christine Brown speaking about the history of the National Standards for Foreign Language Learning</td>
<td>2-4 hours, depending on activities completed</td>
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<tr>
<td><strong>The Journey to Become a Standards-Based World Language Teacher</strong></td>
<td>This workshop is best for instructors of students in grades 7-12 who teach in immersion programs or have heritage language learners in their classroom.</td>
<td>Reflections by teachers Segment on heritage language learners</td>
<td>1.5 hours</td>
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<tr>
<td><strong>Chinese Immersion: Lesson Planning in the Content-based Classroom</strong></td>
<td>This workshop is for all STARTALK educators of any language. It shows examples of K-8 Chinese immersion classrooms.</td>
<td>Authentic video of Chinese immersion classrooms and teacher planning meetings Lesson and assessment planning templates and examples</td>
<td>4-5 hours, depending on activities completed</td>
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</tr>
<tr>
<td><strong>Planning for Performance with Backward Design</strong></td>
<td>This workshop is for STARTALK teachers and teacher trainers of any language.</td>
<td>Online curriculum guide</td>
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</tr>
<tr>
<td>Content-based instruction</td>
<td><strong>Chinese Immersion: Lesson Planning in the Content-based Classroom</strong> User Guide</td>
<td>This workshop is for all STARTALK educators of any language. It shows examples of K-8 Chinese immersion classrooms.</td>
<td>Authentic video of Chinese immersion classrooms and teacher planning meetings Lesson and assessment planning templates and examples</td>
<td>4-5 hours, depending on activities completed</td>
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<tr>
<td>Cooperative teaching</td>
<td><strong>Student-centered language classroom through cooperative learning</strong> User Guide</td>
<td>This workshop is best for instructors of students in grades 7-16.</td>
<td>Actual classroom footage Cooperative learning activities and activity materials</td>
<td>2 hours</td>
</tr>
<tr>
<td>Culture</td>
<td><strong>Staying in the Target Language</strong> User Guide</td>
<td>This workshop is for all STARTALK educators of any language.</td>
<td>Expert interview with Dr. Carol Ann Dahlberg Actual footage of kindergarten Chinese immersion classroom</td>
<td>3-4 hours, depending on activities completed</td>
</tr>
<tr>
<td></td>
<td><strong>The Journey to Become a Standards-Based World Language Teacher</strong> User Guide</td>
<td>This workshop is best for instructors of students in grades 7-12 who teach in immersion programs or have heritage language learners in their classroom.</td>
<td>Reflections by teachers Segment on heritage language learners</td>
<td>1-1.5 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Integrating Language, Culture, and Content</strong> User Guide</td>
<td>This workshop is for all STARTALK educators of any language. Examples are in Arabic with English subtitles.</td>
<td>Actual footage of Arabic K-8 immersion classrooms as well as a classroom of post-secondary second language learners Emphasis on understanding Arabic culture</td>
<td>2.5 hours, 6-7 hours with facilitator</td>
</tr>
</tbody>
</table>
| Differentiated instruction | **Teaching Heritage Languages**  
|User Guide| This workshop is for teachers of heritage students and teacher trainers of all STARTALK programs.  
|Varied, engaging activities  
Interviews with HLLs about their experiences  
Expert videos with Drs. Olga Kagan and Maria Carreira| 3 hours |
| Group Dynamics | **Leadership Development Program for World Language Educators**  
|User Guide| This workshop is best for program directors of any STARTALK program. It could also be useful for instructors interested in taking on leadership roles.  
|Printable leadership inventory to help you understand your leadership style. | 2.5-3.5 hours |
| Heritage language learners | **Teaching Heritage Languages**  
|User Guide| This workshop is for teachers of heritage students and teacher trainers of all STARTALK programs.  
|Varied, engaging activities  
Interviews with HLLs about their experiences  
Expert videos with Drs. Olga Kagan and Maria Carreira| 3 hours |
|  | **The Journey to Become a Standards-Based World Language Teacher**  
|User Guide| This workshop is best for instructors of students in grades 7-12 who teach in immersion programs or have heritage language learners in their classroom.  
|Reflections by teachers Segment on heritage language learners| 1-1.5 hours |
| Leadership | **Leadership Development Program for World Language Educators**  
|User Guide| This workshop is best for program directors of any STARTALK program. It could also be useful for instructors interested in taking on leadership roles.  
<p>|Printable leadership inventory to help you understand your leadership style| 2.5-3.5 hours |</p>
<table>
<thead>
<tr>
<th>Learner-centered instruction</th>
<th><strong>Student-centered language classroom through cooperative learning</strong>&lt;br&gt;<strong>User Guide</strong></th>
<th>This workshop is best for instructors of students in grades 7-16.</th>
<th>Actual classroom footage Cooperative learning activities and activity materials</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson planning</td>
<td><strong>Chinese Immersion: Lesson Planning in the Content-based Classroom</strong>&lt;br&gt;<strong>User Guide</strong></td>
<td>This workshop is for all STARTALK educators of any language. It shows examples of K-8 Chinese immersion classrooms.</td>
<td>Authentic video of Chinese immersion classrooms and teacher planning meetings Lesson and assessment planning templates and examples</td>
<td>4-5 hours, depending on activities completed</td>
</tr>
<tr>
<td></td>
<td><strong>Planning for Performance with Backward Design</strong>&lt;br&gt;<strong>User Guide</strong></td>
<td>This workshop is for STARTALK teachers and teacher trainers of any language.</td>
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<td></td>
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<td>This workshop is best for instructors of students in grades 7-12 who teach in immersion programs or have heritage language learners in their classroom.</td>
<td>Reflections by teachers Segment on heritage language learners</td>
<td>1-1.5 hours</td>
</tr>
<tr>
<td>Standards-based instruction</td>
<td><strong>The Haya! Project</strong>&lt;br&gt;<strong>User Guide</strong></td>
<td>This workshop is best for Arabic language instructors of any level.</td>
<td>Actual classroom footage Video lecture of Dr. Christine Brown speaking about the history of the National Standards for Foreign Language Learning</td>
<td>2-4 hours, depending on activities completed</td>
</tr>
<tr>
<td>Target language</td>
<td><strong>Staying in the Target Language</strong>&lt;br&gt;<strong>User Guide</strong></td>
<td>This workshop is for all STARTALK educators of any language.</td>
<td>Expert interview with Dr. Carol Ann Dahlberg Actual footage of kindergarten Chinese immersion classroom</td>
<td>3-4 hours, depending on activities completed</td>
</tr>
</tbody>
</table>
| **Technology** | **NOVASTARTALK Online: Technology-Enhanced Language Instruction** | This workshop is for all STARTALK educators of any language. | Series of training tutorials on using technology to enhance language instruction  
Gallery of shared materials  
Bibliography | Choose from over 20 standalone tutorials which range from 45 minutes to 3 hours |
| --- | --- | --- | --- | --- |
| **Thematic Units** | **The Haya! Project** | This workshop is best for Arabic language instructors of any level. | Actual classroom footage  
Video lecture of Dr. Christine Brown speaking about the history of the *National Standards for Foreign Language Learning* | 2-4 hours, depending on activities completed |
Maximizing the Role of Teaching Assistants in STARTALK Classrooms

Introduction

The term teaching assistant is one that is used to describe a variety of roles in STARTALK programs. A teaching assistant (TA) may be a high school or university heritage language student with strong target language proficiency who supports the regular classroom teachers and students. This type of TA works with individual students and small groups to facilitate learning tasks, eats lunch with designated groups of students in order to lead conversations and language games, and assists teachers in creating and finding learning materials. A TA may also be a co-teacher: someone who is a native, heritage, or foreign language learner who is proficient in the target language and who shares instructional responsibilities with the primary teacher. This type of TA works in sync with the primary teacher to plan lessons, deliver instruction, create or find materials, and work with students. Both types of TA deliver activities that support and extend student learning.

Over the years, STARTALK has collected insight about effective practices and the use of teaching assistants from our programs via the site visit reports, which have provided many strategies worth sharing with all programs. The strategies shared here serve as suggestions from site visit reports, team leaders, program directors, and STARTALK staff. This guide has been created as a means of sharing effective ways of engaging TAs more intentionally and purposefully in STARTALK programs. Please note that the ideas expressed here are simply suggestions. They are not intended to be prescriptive. A program director will only be able to implement the ideas/suggestions that fit the capabilities of the TAs available to that program. With the goal of continuous improvement in mind, we invite you to add to these ideas. If you are willing to share any tips and hints you have discovered to make the best possible use of TAs in your STARTALK program, we invite you to submit your ideas to STARTALK Central (startalk@nflc.umd.edu).
Before the program begins:

- Include instructors in the hiring process and clearly identify the role of the TA before hiring. Determine roles and establish behavioral norms. Decide when a TA can act independently of the instructor, e.g. could a TA come up with an activity if he sees that a group of students has finished the assignment ahead of time?
- Include TAs in any professional development training that is offered to the instructors prior to the start of program. Make certain that TAs are familiar with program goals, curricula, and daily lesson goals. TAs should know and understand the STARTALK-endorsed Principles for Effective Language Teaching and Learning and be aware of how the program intends to implement them.
- Allow time for instructors and TAs to collaborate and plan.

During the program:

- Include TAs in meetings that occur during or at the end of the day. Solicit their feedback and suggestions to resolve classroom-related issues. Invite them to share any suggestions they may have for day-to-day improvement of the program. If it is not possible for instructors and TAs to debrief on a regular basis, be sure that TAs have a scheduled time to debrief regularly with the program director or lead instructor.
- Consider the following examples of how TAs might be instrumental in the implementation of STARTALK-endorsed Principles for Effective Language Teaching and Learning:

  ➢ Implementing a standards-based and thematically organized curriculum
    - Plan learning experiences in support of lesson goals with primary teacher.
    - Post lesson goals at the beginning class on the board and go over them with the students at the end of the class/day.
    - Research and/or identify authentic materials that support unit and lesson goals.

  ➢ Facilitating a learner-centered classroom
    - Model conversational interactions with the teacher and other students.
    - Serve as a rotating conversational partner by working with individual students.
    - Monitor and provide support at individual or small group learning stations.
    - Work with small groups as they engage in learning experiences to meet lesson goals.
    - Differentiate learning experiences for those who need additional help or for those who can advance more quickly.
• Provide structured tutoring before, during, or after the day ends.
• Serve as a coordinator of activities who provides necessary additional explanations of tasks as necessary.
• Implement the use of technology in ways that allow students to be more in control of their own learning.

➢ Using target language and providing comprehensible input for instruction

• Help the teacher stay in the target language by providing additional language support to learners who may seem confused or frustrated.
• Find and display visual aids that will support comprehension.
• Role-play or act out instructions given by the instructor to provide a model for what needs to be done.
• Brainstorm potential comprehension issues with the instructor.
• Design learning experiences that will pre-teach vocabulary learners might need in subsequent lessons.
• Facilitate language tables or games during lunch and free time.

➢ Integrating culture, content, and language in a world language classroom

• Design learning experiences around a topic that is of interest to the students.
• Design learning experiences around aspects of the target culture that are well known to the TA, e.g. a city or country where the TA has lived or traveled.
• Draw connections between student culture in the country where the target language is spoken and student culture in the United States.

➢ Adapting and using age-appropriate authentic materials

• Identify authentic materials and create tasks that allow them to be used in class.
• If closer in age to the students, identify elements of pop culture that might be of interest to students in the class.

➢ Conducting performance-based assessment

• Monitor learning checks to ensure that individual students have met the learning goals.
• Suggest learning checks that the instructor might use to gauge student learning.
• Utilize LinguaFolio® to showcase quality examples that provide evidence of learning.
• Create models so that students can see what quality work looks like.
After the program:

- Solicit TA input on what would improve the program in future years.
- Involve TAs in activities that will occur after the end of the program, if appropriate.
A STARTALK Guide to Planning a Purposeful Field Trip

“I really enjoyed the field trips, though they were not very helpful in developing the language.”

“The field trips were fun but not very beneficial to my learning experience. I think they should be left in the program but maybe tweaked to add more of a learning experience to the class.”

— Comments by STARTALK students on field trips

Research and Writing Team
Fauzia Farooqui, Gloria Hu, Mouna Mana, Joshua Pien, Shuhan C. Wang

Management and Quality Assurance Team
Maura Elford, Scott Nichols


A STARTALK Guide to Planning a Purposeful Field Trip

1
Introduction

World language program administrators and teachers should expect students to benefit from every aspect of their programs, including field trips, which are learning experiences organized for a group of students with a specific purpose outside the usual environment of a classroom. Due to the intensive and short-term nature of STARTALK\textsuperscript{1} programs, which on average are two or three weeks long, it is especially important that every program activity—including field trips—contributes clearly to learning. For a program that is two or three weeks long, if one day of instruction is used for a field trip, that accounts for one-tenth to one-fifteenth of the total program time. Additionally, a poorly-conducted field trip can waste a substantial portion of a program’s limited resources. However, comments like those quoted above suggest that the academic benefits of field trips have not always been clear to learners.

This situation makes it compelling for STARTALK programs to seek ways to maximize the value of their field trips. This need has prompted STARTALK researchers to review existing information about the characteristics of successful field trips both from the literature and from STARTALK program data. Our goal is to provide guidance to future STARTALK programs in designing and implementing meaningful field trips for their students.

This paper seeks to answer the following three questions:

1. What have been the goals, types, and characteristics of STARTALK field trips?
2. What does existing literature reveal about field trips? How can STARTALK field trips benefit from the findings of this literature?
3. Considering the data and information from the answers to questions 1 and 2, what steps should STARTALK programs take in order to design and implement more effective field trips?

To answer these questions, we set out to learn how many STARTALK student programs included a field trip in their curricula, what types of field trips they organized, and what the students’ responses were to those field trips. We then conducted a literature review on educational field trips in general and on foreign language field trips in particular. Drawing on information from the STARTALK data and the literature review, we propose a framework for world language field trips and delineate curricular and logistical considerations for conducting a successful field trip.

We note two important aspects regarding the scope of this paper. First, this paper only focuses on field trips in student programs. Although some STARTALK teacher programs conducted field trips, the nature, purposes, and logistical considerations of those teacher field trips were vastly different from those for K–12 students addressed in this paper. Second, this paper does not address study abroad programs, which may be considered a kind of extended field trip, but are outside the scope of current STARTALK programs.

\textsuperscript{1} STARTALK is a Presidential Initiative to fund summer intensive programs in critical languages including Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Turkish, Russian, Swahili, and Urdu. The National Foreign Language Center at the University of Maryland is the administrator of the STARTALK project. For more information, visit startalk.umd.edu.
Data Collection and Analysis

STARTALK field trip data come from the written curricula and final reports submitted by directors of STARTALK student programs and post-program surveys conducted by STARTALK. STARTALK researchers also developed selection criteria, ways of categorizing information, and procedures of data review and analysis.

By reviewing the curricula and final reports, we gathered information about (1) the names and number of programs that conducted field trips, (2) the destinations of field trips, (3) the goals and objectives of field trips, and (4) the description of field trip activities, if any. Because the STARTALK curriculum template and reporting instrument did not require programs to provide details about field trips or their follow-ups, the information gleaned for this report was limited. Nonetheless, some interesting patterns across programs emerged as a result of this review.

By analyzing the post-program surveys, we gathered information about students’ satisfaction with field trips. Responses to the post-program survey are represented in a Likert scale with four levels: Strongly Agree, Agree, Disagree, and Strongly Disagree. Two questions, one on students’ satisfaction with the complete program and one on their satisfaction levels with the field trips, were analyzed for the purpose of this paper. Responses were collected anonymously.

Findings and Discussion

Three important patterns emerge regarding the nature, types, and educational values of field trips conducted by STARTALK student programs.

1. More than half of STARTALK student programs conducted field trips.

Percentages of STARTALK programs that conducted field trips in 2008, 2009, and 2010 are shown in Figure 1 (below).

Figure 1: Self-Reported Field Trip Figures from STARTALK Programs from 2008–2010

![Bar Chart showing percentages of field trips conducted by STARTALK programs from 2008 to 2010]

- 2008: 63.40% (N = 52)
- 2009: 58.70% (N = 77)
- 2010: 75.90% (N = 83)
The 2008 data show that 33 out of 52 (63.4 percent) programs self-reported at least one field trip as part of their programs. Forty-five out of 77 (58.7 percent) programs in 2009 and 61 out of 83 (75.9 percent) programs in 2010 self-reported having a field trip. Since reporting field trips is not required by STARTALK, there might be other programs that conducted a field trip, but chose to not report it. Therefore, the percentage of programs that actually conducted a field trip might be higher than the numbers reported here.

2. The majority of programs focused on offering students an immersive and cultural experience.

The analyses of program curricula and final reports did not yield much information on the goals and objectives of the field trips or other details about them; instead, we found that most of the programs described their field trips in terms of the destination of the field trip. Figure 2 (below) shows the destinations of field trips for STARTALK programs from 2008 to 2010.

Figure 2: Locations or Destinations of STARTALK Field Trips

As Figure 2 shows, among the programs that self-reported organizing field trips, almost all of them chose physical sites such as local ethnic communities (37 percent), restaurants (23 percent), religious sites (13 percent), or museums (13 percent). Charlestown High School Arabic students, for example, had field trips to a local mosque, a Middle Eastern restaurant, and an open-air market where Arabic was regularly used. The DePaul University Chinese program organized a field trip to Chicago’s Chinatown neighborhood, where students could dine, shop, converse with native speakers, and have a scavenger hunt. The rest of the programs (14 percent) visited other places such as businesses, nature centers, embassies, and research institutes. For example, Arabic and Chinese students at the Chicago Public School Program visited an international corporation that had business partnerships with Arabic-speaking countries and China. Students at Global Village Academy visited the National Institute for Standards and Technology and the National Energy Research Lab as part of the course’s focus on learning physical science through Chinese. Among the programs that offered “other” categories, only one program mentioned a virtual field trip (see “Expanding Types and Range of Field Trips,” below).
3. Students were less satisfied with field trips than with programs.
Feedback regarding students’ satisfaction with the programs compared to their levels of satisfaction with the field trips was obtained through the analysis of the post-program survey. For this analysis, data from the 2007 through 2010 surveys were used. Figure 3 illustrates the percentages of participants who chose either Strongly Agree or Agree for the following two survey questions that were included as part of the 2007, 2008, 2009, and 2010 STARTALK post-program student surveys: “Learning a language during the summer was a good experience” and “The field trips we took were helpful for my language learning.”

Figure 3: Overall Satisfaction (Strongly Agree and Agree) with Program Compared to Field Trips

Figure 3 shows that for four consecutive years, while overall ratings of satisfaction with learning the languages tended to be high (averaging 93 percent and above), there has consistently been a 10–20 percent difference between program satisfaction and field trip satisfaction. This lower satisfaction rate indicates that students did not necessarily find the field trips as beneficial to their language learning.

So far, we have explained the rationale of this paper and reported on the findings obtained from STARTALK program data review and analyses. The findings suggest that, while a majority of STARTALK student programs offered field trips, the consistently lower satisfaction rate for field trips compared with the programs, point to the need for better guidance on how to conduct meaningful and purposeful field trips. In order to provide that guidance, we now examine what research reveals about successful field trips and what field trips can contribute to student learning.
Review of Research on Field Trips

The benefits of field trips have been researched by educators in different content areas. Research has shown that field trips are important for enhancing K–12 students’ learning in science (Davidson, Passmore, & Anderson, 2009), language arts (von Zastrow, 2010), and other academic and non-academic skills (Hattie, Marsh, Neill, & Richards, 1997; Neill, 2008). Advantages of learning through a field trip are summarized in the following paragraph.

First, field trips provide opportunities for experiential learning (Davidson et al., 2009; Nabors, Edwards, & Murray, 2009). Students learn and remember facts and concepts more effectively if these facts and concepts are rooted in events that they have actively experienced. Second, field trips can help develop learners’ motivation and interest (Nabors et al., 2009). It has long been established in psychology and education that motivated learners are more willing to take an active role in the learning process and achieve higher performance (Irwin, 1961). Third, field trips can also help learners to connect their knowledge, skills, and learning to the real world. As Davidson et al. (2009) argue, “A number of research studies suggest that students tend to compartmentalize their learning and fail to make connections between subjects or between classroom and ‘real-world’ events unless explicitly led to these links” (Davidson et al., 2009).

On the other hand, research has also revealed that beneficial field trips require careful planning. Field trip planning generally requires two components: curricular planning and logistical planning (Davidson et al., 2009; Martin & Seevers, 2003; Nabors et al., 2009). Curricular planning sets the learning goal of a field trip, determines its content, and integrates content and real-life experiences. It involves planning pre-, during-, and post-trip activities based on national standards (Nabors et al., 2009) and integrating the field trip with the rest of the curriculum. Logistical planning, on the other hand, addresses administrative issues such as health, safety, oversight, scheduling, and site coordination. Both types of planning have been identified as essential components of an effective field trip.

In contrast with the many reports on the benefits of field trips in the field of general education, research on field trips in the field of world language education is sparse. Almost all of the research in the world language field has been on study abroad programs (e.g., Barron, 2003; Davidson, 2010; Dekeyser, 2010; Freed, 1995; Goodman, 2009; Martinsen, 2010; Paige, Cohen, Kappler, Chi, & Lassegard, 2002; also see a 2010 Foreign Language Annals special issue on language learning and study abroad). This research, unfortunately, has little relevance to the scope of this paper.

In summary, previous research on field trips show that field trips can be beneficial for learning. The scholarship emphasizes integrating the field trip with the rest of the curriculum and planning pre-, during, and post-trip activities, and it provides useful information on general logistical planning for all types of field trips that can be applicable to world language field trips.

At the same time, gaps exist in the current literature. In particular, there is a lack of specific information on field trips for world languages, and there is a need for a framework for conceptualizing and planning meaningful field trips that meet the local and national standards.
In order to answer our last question about how STARTALK programs can improve the design and implementation of their field trips, this paper now moves on to propose a standards-based approach to designing, organizing, and implementing field trips for learners of world languages.

Proposing a Standards-Based Framework for Field Trips

A well-designed field trip, however short, can provide opportunities for world language students to experience the target language, culture, and community in a real-world setting. Such tasks can provide immersion experiences for students, engage students in communication, enhance students’ learning skills, and, most importantly, bring learning to life.

The literature review shows that field trips provide valuable experiential learning opportunities for students, particularly when they are planned carefully with clear goals and objectives based on standards. In light of the fact that the “National Standards for Foreign Language Education” developed by the American Council on the Teaching of Foreign Languages (ACTFL) addresses important dimensions of world language learning, it is reasonable to ensure that field trips are based on these standards.

Addressing the Five C’s

Using the Five C’s of the national standards of foreign language learning—communication, culture, connections, comparisons, and communities—as an overarching framework in field trip planning can help educators more effectively conceptualize the goals, objectives, and content of a field trip as well as the particular activities associated with it. Within this framework, we also provide ideas and examples drawn from STARTALK programs to illustrate how the ACTFL Standards can be incorporated into field trips.

Communication

Activities in a field trip can be designed for students to engage in each of the three modes of communication: interpretive, interpersonal, and presentational. Students can be assigned specific projects in which they incorporate what they learned through different phases of the field trip. As an example of the interpretive mode of communication, students could prepare for the field trip by working with target-language texts such as flyers, advertisements, pictures, stories, or articles related to the field trip. They could listen to an audio recording or watch a video in the target language about the field trip site or the aspect of the language and culture they will be interacting with during the field trip. While reading, listening, and viewing, they should be actively engaged in activities that prepare them for the field trip. Based on their age and proficiency levels, specific communicative tasks can be designed to engage them in meaningful interpersonal communication during the field trip. They could interview target-language speakers at the field trip site and take notes. They could use a worksheet to do scavenger hunts; to record signs, places, and objects; or to take observational notes. Records and notes from such a field trip could be incorporated in post-trip activities. For example, students could compare and summarize the notes among peers and make presentations about their field trip experiences. It is important that these post-field trip activities serve as a review, comprehension check, and assessment of students’ learning outcomes.

Cultures

Similarly, specific tasks and activities can help students notice, observe, and gain new insights about products and practices common in cultures that speak the target language, as well as their own culture. Learners could be encouraged to notice cultural artifacts, different ways of interacting with one another, customs and taboos, or culturally appropriate behaviors in the target culture.
and compare those with their own. For example, a field trip could be designed so that students become guests of an ethnic community center. Before going on such a field trip, the class could discuss or brainstorm in pairs or groups how greeting and hospitality practices reflect cultural perspectives related to the roles of hosts and guests. Students should behave accordingly during the meal or cultural gathering and report back to the class about their experiences and new cultural insights.

Connections
If time and location allow, students can explore connections to other fields of knowledge through their field trip experience. For example, students who are visiting a zoo for their field trip could make a list of the animals found in the target-language region. After the field trip, they could do some research about the geography and climate of the region and how those factors influence the lives of these animals. Or, they could do research as a pre-field trip activity, then conduct an investigation at the zoo, and finally write and report on their findings and experiences as a post-field trip activity.

Comparisons
A field trip can allow students to compare the target language and culture with their own. Specific tasks and activities could be designed to deepen the understanding of similarities and differences between different languages and cultures. For example, students on a field trip to a traditional ethnic market or a restaurant could make a Venn diagram noting the similarities and differences between what the atmosphere of restaurants or markets is like in their field trip experience compared with their own cultures.

Community
Most of all, the field trip experience can help students connect with the target-language communities in a meaningful way. For example, during a visit to an ethnic neighborhood or a community center, students could interview native speakers about their lives here in the United States and in their home country. Later, during the post-trip session, they could share what they found most interesting about the story of the person they interviewed. This experience could help students develop a deeper understanding of the target-language community in the United States. Ethnic fairs, concerts, or markets are other venues that allow students to observe the communities and connect to them.

These are just a few examples of how the national standards can be Incorporated in a field trip. Each field trip is unique in terms of its destination, group of students, and other circumstances, and thus each brings rich opportunities to provide experiential learning to students by addressing the five C’s.

Ideally, a field trip should allow, encourage, or motivate students to engage in real-life communicative tasks, explore the target culture in a meaningful way, compare the target language and culture with their own, reinforce the knowledge students have already acquired about the target culture and society, gain knowledge about content to which they would otherwise not have access, and build or extend connections with the target-language community. Above all, it should help students personalize their learning and their connection to the target language, cultures, and communities.

Setting the Goals and Objectives
As observed in the data analysis section in figure 2, most programs describe their field trips in terms of destination instead of goals and objectives. However, having clear goals and objectives is important in measuring the outcomes of the field trips and student learning. Instead of being a stand-alone activity,
field trips should be part of the curriculum, and the goals and objectives of the field trip should align with the larger curricular goals. For example, the curricular theme of the STARTALK program in Cape Henlopen School District was the ocean, so the program took the students to the Seaside Nature Center. The program described the goals of the field trip in terms of “can-do” statements related to the theme so that the outcome of students’ learning could be assessed effectively. By starting with clear goals and objectives a program is better equipped to design meaningful and engaging activities for students to achieve the expected learning outcomes.

Expanding the Types and Range of Field Trips

As shown in Figure 2 (see above), most STARTALK programs visited physical sites such as ethnic neighborhoods, restaurants, religious sites, or museums. However, in this day and age, when technology is readily available even though time, money, and other resources may not be, it may be important to expand the notion of the field trip and explore other possibilities in terms of destinations, modalities, and resources. Though taking students to a real field trip site is an excellent learning opportunity, if the field trip is designed and planned thoughtfully, in some instances the location of a program, the budget, or other logistical considerations do not allow the program to have a traditional field trip to a physical site. In such circumstances, simulated and virtual field trips represent good alternatives to physical field trips. In what follows, we briefly explain what each type of field trip entails.

Physical Field Trip

In a physical field trip, students visit an actual field trip site and interact with people from the target culture who know and speak the target language. This is the traditional and most common way of conducting a field trip.

Simulated Field Trip

In a simulated field trip, instead of taking students to the actual field trip site, the site is created for them according to the purpose and goals of the field trip. For example, ethnic fairs, restaurants, exhibits, markets, science camps, concerts, or sports events can be organized for students at the program site, and speakers of the target language can be invited to come in and interact with the learners, either as themselves or in roles. Typically, a rule is established that learners must speak only the target language until the simulation is over. Virginia Commonwealth University and the Virginia Department of Education conducted simulated field trips by organizing an international market and the Olympic games in their STARTALK Arabic and Chinese programs; these events were not described in the curriculum or report but observed at the site visits.

Virtual Field Trip

In a virtual field trip, students visit certain designated websites and have the field trip experience online. For example, Arlington Public Schools conducted a virtual field trip in which students identified and learned about a tourist site. Such a field trip allows a program to tap into the resources that the digital age can provide. Websites of museums, cities, clubs, and cultural organizations can be used for field trip purposes; it is also possible to use a game with avatars who speak the target language, such as in Second Life. However, it is very important to note that a virtual field trip should be a well-organized learning experience for students, with clear goals and objectives, not just an opportunity for them to browse the Internet or play games.
Whether the program decides to take students to local ethnic communities, to create a simulated flea market for them, or to plan a virtual field trip, good field trip planning requires serious curricular and logistical considerations.

Planning and Implementing a Field Trip

In light of the findings on field trips from STARTALK student programs and from the relevant literature, we will now turn to the essential curricular and logistical planning that will help ensure the effectiveness of a field trip. We turn first to curricular planning.

Curricular Considerations

Planning a field trip that is purposeful; has measurable outcomes; integrates curriculum, instruction, and assessment; promotes real-life applications of classroom learning; and allows students to personalize their connection to the target language and culture requires thoughtful curricular planning.

Identify Purpose, Goals, and Focus

While a field trip can be culture- or content-focused, or a mixture of both, identifying the focus of the field trip in advance is important to make the field trip an organized learning experience for students. Regardless of the destination, the focus of the field trip should be defined in terms of the national standards. In addition, clear goals and measurable objectives should be described as “can-do” statements to assess students’ learning outcome.

Integrate Curriculum, Instruction, and Assessment

Instead of being a stand-alone activity, the field trip should be an integral part of the curriculum and assessment. By considering strategies of instruction and assessment that can be embedded in the planning, execution, and follow-up stages of a field trip, the link between classroom learning and out-of-classroom learning in a field trip can be made more concrete.

Plan Meaningful Activities

Once the goals, purpose, and focus of the field trip are identified, specific activities should be planned to help students achieve those goals. It is important to design activities that are appropriate for students according to their age, experience, and proficiency level. All modalities of children’s learning, including visual, auditory, and kinesthetic, can also be addressed while planning activities.

Pre-Trip Activities

The field trip should be preceded by advanced organizer activities. If the students are well prepared and understand the purpose of the field trip, it is more likely that they will be motivated to participate in the activities planned for them during the field trip. Pre-trip activities can also be used to familiarize students with the field trip site and with the people with whom they would be interacting during the trip, as well as to practice the types of communication that they might need to employ.

During-Trip Activities

In light of the goals of the field trip and logistical considerations, activities should be planned thoughtfully to engage students during the field trip. Since a primary goal of any field trip is to immerse the students in the target language and culture, guidelines to that effect need to be established in advance. There will be need to set time aside for debriefing in English, but the language of study should be used for
90 percent or more of the time of the trip from the beginning until the end. Efforts should be made to ensure that the field trip is not only fun but also a learning experience for students. It is important to make sure that students participate in planned activities. The goals of the field trip should be communicated to students to inform them about what they are expected to do during the field trip. Students should be expected to engage in meaningful communicative tasks designed with clear goals. Students should also be encouraged to interact with and learn from each other during the field trip.

Post-Trip Activities
Follow-up or post-field trip activities should be planned to reinforce and assess what the students have gained from the field trip experience. Follow-up activities will also provide opportunities to collect evidence to evaluate the extent to which the students developed an understanding of the content of the field trip.

Logistical Considerations
While thoughtful curricular planning is essential to make the field trip a learning experience for students, careful logistical planning is also essential to ensure that the field trip experience is positive for everyone involved. Logistical planning is also important because the curricular goals of the field trip can only be achieved if everything goes as planned. Logistical planning can be divided into the following sections based on key considerations.

Support the Curricular Plan
Before planning the details of the field trip, it is essential to consider the learning goals for the students and to select a site that will help students reach those goals. The organizers of the field trip should choose a site with the capacity to accommodate the number of students expected to participate in the field trip. If possible, they should visit the site prior to the planned date to see if it will be suitable for the program’s needs, and they should begin to think about activities that will be possible there. Once a site is selected, a date should be set allowing enough time for pre-field trip planning and preparations. A detailed trip schedule should be developed accordingly. It is useful to obtain a map of the site and to plan the time to be spent in each destination. It is also important to make good arrangements for transportation and meals, if necessary. If the field trip involves individuals from outside of the program, such as site personnel, guides, or community members, the role of those individuals should be identified in advance. It is a good idea to contact these collaborators and relate the plan to them, with a schedule along with the needs of the program, the goals of the field trip, and what is expected of them in order to avoid any confusion during the field trip.

Address Administrative and Legal Issues
Before the field trip, it is important to make sure that all legal and administrative considerations are addressed in accordance with the system the program works with, such as obtaining administrative approval, obtaining parental permissions, and collecting fees.

Ensure Health and Safety
Taking the health and safety of the participants into account is very important while planning a field trip. First aid supplies should be packed and emergency contact information should be obtained from parents. Arrangements for students with special needs should be made and information should be obtained from parents regarding allergies and medications. There should be enough adult chaperones. To ensure the safety of students, they should be given name tags and paired with “buddies” to stay with during the field trip.
trip. If possible, site chaperones should be arranged and a “safe spot” and person on-site should be designated in case students get separated. Behavior expectations should be developed and discussed with all participants beforehand.

Conclusion

In this paper, we reported that more than half of the STARTALK student programs have conducted field trips. Students’ general levels of satisfaction with field trips, however, has been consistently lower than their overall satisfaction with the programs. Our literature review revealed that well-designed field trips can improve students’ learning experience as well as their motivation, retention of knowledge, and skills. Thoughtful curricular and logistical planning are essential to make the field trip meaningful, fun, and safe. This planning needs to include pre-fieldtrip learning and post-trip follow-up so that the trip is correctly perceived as part of the overall curriculum.

We also proposed a framework based on the national standards for planning and implementing field trips that have clear goals and objectives are tied to curriculum, instruction, and assessment; and engage students in meaningful ways during all three phases of the field trip. We also addressed considerations for logistical planning, such as supporting the curricular plan, administrative and legal issues, and health and safety. In order for STARTALK and other world language programs to use the information provided in the proposed framework, STARTALK has developed a field trip planning template, which is included in the Appendix. This template addresses both curricular and logistical considerations. We welcome STARTALK and other world language programs to use this template and to provide us with feedback and suggestions.
References


Field Trip Planning Template

Curricular Planning

<table>
<thead>
<tr>
<th>Name of program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the field trip site(s):</td>
</tr>
<tr>
<td>Field trip organizer(s):</td>
</tr>
<tr>
<td>Number and grade level of students:</td>
</tr>
<tr>
<td>Date of field trip:</td>
</tr>
</tbody>
</table>

Field trip description/location

**Time needed** (date, length of trip, day of instruction in relation to the program)

**Materials needed** (if applicable)

Objectives (Please state in terms of ACTFL’s *Five C’s of Foreign Language Education*)

At the end of the field trip, what will the students will be able to do? (Please use “can-do” statements.)

<table>
<thead>
<tr>
<th>Communication</th>
<th>Interpersonal</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Interpretive</td>
</tr>
<tr>
<td></td>
<td>Presentational</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
</tr>
<tr>
<td>Comparisons</td>
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<tr>
<td>Communities</td>
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</tbody>
</table>
How will this field trip help students to achieve the objective(s)?

<table>
<thead>
<tr>
<th>Pre-trip activities</th>
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<tbody>
<tr>
<td>During-trip activities</td>
</tr>
<tr>
<td>Post-trip activities</td>
</tr>
</tbody>
</table>

**Assessment**

**Additional activities**
- What additional activities might the students take home or do outside of class to strengthen or extend their skills?

**Reflections**
- What went well?
- What needs more work for the next trip?
- What activities should be done differently?
Field Trip Planning Template

Logistical Planning

<table>
<thead>
<tr>
<th>Considerations to Support Curricular Plan</th>
<th>Adequately addressed</th>
<th>Somewhat addressed</th>
<th>Not yet addressed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field trip site will help students reach the learning goals.</td>
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<tr>
<td>The field trip site will be able to accommodate all the students.</td>
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<tr>
<td>The field trip site is suitable to the program’s needs (e.g., distance and cost).</td>
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<tr>
<td>Activities are available for students to accomplish when at the site.</td>
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<tr>
<td>Select a date for pre-field trip planning and preparations.</td>
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<tr>
<td>Obtain a map of the site and plan the time to be spent in each destination.</td>
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<tr>
<td>Develop a schedule of the day.</td>
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<tr>
<td>Arrange transportation.</td>
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<tr>
<td>Arrange meals.</td>
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<tr>
<td>Identify the role of the site personnel based on program needs and communicate it to them.</td>
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<tr>
<td>Follow up with a letter detailing any reasonable accommodations expected from the site.</td>
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<tr>
<td>Administrative and Legal Considerations</td>
<td>Adequately addressed</td>
<td>Somewhat addressed</td>
<td>Not addressed</td>
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<td>----------------------------------------</td>
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<tr>
<td>Obtain administrative approval.</td>
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<tr>
<td>Obtain permission from parents.</td>
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<tr>
<td>Collect fees.</td>
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<tr>
<td>Pay bills.</td>
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<tr>
<td>Send a thank-you letter to the site personnel after the completion of the visit.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Safety Considerations</th>
<th>Adequately addressed</th>
<th>Somewhat addressed</th>
<th>Not addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain health emergency information for students from parents and info on allergies, medications, etc.</td>
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<tr>
<td>Obtain emergency contact information from parents.</td>
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<td>Pack first aid supplies.</td>
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<tr>
<td>Designate a safe spot and person on site if students get separated.</td>
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<tr>
<td>Pair students up with “buddies” to stay with during the field trip.</td>
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<tr>
<td>Provide all participants with name tags.</td>
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<tr>
<td>Arrange for site chaperones.</td>
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<tr>
<td>Make arrangements for students with special needs.</td>
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<tr>
<td>Develop behavior expectations and discuss them with students.</td>
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</tbody>
</table>
2015 Student Survey: Grades 6–16 (to be completed online)

Introduction

Dear summer language program student:

We are conducting this survey to find out about your background, how you and other students in your summer language program feel about the program, and what you have learned. Your responses are very important in helping us improve the program for future years.

Please answer all of the questions in this survey as honestly as you can. We will not report your answers in any way that could possibly identify you personally.

Thank you!

Page 1

Demographic Background

1. What language did you study this summer? * REQUIRED
   - Arabic
   - Chinese
   - Dari
   - Hindi
   - Korean
   - Persian
   - Portuguese
   - Russian
   - Swahili
   - Turkish
   - Urdu

2. Have you ever studied this language before?
   - Yes
   - No
3. What is your cultural or ethnic background? (Select all that apply.)
   - American Indian or Alaska Native
   - Asian: Indian
   - Asian: Chinese
   - Asian: other
   - Black or African American
   - Hispanic or Latino
   - Middle Eastern or North African
   - Native Hawaiian or other Pacific Islander
   - White
   - Other: _______________

4. In what country were you born? ______________________

5. If you were not born in the United States, how old were you when you moved to the United States?
   - Born in the United States
   - Age 1 or younger
   - Age 2
   - Age 3
   - Age 4
   - Age 5
   - Age 6
   - Age 7
   - Age 8
   - Age 9
   - Age 10
   - Age 11
   - Age 12
   - Age 13
   - Age 14
   - Age 15
   - Age 16
   - Age 17
   - Age 18 or older

6. What is your gender?
   - Female
   - Male

7. In which state do you live? _______________

8. What grade will you start in the fall of 2015?
   - 6th grade
   - 7th grade
   - 8th grade
   - 9th grade
   - 10th grade
   - 11th grade
   - 12th grade
9. Why did you participate in this STARTALK summer program? (Select all that apply.)
   - To improve my language skills
   - To learn more about the culture
   - To learn a new language/something new
   - To learn about a new culture
   - To earn credits for high school/college
   - To prepare for academic-year language classes
   - To improve/increase future opportunities (e.g., college, career, foreign travel)
   - To meet new people/make new friends
   - I enjoyed a previous STARTALK program
   - I enjoyed a previous non-STARTALK language learning experience
   - I thought it would be fun
   - It was low-cost/free
   - Parent recommendation
   - Teacher recommendation
   - Friend recommendation
   - Other: ______________

10. Have you ever participated in one of the following programs? (Select all that apply.)
   - Yes: NSLI-Youth
   - Yes: The Flagship Program
   - No
   - I don’t know

---

Home Language Experience

Please answer the following questions about your language background. Choose a language from the box provided for each question. Click "Add" if you have another language or languages to add. You can add as many languages as necessary.

1. What language did you begin to speak first? In other words, what is your native language, the language you learned at home before age five?
   _____________________________ Add

2. What language(s) do your parents speak?
   ______________________________ Add

3. What language(s) did your parents teach you to speak?
   ______________________________ Add
4. What language(s) do your parents and other adults in your household speak?
______________________

5. What language(s) are you comfortable speaking?
____________________________

6. What language(s) are you comfortable reading?
____________________________

7. What language(s) are you comfortable writing?
____________________________

Page 3

School Language Experience

In the next section we would like to know about your experience learning world languages in school.

You can provide information about as many as four languages other than English. Using as many of the four questions as you need, please choose a language and select all of the choices that apply for that language.

1. Language: _________________

☐ Studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes)
☐ Studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
☐ Studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion)
☐ Studied this language in a US secondary school (7–12) in an immersion setting (used only the target language in all classes)
☐ Studied this language in a US secondary school (7–12) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
☐ Studied this language in a US secondary school (7–12) as a foreign language (non-immersion)
☐ Studied this language in a post-secondary institution (community college, college, or university)
☐ Studied this language in a heritage or community school (nonreligious) outside of school hours in the United States
☐ Studied this language at home with a private instructor, tutor, or family member
☐ Studied this language in a religious school outside of school hours in the United States
☐ Studied this language in a study abroad program
☐ Studied this language in a STARTALK summer program
☐ Studied this language in a summer or short-term language program not run by STARTALK

2. Language: _________________

☐ Studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes)
☐ Studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
3. Language: ____________________

- Studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes)
- Studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
- Studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion)
- Studied this language in a secondary school (7–12) in an immersion setting (used only the target language in all classes)
- Studied this language in a secondary school (7–12) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
- Studied this language in a secondary school (7–12) as a foreign language (non-immersion)
- Studied this language in a post-secondary institution (community college, college, or university)
- Studied this language in a heritage or community school (nonreligious) outside of school hours in the United States
- Studied this language at home with a private instructor, tutor, or family member
- Studied this language in a religious school outside of school hours in the United States
- Studied this language in a study abroad program
- Studied this language in a STARTALK summer program
- Studied this language in a summer or short-term language program not run by STARTALK

4. Language: ____________________

- Studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes)
- Studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
- Studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion)
- Studied this language in a secondary school (7–12) in an immersion setting (used only the target language in all classes)
- Studied this language in a secondary school (7–12) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part)
- Studied this language in a secondary school (7–12) as a foreign language (non-immersion)
- Studied this language in a post-secondary institution (community college, college, or university)
☐ Studied this language in a heritage or community school (nonreligious) outside of school hours in the United States
☐ Studied this language at home with a private instructor, tutor, or family member
☐ Studied this language in a religious school outside of school hours in the United States
☐ Studied this language in a study abroad program
☐ Studied this language in a STARTALK summer program
☐ Studied this language in a summer or short-term language program not run by STARTALK

Page 4

Language Learning Beliefs

Instructions: Indicate if you strongly agree, agree, disagree, or strongly disagree with each of the following statements by clicking the circle underneath the appropriate words.

1. |                      | strongly agree | agree | disagree | strongly disagree |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>I enjoy learning foreign languages.</td>
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<tr>
<td>I enjoy meeting and listening to people who speak other languages.</td>
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<tr>
<td>I feel comfortable being around people of different cultural or ethnic backgrounds.</td>
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<tr>
<td>I think it is important to learn about other peoples and places.</td>
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<tr>
<td>Learning about other peoples and places will help me get along better with people who are different from me.</td>
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<tr>
<td>Learning a new language will help me do better in school.</td>
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<tr>
<td>Learning a new language will help me get a better job in the future.</td>
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</tbody>
</table>

2. What are your immediate plans to study the language you learned after this summer? (Select all that apply.)

☐ None. I do not intend to continue studying the language after this summer.
☐ I have enrolled in a course for this language at my school or other academic institution.
☐ I intend to enroll in a course at my school or other academic institution within the next six months.
☐ I intend to continue studying this language in a heritage, community, or religious school.
☐ I intend to continue studying this language through private lessons or with a tutor.
☐ I intend to continue studying this language on my own through online resources.
☐ I intend to continue studying this language on my own through videos.
☐ I intend to continue studying this language on my own through books.
3. In what other ways do you intend to use the language? (Select all that apply.)

- None. I do not intend to use the language after this summer.
- I will engage with multimedia (radio, TV, movies, music) in the language.
- I will read newspapers, books, blogs, and/or magazines in the language.
- I will seek out conversations with friends, instructors, and/or colleagues in the language.
- Other: ________________

4. What jobs or careers are you interested in pursuing?

_______________________________

Page 5

Evaluation

Instructions: Indicate if you strongly agree, agree, disagree, or strongly disagree with each of the following statements by clicking the circle underneath the appropriate words.

1. Please evaluate your summer language learning experience.

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The target language was used in the classroom most of the time.</td>
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<tr>
<td>I had many opportunities to speak the target language.</td>
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<tr>
<td>The books and other written materials we used in class were helpful.</td>
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<tr>
<td>I received feedback from my teacher that was helpful to me.</td>
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<tr>
<td>I received feedback from my classmates that was helpful to me.</td>
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<tr>
<td>I know more about the language and culture that I was studying now than I did when I first started this summer.</td>
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<tr>
<td>I could understand most of what was happening in the classroom.</td>
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<tr>
<td>Learning a language during the summer was a good experience.</td>
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<tr>
<td>Multimedia resources (computers, the Internet, videos, DVDs) were available to help my learning.</td>
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</tbody>
</table>

2. Please evaluate the field trips from your summer experience.

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The field trip(s) we took was helpful for my language learning.</td>
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<tr>
<td>The field trip(s) we took helped me understand the people who speak the language I was studying.</td>
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</tr>
<tr>
<td>I used some of the language skills I learned in class on our field trip(s).</td>
<td>strongly agree</td>
<td>agree</td>
<td>disagree</td>
<td>strongly disagree</td>
<td>not applicable</td>
</tr>
<tr>
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<tr>
<td>My field trip(s) was fun.</td>
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</tbody>
</table>

3. What did you like BEST about the program?
- The teacher(s)
- The field trip(s)
- The food
- The cultural activities
- The small class size
- The balance between fun and learning
- Speaking with native speakers of the language
- Using the language in real-world settings
- Using technology to learn a language
- Meeting new people and making new friends
- Studying with others who also like language learning
- Other

4. What did you like LEAST about the program?
- The teacher(s)
- The food
- The field trip(s)
- The lack of field trip(s)
- The long days
- The lack of breaks/free time
- The lack of fun activities
- How short the program was
- Starting too early in the morning
- Too much homework
- Too many different abilities in the same class
- Not enough English being spoken
- Too much English being spoken
- Not enough language learning activities
- Unorganized program
- Strict rules and regulations
- LinguaFolio
- Tests/quizzes
- Other (text box)

Contact Preference

1. How can STARTALK communicate with you for future surveys? Please indicate the way you’d like to communicate (e-mail, Twitter, etc.) and provide contact information. (Select all that apply.)
☐ E-mail: ____________________________
☐ Twitter: __________________________
☐ Other: ______________________________
2015 Student Survey (to be completed online by parents)

Introduction

Dear parent of a summer language program student:

We are conducting this survey to find out about your child’s background and language learning experiences. Your responses are very important in helping us improve the program for future years.

Please answer all of the questions in this survey as honestly as you can. We will not report your answers in any way that could possibly identify you or your child personally.

Thank you!

Page 1

Demographic Background

1. What language will your child study this summer? * REQUIRED
   - Arabic
   - Chinese
   - Dari
   - Hindi
   - Korean
   - Persian
   - Portuguese
   - Russian
   - Swahili
   - Turkish
   - Urdu

2. Has your child ever studied this language before?
   - Yes
   - No

3. What is your child’s cultural or ethnic background? (Select all that apply.)
   - American Indian or Alaska Native
   - Asian: Indian
   - Asian: Chinese
   - Asian: other
   - Black or African American
   - Hispanic or Latino
   - Middle Eastern or North African
   - Native Hawaiian or other Pacific Islander
   - White
   - Other: ________________
4. In what country was your child born? ______________________

5. If your child was not born in the United States, how old was your child when they moved to the United States?
   - Born in the United States
   - Age 1 or younger
   - Age 2
   - Age 3
   - Age 4
   - Age 5
   - Age 6
   - Age 7
   - Age 8
   - Age 9
   - Age 10
   - Age 11

6. What is your child’s gender?
   - Female
   - Male

7. In which state does your child live? ______________

8. What grade will your child start in the fall of 2015?
   - Kindergarten
   - 1st grade
   - 2nd grade
   - 3rd grade
   - 4th grade
   - 5th grade
   - 6th grade
   - Other: __________

---

**Home Language Experience**

Please answer the following questions about your child’s language background. Choose a language from the box provided for each question. If your child speaks more than one language, click “Add” to include information about another language. You can add as many languages as necessary.

1. What language did your child begin to speak first?
   ________________________________ Add

2. What language(s) is(are) spoken by your child’s parents?
   ________________________________ Add

3. What language(s) is(are) spoken by other adults in the household?
   ________________________________ Add
School Language Experience

In the next section we would like to know about your child’s experience learning world languages in school.

You can provide information about as many as four languages other than English. Using as many of the four questions as you need, please choose the name of the language and select all of the choices that apply for that language.

1. Language: _______________________
   - My child has studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes).
   - My child has studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part).
   - My child has studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion).
   - My child has studied this language in a heritage or community school (nonreligious) outside of school hours in the United States.
   - My child has studied this language at home with me, my spouse, private instructor, or a relative.
   - My child has studied this language in a religious school outside of school hours in the United States.
   - My child has studied this language in a STARTALK summer program.
   - My child has studied this language in a summer or short-term language program not run by STARTALK.

2. Language: _______________________
   - My child has studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes).
   - My child has studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part).
   - My child has studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion).
   - My child has studied this language in a heritage or community school (nonreligious) outside of school hours in the United States.
   - My child has studied this language at home with me, my spouse, private instructor, or a relative.
   - My child has studied this language in a religious school outside of school hours in the United States.
   - My child has studied this language in a STARTALK summer program.
   - My child has studied this language in a summer or short-term language program not run by STARTALK.

3. Language: _______________________
   - My child has studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes).
☐ My child has studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part).
☐ My child has studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion).
☐ My child has studied this language in a heritage or community school (nonreligious) outside of school hours in the United States.
☐ My child has studied this language in a religious school outside of school hours in the United States.
☐ My child has studied this language at home with me, my spouse, private instructor, or a relative
☐ My child has studied this language in a STARTALK summer program.
☐ My child has studied this language in a summer or short-term language program not run by STARTALK.

4. Language: _______________________

☐ My child has studied this language in a US elementary school (pre-K–6) in an immersion setting (used only the target language in all classes).
☐ My child has studied this language in a US elementary school (pre-K–6) in a dual-immersion setting (used only English for part of the school day and only the target language for the other part).
☐ My child has studied this language in a US elementary school (pre-K–6) as a foreign language (non-immersion).
☐ My child has studied this language in a heritage or community school (nonreligious) outside of school hours in the United States.
☐ My child has studied this language at home with me, my spouse, private instructor, or a relative.
☐ My child has studied this language in a religious school outside of school hours in the United States.
☐ My child has studied this language in a STARTALK summer program.
☐ My child has studied this language in a summer or short-term language program not run by STARTALK.

Page 4

Contact Preference

1. How can STARTALK communicate with you for future surveys? Please indicate the way you’d like to communicate (e-mail, Twitter, etc.) and provide contact information. (Select all that apply.)
   ☐ E-mail:____________________________
   ☐ Twitter: _________________________
   ☐ Other: _______________________________
2015 Teacher Survey

Introduction

Dear STARTALK teacher participant:

We are collecting information about you and your STARTALK experience in order to learn about our STARTALK teacher trainees’ educational and professional backgrounds. Your responses are very important in helping us improve the program for future years.

Please answer all the questions in this survey as honestly as you can. We will not report your answers in any way that could possibly identify you personally.

Thank you!

Page 1

Demographic Background

1. What is your native language? (If you have more than one native language, select all that apply.) REQUIRED
   - Arabic
   - Chinese (including Mandarin, Cantonese, or any other dialect of Chinese)
   - Dari
   - Hindi
   - Korean
   - Persian
   - Portuguese
   - Russian
   - Swahili
   - Turkish
   - Urdu
   - English
   - Other: _______________

2. What is your cultural or ethnic background? (Select all that apply.)
   - American Indian or Alaska Native
   - Asian: Indian
   - Asian: Chinese
   - Asian: Other
   - Black or African American
□ Hispanic or Latino
□ Middle Eastern or North African
□ Native Hawaiian or other Pacific Islander
□ White
□ Other: ______________

3. Where were you born? ______________

4. What is the highest degree you have earned?
   ○ Doctorate
   ○ Master’s
   ○ Some graduate school
   ○ Bachelor’s (4-year) degree
   ○ Associate’s or vocational (2-year) degree
   ○ Some college
   ○ High school

5. Did you earn that degree in the United States?
   ○ Yes
   ○ No

6. To which age group do you belong? ______________

7. What is your gender?
   ○ Female
   ○ Male

8. In which state do you live? ______________

Page 2
Language Teaching Experience

1. Do you teach or plan to teach a STARTALK language?
   ○ Yes
   ○ No

2. Which STARTALK language do you primarily teach or plan to primarily teach? (Select the one language you teach most often and/or teach to the largest number of students.) *REQUIRED
   ○ I neither teach a language nor plan to teach a language.
   ○ Arabic
   ○ Chinese (including Mandarin, Cantonese, or any other dialect of Chinese)
   ○ Dari
   ○ Hindi
   ○ Korean
3. If you chose one of the languages above, where have you taught the language in the United States? (Select all that apply.)

- Post-secondary Education
  - Two-year undergraduate/community college
  - Four-year undergraduate
  - Graduate school

- Public Schools
  - Public pre-K
  - Public elementary (grades K–5)
  - Public middle school (grades 6–8)
  - Public high school (grades 9–12)

- Private/parochial (non-heritage) Schools
  - Private pre-K
  - Private elementary (grades K–5)
  - Private middle school (grades 6–8)
  - Private high school (grades 9–12)

- Heritage Schools
  - Heritage pre-K
  - Heritage elementary (grades K–5)
  - Heritage middle school (grades 6–8)
  - Heritage high school (grades 9–12)
  - Heritage after-school programs (any grades)

- Other
  - Adult nondegree program(s)
  - Private tutoring

4. Which additional languages do you teach? (Select all that apply.)

- I do not teach a language.
- Arabic
- Chinese (including Mandarin, Cantonese, or any other dialect of Chinese)
- Dari
- English
- French
- German
- Hindi
- Korean
- Italian
- Japanese
☐ Latin
☐ Persian
☐ Portuguese
☐ Russian
☐ Spanish
☐ Swahili
☐ Turkish
☐ Urdu
☐ Other: ______________

5. How many students will you teach language to in the coming academic year?
   o 0
   o 1–10
   o 11–25
   o 26–50
   o 51–75
   o 76–100
   o 101–150
   o 151+

6. Will you be teaching a STARTALK language (Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish, or Urdu) in the coming academic year?
   o Yes
   o No
   o Not sure

7. How long have you taught each of the following languages?

   [list deleted here for space]

Page 3
Professional Background

1. In what discipline or subject area did you receive your highest degree?
2. Have you received a US state certification, license, or teaching credential to teach a STARTALK language (Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish, or Urdu)?
   - Yes
   - I am in the process of becoming certified
   - Not yet, but I plan to become certified
   - No, and I do not need to become certified for my career path

3. Have you received a US state certification, license, or teaching credential to teach any languages other than a STARTALK language?
   - Yes
   - I am in the process of becoming certified
   - Not yet, but I plan to become certified
   - No, and I do not need to become certified for my career path

4. Do you have any teaching certifications, licenses, or credentials for any subjects other than language?
   - Yes
   - No

5. What is the extent of your training in language teaching? (Select all that apply.)
   - I have a degree in language education
   - I have a degree in a specific language or literature
   - I have a degree in linguistics or a related field
   - I have taken courses at the university level
   - I have attended short-term workshops or institutes
   - I attended a STARTALK teacher training program prior to 2014
   - None of the above

6. Are you a member of any of the following professional associations? (Select all that apply.)
   - African Language Teachers Association (ALTA)
In this section, we would like to know what you thought about your teacher training program. Please respond to the questions on this survey based on your experience as a participant in a STARTALK teacher training program, not as an instructor in a student program.

1. Program Organization

<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was kept informed about issues that affected program logistics.</td>
<td></td>
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<tr>
<td>Changes in the program were communicated to me in a timely fashion.</td>
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<tr>
<td>My questions about the program were addressed promptly and adequately.</td>
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<tr>
<td>The goals of the program were clear.</td>
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<tr>
<td>The goals of the program were achieved.</td>
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<tr>
<td>The program had adequate language materials (e.g., books, CDs, dictionaries).</td>
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<tr>
<td>The program had adequate instructional resources (e.g., computers, overhead projectors, supplies).</td>
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</table>
2. Training

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>My teacher trainer helped me become a more knowledgeable and skilled language teacher.</td>
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<tr>
<td>The teacher trainers were knowledgeable about language education and were good resources for information about program implementation, materials, etc.</td>
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<tr>
<td>The instructors were able to prepare me for teaching my target language and culture.</td>
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<tr>
<td>I acquired useful knowledge and skills about implementing a standards-based and thematically organized curriculum and/or lesson plans.</td>
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<tr>
<td>I learned and can use backward design in planning.</td>
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<tr>
<td>I acquired useful knowledge and skills about how to stay in the target language and provide my students with comprehensible input.</td>
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<tr>
<td>I acquired useful knowledge and skills about facilitating a learner-centered classroom.</td>
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<tr>
<td>I acquired useful knowledge and skills about how to integrate language, culture, and content.</td>
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<tr>
<td>I acquired useful knowledge and skills about adapting and using age-appropriate authentic materials.</td>
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<tr>
<td>I acquired useful knowledge and skills about the three modes of communication.</td>
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<tr>
<td>I acquired useful knowledge and skills about performance-based instruction and assessment.</td>
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<tr>
<td>I had sufficient opportunities to practice new skills that I learned in the program.</td>
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<tr>
<td>After participating in this program, my confidence in teaching the target language has increased.</td>
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</tbody>
</table>

3. Please select the statements that best describe your STARTALK language teaching plans over the next 12 months.

- [ ] I will teach in a STARTALK summer language program.
- [ ] I will teach in a post-secondary education (community college/college/university).
- [ ] I will teach in a private/parochial (non-heritage) school.
- [ ] I will teach in a heritage or community program or school.
- [ ] I will teach in a public or charter K–12 school.
☐ I will teach in another setting (adult nondegree program, private tutoring.)
☐ I do not plan to teach in any language program over the next 12 months.

4. What changes or improvements will you make in your approach to language teaching as a result of participating in this program? (Select all that apply.)

☐ Create a standards-based and thematically organized curriculum
☐ Create a learner-centered classroom
☐ Make input comprehensible to my students
☐ Use the target language most of the time
☐ Adapt and use age-appropriate authentic materials
☐ Use performance-based assessment
☐ Use backward design for curriculum and lesson design
☐ Integrate culture, content, and language
☐ Incorporate the five Cs into the curriculum/lessons
☐ Incorporate can-do statements into the curriculum/lessons
☐ Incorporate technology into lessons
☐ Other

5. What are you currently doing in your approach to language teaching that you will not change? (Select all that apply.)

☐ Creating a standards-based and thematically organized curriculum
☐ Creating a learner-centered classroom
☐ Making input comprehensible to my students
☐ Using age-appropriate authentic materials
☐ Using performance-based assessment
☐ Using backward design for curriculum and lesson design
☐ Integrating culture, content, and language
☐ Incorporating the five Cs into the curriculum/lessons
☐ Incorporating can-do statements into the curriculum/lessons
☐ Incorporating technology into lessons
☐ Having a positive attitude and passion for teaching
☐ Using English to help students better understand difficult concepts
☐ Other
6. What additional knowledge, skills, or opportunities do you still need? (Select all that apply.)
   - Routes to teacher certification
   - Classroom management
   - Technology training
   - Integrating technology into language teaching
   - Integrating assessments into language teaching
   - Integrating culture into language teaching
   - Designing curricula
   - Designing lesson plans
   - Using authentic materials in language teaching
   - Observing more modeling of effective teaching strategies
   - Practicing what I learned through STARTALK
   - Other

Page 5
Contact Preference

1. How can STARTALK communicate with you for future surveys? Please indicate the way you’d like to communicate (e-mail, Twitter, etc.) and provide contact information. (Select all that apply.)
   - E-mail:____________________________
   - Twitter: ___________________________
   - Other: ________________________________________
Dear Parent:

There are many STARTALK programs across the United States. The National Foreign Language Center (NFLC) supports these programs. One of the NFLC’s jobs is to collect information about participants. To collect this information, NFLC surveys all participants. The survey asks about language learning experiences and attitudes about language learning. NFLC will use the answers to these questions to make future STARTALK programs and language programs across the country better.

During the STARTALK program your child may also use a program called LinguaFolio. LinguaFolio is a self-assessment, self-report tool used in Europe and several U.S. states and designed for language learners. This tool helps your child track his progress while learning the language. Your child’s program may also use other assessment tools.

We will do our best to keep your child’s personal information confidential. All information collected by the survey will be stored in a password-protected database. We will not include participant names in any published reports, media, or public discussions of STARTALK. Your child’s name will be given a code for survey data. This code, instead of a name, will link your child’s survey and identity. Only the researcher, you, and your child will be able to see this information. We will ask for your permission if we want to cite your child by name for any reason.

Your child may be photographed or video or audio recorded for recruitment and teacher training purposes.

Sincerely,

Dr. Catherine Ingold
Project Principal Investigator
<table>
<thead>
<tr>
<th><strong>Project Title</strong></th>
<th>STARTALK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of the Study</strong>&lt;br&gt;(Why do I need to sign this form?)</td>
<td>This research is being conducted by Dr. Catherine Ingold at the University of Maryland, College Park. We are inviting you to participate in this research project because your child is participating in a STARTALK Program. The purpose of this research project is to collect data about your child’s experience and language learning in order to make further STARTALK programs better.</td>
</tr>
<tr>
<td><strong>Procedures</strong>&lt;br&gt;(What does my child have to do?)</td>
<td>The procedures involve the following:&lt;br&gt;If your child is in K-5th grade, you, the parent, will be asked to complete a survey about your child and his/her STARTALK learning experience. If your child is in 6th-12th grade, he/she will be asked to complete a survey his/her STARTALK learning experience. The survey will collect information about your child, including:&lt;br&gt;• demographic information&lt;br&gt;• your child’s experience learning the language&lt;br&gt;• how your child feels about the program&lt;br&gt;The survey is online and takes 15 minutes to complete. During the research project, your child may also use LinguaFolio. LinguaFolio is a self-assessment, self-report tool used in Europe and several U.S. states by language learners. Your child may also be photographed, video or audio taped during STARTALK program for recruitment and teacher training purposes. Please, put a check mark next to one of the statements below:&lt;br&gt;_____ I give my consent to have my child photographed and video recorded for this study&lt;br&gt;_____ I do not give my consent to have my child photographed and video recorded for this study</td>
</tr>
<tr>
<td><strong>Potential Risks and Discomforts</strong></td>
<td>There are no known risks for participation in this study.</td>
</tr>
<tr>
<td><strong>Potential Benefits</strong></td>
<td>There are no direct benefits from participation in this research. We hope that in the future other people might benefit from this study through improved understanding of what contributes to successful language teaching and learning.</td>
</tr>
</tbody>
</table>
### Confidentiality

Any potential loss of confidentiality will be minimized by storing data in a password-protected database. Only National Foreign Language Center research staff will have access to see the survey and other data. Videos/photos are held by the program and are only requested by National Foreign Language Center staff if needed for promotional or educational purposes.

Please, be advised that the survey will not ask for your child’s name. If we write a report or article about this research project, your child’s identity will be protected to the maximum extent possible. Your child’s information may be shared with representatives of the University of Maryland, College Park or governmental authorities if your child or someone else is in danger or if we are required to do so by law.

### Right to Withdraw and Questions

Your child’s participation in this research is completely voluntary. Your child may choose not to take part at all. If he/she decides to participate in this research, he/she may stop participating at any time. If he/she decides not to participate in this study or if he/she stops participating at any time, it will not prevent him/her from any services that STARTALK provides, now or in the future.

If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

Dr. Catherine Ingold  
National Foreign Language Center  
The University of Maryland  
Mail Services Bldg #343  
P.O. Box 93  
College Park, MD 20742  
(301) 405-9698  
cwingold@nflc.umd.edu

### Participant Rights

If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

**University of Maryland College Park**  
**Institutional Review Board Office**  
**1204 Marie Mount Hall**  
**College Park, Maryland, 20742**  
**E-mail:** irb@umd.edu  
**Telephone:** 301-405-0678

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

### Statement of Consent

Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you/your child voluntarily agree/s to
participate in this research study. You will receive a copy of this signed consent form.

If you agree to participate, please sign your name below.

<table>
<thead>
<tr>
<th>Signature and Date</th>
<th>YOUR CHILD’S NAME [Please Print]</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Both you AND your child must sign if applicable)</td>
<td>PARENT OR GUARDIAN NAME [your name]</td>
</tr>
<tr>
<td></td>
<td>SIGNATURE OF CHILD’S NAME OR GUARDIAN [your signature]</td>
</tr>
<tr>
<td></td>
<td>SIGNATURE OF THE CHILD [if 12 years of age or older]</td>
</tr>
<tr>
<td></td>
<td>DATE</td>
</tr>
</tbody>
</table>
Dear Student:

There are many STARTALK programs across the United States. The National Foreign Language Center (NFLC) supports these programs. One of the NFLC’s jobs is to collect information about participants. To collect this information, NFLC surveys all participants. The survey asks about language learning experiences and attitudes about language learning. NFLC will use the answers to these questions to make future STARTALK programs and language programs across the country better.

During the STARTALK program you may also use a program called LinguaFolio. LinguaFolio is a self-assessment, self-report tool used in Europe and several U.S. states and designed for language learners. This tool helps you track your progress while learning the language. Your program may also use other assessment tools.

We will do our best to keep your personal information confidential. All information collected by the survey will be stored in a password-protected database. We will not include participant names in any published reports, media, or public discussions of STARTALK. Your name will be given a code for survey data. This code, instead of a name, will link your survey and identity. Only the researcher and you will be able to see this information. We will ask for your permission if we want to cite you by name for any reason.

You may be photographed or video or audio recorded for recruitment and teacher training purposes.

Sincerely,

Dr. Catherine Ingold
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</tr>
</tbody>
</table>
| **Procedures** | The procedures involve the following: You will be asked to complete a survey during the STARTALK program. The survey will collect information about you, including:  
• demographic information  
• your learning the language  
• how you feel about the program  
The survey is online and takes 15 minutes to complete.  
During the research project, you may also use LinguaFolio. LinguaFolio is a self-assessment, self-report tool used in Europe and several U.S. states by language learners.  
You may also be photographed, video or audio taped during STARTALK program for recruitment and teacher training purposes.  
Please, put a check mark next to one of the statements below:  
___ I give my consent to have myself photographed and video recorded for this study  
___ I do not give my consent to have myself photographed and video recorded for this study |
| **Potential Risks and Discomforts** | There are no known risks for participation in this study. |
| **Potential Benefits** | There are no direct benefits from participation in this research. We hope that, in the future, other people might benefit from this study through improved understanding what contributes to successful language teaching and learning. |
| **Confidentiality** | Any potential loss of confidentiality will be minimized by storing data in a password-protected database. Only National Foreign Language Center research staff will have access to see the survey and other data. Videos/photos are held by the program and are only requested by National Foreign Language Center staff if needed for promotional or educational purposes.  
Please, be advised that the survey will not ask for your name. If we write a report or article about this research project, your identity will be protected |
to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

### Right to Withdraw and Questions

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, it will not prevent you from any services that STARTALK provides, now or in the future.

If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

Dr. Catherine Ingold  
National Foreign Language Center  
The University of Maryland  
Mail Services Bldg #343  
P.O. Box 93  
College Park, MD 20742  
(301) 405-9698  
cwingold@nflc.umd.edu

### Participant Rights

If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:

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Institutional Review Board Office  
1204 Marie Mount Hall  
College Park, Maryland, 20742  
E-mail: irb@umd.edu  
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### Statement of Consent

Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.

If you agree to participate, please sign your name below.
<table>
<thead>
<tr>
<th>Signature and Date</th>
<th>NAME OF PARTICIPANT [Please Print]</th>
<th>Signature of Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>
Teacher Cover Letter

Dear Teacher:

There are many STARTALK programs across the United States. The National Foreign Language Center (NFLC) supports these programs. One of the NFLC’s jobs is to collect information about participants. To collect this information, NFLC surveys all participants. The survey asks about attitudes and perceptions of the programs and language learning and teaching. NFLC will use the answers to these questions to make future STARTALK programs and language programs across the country better.

We will do our best to keep your personal information confidential. All information collected by the surveys will be stored in a password-protected database. We will not include participant names in any published reports, media, or public discussions of STARTALK. Your name will be given a code for survey data. This code, instead of a name, will link your survey and identity. Only the researcher and you will be able to see this information. We will ask for your permission if we want to cite you by name for any reason.

You may be photographed or video or audio recorded for recruitment and teacher training purposes.

Sincerely,

Dr. Catherine Ingold
Project Principal Investigator
**Project Title**  
STARTALK

**Purpose of the Study (why do I need to sign this form?)**  
This research is being conducted by Dr. Catherine Ingold at the University of Maryland, College Park. We are inviting you to participate in this research project because you are participating in a STARTALK Program. The purpose of this research project is to collect data about your experience and language learning in order to make further STARTALK programs better.

**Procedures (What do I have to do?)**  
The procedures involve the following:  
You will be asked to complete a survey during the STARTALK program. The survey will collect information about you, including:  
- demographic information  
- your learning experience  
- how you feel about the program  
The survey is online and takes 15 minutes to complete.  
You may also be photographed or video or audio taped for recruitment and teacher training purposes.  
Please, put a check mark next to one of the statements below:  
_____ I give my consent to have myself photographed and video recorded for this study  
_____ I do not give my consent to have myself photographed and video recorded for this study

**Potential Risks and Discomforts**  
There are no known risks for participation in this study.

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There are no direct benefits from participation in this research. We hope that, in the future, other people might benefit from this study through improved understanding what contributes to successful language teaching and learning.

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If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

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<th>DATE</th>
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How to complete your STARTALK Consent Form
Step One: Read the form

• Read the form to learn about STARTALK research.
Step Two: Initial and date **BOTH** pages

consent form for Student Participation

Your Child's Name

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<th>What if I have questions?</th>
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</thead>
<tbody>
<tr>
<td>STARTALK</td>
<td>The researcher for this project is Dr. Catherine Ingoel at the University of Maryland. If you have questions, contact Dr. Ingoel: National Foreign Language Center The University of Maryland Mail Services Bldg #343</td>
</tr>
</tbody>
</table>

Initials_____ Date_____

Page 1 of 2

Page 2 of 2
Step Three: Check box for citation by name

If you wish to be contacted before your child is mentioned by name in any future publication, check this box.

| What about confidentiality? | | |
|----------------------------|---------------------------------|
| We will do our best to keep your child’s personal information confidential. We will store all data will be stored in a password-protected database. We will not include participant names in any published reports, media, or public discussions of STARTALK. Your child’s name will be given a code for surveys and other data. The researcher will use this code to link your child’s survey and identity. Only the researcher, you, and your child will have access to data. We will ask your permission if we want to cite your child by name for any reason. |
| Your child’s information may be shared with representatives of the University of Maryland, College Park or government authorities if your child or someone else is in danger or if we are required to do so by law. |
| Check Box: I wish to be contacted before my child is cited by name in the future. | ☑️ |
Step Four: Enter your child’s name at the top

Your Child’s Name: Jane Doe

Initials: ______ Date: ______

Consent form for Student Participation
Step Five: Complete signature section

- Print your child’s name
- Print your name
- Sign your name
- If your child is 12 or older, your child should sign his/her name
- Write today’s date
### Sample Signature Page

<table>
<thead>
<tr>
<th>Signature and Date</th>
<th>Your Child’s Name</th>
<th>JANE DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent or Guardian Name (your name)</td>
<td>JOHN DOE</td>
</tr>
<tr>
<td>SIGNATURE OF CHILD’S PARENT OR GUARDIAN (Your Signature)</td>
<td></td>
<td>John Doe</td>
</tr>
<tr>
<td>SIGNATURE OF THE CHILD (if child 12 years of age or older)</td>
<td></td>
<td>Jane Doe</td>
</tr>
<tr>
<td>DATE</td>
<td></td>
<td>4/12/11</td>
</tr>
</tbody>
</table>
How to complete your STARTALK Consent Form
Step One: Read the form

• Read the form to learn about STARTALK research.
Step Two: Initial and date **BOTH** pages

<table>
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<td>The National Foreign Language Center (NFLC) at the University of Maryland is doing research on the STARTALK program. Your child is participating in a STARTALK Program. The survey complete will teach us about your child’s experience and language learning in STARTALK better.</td>
</tr>
</tbody>
</table>

**What if I have questions?**

STARTALK

The researchers for this project is Dr. Catherine Ingold at the University of Maryland,

Mail Services Bldg #343

If you have questions, contact Dr. Ingold:

National Foreign Language Center
The University of Maryland
Step Three: Check box for citation by name

If you wish to be contacted before your child is mentioned by name in any future publication, check this box.

| What about confidentiality? | We will do our best to keep your personal information confidential. All information will be stored in a password-protected database. We will not include participant names in any published reports, media, or public discussions of STARTALK. Your name will be given a code for surveys and other data. This code, instead of a name, will link your survey and identity. Only the researcher and you will be able to see the data. We will ask your permission if we want to cite you by name for any reason.

Your information may be shared with representatives of the University of Maryland, College Park or government authorities if you or someone else is in danger or if we are required to do so by law.

Check Box: I wish to be contacted before I am cited by name in the future. |
Step Four: Enter your name at the top

Consent Form for Non Minor (18yrs and older) Student Participation

Your Name: Jane Doe
Step Five: Complete signature section

- Print your name
- Sign your name
- Write today’s date
Sample Signature Page

<table>
<thead>
<tr>
<th>Signature and Date</th>
<th>YOUR NAME</th>
<th>JANE DOE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YOUR SIGNATURE</td>
<td>Jane Doe</td>
</tr>
<tr>
<td></td>
<td>DATE</td>
<td>6/11/2011</td>
</tr>
</tbody>
</table>
# Student Program Site Visit Report

<table>
<thead>
<tr>
<th>Name of program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of program director:</td>
<td></td>
</tr>
<tr>
<td>Team Leader:</td>
<td></td>
</tr>
<tr>
<td>Site visit team members:</td>
<td></td>
</tr>
<tr>
<td>Date of site visit:</td>
<td>Site visit occurred on day # of the program</td>
</tr>
</tbody>
</table>

## Overview of the Program

<table>
<thead>
<tr>
<th>Language(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of targeted participants:</td>
<td>Number enrolled:</td>
</tr>
<tr>
<td>Grade Level(s):</td>
<td></td>
</tr>
<tr>
<td>Number of STARTALK programs prior to this year:</td>
<td></td>
</tr>
<tr>
<td>Number of contact hours:</td>
<td></td>
</tr>
<tr>
<td>Residential?</td>
<td>yes</td>
</tr>
<tr>
<td>Ratio of instructional staff to participant:</td>
<td></td>
</tr>
<tr>
<td>Type of program:</td>
<td>Teacher</td>
</tr>
</tbody>
</table>

1. Include the brief overview of the program that was provided in Stage 1 of the curriculum template for this program. Comment on any changes, if necessary.
<table>
<thead>
<tr>
<th>Ratings</th>
<th>Agree</th>
<th>Not Yet</th>
<th>No opportunity to assess/ Not intended to be part of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The observed program matches the written descriptions of the program, (i.e., proposal and/or any approved changes to proposal; curriculum templates).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The program has created daily lesson plans that clearly communicate the learning goals and activities for each day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The goals of the lesson are clear to the students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The environment is conducive to language learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructional staff works in ways that that maximize student learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Instruction integrates language, culture and content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Culturally authentic resources are used to support program learning targets.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The target language is used at least 90% of the time for communication and instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The target language input is comprehensible and students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ratings</td>
<td>Agree</td>
<td>Not Yet</td>
<td>No opportunity to assess/ Not intended to be part of the program</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>demonstrate that they understand the message.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The teacher makes frequent and effective checks for student understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Learning experiences are designed to facilitate a learner-centered classroom promoting frequent student-to-student interaction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Learning experiences build toward opportunities in each lesson for meaningful, unrehearsed communication in the target language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
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<tr>
<td>13. Learning experiences balance meaningful guided and independent practice.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>14. Time is used effectively in the daily schedule to meet program learning targets.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>15. Students use available technology to meet program learning targets.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>16. Learning experiences address the interpretive mode of communication.</td>
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<tr>
<td>Ratings</td>
<td>Agree</td>
<td>Not Yet</td>
<td>No opportunity to assess/ Not intended to be part of the program</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Comments</td>
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<tr>
<td>17. Learning experiences address the interpersonal mode of communication.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>18. Learning experiences address the presentational mode of communication.</td>
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</tr>
<tr>
<td>Comments</td>
<td></td>
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<tr>
<td>19. Evidence of student learning is collected in a variety of ways throughout the program.</td>
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</tr>
<tr>
<td>Comments</td>
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<tr>
<td>20. Students are assessed in each mode of communication.</td>
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<tr>
<td>Comments</td>
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</tbody>
</table>

**Narrative**

1. What is working well?
2. What challenges exist at this time?
3. What professional development opportunities did the program provide for teachers and staff prior to the program?
4. What special features of this program may be of interest to other STARTALK programs?
5. What recommendations are being made for the current year?
6. What recommendations are being made for future years if the program would be funded?
Teacher Program Site Visit Report

<table>
<thead>
<tr>
<th>Name of program:</th>
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</thead>
<tbody>
<tr>
<td>Name of program director:</td>
</tr>
<tr>
<td>Team Leader:</td>
</tr>
<tr>
<td>Site visit team members:</td>
</tr>
<tr>
<td>Date of site visit:</td>
</tr>
<tr>
<td>Site visit occurred on day # of the program</td>
</tr>
</tbody>
</table>

Overview of the Program

<table>
<thead>
<tr>
<th>Language:</th>
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</thead>
<tbody>
<tr>
<td>Number of targeted participants:</td>
</tr>
<tr>
<td>Number of STARTALK programs prior to this year:</td>
</tr>
<tr>
<td>Number of contact hours:</td>
</tr>
<tr>
<td>Residential?</td>
</tr>
<tr>
<td>Ratio of instructional staff to participant:</td>
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<tr>
<td>Type of program:</td>
</tr>
</tbody>
</table>

1. Include the overview of the program that was provided in Stage 1 of the curriculum template for this program. Comment on any changes, if necessary.
<table>
<thead>
<tr>
<th>Ratings</th>
<th>Agree</th>
<th>Not Yet</th>
<th>No opportunity to assess/ Not intended to be part of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The observed program matches the written descriptions of the program, (i.e., proposal and/or any approved changes to proposal; curriculum templates).</td>
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<tr>
<td>Comments</td>
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<tr>
<td>2. The environment is conducive to learning.</td>
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<td>Comments</td>
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<tr>
<td>3. The online component clearly connects to and supports the program goals.</td>
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<td>Comments</td>
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<tr>
<td>4. Learning activities and outcomes are differentiated based on participant need.</td>
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<td>Comments</td>
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<tr>
<td>5. Instructional time is used effectively.</td>
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<td>Comments</td>
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<tr>
<td>6. The classroom is learner centered.</td>
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<td>Comments</td>
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<tr>
<td>7. Opportunities for individual mentoring and coaching are integral to the program.</td>
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<td>Comments</td>
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<tr>
<td>8. Opportunities are provided to discuss culture-specific ways of learning and teaching in the U.S. educational system.</td>
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<td>Comments</td>
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<td>Agree</td>
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<tr>
<td>9. Time is provided for structured and unstructured peer sharing, and learning.</td>
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<td>Comments</td>
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<tr>
<td>10. Available technology is used effectively to support program goals.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>11. Learning experiences address implementation of a standards-based and thematically organized curriculum.</td>
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<td>Comments</td>
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<tr>
<td>12. Learning experiences address effective lesson design.</td>
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<td>Comments</td>
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<tr>
<td>13. Learning experiences develop skills in facilitating a learner-centered classroom.</td>
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<td>Comments</td>
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<tr>
<td>14. Learning experiences address the use of the target language and strategies for providing comprehensible input.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>15. Learning experiences address the integration of language, culture, and content.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>16. Learning experiences address how to adapt and use age-appropriate culturally authentic materials.</td>
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<tr>
<td>Comments</td>
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</table>
### Ratings

<table>
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<tr>
<th></th>
<th>Agree</th>
<th>Not Yet</th>
<th>No opportunity to assess/ Not intended to be part of the program</th>
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<tbody>
<tr>
<td>17. Learning experiences address performance-based assessment.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>18. Learning experiences address and model the interpretive mode of communication.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>19. Learning experiences address and model the interpersonal mode of communication.</td>
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<tr>
<td>Comments</td>
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<tr>
<td>20. Learning experiences address and model the presentational mode of communication.</td>
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<td>Comments</td>
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<tr>
<td>21. The program addresses the use of authentic materials.</td>
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<td>Comments</td>
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</tbody>
</table>

### Narrative

1. What is working well?
2. What challenges exist at this time?
3. What special features of this program may be of interest to other STARTALK programs?
4. What recommendations are being made for the current year?
5. What recommendations are being made for future years if the program would be funded?
Student Program Observation Guidelines
Elementary School Programs

PROGRAM IMPLEMENTATION

INSTRUCTIONAL MANAGEMENT
• Instructional units and lesson plans have real world language-performance goals.
• Learning experiences are described in terms of language functions and address the different communicative modes – interpersonal, interpretive and presentational.
• The various parts of the lesson connect in a coherent way, building toward increased ability to understand or express meaning on a given topic or theme.
• The teacher engages all students.
• The activities engage students, giving them a reason to pay attention and be on task.
• Activities take an appropriate amount of time considering the age of the learner.
• Activities alternate between high and low levels of physical movement.
• The physical environment of the classroom reflects the language and cultures studied.

LANGUAGE USE
• The teacher uses the target language almost exclusively and sets the expectation that students also use the target language.
• The teacher uses a variety of strategies to make language comprehensible.
• The teacher avoids the use of translation by using verbal and non-verbal strategies such as body language, visuals, and circumlocution.

LEARNING EXPERIENCES
• The teacher uses visuals, concrete objects, hands-on experiences, and context to present and practice new vocabulary.
• The teacher provides sufficient opportunities for students to demonstrate their understanding of new words and expressions before expecting production.
• The teacher provides frequent, varied classroom opportunities for students to use their language skills to communicate in real world contexts. The teacher avoids meaningless rote drills, ensuring that all practice is meaning-based.
• The teacher provides multiple, varied opportunities for students to hear new words/expressions used in highly visualized context that make meaning transparent.
• If grammar is taught at grades 3-5, the teacher teaches grammar as a tool for communication. It is not the focus or goal of the course, unit, or lesson.
• In every class session, the teacher provides pair and/or group activities to engage students in communication for meaningful interaction.
• The teacher designs lessons that make connections to other content areas in order to build upon previous student knowledge and reinforce content across the curriculum.
ASSESSMENT
- The teacher measures student language proficiency in a variety of ways that focus on what students can do with the language, not just what they know about it.
- The teacher modifies instructional and assessment strategies as a result of formative assessments.
- The teacher provides opportunities for students to assess their own language performance and cultural competence as appropriate to the developmental level of learners.

MATERIALS
- The teacher uses a variety of instructional materials to support language-learning objectives.
- The teacher uses authentic materials, designing tasks appropriate to the language proficiency of the learners.
- The teacher and students use technology appropriately to develop real world language and cultural competencies.

LEARNING ENVIRONMENT
- The classrooms/facility is conducive to learning.
- The classrooms and/or facility are adequately furnished with necessary equipment and materials.
- The program gives a sense of a friendly and cohesive learning community.

COURSE MANAGEMENT
- Time is managed effectively.
- Activities flow smoothly and in a logical sequence.

PROGRAM ADMINISTRATION

ADMINISTRATION
- The program director is on-site and actively involved in the program.
- There is adequate support staff to ensure the success of the program.

CURRICULUM ALIGNMENT WITH STARTALK STANDARDS
- The documents provided to site visitors illustrate that the curriculum is Standards-, theory- and research-based.
- The program is aligned with the completed curriculum template.

PROGRAM FACILITY AND INSTITUTIONAL SUPPORT
- The facilities are clean, safe, comfortable and conducive to learning.

SITE VISIT
- Site visitors were provided with the necessary program materials.
Student Program Observation Guidelines
Middle School and High School Programs

PROGRAM IMPLEMENTATION

INSTRUCTION

LANGUAGE USE & MEDIUM OF INSTRUCTION
- The teacher uses the target language almost exclusively.
- The teacher uses a variety of strategies to make the target language comprehensible.
- Students are challenged to use the target language.

CLASSROOM INTERACTION
- All students are engaged and participate in classroom activities.
- Classroom interactions are meaningful and purposeful.
- There are a variety of classroom interaction types, e.g. student-to-student and student-to-teacher.
- Teachers use a variety of feedback and questioning strategies.
- The teacher avoids the use of translation by using verbal and non-verbal strategies such as body language, visuals, and circumlocution.

ACTIVITIES
- Learning experiences address different communicative modes – interpretive, interpersonal and presentational.
- Activities are aligned with unit and lesson objectives.
- Grammar and vocabulary are learned through interesting and engaging activities that focus on meaningful communication.
- There are pair, group and whole class activities that promote meaningful interaction in the target language.
- Activities are appropriate, relevant, and cognitively challenging.
- The teacher uses visuals, concrete objects, hands-on experiences, and context to present and practice new vocabulary.
- The teacher provides students with an authentic purpose for using words and phrases through the selected instructional activities.
- The teacher provides sufficient opportunities for students to demonstrate their understanding of new words and expressions before expecting production.
- The teacher provides multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent.

CULTURE
- Culture is integrated with learning the target language.
- Culture is learned through the examination of cultural practices, products and perspectives.
• Students have opportunities to examine their own language and culture through the study of other languages and cultures.

MATERIALS AND TECHNOLOGY
• A variety of materials is available and used to support language learning.
• The teacher uses authentic materials, designing tasks appropriate to the language proficiency of the learners.
• The teacher uses a variety of instructional materials to support language-learning objectives.
• Technology, when available, is used as a tool for language/culture instruction.

ASSESSMENT (May not be observed, but may be documented through site interviews.)
• Students are assessed in a variety of ways throughout the program.
• Students are assessed in all 3 modes of communication.
• The teacher collects evidence of student learning beyond using pencil and paper tasks.
• Students are using LinguaFolio as an assessment tool.

LEARNING ENVIRONMENT
• The classrooms/facility is conducive to learning.
• The classroom/facility accommodates a variety of learning and cultural activities.
• The classrooms and/or facility are adequately furnished with necessary equipment and materials.
• The program gives a sense of a friendly and cohesive learning community.

COURSE MANAGEMENT
• Time is managed effectively.
• Activities flow smoothly and in a logical sequence.

PROGRAM ADMINISTRATION

ADMINISTRATION
• The program director is on-site and actively involved in the program.
• There is adequate support staff to ensure the success of the program.

CURRICULUM ALIGNMENT WITH STARTALK STANDARDS
• The documents provided to site visitors illustrate that the curriculum is Standards-, theory- and research- based.
• The program is aligned with the completed curriculum template.

PROGRAM FACILITY AND INSTITUTIONAL SUPPORT
• The facilities are clean, safe, comfortable and conducive to learning.

SITE VISIT
• Site visitors were provided with the necessary program materials.
Teacher Program Observation Guidelines

PROGRAM IMPLEMENTATION

CONTENT
- Content taught matches proposed content.
- Course content matches expressed objectives.
- There is an appropriate balance of theory and practice.

INSTRUCTION

DELIVERY AND CLASSROOM INTERACTION
- The language of instruction used is appropriate for the course and the participants.
- Instructional strategies are appropriate for and meet the needs of the participants.
- The instructor uses a variety of means of instruction, not just lecture.
- Research-based instructional practices (e.g. techniques and strategies) are modeled or demonstrated.
- There are periodic checks for understanding.

ACTIVITIES
- Activities foster understanding of course content and pedagogical skill development.
- Participants experience learning activities they are expected to provide their students.
- A variety of activities address participants’ learning needs, styles, and cultural ways of learning.
- Activities incorporate a range of learning and interaction configurations: individual, pair and small group collaboration.
- Participants have opportunities to collaborate in learning and applying course content.
- Participants are given opportunities to do some type of demonstration teaching.

COMMUNICATION
- Communication in the classroom is effective, clear and comprehensible.
- Participants’ input is elicited, valued and seriously considered.
- Interactions are varied: among participants and between the instructor and participants.

MATERIALS & TECHNOLOGY

MATERIALS
- Materials are current, appropriate and relevant.
- Materials are aligned to objectives and content of the proposal.
- Materials are well-organized.
TECHNOLOGY
- Technology is readily available and accessible to instructors and participants.
- Technology used facilitates instruction and learning.

ASSESSMENT
- There is clear and consistent alignment of assessment with program and course goals and objectives as stated in program template.
- Participants have opportunities to demonstrate their newly grained knowledge and skills through a variety of assessment tools.
- Participants are encouraged to assess their own progress.

LEARNING ENVIRONMENT
- The classrooms/facility is conducive to learning.
- The classroom/facility accommodates the variety of learning activities.
- The classroom and/or facility are adequately furnished with necessary equipment and materials.
- The program gives a sense of a friendly and cohesive learning.

COURSE MANAGEMENT
- Time is managed effectively.
- Activities flow smoothly and in a logical sequence.

PROGRAM ADMINISTRATION

ADMINISTRATION
- The program director is on-site and actively involved in the program.
- There is adequate support staff to ensure the success of the program.

CURRICULUM ALIGNMENT WITH STARTALK STANDARDS
- The documents provided to site visitors illustrate that the curriculum is Standards-, theory- and research-based.
- The program is aligned with the completed curriculum template.

PROGRAM FACILITY AND INSTITUTIONAL SUPPORT
- The facilities are clean, safe, comfortable and conducive to learning.

SITE VISIT
- Site visitors were provided with the necessary program materials.
Site Visit Interview Questions

ADMINISTRATOR / PROGRAM DIRECTOR INITIAL MEETING
- What is working well?
- Since we are here to help, what would you like us to focus on during our visit?
- What is important for the site visit team to know as they visit your program?
- Have you made any changes since the time of the proposal?
- What teacher development activities have occurred or will occur for the instructional staff?
- If you do this again, is there anything you would do differently?
- **For returning programs:** What changes have been made since last year?
- **For programs with online components:** How did the online component impact the face-to-face component?

INSTRUCTORS FOR STUDENT/TEACHER PROGRAMS
- What’s working well?
- What changes would you like to make now or next year to make this a better learning experience for your students?
- What professional development was offered prior to the program and how did it impact your teaching in the program? What would have helped you to be better prepared?

STUDENTS
- What do you like about this program?
- Is there anything you would like to change? Why?
- Would you recommend this program to your friends? Why?
- **For residential programs:** What do you do on evening and weekends in your residential program?

TEACHER TRAINEES
- How is the program meeting your needs?
- What would make this a better program now or in future years?
- **For programs with online components:** What did you learn in the online component? How did the online component impact the face-to-face component?
Please follow these instructions to set up the LinguaFolio Online groups for your STARTALK program. 
NOTE: THIS IS A MANDATORY STEP IN THE PROCESS.

**Step 1: Access your program-specific set-up page**
You will receive an e-mail for your program with a program director login. The login is specific to your program. Follow the link to log in and set up the groups in your STARTALK program. A group is defined as each separate class taught by an instructor. Instructors cannot register until the groups have been created. NOTE: THIS IS A CRITICAL STEP.

**Step 2: Log in to the program director page**
You will use the login from the e-mail to log in to your specific program’s page and create each group.

To get started, enter your username and password and click .

Once logged in, you will be prompted to add the groups for your program.

**Step 3: Create a group for each group in your program**
Once you are logged in, you can add the groups for your program. Select the first option Click here to view your program’s groups.
Fill out the online form for the first group in your program.

This is what instructors and students will see when selecting their group(s).

When the group has been created successfully, it will appear in the list on the right hand side of the screen as an existing group.
Once your first group has been created, you have two options: you can create another group by selecting the **Save Group** button, or you can choose can-do statements for the group by selecting the **Group Can Do** button.

**Step 4: Adding can-do statements for your program groups**
You now have the opportunity to select the can-do statements relevant to each group in your program based on your choices in the curriculum template. These are the can-do statements that will be made visible to your students. To choose the can-do statements, select the mode tab at the top, the target level on the left-hand side, and the specific can-do statements from the table. (NOTE: This can be done now, or at the Instructor level for each group, if you gave instructors permission when creating the group.)
You can also select and create can-do statements unique to each group. Those selected should match the content of your curriculum template.

You can click through each mode using the Next Mode button or select Finish when done.

You can view all of the program groups using the My Program Groups tab.
Please follow these instructions to set up your student account and access your LinguaFolio Online (LFO) group(s).

**Step 1: Go to LinguaFolio Online and sign up for a new account**

Go to [http://startalklfo.uoregon.edu](http://startalklfo.uoregon.edu) and select . The first time you sign up the user name and password fields should be blank. Previous logins will no longer work with the current version of LFO. **NOTE: ALL STUDENTS MUST SET UP A NEW ACCOUNT THIS YEAR.**

During the sign-up process, you will receive a new login and you can then sign-up for your program and group(s). Please follow these instructions to set up your student account and access your LinguaFolio Online group(s).
Step 2. Select your STARTALK group(s)

After setting up your account, you will be asked to select the groups of which you are student. You will select your state, language, and program. The groups for the program you selected will appear in the list. Select the group in which you are enrolled.
Once you have successfully joined a group, you will receive the following message:

Great! You have been added to ‘Beginning Swahili’. Would you like to sign up for any additional programs?

You can then choose to join an additional group by selecting if you are enrolled in more than one STARTALK group, or you can select .

Congratulations! You can now use your LFO account.
Please follow these instructions to set up your instructor account and access your LinguaFolio Online group(s).

**Step 1: Go to Linguafolio Online and sign up for a new account**
Go to [http://startalklfo.uoregon.edu/ezhome/ezSignup?p1=5699](http://startalklfo.uoregon.edu/ezhome/ezSignup?p1=5699). This URL is required to create an instructor account. Please do not share this link with students. Previous logins will no longer work with the current version of LFO. NOTE: ALL INSTRUCTORS MUST SET UP A NEW ACCOUNT THIS YEAR.

Be sure you are signing up as an instructor. This is indicated at the top of the form.
Step 2. Select your STARTALK group(s).

After setting up your account, you will be asked to select the groups for which you are an instructor. You will select your state, language, and program. The groups for the program you selected will appear in the list. Select the groups for which you are the instructor.

Once you have successfully joined a group, you will receive the following message:

You can then choose to join an additional group by selecting if you are teaching more than one group, or you can select.
Congratulations! You can now use your instructor LFO account.
For instructors who have already used the STARTALK LinguaFolio site and already have an existing account, they can join a current STARTALK Group by following the instructions below.

Some STARTALK programs have different sections, for example more than one language or level. Please follow these instructions to add or remove yourself from these different sections, referred to in our system as groups.

Step 1: Go to your Profile to edit your groups

After logging into your account, select your Profile from the top right corner of the homepage. From inside your profile, you should see your current groups listed under the headline, “groups I belong to.”

Use the Edit button situated to the right of this list to go to a new page titled Manage Groups.
List of groups you belong to

Click to unjoin group

Click to join group

Click to create group

Click to see list of students in group and add new ones
Step 2: Add or remove yourself from groups

To join an existing group:

Below the My Groups table is a button labeled ‘Join a STARTALK Group’. When you click on this, a window will pop up asking you to select your state, language, program, and group. Once you have entered this information, click on the ‘Submit’ button. You will automatically be added as a section leader of the group. As a section leader, you will have the ability to select Can-Do Statements for your STARTALK program.

If you are unable to find the group for your STARTALK program, please contact your program director to be sure that he/she has logged in to create the groups.
To remove a group:

Next to each of your current groups is a button, which you can use to remove yourself from unwanted groups. When you select , you will be asked to confirm or cancel your decision to leave the group.

Confirm to leave group. Cancel to stay.
To create a new group:

Below the My Groups table is a button labeled **Create a New Group**. When you click on the button, a window will pop up asking you to choose a new group name and an existing STARTALK program.

You will also be asked to provide your contact information. When you are finished, click **Create Group**. You will automatically be added as a section leader of the group. As a section leader, you will have the ability to select Can-Do Statements for your STARTALK program.
Introduction

Startalk surveys are collected with intention of gathering data for the improvement of the Startalk program. These surveys will be collected anonymously and the information collected is strictly protected. Startalk has made continuous changes to the survey system to reduce the effort required from the parents of the participants to complete a survey. This year there will be only one survey and the parents can directly complete the survey without creating an online account, like in previous years.

Procedure to complete the Survey

Step 1: You will receive the survey URL either through email or through handout given to your child

Step 2: Type in the URL that was provided to your child by the program if received through an handout or just click on the survey link if it is sent to you electronically

   i) A typical Survey URL will look like: http://Startalk.umd.edu/survey/20130110

Step 3: On entering the URL you will be navigating to page 1 of the survey which is shown below. You can navigate to each page on the survey by clicking on the page numbers tabs highlighted.

![Survey URL Example](http://Startalk.umd.edu/survey/20130110)
Step 4: You can also navigate between the pages using the next and previous page button at the bottom of the page. PLEASE DO NOT USE THE BACK BUTTON ON YOUR BROWSER TO NAVIGATE BETWEEN PAGES.

2. What is your child’s cultural or ethnic background? (Select all that apply) (Select all that apply.)
   - American Indian or Alaska Native
   - Asian: Indian
   - Asian: Chinese
   - Asian: other
   - Black or African American
   - Hispanic or Latino
   - Middle Eastern or North African
   - Native Hawaiian or other Pacific Islander
   - White
   - Other: ____________________________________________________________

3. In what country was your child born? ____________________________________

4. What is your child’s gender?
   - Female
   - Male

5. In which state does your child live? ______________________________________

6. What grade will your child start in the fall of 2023?
   - Kindergarten
   - 1st grade
   - 2nd grade
   - 3rd grade
   - 4th grade
   - 5th grade
   - 6th grade
   - Other: ____________________________________________________________

Step 5: Answer all the questions in each survey page, you can confirm answering all the questions by navigating to each page of the survey as shown in step 4.

Step 6: Click on the Submit button at the bottom of the third page, once you have completed taking the survey. You will see the below message displayed on a pop-up on your web browser.

Are these your final answers?
Once you submit your answers, you will not be able to change them.

Click ‘OK’ to submit your answers. Click ‘Cancel’ to return to the survey form.
Step 7: On clicking on OK, you will receive a confirmation message on your web browser which you could print for your future reference.

Step 8: If you have more than one child participating in the Startalk Program and if the child is K-5 grade level or below K-5 grade level student, go back to Step 1

A list of frequently asked questions has been compiled below for the benefit of the startalk program participants.

**Frequently Asked Questions:**

1) Should I take the survey?
2) I am a parent of a K-5 Startalk Student. When should I be giving the survey for my child?
3) How many surveys are required and when will they be made available?
4) Do I need an online Startalk account for taking a survey?
5) I have a startalk account from my previous year; can I access the startalk survey through this account?
6) Which Operating System should I be using?
7) Which Internet browsers are compatible for the system?
8) Should I click on the back button on the browser to navigate between the multiple pages on the survey?
9) How do I know that my survey is registered with Startalk?
10) What should I do if I am not satisfied with any of the survey options?
11) What should I do if I am unable to complete my survey due to technical problems?

**Questions and Answers:**

1. Should I take the survey?
You will need to take the survey if you are a parent of a student who is in Elementary School.

2. When should I be giving the survey for my child?

The survey will be accessible to you before the program begins. A handout will be given to your child to be given to you. This handout will contain the URL for the survey. You might also receive the URL through email from the program your child is participating, if you had previously shared your email id with the program. Please ensure that you type the URL exactly as it is given in the document.

3. How many surveys are required?

You will be required to take only one survey for your child. If you have more than one child under K-5 grade level or in K-5 grade level taking the startalk program then please take a separate survey for your other child. Please note that you can use the same survey link to take the survey.

4. Do I need an online Startalk account for taking a survey?

No you do not need an account for taking a survey.

5. I have a startalk account from my previous year; can I access the startalk survey through this account?

No you will not be able to access the new survey through your old startalk account. The new survey is completely open and does not require an online account to access it. You will have to type in the URL that would be provided to you and you will be able to access the survey.

6. Which Operating System should I be using?

The online Program Information System can be accessed via any operating system (e.g., Windows XP, Windows 7, OS X, etc.)

7. Which Internet browsers are compatible for the system?

The following web browsers are compatible with the Program Information System:

<table>
<thead>
<tr>
<th>PC Browsers</th>
<th>Mac Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mozilla Firefox 19.1 (preferred);</td>
<td>Safari 5 &amp; above</td>
</tr>
<tr>
<td>Internet Explorer 9; Google Chrome</td>
<td></td>
</tr>
</tbody>
</table>
8. Should I click on the back button on the browser to navigate between the multiple pages on the survey?

Please **DO NOT** click on the back button on the browser to navigate between the different pages in the survey. Please follow the method given above in the procedure above for navigation. However, if you have already clicked on the back button on your browser you will receive the following message (Please note that the message is browser specific).

For Internet Explorer 9 we will get the following message:

![Internet Explorer Message](image1)

For Google Chrome you will be getting the following message:

![Google Chrome Message](image2)

Please always click on the “Stay on this Page” button and complete your survey. If you click on the “Leave this Page” option you will lose all the data that you entered.
9. How do I know that my survey is registered with Startalk?

You will receive a confirmation message on your browser once you complete the survey which you can print for your future reference. Apart from the confirmation message on survey completion you will not receive any notification regarding the survey.

10. What should I do if I am not satisfied with any of the survey options?
If you are not satisfied with the survey options please provide your feedback by emailing to startalk-support@nflc.umd.edu. Please provide the question number along with your opinion. However, please note that this feedback will be used for the future surveys. The current surveys will be administered in their present state.

11. What should I do if I am unable to complete my survey due to technical problems?
Please contact the technical support team at Startalk with your issues. You can contact them through email: support-startalk@nflc.umd.edu or through phone on 301-405-9832 /301-405-7112
2015 Survey User Manual For
Student Participants (6-12 and Undergraduates) And
Teacher Participants of STARTALK Program

INTRODUCTION

STARTALK surveys are collected with the intention of gathering data for the improvement of the STARTALK program. These surveys will be collected anonymously and the information collected is strictly protected. STARTALK has made continuous changes to the survey system to reduce the effort required from the parents of the participants to complete a survey. This year there will be only one survey and parents can directly complete the survey without creating an online account, like in previous years.

Procedure to complete the Survey

Step 1. Your STARTALK program director will give you a survey URL (link) during the last days of your program. This URL may be provided electronically or on paper.

Step 2. Copy and paste, type, or click the URL

i) A typical Survey URL will look like:

http://Startalk.umd.edu/survey/20130110

Step 3. This link will take you to page 1 of the survey, which is shown below. You can navigate to each page on the survey by clicking on the page number tabs highlighted. Also please verify that you are participating in the correct survey by looking at the survey heading highlighted in the black box.
Step 4. You can also navigate between the pages using the next and previous page button at the bottom of the page. PLEASE DO NOT USE THE BACK BUTTON ON YOUR BROWSER TO NAVIGATE BETWEEN PAGES.

Step 5. Answer all the questions on each survey page, you can confirm your answers to all the questions by navigating to and reviewing each page of the survey as shown in step 4.

Step 6. Click on the Submit button at the bottom of the sixth page, once you have completed taking the survey.
Step 7. After clicking submit you will see the below message displayed in a pop-up window on your web browser.

![Pop-up message](image)

Step 8. Click After clicking on OK, you will receive a confirmation message on your web browser. Print this confirmation page by clicking “Print Confirmation Page” for your future reference.
A list of frequently asked questions has been compiled below for the benefit of the STARTALK program participants.

**Frequently Asked Questions:**

1) Should I take the survey?
2) I am a middle school, high school student/Teacher trainee; I would like to know when I will be taking the survey?
3) As an instructor should I also take the survey?
4) How many surveys are required and when will they be made available?
5) Do I need an online STARTALK account for taking a survey?
6) I have a STARTALK account from a previous year; can I access the STARTALK survey through this account?
7) Which Operating System should I be using?
8) Which Internet browsers are compatible for the system?
9) Should I click on the back button on the browser to navigate between the multiple pages on the survey?
10) How do I know that my survey is registered with STARTALK?
11) What should I do if I have questions or concerns regarding the survey?
12) What should I do if I am unable to complete my survey due to technical problems?

**Questions and Answers:**

1. Should I take the survey?
This survey is for all teacher trainees and student participants grades 6-12 and undergraduates who are participating in STARTALK programs.

You are strongly encouraged to take the survey. Although you are not required to take the survey, the data you provide will help improve the STARTALK program and give STARTALK program organizers and funders a better idea about the demographics and experience of participants.

2. I am a middle school, high school student/Teacher trainee; I would like to know when I will be taking the survey?

The survey will be made available to you in class during the last three days of your program. Your instructor or your program director will be giving you the URL to the survey.

3. As an instructor should I also take the survey?

If you are an instructor or member of the staff for a STARTALK Program you should not take the surveys. These surveys are intended to collect information from the program participants who received training in the program.

4. How many surveys are required and when will they be made available?

Each participant will be required to take only one survey for each program the participant attends. The surveys will be available 3 days before the close of the program.

5. Do I need an online STARTALK account for taking a survey?

No you do not need an account for taking a survey.

6. I have a STARTALK account from my previous year; can I access the STARTALK survey through this account?

No, you will not be able to access the new survey through your old STARTALK account. The new survey is completely open and does not require an online account to access it. You will have to enter the URL provided by your program administrator and you will be able to access the survey.

7. Which Operating System should I be using?

The survey can be accessed via any operating system (e.g., Windows XP, Windows 7, OS X, etc.)

8. Which Internet browsers are compatible for the system?

The following web browsers are compatible with the survey:

<table>
<thead>
<tr>
<th>PC Browsers</th>
<th>Mac Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mozilla Firefox 19.1 (preferred);</td>
<td>Safari 5 &amp; above</td>
</tr>
</tbody>
</table>
9. Should I click on the back button on the browser to navigate between the multiple pages on the survey?

Please **DO NOT** click on the back button on the browser to navigate between the different pages in the survey. Please follow the method given above in the procedure above for navigation. However, if you have already clicked on the back button on your browser you will receive the following message (Please note that the message is browser specific).

For Internet Explorer 9 we will get the following message:

![Internet Explorer message](image)

For Google Chrome you will be getting the following message:

![Chrome message](image)

Please always click on the “Stay on this Page” button and complete your survey. If you click on the “Leave this Page” option you will lose all the data that you entered.
10. How do I know that my survey is registered with STARTALK?

You will receive a confirmation message on your browser once you complete the survey, which you can print for your future reference. Apart from the confirmation message on survey completion, you will not receive any notification regarding the survey.

11. What should I do if I have questions or concerns regarding the survey?
Please provide your feedback by emailing startalk-support@nflc.umd.edu. Please provide the question number along with your opinion. However, please note that this feedback will be used for the future surveys. The current surveys will be administered in their present state.

12. What should I do if I am unable to complete my survey due to technical problems?
Please contact the technical support team at STARTALK with your issues. You can contact them through email: support-startalk@nflc.umd.edu or through phone on 301-405-9832 /301-405-7112
2015 SURVEY USER GUIDE FOR PROGRAM DIRECTORS

INTRODUCTION

Every year at the end of summer, STARTALK collects survey responses from program participants to learn more about their learning experience, improve the program, and to report to the funding government agency. These surveys are extremely important to STARTALK and are conducted by program directors as part of their grant with the government. To assist the program directors in conducting the survey, we have created a survey guide for the program directors.

These step-by-step instructions are specifically written for program directors of 2013 summer programs for the purpose of assisting them in setting up and managing survey groups for their respective programs. All surveys are accessible through the Online Program Information System. It is important to note that several changes have been made to the survey procedures this year in order to improve the survey experience for all program participants, so these guidelines are relevant to all program directors—veterans and novices alike.

Programs are assigned a default survey group; if a program has multiple sites, the program director will have to create one survey group for each of site. There will be a URL (link) under each survey group created. These links cannot be changed. These links are to distribute to the participants or the parents of K-5 student participants. The program directors can send them electronically or edit the handout draft provided by STARTALK to include the URLs and print and distribute them.

How to edit survey groups

Please follow the below steps to log into your survey groups.

Step 1. Click on http://startalk.umd.edu/programs and login using your program director credentials (Username and Password)

Step 2. Once you log in, the User Profile page will load (please see below). Click on Program Information system
Step 3. On the Programs Home page, you will find a list of your program(s). Click on “Edit Survey Group”, which is located under the Actions column on the right as shown below.
Step 4. Depending on whether the survey that is being conducted is for a Teacher Program or Student Program you will observe the following details for a survey group. (The link for the survey group is highlighted)

**STUDENT PROGRAM:**

**STARTALK 2013 Program Survey Groups: M-2013.193.1**

Please note: You may not combine K-5 with any other grade levels.
If your program serves students in grade levels 6 and above in addition to K-5, you must create a separate survey group for these students.

<table>
<thead>
<tr>
<th>ID</th>
<th>State</th>
<th>Start Date</th>
<th>End Date</th>
<th>Name</th>
<th>Grade Levels(s)</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>20130107</td>
<td>MO</td>
<td>2013-07-01</td>
<td>2013-07-26</td>
<td>Startalk Survey for Student Program</td>
<td>early elementary (K-2)</td>
<td>1 completed survey</td>
</tr>
</tbody>
</table>

Parent of student participants survey instructions

**TEACHER PROGRAM:**

**STARTALK 2013 Program Survey Groups: M-2013.195.1**

<table>
<thead>
<tr>
<th>ID</th>
<th>State</th>
<th>Start Date</th>
<th>End Date</th>
<th>Name</th>
<th>Grade Levels(s)</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>20130130</td>
<td></td>
<td>2013-07-01</td>
<td>2013-07-26</td>
<td>ACTFL Discover Chinese Professional Development Program (Chinese)</td>
<td>middle (6-8)</td>
<td>Remove</td>
</tr>
</tbody>
</table>

Teacher participates survey instructions

Step 5. In the survey groups page that is loaded, there will be a single default survey group listed. Select the grade level range for the survey group (student programs) and give a name to the survey group. Enter the end date for your survey group. You may need to create
multiple survey groups depending on the age groups of the students taking the class. The below rubric will guide you in creating the survey groups.

<table>
<thead>
<tr>
<th>Age group of students for a single program site</th>
<th>Survey groups Required</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 only</td>
<td>1</td>
<td>Parents will take a parental survey</td>
</tr>
<tr>
<td>6\textsuperscript{th} grade and above only</td>
<td>1</td>
<td>Students will take their own surveys</td>
</tr>
<tr>
<td>K-5, 6\textsuperscript{th} and above (both groups of students)</td>
<td>2</td>
<td>If you are a program director for a Student Program where there are participants from K-5 grade level students and above 6\textsuperscript{th} grade and above students, please take care to create two survey groups. Please be aware that the survey for the K-5 grade level students will be taken by the parents of the students and the surveys for above 6\textsuperscript{th} grade and above students are taken by the students themselves. Since a document containing the survey URL will be distributed among the students/parents electronically or through handouts, please take absolute care to distribute the correct URLs to the students.</td>
</tr>
<tr>
<td>Teacher Trainees</td>
<td>1</td>
<td>Teacher trainees will take their own surveys</td>
</tr>
</tbody>
</table>

Step 6. Please note that surveys are entirely different for the three groups of participants. There will be

i) 3 Page survey for the parents of K-5 grade student participants

ii) 6 Page survey for middle and high school students and undergrad students

iii) 5 Page survey for teacher trainees

Click on the survey link to access the survey and then using the above information you can easily verify whether the survey is for a parent of a STARTALK student (K-5 grades), a STARTALK participant 6th grade to undergraduate, and teacher trainee.

TYPICAL SURVEY PAGES:

i) Surveys for the parents of STARTALK students (K-5 grade level). – Student Programs
ii) Surveys for STARTALK student participants (6th grade up to undergraduate level) - Student Programs

iii) Surveys for Teacher Trainees – Teacher Programs
Step 7. Click on ‘check for errors’ to review any discrepancies detected within your survey group entries. If there are no errors, a green “√” mark should appear, on the other hand, if there is an error, a red “X” mark will appear (as shown below). The form field(s) that contains an error will be highlighted in red. Make sure to address any necessary errors and again click on check for errors to make sure the detected issue(s) has/have been resolved. Once there are no errors reported, Click on the “Save” button.

i) Typical Error Message appears on screen on selecting both K-5 grade level and above K-5 grade level students.

ii) On correcting the error you will observe the below page with the green “√” mark towards the end.
After clicking on the “Save” button, please click on the “F5” button on your computer to refresh the webpage.

Click on “Programs Home” link at the bottom to navigate back to the program listing page.

Frequently asked questions are listed below.

**Frequently asked questions:**

1. Which Operating System should I be using?
2. Which Internet browsers are compatible for the system?
3. How do I verify that I have created the correct survey group?
4. Can I make edits to the survey groups after distributing the surveys to the students?
5. What if I have a technical issue with the survey system?
6. I have students from all age groups, elementary and middle level, how do I conduct the surveys?
7. What are the considerations for collecting consent forms from students?
8. Where can I get the consent forms?

**Question and Answers:**

1. Which Operating System should I use?
The online Program Information System can be accessed via any operating system (e.g., Windows XP, Windows 7, OS X, etc.)

2. Which Internet browsers are compatible for the system?
The following web browsers are compatible with the Program Information System:

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</tr>
<tr>
<td>Internet Explorer 9;</td>
<td></td>
</tr>
<tr>
<td>Google Chrome</td>
<td></td>
</tr>
</tbody>
</table>

3. How do I verify that I have created the correct survey group?
If you would like to verify whether you have created the correct survey group then please navigate to the Survey Group page by following the steps mentioned in question 3. Once you are in the Survey Group Page, there will be a link below each survey group. This is the survey link used by the participants or parents of elementary school students to take the survey. Click on the survey links to access the surveys. The correctness of the surveys can be verified by the making the below simple observations.
1) If the program is a teacher program, the survey should contain 5 pages of questions.
2) If the program is a student program and the survey is to be taken by the parents of Elementary school students then the survey should contain 3 pages of questions.
3) If the program is a student program and the survey is to be taken by middle and high school students then the survey should contain 6 pages of questions.

4. Can I make edits to the survey groups after distributing the surveys to the students?
It is highly recommended that you do not make any changes to the survey groups after sharing the survey links with the participants. Please contact the STARTALK support team if you need to make any changes or if you need any clarifications. You can reach them at Startalk-support@nflc.umd.edu or directly by phone at 301-405-9832/301-405-7112

5. What if I have a technical issue with the survey system?
Please contact the technical support team at STARTALK. You can reach them at Startalk-Support@nflc.umd.edu or directly by phone at 301-405-9832/301-405-7112

6. I have students from all age groups, elementary and middle level, how do I conduct the surveys?
If your program has participants from K-5 grade level students and above 6th grade through undergraduate level students, please take care to create two survey groups.
Please be aware that the survey for the K-5 grade level students will be taken by the parents of the students and the surveys for 6th grade through undergraduate students are taken by the students themselves.

7. What are the considerations for collecting consent forms and conducting surveys from students?
   The chart below shows what types of program need to distribute and collect consent forms and also suggests a timeline for conducting the surveys.

### STARTALK Data Collection Overview

<table>
<thead>
<tr>
<th>Consent Forms</th>
<th>Students: Grades K–5</th>
<th>Students: Grades 6–16</th>
<th>Teacher Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consent forms (hard copy) to be filled out by parents, collected by program and mailed to STARTALK Central</td>
<td>Consent forms (hard copy) to be filled out by parents, collected by program and mailed to STARTALK Central</td>
<td>Consent forms (hard copy) to be filled out by participants, collected by program and mailed to STARTALK Central</td>
</tr>
<tr>
<td>Before the program begins</td>
<td>Online pre-program survey completed by parents</td>
<td>No Action Necessary</td>
<td>No Action Necessary</td>
</tr>
<tr>
<td>At the end of the program</td>
<td>No Action Necessary</td>
<td>Online post-program survey completed by students</td>
<td>Online post-program survey completed by teacher trainees</td>
</tr>
</tbody>
</table>

8. Where can I get the consent forms?
   Click on the link: [https://startalk.umd.edu/2013/forms/](https://startalk.umd.edu/2013/forms/) to access the consent forms and related materials.
Appendix: Glossary of Frequently Used Terms

5Cs
The five goal areas of the World-Readiness Standards for Learning Languages (the 5Cs) are: Communication, Cultures, Connections, Comparisons, and Communities.

ACTFL
American Council on the Teaching of Foreign Languages: This is the national organization for professionals involved with teaching languages other than English.

Assessment: Summative
Assessments administered at the conclusion of a unit of instruction to comprehensively assess student learning and the effectiveness of instruction. The goal of summative assessment is to show whether students have acquired the knowledge and skills identified in the learning targets for that unit of learning.

Assessment: Formative
Formative assessments are on-going tasks, activities, assessments, and observations that measure student progress towards learning targets. Formative assessments are conducted throughout the entire instructional process, and the results of these assessments help teachers continuously adapt instruction to meet learners’ needs.

Authentic materials:
Digital and print books, tapes, videos, games, magazines, and other materials produced by native speakers for use by native speakers of the language.

Backward Design
Backward design is a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum involves three stages:

- Identify desired results
- Determine acceptable evidence of learning
- Design learning experiences and choose resources to ensure that learners reach desired results

Can-Do Statements
Can-Do statements are taken directly from the NCSSFL-ACTFL Global Benchmarks and Can Do Statements. These statements state what learners should be able to do at different levels of proficiency.

Program Can-Dos
They are Can-Dos that have been modified to fit the specific theme and content of a program.

Content
Learners use language to acquire information and skills form other disciplines. Learners are not using the language to only learn about the language. (“Integrating culture, content, and language in a world language classroom” is one of the STARTALK-endorsed Principles for Effective Teaching and Learning.)

Culture
This is the set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group. (“Integrating culture, content, and language in a world language classroom” is one of the STARTALK-endorsed Principles for Effective Teaching and Learning.)

**Perspectives:** The meanings, attitudes, values, and ideas held by a particular culture.

**Products:** The tangible artifacts of a particular culture that reflect a culture’s perspective.

**Practices:** The intangible behaviors of a culture that reflect a culture’s perspective.

**Language**

Students use language to engage in meaningful conversation (interpersonal), to understand and interpret spoken language and written text (interpretive), and to present information, concepts, and ideas (presentational). (“Integrating culture, content, and language in a world language classroom” is one of the STARTALK-endorsed Principles for Effective Teaching and Learning.)

**Learning Target**

Learning targets identify what teachers expect students to know and be able to do. The idea behind learning targets is that if teachers have clear statements of intended learning, they can create the necessary learning experiences for students to achieve the targets.

**Modes of Communication**

- **Interpersonal:** Language users listen, speak, sign, read, write, and view as they negotiate meaning with others.
- **Interpretive:** Language users individually listen, read, and view using knowledge of cultural products, practices, and perspectives without interaction with others.
- **Presentational:** Language users present oral and written messages in situations in which no direct opportunity for the active negotiation of meaning exists.

**Negotiation of Meaning**

Negotiation of meaning is a process that speakers go through to reach a clear understanding of the message that is being delivered. Some strategies used in negotiation of meaning included asking for clarification, rephrasing, and confirming what you think you have understood.

**Proficiency**

It is the ability to read, write, speak, and understand an acquired language--the ability to use language for real-world purposes in culturally appropriate ways.

**Proficiency Levels According to ACTFL Proficiency Guidelines**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, (listening, speaking, reading, and writing) these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.


**STELLA (See TELL)**
The STARTALK Teacher Effectiveness for Language Learning Alignment (STELLA) is organized by domain and criteria and identifies resources and tasks that may prove helpful when selecting tasks for teacher development in both teacher and student programs. See (TELL).

**Survey Group:** The term used in the online program information system (OPIS) to indicate a group of people who will complete a STARTALK survey. OPIS users have one default survey group that is automatically created. Users may create multiple survey groups online to separate different groups of people who will take surveys (For example by classroom, proficiency level, date, etc.).

**TELL**
The Teacher Effectiveness for Language Learning project defines what effective language teachers do to facilitate their own growth in supporting the language learning of their students. [www.tellproject.com](http://www.tellproject.com)

**TELL Domains**

**Team Leader:** Each program has an assigned team leader who is either a team leader, curriculum specialist or both and is trained in STARTALK policies and practices. This team leader assists the program in curriculum development, leads the site visit to that program, and provides general technical support before, during, and after summer program operation.

**Template:** similar to a form, a template is a pre-formatted but empty document to be filled out.

**Thematic Unit:** Thematic units consist of a series of learning experiences that are focused on a particular theme topic, idea, author, or genre. Each unit consists of specific learning outcomes for students. Each thematic unit has a beginning, designed to focus interest, and an ending, designed to show what students have accomplished. Thematic instruction often integrates basic disciplines like reading, math, and science with the exploration of a broad subject. The chosen theme can reflect curriculum topics, student interests, experiences, issues, or problems.
NCSSFL-ACTFL

Can-Do Statements

Progress Indicators for Language Learners
NCSSFL-ACTFL
Can-Do Statements

Preface

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the National Standards for 21st Century Language Learning and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency.

The NCSSFL-ACTFL Can-Do Statements are a revision of the NCSSFL 2009 LinguaFolio® Self-Assessment Checklist and may be used by learners as a stand-alone self-assessment or as part of the LinguaFolio® compendium.

For Learners: How can you use the Can-Do Statements?

Use the checklists to record what you think you can do. You may realize that your progression may not be the same for each mode: Interpersonal, Interpretive, or Presentational. This is to be completely expected. For example, you may progress more quickly in Interpretive Reading than in Interpersonal Communication. You will begin to determine your progress on the proficiency ladder by assessing each mode separately. Include evidence electronically or in a hard copy to support your self-assessment selections. Uploaded audio, video, or text files, linked to specific Can-Do Statements, can provide evidence of what you can do. You can validate your self-assessment estimates by comparing them to ratings on official tests you may have taken, such as AAPPL, Advanced Placement, ACTFL OPI, etc.

The header statement at the beginning of each proficiency level is a Global Can-Do Benchmark or general description of the proficiency level from the self-assessment grid. The bold statements are the main indicators for that mode and that level, followed by specific examples (I can…). Check off a specific can-do statement when you are able to demonstrate that you can perform that specific task. It is not necessary to demonstrate every task in order to check off the main Can-Do Statement as some examples may refer to individual goals that are not your own. You may set your own goals in the blank space following “I can…” You are encouraged to look ahead to tasks at the next higher level to identify the goals you want to set for yourself.
The current Can-Do Statements are strategically aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners to reflect the continuum of language learning from the Novice through the Distinguished levels and to provide a common marker for reporting performance in each mode of communication. This allows learners to chart their progress and learning facilitators to document learner growth on nationally and internationally recognized scales.

These Can-Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency. It is important to note that many of the terms used in the Can-Do Statements are consistent with the way in which these terms are defined in the Guidelines and are intended to reflect the common terminology that defines key characteristics of the ranges of performance found in ACTFL documents related to language learning and teaching. For example, in Interpersonal Communication at the Advanced-Low level, the ability to describe people, places, and things means that the learner can provide a verbal representation of that person, place, or thing, in an organized way and with some detail. Likewise, at the Superior level, the ability to support an opinion means that the learner can discuss complex issues at length by structuring arguments and developing hypotheses.

**Can-Do Statements and the Common Core State Standards for English Language Arts**

The NCSSFL-ACTFL Can-Do Statements mirror much of what is addressed in the Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy. Learning another language, just like learning one's native language, involves learning to read, write, speak, listen, comprehend, communicate, and use the conventions of language. The Common Core Anchor Standards for ELA and Literacy define the skills learners should demonstrate to be college and career ready. Similar college and career readiness performance is described in the Can-Do Statements at the Advanced and Superior levels. Whereas the CCSS for ELA and Literacy are scaffolded by grade level, the NCSSFL-ACTFL Can-Do Statements are organized by proficiency level. This is done to accommodate the multiple entry points at which one can begin learning a language in or outside of school and to reflect the fact that different languages require varied amounts of time to reach the same level. Both the CCSS for

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**For Learning Facilitators: How can you use the Can-Do Statements?**

Use the Global Can-Do Benchmarks and main indicators to set long-term learning goals. Ask yourself what you expect your learners to be able to do with language after one semester, after one year, or after several years, and re-evaluate your goals when informed by assessment. Choose more specific can-do statements or customize new ones to establish learning targets for thematic units and lessons. These targets can help drive your instruction to be more performance-oriented and provide more opportunities for your learners to produce language.

Use the checklists to model goal setting for your learners. Share with your students the Can-Do Statements you are targeting for each day’s lesson and show them how those targets relate to the unit goals. Encourage learners to set their own goals and provide the guidance and class time for self-assessment and reflection. When developing performance assessments, use wording from the Can-Do Statements in the rubrics, so that your learners know exactly what you expect of them. For example, for Novice-level Interpersonal tasks, the rubric might include “asks and responds to simple questions.” For Intermediate-level Presentational tasks, the rubric might include “uses connected sentences.”

Finally, help learners to understand how what they write or say actually demonstrates that they have or have not met the goal of the Can-Do Statements. In this way you can help them become more independent learners, able to set their own goals and provide evidence. Learning that is guided by Can-Do Statements enables one to become an autonomous and life-long learner.
ELA and Literacy and the NCSSFL-ACTFL Can-Do Statements are based on an integrated approach to literacy across content areas, with a focus on performance and an understanding of multiple perspectives and cultures.

Development and Publication of the NCSSFL-ACTFL Can-Do Statements
The NCSSFL-ACTFL Can-Do Statements are the result of a collaborative effort between NCSSFL and ACTFL. The collaboration of these two national organizations strengthens the goal of articulating a unified message for the language teaching and learning communities. The Can-Do Statements seamlessly link classroom activities with benchmarked objectives, state and national standards, and with broad proficiency outcomes for life-long learning. The NCSSFL-ACTFL Can-Do Statements are published in the public domain and may be reproduced and disseminated in printed and electronic media for educational, not-for-profit purposes only. The sale of this product is prohibited.

Acknowledgements
NCSSFL and ACTFL wish to acknowledge the generous contributions of the following individuals:
- Project Directors: Jacqueline Bott VanHouten (NCSSFL) and Elvira Swender (ACTFL)
- Contributing authors and editors: Adriana Melnyk Brandt, Ruta Couet, Helga Fasciano, Anne Marie Gunter, Cynthia Martin, Ali Moeller, Debbie Robinson, and Maureen Weissenrieder
- Initial collaborators: Maria Antonia Cowles, Gregory Fulkerson, Robert Vicars, and Shuhan Wang
- Project coordinator: Natalie Boivin

6 Common Core Standards for English Language Arts and Literacy: http://www.corestandards.org/ELA-Literacy
7 This discrepancy between the expectations for ELA first and second literacy development is not unexpected, given the limited time on task that most world language learners experience, compared to the amount of time and opportunities for language use in English, the learner’s language of daily and academic life.
<table>
<thead>
<tr>
<th>Communication</th>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</td>
<td>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</td>
<td>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</td>
</tr>
<tr>
<td>Speaking</td>
<td>I can present information about myself and some other very familiar topics using single words or memorized phrases.</td>
<td>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</td>
<td>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</td>
<td>I can present information on most familiar topics using a series of simple sentences.</td>
<td>I can make presentations on a wide variety of familiar topics using connected sentences.</td>
</tr>
<tr>
<td>Presentational</td>
<td>I can copy some familiar words, characters, or phrases.</td>
<td>I can write lists and memorized phrases on familiar topics related to everyday life.</td>
<td>I can write short messages and notes on familiar topics related to everyday life.</td>
<td>I can write briefly about most familiar topics and present information using a series of simple sentences.</td>
<td>I can write on a wide variety of familiar topics using connected sentences.</td>
</tr>
<tr>
<td>Writing</td>
<td>I can recognize a few memorized words and phrases when I hear them spoken.</td>
<td>I can recognize some familiar words and phrases when I hear them spoken.</td>
<td>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</td>
<td>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</td>
<td>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</td>
</tr>
<tr>
<td>Interpretive</td>
<td>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</td>
<td>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</td>
<td>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</td>
<td>I can understand the main idea of short and simple texts when the topic is familiar.</td>
<td>I can understand the main idea of texts related to everyday life and personal interests or studies.</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate High</td>
<td>Advanced Low</td>
<td>Advanced Mid</td>
<td>Advanced High</td>
<td>Superior</td>
<td>Distinguished</td>
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<td>---------------</td>
</tr>
<tr>
<td>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</td>
<td>I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.</td>
<td>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.</td>
<td>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</td>
<td>I can communicate with ease, accuracy, and fluency. I can participate fully and effectively in discussions on a variety of topics in formal and informal settings. I can discuss at length complex issues by structuring arguments and developing hypotheses.</td>
<td>I can communicate reflectively on a wide range of global issues and highly abstract concepts in a culturally sophisticated manner.</td>
</tr>
<tr>
<td>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</td>
<td>I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.</td>
<td>I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frames.</td>
<td>I can deliver detailed presentations, usually with accuracy, clarity and precision on a variety of topics and issues related to community interests and some special fields of expertise.</td>
<td>I can deliver sophisticated presentations on a wide range of global issues and highly abstract concepts in a culturally appropriate manner, tailored to a variety of audiences.</td>
<td></td>
</tr>
<tr>
<td>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</td>
<td>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</td>
<td>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.</td>
<td>I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</td>
<td>I can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structure, lexicon, and writing protocols.</td>
<td></td>
</tr>
<tr>
<td>I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</td>
<td>I can understand the main idea of texts and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</td>
<td>I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</td>
<td>I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.</td>
<td>I can follow a wide range of academic and professional discourse on abstract and specialized topics. I can understand all standard dialects. I can sometimes infer complex meaning that requires deep understanding of the culture.</td>
<td></td>
</tr>
<tr>
<td>I can understand texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</td>
<td>I can understand the main idea of texts and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</td>
<td>I can understand the main idea of texts and some supporting details on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</td>
<td>I can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. I can sometimes infer complex meaning that requires analysis and deep understanding of the culture.</td>
<td>I can understand highly abstract and specialized speech tailored to different audiences. I can understand sophisticated language, humor, and persuasive arguments embedded with cultural references and allusions.</td>
<td></td>
</tr>
<tr>
<td>NCSSFL-ACTFL Can-Do Statements</td>
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</tr>
</tbody>
</table>

*Level descriptions are provided for Intermediate High, Advanced Low, Advanced Mid, Advanced High, Superior, and Distinguished.*
I can greet my peers.

☐ I can say hello and goodbye.
☐ I can _________________________________________

I can introduce myself to someone.

☐ I can tell someone my name.
☐ I can _________________________________________

I can answer a few simple questions.

☐ I can respond to yes/no questions.
☐ I can answer an either/or question.
☐ I can respond to who, what, when, where questions.
☐ I can _________________________________________

I can greet and leave people in a polite way.

☐ I can say hello and goodbye to someone my age or younger.
☐ I can say hello and goodbye to my teacher, professor, or supervisor.
☐ I can say hello and goodbye to an adult.
☐ I can say hello and goodbye to a person I do not know.
☐ I can _________________________________________

I can make some simple statements in a conversation.

☐ I can tell someone what I am doing.
☐ I can say where I went.
☐ I can say whom I am going to see.
☐ I can express a positive reaction, such as “Great!”
☐ I can _________________________________________

I can ask some simple questions.

☐ I can ask who, what, when, where questions.
☐ I can ask questions about something that I am learning.
☐ I can _________________________________________

I can communicate basic information about myself and people I know.

☐ I can say my name and ask someone’s name.
☐ I can say or write something about the members of my family and ask about someone’s family.
☐ I can say or write something about friends and classmates or co-workers.
☐ I can _________________________________________

I can communicate some basic information about my everyday life.

☐ I can give times, dates, and weather information.
☐ I can talk about what I eat, learn, and do.
☐ I can talk about places I know.
☐ I can ask and understand how much something costs.
☐ I can tell someone the time and location of a community event.
☐ I can _________________________________________

I can introduce myself and others.

☐ I can introduce myself and provide basic personal information.
☐ I can introduce someone else.
☐ I can respond to an introduction.
☐ I can _________________________________________

I can answer a variety of simple questions.

☐ I can answer questions about what I like and dislike.
☐ I can answer questions about what I am doing and what I did.
☐ I can answer questions about where I’m going or where I went.
☐ I can answer questions about something I have learned.
☐ I can _________________________________________

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

I can answer some simple questions.

☐ I can ask who, what, when, where questions.
☐ I can ask questions about something that I am learning.
☐ I can _________________________________________

I can make some simple statements in a conversation.

☐ I can tell someone what I am doing.
☐ I can say where I went.
☐ I can say whom I am going to see.
☐ I can express a positive reaction, such as “Great!”
☐ I can _________________________________________

I can greet my peers.

☐ I can say hello and goodbye.
☐ I can _________________________________________
Interpersonal Communication

NOVICE HIGH
I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.
- I can ask and say a home address and e-mail address.
- I can ask and say someone’s nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can exchange information using texts, graphs, or pictures.
- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.

I can ask for and give simple directions.
- I can ask for directions to a place.
- I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- I can tell someone where something is located, such as next to, across from, or in the middle of.

I can make plans with others.
- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.

I can interact with others in everyday situations.
- I can order a meal.
- I can make a purchase.
- I can buy a ticket.

INTERMEDIATE LOW
I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.
- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can have a simple conversation on a number of everyday topics.

I can ask and answer questions on factual information that is familiar to me.
- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.

I can use the language to meet my basic needs in familiar situations.
- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
**INTERMEDIATE MID**

I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

I can start, maintain, and end a conversation on a variety of familiar topics.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can interview someone for a project or a publication.
- I can ________________________________________

I can talk about my daily activities and personal preferences.

- I can talk about my daily routine.
- I can talk about my interests and hobbies.
- I can give reasons for my preferences.
- I can give some information about activities I did.
- I can give some information about something I plan to do.
- I can talk about my favorite music, movies, and sports.
- I can ________________________________________

INTERMEDIATE HIGH

I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

I can exchange information related to areas of mutual interest.

- I can ask for and provide information about specific events.
- I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports.
- I can ask for and provide descriptions of places I know and also places I would like to visit.
- I can talk about my family history.
- I can talk about jobs and career plans.
- I can ________________________________________

I can use my language to do a task that requires multiple steps.

- I can give the basic rules of a game or sport and answer questions about them.
- I can ask for, follow, and give instructions for preparing food.
- I can ask for and follow directions to get from one place to another.
- I can tell someone how to access information online.
- I can explain basic rules, policies, or laws that affect us and answer questions about them.
- I can ________________________________________

I can use my language to handle a situation that may have a complication.

- I can arrange for a make-up exam or reschedule an appointment.
- I can return an item I have purchased to a store.
- I can plan an outing with a group of friends.
- I can ________________________________________
Interpersonal Communication

**ADVANCED LOW**
I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

- I can participate in conversations on a wide variety of topics that go beyond my everyday life.
- I can compare and contrast life in different locations and in different times.
- I can communicate effectively on a wide variety of present, past, and future events.
- I can resolve an unexpected complication that arises in a familiar situation.

**ADVANCED MID**
I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.

- I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.
- I can conduct or participate in interviews.
- I can handle a complication or unexpected turn of events.
- I can exchange general information on topics outside my fields of interest.

**ADVANCED HIGH**
I can express myself fully on a wide variety of present, past, and future events. I can resolve an unexpected complication that arises in a familiar situation. I can conduct or participate in interviews. I can handle a complication or unexpected turn of events. I can exchange general information on topics outside my fields of interest.

- I can communicate effectively on a wide variety of present, past, and future events.
- I can resolve an unexpected complication that arises in a familiar situation.
- I can conduct or participate in interviews.
- I can handle a complication or unexpected turn of events.
- I can exchange general information on topics outside my fields of interest.
I can exchange complex information about academic and professional tasks.

☐ I can exchange complex information about my academic studies, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field.

☐ I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field.

☐ I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions or countries.

☐ I can ________________________________________

I can exchange detailed information on topics within and beyond my fields of interest.

☐ I can exchange detailed information about my personal and professional interests.

☐ I can exchange detailed information on technological advances.

☐ I can participate in conversations on social or cultural questions relevant to speakers of this language.

☐ I can ________________________________________

I can support my opinion and construct hypotheses.

☐ I can give a supported argument about work-related processes that would benefit me and my employer.

☐ I can give a supported argument about social reform, such as daycare and elder care.

☐ I can usually defend my views in a debate.

☐ I can ________________________________________
**Interpersonal Communication**

**SUPERIOR**

I can support my opinions clearly and precisely.
- I can explain advantages and disadvantages of various courses of action, such as whether to rent or buy a place to live.
- I can participate in technical discussions in my field.
- I can participate in a book discussion.
- I can ______________________________________

I can discuss complex information in debates or meetings.
- I can put forth and react to others’ complex ideas during a business discussion.
- I can put forth and react to others’ complex ideas during a discussion to solve a community issue.
- I can participate actively and react to others appropriately in academic debates, providing some facts and rationales to back up my statements.
- I can participate actively in a friendly political debate.
- I can participate in discussions on complex social and environmental issues, such as the influence of mass media on society or government policies.
- I can ______________________________________

I can participate with ease in complex discussions with multiple participants on a wide variety of topics.
- I can participate in an in-depth academic discussion with other students and educators who share my knowledge of the topic.
- I can skillfully relate my point of view to conversations about issues, such as foreign policy, healthcare, or environmental and economic concerns to those made by other speakers.
- I can evaluate, speculate, and hypothesize about potential consequences of a change in policy.
- I can discuss and support my opinions about how globalization has changed the world.
- I can discuss and support my opinions in an academic setting, such as collaborating with peers on a project, prioritizing staffing hires, or determining research agendas.
- I can discuss and support my recommendations in a social gathering, such as co-planning travel with friends, deliberating on the focus for a non-profit organization, or weighing the advantages and disadvantages of various technologies.
- I can discuss and support my opinions related to a business venture.
- I can ______________________________________

**DISTINGUISHED**

I can communicate reflectively on a wide range of global issues and highly abstract concepts in a culturally sophisticated manner.

I can use my language persuasively to advocate a point of view that is not necessarily my own.

I can tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

I can communicate skillfully and succinctly, often using cultural and historical references to say less and mean more.
NOVICE LOW

I can present information about myself and some other very familiar topics using single words or memorized phrases.

I can recite words and phrases that I have learned.
- I can count from 1-10.
- I can say the date and the day of the week.
- I can list the months and seasons.
- I can ____________________________________

I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.
- I can name famous landmarks and people.
- I can name countries on a map.
- I can list items I see every day.
- I can ____________________________________

I can introduce myself to a group.
- I can state my name, age, and where I live.
- I can give my phone number, home address, and email address.
- I can ____________________________________

I can recite short memorized phrases, parts of poems, and rhymes.
- I can sing a short song.
- I can recite a nursery rhyme.
- I can recite a simple poem.
- I can ____________________________________

NOVICE MID

I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

I can present information about myself and others using words and phrases.
- I can say what I look like.
- I can say what I am like.
- I can say what someone looks like.
- I can say what someone is like.
- I can ____________________________________

I can express my likes and dislikes using words, phrases, and memorized expressions.
- I can say which sports I like and don’t like.
- I can list my favorite free-time activities and those I don’t like.
- I can state my favorite foods and drinks and those I don’t like.
- I can ____________________________________

I can present information about familiar items in my immediate environment.
- I can talk about my house.
- I can talk about my school or where I work.
- I can talk about my room or office and what I have in it.
- I can present basic information about my community, town/city, state, or country.
- I can ____________________________________

I can talk about my daily activities using words, phrases, and memorized expressions.
- I can list my classes and tell what time they start and end.
- I can name activities and their times in my daily schedule.
- I can talk about what I do on the weekends.
- I can ____________________________________

I can present simple information about something I learned using words, phrases, and memorized expressions.
- I can talk about holiday celebrations based on pictures or photos.
- I can name the main cities on a map.
- I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos.
- I can ____________________________________
I can present information about my life using phrases and simple sentences.
☐ I can describe my family and friends.
☐ I can describe my school.
☐ I can describe where I work and what I do.
☐ I can ________________________________

I can tell about a familiar experience or event using phrases and simple sentences.
☐ I can tell what I do in class or at work.
☐ I can tell about what I do during the weekend.
☐ I can tell about what happens after school or work.
☐ I can ________________________________

I can present basic information about a familiar person, place, or thing using phrases and simple sentences.
☐ I can describe a useful website.
☐ I can talk about my favorite musical group, actor, or author.
☐ I can describe a landmark, vacation location, or a place I visit.
☐ I can talk about a famous person from history.
☐ I can ________________________________

I can present information about others using phrases and simple sentences.
☐ I can talk about others’ likes and dislikes.
☐ I can talk about others’ free-time activities.
☐ I can give basic biographical information about others.
☐ I can ________________________________

I can give basic instructions on how to make or do something using phrases and simple sentences.
☐ I can tell how to prepare something simple to eat.
☐ I can describe a simple routine, like getting lunch in the cafeteria.
☐ I can give simple directions to a nearby location or to an online resource.
☐ I can ________________________________

I can present basic information about things I have learned using phrases and simple sentences.
☐ I can describe a simple process like a science experiment.
☐ I can present a topic from a lesson based on pictures or photos.
☐ I can present information about something I learned in a class or at work
☐ I can present information about something I learned in the community.
☐ I can ________________________________
INTERMEDIATE LOW
I can present information on most familiar topics using a series of simple sentences.

I can talk about people, activities, events, and experiences.
☐ I can describe the physical appearance of a friend or family member.
☐ I can describe another person's personality.
☐ I can describe a school or workplace.
☐ I can describe a famous place.
☐ I can describe a place I have visited or want to visit.
☐ I can present my ideas about something I have learned.
☐ I can ______________________________________

I can express my needs and wants.
☐ I can describe what I need for school or work.
☐ I can talk about what I want or need to do each day.
☐ I can ______________________________________

I can present information on plans, instructions, and directions.
☐ I can explain the rules of a game.
☐ I can give multi-step instructions for preparing a recipe.
☐ I can describe what my plans are for the weekend.
☐ I can describe what my summer plans are.
☐ I can describe holiday or vacation plans.
☐ I can describe what is needed for a holiday or a celebration.
☐ I can describe what I plan to do next in my life.
☐ I can ______________________________________

I can present songs, short skits, or dramatic readings.
☐ I can retell a children's story.
☐ I can present a proverb, poem, or nursery rhyme.
☐ I can participate in a performance of a skit or a scene from a play.
☐ I can ______________________________________

I can express my preferences on topics of interest.
☐ I can give a presentation about a movie or television show that I like.
☐ I can give a presentation about a famous athlete, celebrity, or historical figure.
☐ I can express my thoughts about a current event I have learned about or researched.
☐ I can ______________________________________
INTERMEDIATE MID
I can make presentations on a wide variety of familiar topics using connected sentences.

I can make a presentation about my personal and social experiences.
- I can describe a childhood or past experience.
- I can report on a social event that I attended.
- I can make a presentation on something new I learned.
- I can make a presentation about my plans for the future.
- I can ________________________________________

I can make a presentation on something I have learned or researched.
- I can give a short presentation on a current event.
- I can present about a topic from an academic subject, such as science, math, art, etc.
- I can describe how to plan and carry out an event, such as a party or family reunion.
- I can give a short presentation on a famous person, landmark, or cultural event.
- I can ________________________________________

I can make a presentation about common interests and issues and state my viewpoint.
- I can give a presentation about a favorite movie or song and tell why I like it.
- I can give a presentation about a famous person or historical figure and tell why he/she is important.
- I can share my reactions about a current event and explain why the event is in the news.
- I can ________________________________________
I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

**INTERMEDIATE HIGH**

I can present information on academic and work topics.
- I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.
- I can explain a series of steps needed to complete a task or experiment.
- I can explain to someone who was absent what took place in class or on the job.
- I can present my qualifications and goals for an academic program, training, or job.
- I can ______________________________________

I can make a presentation on events, activities, and topics of particular interest.
- I can present on something I learned from the media.
- I can make a presentation about an interesting person.
- I can summarize a personal, historical, or cultural event.
- I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.
- I can make a presentation about the history or current status, of a school, organization, or company.
- I can make a presentation about future plans.
- I can ______________________________________

I can present my point of view and provide reasons to support it.
- I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.
- I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.
- I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.
- I can ______________________________________
Presentational Speaking

ADVANCED LOW
I can deliver organized presentations appropriate to my audience on a variety of topics.
I can present information about events and experiences in various time frames.

I can deliver short presentations on a number of academic and workplace topics.

☐ I can present an explanation for a work or school process, project, or policy.
☐ I can provide a rationale for the importance of certain classes, subjects, or training programs.
☐ I can present a summary of an action plan or annual report for a club or work group.
☐ I can ______________________________________

I can deliver short presentations on social and cultural topics.

☐ I can present an explanation for a social or community project or policy.
☐ I can give a presentation about the importance of certain social and cultural practices.
☐ I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc.
☐ I can present a summary of an action plan or annual report for a community or social organization.
☐ I can ______________________________________

I can explain issues of public and community interest, including different viewpoints.

☐ I can present reasons for or against a position on a political or social issue.
☐ I can make a presentation related to public health or safety.
☐ I can present a position during a formal debate.
☐ I can make a presentation promoting an event, a service, or a product.
☐ I can ______________________________________

I can deliver presentations for a specific audience.

☐ I can deliver a presentation to my classmates or colleagues.
☐ I can make presentations about special opportunities such as internships and study abroad.
☐ I can provide an explanation about a process or procedure such as obtaining a driver’s license, submitting an application for college admission, applying for a scholarship financial aid, etc.
☐ I can present an overview about my school, community, or workplace.
☐ I can ______________________________________
I can present information about events of public or personal interest.

☐ I can recount the details of a historical event.
☐ I can present in detail the plot, setting, characters, etc. of a film or book.
☐ I can describe in detail a social event or a local celebration.
☐ I can present a full account of the social and cultural activities from a recent trip or excursion.
☐ I can tell a story to a particular audience for dramatic effect.
☐ I can incorporate simple analogies into presentations.
☐ I can give an accurate description of something I participated in or witnessed.
☐ I can ______________________________________

I can convey my ideas and elaborate on a variety of academic topics.

☐ I can make presentations on a variety of subjects I have researched.
☐ I can teach a lesson intended for a particular audience.
☐ I can give detailed presentations on the process and the outcome of an experiment, research study, etc.
☐ I can make presentations to advocate for educational opportunities such as membership in a club, honor society, or study abroad.
☐ I can give a presentation on a capstone or similar summative project such as a thesis or seminar.
☐ I can ______________________________________

I can give presentations with ease and detail on a wide variety of topics related to professional interests.

☐ I can give a presentation about my studies, work, or organization to an outside audience.
☐ I can advocate for new ideas or innovative approaches related to school, work, or training.
☐ I can present detailed information to clients, customers, or others.
☐ I can ______________________________________
ADVANCED HIGH

I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.

I can present complex information on many concrete topics and related issues.

☐ I can deliver detailed and well-organized presentations about topics that I have studied, such as modern art or internet journalism.

☐ I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field.

☐ I can give a presentation about cultural influences on society.

☐ I can speak about the details and value of an experiment I have performed.

☐ I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls, etc. into a presentation.

☐ I can ______________________________________

I can use appropriate presentational conventions and strategies.

☐ I can incorporate some appropriate idiomatic and culturally authentic expressions and behaviors in my presentation.

☐ I can express my viewpoints using expressions appropriate for the target language and culture.

☐ I can deliver my presentation appropriate to the formality of the setting.

☐ I can ______________________________________

I can present a viewpoint with supporting arguments on a complex issue.

☐ I can present a detailed, supported argument about the need for alternative energy sources or other environmental topics.

☐ I can clearly present a particular political viewpoint.

☐ I can present an argument in favor of an economic policy and support my opinion with details.

☐ I can defend or challenge a controversial action taken by a person or group.

☐ I can ______________________________________
**SUPERIOR**

I can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.

I can give a clearly articulated and well-structured presentation on a complex topic or issue.
- I can provide a balance of explanations and examples on a complex topic.
- I can expound on a concept or trend in my field of specialization.
- I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.
- I can lecture for a variety of purpose in a way that aligns the presentation with intended objectives.
- I can ______________________________________

I can adapt the language in my presentation for casual, professional, or general public audiences.
- I can use both informal to formal speech when speaking to a mixed group.
- I can use specialized language or jargon targeted to a particular audience.
- I can simplify my speech for younger or less informed audiences.
- I can ______________________________________

I can depart from the prepared text of my presentation when appropriate.
- I can speak extemporaneously to clarify or expand on points in a presentation.
- I can fill in gaps to address the audience's lack of knowledge on a particular topic.
- I can restructure my presentation to reflect a particular point of view.
- I can effortlessly reformulate what I want to say when interrupted or misunderstood.
- I can confidently present on a complex topic to an audience unfamiliar with the topic and make adjustments as needed to meet the needs of the audience.
- I can ______________________________________

**DISTINGUISHED**

I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts in a culturally appropriate manner, tailored to a variety of audiences.

I can present skillfully and with accuracy, efficiency, and effectiveness in a variety of settings.
- I can deliver a speech fluently and with ease when speaking to a variety of audiences.
- I can use culturally authentic language by adjusting my speech and register for a variety of purposes in a formal setting.
- I can use language that fully reflects the nuances of the target culture.
- I can use rhetorical devices to convey humor, irony, or satire.
- I can demonstrate a broad range of vocabulary on a variety of general, personal, professional, and academic topics.
- I can gauge the level of comprehension of my audience and readjust my presentation's content or style.
- I can ______________________________________

I can tailor my presentation to engage an audience whose attitudes and culture may be different from my own.
- I can incorporate a wide range of idioms and culturally authentic references.
- I can connect with my audience by incorporating cultural and historical references.
- I can use examples that are well recognized in the target culture to enrich my presentation.
- I can align my language and gestures to reflect cultural tradition and respect for cultural perspectives.
- I can ______________________________________
**Presentational Writing**

<table>
<thead>
<tr>
<th>NOVICE LOW</th>
<th></th>
<th>NOVICE MID</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</td>
<td>I can copy some familiar words, characters, or phrases.</td>
<td>I can write lists and memorized phrases on familiar topics.</td>
</tr>
<tr>
<td>□ I can copy the letters of the alphabet.</td>
<td>□ I can label familiar people, places, and objects in pictures and posters.</td>
<td>□ I can label my daily activities and write lists that help me in my day-to-day life.</td>
</tr>
<tr>
<td>□ I can copy the characters that I am learning.</td>
<td>□ I can label famous landmarks and people.</td>
<td>□ I can list activities and their times in my daily schedule.</td>
</tr>
<tr>
<td>□ I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc.</td>
<td>□ I can write the names of countries on a map.</td>
<td>□ I can write about what I do on the weekends.</td>
</tr>
<tr>
<td>□ I can ______________________________________</td>
<td>□ I can list items I see every day.</td>
<td>□ I can write a to-do list.</td>
</tr>
<tr>
<td><strong>I can write words and phrases that I have learned.</strong></td>
<td>□ I can label items I see every day.</td>
<td>□ I can write a shopping list.</td>
</tr>
<tr>
<td>□ I can write my name, home address, and my email address.</td>
<td>□ I can label items in a room.</td>
<td>□ I can ______________________________________</td>
</tr>
<tr>
<td>□ I can write numbers such as my phone number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ I can write the date and the day of the week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ I can write the months and seasons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ I can ______________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOVICE LOW**

I can copy some familiar words, characters, or phrases.

<table>
<thead>
<tr>
<th>NOVICE MID</th>
<th></th>
<th>NOVICE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can fill out a simple form with some basic personal information.</td>
<td>I can fill out a simple form with some minimal personal information.</td>
<td>I can fill out a form with some basic personal information.</td>
</tr>
<tr>
<td>□ I can fill out a form with my name, address, phone number, birth date, and nationality.</td>
<td>□ I can fill out a simple form with my name, address, phone number, birth date, and nationality.</td>
<td>□ I can fill out a form with my name, address, and birth date.</td>
</tr>
<tr>
<td>□ I can complete a simple online form.</td>
<td>□ I can complete a simple online form.</td>
<td>□ I can complete a form.</td>
</tr>
<tr>
<td>□ I can fill out a simple schedule.</td>
<td>□ I can write about my family and their activities.</td>
<td>□ I can write about my family and their interests.</td>
</tr>
<tr>
<td>□ I can ______________________________________</td>
<td>□ I can write about myself using learned phrases and memorized expressions.</td>
<td>□ I can ______________________________________</td>
</tr>
</tbody>
</table>

**NOVICE MID**

I can write lists and memorized phrases on familiar topics.

<table>
<thead>
<tr>
<th>NOVICE HIGH</th>
<th></th>
<th>CAN-DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write about myself using learned phrases and memorized expressions.</td>
<td>I can label topics or categories using vocabulary I have learned.</td>
<td>I can write something I have heard or have read, such as a news story or a poem.</td>
</tr>
<tr>
<td>□ I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.</td>
<td>□ I can list the main cities of a specific country.</td>
<td>□ I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.</td>
</tr>
<tr>
<td>□ I can list my family members, their ages, their relationships to me, and what they like to do.</td>
<td>□ I can list the main cities of a specific country.</td>
<td>□ I can create a list of topics or categories using vocabulary I have learned.</td>
</tr>
<tr>
<td>□ I can list my classes and tell what time they start and end.</td>
<td>□ I can write something I hear or have heard such as simple information in a phone message or a classroom activity.</td>
<td>□ I can write something I have heard or have read, such as a news story or a poem.</td>
</tr>
<tr>
<td>□ I can ______________________________________</td>
<td>□ I can ______________________________________</td>
<td>□ I can ______________________________________</td>
</tr>
</tbody>
</table>

**CAN-DO**

I can write something I have heard or have read, such as a news story or a poem.
I can write information about my daily life in a letter, blog, discussion board, or email message.

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.
- I can ________________________________________

I can write short notes using phrases and simple sentences.

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank-you note.
- I can ________________________________________

I can write about a familiar experience or event using practiced material.

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a website, a field trip, or an activity that I participated in.
- I can ________________________________________

I can write basic information about things I have learned.
- I can write up a simple process like a science experiment.
- I can write about a topic from a lesson using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.
- I can ________________________________________

I can ask for information in writing.
- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.
- I can ________________________________________
INTERMEDIATE LOW
I can write briefly about most familiar topics and present information using a series of simple sentences.

I can write about people, activities, events, and experiences.
- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.
- I can ______________________________________

I can prepare materials for a presentation.
- I can write out a draft of a presentation that I plan to present orally.
- I can write an outline of a project or presentation.
- I can write notes for a speech.
- I can ______________________________________

I can write about topics of interest.
- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.
- I can ______________________________________

I can write basic instructions on how to make or do something.
- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine, like getting lunch in the cafeteria.
- I can write simple directions to a nearby location or to an online resource.
- I can ______________________________________

I can write questions to obtain information.
- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.
- I can ______________________________________
INTERMEDIATE MID
I can write on a wide variety of familiar topics using connected sentences.

I can write messages and announcements.
☐ I can write a message to explain or clarify something.
☐ I can write about common events and daily routines.
☐ I can write an autobiographical statement for a contest, study abroad or other special program, or job application.
☐ I can write an invitation or flyer about an event I am planning.
☐ I can ________________________________________

I can write short reports about something I have learned or researched.
☐ I can write a short article on a current event.
☐ I can write about an academic subject, such as science, math, art, etc.
☐ I can write the minutes or a debrief from a club or other meeting.
☐ I can ________________________________________

INTERMEDIATE HIGH
I can write on topics related to school, work, and community in a generally organized way.
I can write some simple paragraphs about events and experiences in various time frames.

I can write about school and academic topics.
☐ I can write a simple summary about something I have learned.
☐ I can write a series of steps needed to complete a task, such as for an experiment.
☐ I can prepare notes for someone who was absent from class or school.
☐ I can write the content for a multi-media presentation, a handout, a synopsis, etc.
☐ I can ________________________________________

I can write about work and career topics.
☐ I can write a simple summary about an assignment or task that I’ve been asked to do.
☐ I can document the series of steps needed to complete a task or project.
☐ I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.
☐ I can draft a work plan.
☐ I can write the content for a multi-media presentation, a handout, a synopsis, etc.
☐ I can ________________________________________

I can write about community topics and events.
☐ I can write a simple summary about something I have researched.
☐ I can write the content for a multi-media presentation, a handout, a synopsis, etc.
☐ I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.
☐ I can summarize what has been happening in the community for someone who is new or has been away.
☐ I can ________________________________________

I can write about an entertainment or social event.
☐ I can summarize a conversation or interview that I had with someone.
☐ I can describe an event that I participated in or witnessed.
☐ I can write a brief summary of the plot of a movie or an episode of a TV show.
☐ I can ________________________________________
I can meet basic school and academic writing needs.
☐ I can revise class or meeting notes that I have taken for distribution.
☐ I can draft and revise an essay or composition as part of a school assignment.
☐ I can write an abstract for a science fair project, research study, or conference.
☐ I can write summaries or annotations for a research project.
☐ I can ______________________________________

I can meet basic work and career writing needs.
☐ I can write an informational memo about a project or event.
☐ I can write summaries or a multi-step work plan for a new project.
☐ I can write brief job descriptions or performance reports.
☐ I can revise for distribution meeting notes that I have taken.
☐ I can draft and revise a resume or cover letter.
☐ I can ______________________________________

I can meet basic social and civic writing needs.
☐ I can manage and edit an online journal, blog, or discussion forum.
☐ I can write an article about an event or project of a club or group.
☐ I can write a letter of advice or letter to the editor on a social, civic, or political issue.
☐ I can prepare reports and online communications for a social club, community, or political group.
☐ I can ______________________________________

ADVANCED LOW
I can write on general interest, academic, and professional topics.
I can write organized paragraphs about events and experiences in various time frames.
**ADVANCED MID**

I can write extensive on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.

- I can write on a wide variety of general interest, professional, and academic topics.
- I can write well-organized, detailed paragraphs in various time frames.
- I can write well organized texts for a variety of academic purposes.
  - I can write a research paper on a topic related to my studies or area of specialization.
  - I can write a proposal for a project or a research study.
  - I can write a newspaper and/or magazine article about an event, project, or research initiative.
  - I can write content for instructional resources.
  - I can _______________________________________

- I can write well organized texts for a variety of professional purposes.
  - I can write letters of recommendation.
  - I can write a project proposal or a report.
  - I can write about the results of a survey and the recommendations that might follow.
  - I can write a statement for a job application.
  - I can write performance reviews or project evaluations.
  - I can write brochures or other resources for clients or customers.
  - I can _______________________________________

**ADVANCED HIGH**

I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.

- I can write using target language and culture conventions to present and elaborate a point of view.
  - I can write a position paper on an issue I have researched or related to my field of expertise.
  - I can express a detailed point of view in a blog or other public forum.
  - I can write an editorial piece in order to speculate on outcomes or implications of an issue.
  - I can _______________________________________

- I can write using target language and culture conventions for formal purposes.
  - I can write an in-depth research paper.
  - I can write a policy statement.
  - I can contribute to a strategic plan.
  - I can create a professional portfolio.
  - I can _______________________________________

- I can write using target language and culture conventions for informal purposes.
  - I can write a personal mission statement.
  - I can write a statement of purpose related to my professional goals.
  - I can write entries in a reflection journal.
  - I can _______________________________________
I can write effectively about complex and abstract issues of general interest.

☐ I can write an analysis piece for a literary magazine or other similar publications.

☐ I can write a comprehensive policy statement challenging readers to consider multiple perspectives.

☐ I can write personal imaginative texts, such as a film or drama script, following established conventions of the genre.

☐ I can ________________________________________

I can write about complex and abstract issues on academic and professional topics.

☐ I can write extensively on a concept or trend in my field of specialization.

☐ I can write an article for submission to a professional or specialized journal.

☐ I can write using specialized or professional vocabulary.

☐ I can write an academic thesis or dissertation.

☐ I can ________________________________________

I can develop an argument using the writing mechanics and organizational style of the target language and culture.

☐ I can accurately apply the standard punctuation of the target language.

☐ I can write using appropriate grammatical structures of the target language.

☐ I can structure my prose to reflect the way in which arguments are structured and elaborated in target language writing.

☐ I can ________________________________________

I can craft texts using a variety of writing styles reflective of target culture patterns.

☐ I can use rhetorical devices to convey humor, irony, or satire.

☐ I can write metaphorically based on the cultural or historical context of the readership.

☐ I can use language that reflects nuances of the target culture as appropriate to the context and readership.

☐ I can ________________________________________

I can write creatively.

☐ I can write in a thought-provoking manner.

☐ I can write in unconventional ways that surprise the reader.

☐ I can use structure and punctuation to enhance meaning.

☐ I can ________________________________________

I can write as succinctly or elaborately as required by the purpose of the writing.

☐ I can write a text as short as a poem or as long as a treatise.

☐ I can author persuasive and hypothetical discourse.

☐ I can write a persuasive communication.

☐ I can advocate a position that is not necessarily my own.

☐ I can ________________________________________
NCSSFL-ACTFL Can-Do Statements
Interpretive Listening

NOVICE LOW
I can recognize a few memorized words and phrases when I hear them spoken.

I can occasionally identify the sound of a character or a word.
☐ I can recognize the sound of a character or a word.
☐ I can recognize the sound of a few letters when they are spoken or spelled out.
☐ I can ______________________________________

I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.
☐ I can understand greetings.
☐ I can recognize some color words.
☐ I can understand some numbers.
☐ I can understand some food items.
☐ I can ______________________________________

NOVICE MID
I can recognize some familiar words and phrases when I hear them spoken.

I can understand a few courtesy phrases.
☐ I can understand greetings.
☐ I can understand when people express thanks.
☐ I can understand when people introduce themselves.
☐ I can understand when someone asks for a name.
☐ I can ______________________________________

I can recognize and sometimes understand basic information in words and phrases that I have memorized.
☐ I can understand days of the week and the hour.
☐ I can recognize when I hear a date.
☐ I can recognize some common weather expressions.
☐ I can ______________________________________

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.
☐ I can recognize the names of the planets in a science class.
☐ I can recognize the names of some parts of the body in a health or fitness class.
☐ I can ______________________________________
Interpretive Listening

### NOVICE HIGH

I can often understand words, phrases, and simple sentences related to everyday life.
I can recognize pieces of information and sometimes understand the main topic of what is being said.

I can sometimes understand simple questions or statements on familiar topics.
- I can recognize the difference between a question and a statement.
- I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.
- I can sometimes understand questions or statements about family.
- I can sometimes understand questions or statements about my friends and classmates or workmates.
- I can ______________________________________

I can understand simple information when presented with pictures and graphs.
- I can understand some facts about the weather when weather symbols are used.
- I can understand when someone describes physical descriptions from a photo or an art work.
- I can follow along with simple arithmetic problems when I can see the figures.
- I can ______________________________________

### INTERMEDIATE LOW

I can understand the main idea in short, simple messages and presentations on familiar topics.
I can understand the main idea of simple conversations that I overhear.

I can understand messages related to my basic needs.
- I can understand a clear and repeated announcement about a flight’s departure time and/or gate.
- I can understand teacher announcements about when an assignment is due.
- I can understand the date and time of when a voice message was recorded.
- I can ______________________________________

I can understand questions and simple statements on everyday topics when I am part of the conversation.
- I can understand questions about my work or class schedule.
- I can understand questions about my likes and dislikes.
- I can understand simple compliments about what I am wearing or what I am doing.
- I can ______________________________________
INTERMEDIATE MID
I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

I can understand basic information in ads, announcements, and other simple recordings.
☐ I can understand when, where, and who is playing in a concert from a radio advertisement.
☐ I can understand the main message of an e-card greeting.
☐ I can understand what service is being offered in a TV ad.
☐ I can identify the type of film from a movie preview.
☐ I can ______________________________________

I can understand the main idea of what I listen to for personal enjoyment.
☐ I can understand basic questions or statements during a video conference.
☐ I can understand a short YouTube clip.
☐ I can understand peers’ recorded descriptions about themselves or their avatars.
☐ I can ______________________________________

I can understand messages related to my everyday life.
☐ I can understand a voice message about the time and place of meeting.
☐ I can understand a box-office recording about the times of the performances or events.
☐ I can understand that an event is being postponed or cancelled.
☐ I can ______________________________________

INTERMEDIATE HIGH
I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

I can easily understand straightforward information or interactions.
☐ I can understand the descriptions of avatars in a new video game.
☐ I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
☐ I can understand a tour guide’s description of a city’s history and attractions.
☐ I can ______________________________________

I can understand a few details in ads, announcements, and other simple recordings.
☐ I can understand a few details about a nutritional recommendation in a public service health announcement.
☐ I can understand the services offered in an ad about a car repair service.
☐ I can understand a few details from public service announcements such as severe weather warnings or safety alerts.
☐ I can ______________________________________

I can sometimes understand situations with complicating factors.
☐ I can understand a voice message from an exchange student telling why she will be late.
☐ I can understand a phone message about a change in meeting times and place.
☐ I can understand a voice message from the airlines about changes to a flight schedule.
☐ I can _______________________________________
### ADVANCED LOW

<table>
<thead>
<tr>
<th>I can understand descriptions and stories of events that have happened or will happen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I can understand short presentations about famous people in history.</td>
</tr>
<tr>
<td>□ I can understand a voicemail outlining the details of a plan for an upcoming outing.</td>
</tr>
<tr>
<td>□ I can follow a video conferencing session in which the speakers recount their experience on a recent trip.</td>
</tr>
<tr>
<td>□ I can __________________________________________________________</td>
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</tbody>
</table>

I can understand the main idea of popular genres.

<table>
<thead>
<tr>
<th>I can understand the main idea of popular genres.</th>
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<tbody>
<tr>
<td>□ I can follow televised promotions for upcoming programs.</td>
</tr>
<tr>
<td>□ I can follow a YouTube comparison of two popular vacation locations.</td>
</tr>
<tr>
<td>□ I can follow simple oral stories, recorded books, summaries, or short excerpts from speeches.</td>
</tr>
<tr>
<td>□ I can understand some simple information from a movie trailer.</td>
</tr>
<tr>
<td>□ I can __________________________________________________________</td>
</tr>
</tbody>
</table>

### ADVANCED MID

I can understand the main idea and many details of descriptions or interviews.

<table>
<thead>
<tr>
<th>I can understand the main idea and many details of descriptions or interviews.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I can understand an interview with a famous person, such as a rock star, politician, or actor.</td>
</tr>
<tr>
<td>□ I can understand a Web-based presentation giving a virtual tour of a city, a museum, or university.</td>
</tr>
<tr>
<td>□ I can understand an introduction that outlines the achievements of a speaker.</td>
</tr>
<tr>
<td>□ I can __________________________________________________________</td>
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</tbody>
</table>

I can understand accounts of events.

<table>
<thead>
<tr>
<th>I can understand accounts of events.</th>
</tr>
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<tbody>
<tr>
<td>□ I can understand a voicemail message on how someone missed a meeting because of an accident.</td>
</tr>
<tr>
<td>□ I can understand a family member recounting an event in a recorded memoir.</td>
</tr>
<tr>
<td>□ I can understand some autobiographical details of a well-known science figure.</td>
</tr>
<tr>
<td>□ I can understand a commentator’s summary of a sporting event on TV.</td>
</tr>
<tr>
<td>□ I can __________________________________________________________</td>
</tr>
</tbody>
</table>

I can understand directions and instructions on everyday tasks.

<table>
<thead>
<tr>
<th>I can understand directions and instructions on everyday tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ I can understand multi-step instructions in a recipe presented on TV or YouTube.</td>
</tr>
<tr>
<td>□ I can understand when a friend tells me how to play a sport or game.</td>
</tr>
<tr>
<td>□ I can understand the details when a teacher presents how to complete a homework assignment to the class.</td>
</tr>
<tr>
<td>□ I can __________________________________________________________</td>
</tr>
</tbody>
</table>
I can easily understand detailed reports and exposés.
☐ I can understand an interview in which the relationship of texting and traffic accidents is detailed by victims’ reports on their experiences.
☐ I can understand a radio report on the increased crime rate in the community that includes descriptions of specific incidents of crime.
☐ I can understand a televised exposé on celebrities as heroes.
☐ I can _______________________________________

I can understand discussions and presentations on many concrete and abstract topics.
☐ I can understand the benefits of marathon running as detailed in a podcast.
☐ I can understand many points made in a YouTube presentation advocating for changes to immigration laws.
☐ I can understand a group leader’s justification for protesting a cut in programs.
☐ I can _______________________________________

I can often understand various viewpoints in extended arguments.
☐ I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences.
☐ I can understand the main points made in a conversation where two people are arguing the pros and cons of social networking.
☐ I can understand a YouTube debate on the legal age of drinking.
☐ I can _______________________________________

I can understand discussions when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences.

ADVANCED HIGH

I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.
I can understand highly abstract and specialized speech tailored to different audiences. I can understand sophisticated language, humor, and persuasive arguments embedded with cultural references and allusions.

I can understand a variety of abstract and technical topics within my field of expertise.
- I can understand a lecture on my favorite subject.
- I can understand a scientific argument.
- I can understand a speech on a historical period.
- I can ____________________________

I can understand discussions on various issues of general interest.
- I can understand the points of view of a televised political debate between candidates running for office.
- I can understand the debate teams’ opposing ideas on the funding of arts at school.
- I can understand a panel discussion on a school or city policy.
- I can ____________________________

I can understand a wide range of idioms, metaphors, and culturally embedded references.

I can understand implications and inferences in discussions or presentations.
- I can follow the discussion on a talk show about the implications of global warming.
- I can follow the arguments at a public meeting of a parent who opposes a school closing.
- I can follow a politician’s speech on health care policies.
- I can ____________________________

SUPERIOR
I can follow a wide range of academic and professional discourse on abstract and specialized topics. I can understand all standard dialects. I can sometimes infer complex meaning that requires deep understanding of the culture.

I can understand speech that is tailored to either formal or informal contexts.
- I can understand the plot and cultural implications of oral narratives such as folk and fairy tales.
- I can understand comic presentations.
- I can understand cultural inferences in puns and jokes.
- I can understand a debate or speech where diplomatic language is used.
- I can understand the details and subtleties of academic presentations.
- I can understand shades of meaning when watching a movie or listening to a song.
- I can ____________________________

DISTINGUISHED
I can understand highly abstract and specialized speech tailored to different audiences. I can understand sophisticated language, humor, and persuasive arguments embedded with cultural references and allusions.

I can understand implications and inferences in discussions or presentations.
- I can follow the discussion on a talk show about the implications of global warming.
- I can follow the arguments at a public meeting of a parent who opposes a school closing.
- I can follow a politician’s speech on health care policies.
- I can ____________________________

I can understand a wide range of idioms, metaphors, and culturally embedded references.
- I can understand political discourse that reflects cultural allusion or metaphor.
- I can understand the idioms, historical references, and cultural implications in musical lyrics.
- I can ____________________________

I can follow speech that takes a surprising turn.
- I can understand when a speaker’s conclusion veers from the expected direction of the preceding argument.
- I can understand the unanticipated outcome when one has been “led down the garden path.”
- I can ____________________________
**Interpretive Reading**

### NOVICE LOW

I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

- I can recognize a few letters or characters.
  - I can alphabetize a few names or words.
  - I can match a character in a headline to a supporting visual.
  - I can ____________________________

- I can connect some words, phrases, or characters to their meanings.
  - I can recognize some cities on a map.
  - I can identify some menu items.
  - I can ____________________________

### NOVICE MID

I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

- I can recognize words, phrases, and characters with the help of visuals.
  - I can recognize entrance and exit signs.
  - I can identify family member words on a family tree.
  - I can identify healthy nutritional categories.
  - I can identify the simple labels on a science-related graph.
  - I can ____________________________

- I can recognize words, phrases, and characters when I associate them with things I already know.
  - I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.
  - I can identify labeled aisles in a supermarket.
  - I can choose a restaurant from an online list of local eateries.
  - I can identify scores from sports teams because I recognize team names and logos.
  - I can identify artists, titles, and music genres from iTunes.
  - I can identify the names of classes and instructors in a school schedule.
  - I can ____________________________
I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

I can usually understand short simple messages on familiar topics.
- I can understand basic familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can identify information from a movie brochure or poster.
- I can understand simple information in a text message from a friend.

I can sometimes understand short, simple descriptions with the help of pictures or graphs.
- I can understand simple captions under photos.
- I can understand very basic information from a real estate ad.
- I can understand website descriptions of clothing items to make an appropriate purchase.
- I can identify the categories on a graph.

I can sometimes understand the main idea of published materials.
- I can distinguish a birthday wish from a note expressing thanks.
- I can identify destinations and major attractions on a travel brochure.
- I can locate places on city maps.
- I can ______________________________________

I can understand simple everyday notices in public places on topics that are familiar to me.
- I can understand a simple public transportation schedule.
- I can locate notices on where to park.
- I can understand notices that tell of street or metro closings.
- I can understand a store's hours of operation.
- I can read the labels on a recycling bin.
- I can ______________________________________

I can identify some simple information needed on forms.
- I can understand what is asked for on a customs form.
- I can understand what is asked for on a hotel registration form.
- I can understand what is asked for on an ID card.
- I can ______________________________________

I can identify some information from news media.
- I can understand personal information about sports stars from photo captions.
- I can understand some information on job postings.
- I can understand basic information on weather forecasts.
- I can ______________________________________

I can understand messages in which the writer tells or asks me about topics of personal interest.
- I can understand what an e-pal writes about interests and daily routines.
- I can understand a simple posting on a friend's social media page.
- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.
- I can ______________________________________

I can understand the main idea of short and simple texts when the topic is familiar.

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I can understand the main idea of short and simple texts when the topic is familiar.

I can understand the main idea of short and simple texts when the topic is familiar.
NCSSFL-ACTFL Can-Do Statements

Interpretive Reading

INTERMEDIATE MID

I can understand the main idea of texts related to everyday life and personal interests or studies.

I can understand simple personal questions.
☐ I can understand the questions asked on a career preference survey.
☐ I can understand what is asked for on a simple, popular magazine questionnaire.
☐ I can understand the personal questions to complete a profile on a social media site.
☐ I can ______________________________________

I can understand basic information in ads, announcements, and other simple texts.
☐ I can understand the information in birth and wedding announcements.
☐ I can understand the information in sales ads.
☐ I can understand basic information on travel brochures.
☐ I can understand basic information on food labels.
☐ I can ______________________________________

INTERMEDIATE HIGH

I can understand accounts of personal events or experiences.
☐ I can understand information about an upcoming excursion, such as a class trip or company event.
☐ I can understand a friend’s postcard describing a family vacation.
☐ I can understand descriptions of a Peace Corps volunteer’s daily life.
☐ I can ______________________________________

I can sometimes follow short, written instructions when supported by visuals.
☐ I can follow the instructions to use an ATM.
☐ I can follow the instructions to make an online purchase.
☐ I can follow simple directions to do an experiment in a science class.
☐ I can understand the basic instructions for playing a video game.
☐ I can ______________________________________

I can understand the main idea of and a few supporting facts about famous people and historic events.
☐ I can read a short summary of a historical figure’s accomplishments.
☐ I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.
☐ I can ______________________________________

I can understand the main idea of what I read for personal enjoyment.
☐ I can understand updates in entertainment magazines.
☐ I can understand postings in blogs on familiar topics.
☐ I can understand postcards from friends.
☐ I can ______________________________________

I can read simple written exchanges between other people.
☐ I can understand the main idea of personal messages exchanged in chat rooms.
☐ I can understand the main idea of a biographical interview with a celebrity.
☐ I can ______________________________________
**Interpretive Reading**

**ADVANCED LOW**
I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

I can find and use information for practical purposes.
- ☐ I can read about an upcoming event to help me decide whether or not to attend.
- ☐ I can read a blogger’s account of a trip to plan my own.
- ☐ I can read a message about a friend’s car accident.
- ☐ I can read a description about a candidate to make a voting decision.
- ☐ I can understand absentee and sick leave policies.
- ☐ I can ____________________________________________

I can read texts that compare and contrast information.
- ☐ I can read restaurant descriptions to guide my choice.
- ☐ I can read movie summaries to choose what to watch.
- ☐ I can read a catalogue of course descriptions to choose my classes.
- ☐ I can understand the main idea and some details from a list of government job descriptions.
- ☐ I can read an article about how technology has changed in the past 20 years.
- ☐ I can ____________________________________________

I can follow simple written instructions.
- ☐ I can follow directions for assembling a model.
- ☐ I can follow driving directions.
- ☐ I can follow the steps of a recipe.
- ☐ I can ____________________________________________

**ADVANCED MID**
I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.

I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.
- ☐ I can follow the chronological plot in a simple short story.
- ☐ I can follow news articles reporting on community events.
- ☐ I can follow a short online autobiography.
- ☐ I can follow a cover letter and a resume.
- ☐ I can ____________________________________________

I can understand general information on topics outside my field of interest.
- ☐ I can understand the details about a police report on a recent crime.
- ☐ I can understand the details of a job or performance evaluation.
- ☐ I can understand the details of an article about a sporting or cultural event.
- ☐ I can ____________________________________________

I can understand messages on a wide variety of past, present, and future events.
- ☐ I can understand an email message explaining details about the rescheduling of an event.
- ☐ I can understand the details in a message about why someone missed an important meeting.
- ☐ I can understand detailed descriptions about a service learning project or a volunteer experience.
- ☐ I can ____________________________________________
I can understand narrative, descriptive, and informational texts of any length.

- I can understand a detailed account of a unique travel or cultural experience.
- I can understand the minutes of a student club meeting that describes new by-laws.
- I can understand the new perspectives of a musical group in an article that describes the direction taken in their latest CD.
- I can understand most documents outlining rules and regulations, such as an apartment rental contract.
- I can ________________________________

I can read about most topics of special interest.

- I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms.
- I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest.
- I can ________________________________

I can read most general fiction and non-fiction.

- I can understand most short stories, plays, and novels.
- I can understand most inferences and allusions.
- I can understand non-fiction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc.
- I can ________________________________

ADVANCED HIGH

I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.

I can understand narrative, descriptive, and informational texts of any length.

- I can understand a detailed account of a unique travel or cultural experience.
- I can understand the minutes of a student club meeting that describes new by-laws.
- I can understand the new perspectives of a musical group in an article that describes the direction taken in their latest CD.
- I can understand most documents outlining rules and regulations, such as an apartment rental contract.
- I can ________________________________

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- I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms.
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I can read most general fiction and non-fiction.

- I can understand most short stories, plays, and novels.
- I can understand most inferences and allusions.
- I can understand non-fiction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc.
- I can ________________________________
Interpretive Reading

**Distinguished**
I can understand with ease and confidence highly abstract and specialized texts that are succinct or elaborate. I can follow unpredictable turns of thought. I can manage inference from within the cultural framework.

- I can understand technical language and jargon.
- I can understand beyond the text, understanding inferences, subtleties, literary devices, and rhetorical structures of diverse works.

**Superior**
I can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. I can sometimes infer complex meaning that requires analysis and deep understanding of the culture.

- I can analyze the primary argument and supporting details.
- I can comprehend complex texts on abstract topics of interest to me.

**Checkboxes**

- I can interpret editorials.
- I can read a position statement and understand the inferences.
- I can understand a detailed analysis.
- I can understand a literary review.
- I can ______________________________________
- I can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects.
- I can comprehend complex texts on abstract topics of interest to me.
- I can ______________________________________
I build appropriate relationships with my students to promote a safe and positive learning environment. TELL Criteria: E1

**Instructional Topic:** Culturally Responsive Classrooms

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will view video(s) on the history of US public education from 1950 to the present. Participants will read articles on culturally responsive classroom management.

- Participants will discuss culturally responsive pedagogy and equity in education and will consider the historical, sociocultural, and legal context for US education. They will reflect on how differences and similarities between their backgrounds and what they have learned about the US system may impact teaching and learning in their US classrooms.

- Participants will document how they are using a culturally responsive classroom plan to build appropriate relationships in their practice.

- Participants will take a cultural awareness assessment and reflect on how a teacher’s cultural identity can influence his or her practice.

- Participants will relate the concept of culturally responsive pedagogy and equity in education to their current practice in the school community.

- Participants will conduct research focused on the diverse needs of their students and their community and the ways they can best meet students’ needs.

**Resources:**


**Instructional Topic:** Diverse Student Needs

**Tasks** *(select as appropriate to meet the needs of participants):*
- Participants will listen to world language and/or grade-level teachers present their experiences with students who have diverse needs and how they make instructional adaptations to meet their students’ needs. Participants will discuss ways to build positive relationships with their students.
- Participants will analyze student profiles, as well as sets of standards-based instructional tasks, in order to determine how to best modify instruction to build relationships with the students and meet students’ diverse needs.
- Participants will develop and share action plans for addressing the diverse needs of students in their classrooms.

**Resources:**

**Instructional Topic:** Special Needs Students

**Tasks** *(select as appropriate to meet the needs of participants):*
- Participants will listen to a special education teacher discuss the type of special needs learners commonly found in classrooms. The teacher should share and discuss sample IEP and 504 plans for students with special needs.
- Participants will interview guests with special needs about how their former teachers supported their learning given their individual needs and life experiences.
- Participants will meet with novice teachers to share with them their understanding and expertise in accommodating students with diverse and special needs.

**Resources:**

**Instructional Topic:** Language-Learner Profiles

**Tasks** *(select as appropriate to meet the needs of participants):*
- Participants will examine different language-learner profiles (heritage learners, ELLs, native speakers), discussing possible implications for lesson planning.
- Participants will interview heritage students and ELL students to investigate their language-learning experiences and their experiences taking world language classes.
- Participants will conduct research focused on the language-learning experiences of their heritage, ELL, and native speaker students.

**Resources:**
Instructional Topic: Heritage Learners

Tasks (select as appropriate to meet the needs of participants):

- Participants will explore available resources and assessment tools used to determine students’ linguistic and cultural proficiency (e.g., ACTFL proficiency guidelines, ACTFL K–12 performance guidelines, state foreign language frameworks or standards, LinguaFolio).

- Participants will interview heritage students and ELL students to learn about their language-learning experiences and their experiences taking world language classes.

Resources:
I collaborate with my students to promote a safe and supportive learning environment.

**TELL Criteria: E2**

**Instructional Topic**: Classroom Management

**Tasks** *(select as appropriate to meet the needs of participants)*:

- Participants will work in pairs to describe what teachers and students ideally do throughout the class. They will consider how they want class to begin, what students will do during transitions, and how class will end. They will share and look for commonalities and will also attempt to identify expectations that might not be appropriate in a given setting.

- Participants will read an article on classroom management and will identify two or three strategies that they have used with success or that they might want to implement.

- Participants will discuss how they will teach their students the rules and routines of their classroom and will create the lesson plan(s) that introduce their rules and routines in ways that involve students in the process. Working together, participants will develop age-appropriate plans to be shared with others.

- Participants will discuss what bullying looks like in the classroom and in other school settings. They will read an article about the issue and determine how they will respond if/when they observe instances of bullying. Participants will role-play a situation in which a student is bullied and a teacher intervenes. At the end of the role-play, participants will discuss in pairs how the teacher responded and what might have been more effective.

**Resources:**


How do I create a safe and supportive learning environment to prepare for student learning?

I work with my students’ parents and school administrators to communicate and clarify the expectations for the learning environment.

TELL Criteria: E3

Instructional Topic: Communicating Expectations

Tasks (select as appropriate to meet the needs of participants):

- Participants will share the current classroom expectation document that they have used with parents and/or students. They will look for commonalities and will work together to identify the key information that needs to be shared.

- Participants will list the classroom rules that are posted in their classrooms. They will include their own rules as well as any rules required by school administration. They will discuss the difference between rules that tell students what to do and rules that tell students what not to do. They will work collaboratively to determine their classroom rules for next year.

Resources:
# ENVIRONMENT

**How do I create a safe and supportive learning environment to prepare for student learning?**

<table>
<thead>
<tr>
<th>Instructional Topic: Defining a Culturally Authentic Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks</strong> <em>(select as appropriate to meet the needs of participants):</em></td>
</tr>
<tr>
<td>• Participants will complete virtual or physical walk-throughs of classrooms that reflect authentic culture and language.</td>
</tr>
<tr>
<td>• While working in groups, participants will design the ideal culturally authentic classroom.</td>
</tr>
<tr>
<td>• Participants will reflect on their classroom design and explain what makes their classroom culturally authentic.</td>
</tr>
</tbody>
</table>

**Resources:**

<table>
<thead>
<tr>
<th>Instructional Topic: Use of Culturally Authentic Material to Support a Target-Language Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks</strong> <em>(select as appropriate to meet the needs of participants):</em></td>
</tr>
<tr>
<td>• Participants will interview an emerging or advancing teacher to determine how the teacher uses culturally authentic material to develop a classroom environment that is culture-rich and encourages use of the target language.</td>
</tr>
<tr>
<td>• Participants will share how they use realia and culturally authentic materials to develop a classroom environment that is culture-rich and encourages use of the target language.</td>
</tr>
<tr>
<td>• Participants will create a list of ways that they can incorporate culturally authentic materials in their classrooms, which will help create a classroom environment that is culture-rich and encourages use of the target language.</td>
</tr>
</tbody>
</table>

**Resources:**
**Instructional Topic:** Use of Target-Culture Classroom Practices to Support a Target-Language Environment

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will compare and contrast US and target-culture classroom routines used to create a classroom environment that is culture-rich and encourages use of the target language.

- Participants will incorporate target-culture classroom routines into their practices to create a classroom environment that is culture-rich and encourages use of the target language.

- Participants will demonstrate ways to incorporate target-culture classroom routines with US students to create an environment that is culture-rich and encourages use of the target language.

**Resources:**


STELLA Modules for Teacher Development

ENVIRONMENT

How do I create a safe and supportive learning environment to prepare for student learning?

I maximize the organization of the physical environment to support the performance objectives.
TELL Criteria: E5

Instructional Topic: Role of Physical Environment

Tasks (select as appropriate to meet the needs of participants):

- Participants will read the article “Twelve rules for arranging your classroom.”

- Participants will examine different ways to arrange learning environments and, considering diverse student needs, discuss what the different formats (seating, student work displays, access to resources, workstations, and accommodations for special needs) might mean for language acquisition.

- Participants will visit classrooms to analyze how the learning environment is arranged and how it may be beneficial or detrimental to language development.

- Participants will plan the spatial organization of their classrooms. They will consider issues such as access to resources (both physical and virtual), accommodations for students with special needs, and the display of student work samples.

- Participants will write a grant proposal for creating a state-of-the-art classroom that enhances learner-centered language learning and teaching, while also providing opportunities for cross-cultural collaboration.

Resources:


How does my collaboration with stakeholders support student learning?

I collaborate with stakeholders to communicate how effective learning experiences promote lifelong language learning.
TELL Criteria: C1

**Instructional Topic:** Identifying and Communicating with Stakeholders

**Tasks (select as appropriate to meet the needs of participants):**
- Participants will define the word *stakeholders*. They will identify the potential stakeholders—those who impact or are impacted by the world language program—in their schools and communities.
- Participants will reflect on a challenge they have faced with a stakeholder. They will describe the challenge and indicate what contributed to the situation, what they learned from the experience, and how their practice has changed or will change in order to maximize program outcomes through effective communication and engagement.
- Participants will create informational documents with targeted messages that can be shared with various stakeholders.

**Resources:**


Instructional Topic: Identifying the Impact of Classroom Practice

Tasks (select as appropriate to meet the needs of participants):

- Participants will discuss what might qualify as “look-fors” in classroom practice. Participants will think about the perspectives of various stakeholders with regard to world language programs. They then will make a three-column chart listing key stakeholders, the stakeholders’ needs and what classroom teachers can do or provide to address those needs.

- Participants will consider the impact of a strong language program and will explain how specific classroom strategies and techniques convey the strength of a program. Participants will consider the impact that one student might have on the opinions of different stakeholders. They will discuss why successful students are the best ambassadors for a program. Participants will be given hypothetical quotes from students and will discuss how various stakeholders might respond to what the students have said. The hypothetical quotes range from very negative statements, such as, “I hate [language]. It’s hard, and we aren’t learning how to speak,” to very positive statements, such as, “I really like [language]. I really enjoy being able to communicate with teenagers my age via Skype.”

- Participants will reflect on how various stakeholders might interpret their practices and needs and will discuss how to create understanding and build support for standards-based teaching and learning. An example: A guidance counselor who walks by and observes the class being conducted solely in the target language may make the assumption that the course is not a good fit for special needs students or struggling learners. Another example: A school board member who is asked to fund the purchase of a Promethean board may question the expense if he or she does not understand the need to integrate authentic language and cultural texts into the course.

Resources:


STELLA Modules for Teacher Development

COLLABORATION

How does my collaboration with stakeholders support student learning?

I discuss student performance goals and outcomes of the class/course/program with all stakeholders.
TELL Criteria: C2

Instructional Topic: Identifying Program Goals

Tasks (select as appropriate to meet the needs of participants):

- Participants will look at existing curricula, units, and lesson plans from different language programs and will identify the goals that are articulated. They will identify curricula, units, and lesson plans that have clear goals and those that do not have clear goals. They will brainstorm how they might create clearer goals for curricula, units, or lesson plans that they have reviewed.

- Participants will be asked to bring one of their own units or lesson plans to share with other participants. In small groups, they will discuss the stated unit and/or lesson goals.

- Participants will draft goals for a program level and/or course that they would likely teach (e.g., beginner Chinese at a high school, heritage literacy for Russian speakers at middle school, language through content in a dual-language Arabic program at an elementary school). They will then share those goals in small groups in order to get feedback.

Resources:


Instructional Topic: Communicating Program Goals

Tasks (select as appropriate to meet the needs of participants):

- Participants will create a chart about how the program goals will be clearly conveyed to relevant stakeholders. They will brainstorm different ways of articulating program, unit, and lesson goals and will consider ways to engage relevant stakeholders in the planning of programs, units, and/or lessons. They will create a two-column chart of relevant stakeholders such as parents, administrators, the school board, etc., and come up with corresponding goal statements that will be clear and understandable to the different stakeholders.
• Participants will prepare thirty-second elevator speeches that clearly articulate the goals of world language programs to anyone who might ask them a question. They will also prepare a response to the often heard “I took two years of a language, and I can’t . . .”

• Participants will create a lesson plan that can be used at the beginning of a course to explain to students what it means to acquire foreign-language skills in terms of proficiency. Once the overview lesson is finalized, participants will create an additional lesson that conveys specific course goals in age-appropriate ways.

• Participants will create a short presentation that explains the goals of their specific program and explain how they might adapt that presentation for different stakeholders. The presentation will address typical program questions that participants might expect to hear in their local communities. Participants will work in groups to create a visual presentation that can be adjusted for different audiences, and they will practice giving that presentation to other participants. The other participants role-play various stakeholders as other groups present and pose questions from the point of view of different stakeholders. When possible, programs may elect to bring together a group of representative stakeholders to see the presentation and ask questions based on what they have learned. Sample questions might include:
  
  o Why should we implement/continue/expand [language] in our schools?
  o What are students learning as a result of the program?
  o What are reasonable expectations?

Resources:


Instructional Topic: Options for Informing Stakeholders

Tasks (select as appropriate to meet the needs of participants):

• Participants will brainstorm reasons why it is important to inform stakeholders of the accomplishments of students (e.g., it improves the relationship with stakeholders; it provides a means of monitoring and demonstrating progress in language performance; it increases the accountability of teachers and coordinators; it increases the visibility of language programs; it endows students with a sense of importance, gratification, and prestige beyond the classroom walls).

• Participants will list methods for recording student accomplishments (e.g., collect students’ finished work, record student work on video, keep portfolios of student work), examples of student accomplishments (i.e., personal, academic, and extracurricular accomplishments), and ways to inform stakeholders about accomplishments (e.g., newsletters, bulletins, Facebook posts, fairs, celebrations, competitions, flyers and posters, text messages, and e-mail messages).

• Participants will share some examples from their own experiences of informing stakeholders about student achievements. They will then discuss the types of accomplishments that are noteworthy, when
and how often accomplishments are reported, who is informed about which accomplishments (e.g., performance reported to parents, data reported to administrators), and what methods are used to inform stakeholders.

Resources:

**Instructional Topic:** Consideration of Accomplishments that Should Be Highlighted

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will discuss the advantages and disadvantages of competition in the classroom and its impact on motivation in order to examine the types of student achievements that should be highlighted to stakeholders. Participants will then describe best practices in terms of what they might do, or do differently, in their classroom settings.

Resources:

How does my collaboration with stakeholders support student learning?

I partner with school-based professionals to support the learning of my students.

TELL Criteria: C3

**Instructional Topic:** Identifying School-Based Professionals

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will brainstorm who the internal and external school-based professionals are (e.g., support staff, administrators, health and social service officers, counselors, special education and early intervention personnel, teachers from other departments and other schools, district officials, etc.) and what they do. They will discuss the roles that each person has and that person’s impact on learners and/or on successful and efficient language programs. Participants will work in small groups, drawing on the experience of others to consider how effective partnerships can be established.

- Participants will share action plans for establishing concrete long- and short-term partnerships with school-based professionals. Participants will develop a list of suggestions for establishing and/or managing such partnerships. Participants will also create an organizational chart of a school system that outlines the main services offered by school-based professionals.

**Resources:**

School district organizational charts, high school organizational charts, etc.

**Instructional Topic:** Working with School-Based Professionals

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will list potential positive outcomes of partnerships with internal and external school-based professionals for student learning and for their own language program.

- Participants will share or be given profiles of students who are struggling. They will then brainstorm solutions and consider the best approach for involving other school-based professionals in order to create a team-based approach to helping the students.

- Participants will share or be given a situation that a teacher is likely to encounter in a school-based setting. Based on the situation, participants will work in small groups to create an action plan involving other school-based personnel as needed to address and resolve the issue.

**Resources:**


How does my collaboration with stakeholders support student learning?

I provide a variety of vehicles for regular two-way communication about the class/course/program.

TELL Criteria: C4

Instructional Topic: Maintaining Effective Communication

Tasks (select as appropriate to meet the needs of participants):

- Participants will brainstorm how they can use technology to maintain two-way communication with students, parents, colleagues, and administration. They will also consider how to involve those who may not have access to such technologies.

- Participants will work in groups to examine the different ways that programs incorporate two-way communication. They will create a chart of the different strategies for incorporating two-way technology and will discuss ways how such technology can be used to interact with relevant stakeholders.

- Participants will discuss ways to initiate or extend their communication efforts in their own settings. They will develop a product that they can use in their local setting and share that product in small groups for feedback on the content and its appropriateness.

Resources:


How does my collaboration with stakeholders support student learning?

I connect with local and global communities to support and encourage language and culture learning.

TELL Criteria: C5

Instructional Topic: Connecting with Individuals and Organizations

Tasks *(select as appropriate to meet the needs of participants):*

- Participants will brainstorm the types of connections teachers can make with individuals and organizations to support and encourage language and culture learning in local and global communities. They will consider the work done by Sister Cities International to generate ideas for their situations. They will then work in groups to investigate different local and global organizations. Each group will choose organizations that they think will be useful in their future teaching careers. They will share the information (name of the organization, website and contact information, relevance to language programs, and future connections) on each of the organizations they have chosen with the whole group.

- Individually, participants will work to identify specific organizations within their communities and brainstorm options for collaboration with one or two such organizations. They will develop a plan that details how to connect or expand connections with individuals and local and global organizations that will effectively support language and culture learning.

- Participants will share their experiences with study abroad programs. They will then work to design or improve an existing program to enable students to be immersed in the target language and culture to the greatest extent possible. They will provide a rationale for their program design and will share information about their program plans in small groups in order to get feedback.

Resources:


How do I provide meaningful learning experiences that advance student learning?

My students and I demonstrate respect for individuals, rules, routines, and procedures.
TELL Criteria: LE1

**Instructional Topic:** Establishing Rules, Routines, and Procedures

**Tasks (select as appropriate to meet the needs of participants):**
- Participants will reflect individually on one thing they wish they had done differently in their first year of teaching.
- Participants will read different excerpts from *First Days of School: How to Be an Effective Teacher* by Harry K. Wong and Rosemary T. Wong and will share what they have learned with the entire group. The excerpts may come from the video or summary document listed in the resources.
- Participants will then pair to create their own version of summary quotes including a specific example of what each summary statement might look like in a language classroom.
- Participants will then consider how they involve students in the process of establishing rules and routines. They will work together to create a lesson plan or steps of a lesson plan that they will use in their classrooms at the beginning of a school year.

**Resources:**


**Instructional Topic:** Recognizing and Reinforcing Positive Behavior

**Tasks** (*select as appropriate to meet the needs of participants):**

- Participants will reflect individually on a student who has acted out or has been a disciplinary problem in class. They will write a description of the student and of the problem, giving as many relevant details as possible. They will end by making one positive comment about the student. Participants will then pair to read their reflections and will ask questions to elicit additional details if necessary.

- Participants will read an article that addresses the concept of rewarding the behavior that is desired. They will discuss the article in small groups before rereading the individual reflections. Working in small groups, they will brainstorm strategies that might be used to address the types of behavior being described.

**Resources:**


THE LEARNING EXPERIENCE

How do I provide meaningful learning experiences that advance student learning?

I use the daily performance objectives to capture my students’ energy and commitment.
TELL Criteria: LE2

**Instructional Topic:** Start-Up Activities

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will read an article about methods of engaging students at the start of class.

- Participants will explore examples of effective start-up activities to immediately engage learners. If possible, participants will simulate both a strong and engaging class opening and a weak class opening, and will then consider the potential impact of each on student behavior.

- Participants will develop brief start-up activities (no longer than five minutes) based on a provided list of performance objectives.

- Participants will develop an interactive presentation for novice teachers on student motivation, addressing the use of student background information and child/adolescent psychology. They will include sample start-up activities (based on performance objectives) that are particularly effective in their classroom.

**Resources:**


**Instructional Topic:** Importance of Performance Objectives

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will read about performance objectives in chapter three of *Teacher’s Handbook: Contextualized Language Instruction*.

- Participants will compare lessons guided by performance objectives (what students can do) versus transmission-based lessons (what students know).

- Participants will analyze lesson plans for which no performance objectives are provided and will generate appropriate performance objectives for each lesson.

- Participants will conduct an idea-sharing session for novice teachers on devising and writing strong, clear performance objectives to capture students’ energy and commitment to language learning.

**Resources:**

**Instructional Topic:** Student-Friendly Language

**Tasks** *(select as appropriate to meet the needs of participants):*
- Participants will examine samples of performance objectives to determine which are in student-friendly language.
- Participants will modify a list of performance objectives to make them more comprehensible to students.
- Participants will create an interactive mini-workshop for novice teachers on how to write instructions in student-friendly language.

**Resources:**

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**Instructional Topic:** Student Reflection

**Tasks** *(select as appropriate to meet the needs of participants):*
- Participants will discuss advantages of having students reflect on what they’re able to do (or not do) at the end of the lesson.
- Participants will generate time-friendly activities that encourage student reflection (i.e., providing open-ended questions about learning, allowing time for student journaling, etc.).
- Participants will write a paper on the benefits of student reflection and include strategies for promoting reflection and for scheduling reflection as a key element of daily lessons.

**Resources:**
THE LEARNING EXPERIENCE

How do I provide meaningful learning experiences that advance student learning?

I share the sequence of learning experiences with my students.
TELL Criteria: LE3

**Instructional Topic:** Conveying Purpose and Order of Learning Experiences

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will work with a partner to analyze a lesson plan and will determine what information they would share with students. They will determine what information will be posted for students to refer to during the lesson and will script what they would say to introduce each activity and explain the purpose of the activity.

- Participants will use an existing lesson plan they have created to develop the outline that would be posted for students. They will share the outline with a partner, allowing the partner to review what information the outline provides for students. Participants will then share what they understand about the learning goals from their partner’s outline.

- Participants will share the homework that they have created for the lesson and will explain the purpose of that homework in terms of the stated lesson goals.

**Resources:**

THE LEARNING EXPERIENCE

How do I provide meaningful learning experiences that advance student learning?

I ensure that students receive comprehensible input.
TELL Criteria: LE4

Instructional Topic: Comprehensible Input

Tasks (select as appropriate to meet the needs of participants):

- Participants will view the presentation on comprehensible input, “STARTALK Teacher Development: Checking for Comprehension,” by Mimi Met and Greg Duncan.

- Participants will experience two demo lessons in a language other than their own. One lesson will have limited comprehensible input and the other will have appropriate levels of comprehensible input. Participants will describe the strategies that were helpful in ensuring student understanding.

- Participants will write a reflection on which of the observed strategies from the demo lessons were most effective in providing comprehensible input and allowing an instructor to maintain target-language instruction.

- Participants will choose a culturally appropriate folktale that they would use with their students. They will pair and microteach the folktale to another participant, who will note the comprehensible input strategies used. After reversing roles, participants will debrief by discussing the different strategies used indicating strategies and activities they felt were particularly effective.

- Participants will choose a content-based lesson plan that they have already written in order to demonstrate how they would teach their students a lesson in the content area using the target language, making use of comprehensible input strategies.

- Participants will model two demo lessons in a target language other than their own. One lesson should have limited comprehensible input, and the other should have appropriate levels of comprehensible input. Participants will discuss the implications of appropriate levels of comprehensible input and the variety of strategies used to ensure student understanding.

Resources:


**Instructional Topic:** Use of English

**Tasks (select as appropriate to meet the needs of participants):**
- Participants will discuss and justify if and when English should be used in a target-language classroom.
- Participants will practice teaching one element of a prepared lesson plan. During the lesson, participants will watch how many times the teacher almost resorts to English. Participants will reflect post-lesson, focusing on strategies to avoid use of English in the target-language classroom.
- Participants will develop a brochure for parents that clearly outlines the target-language–only policy of the language classroom and explains to the parents why this approach is being used and how the parents can support their child’s ability to speak only the target language in class.

**Resources:**

**Instructional Topic:** Balanced Teacher-Student Speaking Time with Allowances for Wait Time

**Tasks (select as appropriate to meet the needs of participants):**
- Participants will experience a language lesson in which the teacher does all the talking and demands responses from students without wait time. As a group, participants will discuss the experience and possible consequences of classes taught in this manner.
- Participants will video record themselves teaching a lesson that features balanced teacher and student speaking time. They will demonstrate in this lesson how they deal with the issue of wait time in their classrooms. They will share the video with colleagues to collect a variety of possible techniques for maximizing student speaking time and allowing for wait time.
- Participants will develop a presentation for novice teachers on strategies they use to make sure students speak as much, if not more than, their teachers and how to manage the classroom to allow the students sufficient thinking time before responding to teachers’ questions.

**Resources:**

How do I provide meaningful learning experiences that advance student learning?

I provide opportunities for my students to acquire language in meaningful contexts.

**TELL Criteria: LE5**

**Instructional Topic:** Meaningful Context

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will view the Annenberg video of Japanese teacher Yo Azama as an example of a meaningful context lesson.
- Participants will define and understand characteristics of **meaningful contexts** for language learning by examining scenarios found in ACTFL standards documents and in the ACTFL/P21 Skills Map.
- Participants will compare and contrast using a meaningful context approach with using a decontextualized grammar-based/vocabulary approach.
- Participants will examine a lesson or unit plan they have used in the past. They will create a performance-based task that achieves the lesson’s/unit’s performance objectives by requiring students to use language in a meaningful context and by presenting language elements such as grammar and vocabulary in a contextualized manner.
- Participants will create an interactive workshop with beginning teachers as the audience. They will focus the workshop on how to effectively use culturally authentic materials at different proficiency levels. Participants will propose different approaches to contextualized grammar and vocabulary instruction that vary according to the students’ proficiency levels.

**Resources:**

How do I provide meaningful learning experiences that advance student learning?

I provide opportunities for students to engage in cultural observation and analysis.
TELL Criteria: LE6

**Instructional Topic**: Integration of Cultural Reflection, Comparison, and Analysis

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will brainstorm what makes a resource culturally authentic and then make a list of culturally authentic materials and how those materials can be used to help create meaningful contexts for language learning.

- Participants will categorize a list of activities, items, and ideas that people associate with different cultures, and will discuss the relationship between products, practices and perspectives.

- Participants will develop and teach a task or activity using culturally authentic material to create a meaningful context for language learning.

- **Participants** will develop a lesson that focuses on the relationships between products, practices, and perspectives as they exist in the target culture. After teaching an activity from the developed lesson, participants will provide feedback on the lesson.

- Participants will develop a position paper on what makes material culturally authentic and how that definition informs a teacher’s use of culturally authentic material in his or her practice.

- Participants will create a clear explanation for new teachers of the differences between products, practices, and perspectives. They will explain the considerations they make when incorporating products, practices, and perspectives into their own lessons and unit plans.

**Resources:**

How do I provide meaningful learning experiences that advance student learning?

I provide opportunities for my students to become more effective communicators.

TELL Criteria: LE7

**Instructional Topic**: Feedback

**Tasks** (*select as appropriate to meet the needs of participants)*:
- Participants will review various sample rubrics for one of the modes of communication. They will discuss the domains that have been included and the descriptors provided for students. They will determine if the rubric exists to simply give a grade or if it has been designed to give feedback to the learner.
- Participants will work in pairs to design a performance task for a unit of instruction, or they will work with an existing task. They will explain the task and then lead a discussion on how the task might be scored. Collectively, they will design the rubric they would use to score a similar task.
- Participants will read different articles on formative assessment and then share strategies for formative assessment that they have learned from each resource with the other participants. They will create a list of strategies, with examples, that could be used by other teachers of the same language.

**Resources**:


**Instructional Topic:** Teaching Structures in Context

**Tasks** (*select as appropriate to meet the needs of participants*):

- Participants will discuss how they learned another language. They will consider how classroom experiences prepared them to communicate in real-world settings.

- Participants will react to the statement “Grammar is Not the Focus of the Course, Unit, or Lesson.” They will watch the two clips from Daily Routines, found in STARTALK-Endorsed Principles for Effective Teaching & Learning, and consider how grammar is taught in context in the Japanese lesson.

- Participants will consider the role of grammar in developing proficiency. They will work in pairs to consider the type of structures needed to advance from one level to another, recognizing that different languages may require different structures at different times.

- Participants will read about the PACE model and will look at a sample lesson using the PACE Model. They will then develop a PACE lesson in their language.

**Resources:**


LEARNING TOOLS

How do my students and I capitalize on a variety of learning tools to advance student learning?

I use a variety of learning tools to help learners access language, culture, and content to meet performance objectives.

TELL Criteria: LT1

Instructional Topic: Learning Tools Inventory

Tasks (select as appropriate to meet the needs of participants):

- Participants will explore different examples of print, media, and online learning tools, and discuss the tools’ potential uses for achieving various types of learning objectives, taking into account the differentiated learning styles and levels of the classes.

- Participants will be given a wide variety of learning objectives that cover various curricular objectives. Participants will then select, demonstrate, and defend their opinions about which learning tools will best achieve their and students’ objectives. These choices will take into account student learning styles and proficiency levels addressed within the participants’ curriculum.

- Participants will create a lesson that demonstrates appropriate use of learning tools for achieving selected learning outcomes. They will highlight how these learning tools can be used with a class of students that has various learning styles and proficiency levels.

Resources:


Instructional Topic: Classroom Learning Aids

Tasks (select as appropriate to meet the needs of participants):

- Participants will read chapter thirteen in Language and Children: Making the Match: New Languages for Young Learners (fifth edition) and will use the study questions at the end of the chapter to discuss how classroom learning aids can facilitate learning.

- Participants will work together in pairs or small groups. Each pair or group will focus on one video of actual instruction from a foreign language classroom (such as those used in the Annenberg series: http://www.learner.org/libraries/tfl/). They will note what classroom-learning aids were present and how they were or were not used and whether they were utilized successfully in the lesson. They will offer suggestions of other possible aids that could have been used.

- After reading the selected chapter (or comparable articles) and viewing videos of actual classroom teaching, participants will discuss a lesson or unit they have previously taught, sharing with the group any classroom-learning aids that were used in that lesson or unit. As a group, they will talk about additional aids that could have been used to facilitate learning within each of the lessons/units discussed.
Resources:
LEARNING TOOLS

How do my students and I capitalize on a variety of learning tools to advance student learning?

I use a variety of learning tools to help learners produce language and interact with culture and content to meet performance objectives. TELL Criteria: LT2

Instructional Topic: Target Language Communities

Tasks (select as appropriate to meet the needs of participants):

- Participants will discuss the world-readiness standard of communities and then explore how student involvement with local and global target-language communities can encourage lifelong learning among students. Participants will generate a list of contacts and resources for future use in involving their students with local and target-language communities.

- Participants will revise existing lesson plans to create opportunities for interaction between students and local and global target-language communities. Interaction between students and local and global target-language communities will enhance language and cultural learning and will encourage lifelong learning among students.

- Participants will develop a guide to using the community as a learning resource. The guide should include not only contact information but also considerations for the logistics of using the community as a language and cultural resource and advice on how to guide students in order to insure that they get the maximum benefit from their interactions with the community.

Resources:


LEARNING TOOLS

How do my students and I capitalize on a variety of learning tools to advance student learning?

I use a variety of learning tools that facilitate an understanding of the perspectives behind cultural products and practices.

TELL Criteria: LT3

Instructional Topic: Identifying Authentic Materials

Tasks (select as appropriate to meet the needs of participants):

- Participants will engage in a “jigsaw” activity. Participants will be divided into two or more groups, with each group reading different resources or parts of resources. The groups will then share with each other what they read, focusing on the principal ideas their resource expressed. They will then collaborate to write a definition for authentic resources.

- Participants will explore and evaluate the authenticity of different types of materials, and then participants will describe how these materials embody and relate the cultural perspectives, products, and practices of the world language they teach.

Resources:


Instructional Topic: Using Authentic Materials

Tasks (select as appropriate to meet the needs of participants):

- Given a world language learning objective, participants will select authentic materials that best relate the cultural perspectives, products, and practices targeted in the language objective. They will then defend their choices.

- Participants will watch and discuss the STARTALK video “Technology-Enhanced Language Instruction,” taking into account the variety of technologies and the usefulness and availability of these technologies for classroom and possible outside-of-class daily work and/or project work. They will discuss, in small groups or with a partner, whether and how these technologies will develop and assess language proficiency and cultural competencies.

- Participants will then design a lesson using authentic materials to meet lesson objectives. Then they will share the goals and activities for the lesson in small groups to receive feedback. When possible, after
using the feedback to revise the lesson, participants will have an opportunity to “microteach” the lesson to a second group.

Resources:


Instructional Topic: Appropriate Tools and Their Benefits

Tasks (select as appropriate to meet the needs of participants):

- Participants will read an article that discusses available technologies and ways those technologies can be used to develop and assess language learning and cultural competencies beyond the limits of the classroom and textbooks. They will share what they have learned in small groups.

- Participants will work in pairs to review website materials found on Teachthought.com. Each pair will focus on one or two criteria: usefulness of the site, appropriateness for specific age levels, availability to teachers and students, social issues related to online activities, and the activities’ abilities to develop and assess language proficiencies and cultural competencies. As a group, the participants will discuss their findings and talk about the process of their review. They will explain the process they use to determine which online activities/materials to use with their students.

Resources:

Explore websites that list and explain the use of the various tools available.


Instructional Topic: Choosing among Available Technologies

Tasks (select as appropriate to meet the needs of participants):

- Participants will create learning objectives for a lesson or use learning objectives from a lesson that they have used previously. They will then select an appropriate technology resource, demonstrate its use, and explain how their choice can enable students to access real-world language and culture, enrich student advancement, and be used for assessment. If appropriate, also consider the feasible use of this technology outside of the classroom setting, for example, in the school computer lab, on student home computers, or on handheld devices.
• Participants, acting as if they were students, will engage in a performance task for one of the three modes of communication. Once they have completed the task, they will reflect on how technology enhanced or hindered the task, considering carefully the amount of language and the cultural competency involved in completing the task. They will discuss ways that the task can be improved to better address stated linguistic and cultural goals.

• Participants will develop and demonstrate the use of at least three technological resources of their choice. They will explain how each resource can potentially develop and assess students’ language proficiency and cultural competencies. They will use technology tools to develop this presentation in a way that can easily be shared with others online or in their school settings.

Resources:


Instructional Topic: The Culture-Rich Classroom Environment

Tasks (select as appropriate to meet the needs of participants):

• Participants will read an article or section of a textbook that defines and discusses target-language, culture-rich classrooms.

• Participants will discuss the components of culture-rich language classroom. Participants will then generate a “look-for” list of what they would expect to see during a building walk-through of foreign language classrooms if they were observing for evidence of a culture-rich classroom.

• Working with a partner, participants will discuss what culturally appropriate items they would want in their classrooms and why. Participants will discuss how it would be possible to create a culturally rich classroom environment when sharing a classroom with another teacher or when traveling from room to room throughout the school day.

• Participants will work alone or in a group to create an ideal culture-rich classroom scenario, and then participants will share how the use of this environment will stimulate and advance student learning of the target language.

Resources:


LEARNING TOOLS

How do my students and I capitalize on a variety of learning tools to advance student learning?

My students and I use tools to document, track, and reflect on performance over time.
TELL Criteria: LT4

Instructional Topic: Communicating Realistic Expectations for Student Performance

Tasks (select as appropriate to meet the needs of participants):

- Participants will use the NCSSFL-ACTFL global can-do benchmarks to reflect on their proficiency levels in a second language that they have learned. They will discuss where they are currently and what they might do to move to the next sublevel of proficiency.

- Participants who teach at the high-school level will look at the rubric descriptors for scores of 3, 4, and 5 on an Advanced Placement (AP) exam in their language. They will compare those descriptors to the global can-do benchmarks and decide what proficiency level is needed to earn a certain score on the AP exam. They will defend their opinions based on evidence from the two documents.

- Participants will write a lesson plan that allows students to access their proficiency and will create subsequent lessons that will allow students to measure their progress over time. Participants will discuss how to get students to make realistic predictions and set realistic proficiency goals.

Resources:


Instructional Topic: Use of Rubrics

Tasks (select as appropriate to meet the needs of participants):

- Participants will work in small groups to share a task that they currently use with students and the rubric that they have created to assess performance for that task. They will ask for feedback from the group on how well the rubrics assess student learning.

Resources:


**Instructional Topic:** Student Reflection and Self-Assessment

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will share any strategies that they are currently using to promote student reflection and self-assessment. Each participant will then select one or two strategies that they feel are appropriate for the age of their learners and will explain how they might incorporate that strategy into a lesson.

**Resources:**

LEARNING TOOLS

How do my students and I capitalize on a variety of learning tools to advance student learning?

My students and I access and use learning tools in a manner respectful of authorship and ownership.

TELl Criteria: LT5

Instructional Topic: Understanding Copyright

Tasks (select as appropriate to meet the needs of participants):

- Participants will discuss the concept of copyright. They will explore various sources and develop a definition of what copyright is and why it is important to consider in choosing and using materials.

- Participants will be shown different examples of print, media, digital, and online learning tools, and they will determine how intellectual property laws factor into the use of these tools for educational purposes in their world language classrooms.

- Participants will choose a subject of their choice and create and present a world language lesson that includes a variety of authentic materials for both in-class and out-of-class student use. In their lesson plans, they will explain what questions they asked themselves in deciding how to attribute information, and they will attribute sources in appropriate ways.

Resources:


LEARNING TOOLS

How do my students and I capitalize on a variety of learning tools to advance student learning?

I research and collaborate with colleagues to identify tools that facilitate my work.
TELL Criteria: LT6

Instructional Topic: Identification of Learning Tools

Tasks (select as appropriate to meet the needs of participants):

- Participants will pair up to generate a list of their current favorite tools. They will share their list with other participants, generating a list of tools that are currently being used by all participants.

- Participants, working in pairs, will visit the website of a company that sells technologies that could be used in a classroom. Participants will identify a tool that they have not used previously. They will research the tool and gain a basic understanding of how the tool is used. They will then create a sample product to show how it might be used in the language classroom, and will share the tool and product with other participants.

Resources:


Instructional Topic: Collaboration with Others

Tasks (select as appropriate to meet the needs of participants):

- Participants will discuss how they currently use social media to connect with others. They will generate a list of relevant tools and share examples of how they have used those tools. They will then compare their list of tools to the information provided in the infographic that is referenced in the resources.

- Participants will join an Edchat (Tuesday evenings) or a Langchat (Thursday evenings) in order to engage in a conversation with professional colleagues. They will make note of what was discussed and then share that information with others in the class.

- Participants will search the database of past posts of FLTeach on a topic of interest to them. They will determine how FLTeach might be helpful in maintaining contact with other professionals.

- Participants will work in pairs to complete and submit an answer to the current question for the “So You Say” column in the Language Educator.
Resources:
How do my students and I use performance and feedback to advance student learning?

My students demonstrate growth through performances that are reflective of their learning experiences.

TELL Criteria: PF1

**Instructional Topic:** Importance of Assessment

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will read an article or listen to a presentation about the importance of assessment in US schools today.

- Participants will discuss how the importance of assessment in US schools could affect their practices.

- Participants will analyze newspaper and online reports of test scores such as SAT, ACT and AP. Based on their teaching experience, they then discuss the importance of assessment within a school community.

- Participants will analyze and critique their own performance-based assessment practices.

- Participants will share their concerns about the importance of assessment with new and emerging teachers. They will also discuss how new and emerging teachers can address these concerns by changing their teaching philosophies and practices.

**Resources:**


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**Instructional Topic:** Performance Objectives

**Tasks** (select as appropriate to meet the needs of participants):

- As a group, participants will review a lesson plan, focusing on the performance objectives. Participants will determine what performance objectives are used for, how they are structured, and how to tell if the objectives have been met.

- Participants will individually match a list of performance objectives to a list of assessment types. As a group, participants will discuss why they chose to match specific assessments to specific learning objectives.

- Participants will develop a list of performance objectives and corresponding assessments, deciding which assessments they would use in their classes and when.

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**Instructional Topic:** Performance Tasks

**Tasks** (select as appropriate to meet the needs of participants):

- Participants will compare and contrast performance tasks and non-performance-based activities, develop a list of the differences and similarities between the two, and brainstorm the appropriate use of both. Participants will then make the activities more task-like and create a checklist on what constitutes a good performance task.

- Participants will analyze a unit plan they have used in the past and change any non-performance-based activities into performance-based tasks.

- Participants will develop an argument about when and/or how to best introduce performance tasks as a means of increasing student proficiency in a less commonly taught language, discussing the merits of the different sides of the argument.

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**Resources:**

**Instructional Topic:** Proficiency and Proficiency Testing

**Tasks (select as appropriate to meet the needs of participants):**
- Participants will read “Understanding Proficiency” in order to compare proficiency and achievement tests.
- Participants will compare a sample proficiency test with a sample achievement test. They will develop a list of similarities and the differences between the two in order to determine what each test measures.
- Participants will speculate about why it is important to focus on what students can do with language rather than what students know about language.
- Participants will teach an activity that caters to the current proficiency level of their students, and then they will raise the level of that activity to provide students with a (reachable) i+1 challenge.
- Participants will write a paper that addresses issues of proficiency development in K–12 less commonly taught language classes, focusing on their own experiences teaching their language. In the paper participants should include techniques they use to ensure proficiency growth as well as how they develop sociocultural competency.

**Resources:**


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**Instructional Topic:** Modes of Communication

**Tasks (select as appropriate to meet the needs of participants):**
- Participants will review a handout on integrated performance assessment, focusing specifically on analyzing the different modes of communication.
- Participants will analyze an integrated performance assessment (IPA) model. Participants will identify the role of the different modes of communication (noting how the interpretive mode provides the context, interpersonal provides opportunities for negotiation of meaning, and presentational provides a final performance for an audience).
- Participants will create an integrated performance assessment with a colleague for a topic appropriate for the level they teach, paying particular attention to how tasks in each mode are interrelated.
- Participants will write an essay exploring the interrelatedness of the three communicative modes. How does this connection affect assessment practices?
- Participants will train novice teachers on how to develop an integrated performance assessment, paying particular attention to the role of the modes of communication.

**Resources:**

I employ a variety of feedback strategies designed to assist the learner in growing toward the target.  
TELL Criteria: PF2

**Instructional Topic:** Providing Feedback

**Tasks** (*select as appropriate to meet the needs of participants):**
- Participants will read the article “Seven Keys to Effective Feedback.”
- Participants will view two video clips from Annenberg, focusing on how the teachers in these videos provide feedback and discussing what makes this feedback effective.
- Participants will review samples of written feedback (via student writing samples) and verbal feedback (via video footage or via class observations) and discuss what they would do differently in terms of frequency, objectivity, timeliness, and consistency.
- Participants will role-play providing a student with feedback that is supported by evidence from the student’s performance, encourages the student to consider past performances, and provides the student with opportunities to set performance objectives and use feedback to improve his or her performance.
- Participants will reflect on their own feedback practices. Participants should ask themselves the following questions: To what extent do my feedback practices allow time for students to use the feedback to improve? Is the feedback I provide supported by evidence from the student’s performance? Do I provide opportunities for students to compare past performances with their current performances and to determine steps toward improving their performances? Participants will propose a plan for implementing improved feedback practices and will discuss how the practices will reflect students’ performance in the target language.

**Resources:**
**Instructional Topic:** Rubrics

**Tasks** (*select as appropriate to meet the needs of participants):**

- Participants will analyze existing rubrics to determine how to increase expectations at different levels.
- Participants will work with a colleague to analyze a unit or lesson plan and determine an appropriate performance-based, summative assessment to use with the lesson plan. Participants will then create a rubric for evaluating students using that assessment.
- Participants will develop a set of rubrics with missing sections. Participants will work with the novice teacher(s) to complete the rubric, facilitating the decision-making process and highlighting the critical-thinking skills required to develop an effective rubric for use in performance-based assessment.

**Resources:**


How do my students and I use performance and feedback to advance student learning?

I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.

**TELL Criteria: PF3**

**Instructional Topic:** Self-Assessment

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will review can-do statements found in LinguaFolio® and NCSSFL-ACTFL global benchmarks and discuss the value of using can-dos for student self-assessment.

- Participants will develop a self-assessment tool for their students and, looking at one of their own lesson plans, determine how time for student reflection and self-assessment could be incorporated into the lesson activities.

- Participants will discuss the use of self-assessment in gauging language performance and develop a set of guidelines that describe appropriate use of self-assessment in a LCTL classroom.

**Resources:**


**Instructional Topic:** Peer Review and Feedback

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will work with a partner to create an activity or task that would teach students to provide constructive peer-review feedback in the target language.

- Participants will share techniques for managing student behavior during peer-review sessions in the target language.
Resources:


STEELA Modules for Teacher Development

PERFORMANCE & FEEDBACK

How do my students and I use performance and feedback to advance student learning?

I routinely use internal and external assessment data to modify learning experiences.
TELL Criteria: PF4

Instructional Topic: Using Assessment Data in the Classroom

Tasks (select as appropriate to meet the needs of participants):

- Participants will write a personal definition of the concept of check for understanding and will provide one example of what it looks like in their classroom. Participants will then pair up to share what they have written. Participants will then collaborate to create a common definition and will create a list of shared techniques.

- Participants will work together to generate a list of internal and external assessment data that they can use to modify learning experiences for individual students.

- Participants will look at external assessments that are used to measure student growth in language proficiency. They will consider how such measures might be used in their settings and will collaborate to write a proposal to secure the necessary funds.

- Participants will adapt one of the external models for internal use in showcasing individual student growth using performance assessment measures.

Resources:


How do my students and I use performance and feedback to advance student learning?

My grading system reflects multiple measures and an emphasis on language performance.

**TELL Criteria: PF5**

**Instructional Topic:** Performance-Based Grading System

**Tasks** *(select as appropriate to meet the needs of participants):*

- Based on the introductory reading, each participant will decide which of the suggestions for grading systems aligns best with his/her own teaching philosophy.

- Participants will examine a teacher’s grading system to determine the degree to which formative and summative measures are weighted and how these measures reflect language performance (as compared to knowledge).

- Participants will critique their own grading system and modify the system wherever possible to increase emphasis on language performance as compared to knowledge and to utilize multiple measures of proficiency.

- Participants will develop a mini-workshop for novice teachers on grading based on language performance. What are the advantages and what are the pitfalls? What considerations must be taken into account in order to guarantee students are graded fairly, consistently, and in a timely manner?

**Resources:**


STELLA Modules for Teacher Development

PLANNING

How does my planning of learning experiences prepare for student learning?

I plan learning experiences based on my local curriculum and state and national standards.
TELL Criteria: P1

**Instructional Topic:** World-Readiness Standards and Other Relevant Standards

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will compare the ACTFL standards with their program’s state standards and develop a list of similarities.

- Participants will match described activities found in lesson plans to the 5 Cs in order to determine which standards are being addressed and how.

- Participants will receive a description of one of the goal areas (5 Cs) of the World-Readiness Standards for Language Learning and will develop an activity that demonstrates students meeting that goal area.

- Participants will develop a lesson plan that incorporates at least two of the goal areas of the World-Readiness Standards for Language Learning. Participants will video record themselves teaching one activity in the lesson. Participants will discuss the video with others in order to determine ways to plan their lesson differently in the future.

- Participants will discuss key connections between the World-Readiness Standards, 21st Century Skills, and Common Core State Standards. They will consider how their units and lessons incorporate and integrate the various standards.

- Participants will explain connections between the STARTALK-Endorsed Principles for Effective Teaching & Learning and other standards.

**Resources:**


**Instructional Topic:** STARTALK-Endorsed Principles

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will pair and then share the elements they believe are essential when planning quality learning experiences. Working together they will brainstorm a top-ten list. Participants will compare their list to the STARTALK-Endorsed Principles, discussing differences and similarities.

- Participants will work with the STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Lessons. Each participant will become the expert on one principle and share what he or she has learned from the brief explanations and video clips showcasing that principle.

**Resources:**


**Instructional Topic:** Communicative Modes

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will read the ACTFL definitions of and descriptors for the three communicative modes. They will describe a classroom activity for each mode.

- Participants will cite specific examples of how the interpersonal, interpretive, and presentational modes are addressed in various tasks included in the ACTFL 21st Century Skills Map.

- Participants will develop an activity that can highlight all three communicative modes and will video record themselves teaching this activity.

**Resources:**


How does my planning of learning experiences prepare for student learning?

I plan learning experiences to address the unique needs and interests of students.
TELL Criteria: P2

**Instructional Topic:** Learning Styles

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will then use learning-style inventories to determine their own learning styles. They will complete the questionnaire and discuss their results and the process of determining learning styles. Participants will then discuss how they might have their students engage in a similar process to discover and/or discuss their learning styles and how those learning styles relate to learning a language.

- Participants are given a list of learning tasks and are asked to identify and explain the learning style.

- Participants will consider a student that they have had or use a case study to consider the impact of learning style on an individual learner. They will determine how they might structure learning experiences in their classes to best accommodate the needs of a particular student.

**Resources:**


How does my planning of learning experiences prepare for student learning?

I use units based on proficiency targets and backward design principles.  
TELL Criteria: P3

### Instructional Topic: Backward Design

#### Tasks (select as appropriate to meet the needs of participants):

- Participants will consider the individual elements of a unit plan that are presented out of sequence and then identify the stage for each element. Participants will sequence the unit appropriately according to the principles of backward design. Participants will then look at one of the Model Curricula developed by STARTALK to consider the order of the elements for that template and then collaborate as a group to agree on what backward design means.

- Participants will analyze teacher-created units and/or textbook units to find evidence of backward design. They will analyze the unit for the elements of backward design and correlate planned assessments and learning experiences to the NCSSFL-ACTFL Global Can-Do Benchmarks to determine the proficiency targets of that unit.

- Participants will work with other participants to develop or improve a unit by incorporating or enhancing the stages of backward design.

- Participants will watch the video a video to see the implementation of a thematic unit in the classroom. They will discuss the video content with regard to the three stages of backward design. They will use evidence from the video to show that the 5 Cs are being addressed and will comment on how each mode of communication is also being addressed.

#### Resources:

Clementi, D., & Terrill, L. (n.d.). Chapter 2: Unit planning. *The keys to planning for learning: Effective curriculum, unit, and lesson design*. Retrieved from the ACTFL website:  


I ensure that my planning accommodates the needs of heritage/native speakers and identifies exceptional learners as well as struggling or accelerated learners not officially identified.

TELL Criteria: P4

**Instructional Topic:** Differentiation

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will read an article on differentiation to enhance their working definition of the term and will begin to compile a list of strategies for differentiating content, process, or product.

- Participants will pair and consider one of the strategies found on the Dare to Differentiate wiki below. They will explain the strategy to other participants and will provide a language-specific example of how that strategy might be used with their students.

- Participants will pair and share strategies that they have used to differentiate instruction for various learners. They will compare their experiences and create a working definition of the term differentiation.

- Participants will select a piece of culturally authentic material and design a task that is appropriate for different levels and/or abilities.

- Participants will examine profiles of students with different learning needs. Participants will then choose which activities (from a provided list) they would use to plan a learner-centered lesson that would meet these students’ individual learning needs.

- Participants will select an activity from a recent lesson plan and adapt it to meet the individual learning needs of students with different learning preferences.

- Participants will share stories of students with different individual learning needs, explaining how they met these students’ diverse needs and how they plan for differentiated instruction.

- Participants will review Bloom’s taxonomy to learn about the levels of thinking students use when learning.

- Participants will analyze a set of activities to determine what level Bloom’s Taxonomy is required to carry out each activity successfully. Participants will use the levels of thinking to order the activities.

- Participants will develop activities that require different levels of thinking. With a partner, participants will plan how they will situate the activities in a lesson plan and what preparations they anticipate will be needed to successfully carry out these activities.

- Participants will discuss the importance of considering different levels of thinking when lesson planning. Participants will decide when more emphasis should be placed on higher-order thinking skills and when it is more appropriate to focus on lower-order thinking skills when planning language instruction.

**Resources:**


Theisen, T. (2013). Dare to differentiate. Retrieved from https://daretodifferentiate.wikispaces.com/Languages+For+All


How does my planning of learning experiences prepare for student learning?

I plan opportunities for my students to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.

TELL Criteria: P5

Instructional Topic: Self-Assessment

Tasks (select as appropriate to meet the needs of participants):

• Participants will review can-do statements found in LinguaFolio® and NCSSFL-ACTFL Global Benchmarks and discuss the value of using such can-dos for student self-assessment.

• Participants will develop a self-assessment tool for their students, and, looking at one of their own lesson plans, will determine how time for student reflection and self-assessment could be incorporated into lesson activities.

Resources:


How does my planning of learning experiences prepare for student learning?

I use the backward-design process to plan lessons that lead students to meet the unit performance objectives.
TELL Criteria: P6

**Instructional Topic:** Lesson Planning and Order of Activities

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will view the STARTALK materials on lesson planning.
- Participants will analyze a lesson plan by reviewing the performance objective and standards (if indicated) and examining the order of activities in order to determine how the teacher prepares students to meet the lesson goals.
- Participants will design a standards-based lesson plan that is based on primacy-recency, one that recognizes that students learn best what is presented first. The lesson plan should also allow for formative assessment and/or feedback on specific learning activities.
- Participants will share strategies for successful lesson planning and offer suggestions for how to adapt when lessons do not go as planned.

**Resources:**


**Instructional Topic:** Transitions

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will view a video of a foreign language class and focus on what the teacher does as he or she moves from activity to activity. Participants will develop a list of transition activities based on what they see and discuss which methods seem the most effective.
- Participants will video record themselves teaching a lesson and share this video with other participants. They will note transitions and collect suggestions from other participants for different and varied transition techniques.
- Participants will create or adapt a lesson plan and indicate points where they anticipate transitions. They will indicate what those transitions will be, keeping in mind that transitions should be designed in ways that make the lesson flow.
Resources:
How does my planning of learning experiences prepare for student learning?

I plan lessons containing activities that are contextualized, connect to prior learning, and require attention to meaning.
TELL Criteria: P7

Instructional Topic: Contextualized Learning and Lesson Planning

Tasks *(select as appropriate to meet the needs of participants)*:

- Participants will explore resources available in the target language, both electronic and nonelectronic, that support content-based/contextualized lesson planning. They will determine whether the content used as the context for language learning is of high interest and relevant to students while supporting learning across content areas.

- Participants will select a content-based resource that is available in the target language and authentic to the target culture. They will plan a series of activities that are relevant and comprehensible to the students, while still supporting their learning across content areas.

- Participants will prepare for a debate on whether **content-based** target-language instruction should be exclusively taught in immersion schools. Participants will develop an argument for or against the idea and provide solid evidence from research as well as anecdotal evidence from experience in support of their stance.

Resources:


Instructional Topic: Use of Target Language and Comprehensible Input Strategies

Tasks *(select as appropriate to meet the needs of participants)*:

- Participants will watch the Global Village Academy video “Making Meaning in the Immersion Classroom: Comprehensible Input, Part One.” They will then list strategies that aided in comprehension.

- Participants will brainstorm a list of considerations for using authentic target-language materials.

- Participants will examine a piece of authentic material they may wish to use in a future target-language-only lesson plan. Participants will need to predict places where students will need support in order to understand the materials.

- Participants will plan a lesson using authentic materials appropriate for the proficiency level and address how they will use the target language to explain activities and concepts and employ strategies that guarantee consistent comprehensible input.

- Participants will discuss the need for consistent comprehensible input, the implications of students’ diverse characteristics and needs, the complexity of concepts presented in authentic materials, and the pressure teachers face to resort to English.
**Instructional Topic:** Processing Time

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will read articles about the *silent period* in language learning and *wait time* when questioning students.

- Participants will brainstorm what processing time might look like in their lessons and consider how they could incorporate time to allow students to process spoken and written language before being expected to produce it.

- Participants will develop a lesson based on authentic materials. They will use scaffolding techniques (such as before, during, and after task support) to help students process spoken and written language before being expected to produce it.

**Resources:**


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**Instructional Topic:** Student Collaboration with Native-Speaking Peers

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will watch the Annenberg video “Creating Travel Advice” and note how the teacher involves native-speaking students and plans a task.

- Participants will plan a project that can be completed through collaboration with students in multiple classes, either in the United States or around the world (with the use of technology).

- Participants will share positive experiences of student collaboration. They will develop logistical, conceptual, and sociocultural recommendations that will enable other teachers to plan positive collaborative experiences for their own students with peers in the United States or around the world.

**Resources:**


STELLA Modules for Teacher Development

PLANNING

How does my planning of learning experiences prepare for student learning?

I plan lessons that contain learning experiences designed to keep all students engaged all the time.

TELL Criteria: P8

**Instructional Topic:** Student Engagement

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will discuss the role that motivation has played in their lives. They will share personal examples of intrinsic and extrinsic motivation and consider how both impact the learner in the classroom.

- Participants will be assigned different articles or excerpts of articles about motivation. They will consider the role that motivation plays in student engagement. Each participant will share information and participants will brainstorm how they can design learning experiences in ways that will impact student motivation and engagement.

- Participants will read a performance objective and then develop performance-based activities that will help students with different sensory preferences attain the objective by incorporating visual and auditory stimuli and movement.

**Resources:**


How does my planning of learning experiences prepare for student learning?

I identify and select appropriate resources that allow my students to access, evaluate, and use authentic materials.

TELL Criteria: P9

**Instructional Topic:** Authentic Resources

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will jigsaw an article on authentic materials and share what they have learned with other groups. They will discuss what authentic materials are and are not.

- Participants will examine three pieces of authentic material and decide which of the three is an appropriate resource for the age, grade, and proficiency level they will teach.

- Participants will develop a project that requires students to choose authentic materials as resources to solve a problem or answer a question. The project should be structured to ensure maximum student engagement.

**Resources:**


STELLA Modules for Teacher Development

PROFESSIONALISM

How does my continued growth as a professional support student learning?

I maintain the highest standards of professional conduct in my community, classroom, and professional affiliations.

TELL Criteria: PR1

Instructional Topic: Professional Conduct

Tasks (select as appropriate to meet the needs of participants):

- Participants will reflect on a former teacher they identify as a model professional. In groups, they will brainstorm how these teachers represented the target language and culture and the school or language-education field. Participants will reflect on how they believe this teacher’s professionalism impacted student learning and how others perceive the importance of language learning. In groups, they will create a top-ten list of qualities that all teachers should have.

- In small groups, participants will read the ACTFL Statement of Professional Responsibility and compare the information in that article to their top-ten lists.

- Participants will access or share their professional handbooks and look for similarities and differences. They will pull together a multimedia presentation that might be shared with someone who comes from a different language and cultural background who will begin teaching in US schools.

Resources:


Area school district code of conduct policies District example:

Area school district code of conduct policies—State example:

Instructional Topic: Communicating Positive Messages in Culturally Appropriate Ways

Tasks (select as appropriate to meet the needs of participants):
- Participants will work in pairs to share experiences working with teachers of other languages or members of their school community. They will identify strategies for successful communication and collaboration. Participants will be asked to reflect on how teacher roles, responsibilities, and perceptions differ across cultures.
- Participants will work in pairs to address attitudes surrounding the concept that languages are for everyone. They will set a goal for advocacy around languages for all plan strategies for effective representation of their ideas within their school community, and design and rehearse a presentation appropriate for any stakeholder group that also focuses on changing attitudes in its own setting.

Resources:
Advocacy materials and webinars:
How does my continued growth as a professional support student learning?

I maintain high levels of linguistic competence in both the target language and English.

TELL Criteria: PR2

**Instructional Topic:** Maintaining and Improving Language Skills

**Tasks** *(select as appropriate to meet the needs of participants)*:

- Participants will set up a personal LinguaFolio Online account in order to self-assess their language proficiency across the modes of communication. After completing the can-do checklists, participants will discuss whether they feel that they are able to perform at the advanced low level or higher in the target language and English.

- Participants will identify the can-do proficiency statements in either or both languages that are the greatest challenges for them and design a personal growth plan for addressing those challenges.

**Resources:**


*ACTFL OPI and WPT:*


LinguaFolio Online: [https://linguafolio.uoregon.edu/](https://linguafolio.uoregon.edu/)

LinguaFolio Online Network: [http://lfonetwork.uoregon.edu/](http://lfonetwork.uoregon.edu/)


**Instructional Topic:** Keeping Current in Language-Specific Developments

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will select one current world-language article and reflect on their understanding of the current developments described in the article. They will then consult a language-specific website to see what information is being shared on the topic addressed in the article and look for language-specific examples on that topic.

- Participants will read at least one or two articles a month on world language topics/education and reflect on how what they are learning applies to their language-specific situation.

- Participants will participate in an interactive blog on a current world-language topic.

**Resources:**

*To complete the Beginning Teacher Task above, articles on current issues in education and in language education will need to be found. Suggested resources for these articles include:*

- **ASCD Educational Leadership:** http://www.ascd.org/publications/educational-leadership.aspx
- **The Chronicle of Higher Education:** http://www.chronicle.com
- **Language: The Journal of Communication and Education:** http://languagemagazine.com/
- **The Language Educator:** http://www.actfl.org/publications/all/the-language-educator
- Language-specific websites, such as CLASS (for Chinese): http://www.classk12.org.
- Newsletters and publications from the National Foreign Language Resource Centers: http://www.nflrc.org/
How does my continued growth as a professional support student learning?

I am a reflective practitioner.
TELL Criteria: PR3

**Instructional Topic:** Connecting Beliefs and Practices to Student Learning

**Tasks (select as appropriate to meet the needs of participants):**

- Participants will begin by completing a self-assessment using all or part of the Teacher Effectiveness for Language Learning (TELL) self-assessments. They will use the results to set personal learning goals and will share their key goals with other participants.

- Participants will work in small groups to communicate why they choose to teach, how they hope their teaching will impact others, how they will measure their success, what they anticipate will challenge them, and how they will try to respond to feedback from students or professional colleagues on their performance.

- Participants will keep a daily journal to answer focus questions and record personal reflections and about what they are learning.

- At the beginning of the program, participants will draft a statement about their educational philosophy/beliefs and how those beliefs will guide their practice.

- At the end of the program, participants will revisit their belief statement and record how their beliefs were either reinforced or challenged by their learning in the program.

- Participants will reflect on their students’ learning, what questions emerge as they think about their students’ performance, and what data would help them understand and improve teaching and learning in their classrooms. They will then conduct research related to their questions and plan an action research project to use in their classrooms.

**Resources:**


Muhammad, A. (2011). *The will to lead, the skill to teach: Transforming schools at every level.* Bloomington, IN: Solution Tree.


Instructional Topic: Analyzing Student Data

Tasks (select as appropriate to meet the needs of participants):
- Participants will discuss and share examples of how they have used student data to inform their instruction and will make a collaborative list of practices that can be used in their teaching situations.
- Participants will analyze student work samples to determine how well individual students met lesson and/or unit goals. They will reflect on the instructional strategies and activities that may have contributed to student success and will identify next steps in enhancing individual student performance.

Resources:

Instructional Topic: Creating a Professional Development Plan

Tasks (select as appropriate to meet the needs of participants):
- Participants will identify professional strengths and areas for development using self-assessment tools from the TELL project. They will reflect on how the course content will meet their professional growth needs. At the end of the program, they will use the self-assessment tools to determine their progress.
- Participants will begin to build an online portfolio outlining their professional goals and posting evidence showing growth toward those goals.

Resources:
How does my continued growth as a professional support student learning?

I participate in professional development opportunities both in district and beyond throughout the school year and in the summer.

TELL Criteria: PR4

**Instructional Topic:** Connecting with Colleagues Locally and Globally to Facilitate Learning

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will research face-to-face and technology-delivered professional development opportunities in which they would like to participate. In doing so, they will reflect on how those opportunities could help them address their own professional growth goals.

- Participants will research and document professional learning opportunities over the coming year that specifically address TELL dimensions they want to focus on developing. They will select at least three opportunities they are committed to participating in and reflect on why those opportunities would benefit them.

- Participants will document their professional development history to date and reflect on how those learning opportunities have contributed to developing their knowledge and skills as a language teacher. They will then research new opportunities and create a professional learning plan covering at least three years. They will share their journey of professional learning in an online portfolio.

**Resources:**

ACTFL professional development workshops: [http://www.actfl.org/professional-development/professional-development-workshops](http://www.actfl.org/professional-development/professional-development-workshops)

ACTFL webinars for language professionals:

*Language-specific conferences (example below):*


National Heritage Language Resource Center professional development:
- [http://web.international.ucla.edu/nhlrc/category/profdev](http://web.international.ucla.edu/nhlrc/category/profdev)

Professional development through the language resource centers: [http://www.nflrc.org/](http://www.nflrc.org/)

*State and district professional development offerings (check by state)*

*State language association conferences (example below):*

Washington Association for Language Teaching (WAFLT) Conferences & Workshops:
- [http://www.waflt.net/conferences.html](http://www.waflt.net/conferences.html)
Instructional Topic: Collaborating with Others in Department, School, and District

Tasks (select as appropriate to meet the needs of participants):

- Participants will share personal experiences within their own settings and comment on their role within their department. They will describe the ideal working relationship that they have or hope to have within their school setting.

- Participants will describe the mentoring program that is in place in their local setting. They will share the strengths and weaknesses of such a system and will work together to identify what they can do as an individual to maximize the mentor/mentee relationship.

- Participants will brainstorm and share effective strategies for maintaining open communication with colleagues in departments and in their school and district.

Resources:


STELLA Modules for Teacher Development

PROFESSIONALISM

How does my continued growth as a professional support student learning?

<table>
<thead>
<tr>
<th>I give back to the profession in a variety of ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TELL Criteria:</strong> PR5</td>
</tr>
</tbody>
</table>

**Instructional Topic:** Participation in PLNs and/or Professional Organizations

**Tasks** *(select as appropriate to meet the needs of participants):*

- Participants will draft a professional engagement plan for the year that includes professional reading, conference attendance, and professional service within their school community.

- Participants will develop a rationale for attending a local, regional, or national conference that can be submitted to an administrator. The rationale should explicitly discuss both what the participants will learn at the conference and how the participants’ attendance will contribute to the language-teaching profession.

**Resources:**

*Sample professional development planning and facilitation templates:*

- American Council on the Teaching of Foreign Languages (ACTFL): [http://www.actfl.org](http://www.actfl.org)
- Association for Supervision and Curriculum Development (ASCD): [http://www.ascd.org](http://www.ascd.org)
- International Society for Technology in Education (ISTE): [https://www.iste.org](https://www.iste.org)
- Southwest Conference on Language Teaching (SWCOLT): [http://www.swcolt.org](http://www.swcolt.org)

*State world language organizations also may have listings of professional development opportunities for teachers:*

- Langchat: [http://langchat.pbworks.com/w/page/39343677/FrontPage](http://langchat.pbworks.com/w/page/39343677/FrontPage)
Instructional Topic: Sharing Expertise/Leadership

Tasks (select as appropriate to meet the needs of participants):

- Participants will do at least one of the following: prepare and submit an article to a professional publication; develop a workshop or session for a local, regional, or national world-language conference; develop a plan for leading a professional learning community of world-language teachers; or develop a plan to begin and/or lead a mentoring program for beginning and emerging world-language teachers.

- Participants will identify ways to use their professional strengths to support the professional development of beginning teachers and colleagues. As teacher mentors, they will provide guidance on appropriate professional development opportunities for beginning teachers, model reflection on practice and communication with stakeholders, and develop and use coaching strategies. As teacher leaders, they will recognize that cultivating new teachers is a form of professional development and, by researching the latest approaches to coaching, they will strive to provide the best possible support to the teachers they mentor.

Resources:


Web resources:

ACTFL Professional Development Services: https://www.actfl.org/professional-development

Coaching Language Teachers (CAL): http://www.cal.org/resources/digest/coaching-language-teachers.html


Stanford University School of Education California Foreign Language Project (CFLP): Leadership Development Program for World Language Educators: http://stanford.edu/group/cflp/cgi-bin/startalk/leadership

Teacher Effectiveness for Language Learning (TELL) Framework: http://www.tellproject.com/


Sample professional development or education effectiveness plans

State, regional, and language-specific professional organizations and events
# 2014 Student Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh, the Places We Will Visit! Tourist and Traveler</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Grade(s) of Learners: 6–12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td>Distance/Online Component:</td>
<td>Other (please specify):</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>90</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High/Intermediate Low</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Intermediate Low/Intermediate Mid</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<table>
<thead>
<tr>
<th>Curriculum Designed by:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

A group of friends signed up for a trip to an area of the world where the target language is spoken. They found an exciting opportunity that they will pursue with their parents’ permissions, of course. This trip goes beyond the typical sightseeing expedition. Students first spend a week traveling to interesting cities and landmarks in the country. Next, they spend three days with a local family where they can practice their language skills and gain an understanding of family life. During the stay, they write daily blog posts describing the places they saw and comparing and contrasting cities and customs. The posts include photos that document the journey. The International Rotary Club in the country where they are visiting wants them to give a lunchtime speech about their experiences. They plan to bring artifacts and photos to supplement the presentation. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.
### NCSSFL-ACTFL Global Can-Do Benchmarks

**Be sure to label the mode and proficiency level of each statement**

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Number the can-do statements here and then transfer to stage 3</em></td>
</tr>
</tbody>
</table>

#### Interpersonal Speaking

**Novice high:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

1. I can talk with friends and family about my likes/dislikes and my reasons for signing up for a combination travel/homestay program.

2. I can exchange personal information with my travel companions, my leaders, and my host family.

3. I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.

4. I can talk about a few customs and traditions that I learned when interacting with native speakers of the language.

5. I can talk about the tourism aspects of the trip—places I visited and things I did.

6. I can talk about things to do in a city and give and ask for directions for getting around a city in the foreign country/region.

#### Presentational Speaking

**Novice high:** I can present basic information on familiar topics using language I have practiced, using phrases, and using simple sentences.

7. I can describe my summer plans for traveling and living with a family in a country where the target language is spoken.

8. I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders).

9. I can give a presentation about a famous place I visited and about an experience I had during the homestay.

#### Presentational Writing

**Intermediate low:** I can write briefly about most familiar topics and present information using a series of simple sentences.

10. On a blog, I can write about a trip I took to a country where the target language is spoken.
11. I can write about something I have learned.

12. I can write a draft and jot down notes for a presentation that I plan to deliver verbally to the International Rotary Club members in a country where the target language is spoken.

### Interpretive Listening

<table>
<thead>
<tr>
<th>Intermediate low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I can understand simple questions about my trip.</td>
</tr>
<tr>
<td>14. I can understand simple descriptions of the places I visited.</td>
</tr>
<tr>
<td>15. I can understand simple directions to find my way around town.</td>
</tr>
</tbody>
</table>

### Interpretive Reading

<table>
<thead>
<tr>
<th>Intermediate low: I can understand the main idea of short and simple texts when the topic is familiar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I can understand personal questions asked on an application to live with a host family.</td>
</tr>
<tr>
<td>17. I can understand basic information on travel brochures and on travel-related websites.</td>
</tr>
<tr>
<td>18. I can understand blog posts about familiar topics.</td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*

### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

#### Summative Performance Assessments

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program’s learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions,</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of</td>
</tr>
</tbody>
</table>
After reading several brochures or perusing websites that advertise summer travel experiences in a country where the target language is spoken, students complete an organizational grid with relevant information such as the locations, dates, and durations of the trips, and the experiences, benefits, requirements, and costs of the trips. Students share the information with their parents to get permission to take part in the trip.

On a daily basis, students post blog entries about their experiences during the travel and homestay portions of the trip. They respond to posts from parents and friends. In class, they compare experiences and discuss what to include in the final presentation for the Rotary Club.

Students make a presentation to the International Rotary Club in the country where the target language is spoken. They highlight places they visited and what they learned about the people, their customs, and their country. This presentation will be given to other speakers of the target language and will also be part of a travel fair held at the end of the program.

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

**Learning Experiences**
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT Learners need to use . . .</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE Learners will experience and demonstrate . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy these can-dos directly from stage 1, column 2. Use one row per can-do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

*Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample knowing that different programs would have to adapt to address differences in languages and materials.*

### Interpersonal Speaking

1. I can talk with friends and family about my likes/dislikes and my reasons for signing up for a combination travel/homestay

Why do you want to participate in a travel/homestay experience?

Teacher organizes students into “buzz groups” of three or four individuals to discuss their reasons for wanting to travel, the activities they want to
What will you do during the travel portion? / What will you do during the homestay?
Where will you go?
I want to travel/experience another culture. / I want to perfect my language skills.
I will meet new people.
I will be able to use my language skills.
I will work with local residents.
I will see new places and learn about the culture.

On the first day of the trip, students meet and greet one another. They circulate and gather information about their travel companions. As they learn more about their travel companions, students who have three or more things in common form groups and report to the whole group about their commonalities and/or their differences.

In small groups students reminisce and list experiences they have had on previous vacations and/or homestays. These lists are then used to create “find someone who” activities in which students interact to find the person in class who has done a certain thing. (Did you go to the movies/the museum? Yes, I went to . . . / No, I didn’t go to . . .) In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.
3. I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.

<table>
<thead>
<tr>
<th>Daily activities (get up, bathe, dress, eat breakfast, go to school/work/activities, play sports/music/video games, eat dinner, watch television, chat with friends on an electronic device, go to bed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home, I usually . . .</td>
</tr>
<tr>
<td>With my host family, I have a different schedule.</td>
</tr>
<tr>
<td>Time (24-hour clock)</td>
</tr>
<tr>
<td>Sequencing expressions</td>
</tr>
<tr>
<td>Vocabulary describing typical travel/family activities</td>
</tr>
<tr>
<td>• I wake up at . . .</td>
</tr>
<tr>
<td>• I have breakfast at . . . in . . .</td>
</tr>
<tr>
<td>• In the morning, I first . . .</td>
</tr>
<tr>
<td>• In the afternoon, I . . .</td>
</tr>
<tr>
<td>• In the evening, I . . .</td>
</tr>
<tr>
<td>• Ride on the bus</td>
</tr>
<tr>
<td>• Sightsee</td>
</tr>
<tr>
<td>• Hike</td>
</tr>
<tr>
<td>• Work</td>
</tr>
</tbody>
</table>

In pairs, students create Venn diagrams to illustrate similarities and differences between their daily schedules at home and abroad. They display their diagrams and talk about an ideal daily schedule, which might be one that blends elements of both cultures.

4. I can talk about a few customs and traditions that I learned when interacting with native speakers of the language.

| Vocabulary will depend on the country and its customs |

Team word webbing: In small groups, students brainstorm a concept map. They contribute ideas verbally and assign one team member to record their ideas on a piece of chart paper. They talk about the main concepts, supporting details, and the relationships between target language customs and traditions.

5. I can talk about the tourism aspects of the trip—places I visited and things I did.

| Names of famous sites in the country/region |
| Descriptive adjectives |

Students each receive a card with the name of a famous site in a country where the target language is spoken. They circulate to ask and
| Did you see . . . ? I saw . . .  
| Did you visit . . . ? I visited . . .  
| Did you climb . . . ? I climbed . . .  
| Did you hike . . . ? I hiked . . .  
| What pictures did you take? I took pictures of . . .  
| What did you learn? I learned about the history of . . .  
| Why is . . . famous? It is famous for . . .  
| answer questions about the sites that their classmates have. They must ask at least five questions before they guess the name of the place. When they correctly guess a site, they collect that card. Students who surrender their cards, select another card from the pile of extra cards in the classroom.  
| Working in pairs, students create a collage of famous places in a country where the target language is spoken. They join with a different pair to ask and answer questions about the sites.  
| 6. I can talk about things to do in a city and give and ask for directions for getting around a city in the target country/region. | Names of places in a city in the target country/region  
| Vocabulary reflecting activities one might do in a city in the target country/region  
| What would you like to do?  
| I would like to . . .  
| I prefer . . .  
| I don’t like . . .  
| How do I find . . . ?  
| Where is . . . located?  
| Can you please give me directions to . . .  
| Sequence expressions (first, next, then, finally)  
| Turn right/left  
| Go straight  
| Corner  
| Continue for . . . blocks/kilometers | Students are given sentences about possible activities that they might do in a city. They decide what they want to do and then work with a map to decide the order of the day’s activities.  
| Presentational Speaking |
| 7. | I can describe my summer plans for traveling and living with a family in a country where the target language is spoken. | I want to . . . because . . .  
Travel abroad  
Explore new places  
Perfect my target language skills  
Hike, walk/trek, swim  
Learn about the people and customs in a country where the target language is spoken | Students create a concept map that outlines their summer plans and their reasons for traveling. They then assemble an electronic poster EduGlogster (edu.glogster.com/) with information they brainstormed. |
| 8. | I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders). | Hotel room  
Single/double bed  
Bathroom  
Telephone  
Luxurious/simple  
Amenities/few amenities  
Lights out at . . .  
Wake up call at . . .  
Physical and personality descriptors | Students record a daily reflection using http://vocaroo.com and then e-mail the sound file to family and friends. They begin with a description of their living conditions and on subsequent days talk about the rules and expectations, their new friends (traveling companions), and their leaders. Working in groups, students go online to locate appropriate hotels. Each group selects what they feel is the best choice and then prepares a brief presentation to give to the other groups. The class votes on the best option. Each student goes online to select a housing option for the homestay. The students also invent the perfect imaginary family for them. In small groups they share information about where they will live and their host families. |
| 9. | I can give a presentation about a famous place I visited and about an experience I had during the homestay. | I visited . . .  
It is located near, close to, far from, etc.  
It is made of rock, bronze, steel, etc.  
It is circular, square, rectangular, spread out, small, big, etc. | Students assemble an electronic photo album of the sites they visit while traveling and when in the homestay. They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences. |
<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
</table>
| **10.** On a blog, I can write about a trip I took to a country where the target language is spoken. | Daily travel/homestay activities  
Descriptions (appearance and personality) of traveling companions and leaders  
Daily schedule  
Sites visited  
Interesting facts and cultural understandings acquired | Students write blog posts nightly about the day’s itinerary and activities. They comment on their experiences and their preferences. |
| **11.** I can write about something I have learned. | Characteristics of host family members (descriptive phrases of appearances and personalities)  
Daily schedule while living with host family  
The family’s daily life is similar to/different than my life at home.  
Feelings about the experience (excited, scared, comfortable, uncomfortable, interesting, hectic, fun, etc.) | Students work in groups using a site like voicethread.com to post images and reflect on a typical day. They write their initial comments. Other students read what is posted, write follow-up questions, and write additional thoughts based on their experiences. |
| **12.** I can write a draft and jot down notes for a presentation that I plan to deliver verbally to the International Rotary Club | Target county/region products and practices  
Personal feelings about the trip and the | Students prepare a digital presentation that they will give to the International Rotary Club members in the country/region where the target language is |
members in a country where the target language is spoken. They write outlines and notes to help them remember to include in their presentations important information and reactions to the experiences they had. This presentation will also be shared at the travel fair held at the end of STARTALK camp.

### Interpretive Listening

| 13. I can understand simple questions about my trip. | Names of activities/places visited  
Time expressions using the 24-hour clock  
Sequencing expressions  
In the morning/afternoon/evening | Each day students listen for the time of events and fill in a graphic organizer with the information. Students use the information they hear to create their own daily schedules, making sure that they have recorded times when the group does something together. Students listen to travel announcements of various types—schedules, days and dates, hours of operation—and indicate when certain events occur. |
|---|---|---|
| 14. I can understand simple descriptions of the places I visited. | Name of site  
Location  
Geographical characteristics  
Descriptive expressions | Working in pairs, students identify various places visited on the trip from verbal descriptions. The pairs of students then assemble a collage based on the descriptions. They share their collages on the group travel wiki or blog. |
| 15. I can understand simple directions to find my way around town. | Sequence expressions (first, next, then, finally)  
Turn right/left  
Go straight  
Corner  
Continue for . . . blocks/kilometers | Listening to verbal directions, students identify places that they might want to visit in a particular city. Students take part in geocaching or a similar type of scavenger hunt to find artifacts associated with travel. Students determine where they will “hide” an item and create clues so that others can find that item. This can be done on campus if that is feasible or virtually. When the student finds the item, they record where the item was found |
Interpretive Reading

<table>
<thead>
<tr>
<th>16. I can understand personal questions asked on an application to live with a host family.</th>
<th>Name</th>
<th>Age</th>
<th>Address</th>
<th>E-mail</th>
<th>Gender</th>
<th>Preferences</th>
<th>Reasons for participating in the travel/homestay program</th>
<th>Students complete a personal profile for the homestay portion of the trip. This will be shared with the host family.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. I can understand basic information on travel brochures and on travel-related websites.</td>
<td>Location</td>
<td>Itinerary</td>
<td>Schedule</td>
<td>Cost</td>
<td>Dates</td>
<td>Requirements</td>
<td>Jigsaw: Teacher divides the class into groups of three or four. Each group is in charge of scanning different web sites for travel opportunities in a country where the target language is spoken. (The teacher bookmarks the sites on Diigo (<a href="https://www.diigo.com/">https://www.diigo.com/</a>) or a similar site for students to use.) Students fill in a grid with relevant information for the class (location, itinerary, requirements, cost, duration, tourist sites, etc.).</td>
<td></td>
</tr>
<tr>
<td>18. I can understand blog posts about familiar topics.</td>
<td>Names and descriptions of monuments/sites that students will visit during the travel/homestay program</td>
<td>Daily schedule while living with host family</td>
<td>Descriptions of host family members</td>
<td>Students read classmates’ blogs and respond to two posts per day.</td>
<td>Students read authentic target language blogs that comment on travel homestays and respond to questions in English.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.
Resources are not listed here since resources would be language specific according to the needs of the individual program.

**Daily Schedule**
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</em></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
**BASIC PROGRAM INFORMATION**

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Our Identities, Our Heroes</td>
</tr>
<tr>
<td><strong>Grade(s) of Learners:</strong></td>
<td>K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td>6–12</td>
<td></td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x</td>
</tr>
<tr>
<td></td>
<td>Nonresidential:</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15Days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 90</td>
</tr>
<tr>
<td>Target Proficiency Level:</td>
<td>Novice High</td>
</tr>
<tr>
<td>(by end of program)</td>
<td></td>
</tr>
<tr>
<td>Target Performance Level(s):</td>
<td>Novice High/Intermediate Low</td>
</tr>
<tr>
<td>(during and by end of program)</td>
<td></td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: STARTALK Central

E-mail:
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate, authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will work with appropriate texts that portray young teenagers who take on responsibilities while learning life lessons and/or with biographical texts about heroes or important people both at home and within the target culture. Students will explore who they are, where they live, their nationalities, and their heritages. Students will consider their increased independence as they interact with others and take on increased responsibilities at home and in their communities. Students will also be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities before discussing the people, places, and things that really matter to them. They will comment on the actions of fictional and historical figures and will make simple comments about their personalities and characters. They will work together to tell the story of a modern-day hero from a community or region where the target language is spoken. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf]. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.
### Interpersonal

**Novice high:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

**Intermediate low:** I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

1. I can exchange basic biographical information.
2. I can inquire about and share information about my family, nationality, and heritage.
3. I can comment on a person’s personality and character traits based on his/her actions.
4. I can ask and answer questions about factual information that is familiar to me.
5. I can ask about school, work, and the community, and I can offer to help.
6. I can talk about why someone is or is not a hero or leader.

### Presentational Speaking

**Intermediate low:** I can present information on most familiar topics using a series of simple sentences.

7. I can present information about my life.
8. I can describe another person’s personality and character.
9. I can give a presentation about a famous athlete, celebrity, or historical figure.
10. I can participate in a multimedia presentation about someone else.

### Presentational Writing

**Intermediate low:** I can write briefly about most familiar topics and present information using a series of simple sentences.

11. I can write about my personality and character.
12. I can write about what I do at school, at home, or in the community.
13. I can write about the personality and character of someone else.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>I can outline a presentation about a celebrity or historical figure.</td>
</tr>
<tr>
<td>15.</td>
<td>I can write captions for images to convey information about someone else.</td>
</tr>
</tbody>
</table>

**Interpretive Listening**

Novice high: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Intermediate low: I can understand the main ideas in short, simple messages and presentations on familiar topics. I can understand the main ideas of simple conversations that I overhear.

16. I can understand a few details about a person who is being described.
17. I can categorize a person who is being described – leader, artist, musician, athlete, etc.
18. I can understand several details about someone else when accompanied by visual support.
19. I can understand the main idea behind a public service announcement.

**Interpretive Reading**

Novice high: I can understand familiar words, phrases, and sentences within short, simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

Intermediate low: I can understand the main idea of a short, simple text when the topic is familiar.

20. I can understand short, simple descriptions with the help of visuals.
21. I can understand the main idea of what someone did or is doing.
22. I can understand personal information about others.
23. I can understand the questions asked on a nomination form.
24. I can understand basic information about community resources.

*XYou may add additional rows as necessary.*

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessments**
Describe the **major summative** performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program’s learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>

**Students will read, listen to, and/or view biographical or autobiographical texts that give information about an individual’s experiences. They will complete a graphic organizer on that individual. They will then compare and contrast that individual’s life with their own.**

**Students will role play fictional or historical characters by introducing themselves as those characters and describing activities that they like to do. Students will comment on how those activities relate to their character’s personalities, and they will give simple reasons why they are or are not heroes.**

**Students will create posters using web tools like [http://edu.glogster.com/](http://edu.glogster.com/) that focus on personal heroes. These presentations will include each hero’s name, age, nationality, and profession, as well as information about her/his personality, biography, and heroic characteristics. Students will then review the presentations created by their classmates and will vote for their favorite heroes. The top three heroes will be formally introduced at the closing ceremony for the program.**

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.
<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Name</th>
<th>Prior to the start of the program or on the first day of the program, students complete an online questionnaire giving basic biographical information in the target language. This might be part of the placement process. This information is then used to play versions of “Find Someone Who.” Working with a well-known legend or true story from the target culture, students will introduce themselves as the main characters in the story. They will continue to refer to this story and the individual characters as appropriate throughout the unit. This thread of a story will allow students to work with new vocabulary and concepts as they talk about themselves, their heroes, and role play the characters in the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can exchange basic biographical information.</td>
<td>Name</td>
<td>Prior to the start of the program or on the first day of the program, students complete an online questionnaire giving basic biographical information in the target language. This might be part of the placement process. This information is then used to play versions of “Find Someone Who.” Working with a well-known legend or true story from the target culture, students will introduce themselves as the main characters in the story. They will continue to refer to this story and the individual characters as appropriate throughout the unit. This thread of a story will allow students to work with new vocabulary and concepts as they talk about themselves, their heroes, and role play the characters in the story.</td>
</tr>
<tr>
<td>- Contact information (phone number, e-mail address)</td>
<td>Likes, dislikes, activities</td>
<td></td>
</tr>
<tr>
<td>- What do you like to do?</td>
<td>Do you like . . . ?</td>
<td></td>
</tr>
<tr>
<td>2. I can inquire about and share information about my family, nationality, and heritage.</td>
<td>Family, nationality, heritage</td>
<td>Students create a visual identity card with images that represent who they are. They then engage in inner-outer circles, asking questions to get more information from other students and responding to questions they are asked. Students will be given random pictures of families from a source like 1000 Families. They will imagine that they are part of the family that is pictured. They will circulate to determine how their family is similar to and different from other families without seeing the pictures of the other families. Students will then meet with someone that they believe has</td>
</tr>
<tr>
<td>- Where do you live?</td>
<td>What is your nationality? Heritage?</td>
<td></td>
</tr>
<tr>
<td>- Who is in your family?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample, knowing that different languages would have to adapt to address differences in languages and materials.
| 3. | I can comment on personality and character traits based on a person's actions. | Personality and character traits: courageousness, bravery, fear, dedication, responsibility, irresponsibility, selflessness, selfishness, egoism, focus, scatteredness, distractibility, patience, impatience, generosity, stinginess, respectfulness, disrespectfulness, goodness, meanness, evilness, determination, laziness

What are you like? What is he/she like?
What are heroes like?
Depending on language and culture and cultural texts being used . . .

Hero/antihero
Antagonist/protagonist
Super powers
What super power do you need? Why?
I need . . . (let students learn words that are important to them.) | Each student will be responsible for one word from the personality or character words that will be used throughout the unit. They must find or create an image that illustrates the word and then create a display for the class word wall. They will select a fictional or historical character who is known for that trait and then write a simple sentence using the word. For example, *Batman is courageous* or *the Joker is evil.*

Students will wear the image of a known figure on their back or on a band around their forehead. These individuals will be selected from those whom the students have researched as their alter-ego identities. They will circulate, playing a version of 20 questions to see if they can figure out who they are. |

| 4. | I can ask and answer questions about factual information that is familiar to me. | What is your name?
What do you do?
Why are you famous?
Where do you live?
What languages do you speak?
What do you like to do?
What is important to you? | Students will assume the roles of well-known individuals in the target culture. They will work from scripts that they have prepared and will mingle, asking and answering questions to meet the other individuals in the class. They will circulate to determine who their “best friend” might be and they will say why.

Students will role play well-known heroes and villains and imagine conversations between them.

Students will participate in a “meeting of the minds.” They will come together in small groups, as if at a meeting, and will meet, greet, and get to... |
Students will be responsible for keeping track of what they learn about the others at the party. After the event, students will be regrouped and will participate in an organized trivia competition based on the facts that have been shared.

| 5. I can ask about school, work, and the community, and I can offer to help. | How can I help?  
What can I do to help?  
At home, I cook, clean, watch my brother, etc.  
At school, I study, work hard, tutor, etc.  
In my community, I volunteer, help at church, recycle, donate, etc.  
Students learn appropriate personal vocabulary.  
How often do you . . . ?  
Adverbs of frequency: all the time, sometimes, every Monday and Wednesday  
When do you volunteer?  
Let’s work . . .  
Let’s clean . . .  
Let’s babysit to earn money for . . .  
Let’s tutor, build, etc. | Each student will select a cause or a community-based organization that is helping in the local community and/or in an area where the target language is spoken. In pairs, each student will attempt to convince his/her partner to support his/her organization in some way. Basically, the idea is for students to continue the conversation, never taking no for an answer. Students will continue to change partners, working on their powers of persuasion. Students will then complete a written ballot, nominating the best “salesperson” with whom they spoke. The two top “salespeople” will perform for the class. |

<p>| 6. I can talk about why someone is or is not a hero or leader. | Who is a hero? A teacher, student, principal, custodian, mayor, engineer, doctor, nurse, police officer, fire fighter, soldier, etc.? | Students will first watch a clip of a movie in the target language with the sound off and will identify the hero and the villain in the clip through the observable actions. They will then discuss why |</p>
<table>
<thead>
<tr>
<th>Presentational Speaking</th>
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<tbody>
<tr>
<td><strong>7.</strong> I can present information about my life.</td>
</tr>
<tr>
<td><strong>8.</strong> I can describe another person’s personality and character.</td>
</tr>
</tbody>
</table>
Students will then share that information with the class using simple sentences. For example, “Jennifer Lawrence is an actress. She is Katniss in *The Hunger Games*. She is a hero. She gives money through jlcharities.org.”

Working in groups, students will invent a superhero for their community and prepare a presentation on the personality of that person. They will also detail what the superhero would do to benefit their community, giving reasons why that action would be important to the community.

| 9. | I can give a presentation about a famous athlete, celebrity, or historical figure. | Use previously listed vocabulary. | Students will read their online stories created using [storybird.com](http://storybird.com) or other appropriate online tool. (See Presentational Writing for description of online story.) These stories will either be read to younger students learning the language or will be read via Skype or FaceTime to younger students who are native speakers of the language. |
| 10. | I can participate in a multimedia presentation about someone else. | Use previously listed vocabulary. | Students will work together in groups to nominate a community hero. These presentations will be given near the end of the camp. Those in attendance will vote for the community hero of the year. As a class, the students will decide how this individual will be recognized and will prepare the appropriate remarks for the award ceremony. |

**Presentational Writing**

| 11. | I can write about my personality and character. | Use previously listed vocabulary. | Students will write cinquains or pattern poems about themselves. They will not put their names on or in the poems. The poems will be collected, numbered by the instructor, and redistributed. |
Students will then sit in a circle, silently read the poems they are given, and attempt to identify whom the poem describes. This will continue until all students have read all the poems. Students will then guess the identities of the writers by saying, for example, “I think number four is _____ because s/he likes to ______.” If correct, the writer of number four says, “Yes.” If incorrect, there is no response and the guessing continues.

<p>| 12. | I can write about what I do at school, at home, or in the community. | Use previously listed vocabulary. | Each student will write two true statements and one untrue statement that seems like it could be true about what s/he does at school, at home, at work, or in the community. They will read those statements to the class and the class will vote on which statement is sure to be the untrue one. Students will work together in groups to create a “How can you help?” poster in support of a nonprofit group. The poster will offer suggestions of how others can become involved in support of a cause. |
| 13. | I can write about the personality and character of someone else. | Use previously listed vocabulary. | Students will write cinquains or pattern poems about their alter-ego identities. They will not put their names on or in the poems. The poems will be collected and numbered. The poems will then be read and each student will attempt to complete a numbered list with the correct identities. Students may refer to the poems and to the mini-posters that will be on display with more information about these heroes. |
| 14. | I can outline a presentation about a celebrity or historical figure. | Use previously listed vocabulary. | Students will create visual identity cards for their alter-ego identities. They will list a maximum number of words as determined by the teacher. The students will then deliver presentations on their individuals, attempting to convince others that this person is worthy of the being deemed |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>I can write captions for images and pictures to convey information about someone else.</td>
<td>Use previously listed vocabulary.</td>
</tr>
<tr>
<td>16.</td>
<td>I can understand a few details about a person who is being described.</td>
<td>The teacher will prepare a multimedia presentation to introduce him/herself to the class. This presentation will serve as a model. As students listen to the presentation, they will complete fact sheets determining which statements are true and which are false.</td>
</tr>
<tr>
<td>17.</td>
<td>I can categorize a person who is being described as a leader, artist, musician, athlete, etc.</td>
<td>The teacher will prepare introductions for two superheroes from the target culture. One will be a true hero, and the other will be a fictional hero like Superman or a legendary hero like Mulan. Students will listen for key details, noting those that the heroes have in common. They will then compare two similar heroes from their own culture.</td>
</tr>
<tr>
<td>18.</td>
<td>I can understand several details about someone else when accompanied by visual support.</td>
<td>Students will view video clips of award recipients, matching the actions of an individual to the individual based on what is heard and seen. They will then say whom they would most like to meet and why they want to meet that person.</td>
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<td>---</td>
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</tr>
<tr>
<td><strong>19.</strong> I can understand the main idea behind a public service announcement.</td>
<td></td>
<td>for nonprofit organizations and will determine what cause is being served and what viewers are being asked to do (donate, call, volunteer, etc.). In small groups, students will name the image(s) and words that were most powerful and will generate a list of what had the greatest impact.</td>
</tr>
<tr>
<td><strong>Interpretive Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20.</strong> I can understand short, simple descriptions with the help of visuals.</td>
<td></td>
<td>Students will read materials about fictional and historical heroes and will begin to create word lists of characteristics associated with heroes.</td>
</tr>
<tr>
<td><strong>21.</strong> I can understand the main idea of what someone did or is doing.</td>
<td></td>
<td>Students will review the front pages of newspapers to look for evidence of heroism or anti-heroism. They will name individuals and what they did or did not do that resulted in their being named in the paper. Students will review Time magazine’s Person of the Year articles or similar target-language articles and will chart what kind of information the titles and first paragraphs of these articles tend to convey. They will then pair to share their findings and create a list of common topics and useful words and expressions.</td>
</tr>
<tr>
<td><strong>22.</strong> I can understand personal information about others.</td>
<td></td>
<td>Students will read information about important people, and they will complete graphic organizers answering <strong>who, what, when, where, why</strong> questions. They will then make inferences in the target language or English about why these people are so important.</td>
</tr>
<tr>
<td><strong>23.</strong> I can understand the questions asked on a nomination form.</td>
<td></td>
<td>Students will complete nomination forms similar to the one for the annual CNN Hero of the Year (<a href="http://www.cnn.com/SPECIALS/cnn.heroes/nom/">http://www.cnn.com/SPECIALS/cnn.heroes/nom/</a>). Depending on the language, the instructor may have to create such a form.</td>
</tr>
</tbody>
</table>
24. I can understand basic information about community resources.

Students will be given cards containing information on a problem that someone has. They will visit a series of predetermined websites that feature various organizations. Students will determine which organization might be best suited for getting the help or support that is needed according to the information that they have. The students will rotate the situation cards until each student has worked with three or four situations.

You may add additional rows as necessary.

Materials and Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Resources are not listed here since resources would be language specific according to the needs of the individual program.*

Daily Schedule
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td><em>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</em></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
# 2014 Student Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

## Basic Program Information

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh, The Places We Will Visit! Travel Camp Abroad</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Grade(s) of Learners: K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice High/Intermediate Low</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<table>
<thead>
<tr>
<th>Curriculum Designed by:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
</tbody>
</table>
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will plan a trip abroad to attend a summer travel camp. They will explore various camp options and choose the one that appeals to them and register to attend. Before leaving on the trip, they will need to make preparations. Where will they go? What will they see? They will learn about the regions of the country they will visit, some of the landmarks, the geography, and climate. At home in the US, they will practice greeting others, courtesy expressions and culturally appropriate gestures, making introductions, talking about themselves and their preferences. They will make and taste some authentic foods. They will apply for necessary travel documents. They are excited to travel the country with other pre-teens and teenagers who have similar interests.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.
<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be sure to label the mode and proficiency level of each statement</strong></td>
<td><strong>Number the can-do statements here and then transfer to stage 3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>1. I can exchange some personal information about myself and my family including my home address and e-mail.</td>
</tr>
<tr>
<td></td>
<td>2. I can ask someone’s nationality and find out what languages he/she speaks.</td>
</tr>
<tr>
<td></td>
<td>3. I can discuss activities and interests and make plans based on my interests and the interests of others.</td>
</tr>
<tr>
<td></td>
<td>4. I can ask about and identify important information about the weather using a map.</td>
</tr>
<tr>
<td></td>
<td>5. I can ask and respond to simple question about dates, times, places, and events on schedules, posters, and tickets.</td>
</tr>
<tr>
<td></td>
<td>6. I can ask about and comment on a new food that I have tried.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Novice high: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</td>
<td>7. I can introduce myself and describe my family and friends.</td>
</tr>
<tr>
<td></td>
<td>8. I can talk about my favorite activities and talk about my interests (favorite musical groups, books, video games, etc.).</td>
</tr>
<tr>
<td></td>
<td>9. I can introduce a new food to others and explain why I like or don’t like the dish.</td>
</tr>
<tr>
<td></td>
<td>10. I can describe a landmark and/or a place I plan to visit and say what I am going to do there.</td>
</tr>
<tr>
<td></td>
<td>11. I can present information about something I learned during my trip.</td>
</tr>
</tbody>
</table>
### Presentational Writing

<table>
<thead>
<tr>
<th>Novice high: I can write short messages and notes on familiar topics related to everyday life.</th>
<th>12. I can introduce myself, my family, and my friends.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I can share information about my activities and experiences by writing a message on a postcard, sending a text message, or posting on Instagram.</td>
<td></td>
</tr>
<tr>
<td>14. I can design an ideal menu for a day at camp that primarily features local dishes.</td>
<td></td>
</tr>
<tr>
<td>15. I can request and complete an application and/or any required travel documents needed for admission to a travel camp.</td>
<td></td>
</tr>
<tr>
<td>16. I can present the ideal camp/travel experience to others.</td>
<td></td>
</tr>
</tbody>
</table>

### Interpretive Listening

<table>
<thead>
<tr>
<th>Novice high: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</th>
<th>17. I can understand some personal information when I hear others introduce themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. I can understand a few details about what others are doing and when.</td>
<td></td>
</tr>
<tr>
<td>19. I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.</td>
<td></td>
</tr>
</tbody>
</table>

### Interpretive Reading

<table>
<thead>
<tr>
<th>Novice high: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</th>
<th>20. I can identify destinations and major attractions in travel brochures and on travel websites.</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. I can understand some questions found on official documents such as applications for camp, a visa, or a passport.</td>
<td></td>
</tr>
<tr>
<td>22. I can understand some facts about the weather when weather symbols are used.</td>
<td></td>
</tr>
<tr>
<td>23. I can identify the main idea of what someone else did when I read a</td>
<td></td>
</tr>
</tbody>
</table>
You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessments

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td>You have the opportunity to participate in a summer camp abroad. Read descriptions of and/or watch videos about the camps and complete a graphic organizer comparing the camps. Answer a few questions about your interests, select a camp, and give simple reasons about why it is the best camp for you.</td>
<td>You want your best friend to go with you to the camp that you have chosen. He/she prefers a different camp. Have a conversation where you talk about the advantages and disadvantages of each. Compromise.</td>
<td>Design the ideal camp for speakers of the target language who might want to study abroad in your community. Determine the location, daily schedule, and the types of activities. Create a marketing campaign for your camp.</td>
</tr>
</tbody>
</table>

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in stage 2.
<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can . . .</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

Copy these can-dos directly from stage 1, column 2. Use one row per can-do.

Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample knowing that different programs would have to adapt to address differences in languages and materials.

**Interpersonal Speaking**

1. I can exchange some personal information about myself and my family including my home address and e-mail.

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>My name is . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you from?</td>
<td>Where do you live?</td>
</tr>
<tr>
<td>I am from . . .</td>
<td>I live in . . .</td>
</tr>
<tr>
<td>What state/country is that in?</td>
<td></td>
</tr>
<tr>
<td>How far is it from NYC, LA, Chicago, Beijing, Mumbai, etc.?</td>
<td></td>
</tr>
<tr>
<td>How old are you?</td>
<td></td>
</tr>
<tr>
<td>I am . . . years old.</td>
<td></td>
</tr>
<tr>
<td>When is your birthday?</td>
<td></td>
</tr>
<tr>
<td>I was born on . . . And you? You are older/younger than I am.</td>
<td></td>
</tr>
<tr>
<td>Do you have brothers and sisters?</td>
<td></td>
</tr>
<tr>
<td>Yes, I have . . .</td>
<td></td>
</tr>
<tr>
<td>No, I am an only child.</td>
<td></td>
</tr>
<tr>
<td>How old are your siblings?</td>
<td></td>
</tr>
<tr>
<td>Are you the oldest? The youngest?</td>
<td></td>
</tr>
<tr>
<td>Why are you famous?</td>
<td></td>
</tr>
<tr>
<td>I am a politician, musician, entertainer, historical</td>
<td></td>
</tr>
</tbody>
</table>

**Inside/outside circle activity**

**Speed dating activity**

**Who am I**: Attach a sticky note to each student’s back with the name of a famous person from the target culture. Students circulate to ask and answer questions to find out who they are. They may not guess a name until they have asked ten questions. Students do this as a role play in the first and second person.

**People at a party**: Pair students (student A and student B) Give students a picture that shows a scene with several people at a party or other event. Working together, they help one another identify the ten people by asking and answering questions about the people pictured. Each partner has an information sheet that gives details on some of the people pictured. His or her partner has information on the others.

**Timeline activity**: Interview a classmate to find out five important dates in his/her life; then create an illustrated timeline reflecting the
### Information gap task:
Distribute pictures of different people to the students. The teacher should create a fact card that has basic information about the people, but should not share this information with the students until they have completed the activity. Working in pairs, students discuss the photo to come to agreement on the person’s age, whereabouts, nationality, and the language(s) the person speaks. Once the students have decided on the information they feel is correct based on the photo, they confirm with the actual facts.

**Information gap task:** Students work in pairs to identify the members of a family. Students designated A and students designated B receive the same picture of a family at a celebration. Each student has different clues about individual people. Students ask and answer questions about the people to ascertain their identities. Once completed, the pairs discuss how they discovered each person’s identity.

<table>
<thead>
<tr>
<th>2. I can ask someone’s nationality and find out what languages he/she speaks.</th>
<th>What nationality are you? I am . . . And you? What languages do you speak? Do you speak English, Spanish, Arabic, Chinese, etc.?</th>
<th>Students interview a mystery guest to see what they can learn about the person. They have picture clue cards and ask questions until they can figure out who the person is. The teacher should create cards based on real people that the students know of and/or native speakers that are involved in the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. I can discuss activities and interests and make plans based on my interests and the interests of others.</td>
<td>What do you like to do? Do you want to . . .?</td>
<td>Teachers and other native speakers interview the campers as they arrive for camp to place them in the appropriate “cabins.” This interview can serve</td>
</tr>
</tbody>
</table>
| 4.   | I can ask about and identify important information about the weather using a map. | Let’s go to . . . , and then we can . . . 
I don’t really like to . . . , but we can for a while.
Activities
Types of movies/video games
Musical groups
What type of music do you prefer?
Which video games do you have?
Do you like to read?
What is your favorite book/kind of book (genre)?

Maintain the conversation: Students work together in pairs to hold simple conversations on activities and interests by asking questions and commenting on their partners’ responses. Students prepare individual interest and activity cards by creating a photo collage representing things they like to do and their interests. as a placement assessment at the start of the program if there is a need to divide students into appropriate language classes. |
|------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 5.   | I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. | What’s the weather like in . . . ?
It’s hot, cold, warm, cool, etc.
It’s windy, rainy, overcast, etc.
We won’t be able to . . . It’s going to rain.
It’s going to be too hot to . . .
Using an authentic online weather site from the target region/country, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions. |
|      | When do you leave for camp?
I leave on . . . at . . .
Where do you leave from?
I am flying from . . .
What will you typically do on a daily basis when you are traveling with the camp?
Sequence expressions
Time expressions (24-hour clock)
In the morning/afternoon/evening
Visit
Walk
Ride
Swim |
|      | A group of students considers the best way to travel to camp. Students work in small groups to brainstorm their itinerary based on travel information provided by the teacher. The group creates a visual itinerary showing each step of their journey to camp. Groups pair up to share their schedules with one another to see what is similar and what is different. Information gap task: Student A has a schedule with some of the information. Student B has other pieces of the schedule. They ask and answer questions until they can complete the schedule. |
|      | A group of students is given a schedule for the day. They discuss what they will be doing and try |
A small group of students has the daily schedule and they really want to make a change in the daily agenda. A native speaker plays the role of the camp counselor. Students in the group attempt to convince the counselor to make at least one change in the schedule. The native speaker plays along, keeping the conversation at the level of the students.

<table>
<thead>
<tr>
<th>6. I can ask about and comment on a new food that I have tried.</th>
<th>I like . . . to eat and . . . to drink.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is this?</td>
</tr>
<tr>
<td></td>
<td>What’s in this dish?</td>
</tr>
<tr>
<td></td>
<td>Do you like . . . ? I don’t know.</td>
</tr>
<tr>
<td></td>
<td>I would like to try . . .</td>
</tr>
<tr>
<td></td>
<td>Names of regional dishes and key ingredients</td>
</tr>
<tr>
<td></td>
<td>What are we having/eating for breakfast/lunch/dinner?</td>
</tr>
<tr>
<td></td>
<td>What should we have? What about . . .</td>
</tr>
<tr>
<td></td>
<td>No, I am allergic to . . .</td>
</tr>
<tr>
<td></td>
<td>Let’s eat/have . . .</td>
</tr>
<tr>
<td>Each student is given a visual image of a food or a dish that will be served at camp. Students mingle to identify foods they like and foods they want to try. Students should go beyond just the name of the dish by naming and commenting on the key ingredients in the dish.</td>
<td></td>
</tr>
<tr>
<td>Each group of students is in charge of planning a specific meal for camp. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.</td>
<td></td>
</tr>
<tr>
<td>Set up a market/store with authentic items from the target culture. Acting as sellers and buyers, students role play a variety of transactions. This market/store may serve as the actual store during the program where students “purchase” daily snacks, toys, etc. using money earned during the program activities.</td>
<td></td>
</tr>
</tbody>
</table>

| Presentational Speaking |
| I can introduce myself and describe my biographical information (listed earlier) |
| Students create a multimedia presentation to send to the camp director as part of their activities. |
| 8. I can talk about my favorite activities and talk about my interests (favorite musical groups, books, video games, etc.). | Play sports  
Ride my bike  
Play video games  
Watch television  
Go to the movies  
Meet friends at the mall  
Shop  
Swim  
Listen to music  
Play the piano, violin, guitar  
I like . . . rap, rock, classic rock, country, classical music, disco, etc. | Students create a podcast or vodcast to share with the travel camp directors who want to get to know them before they arrive for the summer. This information will also be used to determine roommates. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I can introduce a new food to others and</td>
<td>The name of this dish is . . .</td>
<td>Students work together in small groups to present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>explain why I like or don’t like the dish.</td>
<td>It has . . .&lt;br&gt;It is healthy/unhealthy because . . .&lt;br&gt;It is sweet/salty.&lt;br&gt;I like it because I love . . .</td>
<td>a local dish to the class. If possible, they prepare the dish taking pictures at each step. They then explain what is in the dish, showing appropriate images. They conclude by giving their opinions of the dish.</td>
</tr>
<tr>
<td>10. I can describe a landmark and/or a place I plan to visit and say what I am going to do there.</td>
<td>It is located near, close to, far from, next to, across from, to the right of, etc.&lt;br&gt;It is made of rock, bronze, steel, etc.&lt;br&gt;It is circular, square, rectangular, spread out, small, big, etc.&lt;br&gt;Interesting, boring, exciting, busy, crowded, etc.&lt;br&gt;I am going to . . .&lt;br&gt;Activities and interests (listed earlier)</td>
<td>Students assemble an electronic photo album of the sites they want to visit during the travel camp. They record a travelogue with descriptions of the landmarks and places including personal comments and preferences.</td>
</tr>
<tr>
<td>11. I can present information about something I learned during my trip.</td>
<td>I visited . . .&lt;br&gt;It is located in . . . near . . .&lt;br&gt;I saw . . .&lt;br&gt;I spent time . . .&lt;br&gt;Some interesting facts are . . .</td>
<td>Students create a brief documentary that highlights the sites they found most interesting during the summer camp travel experience.</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentational Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I can introduce myself, my family, and my friends.</td>
<td>My name is . . .&lt;br&gt;I am from . . .&lt;br&gt;My birthday is . . .&lt;br&gt;I am . . . years old.&lt;br&gt;I was born in . . .&lt;br&gt;I am . . . (nationality).&lt;br&gt;I speak . . . (language)&lt;br&gt;I have . . . people in my family. I have a mother, father, sister, brother, etc.</td>
<td>Students fill out a registration form for a travel camp in the target country.&lt;br&gt;Students work in small groups to design a fact sheet that a camp might use to determine roommates. Each student then completes the fact sheet.&lt;br&gt;Students complete the fact sheet about themselves and include it in with their registration for the camp. The teacher reviews the fact sheets and assigns “roommates.” Throughout the program students engage in some of the</td>
</tr>
</tbody>
</table>
I am an only child. My family is small/large. My mother has . . . hair and eyes. She is . . . My father . . . My sister . . . My brother . . . I have two best friends. Their names are . . . They are funny, athletic, smart, etc.

interpersonal activities together. Near the end of the program they write a simple statement about how they are similar to or different than their “roommates.”

Students select or are assigned a famous person or figure involved with current events from the target culture. They complete a simple biographical outline on that person. These fact sheets are used for the *Who am I* game mentioned earlier.

| 13. I can share information about my activities and experiences by writing a message on a postcard, sending a text message, or posting on Instagram. | I swam, I walked, I biked, I played sports, I sang, I visited . . ., I hiked, etc. I liked/preferred/didn’t like . . . Greetings from . . . | Students write blog posts nightly about the day’s itinerary and activities. They talk about their experiences and their preferences. For example: *I went to the beach. I liked it. The beach is white. The water is clear. I like to swim.*

Students write postcards or send text messages to family and friends from the different places they visit on the trip.

Students work in small groups to design the ideal camp. They create a presentation that can be shared with the other groups. The information is shared in stations around the room. As the groups circulate, they write questions requesting additional information. The original group must create a FAQ sheet to respond to the questions. |

| 14. I can design an ideal menu for a day at camp that primarily features local dishes. | Regional dishes Key ingredients Sequence words to show order of dishes | Students work in groups to create a visual menu that includes both pictures and captions for a day of camp meals. Students strive to create a visual menu that entices others to try various regional dishes. |
15. I can request and complete an application and/or any required travel documents needed for admission to a travel camp.

<table>
<thead>
<tr>
<th>Task</th>
<th>Example</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please send me information about the summer camp. I would like to know the itinerary and the dates of the trip. My e-mail is . . .</td>
<td>Students write e-mails to selected camps to ask for information about their programs.</td>
<td>Students write e-mails to selected camps to ask for information about their programs.</td>
</tr>
<tr>
<td>Please send me a registration form. My e-mail is . . .</td>
<td>Students write an e-mail requesting an application form for the travel camp.</td>
<td>Students write an e-mail requesting an application form for the travel camp.</td>
</tr>
<tr>
<td>Role-playing scenarios that might take place at a passport office, students fill out the required paperwork with their personal information.</td>
<td>Students fill out the customs form, which is completed on board the plane just prior to disembarking. They provide the required information for return to United States.</td>
<td>Students fill out the customs form, which is completed on board the plane just prior to disembarking. They provide the required information for return to United States.</td>
</tr>
</tbody>
</table>

16. I can present the ideal camp/travel experience to others.

<table>
<thead>
<tr>
<th>Task</th>
<th>Example</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best camp was . . . because . . .</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
</tr>
<tr>
<td>I had a good time when . . .</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
</tr>
<tr>
<td>It was (weather condition) and I got to (activity).</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
</tr>
<tr>
<td>The food was . . . and I loved the (dish).</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about that camp. Student then work in small groups to create a list with their top ten camp experiences, commenting on activities, foods, people, and places.</td>
</tr>
</tbody>
</table>

17. I can understand some personal information when I hear others introduce themselves.

<table>
<thead>
<tr>
<th>Task</th>
<th>Example</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions denoting age</td>
<td>Students listen to their travel mates’ introductions and make a camp Facebook page for everyone to use.</td>
<td>Students listen to their travel mates’ introductions and make a camp Facebook page for everyone to use.</td>
</tr>
<tr>
<td>Free-time activities</td>
<td>Students listen to their travel mates’ introductions and make a camp Facebook page for everyone to use.</td>
<td>Students listen to their travel mates’ introductions and make a camp Facebook page for everyone to use.</td>
</tr>
<tr>
<td>Names and relationships of family members</td>
<td>Students listen to their travel mates’ introductions and make a camp Facebook page for everyone to use.</td>
<td>Students listen to their travel mates’ introductions and make a camp Facebook page for everyone to use.</td>
</tr>
<tr>
<td></td>
<td>Descriptions of family members (appearance and personality)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>18.</strong></td>
<td>I can understand a few details about what others are doing and when.</td>
<td>Activities and interests, Expressions for locations, Time-related expressions (days, hour, etc.)</td>
</tr>
<tr>
<td></td>
<td>Students complete an activity grid based on what they hear from the teacher. They then answer questions in English using the information in the grid. For example: <em>Who is the most active? Who is most likely to enjoy a beach vacation?</em></td>
<td></td>
</tr>
<tr>
<td><strong>19.</strong></td>
<td>I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.</td>
<td>Activities and interests, Weather, Places, Food</td>
</tr>
<tr>
<td></td>
<td>Students travel vicariously using Google Earth. The teacher provides a simple narration of what they are seeing and students demonstrate comprehension by completing a graphic organizer. Students hear various details about travel experiences and match the event to an image. Students watch ads/commercials for various travel opportunities and listen for key details. They select the top three destinations of interest to them and say why based on what they heard.</td>
<td></td>
</tr>
</tbody>
</table>

**Interpretive Reading**

<p>| <strong>20.</strong> | I can identify destinations and major attractions in travel brochures and on travel websites. | Name of organization, Purpose of brochure, Dates, Daily schedule, Activities |
|   | Students work in pairs to locate a camp in a country where the target language is spoken. They create a list of the top five reasons for or against attending that camp. Students work in pairs to read a selection of online camp brochures/websites. They scan the materials and determine their top three programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write or match brief captions to build interest and excitement. |
|   | Students work in pairs to read a selection of online camp brochures/websites. They scan the materials and determine their top three programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write or match brief captions to build interest and excitement. |
|   | Students work in pairs to locate a camp in a country where the target language is spoken. They create a list of the top five reasons for or against attending that camp. Students work in pairs to read a selection of online camp brochures/websites. They scan the materials and determine their top three programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write or match brief captions to build interest and excitement. |
|   | Students work in pairs to locate a camp in a country where the target language is spoken. They create a list of the top five reasons for or against attending that camp. Students work in pairs to read a selection of online camp brochures/websites. They scan the materials and determine their top three programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write or match brief captions to build interest and excitement. |
|   | Students work in pairs to locate a camp in a country where the target language is spoken. They create a list of the top five reasons for or against attending that camp. Students work in pairs to read a selection of online camp brochures/websites. They scan the materials and determine their top three programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write or match brief captions to build interest and excitement. |</p>
<table>
<thead>
<tr>
<th>21. I can understand some questions found on official documents such as applications for camp, a visa, or a passport.</th>
<th>Common fields and questions on forms</th>
<th>Students complete an official or slightly modified application for a camp. Students go online to download the official US passport application and complete the application in English. To avoid the use of English during the camp session, they may be asked to do this at home or outside of class. They then complete the corresponding form in the target language noting similarities and differences. Students are given a sample or modified passport and/or visa of someone from the target culture. They answer questions in English based on the information found in the documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. I can understand some facts about the weather when weather symbols are used.</td>
<td>Weather terms and expressions</td>
<td>Students read descriptions of weather and match the weather to the appropriate city on a map.</td>
</tr>
<tr>
<td>Temperature</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>23. I can identify the main idea of what someone else did when I read a journal entry.</td>
<td>Use previously described vocabulary.</td>
<td>Students read online or print travelogues to plan their own unique itineraries for the summer travel camp. They post their itineraries online (Edmodo, Wikispaces, Fakebook, Ning, of the camp website). Students read and comment on their classmates ideas.</td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Resources are not listed here since resources would be language specific according to the needs of the individual program.*
Daily Schedule
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</em></td>
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</tr>
</tbody>
</table>

_You may add additional rows as necessary._
# BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Life as an Exchange Student</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Grade(s) of Learners: K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x</td>
</tr>
<tr>
<td></td>
<td>Nonresidential:</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15</td>
</tr>
<tr>
<td></td>
<td>Days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 90</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice Mid</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice Mid/Novice High</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: STARTALK Central

E-mail:
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate, authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will explore who they are, where they live, their nationalities, and their heritage as they prepare to participate in exchange programs and meet other exchange students. They will consider the advantages of knowing more than one language and identify places where their new language is spoken. They will be able to introduce themselves and meet others while exchanging personal information such as e-mail addresses and phone numbers. They will be able to state their ages and birthdays and will talk about their likes and dislikes with regard to daily activities, sports and regional foods. Finally, students will role play being an exchange student from another country where the target language is spoken and will engage in conversation to learn more about the identities of the other students. To prepare for their future experiences as exchange students, they will take a field trip to the local target language community where they will engage in conversation with others to create a guide to places in that community for those interested in learning more about the target language and culture in the local community.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you have selected.
### Interpersonal

**Novice mid:** I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

**Novice high:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

| 1. | I can greet and leave others in culturally appropriate ways. |
| 2. | I can communicate basic information about myself and my family. |
| 3. | I can ask and answer a variety of questions about likes and dislikes related to food and activities. |
| 4. | I can communicate basic information about my city and my exchange city. |
| 5. | I can exchange some personal information, like my name, age, birthday, phone number, e-mail address, and where I live. |
| 6. | I can exchange information about my family and my city with the help of visuals. |
| 7. | I can explain and comment on regional foods. |

### Presentational Speaking

**Novice high:** I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

| 8. | I can introduce myself by giving basic biographical information. |
| 9. | I can present information about my city and my exchange city. |
| 10. | I can introduce my family and my exchange family. |
| 11. | I can explain and comment on regional foods. |

### Presentational Writing

**Novice high:** I can write short messages and notes on familiar topics related to everyday life.

| 12. | I can fill out a simple form with some basic personal information in order to apply to be an exchange student and complete mock passport and visa forms. |
### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

**Summative Performance Assessments**

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. I can write about myself using learned phrases and memorized expressions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I can write notes and simple captions for pictures having to do with something I have learned, using lists, phrases, and memorized expressions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.

**Interpretive Listening**

Novice mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice high: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.

15. I can recognize and sometimes understand basic information in words and phrases that I have memorized.

16. I can sometimes understand simple questions or statements on familiar topics related to biographical information, family, and cities.

17. I can understand simple information when accompanied by pictures and graphs.

**Interpretive Reading**

Novice mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice high: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

18. I can recognize words, phrases, and characters with the help of visuals.

19. I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of pictures or graphs.
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Students will read captions/brief explanations and connect that information to the appropriate visuals. They will listen to descriptions of people and places and identify the people and places that are being described.

Students will share real or virtual scrapbook pages and will talk with a partners and/or native speakers. They will exchange personal information to get to know each other while discussing images shown in the scrapbooks.

Students will create physical or virtual scrapbooks of their imagined lives as exchange students. They will include maps of their exchange cities/towns and images of important features. They will create pages that introduce their families as well as pages that share information about their favorite activities and foods. These scrapbooks will be shared with others during the interpersonal task.

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES AND EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can . . .</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
<tr>
<td>Copy these can-dos directly from Stage 1, column 2. Use one row per can-do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample, knowing that different languages would have to adapt to address differences in languages and materials.
<table>
<thead>
<tr>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. I can greet and leave others in culturally appropriate ways.</strong></td>
</tr>
</tbody>
</table>
| Hello, good-bye  
Culturally appropriate words, gestures |
| Students will greet others involved in the program in culturally appropriate ways.  
Students will observe native speakers greeting each other in film clips and in person and will reflect on what they observe. They will then assume various roles in an imagined family and will greet others in appropriate ways. |

| **2. I can communicate basic information about myself and my family.** |
| My name is . . .  
My mother’s name is . . .  
What is your (father’s) name?  
Do you have (a sister)?  
I have a mother, father, brother, sister, etc.  
Pets: dog, cat  
How many (sisters) do you have?  
Numbers students need |
| Students will each use or create images of two families. They will work with images of their actual families, and they will create images of their future exchange families. They will explain these images in small groups by asking and answering simple questions.  
Students will interview each other about their families. Students will begin by holding interview question-and-answer strips as they ask and answer basic questions about themselves and their families. Eventually, they will be directed to hold the strips behind their backs and look at them only if necessary. They will be challenged to engage in short, thirty-second conversations and to start over if they run out of things to say.  
Students will participate in a “get acquainted” event. They will assume their imaginary exchange student identities and will mingle to meet and greet the other “exchange students.” They will complete graphic organizers to track the information that they learn about others in an effort to complete a “find someone who” grid.  
To keep interest high, three mystery items will be planted in the “find someone who” grid . . . (someone who has ten sisters, four dogs, and two cats, likes an unusual dish, etc.). |
<p>| | | |</p>
<table>
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<tr>
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</thead>
</table>
| 3. I can ask and answer a variety of questions about likes and dislikes related to food and activities. | Do you like . . .?  
I like/do not like . . .  
I prefer . . .  
Activity words  
Cultural activities, sports  
Regional dishes | Students will engage in inner-outer circles. They will have images of activities and/or foods and will interview various partners to determine their likes and dislikes. Student will note others who like the same things they do, and each student will attempt to identify the person in the class who is most like him or her. |
| 4. I can communicate basic information about my city and my exchange city. | Is there a (place)?  
(City) has a (museum).  
Both cities have . . .  
(City) is the sister city of . . .  
Close to, near, far | Students will work with images from cities where the target language is spoken, and they will ask and answer questions to determine which cities have things in common and what features are unique to certain cities. They will pair to ask about cities. For example, “Is there a (lake, museum, etc.)?”  
Students will be able to locate their exchange cities on a map and will be able to say where they are in relation to other cities. |
| 5. I can exchange some personal information, like my name, age, birthday, phone number, e-mail address, and where I live. | What is your name?  
How old are you?  
Where to you live?  
What is your nationality/heritage/origin?  
What is your phone number? E-mail address? | Students will be paired randomly to exchange information about themselves. They will communicate using the phone, Skype, or FaceTime. They might record their conversations. A third student will listen and take notes about what the two conversing students say and what they do not say. Afterward, the third student can remind them of what they might include in the next conversation. Students pair again randomly and attempt to share more information with their new partners. |
| 6. I can exchange information about my family and my city with the help of visuals. | I live with my family in (city).  
Where do you live?  
I live in (city). | Students will be paired randomly, but this time they speak from the point of view of their fictional exchange student identities. Students will talk away from each other using phones, Skype, FaceTime, etc. They will then come back |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>I can explain and comment on regional foods.</td>
<td>Students will create visual menus that are representative of food dishes found in their exchange cities. They will explain the food options to other students in small groups, and each student will select or refuse a meal option and explain why.</td>
</tr>
<tr>
<td></td>
<td>Appropriate names of regional food dishes</td>
<td>Together as a group and ask questions to try to find their conversational partners.</td>
</tr>
<tr>
<td></td>
<td>Key ingredients</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preference words: I like, do not like, prefer, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am allergic to . . .</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I can introduce myself by giving basic biographical information.</td>
<td>Students will create an Edmodo (<a href="http://www.edmodo.com/">www.edmodo.com/</a>) Facebook (<a href="http://www.facebook.com">www.facebook.com</a>) page to share basic biographical information about themselves. They will also create Vokis (<a href="http://www.voki.com/www.voki.com/">www.voki.com/www.voki.com/</a>) or avatars to introduce themselves to others. Students will watch other Vokis and respond to what they hear by asking questions to get more information.</td>
</tr>
<tr>
<td></td>
<td>Previously stated biographical vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name, age, contact information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where they live</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity and food preferences</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>I can present information about my city and my exchange city.</td>
<td>Students will work in groups to create virtual tours of their cities that might be of interest to language speakers coming to their cities. Using a program like Voices.com, students will record simple facts about locations of interest. Student will add physical or digital scrapbook pages about their adopted cities and will be able to explain the images that are part of the scrapbooks. Students will prepare clues describing their exchange cities. They will then share clues allowing the other students to play a version of Where in the World Is Carmen Sandiego?</td>
</tr>
<tr>
<td></td>
<td>This is . . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is/are . . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>City words: museums, parks, malls, monuments, historical sites, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visit (site) because (it is interesting).</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I can introduce my family and my exchange family.</td>
<td>Students will share images of their families and comment on who is in their families. Students</td>
</tr>
<tr>
<td></td>
<td>My (sister) is (nice, mean, funny, etc.).</td>
<td>create online posters EduGlogster (<a href="edu.glogster.com/">edu.glogster.com/</a>) to introduce their families. They will also work with the images of their fictional exchange families to introduce those families to others. Students will compare their two families. For example: “My family here has . . .” “My exchange family is different because . . .”</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td><strong>11. I can explain and comment on regional foods.</strong></td>
<td>I like . . . to eat and . . . to drink. What is this? What’s in this dish? Do you like . . .? I don't know. I would like to try . . . Names of regional dishes and key ingredients</td>
<td>Each student is given a visual image of a food or a dish that they might eat as an exchange student. Students mingle to identify foods they like and foods they want to try. Students should go beyond just the name of the dish by naming and commenting on the key ingredients in the dish. Each group of students is in charge of planning a specific meal for their host family. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.</td>
</tr>
<tr>
<td><strong>12. I can fill out a simple form with some basic personal information in order to apply to be an exchange student and complete passport and visa forms.</strong></td>
<td>___ percent of the class likes (activity), and so do I. ___ percent of the class does not like (activity), but I do.</td>
<td>Using sentence frames provided by the teacher, students will work in small groups to create survey questions to collect information about the class. They will complete the survey using Poll Everywhere (<a href="www.polleverywhere.com/">www.polleverywhere.com/</a>) and then react to the information by saying whether they agree or disagree. When possible, this survey could also be taken by a group of peers in the target culture. Students will interview native speakers using the</td>
</tr>
</tbody>
</table>
13. I can write about myself using learned phrases and memorized expressions.

| Simple biographical information as cited above | Students will create mock student ID cards like those that might be used in the target culture. The cards include relevant data required by target culture schools and/or US schools. Students will prepare scripts to introduce themselves. They will have red-carpet moments where they will introduce themselves on video. Those videos will be shared at a “celebrity fair” at the end of the program. Students will write letters of introduction to their exchange families. These letters will be anonymous and will be read by other students who will then select the best exchange students for their actual families. They will give simple reasons why they chose the students that they did. Once all selections have been made, the teacher will reveal the identities of the students. |

14. I can write notes and caption pictures having to do with something I have learned, using lists, phrases, and memorized expressions.

| Biographical information Family Places in city Food | Students will create scrapbook pages to share basic biographical information about their alternate exchange student identities, their families, and their cities. |

15. I can recognize and sometimes understand basic information in words and phrases that I have memorized.

<p>| Biographical information Family Places in city Food | Students will listen to audio recordings containing basic biographical information (like those found at Audio Lingua [<a href="http://www.audio-lingua.eu">www.audio-lingua.eu</a>]) and will complete graphic organizers for that information. Students will listen to introductions made by exchange students or others who are native speakers of the language. They will confirm what they understand by making simple statements and indicating follow-up questions that could |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
</table>
| **16. I can sometimes understand simple questions or statements on familiar topics related to biographical information, family, and cities.** | Biographical information  
Family  
Places in city  
Food  
Who, what, when, where, why | Students will listen to conversations between native speakers and will complete graphic organizers to capture basic information on each person. |
| **17. I can understand simple information when accompanied by pictures and graphs.** | Big city, small city  
Lots to visit  
(City) has _____, but (city) does not have _____. | Students will watch publicity videos for various cities and note the characteristics of each city according to what they see and hear. They will then use that information to decide which cities have the most in common with where they live. |
|   |   |   |
| **Interpretive Reading** |   |   |
| **18. I can recognize words, phrases, and characters with the help of visuals.** | In (city), I can go to . . .  
What can you do in (city)? | Students will look at visual information about cities and will determine what they can see and do in various cities based on visuals and captions. |
| **19. I can recognize words, phrases, and characters when I associate them with things I already know.** | The typical family has (2.2) children.  
There are ____ percent who are (white).  
(City) is bigger than (city).  
Smaller than | Students will look at data about typical families/populations/ethnic identities for their exchange country and will compare that data to data for where they live. If necessary, students will read some of this information outside of class in English and will then work with structured sentence frames to talk about information in class.  
Students will look at graphs conveying population data about various cities and will be able to compare the sizes of those cities. |

*You may add additional rows as necessary.*

**Materials and Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.
Language-specific resources are not listed here since those resources would be selected according to the needs of the individual program.

General resources:
Audio Lingua (audio recordings in multiple languages, such as Russian, Portuguese, Chinese, and Arabic): [www.audio-lingua.eu](http://www.audio-lingua.eu)
Video/film clips showing greetings, introductions, etc.

### Daily Schedule
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</em></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### Basic Program Information

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Title:</strong></td>
<td>Oh! The Places We’ll Go! Tourist and Traveler</td>
</tr>
<tr>
<td><strong>Language(s):</strong></td>
<td>Grade(s) of Learners: K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td><strong>Heritage Speakers?</strong></td>
<td>No, but could be adapted for heritage.</td>
</tr>
<tr>
<td><strong>Nonheritage Speakers?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Program Setting:</strong></td>
<td>Residential:</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Weeks/Days:</td>
</tr>
<tr>
<td><strong>Target Proficiency Level:</strong> (by end of program)</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td><strong>Target Performance Level(s):</strong> (during and by end of program)</td>
<td>Intermediate Mid/Intermediate High</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students plan a trip to an area in the world where the target language is spoken. Working in small interest groups, they select a destination, make preparations (securing travel documents, creating an itinerary, planning how to travel within the country/region), and choose one experience in which they will engage with local people to assist in solving an environmental problem in the community. Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and itinerary, and then agree on the person responsible for each task. Students then spend time researching various locations, visiting websites, watching videos from the region, and exploring volunteer opportunities. Once students have collected the information and completed each of the steps involved in planning the trip, they use this information to prepare a multimedia presentation that will convince others of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. As part of the presentation they share personal stories about past travel experiences—where they went, what they did, and why it was a valuable experience. They should also discuss how those trips expanded their horizons.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s)
and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be sure to label the mode and proficiency level of each statement</strong></td>
<td><strong>Number the can-do statements here and then transfer to stage 3</strong></td>
</tr>
<tr>
<td><strong>Interpersonal Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Intermediate high: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences that happened at various times. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</td>
<td>1. I can ask for and provide descriptions of places I know and places I would like to visit.</td>
</tr>
<tr>
<td></td>
<td>2. I can use the target language to describe a task that requires multiple steps.</td>
</tr>
<tr>
<td></td>
<td>3. I can tell someone how to access information online.</td>
</tr>
<tr>
<td></td>
<td>4. I can plan a trip with a group of classmates and provide several details that explain my reasons for various choices.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Intermediate high: I can give presentations in a generally organized way on school, work, community topics, and topics I have researched. I can give presentations on some events and experiences that happened at various times.</td>
<td>5. I can make a presentation on something new I learned from the media.</td>
</tr>
<tr>
<td></td>
<td>6. I can describe how to plan and carry out an event, such as a trip to a country where the target language is spoken.</td>
</tr>
<tr>
<td></td>
<td>7. I can share personal stories about travel and volunteerism and explain and justify my point of view on such topics.</td>
</tr>
<tr>
<td><strong>Presentational Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Intermediate high: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs in various tenses about events and experiences.</td>
<td>8. I can write a simple summary about something I have researched.</td>
</tr>
<tr>
<td></td>
<td>9. I can describe how to plan and carry out an event, such as a trip to a country where the target language is spoken.</td>
</tr>
</tbody>
</table>
10. I can prepare for a multimedia presentation, a handout, a synopsis, etc.

11. I can summarize a conversation or interview about a problem or challenging situation that occurred while traveling or volunteering.

### Interpretive Listening

Intermediate high: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences that happened at various times.

12. I can easily understand straightforward information or interactions in things such as ads, announcements, and other recordings.

13. I can understand some information from conversations that I overhear even when the context is unexpected.

### Interpretive Reading

Intermediate high: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences that happened at various times.

14. I can easily understand the main idea of texts related to everyday life, personal interests, and studies.

15. I can sometimes follow stories and descriptions about events and experiences that happened at various times.

You may add additional rows as necessary.

### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

#### Summative Performance Assessments

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is</td>
<td>Learners interact and negotiate meaning in spoken or</td>
<td>Learners present information, concepts, and ideas to</td>
</tr>
</tbody>
</table>
Students scan websites that advertise service-learning experiences for teens. They take notes on the interesting and important facts and then compare the three programs they found most interesting. They also follow a travel blog written in the target language and compare what the writer has learned through travel to their own experiences.

Students contact the organization with which they have decided to travel (by electronic chat, Skype, or FaceTime) in order to pose questions and investigate the details of each trip. They interview native speakers about their personal experiences with travel and volunteerism in order to be better prepared to make informed decisions.

During their travels, students maintain a blog or video blog, writing a blog post daily or posting a video weekly. The posts focus on the sites they visited, the cultural artifacts and practices they observed, and their experiences working as a volunteer. They reflect on the immediate impact of their experiences and how these experiences will affect them in the future.

**Stage 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT Learners need to use . . .</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE Learners will experience and demonstrate . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy these can-dos directly from stage 1, column 2. Use one row per can-do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample knowing that different programs would have to adapt to address differences in languages and materials.

Interpersonal
|   | I can ask for and provide descriptions of places I know and places I would like to visit. | Question formation  
Expressions indicating what they would or could do  
Expressions of preference  
Detailed descriptions | Students brainstorm information and create a concept map of ideas about the target country and places they might like to visit.  
Students brainstorm information and create a concept map of ideas about the target country and places they might like to visit.  
They participate in conversations with classmates, the teacher, and native speakers of the target language (community members, conversations via Skype) to gather additional information about the country and interesting locations in that area of the world.  
Students interview volunteers who speak the target language in the local community or in the target country to learn about the importance of volunteerism. If such interviews cannot be conducted in the target language, the information from the interviews could be shared in the target language as part of a presentational speaking and/or writing task.  
On the class site, students write blog posts about the information they received from the interviews. |
|---|---|---|
|   | I can use the target language to describe a task that requires multiple steps. | Polite command expressions  
Sequencing expressions  
Narration in present and future  
If/then statements  
Expressions of opinion | Students negotiate the steps needed to plan a trip to the target country and each person in the group assumes responsibility for one aspect of the research. As students share their portion of the planning, the other students ask clarifying questions and offer suggestions.  
Students share information they found when researching the target country. They use the jigsaw strategy and fill in a graphic organizer to accomplish this task. |
<p>|   | I can tell someone how to access information online. | Computer-related vocabulary | Students work with partners to access information online. As they research a specific topic, they are |</p>
<table>
<thead>
<tr>
<th>4.</th>
<th>I can plan a trip with a group of classmates and provide several details that explain my reasons for various choices.</th>
</tr>
</thead>
</table>
| | Polite command expressions (may be learned as lexical items)  
Sequencing expressions  
If/then statements (If that does not work, then you need to press escape.) |
| | Careful to engage in dialogue related to completing the task. For example: *How do I find . . . ? That didn’t work. What should I do next?* |
| | Expressions of fact and opinion  
I think we should . . . I would prefer . . .  
Use of questions to acquire information (What has been explored? What do you do when . . . ?  
Why would you want to . . . ? Why wouldn’t we. |
| | Students form “buzz groups” to share information and make decisions about the trip itinerary.  
Teacher sets up a “debate around the room,” designating areas of the room for *agree, disagree, and I don’t know*. As suggestions for the trip are articulated, students gather in the applicable area of the room. They discuss their ideas with classmates and one group member reports the group’s thinking to the entire class.  
Students participate in a Socratic circle discussion to share information and finalize plans for the trip.  

### Presentational Speaking

<table>
<thead>
<tr>
<th>5.</th>
<th>I can make a presentation on something new I learned from the media.</th>
</tr>
</thead>
</table>
| | Narration/description in the present  
Expressions of fact and opinion |
| | **Circle of voices:** Students form groups of about five members. Groups have three minutes of silence to consider the topic. Each group member has up to two minutes of uninterrupted time to discuss the topic. Then, members may react to the comments that have been expressed. |

<table>
<thead>
<tr>
<th>6.</th>
<th>I can describe how to plan and carry out an event, such as a trip to a country where the target language is spoken.</th>
</tr>
</thead>
</table>
| | Narration in present and future tenses  
Sequence expressions (first, next, then, finally) |
<p>| | Students work in small groups to apply the information they have learned about traveling in a foreign country to traveling in their own country. They work together to present and defend what they think are the top ten considerations for traveling in their communities. They |</p>
<table>
<thead>
<tr>
<th></th>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>I can share personal stories about travel and volunteerism and explain and justify my point of view on such topics.</td>
</tr>
<tr>
<td>8.</td>
<td>I can write a simple summary about something I have researched.</td>
</tr>
<tr>
<td>9.</td>
<td>I can describe how to plan and carry out an event, such as a trip to a country where the target language is spoken.</td>
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<tr>
<td>10.</td>
<td>I can prepare for a multimedia presentation, a handout, a synopsis, etc.</td>
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<tr>
<td>11.</td>
<td>I can summarize a conversation or interview about a problem or challenging situation that occurred while traveling or volunteering.</td>
</tr>
</tbody>
</table>

**Interpretive Listening**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Thematic vocabulary related to travel</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>I can easily understand straightforward information or interactions in things such as ads, announcements, and other recordings.</td>
<td></td>
<td>Students listen to and/or view travel announcements. Students then summarize the information in a text message that they might write to a friend.</td>
</tr>
<tr>
<td>13.</td>
<td>I can understand some information from conversations that I overhear even when the context is unexpected.</td>
<td>Thematic vocabulary Time, place, dates, itinerary</td>
<td>While listening to advertisements about the target country and watching video clips about tourism and volunteerism, students take notes using the Cornell note-taking procedure <a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">http://coe.jmu.edu/learningtoolbox/cornellnotes.html</a> or other note-taking methods they typically use. Students use their notes to develop follow-up questions that would allow them to develop a deeper understanding of the text and context of the conversation.</td>
</tr>
</tbody>
</table>

**Interpretive Reading**
14. I can easily understand the main idea of texts related to everyday life, personal interests, and studies.

<table>
<thead>
<tr>
<th>Activities associated with travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students follow a travel blog written by a speaker of the target language. They then take notes on key points of interest and share those points in small groups. As they discuss the content, they also discuss what makes a blog popular or worth reading.</td>
</tr>
<tr>
<td>Students first read information on the type of group that is planning to travel. They then read summaries of different types of trips and select the trip that best suits the needs of the different types of travelers.</td>
</tr>
</tbody>
</table>

15. I can sometimes follow stories and descriptions about events and experiences that happened at various times.

<table>
<thead>
<tr>
<th>Names and descriptions of cultural sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities that a volunteer might do (teaching, farming, working in a clinic, caring for children, etc.)</td>
</tr>
<tr>
<td>Complete a graphic organizer (T-chart) with relevant themes and information gathered from research.</td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.

Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Language-specific resources are not listed here since those resources would be selected according to the needs of the individual program.

General resources:
Socratic Seminars: http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html

Daily Schedule
Describe the typical daily schedule for a participant.
A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.

You may add additional rows as necessary.
## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>All About Me: Personal Identity</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Grade(s) of Learners: K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td></td>
<td>9–12 This unit could be adapted for 6–8, but some vocabulary and activities would have to be adjusted to be age-appropriate.</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>Yes This unit could be easily adapted for heritage speakers who are more likely to be at the IM/IH performance level. Most STARTALK programs will not have nonheritage speakers at this level.</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days:</td>
</tr>
<tr>
<td></td>
<td>15 days</td>
</tr>
<tr>
<td>Target Proficiency Level:</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>(by end of program)</td>
<td>Target Performance Level(s):</td>
</tr>
<tr>
<td>(during and by end of program)</td>
<td></td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.
Students explore influences on their personal identities by considering ways that family, culture, ethnicity, and the country where I live impact their beliefs and actions. In the process, students discuss and compare their family heritage, customs, and traditions with other camp participants and with teens in the target country. Throughout the program, they consider how a person’s personal identity affects his/her attitudes, decisions, and behaviors. As an ongoing task, they create a class definition for the concept of personal identity and refine the definition as they read, interpret, and discuss verbal and written texts. They consider how their identity has changed over time. They talk about their parents’ identities and explain the influence that their parents and other influential role models have had on their identity. They work together to define the term ethnicity. Then they consider the role of gender in their lives. Finally, they consider US culture. Is US culture one cohesive culture created from a mix of other cultures (a melting pot) or is US culture fragmented and made up of a variety of distinct cultures (a salad bowl)? As a final product, students create a visual personal identity maps.
Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

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<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement</td>
<td>Number the can-do statements here and then transfer to stage 3</td>
</tr>
</tbody>
</table>

### Interpersonal Speaking

Intermediate mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.

1. I can be the first to begin a conversation and I can bring a conversation to a close.

2. I can converse on topics concerning personal interest by asking for information, details, and explanations.

3. I can interview peers and family members for a project or a publication.

### Presentational Speaking

**Presentational Speaking**

Intermediate mid: I can give presentations on a wide variety of familiar topics using connected sentences.

4. I can give presentations on a wide variety of familiar topics using connected sentences.

5. I can give a presentation about how my family, culture, ethnicity, and country where I live shape my beliefs, actions, and identity.

6. I can state my viewpoint and defend my ideas with simple examples.

### Presentational Writing

Intermediate mid: I can write about a wide variety of familiar topics using connected sentences.

7. I can write questions to use when interviewing family members about their ideas on culture and ethnicity.

8. I can write a post or comment for a blog or a discussion forum.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9. I can contribute to an end of program celebration for family and friends.</td>
</tr>
<tr>
<td>Interpretive Listening</td>
<td></td>
</tr>
<tr>
<td>Intermediate mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</td>
<td>10. I can understand simple personal questions.</td>
</tr>
<tr>
<td></td>
<td>11. I can understand basic information in podcasts and video clips concerning personal identity.</td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td></td>
</tr>
<tr>
<td>Intermediate mid: I can understand the main idea of texts related to everyday life and personal interests or studies.</td>
<td>12. I can read simple written exchanges between other people.</td>
</tr>
<tr>
<td></td>
<td>13. I can understand the main idea of what I read about familiar topics that connect to personal identity.</td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

**Summative Performance Assessments**
Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program’s learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td>Students explore identity issues through text, film, and music. They listen for main ideas and some details as they expand and refine personal definitions of identity, ethnicity, and culture.</td>
<td>As students consider the different issues involved with personal identity, they consider the role of culture in their lives. They discuss a definition of American culture that they could share with speakers of the target language. They discuss the terms <em>melting pot</em> and <em>salad bowl</em> as they apply to culture and discuss which term might be a more appropriate term for American culture and why.</td>
<td>Using images and pictures that relate to culture, gender, and ethnicity, students create visual representations of their personal identities. They create a Voicethread that includes their visual inviting comments and questions from others. They then share the visual representation of their personal identities with others at the final program event.</td>
</tr>
</tbody>
</table>
**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can . . .</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

Copy these can-dos directly from stage 1, column 2. Use one row per can-do.

*Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different programs would have to adapt to address differences in languages and materials.*

**Interpersonal Speaking**

1. I can be the first to begin a conversation and I can bring a conversation to a close.

   - Let’s talk about . . .
   - What are your ideas about . . . ?
   - Follow-up questions and comments
     - I believe/I think/In my opinion/Based on my personal experiences . . .
     - Can you tell me more about . . . ?
     - I agree because . . .
     - That’s what I think too.
     - I disagree because . . .
     - I am not sure.
     - That’s interesting.
     - I don’t understand. Can you repeat what you said?

   To teach and practice conversation strategies, the teacher creates activities in which students must start and maintain a conversation for a specific period of time using questions, comments, and circumlocution. Students begin by talking about one topic for one minute. As the program progresses, they gradually increase the time they can comfortably converse with another student, the teacher, or a native speaker of the target language. Students apply these strategies as they converse with one another in small group settings and as they interview family and friends about their cultural practices and perspectives, their concepts of ethnicity, and the ways that living in the United States has changed their identities.
<table>
<thead>
<tr>
<th>Circumlocution strategies (defining an expression, using synonyms or antonyms, giving an example to clarify meaning—<em>a straw is something you drink with</em>)</th>
<th>Vocabulary to reflect the nationalities and ethnicities of students in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside of class, students interview individuals from other cultures to get a sense of what elements of American culture cause confusion or culture shock. They bring images to class that represent these aspects of American culture. Students use these images and images from the target language culture provided by the instructor. Students brainstorm questions they might ask to learn more about the images that they have. They then participate in inner-outer circle discussions in which they talk about the images for a set amount of time. When time is up, the students remain standing where they are but pass the pictures to the right. They then begin again working with new images for longer periods of time. Students have assigned Skype partners from the target language and culture that they are in contact with on a regular basis. They discuss the images described above as well as other specified topics suggested by the instructor or those of interest to them. Then, they return to their small groups to share what they have learned, discuss the different perspectives, and agree on follow-up questions they might like to ask during the next Skype call. Students are asked to watch a video clip or film in English outside of class. The film should deal with teen coming-of-age issues. The Hunger Games would be an example of such a film. In class, students discuss the plot of the film in the target language and attempt to pinpoint the identity issues that are part of the film. They compare this American movie to a movie or well-known story from the target culture.</td>
<td></td>
</tr>
</tbody>
</table>
Students work together in small groups to determine what they would place in a time capsule to reflect current American culture. Each group is limited to no more than ten items. They create a visual model of this time capsule and post their model in the classroom or electronically. Students then take part in a gallery walk during which time they discuss reasons for the similarities and differences between the groups. The groups then discuss what they have learned while attempting to agree on concepts selected to define American culture. These time capsules become part of a Skype discussion in which the STARTALK participant asks what would be in a target culture time capsule and why.

2. I can converse on topics concerning personal interest by asking for information, details, and explanations.

<table>
<thead>
<tr>
<th>Possible questions:</th>
<th>Students brainstorm and develop age-appropriate speed dating/interview questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is in your family?</td>
<td>Within the classroom, students participate in “speed dating.” (The teacher supplies each student with a clipboard and a form that has a series of teacher- and student-generated questions for students to ask each other. The classroom is arranged with sets of two desks/chairs facing each other. On the teacher’s signal, students find a partner and share information. When the signal sounds, students rotate to the left to interact with a new partner. The activity ends when students are facing their original partner.)</td>
</tr>
<tr>
<td>How does your family affect how you view yourself?</td>
<td>Note: These “speed dating” sessions can be alternated with inner/outer circle activities and other cooperative learning strategies. The first round deals with the influence of family on identity. In a subsequent lesson, students interview peers and family members about the</td>
</tr>
<tr>
<td>What are some customs and traditions unique to your family? How do they reflect your ethnicity?</td>
<td></td>
</tr>
<tr>
<td>Do your friends have similar customs or traditions? How do they compare with yours?</td>
<td></td>
</tr>
<tr>
<td>In your opinion, how does family affect identity?</td>
<td></td>
</tr>
</tbody>
</table>
meaning of ethnicity and how they define their own ethnicities. The third round during a later lesson centers on how living in the US influences their concepts of personal identity.

Using the same questions, students interview family members at home or via an online chat program. Students also interview their Skype partners.

After gathering information from peers and family, students begin to create a classroom definition for the concept of personal identity. They display their work on a large sheet of butcher paper or on a wall in the classroom. This definition will be a working document that students will refine, expand, and revise throughout the unit.

Simultaneously, students begin to create their own visual personal identity maps. This will be an ongoing project during the unit.

| 3. | I can interview peers and family members for a project or a publication. | Sample questions are included here, but students should be encouraged to generate the questions that are of interest to them.  
  - What do you think . . . ?  
  - When you were younger . . . ?  
  - Why did that happen . . . ?  
  - What is different today?  
  - What do you remember about . . . ?  
  - What is your background? When did your family arrive in the United States? Why?  
  - What does identity mean to you? | Students record a series of interviews with family members. Although the initial questions might be rehearsed, students are supposed to listen carefully and are expected to ask appropriate follow-up questions. | Presentational Speaking |
| **4.** I can give presentations on a wide variety of familiar topics using connected sentences. | Vocabulary describing family values, beliefs, customs, and traditions. The following are possible examples of key expressions that the teacher will directly present and practice with students to enable them to make a coherent presentation.  

- Education is (important) because.  
- It is essential to be frugal/honest/hardworking/loyal, etc.  
- My family values . . .  
- My parents believe that . . .  
- I believe that . . .  
- My family is originally from . . .  
- We have some traditions and customs from that culture, which include . . .  
- We mix our traditional practices with American practices. For example, on Thanksgiving we have turkey and stuffing but also . . . | After gathering information from family and peers, students begin to assemble a presentation for the culminating STARTALK program celebration.  

First, the teacher leads students in a whole-class brainstorming session to identify key vocabulary and content.  

Students then begin to assemble the project and practice presenting their information in small groups. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>5.</strong> I can give a presentation about how my family, culture, ethnicity, and country where I live shape my beliefs, actions, and identity.</td>
<td>Use previously listed vocabulary</td>
<td>The teacher sets up a “wax museum” in the classroom. Half of the students are wax figures and the other students are visitors to the museum. When a visitor taps a wax figure, that student gives his/her presentation. Eventually, students change roles and the activity continues. This wax museum will be set up for the culminating program celebration when parents and friends will be the visitors and students will give their presentations.</td>
</tr>
<tr>
<td><strong>6.</strong> I can state my viewpoint and defend my ideas with simple examples.</td>
<td>Use previously listed vocabulary</td>
<td>Students will review and analyze census-type data that is available on the nation, their state, and/or</td>
</tr>
</tbody>
</table>
their local community. They will work in small groups to create a TV segment in which that data and appropriate commentary will be shared. These TV segments will be filmed and viewed by the other groups who will comment on how effectively data is used to shape the message. State data can be found at: [mappingthenation.net](http://mappingthenation.net).

**Presentational Writing**

<table>
<thead>
<tr>
<th>7. I can write questions to use when interviewing family members about their ideas on culture and ethnicity.</th>
<th>Use previously listed vocabulary</th>
<th>Working in pairs, students collaborate to come up with possible interview questions. They then join another pair of students to share questions and add to their lists. Together, the teacher and students create an interview form that students will use to gather pertinent information.</th>
</tr>
</thead>
</table>

<p>| 8. I can write a post or comment for a blog or a discussion forum. | Personal characteristics (hardworking/rather lazy/studious/athletic/musical/likes to read/likes to work with one’s hands/etc.) Beliefs about education, experiences, being frugal, using electronic devices, etc. Traditions and customs (food, holiday celebrations, showing respect, etc.) | Once the interview described above has been conducted, students write summaries and post to a class wiki or blog. Those that have been interviewed are invited to read the posts and given the opportunity to provide additional information. The class will contribute to a Fakebook page with daily posts that describe their ideas about personal identity. How are you similar/different to your parents? What beliefs do you have in common? Do you clash at times because of cultural differences or because you are a teenager? What do you consider to be your |</p>
<table>
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<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>9.</td>
<td>I can contribute to an end of program celebration for family and friends.</td>
<td>Use previously listed vocabulary</td>
</tr>
<tr>
<td></td>
<td>Students write a letter to their parents in which they talk about their concept of personal identity and how it reflects their family values and beliefs as well as their own experiences as an American teenager. Students write the script for their roles as wax museum figures in the culminating program celebration. They peer edit the scripts, revise, and then submit the scripts to the teacher for feedback.</td>
<td></td>
</tr>
</tbody>
</table>

**Interpretive Listening**

| 10. | I can understand simple personal questions. | Question topics come from previously discussed vocabulary. | Students participate in an interview with their Skype partner or another native speaker. Students demonstrate comprehension by giving appropriate answers or by asking a clarifying question. These interviews are recorded as podcasts. |

<p>| 11. | I can understand basic information in podcasts and video clips concerning | Thematic vocabulary, including personal biographical information, personality | If available, the teacher solicits video and audio clips from native speakers of the target language. |</p>
<table>
<thead>
<tr>
<th>Interpretive Reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I can read simple written exchanges between other people.</td>
<td>Fakebook postings from classmates Audio and video clips of native speakers talking about personal identity</td>
</tr>
<tr>
<td>As they read personal essays by native speakers, students categorize the information they find according to the following themes: family values, native-culture customs and traditions, American customs and traditions, and cultural clashes. Nightly, students read their classmates’ posts on the class Fakebook page and respond to at least two posts.</td>
<td></td>
</tr>
<tr>
<td>13. I can understand the main idea of what I read about familiar topics that connect to personal identity.</td>
<td>Transcripts of video and audio clips from native speakers of the target language discussing factors that have influenced their personal identities. Short texts or excerpts from texts written by immigrants from the target culture in which they talk about cultural clashes and their own beliefs and values.</td>
</tr>
<tr>
<td>Students read transcripts of video and audio clips from native speakers of the target language who are talking about their personal identities. If available in the target language, students read short texts or excerpts from texts written by immigrants from the target culture in which they talk about their initial impression of American culture—both the similarities and differences between American culture and their own beliefs and values.</td>
<td></td>
</tr>
</tbody>
</table>
Students read and/or view appropriate coming-of-age texts (film, poetry, music, etc.) from the target culture and compare the themes of those texts to ones found in America culture.

You may add additional rows as necessary.

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Language-specific resources are not listed here since those resources would be selected according to the needs of the individual program.*

**General resources:**

Daily Schedule
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
# 2014 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>In Search of My Future</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Grade(s) of Learners:</td>
</tr>
<tr>
<td></td>
<td>K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x Nonresidential:</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days Contact Hours: 90</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice Mid</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice Mid/Novice High</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate, authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will explore who they are, where they live, their nationalities, and their heritage. They will be able to introduce themselves and meet others while exchanging personal information, such as e-mail addresses and phone numbers. They will be able to state their ages and birthdays to new acquaintances. They will talk about their likes and dislikes with regard to activities and sports. They will consider the advantages of knowing more than one language and will create an identity where they are working and living in the target culture in the future. They will study the lives of individuals who are well known in the target culture for their contributions to various disciplines. They will name the skills they are going to need for their future lives and will explore how study-abroad options may be beneficial. Finally, students will role play their future identities and will learn more about the identities of the other students. To prepare for their future experiences abroad, students will take a field trip to the local (target language) community where they will engage in conversations with others to create a map of tourist-relevant places in the local community for persons interested in learning more about the local language and culture.
Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program-specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you have selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be sure to label the mode and proficiency level of each statement.</strong></td>
<td><strong>Number the can-do statements here and then transfer to Stage 3.</strong></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
</tr>
<tr>
<td>Novice mid: I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
<td>1. I can greet and leave others in culturally appropriate ways.</td>
</tr>
<tr>
<td>Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>2. I can communicate basic information about myself, my family, and my ideal future family.</td>
</tr>
<tr>
<td></td>
<td>3. I can ask and answer a variety of questions about likes and dislikes related to food and activities.</td>
</tr>
<tr>
<td></td>
<td>4. I can communicate basic information about my city, my future city, and my future career.</td>
</tr>
<tr>
<td></td>
<td>5. I can exchange some personal information, like my name, age, birthday, phone number, e-mail address, and where I live.</td>
</tr>
<tr>
<td></td>
<td>6. I can exchange information about my family, career and the city where I work with the help of visuals.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Novice high: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</td>
<td>7. I can introduce myself by giving basic biographical information.</td>
</tr>
<tr>
<td></td>
<td>8. I can present information about my city and my future life.</td>
</tr>
<tr>
<td>9.</td>
<td>I can introduce my family and my future family.</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td>10.</td>
<td>I can name the actions I need to take in order to meet my career goals.</td>
</tr>
</tbody>
</table>

**Presentational Writing**

- **Novice high:** I can write short messages and notes on familiar topics related to everyday life.
- **Novice high:** I can fill out a simple form with some basic personal information in order to apply to a university or language program abroad or to request additional information about programs.
- **Novice high:** I can write about myself and my ideal family and career using learned phrases and memorized expressions.
- **Novice high:** I can write notes and caption pictures having to do with something I have learned, using lists, phrases, and memorized expressions.

**Interpretive Listening**

- **Novice mid:** I can recognize some familiar words and phrases when I hear them spoken.
- **Novice high:** I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.
- **Novice high:** I can understand simple information when accompanied by pictures and graphs.

**Interpretive Reading**

- **Novice mid:** I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.
- **Novice high:** I can understand familiar words, phrases, and sentences within.
- **Novice high:** I can recognize words, phrases, and characters with the help of visuals.
- **Novice high:** I can recognize words, phrases, and characters when I associate them with things I already know.
19. I can sometimes understand short, simple descriptions with the help of pictures or graphs.

You may add additional rows as necessary.

## STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

**Summative Performance Assessments**
Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

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<th>INTERPRETIVE TASK</th>
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<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Students will read simple descriptions and connect those descriptions to the appropriate visuals. They will listen to descriptions of people, places, and careers and will identify the people, places, and careers that are being described.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. Students will share actual scrapbook pages or digital versions created on Fakebook (<a href="http://www.classtools.net/FB/home-page">www.classtools.net/FB/home-page</a>) or Edmodo (<a href="http://www.edmodo.com">www.edmodo.com</a>). They will talk with partners and/or native speakers. They will exchange personal information to get to know each other while discussing images shown in the scrapbooks.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Students will create scrapbooks of their invented future lives, families, and careers. They may choose to use a website like Edmodo (<a href="http://www.edmodo.com">www.edmodo.com</a>) or Fakebook (<a href="http://www.classtools.net/FB/home-page">www.classtools.net/FB/home-page</a>). They will include maps of their cities and images of key features. They will create pages that introduce their families as well as pages that share information about their favorite activities and foods. Finally, they will select images that represent or give information about their future careers. These scrapbooks will be shared with others during the interpersonal task.</td>
</tr>
</tbody>
</table>
**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

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<th>LANGUAGE, CULTURE, CONTENT Learners need to use . . .</th>
<th>MAJOR LEARNING EXPERIENCES AND EVIDENCE Learners will experience and demonstrate . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy these can-dos directly from Stage 1, column 2. Use one row per can-do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample, knowing that different languages would have to adapt to address differences in languages and materials.

<table>
<thead>
<tr>
<th>Interpersonal</th>
</tr>
</thead>
</table>
| 1. I can greet and leave others in culturally appropriate ways. | Hello, good-bye  
Culturally appropriate words and gestures | Students will observe native speakers greeting each other in film clips and in person and will make notes of what they observe. They will then assume various roles in a family and will greet others in appropriate ways. They will also role play various individuals in school and the workplace and will greet others appropriately. |
| 2. I can communicate basic information about myself, my family, and my ideal future family. | My name is . . .  
My mother’s name is . . .  
I have a mother, father, brother, sister, etc.  
Pets: dog, cat  
This is my house. | Students will begin by holding interview question-and-answer strips as they ask and answer basic questions about themselves and their families. Eventually, they will be directed to hold the strips behind their backs and look at them only if necessary. They will be challenged to engage in short, thirty-second conversations and to start |
3. **I can ask and answer a variety of questions about likes and dislikes related to food and activities.**

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Example Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like...?</td>
<td>Do you like...?</td>
</tr>
<tr>
<td>I like/do not like...</td>
<td>I like/do not like...</td>
</tr>
<tr>
<td>I prefer...</td>
<td>I prefer...</td>
</tr>
<tr>
<td>Activity words</td>
<td>Activity words</td>
</tr>
<tr>
<td>Cultural activities, sports</td>
<td>Cultural activities, sports</td>
</tr>
<tr>
<td>Regional dishes</td>
<td>Regional dishes</td>
</tr>
</tbody>
</table>

- Students will engage in inner-outer circles. They will have images of activities and/or food and will interview different partners to determine their likes and dislikes. Students will note others who like the same things they do, and each student will attempt to identify the person in the class who is most like him or her.

4. **I can communicate basic information about my city, my future city, and my future career.**

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Example Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a (place)?</td>
<td>Is there a (place)?</td>
</tr>
<tr>
<td>(City) has a (museum).</td>
<td>(City) has a (museum).</td>
</tr>
<tr>
<td>Both cities have...</td>
<td>Both cities have...</td>
</tr>
<tr>
<td>(City) is the sister city of...</td>
<td>(City) is the sister city of...</td>
</tr>
<tr>
<td>Close to, near, far</td>
<td>Close to, near, far</td>
</tr>
<tr>
<td>What do you do?</td>
<td>What do you do?</td>
</tr>
<tr>
<td>I am a (career).</td>
<td>I am a (career).</td>
</tr>
<tr>
<td>Do you like being a (career)?</td>
<td>Do you like being a (career)?</td>
</tr>
<tr>
<td>Yes, because...</td>
<td>Yes, because...</td>
</tr>
<tr>
<td>No, because...</td>
<td>No, because...</td>
</tr>
</tbody>
</table>

- Students will work with images from cities where the target language is spoken, and they will ask and answer questions to determine which cities have things in common and what features are unique to certain cities. For example, “Is there a (lake, museum, etc.)?”

- Students will role play future identities in which they have established careers. Students will engage in inner-outer circles and will ask and answer questions about their chosen careers.

- Students will be able to locate their exchange cities on a map and will be able to say where they are in relation to other cities. They will respond to questions about their cities.
5. I can exchange some personal information, like my name, age, birthday, phone number, e-mail address, and where I live.

<table>
<thead>
<tr>
<th>What is your name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old are you?</td>
</tr>
<tr>
<td>Where to you live?</td>
</tr>
<tr>
<td>What is your nationality/heritage?</td>
</tr>
<tr>
<td>What is your phone number? E-mail address?</td>
</tr>
</tbody>
</table>

Students will be paired randomly to communicate using the phone, Skype, or FaceTime. They might record their conversations. A third student will listen and take notes about what the two conversing students say and what they do not say. Afterward, the third student can remind them of what they might include in the next conversation. Students pair again randomly and attempt to lengthen their conversations by moving from words to phrases to memorized sentences with their new partners.

6. I can exchange information about my family, career and the city where I work with the help of visuals.

<table>
<thead>
<tr>
<th>I live with my family in (city).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live?</td>
</tr>
<tr>
<td>I live in (city).</td>
</tr>
<tr>
<td>What do you do?</td>
</tr>
</tbody>
</table>

Students will be paired randomly, but this time they will speak from the point of view of their fictional identities. Students will talk away from each other using phones, Skype, FaceTime, etc. They will then come back together as a group and ask questions to try to find their conversational partners.

**Presentational Speaking**

7. I can introduce myself by giving basic biographical information.

<table>
<thead>
<tr>
<th>Previous biographical information</th>
</tr>
</thead>
</table>

Students will create an Edmodo([www.edmodo.com](http://www.edmodo.com))/ Fakebook ([www.classtools.net/FB/home-page](http://www.classtools.net/FB/home-page)) page to share basic biographical information about themselves.

They will also create Vokis ([www.voki.com](http://www.voki.com)) or avatars to introduce themselves to others. Students will watch other Vokis and respond to what they hear by asking questions to get more information.

Students will role play well-known individuals who have made contributions to various fields by giving their names and careers.

8. I can present information about my city and my future life.

<table>
<thead>
<tr>
<th>This is . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is/are . . .</td>
</tr>
</tbody>
</table>

Students will work in groups to create virtual tours of their cities that might be of interest to
<table>
<thead>
<tr>
<th></th>
<th>Why do you like about (city)?</th>
<th>Where do you work?</th>
<th>What do you do in your free time?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>language speakers coming to their cities. Using a program like Woices (<a href="http://www.woices.com">www.woices.com</a>), students will record simple facts about locations of interest. Student will add scrapbook pages about their adopted cities and will be able to explain the images that are part of the scrapbooks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 9. | I can introduce my family and my future family. | Family vocabulary | Students will share images of their families and comment on who is in their families. Students create online posters EduGlogster ([www.edu.glogster.com](http://www.edu.glogster.com)) to introduce their families. They will also create fictional exchange families and use images to introduce those families to others. |
|    | Family vocabulary | Simple description words |

| 10. | I can name the actions I need to take in order to meet my career goals. | I am going to study . . . | Working in pairs or small groups, students will match images and descriptions to chart logical career paths for people who want to live and work in other countries and cultures. |
|     | I need to . . . | First, I am going to . . . |
|     | Then, I am going to . . . |

| Presentational Writing |

| 11. | I can fill out a simple form with some basic personal information in order to apply to a university or language program abroad or to request additional information about programs. | ___ percent of the class wants to . . . | Students will locate and complete the initial fields of job applications and will express, in simple sentences, why they want those jobs. Students will assist in preparing a Poll Everywhere ([www.polleverywhere.com](http://www.polleverywhere.com)) survey to collect information about the class with regard to future families and careers. They will complete the survey and then react to the information by saying whether they agree or disagree. When possible, this survey could also be taken by a group of peers in the target language and/or culture. |
|     | ___ percent of the class does not want to, but I do. | Students will interview native speakers using the |
same questions and will compile the data and share the results of the survey.

| 12. I can write about myself and my ideal family and career using learned phrases and memorized expressions. | Biographical information  
Family vocabulary  
Career vocabulary | Students will create mock ID cards or work IDs similar to those found in the target culture. The ID cards will include relevant data found on various ID cards used in the target culture.  
Students will prepare scripts to introduce themselves. They will have red-carpet moments where they will introduce themselves on video. Those videos will be shared at a “celebrity fair” at the end of the program.  
Students will collaborate to create word splashes or word clouds which show words they associate with key careers. |
|---|---|---|
| 13. I can write notes and caption pictures having to do with something I have learned, using lists, phrases, and memorized expressions. | Job ad terminology and abbreviations | Students will work in pairs or small groups to create abbreviated ads for current or ideal jobs/careers.  
Students will create scrapbook pages to share basic biographical information about their alternate identities, their families, cities, and careers. |

**Interpretive Listening**

| 14. I can recognize and sometimes understand basic information in words and phrases that I have memorized. | Biographical information, family, and career | Students will listen to audio recordings containing basic biographical information (like those found at Audio Lingua [www.audio-lingua.eu/?lang=en](http://www.audio-lingua.eu/?lang=en)) and will complete graphic organizers for that information.  
Students will listen to introductions made by exchange students or others who are native speakers of the language. They will confirm what they understand by making simple statements, and they will attempt to ask simple questions to get more information. |
| 15. | I can sometimes understand simple questions or statements on familiar topics related to biographical information, family, foods, cities, and careers. | Family City Career | Students will listen to conversations between native speakers and will complete graphic organizers to capture basic information about each person. Students will listen to and view video clips of native speakers talking about careers and will indicate why specific people like their chosen careers. Students will wear the names of well-known individuals on their backs or foreheads. Students will then circulate to ask questions in order to figure out who they are. |
| 16. | I can understand simple information when accompanied by pictures and graphs. | Big city, small city Lots to visit | Students will watch publicity videos for various cities and note the characteristics of each city according to what they see and hear. They will then use that information to decide which cities have the most in common with where they live. |

### Interpretive Reading

| 17. | I can recognize words, phrases, and characters with the help of visuals. | City vocabulary | Students will look at visual information about cities and will determine what they can see and do in various cities based those visuals and captions. Students will read job ads and categorize the ads according to the characteristics of the jobs: hours, duties, salary, etc. They will then select jobs that are most interesting to them and give simple reasons why they prefer those jobs. |
| 18. | I can recognize words, phrases, and characters when I associate them with things I already know. | The typical family has (2.2) children. There are ____ percent who are (white). | Students will look at data about typical families/populations/ethnic identities in other cities and will compare that data to data for where they live. If necessary, students will read some of this information outside of class in English and will then work with structured sentence |
| 19. I can sometimes understand short, simple descriptions with the help of pictures or graphs. | (City) is bigger than (city). Smaller than Qualities of a good employee | Students will look at graphs conveying population data on various cities and will be able to compare the sizes of those cities. Students will read information about what employers want for the future and will list the traits that employers value. |

**Materials and Other Resources**
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Language-specific resources are not listed here since those resources would be selected according to the needs of the individual program.*

**General resources:**
Audio Lingua (audio recordings in multiple languages, such as Russian, Portuguese, Chinese, and Arabic): [www.audio-lingua.eu](http://www.audio-lingua.eu)
Video/film clips showing greetings, introductions, etc.
Video/film clips on career options, job ads, etc.
Daily Schedule
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</em></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th><strong>Host Institution:</strong></th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Title:</strong></td>
<td>My World and the World of (Mulan) <em>Mulan</em> is used here simply to give an example of how the target language and culture would become part of the unit.</td>
</tr>
<tr>
<td><strong>Language(s):</strong></td>
<td>Grade(s) of Learners: K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td></td>
<td>K–5</td>
</tr>
<tr>
<td><strong>Heritage Speakers?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Nonheritage Speakers?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Program Setting:</strong></td>
<td>Residential: x</td>
</tr>
<tr>
<td></td>
<td>Nonresidential:</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Weeks/Days: 15 Days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 60</td>
</tr>
<tr>
<td><strong>Target Proficiency Level:</strong></td>
<td>Novice Mid</td>
</tr>
<tr>
<td>(by end of program)</td>
<td>Target Performance Level(s):</td>
</tr>
<tr>
<td></td>
<td>Novice Mid/Novice High</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<table>
<thead>
<tr>
<th><strong>Curriculum designed by:</strong></th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E-mail:</strong></td>
<td></td>
</tr>
</tbody>
</table>
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate, authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will explore the world of a child through a well-known children’s story from the target culture. A story like Mulan (Chinese) will allow learners to make comparisons between their lives and the life of Mulan. Students will be able to act out the story and will be able to talk about themselves as they learn about another family and culture. They will be able to introduce themselves and their family and meet others while exchanging personal information such as their ages and birthdays. They will be able to name people, pets, and things that are important to them as well as things that they like and do not like. They will virtually visit a zoo in a country where the target language is spoken, identify animals, and locate where different animals live in nature on a world map. They will describe favorite animals in some detail as they pretend to be those animals. They will identify places where their new language is spoken.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program-specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf]. You will then be able to use LinguaFolio® Online to document the learning targets you have selected.
### NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

*Be sure to label the mode and proficiency level of each statement.*

### PROGRAM CAN-DO STATEMENTS

OR NCSSFL-ACTFL CAN-DO STATEMENTS

*Number the can-do statements here and then transfer to Stage 3.*

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>1. I can greet and leave of others in culturally appropriate ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I can communicate basic information about myself and my family.</td>
</tr>
<tr>
<td></td>
<td>3. I can ask and answer simple questions about family, animals, likes,</td>
</tr>
<tr>
<td></td>
<td>and dislikes.</td>
</tr>
<tr>
<td></td>
<td>4. I can exchange some personal information like my name, age,</td>
</tr>
<tr>
<td></td>
<td>birthday, and where I live.</td>
</tr>
<tr>
<td></td>
<td>5. I can exchange information about my family with the help of visuals.</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

#### Presentational Speaking

Novice mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

| 6. I can introduce myself and give basic biographical information. |
| 7. I can describe with words and memorized expressions the main character in the story that my teacher is reading to the class. |
| 8. I can present information about my favorite animal. |
| 9. I can introduce my family. |
| 10. I can name things and animals that I like and do not like. |
| 11. I can retell the anchor story in words, phrases, and memorized expressions while using gestures and visuals as support for my presentation. |

#### Presentational Writing

Novice mid: I can write lists and memorized phrases about familiar topics.

| 12. I can write about myself using learned phrases and memorized expressions. |
| 13. I can write lists which name things and animals I like and do not like. |
### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

**Summative Performance Assessments**

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
Students listen to information about different animals and, based on the description given of each animal, they select the most appropriate image.

Students interview at least two other classmates about what kinds of pets, real or imagined, that they have. They review their information about each other’s pets and, as a class, vote on who has the most interesting pet. To create additional interest, students may use images of pets that are not their own.

Students will take a virtual field trip to a zoo in a country where the target language is spoken. In pairs, they will prepare a simple description of an animal found in the zoo and will serve as a docents by introducing that animal to zoo visitors. They will describe the animal by giving simple facts about where the animal lives in the world, what the animal is like, and why they like or do not like that particular animal.

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES AND EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can . . .</td>
<td>Learners need to use . . .</td>
<td>Learners will experience and demonstrate . . .</td>
</tr>
<tr>
<td>Copy these can-dos directly from Stage 1, column 2. Use one row per can-do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample, knowing that different languages would have to adapt to address differences in languages and materials.

### Interpersonal

1. I can greet and leave others in culturally appropriate ways.
   - Hello, good-bye
   - Culturally appropriate words, gestures
   - Students will observe native speakers greeting each and will imitate what they observe. They will then assume various roles and will greet others in appropriate ways.
   - Students will hold images, play the roles of various
<p>| 2. I can communicate basic information about myself and my family. | My name is . . . &lt;br&gt;My mother’s name is . . . &lt;br&gt;I have a mother, father, brother, sister, etc. &lt;br&gt;Pets: dog, cat | Students will pretend to be characters from the anchor story. They will introduce themselves and talk about their families in the story. Students will create images of their actual families. While they are creating the images, the teachers will circulate and point to images, and the students will comment on their own family images and their pets. Students will interview classmates to find others who have the same names, ages, numbers of siblings, who live in the same location, have similar likes/dislikes, etc. They will complete a “Find Someone Who . . .“ grid as they interview their classmates. Students will move to designated places in the classroom based on personal information. For example, those who answer yes to a question will go to one corner, and those who say no will go to another. Once gathered in a location, students will ask and answer memorized questions about themselves. For example: &lt;br&gt;“Do you have a dog?” &lt;br&gt;“I have a dog.” &lt;br&gt;“How old are you?” &lt;br&gt;“I am six years old.” &lt;br&gt;“I live in . . .” |&lt;br&gt;family members from the anchor story, and greet each other in appropriate ways. |
|---|---|---|
| 3. I can ask and answer simple questions about family, animals, likes, and dislikes. | Do you like . . . ?&lt;br&gt;I like/do not like . . .&lt;br&gt;I prefer . . . | The class will create a collage for the main character of the story that shows what that character likes and dislikes. This collage will be used to model the activities that students will do later using their personal collages. |</p>
<table>
<thead>
<tr>
<th>Words from selected story</th>
<th>Vocabulary associated with story characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal vocabulary</td>
<td>Vocabulary associated with story characters</td>
</tr>
<tr>
<td></td>
<td>Names of animals in a zoo/nature preserve</td>
</tr>
<tr>
<td></td>
<td>Colors</td>
</tr>
<tr>
<td></td>
<td>Big, small</td>
</tr>
<tr>
<td></td>
<td>Action verbs: walk, fly, slither, crawl, run</td>
</tr>
</tbody>
</table>

**4. I can exchange some personal information like my name, age, birthday, and where I live.**

Each student will create a collage of likes and dislikes using images representing things they can say and a couple of images representing things that are important to them. The images can be labeled, and students will show the images and share their likes and dislikes with different partners.

Students will then pair with various students to play Five Questions. Each student will interview a partner and try to find something his or her partner likes in five questions, without seeing his or her partner’s collage.

Students assume the identities of characters from the selected story and introduce themselves by giving key personal information. If such information is not known, students can work in small groups to create identity cards for the main characters, including names, ages, and birthdays. They will then introduce their characters to the other students.

The teacher will role play someone who has trouble remembering details and will work with either-or questions to establish the identities of different characters. For example, “Is your name _____ or _____?”

Students will take on the role of an animal that they have studied. They will use the vocabulary that they have learned and will pair with various partners asking and answering questions to learn more about the animal identify of their partner.

The teacher will attach a sticky note or sign to the back of each student or put a headband on each student with the name of a character from the
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> I can exchange information about my family with the help of visuals.</td>
<td>What is your name?</td>
<td>Students will be randomly paired to exchange information about each other. They will communicate using recorders, phone, Skype, or FaceTime. Students will be randomly paired again and will attempt to share more information with their new partners.</td>
</tr>
<tr>
<td></td>
<td>How old are you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where do you live?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Four or five key cities or countries where the target language is spoken.</td>
<td></td>
</tr>
</tbody>
</table>

**Presentational Speaking**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.</strong> I can introduce myself by giving basic biographical information.</td>
<td>Name</td>
<td>Students will create avatars using Blabberize.com to introduce themselves, first as their true selves and then later as their zoo animals. Students will then listen to the Blabberized zoo animals and ask questions to see who created each one.</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Origin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Like/dislike</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action verbs: walk, run, fly, slither, crawl, hop</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong> I can describe with words and memorized expressions the main character in the story that my teacher is reading to the class.</td>
<td>His/her name is . . .</td>
<td>Students will work in groups to create an outline of one of the characters in the anchor story. They can do this by tracing the body of one of the students on paper. They then images that represent their character and attach those images to the characters. The group then uses those figures to introduce their character to the class. The character drawings will be displayed and students will add words and images as they are</td>
</tr>
<tr>
<td></td>
<td>S/he is (adjective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nationality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S/he lives . . .</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S/he likes . . .</td>
<td></td>
</tr>
</tbody>
</table>
### 8. I can present information about my favorite animal.

<table>
<thead>
<tr>
<th>Name</th>
<th>Color</th>
<th>Size</th>
<th>Distinguishing characteristics: striped, four legs, wings, beak, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action verbs: walk, run, fly, slither, crawl, hop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will work individually, in pairs, or in small groups to create simple pages about the animals they have chosen by completing sentence starters. These pages will become part of a class book on zoo/preserve animals. Students will practice reading these pages chorally, and each student will record his/her page. When possible, older students will read this book to younger students or siblings in a story hour.

### 9. I can introduce my family.

| Mother, father, brother, sister, or other nuclear family member residing in the same home | Age | Relationship |

Students will use the family tree collages that they created to introduce their families to other students.

### 10. I can name things I like and do not like.

| Like/dislike/like a lot/hate/prefer | Animals | Items important to individual students |

Students will refer to the class collage of likes/dislikes daily and will name items they like and do not like while talking with partners.

Students will be invited to add favorite/hated things to the class collage when they can make statements about those items to the class.

Students will work collaboratively to design a graph to represent the likes and dislikes of the class.

The teacher will announce the name of a thing, person, or animal, and the students will gather in groups based on whether they like or dislike it. Students will then tell each other why they like or dislike that thing, person, or animal?

For example:
| 11. I can retell the anchor story in words, phrases, and memorized expressions using gestures and visuals as support for my presentation. | Selected vocabulary and expressions from a skeleton version of the anchor story | Working in small groups, students will retell a selected portion/scene of the anchor story by using memorized phrases, gestures, and visuals. As they collaborate, the teacher will circulate to listen in and guide when necessary. On a signal from the teacher, students will exchange scenes and repeat the task. |

**Presentational Writing**

| 12. I can write about myself using learned phrases and memorized expressions. | Body parts  
- Size  
- Colors | Students will create “wild selves” and write simple captions which give their names and other memorized phrases. See [www.buildyourwildself.com](http://www.buildyourwildself.com). |

| 13. I can write lists which name things and animals I like and do not like. | Compilation of words, phrases, and expressions learned throughout the unit | Students will list the words associated with the images that are depicted in the collages of likes and dislikes. They will add images and words to a class collage throughout the program.  
At the end of the program, each student will have a digital image of the class collage as a reminder of the words and phrases they have learned, and they will be able to use this image to share simple sentences with their families at the end of the program.  
Students will create an advertisement in the target language for a zoo in their community, using structured phrases. For example, “Do you like (names of animals)? Visit the (name of place).” |
### Interpretive Listening

| 14. I can recognize and sometimes understand basic information in words and phrases that I have memorized. | Right/left/forward/backward  
North/south/east/west  
Turn right/left  
On the right/on the left/behind/in front of  
Stop  
Walk/ride/fly | Students will use a floor map made out of a shower curtain or other visual representation of cities/counties. Initially, they will demonstrate that they can get from one location on the map to another by following their teachers’ directions. Eventually, students will be able to trace routes on individual sheets of paper between various images? |
|---|---|---|

| 15. I can sometimes understand simple questions or statements on familiar topics related to biographical information, such as family and likes/dislikes. | Name  
Age  
Family members  
Like/dislike | Students will listen to conversations between native speakers and will complete graphic organizers to capture basic information on each person. |
|---|---|---|

| 16. I can understand simple information when accompanied by pictures and graphs. | Names of animals  
Colors  
Size  
Shape  
Actions | Students will watch publicity for various zoos or animal preserves and categorize the information. |
|---|---|---|

### Interpretive Reading

| 17. I can recognize words, phrases, and characters with the help of visuals. | Names of animals  
Colors | Students will work in groups to match images and words from the class collage. |
### Materials and Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Resources are not listed here since resources would be language specific according to the needs of the individual program.*

---

### Daily Schedule
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</td>
<td></td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>My World</td>
</tr>
<tr>
<td>Language(s):</td>
<td></td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K–2, 3–5, 6–8, 9–12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Nonheritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x Nonresidential: Distance/Online Component:</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days Contact Hours: 90</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice High / Intermediate Low</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: STARTALK Central

E-mail:
**STARTALK-endorsed Principles for Effective Teaching and Learning**

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate, authentic materials
- Conducting performance-based assessment

---

**STAGE 1: What will learners be able to do with what they know by the end of the program?**

**Program Overview and Theme**

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will be able to introduce themselves and give basic biographical details about themselves, their families, and where they live. They will be able to talk about their interests and activities. They will consider the world as a global village of one hundred people and will be able to say and recognize some simple facts about that village: the number of people on each continent, the number of animals in a village, the number of computers, TVs, etc. They will consider representative images from *Material World* in order to talk about what people have and do not have. They will discuss items that all children need: food, water, clothing, and housing. They will take part in virtual field trips to various markets where they will comment on items, indicate likes and dislikes, and agree on whether particular items are things that they need or want. They will be able to comment on where items they own were made and locate those places on a world map. They will identify one or two items that are very important to them and give simple reasons stating why they are important.

**Learning Targets**

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program-specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you have selected.
## NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

*Be sure to label the mode and proficiency level of each statement.*

### PROGRAM CAN-DO STATEMENTS

**OR NCSSFL-ACTFL CAN-DO STATEMENTS**

*Number the can-do statements here and then transfer to Stage 3.*

### Interpersonal

**Novice high:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. ( )

**Intermediate low:** I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can exchange basic biographical information.</td>
</tr>
<tr>
<td>2.</td>
<td>I can inquire about and share information about my family, friends, and pets.</td>
</tr>
<tr>
<td>3.</td>
<td>I can ask about and identify familiar things.</td>
</tr>
<tr>
<td>4.</td>
<td>I can comment on whether I like or do not like an item.</td>
</tr>
<tr>
<td>5.</td>
<td>I can ask about and say where things are from.</td>
</tr>
<tr>
<td>6.</td>
<td>I can talk about things that I want or need.</td>
</tr>
<tr>
<td>7.</td>
<td>I can ask and answer questions about what I have and do not have.</td>
</tr>
</tbody>
</table>

### Presentational Speaking

**Novice high:** I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

**Intermediate low:** I can present information on most familiar topics using a series of simple sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>I can present information about myself.</td>
</tr>
<tr>
<td>9.</td>
<td>I can provide simple information about my favorite things.</td>
</tr>
<tr>
<td>10.</td>
<td>I can describe the market, name things the market sells, and say what those things cost.</td>
</tr>
<tr>
<td>11.</td>
<td>I can participate in a presentation showing what children my age want and need.</td>
</tr>
</tbody>
</table>

### Presentational Writing

**Novice high:** I can write short messages and notes on familiar topics related to everyday life.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>I can introduce myself in writing.</td>
</tr>
<tr>
<td>13.</td>
<td>I can write about things I want and need.</td>
</tr>
<tr>
<td>14.</td>
<td>I can write about an object that is important to me.</td>
</tr>
<tr>
<td>15.</td>
<td>I can write captions for images and pictures to convey information.</td>
</tr>
</tbody>
</table>
STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessments
Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>
Students will consider ads for different items and will complete graphic organizers reporting on information that they have learned. They will listen as their teachers and other native speakers describe favorite items, and they will match images of items to the people who describe those items.

Students will consider a variety of items and will have a conversation to determine what they have in common with each other with regard to likes and dislikes, needs and wants. Each student will have a chance to describe an item that is important to him or her. Other students in the group will ask questions to get more information about the item.

Students will work in groups to create a world map that shows where some of their favorite things are from. Each student will share information about a favorite item and will also comment on where it is from.

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT Learners need to use . . .</th>
<th>MAJOR LEARNING EXPERIENCES AND EVIDENCE Learners will experience and demonstrate . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy these can-dos directly from Stage 1, column 2. Use one row per can-do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

*Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample, knowing that different languages would have to adapt to address differences in languages and materials.*

**Interpersonal**
1. I can exchange basic biographical information.

| Name | Age | Family members | Pets | Names of countries where children’s families are from originally | What is your name? | How old are you? | Do you have a cat? Dog? Snake? | Where do you live? | What is your origin? Where is your family from? | What is your nationality? |

Students work in small groups to create individual “All About Me” sheets which provide basic information: name, age, family members, pets. The teacher models each section of the “All About Me” sheet by showing the one that she has created for the class mascot. After each section, students talk to their group members and then circulate to talk to other students. As details are added, the conversations are longer and longer. Each student has the chance to have a conversation with the class mascot over the first couple of days, which will allow the teacher to check the progress of individual students. On a subsequent day, students could engage in conversations with students from other classes or with native speakers via Skype sharing information from their All About Me projects. Students might be encouraged to take the mascot home and to take pictures of the mascot with their families. This would become similar to a Flat Stanley activity, wherein students write or record comments about where the mascot is with regard to their family, etc.

2. I can inquire about and share information about my family, friends, and pets.

| Culturally appropriate mascots | Animals that can be found in the target culture |

Students will work in groups to give an identity to their group’s mascot, which they can choose based on options offered by the teacher. Students will then interact with students from other groups. Students will role play the class mascot by asking and answering questions to get to know the mascot. Teachers model asking name, age, origin/nationality information about family and pets.
3. I can ask about and identify familiar things.

<table>
<thead>
<tr>
<th>Nouns for items that students bring to class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives: big, small, pretty, interesting, ugly</td>
</tr>
<tr>
<td>Colors (as needed to describe souvenir items)</td>
</tr>
<tr>
<td>What is it?</td>
</tr>
<tr>
<td>It is a . . .</td>
</tr>
<tr>
<td>What is it like?</td>
</tr>
<tr>
<td>It is . . .</td>
</tr>
</tbody>
</table>

The teacher will create a picture card of a souvenir item for each student. Some students might have the same items but in different sizes or colors. The students will sit in a circle and pass the cards while music is playing. As they pass the cards, they will name the items. When the music stops, each student turns to a shoulder partner and says what his/her item is and something about the item.

Each student will be asked to bring in two or three items or pictures of items that s/he really likes. Then, they will work in groups to generate words that they might use to name and describe the items.

4. I can comment on whether I like or do not like an item.

<table>
<thead>
<tr>
<th>Do you like . . .?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like/do not like . . .</td>
</tr>
<tr>
<td>Which one do you like best?</td>
</tr>
<tr>
<td>I like/I really like/I prefer . . .</td>
</tr>
<tr>
<td>I like the _____ one.</td>
</tr>
</tbody>
</table>

Specific vocabulary related to gift giving (will vary by language)

The teacher will set up a “market” in the classroom using items that students have been discussing. Students walk through the market in pairs and comment on the various items. As they look and talk, they will attempt to find the perfect present for a friend and they will say why it will be a good gift.

Each language should attempt to find appropriate videos and stories about shopping in the market. These scenes or images would be used to create a story about going to the market or shopping in the target culture. If it is an actual children’s story, more can be done with the characters and the actual items in the story.

Students will offer and accept a gift in a culturally appropriate way.
| 5. I can ask about and say where things are from. | Where is _____ from? Where is (name of country)? Here it is. It is made in . . . (Name of country) is next to (name of country). It’s from Europe, America, Asia, etc. Simple items of clothing needed for the activity | The teacher will bring in several articles of clothing that have labels showing where the article was made. Students will look at the label inside the article of clothing to see where it was made. They will ask and answer questions to find out where the item was made. Students will repeat this activity with some of their favorite things. Students can be given pictures of the items with the names of logical countries of origin printed on the pictures. They will mingle while asking and answering questions about where the items were made. |
| 6. I can talk about things that I want and things that I need. | Do you want or do you need _____? I want it. I need it. I don’t need it, but I really want it. Water Food Housing Clothing Family Education | Students will hold objects representing items they want or items they need. They will mingle while asking and answering questions about wants and needs. They interact with other students until they have made notes of at least three other students with whom they have something in common. Students will take the role of (role play) their mascot in order to identify what the mascot needs and wants. They will complete graphic organizers listing things that children want, that the mascot wants, and that they both need. |
| 7. I can ask and answer questions about what I have and do not have. | What do you have? Do you have _____? I have/do not have . . . | Students will play a simplified version of Crazy Eights. The teacher will need to prepare several sets of cards. Each student will have four cards. Students are directed to mingle while asking whether their peers have pictures that they want. For example: |
A student wins when s/he has four of the same picture. Depending on the size of the class, students may need to play in smaller groups for more interaction.

### Presentational Speaking

| 8. I can present information about myself. | Name | Age | Family members | Country of origin | Nationality | Pets | Students will use their “All About Me” cards to introduce themselves to other students. They should pair in inner-outer circles. With each rotation, the teacher will set a timer for a few more seconds and encourage students to expand their introductions. Students will talk about the world as a village. Each group of students will discuss one aspect of the village based on a page from the book (see Resources). One group might say how many people live in each country, another might report on how many households have TVs, etc. Students might think about other aspects that they would like to consider. |
| 9. I can provide simple information about my favorite things. | I like/really like/prefer . . . | Personal vocabulary or souvenir items | The _____ is (color, size). | I like it because, it’s pretty, fun, a gift from my mother, etc. | It is from (country). | Students will work in small groups, and each student will show and share a favorite item. It may be an item that s/he brought to class or it may be one of the souvenir items that s/he has been working with in class. As students listen, they will think of questions they can ask to get more information. |
| 10. I can describe the market, name things the market sells, and say what those things cost. | On market day, the family goes/we go to the market.  
They/we look at . . .  
They/we carry bags, bring a shopping cart, etc.  
They/we buy food, fruits, vegetables, clothes, etc.  
They/we walk home. | Students will work in groups to create a picture sequence that represents a trip to the market or an actual field trip that they took. They will decide how to link the pictures and what to say about each picture. |
| --- | --- | --- |
| 11. I can participate in a presentation showing what children my age want and need. | *Material World* images  
Names of items in selected images  
Children in (name of country) have/need . . .  
Children here have/need . . . | Students will work together to create an image like the ones they have seen in *Material World*. They will create a collage of pictures showing what children their age have in their bedrooms. They will take a picture of the collage and then take turns saying something about the image.  
If possible, the images of typical items in a bedroom will be exchanged with a group of students from the target culture, which will allow students to make simple comparisons. Comparisons may also be made based on images found in online shopping materials.  
Students will work in small groups to list what they need for school. They will compare their lists with lists provided to students in the target culture. Such lists may be found online, posted by particular schools. If lists are not available, it may be possible to look at online shopping materials with back-to-school ads. |
<p>| <strong>Presentational Writing</strong> | <strong>Name</strong> | Students will write a simple introduction on the back of their “All About Me” cards. |</p>
<table>
<thead>
<tr>
<th>Age</th>
<th>Students will write and illustrate autobiographical poems with the following structure:</th>
</tr>
</thead>
</table>
| Family members | Line 1: First name  
| Country of origin | Line 2: From . . .  
| Nationality   | Line 3: Brother/sister/daughter/son of . . .  
| Pets          | Line 4: Three adjectives that describe them  
|              | Line 5: Three things they like  
|              | Line 6: Two things they want to have  
|              | Line 7: Last name  
|              | Students will take pictures with their group mascots and write simple introductions of their mascots. |

13. I can write about things I want and need.

<table>
<thead>
<tr>
<th>Do you want or do you need _____?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want it. I need it.</td>
</tr>
<tr>
<td>I don’t need it, but I really want it.</td>
</tr>
</tbody>
</table>

| Water | Students will create visuals depicting the needs of all children. They will work together to group images and words in ways that allow the message about the basic need to be clear. |
| Food | Students will work in small groups to list what they need for school. They will compare their lists to lists found online from the target culture. The teacher may need to show and name items for the students rather than introducing lots of new vocabulary. For example, “Do you need a pen or a bike?” |
| Housing | Once the list is complete, the teacher will write down three things that are most important in his/her opinion, and s/he will seal those words in an envelope. Students will then watch a video of a school in a rural area and decide what those children need. The students will then eliminate items from their lists until they have no more than three things listed. They will share the items that are on their lists. The teacher will then open the envelope, reveal his/her choices, and explain his/her rationale. |
| Clothing | This activity could be adapted to call attention to a need in the local community or to a need in the |
| Family |  
| Education |  

| Family members |  
| Country of origin |  
| Nationality |  
| Pets |  

<table>
<thead>
<tr>
<th>Do you want or do you need _____?</th>
</tr>
</thead>
<tbody>
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| Water | Students will create visuals depicting the needs of all children. They will work together to group images and words in ways that allow the message about the basic need to be clear. |
| Food | Students will work in small groups to list what they need for school. They will compare their lists to lists found online from the target culture. The teacher may need to show and name items for the students rather than introducing lots of new vocabulary. For example, “Do you need a pen or a bike?” |
| Housing | Once the list is complete, the teacher will write down three things that are most important in his/her opinion, and s/he will seal those words in an envelope. Students will then watch a video of a school in a rural area and decide what those children need. The students will then eliminate items from their lists until they have no more than three things listed. They will share the items that are on their lists. The teacher will then open the envelope, reveal his/her choices, and explain his/her rationale. |
| Clothing | This activity could be adapted to call attention to a need in the local community or to a need in the |
| Family |  
| Education |  

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| Clothing | This activity could be adapted to call attention to a need in the local community or to a need in the |
| 14. I can write about an object that is important to me. | **Personal vocabulary for items**  
I like/really like/prefer . . .  
Personal vocabulary or souvenir items  
The _____ is (color, size).  
I like it because, it’s pretty, fun, a gift from my mother, etc.  
It is from (country). | **Each student will write a description of an item on one side of a card. The actual item will be named on the back of the card. The cards will be collected and numbered. They will then be taped to a desk or to a surface in the classroom. Each student will be given a worksheet that has the numbers assigned to the items. Students will circulate to read the descriptions and will attempt to guess the items being described by writing the name of the item on their numbered paper. Students will write clues for a version of Crazy Eights. Each clue will say something about an item and state where it is from.** |
| --- | --- | --- |
| 15. I can write captions for images and pictures in order to convey information. | **Personal vocabulary for items**  
I like/really like/prefer . . .  
Personal vocabulary or souvenir items  
The _____ is (color, size).  
I like it because, it’s pretty, fun, a gift from my mother, etc.  
It is from (country). | **Students will compete in groups to see which group can write the most words about a picture in a given amount of time. When time is called, the teacher will announce a winner. Groups will then take turns calling out words and phrases until only one group is left with anything to say. The teacher will write the master list of words on the board. Groups will then work together to use the word bank to write a few sentences describing a different, but similar image.** |
<p>| 16. I can understand a few details when hearing simple biographical information. | <strong>Name</strong> | <strong>Students will complete graphic organizers as they meet different native speakers and the class</strong> |</p>
<table>
<thead>
<tr>
<th>Age</th>
<th>Family members</th>
<th>Pets</th>
</tr>
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<tbody>
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</table>

**17. I can understand some of a simple description about a familiar object.**

- **Personal vocabulary or souvenir items**
  - The _____ is (color, size).
  - I like it because, it’s pretty, fun, a gift from my mother, etc.
  - It is from (country).

- **Students will create or have a large world floor map or a world map on a magnetic board. As students or the teacher reads a card, students will move physically or move the magnetic image of the item to the correct location.**
  - The teacher will read a card saying where an item is from. Each student will draw an arrow from a picture of that item to the appropriate country.

**18. I can recognize the name of a familiar object and understand where it is from.**

- **Familiar items and country names**

  - Each student will be given the name card of a country where different objects are from. The countries and objects should be familiar to the students. The students will stand in a circle with the teacher in the middle. The teacher will hold a ball of yarn. The teacher will begin by saying, for example, “The t-shirt comes from Honduras,” and then will give the yarn to the student who holds the corresponding card. Then the teacher or a student will continue by saying, for example, “The tea comes from China.” The yarn will be unwound and passed to the next student with the corresponding card. The idea is to continue until all students are holding a piece of the yarn and the yarn has gone “around the world.”

**19. I can understand the main idea when hearing about wants and needs.**

- **Water**
- **Food**

  - **Students will view PSAs, like those produced by UNICEF, on the basic needs of children. Students will be able to identify the basic needs of the children based on what they hear and see.**
<table>
<thead>
<tr>
<th>20. I can locate countries on a map.</th>
<th>Names of items and countries that have been used throughout the unit</th>
<th>Each pair of students will receive a copy of a world map. They will play a version of Flyswatter at their desks. Each student will hold a pencil with an eraser end. Students will listen as the teacher says where certain items are from. Students will race to touch the country with the eraser end of the pencil.</th>
</tr>
</thead>
</table>

### Interpretive Reading

| 21. I can understand short, simple descriptions with the help of visuals. | Adjectives: big, small, pretty, interesting, ugly Colors (as needed to describe souvenir items) What is it? It is a . . . What is it like? It is . . . | Students will look at websites that have items for sale that are of interest to them. They will scan pages that have been selected by the teacher and match items to people by interest. For example, “The perfect gift for someone who likes ______ would be . . .” The teacher will create a page that requires students to match descriptions to items. |

| 22. I can understand the purpose of an ad or poster with the help of visuals. | Water Food Housing | Students will look at various print materials from nonprofits and match the intent of the organization to the basic need that is being addressed. |
### Materials and Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Language-specific resources are not listed here since those resources would be selected according to the needs of the individual program.*

**General resources:**
- [http://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766](http://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766)

*Material World: A Global Family Portrait* (available at Amazon)

We All posters: [http://rpcvmadison.org/weall](http://rpcvmadison.org/weall)


The Official Flat Stanley Project: [http://www.flatstanleyproject.com](http://www.flatstanleyproject.com)
**Daily Schedule**
Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</td>
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</tbody>
</table>

You may add additional rows as necessary.
**Host Institution:** STARTALK Central

**Program Title:** Oh, the Places You’ll Go!

**Language(s):**

| Grade(s) of Learners: K–2, 3–5, 6–8, 9–12 | K–8 |

**Heritage Speakers?** No

**Nonheritage Speakers?** Yes

**Program Setting:**

| Residential: | Nonresidential: x | Distance/Online Component: |

**Other (please specify):**

**Duration:**

| Weeks/Days: 15 days | Contact Hours: 60 |

**Target Proficiency Level:** Novice Mid

**Target Performance Level(s):** Novice Mid/Novice High

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

**Curriculum designed by:** STARTALK Central

**E-mail:**
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will explore authentic practices and products that relate to traveling to a foreign country. They will make the trip with their family to get to know different regions and to investigate the endangered animals in that part of the world. Before leaving on the trip, they will make preparations. They will learn about the region, its geographical features, climate, and the endangered animals found there. At home in the United States, they will practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will get their passport, and they will pack their suitcases. Once they arrive at their location, they will join an expedition to visit an area where endangered animals live. They will investigate the ecology, the animals’ habitats, and the issues that are affecting their existence. When they return to the United States, they will use their language skills to tell others about the animals, describing the animal, commenting on where it lives, and giving a simple reason about why the animal is endangered.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.
<table>
<thead>
<tr>
<th>Be sure to label the mode and proficiency level of each statement</th>
<th>OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number the can-do statements here and then transfer to stage 3</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
</tr>
<tr>
<td>Novice mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</td>
<td>1. I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</td>
</tr>
<tr>
<td>Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>2. I can tell someone my name and ask someone his/her name.</td>
</tr>
<tr>
<td></td>
<td>3. I can exchange some personal information, such as my name, age, birthday, where I live, where I am going, when interacting with the customs office.</td>
</tr>
<tr>
<td></td>
<td>4. I can exchange information about my trip with the help of visuals.</td>
</tr>
<tr>
<td></td>
<td>5. I can exchange information about endangered animals and their habitats.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. (novice high)</td>
<td>6. I can state my name, age, where I live, and my travel destination.</td>
</tr>
<tr>
<td></td>
<td>7. I can state a few weather expressions, name the seasons that pertain to the regions I will visit in the target country, and compare the weather of the region to the weather where I live.</td>
</tr>
<tr>
<td></td>
<td>8. I can name clothing items I will need for the trip.</td>
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<tr>
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<td>9. I can describe pictures I took while on my trip.</td>
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<td>10. I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.</td>
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<tr>
<td><strong>Presentational Writing</strong></td>
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</tr>
<tr>
<td>Task</td>
<td>Ability Level</td>
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<td>----------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>I can write short messages and notes on familiar topics related to everyday life. (novice high)</td>
<td>11. I can fill out a form with some basic personal information when applying for a passport/visa.</td>
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<tr>
<td></td>
<td>12. I can write captions about pictures from the trip.</td>
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<td>13. I can name endangered animals and/or plants and state a simple fact about their habitats.</td>
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<tr>
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<td>14. I can make a plea for people to stop destroying animal habitats.</td>
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<tr>
<td><strong>Interpretive Listening</strong></td>
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</tr>
<tr>
<td>I can recognize some familiar words and phrases when I hear them spoken. (novice mid)</td>
<td>15. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized.</td>
</tr>
<tr>
<td>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information. (novice high)</td>
<td>16. I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals.</td>
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<td>17. I can understand simple information when presented with maps, pictures, and graphs.</td>
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<td><strong>Interpretive Reading</strong></td>
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<tr>
<td>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. (novice mid)</td>
<td>18. I can recognize words, phrases, and characters with the help of visuals.</td>
</tr>
<tr>
<td>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. (novice high)</td>
<td>19. I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs.</td>
</tr>
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</table>

*You may add additional rows as necessary.*

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessments**

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.
<table>
<thead>
<tr>
<th><strong>INTERPRETIVE TASK</strong></th>
<th><strong>INTERPERSONAL TASK</strong></th>
<th><strong>PRESENTATIONAL TASK</strong></th>
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<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td>Students listen to descriptions of endangered animals native to the region and match the descriptions to corresponding images of the animals. Using the images of the animals, students create a graphic organizer that categorizes the animals based on the type of problem each faces (climate change, people, loss of habitat, etc.).</td>
<td>Students participate in a travel fair. They have images and realia from a region they plan to visit and meet others who are interested in traveling to that region or other areas. Students introduce themselves and exchange some personal information before answering questions about where they are going and what they will see and do in a region.</td>
<td>Students compile a box of memorabilia from their trip to the target country. The boxes will be on display in a classroom museum where students will act as docents. When approached by visitors (parents, community members, teachers, classmates, etc.), they will identify the artifacts and give at least one fact about them.</td>
</tr>
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**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program can-dos developed or identified in stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can . . .</td>
<td>Learners need to use . .</td>
<td>Learners will experience and demonstrate . .</td>
</tr>
<tr>
<td>Copy these can-dos directly from stage 1, column 2. Use one row per can-do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need in order to accomplish the can-dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</td>
</tr>
</tbody>
</table>

*Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample knowing that different programs would have to adapt to address differences in languages and materials.*

Interpersonal
| 1. | I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others. | Hello  
Goodbye  
How are you?  
Nice to meet you.  
I am happy to be here in . . .  
Culturally appropriate language and gestures | Students practice greetings using an inner/outer circle strategy. The teacher invites community members to the class; students greet each person using appropriate titles and register, and respond to their questions.  
To prepare for the family trip, students practice greetings with the teacher and with classmates. The teacher assigns each student a role (adult, child, official at the customs office, etc.). They assume the identity of the various people as they meet and greet one another.  
Assuming the roles of various people they may meet on their trip, students talk with one another to find the identity of each person in the class. They complete a *Find Someone Who* survey sheet. |
| 2. | I can tell someone my name and ask someone his/her name. | My name is . . .  
What is your name? | Students meet several different people on their trip. They first interact as themselves and get to know each other. They then assume the identities of others they are likely to meet. |
| 3. | I can exchange some personal information, such as my name, age, birthday, where I live, where I am going, when interacting with the customs office. | My name is . . .  
What is your name?  
I live in  
I am going to . . . with my family.  
My birthday is . . .  
I am . . . years old. | Students take part in a scenario/role play situation that they might encounter at the passport office and at customs when arriving in a foreign country. They answer personal identity questions typically asked in these situations. The teacher or other native speaker plays the role of the agent. |
| 4. | I can exchange information about my trip with the help of visuals. | Where did you go? I went to . . .  
Where is it? It’s in (city).  
What did you see? I saw . . . | Students work in small groups to discuss their favorite pictures from the trip. Each student has one picture. They ask and answer questions to learn more about the images.  
Students work in small groups to discuss their |
| **5.** I can exchange information about endangered animals and their habitats. | **Do you have (item) in your suitcase?**  
Yes, I have (item). No, I forgot (item). | favorite artifact or souvenir from the trip.  
Students pair up. Each student has a visual suitcase with several items. Students take turns asking questions until they discover three items they have in common and one item that they forgot to pack. For example: *Do you have a... Yes, I have a... No, I don’t have...* |
|---|---|---|
| **Where do you live?**  
Do you live near the mountains? the river?  
What do you like to eat?  
Is it hot or cold? | **Presentational Speaking** |
| **6.** I can state my name, age, where I live, and my travel destination. | **My name is...**  
I am... years old.  
I live in...  
I am traveling to... | Students introduce one person to the entire group using culturally appropriate language and gestures.  
Students assemble a collage that is done in the shape of a self-portrait. The self-portrait includes symbols and/or pictures that represent key elements of their identity. They use that portrait to introduce themselves.  
Students share a simple biographical poem with accompanying visuals with classmates. |
| **Seasons and weather**  
Months of the year  
In (place) it is cold, but it’s warm here. | **7.** I can state a few weather expressions, name the seasons that pertain to the regions I will visit in the target country, and compare the weather of the region to the weather where I live. | Students draw weather maps of the region(s) they will visit. They film themselves reporting on the weather and comparing conditions with those in the area where they live in the United States.  
**Follow the pattern:** Working in small groups, students follow a pattern given by the teacher. Each student says three sentences that include a month, season, and weather expression. For example: *It is February. It is winter. It is snowing.* |
It is April. It is spring. It is raining.
Students pretend to be an animal or endangered animal of their choice. They make simple statements about where they live and the weather in that region.

<table>
<thead>
<tr>
<th>8.</th>
<th>I can name clothing items I will need for the trip.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pants</td>
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<td>Shorts</td>
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<td>Shirts</td>
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<td>Sneakers</td>
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<td>Sweater</td>
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<td>Sunglasses</td>
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<tr>
<td></td>
<td>Umbrella</td>
</tr>
<tr>
<td></td>
<td>Raincoat</td>
</tr>
<tr>
<td></td>
<td>Hat</td>
</tr>
<tr>
<td></td>
<td>Sunscreen</td>
</tr>
<tr>
<td></td>
<td>Sunglasses</td>
</tr>
<tr>
<td></td>
<td>Umbrella</td>
</tr>
<tr>
<td></td>
<td>Sunscreen</td>
</tr>
<tr>
<td></td>
<td>Smartphone, camera, tablet, charger</td>
</tr>
<tr>
<td>Consider: Culturally appropriate clothing and clothing apparel unique to actual site</td>
<td></td>
</tr>
</tbody>
</table>

Students are given different pictures that represent activities they might do while on their trip. They take turns telling what they will pack for the different activities.

Students check the weather for the region(s) they will visit and then “pack” their suitcases accordingly. They use paper suitcases and pictures of items they will bring. They compare the contents of their suitcases with a partner by naming and telling one fact about the item (color, size, shape, etc.) They take turns describing the individual items. When time is called, they work with a new partner.

Students work in small groups of 4 or 5. One student has “lost” his suitcase and one of the other students has it. The student who has lost his suitcase, must ask questions of all of the students holding suitcases to see who has his or her lost suitcase.

<table>
<thead>
<tr>
<th>9.</th>
<th>I can describe pictures I took while on my trip.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary will depend on the country/region</td>
</tr>
</tbody>
</table>

The teacher selects a variety of pictures that represent images from the trip. Students work in small groups. Each group selects a couple of pictures that are of interest to them. They work together to describe the pictures, commenting on clothing, activities, weather, and places in the
Students bring in a vacation picture from a trip that they actually took with their families. They describe that picture in small groups.

Students then divide themselves into groups, moving to the four corners of the room according to the weather depicted in their images. They share information about the vacation picture again with different students.

<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.</td>
</tr>
<tr>
<td>Vocabulary will depend on the country/region</td>
</tr>
<tr>
<td><strong>Pass the picture:</strong> Each person in a group has an image of a plant or animal from the target region. The teacher asks a question, e.g., <em>What is the name of the plant/animal?</em> Students record their answers using an iPad, iPod, or a digital recorder. Then they pass the electronic device to the next student. The teacher continues asking questions and students continue recording responses. At the end, each group verbally describes each image.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I can fill out a form with some basic personal information when applying for a passport/visa.</td>
</tr>
<tr>
<td>My name is . . .</td>
</tr>
<tr>
<td>I am . . . years old.</td>
</tr>
<tr>
<td>I live in . . .</td>
</tr>
<tr>
<td>I am traveling to . . . for . . . days/weeks.</td>
</tr>
<tr>
<td>Students prepare a mock passport and/or a visa for travel. They write the personal information required for these documents.</td>
</tr>
<tr>
<td>Working in groups, students complete an animal identification card about their animal. They provide basic information, such as the animal’s name, age, and where the animal lives.</td>
</tr>
<tr>
<td>Students create a simple biographical poem using a combination of words and/or pictures and symbols to illustrate their likes and dislikes. Students may choose to create a cinquain poem or an acrostic poem with the letters of their names.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>12. I can write captions about pictures from the trip.</strong></td>
</tr>
<tr>
<td><strong>13. I can name endangered animals and/or plants and state a simple fact about their habitats.</strong></td>
</tr>
<tr>
<td><strong>14. I can make a plea for people to stop destroying animal habitats.</strong></td>
</tr>
</tbody>
</table>

**Interpretive Listening**
<table>
<thead>
<tr>
<th>15. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized.</th>
<th>Vocabulary will depend on the country/region. Clothing, Weather, Animals, plants, habitats.</th>
<th>Students design and assemble a word wall for the classroom to display key vocabulary. The teacher uses different words and phrases and students take turns pointing to what the teacher is saying. Gradually students take over calling the words and phrases. Students are asked whether they love, like, dislike, or hate certain weather conditions, seasons, and days of the week. The four corners of the classroom represent the different opinions. The students move to the corners that correspond to their opinions. <strong>Clothing activity:</strong> The teacher distributes small pictures of clothing items to the students and a category grid. As he/she calls out the name of an item, the students place the items in predetermined categories (hot weather or cold weather; in August or in January).</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals.</td>
<td>Hello. How are you? What is your name? How old are you? Where are you from? Where are you going?</td>
<td>Each student receives a baggie with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip. <strong>I spy:</strong> Student play using clothing, animals, and weather expressions. For example: <em>I spy green shoes.</em> <em>I spy a giant panda.</em> This game can be made more interactive if students are given a baggie with a set of images. In this scenario, each student holds up the correct image when it is called.</td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17.</strong> I can understand simple information when presented with maps, pictures, and graphs.</td>
<td>North, south, east, west Mountain, river, valley, dessert, volcano, rainforest, etc. (Vocabulary will depend on the country/region.)</td>
<td>The teacher creates a floor map using a plastic shower curtain. Students follow directions given by the teacher moving from place to place in the region they will visit. They will “travel” to various locations (mountains, rainforest, desert, etc.). Students will then pair and practice giving directions before giving a set of directions that their classmates will follow. Students hold up pictures of geographical formations as the teacher describes each one. For example, to clue the students to hold up an image of a mountain, a teacher might say, <em>This is a high and rocky landform.</em></td>
</tr>
<tr>
<td><strong>18.</strong> I can recognize words, phrases, and characters with the help of visuals.</td>
<td>Months and seasons Clothing Animals Places</td>
<td>Students will read authentic text and match simple descriptions of weather and clothing to images. Working in pairs, students organize clothing and supplies for the trip into categories that they select. They then post their category grids around the classroom for classmates to view and compare with their own.</td>
</tr>
<tr>
<td><strong>19.</strong> I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs.</td>
<td>Weather It’s hot, cold, sunny, dry, rainy, etc. Animals</td>
<td>Students visit a target-language weather website. They answer a series of questions in English about what they learned about the weather in the region they are visiting. Students look at simple graphic charts on animal populations and indicate if the animal is endangered or not. They use visual clues to say in English why the animal is or is not endangered.</td>
</tr>
</tbody>
</table>
Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*Resources are not listed here since resources would be language specific according to the needs of the individual program.*

Daily Schedule

Describe the typical daily schedule for a participant.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY/CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh, the Places We Will Visit! Tourist and Traveler</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Hindi</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Grades 6–12</td>
<td></td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td></td>
<td>Non-Residential: x</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15</td>
</tr>
<tr>
<td></td>
<td>Days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 60</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High/Intermediate Low (proficiency)</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Intermediate Low/Intermediate Mid (performance)</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: 

Email: 
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

**STAGE 1: What will learners be able to do with what they know by the end of the program?**

**Program Overview and Theme**

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

A group of friends signed up for an excursion to Tilonia, a village located 90 kilometers from Jaipur, capital of Rajasthan. The group found an exciting option that they will pursue with their parents’ permission. This excursion goes beyond the typical sightseeing expedition in Delhi, Agra, and Jaipur. Tilonia is famous for being the location of Barefoot College. It is a nongovernmental organization that has been providing basic services and solutions to problems in rural communities of Rajasthan and villages of other provinces for more than forty years, with the objective of making them self-sufficient and sustainable. These “Barefoot solutions” include solar electricity, clean water, education, livelihood development, and empowerment of women. They believe strongly in empowering women as agents of sustainable change.

Students first spend a week traveling to interesting cities like Delhi to see landmarks like the Red Fort, Qutub Minar, Jama Masjid, and other historical sites, and Agra to see the Taj Mahal. Next, they spend three days with a local family in Jaipur where they can practice their language skills and gain an understanding of family life. They will also visit historical sites like Amer Fort, Jaigarh Fort, and Jantar Mantar, as well as important places such as the City Palace and the old Pink City. During their stay, they write daily blog posts describing their adventures and include photos that document their journey. The International Rotary Club in India wants them to give lunchtime speeches about their experiences. They plan to bring artifacts and photos to supplement their presentations. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

**Learning Targets**

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do
Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong>: I can participate in conversations and exchange information on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can talk with friends and family about my likes and dislikes and my reasons for signing up for combination travel.</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong>: I can handle short social interactions in everyday situations by asking and answering a variety of questions.</td>
<td>I can exchange personal information with my travel companions, my leaders, and my host family.</td>
</tr>
<tr>
<td></td>
<td>I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.</td>
</tr>
<tr>
<td></td>
<td>I can talk about a few customs and traditions that I learned when interacting with native speakers of Hindi.</td>
</tr>
<tr>
<td></td>
<td>I can talk about the tourist aspects of the trip, including places I visited and things I did.</td>
</tr>
<tr>
<td></td>
<td>I can talk about things to do in a city and give and ask for directions for getting around in the cities of North India.</td>
</tr>
</tbody>
</table>

**Presentational Speaking**

| Novice High: I can present information on most familiar topics using a series of simple sentences. | I can describe my summer plans for traveling and living with a family in India where Hindi is spoken. |
|Intermediate Low: I can make presentations on a wide variety of familiar topics using connected sentences. | I can describe the travel and homestay environment (including where I stay, conditions, expectations, travel companions, and leaders). |
| | I can give a presentation about the famous places I visited and about an experience I had during the homestay. |

**Presentational Writing**
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong></td>
<td>I can write briefly about most familiar topics and present information using a series of simple sentences.</td>
<td>On a blog or in the comment section of a travel website, I can write about a vacation I took in India where Hindi is spoken.</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong></td>
<td>I can write on a wide variety of familiar topics using connected sentences.</td>
<td>I can write about customs and traditions I have learned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make in Hindi to the International Rotary Club members.</td>
</tr>
</tbody>
</table>

**Interpretive Listening**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Low</strong></td>
<td>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</td>
<td>I can understand simple questions about my vacation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can understand simple descriptions of the places I visited.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can understand simple directions to find my way around town.</td>
</tr>
</tbody>
</table>

**Interpretive Reading**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Low</strong></td>
<td>I can understand the main idea of short and simple texts when the topics are familiar.</td>
<td>I can understand personal questions to complete a profile on an application to live with a host family.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can understand basic information on travel brochures and on websites in Hindi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can understand postings in blogs on familiar topics.</td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*

---

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

After reading brochures or perusing websites that advertise summer travel experiences in North India where Hindi is spoken, students complete an organizational grid with relevant information such as location, dates and duration of the trip, experiences, benefits, requirements, and costs. They share the information with their parents in order to convince them to allow them to take part in this summer experience.

On a daily basis, students post blog messages about their experiences during the travel and homestay portions of the trip. They respond to posts from parents and friends in an ongoing conversation. In class, they compare experiences and discuss what to include in the final presentation for the Rotary Club in Jaipur. Students connect with friends on Skype to share their experiences with their travel experiences.

Students make a presentation to the International Rotary Club in Jaipur, India. They highlight places visited and what they learned about the people, their customs, and their country. This presentation will be given to other speakers of Hindi and will also be part of a travel “fair” held at the end of the program.

---

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Do statements developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NCSSFL-ACTFL CAN-DO STATEMENTS</strong></td>
<td><strong>Learners need to use ...</strong></td>
<td><strong>Learners will experience &amp; demonstrate ...</strong></td>
</tr>
<tr>
<td>Learners can ...</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Do listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

Copy these Can-Do statements directly from Stage 1, Column 2. Use one row per Can-Do.

*Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.*

---

**Interpersonal**

I can talk with friends and family about my likes or dislikes and my reasons for signing up

Why do you want to participate in a travel/home stay experience?

The teacher organizes students into “buzz
for a combination travel and home-stay program in Jaipur.

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>To travel in – X-kii yaatraa/X-kaa safar + karnaa</td>
<td></td>
</tr>
<tr>
<td>To go sightseeing – ghumnnaa/ghuumnee jaanaa</td>
<td></td>
</tr>
<tr>
<td>Homestay – parivaar ke saath rahnaa</td>
<td></td>
</tr>
<tr>
<td>To experience, to feel – X-kaa aanubhav/X-ko mahsuus + karnaa</td>
<td></td>
</tr>
<tr>
<td>To participate – X-meN hissaa/bhaag lenaa</td>
<td></td>
</tr>
</tbody>
</table>

What will you do during the travel portion or during the home stay?

- tum kyaa karoge yaatraa ke samay/safar ke vaqt?
- tum kyaa karoge vahaaN rahne ke samay/vaqt?

Where will you go?

- tum kahaaN jaaoge?

I want/am interested to travel/experience another culture/perfect my language skills.

- duusrii sanskriti meN dilchaspii honaa/lenaa
- bhaaShaa siikhnaa chahtaata/chaahttii huuN

I will meet new people.

- mujhe naye log mileNge
- maiN naye logoN se miluungaa/miluuNgii

I will be able to use my language skills.

- mujhe hindii meN baat karne/bolne kaa maukaa milegaa

Groups” of three or four individuals to discuss their reasons for wanting to travel, the activities they want to participate in, and the places they would like to visit. Each buzz group discusses one of the topics and comes to a decision about the top three items that interest them (reasons for taking part in the combined travel/homestay, activities, reasons for traveling, and places they want to visit). One person from each group reports the findings to the class in Hindi.
I will work with local residents.
- yahaan/vahaan ke rahnewaa le log,
  sthaaniiya nivaasii
- unke saath kaam karna
- unke saath samay bitaanaa/waqt
guzaarna

I will see new places and learn about the
culture.
- naii jagaan deknaa
- sanskriti ke baare meN siikhnaa

Grammar:
- Future tense (ham baazaar jaayenge)
- Infinitive + chaahnaa
- X- se milna vs. X-ko milna (main
  logoN se milaa/milii vs. mujhko
  mauke mileenge)
- To go to do something – oblique
  infinitive + jaanaa (main vahaan
  ghumne jaauunga)

I can exchange personal information with my
travel companions, my leaders, and my host
family.

My name is...Where are you from? / Where do
you live? I am from... / I live in...I was born...
- aap kahaan se haiN/aap kahaan rahte
  haiN?
- aap kaa janam kahaan huaa thaa? /aap
  kahaan paidaa hue?

What do you like/dislike to do in your free
time? I like to...
- mujhe+infinitive + (zyaadaa/nahiin)
pasand hai

On the first days of the trip, students meet
and greet one another. They circulate and
gather information about their travel
companions. As they learn more about their
travel companions, they form similarity
groups (students who have three or more
things in common) and report to the whole
group about their commonalities.

In small groups, students reminisce and list
experiences they have had on previous
vacations or homestays. These lists are then
used to create “find someone who” activities
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
</table>
| What is your favorite type of music? Musical group? Artist?              | • sab se manpasand/zyaadaa pasandidaa  
• musician – sangiitkaar (m/f)  
• artist – kalaakaar (m/f) |
| I play/Do you play sports? Which ones?                                  | • aap kyaa/kahaan/kiske saath khelte haiN?  
• kyaa aap saaz bajaate bhi haiN?  
• aap aap ko kaunsii saaz bajaanaa aataa hai |
| Do you play a musical instrument? Which one?                            | • kyaa aap sagiit sunte haiN  
• kyaa saaz bajaate bhi haiN?  
• aap kyaa bajaate haiN?  
• aap ko kaunsii saaz bajaanaa aataa hai |
| Grammar:                                                                | • Obligation constructions: X-ko chahiye/honaa/paRnaa  
  - hameN hindii bolnii chaahiye  
  - klaas meN janaa hai  
  - pariikShaa denii paRegii/imtahaan denaa paRegaa  
• lagna constructions: Noun + lagna (mujhe bhuukh lagii hai)  

where students interact to find the person in class who has done a certain thing. In small groups, students discuss the activities, deciding if they were funny, sad, scary, awkward, etc.
### Adjective + lagna (mujhe aam achchhaa/buraa/miThaa lagtaa hai)

- Construction with indirect verb aanaa for skills – X-ko + infinitive + aanaa
  (mujhko tairnaa aataa hai, tablaa bajaanaa aataa hai)
- My hobby is – oblique infinitive + kaa shauk honaa (ghuumne kaa shauk)

---

**I can talk in Hindi about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.**

**Daily activities:**
- in the morning – subah meN
- in the afternoon – dopahar meN
- in the evening – shaam ko/meN
- at night – raat ko/meN
- to get up – uThnaa
- to dress up – kapRaa pahannaa
- to bathe – nahaanaa
- to eat breakfast – naashtaa karnaan
- to watch television – Tiivii dekhnaa
- to hang out with friends – dostoN ke saath samay bitaanaa/vaqt guzaarnaa, ghuumne jaanaa
- to eat dinner – raat kaa khaanaa khaanaa
- to go to sleep – so jaanaa
- to everyday – har din, roz, rozaanaa
- usually – aam taur par, aksar
- to be busy – vyast/masruf

---

In pairs, students create a Venn diagram to illustrate similarities and differences between their daily schedules at home and abroad. They display their diagrams and talk about an ideal daily schedule, possibly one that blends elements of both cultures.
<table>
<thead>
<tr>
<th>Time expressions (12 hour clock)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM – diin kaa/ke</td>
</tr>
<tr>
<td>PM – sham/raat kaa/ke</td>
</tr>
<tr>
<td>Hourly – ek bajaa hai, do baje haiN, paaNch baje haiN/</td>
</tr>
<tr>
<td>quarter after – savaa bajaa hai, savaa do/tiin/chaar baje haiN</td>
</tr>
<tr>
<td>half hourly – DeRh bajaa hai, Dhaaii baje haiN, sauRhe tiin/chaar/paaNch baje haiN.</td>
</tr>
<tr>
<td>quarter before – paun bajaa hai, paune do/tiin/chaar baje haiN</td>
</tr>
<tr>
<td>minutes after – paaNch bajkar das minaT hue haiN.</td>
</tr>
<tr>
<td>minutes before – paaNch bajne meN das (baakii) haiN.</td>
</tr>
</tbody>
</table>

I can talk about a few customs and traditions that I learned when interacting with Hindi speakers.

Attending and participating in a wedding ceremony:
- going to a wedding – shaadii meN jaanaa
- organizing a wedding/help in – shaadii kii taiyaarii karna; X ko madad + denaa vs. X-kii madad + karna |
- receive/send invitation – X-ko nimantraN/daavat+milnaa/bhejnaa

Team word webbing. Working in small groups, students brainstorm a concept map. They contribute ideas orally and assign one team member to record their ideas on a piece of chart paper. They talk about different ceremonies of a Hindu wedding, such as the list of rituals, roles of different relatives in various rituals, and special wedding costumes and ornaments.
to participate in functions – rasmoN meN bhaag/hissaa lenaa
rituals – haldii (f), tilak (m), baaraat (f), jaimaal (m), sangiit (m), kanyaadaan (m), sindur (f)
ritual circles around the fire – phere lagaanaa

Grammar:
- Conjunct verbs:
  - Noun (m) + karnaa (X-kaa intazaam/intazaar + karnaa)
  - Noun (f)+ karnaa (X-kii saafaaii/madad/koshish + karnaa)
  - Adjective + karnaa (X(-ko) Thiik/saaf/taiyaar karnaa)
- Presumptive:
  - Present Progressive Presumptive – progressive participle + honnaa in the Future Tense (baaraat aa rahii hogii)
  - Perfect Presumptive – perfect participle + hohaa in the Future tense (Note: ne construction is used with participles of transitive verbs – baaraat aayii hii hogii vs. unhoNne usko bhejaa hogaa)
  - Present Habitual Presumptive – present participle + honaa in the Future Tense (uske saath kaam kartaa hogaa)
- Causatives:
  - bhejnaa-bhijvaanaa
  - sajaanaa-sajvaanaa

In small groups students reminisce and list experiences they have had on previous vacations and/or celebrations. These lists are then used to create “Find Someone Who” activities where students interact to find the person in class who has done a certain thing. In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.
<table>
<thead>
<tr>
<th>I can talk about the tourist aspects of the trip, such as places I visited and things I did.</th>
<th>Sightseeing activities and descriptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I saw – maiN ne mahal (m) dekhaa/imaarat (f) dekhii</td>
<td></td>
</tr>
<tr>
<td>- I visited – maiN gayaa/gayii</td>
<td></td>
</tr>
<tr>
<td>- I climbed – X par chaRhnaa (siirhii par chaRhnaa)</td>
<td></td>
</tr>
<tr>
<td>- I hiked – paidal gayaa/gayii</td>
<td></td>
</tr>
<tr>
<td>- I took pictures of – maiN ne foTo khiiNchii</td>
<td></td>
</tr>
<tr>
<td>- I learned about – maiN ne Mughal itihaas ke bare meN siikhaa</td>
<td></td>
</tr>
<tr>
<td>- It is famous – X ke liye mashuur/prasiddh hai</td>
<td></td>
</tr>
<tr>
<td>- Made of marble/stone – sangmarmar/patthar kaa banaa huaa</td>
<td></td>
</tr>
</tbody>
</table>

**Grammar:**

- Perfective -Transitivity/Intransitivity in use of ‘ne construction’ and exceptions:
  - no use of ne + Darnaa, laanaa, bhulnaa, milnaa
  - optional use of ne + bolnaa, samajhnaa
  - use of ne + intransitive verbs related
Relative-Correlative clauses:
- jo-vah, jitnaa-utnaa, jaisaa-vaisaa, jab-tab, jahaaN-vahaaN

Participles:
- adjectival use (patthar kaa banaa huua mahal)
- adverbial use (dekte hii khush hue, kaam karte hue/kaam karte-thak janaa, baThe-baThe uub janaa)

I can talk about things to do in a city and give and ask for directions for getting around Delhi, Agra, or Jaipur.

Visiting places in Delhi, Agra and Jaipur:
- What would you like to do? – aap ko kyaa karnaa pasand hai?
- Where is ... located? – kahaaN hai? kahaaN sthit/maujuud hai?
- Can you please give me directions to... – ... kaise pahuncheNge
- How long/much money will it take – kitnaa samay/waqt/paisa + lagnaa
- Sequence expressions:
  - first – (sab se) pahle
  - then – baad meN/phir/oblique
  - finally – ant meN/akhir meN
  - in the mean while – itne meN
  - turn right/left.front/back – daayeN/baayeN/aage/piichhe +

Students are given sentences reflecting possible activities that they might do in a city. They discuss what they want to do and then work with a map to decide how to sequence the activities for the day.
jaanaa/muRnaa
• go straight – sidhe jaanaa
• continue – aage chale jaanaa
• at the corner – kone meN
• it is close/far – nazdiik/paas/duur hai
• distance between - Ke biich kaa faaslaa/kii duurii

Grammar:
• Habitual Tense – Verb stem + taa/te/tii + auxiliary honaa
  vs.
• Frequentative Aspect – Verb past participle always in m.sg. + auxiliary karnaa (log aayaa-jaayaa karte haiN)
• Progressive Tense – Verb stem + rahaar/rahe/rahii + auxiliary verb honaa (baarish ho rahii hai)
  vs.
• Continuous Aspect – Verb stem + taa/te/tii + auxiliary rahnaa (chalte rahiye, baiThe rahiye, baariish hotii rahegii)
• Conjunctive – V stem + kar (khaakar, paRhkar )

Presentational Speaking
I can describe my summer plans for traveling and living with a family in Jaipur where Hindi
• I want to ... because ... – main + infinitive chaahtaa huuN, kyoNki ... Students create a concept map that outlines their summer plans and their reasons for
<table>
<thead>
<tr>
<th>I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders).</th>
<th>Making polite requests:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• travel abroad – videsh jaanaa, videsh kii yaatraa karna/ safar karna/ghuumnaa</td>
<td></td>
</tr>
<tr>
<td>• explore new places – nayii jagaheN dekhnaa</td>
<td></td>
</tr>
<tr>
<td>• perfect my target language skills – hindii behtar karna</td>
<td></td>
</tr>
<tr>
<td>• to hike – chaRhnaa</td>
<td></td>
</tr>
<tr>
<td>• to trek – paidal chalnaa</td>
<td></td>
</tr>
<tr>
<td>• to swim – tairnaa</td>
<td></td>
</tr>
<tr>
<td>• mehARBaNII kARKe/KriPPa kARKe ek kamraa dihkaayeN!</td>
<td></td>
</tr>
<tr>
<td>• aachhAA hogAA agar AAP ek achhAA kamraa diharmaayeN!</td>
<td></td>
</tr>
<tr>
<td>• ZarAA mujhe kamre ke baare meN kuchh bataaeN</td>
<td></td>
</tr>
<tr>
<td>Staying at a hotel:</td>
<td></td>
</tr>
<tr>
<td>• hotel room – hotel kaa kamraa</td>
<td></td>
</tr>
<tr>
<td>• single/double bed – ek/do bistar</td>
<td></td>
</tr>
<tr>
<td>• bathroom – bathruum/gusalkhanaa (m)</td>
<td></td>
</tr>
<tr>
<td>• luxurious – aaraamdeh</td>
<td></td>
</tr>
<tr>
<td>• simple – saadhaaraan/maamuulii</td>
<td></td>
</tr>
<tr>
<td>• amenities – suvidhaaeN (f. pl.)</td>
<td></td>
</tr>
<tr>
<td>• light – baahar ki roshnii</td>
<td></td>
</tr>
<tr>
<td>Students record a daily reflection using a site like <a href="http://vocaroo.com">http://vocaroo.com</a> and then e-mail the audio file to family and friends. They begin with a description of their living conditions and on subsequent days talk about the rules and expectations, their new friends (traveling companions), and their leaders.</td>
<td></td>
</tr>
<tr>
<td>Working in groups, students go online to locate appropriate hotels. Each group selects what they feel is the best choice and then prepares a brief presentation to give to the other groups. The class votes on the best option.</td>
<td></td>
</tr>
<tr>
<td>Each student goes online to select a housing option for the homestay. They also create the perfect family for them. In small groups they share information about where they will live and their host family.</td>
<td></td>
</tr>
</tbody>
</table>
- wake up call – X-ko jagaanaa

Describing someone’s physical appearance – shaariirik banaavaT:
- tall – lambaa and short – naaTaa
- heavy – moTaa and lean – patlaa
- long limbs – lambii baaheN aur TangeN
- wide chest – chauRaa siinaa
- long hair – lambe baal and short hair – choTe baal
- straight hair – siidhe baal and curly hair – ghughuraale baal
- big eyes – baRii aankheN
- to wear glasses – chashmaa + pahanna

Personality descriptors: vyaktitva/svabhaav kaa vivaraN:
- arrogant – ghamanDii/maGruur
- modest – vinamra/siidhaa-saadhaa
- honest – imaandaar
- dishonest – beimaandaar
- hard-working – mehnatii
- lazy – aalsii/sust
- generous – bare dil kaa/kii, udaar
- stingy – kaNjuu
- emotional – bhaavuk
<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>short-tempered</td>
<td>ghussail</td>
</tr>
<tr>
<td>pleasant</td>
<td>khushmizaaz</td>
</tr>
<tr>
<td>serious</td>
<td>gambhiir</td>
</tr>
<tr>
<td>talkative</td>
<td>baatuunii</td>
</tr>
<tr>
<td>quiet</td>
<td>kam bolnewaalaa/bolnewaalii, chup</td>
</tr>
<tr>
<td>courageous</td>
<td>himmatii</td>
</tr>
<tr>
<td>brave</td>
<td>bahaadur</td>
</tr>
<tr>
<td>scared</td>
<td>Daraa huaa</td>
</tr>
<tr>
<td>dedicated</td>
<td>samarpit</td>
</tr>
<tr>
<td>responsible</td>
<td>zimmedaar</td>
</tr>
<tr>
<td>irresponsible</td>
<td>Gairzimmedaar</td>
</tr>
<tr>
<td>selfless</td>
<td>nissvaarth</td>
</tr>
<tr>
<td>selfish</td>
<td>swaarthii/matlabii/Qhudgarz</td>
</tr>
<tr>
<td>focused</td>
<td>ekaagrachit/ghor karnewaalaa</td>
</tr>
<tr>
<td>scattered</td>
<td>bikhraa</td>
</tr>
<tr>
<td>distracted</td>
<td>vichlit</td>
</tr>
<tr>
<td>patient</td>
<td>dhiir/karaar</td>
</tr>
<tr>
<td>impatient</td>
<td>adhiir/beKaraar</td>
</tr>
<tr>
<td>respectful</td>
<td>viniit</td>
</tr>
<tr>
<td>disrespectful</td>
<td>ashiShT/badtahziib</td>
</tr>
<tr>
<td>good</td>
<td>achhaa</td>
</tr>
<tr>
<td>mean</td>
<td>buraa</td>
</tr>
<tr>
<td>evil</td>
<td>duShT</td>
</tr>
<tr>
<td>outgoing – bahumukhii</td>
<td></td>
</tr>
<tr>
<td>introverted – antarmukhii</td>
<td></td>
</tr>
<tr>
<td>athletic – khilaaRii</td>
<td></td>
</tr>
<tr>
<td>sedentary – chust/nikammaa</td>
<td></td>
</tr>
<tr>
<td>mischievous – sharaaratii/badtamiiz</td>
<td></td>
</tr>
<tr>
<td>well-behaved – tamiizdaar</td>
<td></td>
</tr>
</tbody>
</table>

I can give a presentation about a famous place I visited in North India or about an experience I had during the homestay.

**Describing a visit:**
- I visited – maiN ne ... dekhaa vs. main ghuumne gayaa/gayii
- It is located near, close to, far from, etc.
- It is made of – X-kaa/se banaa huua hai
  - rock – patthar (m)
  - bronze – piital (m)
  - steel – sTiil (m)
- I spent time – samay bitaanaa/vaqt guzaarnaa/
- I stayed for (X time) – X mahiine/hafte/din vahaaN rahaa/rahii (note for students: no use of ke liye with time)

**Describing a landmark/place:**
- circular – golaakaar
- square – varg
- rectangular – aaytaakaar

Students assemble an electronic photo album of the sites they visit while traveling and in the homestay in Jaipur. They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences.

Students create a brief documentary that highlights the sites they found most interesting during the summer travel/homestay experience in North India.

Each student posts one image with the intent of doing a podcast on that image. Once the initial recording is made, three additional students must comment or ask questions. The original author then records the final podcast, incorporating the additional detail suggested by others.
### Presentational Writing

| On a blog site, I can write about a vacation I took to North India where Hindi is spoken. | Daily travel/home stay activities (see above)  
Descriptions – physical and personality (see above)  
of traveling companions and leaders (see above)  
Daily schedule (see above)  
Sites visited (see above)  
Interesting facts and cultural understanding acquired (see above) | Students write blog postings nightly about the day’s itinerary and activities. They comment on their experiences and their preferences. |
| --- | --- | --- |
| I can write about something I have learned. | Characteristics of host family members – descriptive phrases about physical and personality characteristics (see above)  
Daily schedule while living with host family (see above)  
The family’s daily life is similar to or different than my life at home (see above)  
Feelings about the experience – excited, | Students work in groups to post images reflecting a typical day using a site like Voicethread.com. They record their comments. Other students read what is posted, asking follow-up questions and recording additional thoughts based on their experiences. |
I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make to the International Rotary Club members in Jaipur about my trip to Tilonia.

Students prepare a digital presentation that they will give to the International Rotary Club members in Jaipur. They write an outline and notes, making sure to include important information and their reactions to the experiences they had in Tilonia. This presentation will also be shared at the travel fair held at the end of STARTALK camp.

Products, perspectives and practices of the target region:
- village life in Rajasthan – rajasthaan ke gaaNv kaa jiivan/kii zindagii
  - khetiibaarii karna
  - fasal ugaanaa, kaaTnaa aur jamaa karna
  - hal chalaanaa
  - bij bonaa
  - siiNchaaii karna
- tools and crops – kudaal (m), haNsiyaa (f), makkaa (m), gehuuN (m), sarsoN (f)
- environment – paryavaraN (m)
- changes and improvement in the environment – paryavaravaraN meN badlaav aur sudhaar
- polluution – praduushaN(m)
- barren and fertile land – banjar aur upjauu zamiin (f)
- humidity, flood and drought – namii, baaRh aur suukhaa + paRnaa
- sources of energy – urjaa ke srot aur sansaaadhan (jal/panii, koylaa, tel, gaiz, lakRiii, saur urjaa)
- forestation – vrikShaaropan/peR laganaa, hariyaalii baRhanaa,
- water conservation – jal sansaadhan, jal saNraKShaN, panii kii bachat karna
- water supply – jal vitaraN/ paanii kaa intazaam: nal (m), naalii (f), kuaaN (m),
sotaa (m), nadii (f),
- water pots – maTkaa (m), ghaRaa (m), baalTii (f)
- food resources – khane ke srot
  - sarkaarii raasan (m)
  - khetii (f) kii upaj (f), anaaj (m)
  - saag-sabzii (f), maaNs/gosht (m) machlii (f) phal (m)
- rural education – gaaNv meN shikShaa
- women’s role and empowerment – auratoN kii bhuumikaa/bhaagiidaarii, mahilaa sashaktikaraN
- health issues – svaasthya kii samasyaaeN/sehat ke mudde

Personal feelings and experiences about the trip to Tilonia (see above)

<table>
<thead>
<tr>
<th>Interpretive Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand simple questions about my vacation.</td>
</tr>
<tr>
<td>Time expressions using the twenty-four hour clock (see above)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>I can understand simple descriptions of the places I visited.</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Name of site</td>
</tr>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Geographical characteristics</td>
</tr>
<tr>
<td>- directions:</td>
</tr>
<tr>
<td>- in the north – uttar meN</td>
</tr>
<tr>
<td>- in the south – dakShiN meN</td>
</tr>
<tr>
<td>- in the east – purv meN</td>
</tr>
<tr>
<td>- in the west – pashchim meN</td>
</tr>
<tr>
<td>- topographical features:</td>
</tr>
<tr>
<td>- flat – maidaanii</td>
</tr>
<tr>
<td>- mountainous – pahaaRii</td>
</tr>
<tr>
<td>- desert area – registaanii ilaakaa</td>
</tr>
<tr>
<td>- forest area – janglii ilaakaa</td>
</tr>
<tr>
<td>Descriptive expressions (see above)</td>
</tr>
</tbody>
</table>

Working in pairs, students will identify various places visited on the trip from oral descriptions. Together, the pair of students will assemble a collage based on the descriptions. They share their collages on the group travel wiki or blog.

<table>
<thead>
<tr>
<th>I can understand simple directions to find my way around town.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving directions:</td>
</tr>
<tr>
<td>Turn right or left</td>
</tr>
<tr>
<td>Go straight</td>
</tr>
<tr>
<td>Corner</td>
</tr>
<tr>
<td>Continue for . . . blocks/kilometers</td>
</tr>
<tr>
<td>(for language targets in this section see above)</td>
</tr>
</tbody>
</table>

Listening to oral directions, students identify places in a city that they might want to visit. Students take part in geocaching or a similar type of scavenger hunt to find artifacts associated with travel.

<table>
<thead>
<tr>
<th>Interpretive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand personal questions to complete a profile on an application to live</td>
</tr>
<tr>
<td>Name</td>
</tr>
</tbody>
</table>

Students complete a personal profile for the homestay portion in Jaipur. This will be
<table>
<thead>
<tr>
<th>with a host family in Jaipur.</th>
<th>Age</th>
<th>shared with the host family.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>E-mail</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Preferences</td>
<td></td>
</tr>
<tr>
<td>Reasons for participating in the travel program or homestay (for language targets in this section see above)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| I can understand basic information on travel brochures and on websites.                      | Location                                                             | JigSaw: The teacher divides the class into groups of three or four. Each group is in charge of scanning different websites for travel opportunities in a country where the target language is spoken (the teacher will have the sites bookmarked on Diigo or a similar site for students to use). They fill in a grid with relevant information for the class (name of city, itinerary, requirements, cost, duration, tourist sites). |
|                                                                                           | Itinerary                                                            |                              |
|                                                                                           | Schedule                                                             |                              |
|                                                                                           | Cost                                                                 |                              |
|                                                                                           | Dates                                                                |                              |
|                                                                                           | Requirements                                                         |                              |
|                                                                                           | Interesting sites, experiences, activities (for language targets in this section see above) |                              |

| I can understand blog postings on familiar topics.                                           | Names and descriptions of monuments or sites that students will visit during the travel or homestay program | Students read blogs of classmates and respond to two posts per day. |
|                                                                                           | Daily schedule while living with the host family                     | Students will read authentic target language blogs that comment on travel homestays and will respond to questions in English. |
|                                                                                           | Descriptions of the host family members                              |                              |
|                                                                                           | Daily experiences and reflections on cultural similarities and differences |                              |
### Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Teachers may decide to play the video clips without sound so that they might supply the narration, making the information more comprehensible for students. Similarly, they might add visuals to the readings, or divide the information into sections.)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Delhi:</td>
</tr>
<tr>
<td>In Hindi (Reading): <a href="http://www.delhitourism.gov.in/delhitourism/hindi/index.jsp">http://www.delhitourism.gov.in/delhitourism/hindi/index.jsp</a></td>
</tr>
<tr>
<td>In Hindi (AV): <a href="https://www.youtube.com/watch?v=QdtUSdNyPCs">https://www.youtube.com/watch?v=QdtUSdNyPCs</a> <a href="https://www.youtube.com/watch?v=O5-p5R-Uk0c">https://www.youtube.com/watch?v=O5-p5R-Uk0c</a></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Agra:</td>
</tr>
<tr>
<td>In Hindi (Reading): <a href="http://www.tajmahal.gov.in/hindi/home.html">http://www.tajmahal.gov.in/hindi/home.html</a></td>
</tr>
<tr>
<td>In Hindi (AV): <a href="https://www.youtube.com/watch?v=AQxtuldYdOI">https://www.youtube.com/watch?v=AQxtuldYdOI</a> <a href="https://www.youtube.com/watch?v=fg3m2_aSAww">https://www.youtube.com/watch?v=fg3m2_aSAww</a></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Jaipur:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tilonia and Barefoot College:</td>
</tr>
<tr>
<td>Institute website: <a href="http://www.barefootcollege.org/">http://www.barefootcollege.org/</a></td>
</tr>
</tbody>
</table>
Introduction (intro): [https://www.youtube.com/watch?v=_zP9-UeUrlM](https://www.youtube.com/watch?v=_zP9-UeUrlM)

Intro (Hindi & English): [https://www.youtube.com/watch?v=ntR8TyCV908](https://www.youtube.com/watch?v=ntR8TyCV908)

Female empowerment: [https://www.youtube.com/watch?v=9zG_GzKDapI&index=4&list=PLcLWUtOlzPTH5TiSlc-p8ig6jvoKMBQIP](https://www.youtube.com/watch?v=9zG_GzKDapI&index=4&list=PLcLWUtOlzPTH5TiSlc-p8ig6jvoKMBQIP)

Water problem (Hindi puppet show): [https://www.youtube.com/watch?v=CSsBFr7tm6M](https://www.youtube.com/watch?v=CSsBFr7tm6M)

Female participation: [https://www.youtube.com/watch?v=jCHUWdmSxaw&list=PLcLWUtOlzPTH5TiSlc-p8ig6jvoKMBQIP&index=37](https://www.youtube.com/watch?v=jCHUWdmSxaw&list=PLcLWUtOlzPTH5TiSlc-p8ig6jvoKMBQIP&index=37)

Solarising lives (barefoot college): [https://www.youtube.com/watch?v=wPlR0pYOXqU&list=PLcLWUtOlzPTH5TiSlc-p8ig6jvoKMBQIP&index=19](https://www.youtube.com/watch?v=wPlR0pYOXqU&list=PLcLWUtOlzPTH5TiSlc-p8ig6jvoKMBQIP&index=19) (in English, for reference only)

Hotels in India (in Hindi):

Hindu wedding AV materials:
[https://www.youtube.com/watch?v=git-End0VT0](https://www.youtube.com/watch?v=git-End0VT0)
[https://www.youtube.com/watch?v=bUht_WJyUbI](https://www.youtube.com/watch?v=bUht_WJyUbI)

Wedding ornaments:

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**Daily Schedule**

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Our Identities—Our Heroes</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Hindi</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x</td>
</tr>
<tr>
<td>Non-Residential:</td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>60</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice High/Intermediate Low</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: 

Email:
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will work with appropriate media and script-based texts that portray Malala Yousafzai who, as a young teenager in Pakistan, stood up against violence from the Taliban in order to promote peace and education for all. Students will explore who she is, where she lives, her heritage, and her contributions to society, particularly with regards to the right for girls to have the opportunity to get an education. In the process of learning about and discussing Malala’s and other heroes’ contributions, students will consider their own responsibilities at home and in their communities. Students will be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities and the people, places, and things that really matter to them. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better future. They will work together to tell the story of this modern-day Pakistani hero and compare Malala to another hero (real or fictional, such as Hanuman or Burqa Avenger). They will explore biographical texts and video about their chosen heroes or important people, to learn who they are, where they live, their nationality and their heritage and students will consider what constitutes heroism at home and in the target communities.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.
Be sure to label the mode and proficiency level of each statement. Number the Can-Do statements here and then transfer to Stage 3.
<table>
<thead>
<tr>
<th><strong>Interpersonal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High:</strong> I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
</tr>
<tr>
<td><strong>Intermediate Low:</strong> I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
</tr>
<tr>
<td>I can exchange basic biographical information.</td>
</tr>
<tr>
<td>I can inquire about and share information about my family, nationality, and heritage.</td>
</tr>
<tr>
<td>I can discuss personality and character traits based on a person’s actions.</td>
</tr>
<tr>
<td>I can ask and answer questions on factual information that is familiar to me.</td>
</tr>
<tr>
<td>I can ask about and offer to help at school, work, or in the community.</td>
</tr>
<tr>
<td>I can talk about why someone is or isn’t a hero or leader.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentational Speaking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Low:</strong> I can present information on most familiar topics using a series of simple sentences.</td>
</tr>
<tr>
<td>I can present information about my life.</td>
</tr>
<tr>
<td>I can describe another person’s personality and character.</td>
</tr>
<tr>
<td>I can give a presentation about a famous athlete, celebrity, social reformer, or historical figure.</td>
</tr>
<tr>
<td>I can give a multimedia presentation about someone else.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentational Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Low:</strong> I can write briefly about most familiar topics and present information using a series of simple sentences.</td>
</tr>
<tr>
<td>I can describe my personality and character.</td>
</tr>
<tr>
<td>I can write about what I do at school, home, or in the community.</td>
</tr>
<tr>
<td>I can describe the personality and character of someone else.</td>
</tr>
<tr>
<td>I can outline a presentation about a celebrity or historical figure.</td>
</tr>
<tr>
<td>I can write captions for images and pictures to convey information about someone else.</td>
</tr>
</tbody>
</table>

| **Interpretive Listening** |
Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

Summative Performance Assessment

| Novice High: I can understand a few details about a person who is being described. |
| Novice High: I can categorize a person who is being described (e.g., as a leader, artist, musician, athlete, etc.). |
| Novice High: I can understand several details about someone else when accompanied by visual support. |
| Novice High: I can understand the main idea behind a public service announcement. |

| Intermediate Low: I can understand the main idea of what I have read. |
| Intermediate Low: I can understand the main idea of what someone did or is doing. |
| Intermediate Low: I can understand personal information about others. |
| Intermediate Low: I can understand the questions asked on a nomination form. |
| Intermediate Low: I can understand basic information about community resources. |

*You may add additional rows as necessary.*

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.
### INTERPRETIVE TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

### INTERPERSONAL TASK
Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.

### PRESENTATIONAL TASK
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Students will read, listen to and/or view biographical or autobiographical texts that give information about Malala’s experiences. They will complete a graphic organizer on her life and accomplishments. They will then compare and contrast her life with their own using a Venn diagram.

Students will discuss Malala’s actions, personality, and character. As they discuss her life and work, they compare and contrast the characteristics and actions that determine heroism in the U.S. and South Asia.

Students will create a poster (edu.glogster.com) or another multimedia presentation that focuses on a personal hero or Malala. Students will include their name, age, nationality, what they are like, profession, biographical information, and simple facts about what makes them worthy of being a hero. Students will then review the dossiers assembled by their classmates and will vote for the top three heroes of the class. Those “heroes” will be formally introduced at the closing ceremony for the program.

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### Learning Experiences
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Does developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
<tr>
<td>Learners can ...</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.*
| I can exchange basic biographical information. | Name  | Prior to the start of the program or on the first day of the program, students complete an online questionnaire giving basic biographical information in Hindi. This might be part of the placement process. This information is then used to play versions of “find someone who.”  
Students engage in a “speed dating” activity to meet, greet, and get to know their classmates (on the teacher’s signal, students mill about and find a speaking partner; they introduce themselves and get to know the other person by asking them for their biographical information, preferences, contact information; they continue this process several times). At the conclusion of the activity, students introduce to the class the last person they interviewed.  
A variation on the “speed dating” activity is for students to mill about, interview classmates, and find someone with whom they have five things in common. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>I can inquire about and share information about Speaking about self and background: Students create a visual identity card showing images that represent who they are. They then</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information – phone, e-mail</td>
</tr>
<tr>
<td>Likes and dislikes – (infinitive/noun + pasand karnaa/naa pasand karnaa)</td>
</tr>
</tbody>
</table>
| Activities – gatividihiyaN  
- paRhaaikarnaa  
- skuul jaana  
- X-kii sevaa karnaa  
- X-kii madad karnaa/ X-ko madad denaa  
- khelnaa-kuudnaa  
- safar karnaa  
- chuTThiyaaN manaanaa  
- parvivaar/khaandaan se milne jaanaa  
- pustakeN/kitaabeN paRhnaa  
- filmeN/TV dekhnaa  
- logoN meN dilchaspii lenaa |

| Likes and dislikes – (infinitive/noun + pasand karnaa/naa pasand karnaa) |
| Activities – gatividihiyaN  
- paRhaaikarnaa  
- skuul jaana  
- X-kii sevaa karnaa  
- X-kii madad karnaa/ X-ko madad denaa  
- khelnaa-kuudnaa  
- safar karnaa  
- chuTThiyaaN manaanaa  
- parvivaar/khaandaan se milne jaanaa  
- pustakeN/kitaabeN paRhnaa  
- filmeN/TV dekhnaa  
- logoN meN dilchaspii lenaa |

| What do you want to do? tum kyaa karnaa chaahte ho? |
| Do you like (cats)? kyaa tumheN (billii) pasand hai? |

**Grammar:**
- to like/dislike is an indirect construction in Hindi. For such constructions, the postposition ko is added to the subject X-ko pasand hai: mujhko billii pasand hai. ‘I like cats’
- Habitual Tense – to express regular, repetitive activities (Verb stem + taa/te/tii + honaa)
- Construction ‘to want + verb” (direct infinitive + chaahnaa)
my family, nationality and heritage.

<table>
<thead>
<tr>
<th>My family, nationality and heritage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- family – parivaar/khaandaan</td>
</tr>
<tr>
<td>- nationality – raShtriyataa*</td>
</tr>
<tr>
<td>- heritage – deshi/viraasati/viraas</td>
</tr>
</tbody>
</table>

Where do you live? What is your nationality?
- aap kahaaN rahte haiN/?tum kahaaN rahte ho?
- aapkaa/tumharaa parivaar kahaaN se hai?
- aap kaunse desh se haiN/?tum kaunse desh se ho?

Who is in your family?
- parivaar meN kaun kaun hai?
- parivaar kitnaa baRaa hai?
- parivaar/ meN kitne log haiN?

* raStriyata is a borrowing from Sanskrit which is not very common in daily usage. Usually people ask ‘tum kis desh se ho?’ (‘What country are you from?’)

Grammar:
- Expressing possession:
  - countable and material nouns- X-ke paas (mere paas paisa hai; uske paas paanii hai)
  - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (mere do makaan haiN, merii doo bahaneN haiN; meraa ek bhaaaii hai; mere do haath haiN; meraa ek kuttaa hai; merii do gaaRiyaaN haiN),

Students will be engaged in inner-outer circles asking questions to get more information from other students and responding to questions they are asked.

Students will be given random pictures of families from a source like 1000 Families. They will circulate to determine what they have in common with others without showing them the pictures. Students will then meet in groups formed according to common characteristics to discuss what they have in common.
Use of reflexive possessive pronoun – when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the possessed object (apnaa naam bataao; note for students: never tumhaaraa naam bataao, vah apnii maa se baat kar rahii hai; maiN apne dostO se ghumne jaataa huuN)

Asking yes/no questions – kyaa is used in the beginning of the indicative sentence (kyaa app yahaaN se haiN?)

I can discuss personality and character traits based on a person’s actions.

Personality and character traits:
- courageous – himmatii
- brave – bahaadur
- scared – Daraa huua
- dedicated – samarpit
- responsible – zimmedaar
- irresponsible – Gairzimmedaar
- selfless – nissaarth
- selfish – swaarthii/matlabii/Qhudgarz
- arrogant – ghamanDii/maGruur
- modest – vinamra/sidhaa-saadhaa
- focused – ekaagrachit/ghor karnewaalaa
- scattered – bikhraa
- distracted – vichlit
- impatient – adhiir/beKaraar
- patient – dhiir/karaar
- generous – udaaar
- stingy – kanjuus
- respectful – viniit
- disrespectful – ashiShT/badtahziib
- good – achhaa
- mean – buraa
- evil – duShT
- hard-working – mehnatii

Each student will be responsible for one word from the personality or character words that will be used throughout the unit. They must find an image that illustrates the word and then create a display for the class word wall. They will select a fictional or historical character that is known for that trait and then complete a sentence starter that uses that word (e.g., Batman is courageous. The Joker is evil.).

Students will wear the image of a known figure on their back or on a band around their forehead. These individuals will be selected from those that the students have researched as their alternate identity. They will circulate playing a version of twenty-one questions to see if they can figure out who they are.
What are you like? What is he/she like?
aapkaa/uskaa swabhaav/mizaaz kausaa hai?

- hero – naayak (m)/naayikaa (f)/aadarsh (ideal)
- antihero – khal-naayak (f)
- antagonist/protagonist – naayak (m)/naayikaa (f)
- superpowers – maha shakti

What are heroes like?
Naayak/naayikaa hone kaa kyaa matlab hai?

What superpower do you need? Why?
kaisii mahaa shakti/taakat chaahiye aur kyoN?

I need... .
Mujhe/mujhko + infinitive + chaahiye.

I can ask and answer questions on factual information that is familiar to me.

- lazy – aalsii

What is your name?
aapkaa/tumharaa naam kyaa hai?

What do you do?
aap kyaa karte haiN/ tum kyaa karte ho?

Why are you famous?
aap kyoN mashhuur haiN? Tum kyoN mushhoor ho?

Where do you live?
aap kahaaN rahte haiN/ tum kahaaN rahte ho?

What languages do you speak?
- aap kaun kaun sii bhaaShaayeN/ bolte haiN
- tum kitnii bhaaShaayeN bolte ho?

What do you like to do?

Students will assume the role of a well-known individual in the target culture or a figure from current events. They will work from a script that they have prepared and will mingle asking and answering questions to meet the other individuals in the class. They will circulate to determine who their best friend might be and say why.

Students role-play as well known heroes and villains and imagine a conversation in Hindi between them.

Students participate in a meeting of the minds. In small groups they come together as if at a party and mingle as they meet, greet, and get to know each other. Each student is responsible for keeping track of what they learn about the others at the
<table>
<thead>
<tr>
<th>aapko/tumhe kyaa karnaapasand hai?</th>
<th>party. After the event, students will be placed in groups and will participate in an organized trivia competition based on the facts that have been shared.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is important to you?</td>
<td></td>
</tr>
<tr>
<td>• aapke/tumhare liye kyaa zaruurii hai?</td>
<td></td>
</tr>
<tr>
<td>• kyaa karnaap zaruurii hai?</td>
<td></td>
</tr>
<tr>
<td>Grammar:</td>
<td></td>
</tr>
<tr>
<td>• Construction ‘to go to do something’ – oblique infinitive + jaanaa (laRne jaanaa, kaam karne jaanaa)</td>
<td></td>
</tr>
<tr>
<td>• Expressing necessity of something:</td>
<td></td>
</tr>
<tr>
<td>- use of noun zaruurat (f) – X-ko + X-kii zaruurat hai (mujhko maaahaa shakti kii zaruurat hai)</td>
<td></td>
</tr>
<tr>
<td>- use of adjective zaruurii – X-ke liye X zaruurii hai (mere liye maaahaa shakti zaruurii hai)</td>
<td></td>
</tr>
<tr>
<td>• Use of Subjunctive after taaki (yah zaruurii hai, takii maiN jiit sakuN)</td>
<td></td>
</tr>
<tr>
<td>I can ask about and offer to help at school, work, or in the community.</td>
<td></td>
</tr>
<tr>
<td>How can I help?</td>
<td>Students use their personal information cards to have conversations about what they do and don’t do at home, in school, and in the community.</td>
</tr>
<tr>
<td>• main aapke/tumhaarii kaise madad kar saktaa/saktii huuN?</td>
<td>Students select a cause, an actual community-based organization that is helping locally and/or in an area where Hindi is spoken. They pair up and each student attempts to convince their partner to support the organization in one way or another. Basically, the idea is to continue the conversation, never taking no for an answer. Students continue to change partners and work on their powers of persuasion. Students then complete a written ballot, nominating the best salesperson that they spoke with. The two top salespeople perform for the class. (In preparation for this task, the teacher conducts a brainstorming activity to surface prior and current vocabulary that students will use to complete the task, including expressions of</td>
</tr>
<tr>
<td>• Ham aapke sevaa kaise kareN?</td>
<td></td>
</tr>
<tr>
<td>What can I do to help?</td>
<td></td>
</tr>
<tr>
<td>• main aapke/tumhaarii kayaa madad kar saktaa/saktii huuN?</td>
<td></td>
</tr>
<tr>
<td>• aapki kyaa madad karuuN?</td>
<td></td>
</tr>
<tr>
<td>At home – ghar meN:</td>
<td></td>
</tr>
<tr>
<td>• I . . . cook – main... pakaataa/pakaatii huuN</td>
<td></td>
</tr>
<tr>
<td>• I clean – (X-ko) saaf kartaa/kartii huuN</td>
<td></td>
</tr>
<tr>
<td>• I watch my brother – apne bhaaii kii dekhbhaal kartaa/kartii huuN,</td>
<td></td>
</tr>
<tr>
<td>• et cetera – ityaadi (after two listed items) and aadi-aadi (after three or more</td>
<td></td>
</tr>
</tbody>
</table>
At school – vidyaalay/skuul me:
- I study – maiN paRhtaa/paRhtii huuN
- work hard – mehnat kartaa/kartii huuN
- tutor – paRhaataa/paRhaarii huuN

In my community – apne samaaj me,
- I volunteer at – maiN meN sevaa kartaa/kartii huuN
- church – girjaa ghar (m) for Christians
- mosque – masjid (m) for Muslims
- temple – mandir (m) for Hindus, Jains and Buddhists
- Sikh temple – gurudvaara
- synagogue – sinaagog for Jewish
- I recycle – esaikil kartaa/kartii huuN
- I donate – daan kartaa/kartii huuN,

How often do you (babysit)?
kyaa tum babysit/bachchoN kii delkbaal karte/kartii ho?

Adverbs of frequency:
- all the time – hameshaa/sadaa
- sometimes – kabhii kabhii
- every Monday and Wednesdays – har somvaar aur budhvaar ko

When do you volunteer?
tum kab sevaa karte/kartii ho?

Grammar:
- Habitual tense – verb stem + taa/te/tii + honaa
- Subjunctive in a simple sentence expresses polite command, request, uncertainty, wish – kyaa karuuN?
**kahaaN jaaeN?**
- Subjunctive in a complex sentence in the subordinate clause after an introductory clause, such as maiN chahta. chahtii huuM ki..., yah zaruurii hai ki..., yah mumkin hai ki...
- Modal verbs – Verb stem + saknaa

<table>
<thead>
<tr>
<th>I can talk about why someone is or isn’t a hero or leader.</th>
<th>Who is a hero?</th>
<th>Students will first watch a clip in Hindi with the sound off and will identify the hero and villain of that clip through the actions that are observable. They will then discuss why someone is or is not a hero giving reasons based on what they saw. They will watch with sound on and will listen for additional common characteristics. Students will circulate asking the key question, “Are you a hero?” Students will be encouraged to answer in the affirmative, giving reasons and sharing reasons others are heroes. “You are a hero because you are always helping others.” Students will consider the role that the media plays in creating heroes. They will watch a Hindi video clip of a well-known actor/actress or sports figure and will then discuss whether that person is a hero or not. Half the class will prepare reasons for, and the other half will prepare reasons against. They will then pair up to have a conversation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>teacher – shikShak (m/f)</td>
<td>Students will first watch a clip in Hindi with the sound off and will identify the hero and villain of that clip through the actions that are observable. They will then discuss why someone is or is not a hero giving reasons based on what they saw. They will watch with sound on and will listen for additional common characteristics. Students will circulate asking the key question, “Are you a hero?” Students will be encouraged to answer in the affirmative, giving reasons and sharing reasons others are heroes. “You are a hero because you are always helping others.” Students will consider the role that the media plays in creating heroes. They will watch a Hindi video clip of a well-known actor/actress or sports figure and will then discuss whether that person is a hero or not. Half the class will prepare reasons for, and the other half will prepare reasons against. They will then pair up to have a conversation.</td>
</tr>
<tr>
<td></td>
<td>student – chhaatra (m)chhatraa (f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>principal – prachaarya (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>custodian – sanrakShak (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mayor – mahaapaur (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>engineer – abhiyantaa (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>doctor – chikitsak (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nurse – nars (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>police officer – pulis adhikaarii (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>firefighter – fairfaiTar (m/f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>soldier – sainik (m/f)/faujii (m/f)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to persevere – lagaataar prayaas/koshish karnaa</td>
</tr>
<tr>
<td></td>
<td>to help others – duusroN kii madad karnaa</td>
</tr>
<tr>
<td></td>
<td>to give hope – aashaa dilaanaa/jagaanaa</td>
</tr>
<tr>
<td></td>
<td>to respect others – aadar/sammaan karnaa</td>
</tr>
<tr>
<td></td>
<td>to fight against evil – buraaii ke khilaaf laRnaa</td>
</tr>
<tr>
<td></td>
<td>to work hard – mehnat karnaa</td>
</tr>
<tr>
<td></td>
<td>to hurt others – duusroN ko choT pahuchaanaa</td>
</tr>
<tr>
<td></td>
<td>to bully others – dusaroN ko dhamakaanaa</td>
</tr>
<tr>
<td>Grammar:</td>
<td>Presentational Speaking</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>• Habitual Tense – Verb stem + taa/te/tii + auxiliary honaa vs.</td>
<td>Students will create an online Voki or avatar. The online introduction will be watched by three other students who will each ask one follow-up question to get more information. The student will then create a second Voki or avatar to answer those questions.</td>
</tr>
<tr>
<td>• Frequentative Aspect – past participle always in m. sg. + auxiliary karnaa (aayaa-jaayaa karnaa) vs.</td>
<td></td>
</tr>
<tr>
<td>• Progressive Tense – Verb stem + raha/rahe/rahi + auxiliary verb honaa (baarish ho rahi hai) vs.</td>
<td></td>
</tr>
<tr>
<td>• Continuous Aspect – Verb stem + taa/te/tii + auxiliary raha (koshish karte raha) vs.</td>
<td></td>
</tr>
<tr>
<td>• Conjunctive – Verb stem + kar (khaakar, paRhkar)</td>
<td></td>
</tr>
</tbody>
</table>

**Presentational Speaking**

<table>
<thead>
<tr>
<th>I can present information about my life.</th>
<th>(previously noted vocabulary and grammar)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I can describe another person’s personality and character.</th>
<th>(previously noted vocabulary and grammar)</th>
</tr>
</thead>
</table>

| Students will consider an individual who serves as a personal hero and will write a short note to that person explaining why they are a hero and the personality and character traits that make that person a hero in their lives. Students will research a current celebrity that they admire and will build the case that they are or aren’t worthy of their celebrity status. Students |
might want to go to fan websites to see what role
the celebrity is playing in the world. They will then
share that information with the class using simple
sentences. (Burqa Avenger is from... She lives with...
She fights for...)

I can give a presentation about a famous athlete,
celebrity, or historical figure. (previously noted
vocabulary and grammar) Students will read their
online stories created using Storybird.com or other
appropriate online tools. These stories will either
be read to younger students learning the language
or will be read via Skype or FaceTime to younger
students in India where Hindi is spoken.

I can participate in a multimedia presentation
about someone else. (previously noted vocabulary
and grammar) Students will work together in
groups to nominate a community hero. These
presentations will be given near the end of the camp;
those in attendance will vote for the community
hero of the year. As a class, the students will
decide how this individual will be recognized
and will prepare the appropriate remarks for the
award ceremony.

<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe my personality and character. (previously noted vocabulary and grammar) Students will write a cinquain or pattern poem about themselves. They will not put their names on the poem. The poem will be collected and numbered. Students will then sit in a circle and silently read a poem written by another student, and they will attempt to identify the person by number. This will continue until all students have read all the poems. Students will then guess the identity by saying, “I think #4 is ____ because he/she likes to (dance).” If the guess is correct, #4 says yes. If incorrect, there is no response and the guessing continues.</td>
</tr>
<tr>
<td>I can write about what I do at school, home, or in the community. (previously noted vocabulary and grammar) Each student will write two truths and one lie about what they do. They will read those statements to the class and the class will vote on which statement</td>
</tr>
<tr>
<td>I can describe the personality and character of someone else.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>I can outline a presentation about a celebrity or historical figure.</td>
</tr>
<tr>
<td>I can write captions for images and pictures to convey information about someone else.</td>
</tr>
</tbody>
</table>

Students will research their alter ego to learn ten basic facts about this person. They will create a mini-poster that has this information, presented in a format that is visual and contains key new words. These posters will be displayed in class as reference tools for alter ego activities.

Students will create an online story using Storybird.com or other appropriate online tools.
<table>
<thead>
<tr>
<th><strong>Interpretive Listening</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand a few details about a person who is being described.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>The teacher prepares a multimedia presentation to introduce the teacher to the class. This presentation will serve as a model. As students listen to the presentation, they will complete a fact sheet determining which statements are true and which are false.</td>
</tr>
<tr>
<td>I can categorize a person who is being described (e.g., as a leader, artist, musician, athlete, etc.).</td>
<td>(previously noted vocabulary and grammar)</td>
<td>The teacher will also prepare an introduction of two superheroes from the South Asian community. One will be a true hero, the other a fictional hero like Superman. Students will listen for key details, noting those that both heroes have in common. They will then identify and describe two similar heroes from their own culture.</td>
</tr>
<tr>
<td>I can understand several details about someone else when accompanied by visual support.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Students will view clips of award recipients, matching actions to individuals based on what is heard and seen. They will then say who they would most like to meet and why they want to meet that person.</td>
</tr>
<tr>
<td>I can understand the main idea in a public service announcement.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Students will view public service announcements for nonprofit organizations and will determine what cause is being served and what they are being asked to do—donate, call, volunteer, et cetera. In small groups they will name the image(s) and words that were most powerful and will keep a list of what had the greatest impact.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interpretive Reading</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand short, simple descriptions with the help of visuals.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Students will read materials about fictional and historical heroes and will begin to create a word list of characteristics associated with heroes.</td>
</tr>
<tr>
<td>Skill Description</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Activity/Description</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I can understand the main idea of what someone did or is doing.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Students will review the front page of Hindi newspapers looking for evidence of heroism or anti-heroism. They will name the individual and what they did or didn’t do that resulted in their being named in the paper. Students will review <em>Time</em> magazine’s “Man of the Year” information or similar target language coverage to chart what information the title and first paragraph of typical articles tend to convey. They will then pair up to share their findings and create a list of common topics and useful words and expressions.</td>
</tr>
<tr>
<td>I can understand personal information about others.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>As students read information on important people they will complete graphic organizers answering the “who, what, when, where, and why” questions and will then make an inference in the target language or English saying why this person is so important.</td>
</tr>
<tr>
<td>I can understand the questions asked on a nomination form.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Students will complete a nomination form similar to the one for the annual CNN “Hero of the Year.” <a href="http://www.cnn.com/specials/cnn-heroes">http://www.cnn.com/specials/cnn-heroes</a></td>
</tr>
<tr>
<td>I can understand basic information about community resources.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>Students will be given a card indicating the type of help or support that they need. They will visit a series of predetermined websites to see which one might be best suited to providing the support that they need. The students will rotate the cards until each student has worked with three or four situations. Students will read online material and match organizations to need based on what they understand.</td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Newspaper or online articles on well-known heroes or important people and everyday heroes or community leaders.
Information on top awards given in the target culture (For example: Oscars, Medal of Freedom, CNN Hero Award, etc.)

Hindi Articles:
http://aajtak.intoday.in/story/profile-of-malala-yousafzai-1-783221.html
http://www.bbc.co.uk/hindi/international/2012/10/121010_international_pakistan_malala_profile_da
http://www.bbc.co.uk/hindi/international/2013/03/130328_malala_book_aa

AV materials:
In Hindi/Urdu:
Malala interview: https://www.youtube.com/watch?v=NoxDLcP9TK0
Burqa Avenger: https://www.youtube.com/watch?v=XahbqlDcVhE
Pavan Putra Hanuman: https://www.youtube.com/watch?v=86su1WMQCsC
Bal Hanuman: https://www.youtube.com/watch?v=ZMKsDZqz40
In English (New York Times): https://www.youtube.com/watch?v=9F5yeWE6XFZk
In English (at UN): https://www.youtube.com/watch?v=SSCmlL43dTo

Daily Schedule
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You may add additional rows as necessary.
## BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th><strong>Host Institution:</strong></th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Title:</strong></td>
<td>Oh, The Places We Will Visit! Travel Camp Abroad</td>
</tr>
<tr>
<td><strong>Language(s):</strong></td>
<td>Hindi</td>
</tr>
<tr>
<td><strong>Grade(s) of Learners:</strong></td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td><strong>Grades:</strong></td>
<td>6-12</td>
</tr>
<tr>
<td><strong>Heritage Speakers?</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Non-Heritage Speakers?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Program Setting:</strong></td>
<td>Residential:</td>
</tr>
<tr>
<td></td>
<td>Non-Residential: x</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Weeks/Days: 15 days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 60</td>
</tr>
<tr>
<td><strong>Target Proficiency Level:</strong></td>
<td>Novice High</td>
</tr>
<tr>
<td>(by end of program)</td>
<td>Target Performance Level(s): (during and by end of program)</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

**Curriculum designed by:**

**Email:**
STARTALK-endorsed Principles for Effective Teaching and Learning
- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will plan a trip to Mussorie, India, an ideal place for a summer camp in the foothills of the Himalayas in the northern Indian state of Uttarakhand. They will go to sightsee and to participate in a nature exploration camp with other teenagers from around the world. They will explore various tourist options as well as try to locate places that appeal to them, such as The Mall Road, Kurli Bazar, Lal Dibba, Gun Hill, Happy Valley and Kampti Falls. Before leaving on the trip, they will need to make preparations. Where will they go? What will they see? They will learn about the Shivalik Ranges of the Himalayan region they will visit, some of the landmarks, the geography, and the climate. At home in the United States, they will practice greeting others, using courtesy expressions and culturally appropriate gestures, making introductions, and talking about themselves and their preferences. They will make and taste some authentic foods, and they will apply for necessary travel documents. They are excited to travel the country with other pre-teens and teenagers who have similar interests. Mussorie offers opportunities for adventurous activities, e.g. rock climbing, trekking and rafting, and for nature exploration. In addition, although local tourist agencies and community centers offer opportunities to participate in their projects and activities related to environment and health issues, there are no resources online and/or on social media about such activities. Students will design camps with activities and locations they will be interested in, write comments on existing webpages (such as on bookingfare.com) and will help local organizations establish a presence online or on Facebook.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.
| **NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS** | **PROGRAM CAN-DO STATEMENTS**
| *Be sure to label the mode and proficiency level of each statement.* | **OR NCSSFL-ACTFL CAN-DO STATEMENTS**
| *Number the Can-Do statements here and then transfer to Stage 3.* |

### Interpersonal

| **Novice High**: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | **I can exchange some personal information about myself and my family including home address and e-mail address.** |
| | **I can ask someone’s nationality and find out what languages he/she speaks.** |
| | **I can discuss activities and interests and make plans based on my interests and the interests of others.** |
| | **I can ask about and identify important information about the weather and specific location using a map.** |
| | **I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.** |
| | **I can ask about and comment on a new food that I have tried.** |

### Presentational Speaking

| **Novice High**: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. | **I can introduce myself and describe my family and friends.** |
| | **I can talk about my favorite activities and talk about my interests — favorite club and outdoor activities.** |
| | **I can introduce a new food to others explaining why I like or don’t like the dish.** |
| | **I can describe a landmark and/or a place I plan to visit and say what I am going to do there.** |
| | **I can present information about something I learned during my trip.** |
### Presentational Writing

**Novice High:** I can write short messages and notes on familiar topics related to everyday life.

- I can introduce myself and describe my family and friends.
- I can write a Facebook post, text, or Instagram message sharing information about my activities and experiences.
- I can design an ideal menu for a day at camp relying primarily on local dishes in Mussoorie.
- I can request and complete an application for admission to a travel camp and/or any required travel documents.
- I can present the ideal camp/travel experience to others.

### Interpretive Listening

**Novice High:** I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

- I can understand some personal information when I hear others introduce themselves.
- I can understand a few details about what others are doing and when.
- I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.

### Interpretive Reading

**Novice High:** I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

- I can identify destinations and major attractions found in travel brochures and on travel websites.
- I can understand questions about personal information found on camp applications and travel documents.
- I can understand some facts about the weather when weather symbols are used.
- I can identify the main idea of a journal entry.
You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment
Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td>Students have the opportunity to participate in a summer camp in Mussoorie, India. They read the descriptions/watch the video and complete a graphic organizer for a possible exploration camp they want to design and organize. They answer a few questions about their interests, and select locations and activities.</td>
<td>Each student wants their best friend to go with them to the camp that they have designed. The friend has designed a different type of camp. In pairs students have a conversation where they talk about the advantages/disadvantages of each camp. They need to compromise.</td>
<td>Students design the ideal camp for speakers of Hindi in their community who might want to study abroad. They determine the location, daily schedule and types of activities. They create the marketing campaign for their camp.</td>
</tr>
</tbody>
</table>

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.
<table>
<thead>
<tr>
<th>Learners can ...</th>
<th>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</th>
<th>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| I can exchange some personal information about myself and my family including home address and e-mail. | What is your name?  
aapkaa/tumhaaraa naam kyaa hai?  
My name is...  
meraa naam ... hai  
My email is...  
meraa imel hai...  
My address is...  
mera pataa hai...  
Where are you from? Where do you live?  
• aap kahaaN rahte /rahti hai?  
• tum kahaaN rahte/rahtii ho?  
• aap kahaaN se haiN?  
I am from.../I live in...  
• maiN ...se huuN.  
• maiN ... meN rahtaa/rahtii huuN.  
What state/country is that in?  
• vah kis raajya/desh meN hai.  
• yah NYC/LA/Chicago/Beijing se kitnii duur hai? | Who Am I? Teacher attaches a sticky note to each student’s back with the name of a famous person from the Indian culture; students circulate to ask and answer questions to find out who they are. They may not guess a name until they have asked ten questions.  
People At a Party. Pairs of students look at a picture of ten people at a party. Working together, they help one another identify the ten people by asking and answer questions about the people pictured. Each partner has different clues and can thus help his/her partner with the identification.  
Timeline Activity. Students interview a classmate to find out five important dates in his/her life, then create an illustrated timeline reflecting the information that you discovered. They share with the class.  
Students identify the members of a family (information gap task). Students will work in pairs to complete an information gap task. Students designated A and students
<table>
<thead>
<tr>
<th>Question</th>
<th>Translation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old are you?</td>
<td>tum kitne saal ke/kii ho?</td>
<td>I am…years old.</td>
</tr>
<tr>
<td></td>
<td>aapkii umr kya hai?</td>
<td>main … saal kaa/kii huuN.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Merii umr … sal kii hai.</td>
</tr>
<tr>
<td>When is your birthday?</td>
<td>aapkaa/tumhaaraa janmdin/saalghirah kab hai?</td>
<td>I was born on… And you?</td>
</tr>
<tr>
<td></td>
<td>Aap apnaa janmdin/saalghirah kab manaate/manaatii haiN?</td>
<td>mainN … ko paidaa huaa thaa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>aur aap/tum?</td>
</tr>
<tr>
<td>You are older/younger than I am.</td>
<td>aap mujhse baRe/baRii haiN</td>
<td>You are older/younger than I am.</td>
</tr>
<tr>
<td></td>
<td>aap chhoTe/chhoTii haiN</td>
<td>aap mujhse baRe/baRii</td>
</tr>
<tr>
<td></td>
<td>tum mujhse bare/baRii/</td>
<td>tum mujhse bare/baRii/</td>
</tr>
<tr>
<td></td>
<td>tum chhoTe/chhoTii ho</td>
<td>tum chhoTe/chhoTii ho</td>
</tr>
<tr>
<td>Do you have brothers and sisters?</td>
<td>tumhaare bhaai aur bahan haiN?</td>
<td>Yes, I have…</td>
</tr>
<tr>
<td></td>
<td>tumhaare kitne bhaaai aur bahan haiN?</td>
<td>haaN, mera 1 bhaaai/mere 2 bhaaai haiN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>merii 1 bahan/2 bahaneN haiN</td>
</tr>
<tr>
<td>No, I am an only child.</td>
<td>nahiin, maiN akelaa huuN</td>
<td></td>
</tr>
<tr>
<td>designated B will receive the same picture of a family at a celebration.</td>
<td>Each student has different clues about individual people. Students ask and answer questions about the people to ascertain their identity. Once completed, the pairs discuss how they discovered each person’s identity.</td>
<td></td>
</tr>
</tbody>
</table>
How old are your siblings? 
tumhaare kitne bhaaii/bahan haiN?

Are you the oldest? The youngest? 
- kyaa aap sabse bare/baRii haiN? 
- aap sabse chhote/chhoTii haiN? 
- kyaa tuum sabse baRe/baRii ho? 
- aap sabse chhote/chhoTii haiN?

Why are you famous? 
- aap itne kyoN mashhuur haiN? 
- tum itne kyoN mashhuur ho?

I am a – 
- politician – raajnetaa (m/f) 
- musician – sangiitkaar (m/f) 
- entertainer – manoraNjjan 
  karnewaalaa (m)/waalii (f), kalaakaar (m/f) 
- actor – abhinetaa (m)/abhinetrii (f) 
- singer – gaayak (m)/gaayikaa (f) 
- historical figure – mahaan vyakti (m)

Grammar: 
- Expressing possession:
  - countable and material nouns- X-ke paas (mere paas paisa hai; uske paas paanii hai)
  - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaar/ke/kii (mere do makaan haiN, merii doo bahaneN haiN, meraa ek bhaaii hai; mere do haath haiN; meraa ek
- Use of reflexive possessive pronoun – when possession is expressed for the subject of the sentence the pronoun apnā/aapne/apnī is used as an adjective in agreement with the possessed object (apnā naam bataao; never tumhaaraa naam bataao, vah apnii maa se baat kar rahii hai; maiN apne doston se ghumne jaataa huuN)

- Asking yes/no questions – kyā is used in the beginning of the indicative sentence (kyā app yahaaN se haiN?)

<table>
<thead>
<tr>
<th>I can ask someone’s nationality and find out what languages he/she speaks.</th>
<th>Information Gap Task using “student ID” cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>What nationality are you? aap kis desh ke haiN</td>
<td>Distribute pictures of different people to the students. Working in pairs, students discuss the photo to try to agree on the person’s age, location, nationality, language(s) spoken</td>
</tr>
<tr>
<td>I am...</td>
<td>Students interview the mystery guest to see what they can learn about the person. They have picture clue cards and ask questions until they can figure out who the person is. The teacher will create cards based on real people that are known to the students and/or native speakers that are involved in the program.</td>
</tr>
<tr>
<td>• deshii</td>
<td></td>
</tr>
<tr>
<td>• hindurstanii</td>
<td></td>
</tr>
<tr>
<td>• paakistanii</td>
<td></td>
</tr>
<tr>
<td>• banglaadeshii</td>
<td></td>
</tr>
<tr>
<td>• amrikii</td>
<td></td>
</tr>
<tr>
<td>• fraaNsiizii</td>
<td></td>
</tr>
<tr>
<td>• yuunaanii</td>
<td></td>
</tr>
<tr>
<td>• turkii</td>
<td></td>
</tr>
<tr>
<td>• afgaanii</td>
<td></td>
</tr>
<tr>
<td>• iraqqii</td>
<td></td>
</tr>
<tr>
<td>What languages do you speak? – tum kaun-sii bhaaShaa/zabaan bolte ho?</td>
<td></td>
</tr>
<tr>
<td>Do you speak English? – kyaa tum angrezii bolte ho?</td>
<td></td>
</tr>
</tbody>
</table>
I can discuss activities and interests and make plans based on my interests and the interests of others.

<table>
<thead>
<tr>
<th>Question</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like to do?</td>
<td>• aapko kyaa karnaa pasand hai? • tumko kyaa karanaa pasand hai?</td>
</tr>
<tr>
<td>Do you want us to go?</td>
<td>• kyaa aap chaahate haiN ki ham jaaeN? (subjunctive) • kyaa tum chaahate haiN ki ham jaaeN? (subjunctive)</td>
</tr>
<tr>
<td>Let’s go to… and then we can…</td>
<td>ham chaleN aur ham yah kar sakte haiN</td>
</tr>
<tr>
<td>I don’t really like to (activity)... but we can for a while – mujhe infinitive nahiiN pasand hai lekin ham kuchh kar sakte haiN</td>
<td></td>
</tr>
<tr>
<td>What types of – kis tarah</td>
<td>• movies – kii filmeN • video games – ke viDio gem • song – kaa sangiit • games – ke khel</td>
</tr>
<tr>
<td>What type of music do you prefer? – kaisaa sangiit tumheN pasand hai?</td>
<td></td>
</tr>
<tr>
<td>Which video games do you have? – kaisaa viDio gem tumhare paas hai?</td>
<td></td>
</tr>
<tr>
<td>Do you like to read? – kyaa tumheN paRhnaa pasand hai?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite book/kind of book (genre)? – kaisii kitaabeN/pustakeN tumheN pasand haiN?</td>
<td></td>
</tr>
</tbody>
</table>

Grammar:
• to like/dislike is an indirect
Construction in Hindi. For such constructions, the postposition *ko* is added to the subject *X-ko pasand hai* (mujhko billii pasand hai. ‘I like cats’

- Habitual Tense – to express regular, repetitive activities (Verb stem + taa/te/tii + auxiliary honaa)
- Construction ‘to want + verb” (direct infinitive + chaahnaa)

<table>
<thead>
<tr>
<th>I can ask about and identify important information about the weather using a map.</th>
<th>Weather-related phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ... meN mausam kaisaa hai?</td>
<td></td>
</tr>
<tr>
<td>• It’s hot/warm – mausam garam hai</td>
<td></td>
</tr>
<tr>
<td>• It’s cool/cold – mausam ThanDaa hai</td>
<td></td>
</tr>
<tr>
<td>• It’s windy – vahaaN bahut hawaa hai, aandhii hai</td>
<td></td>
</tr>
<tr>
<td>• It’s rainy – vahaaN bahut baarish hoti hai</td>
<td></td>
</tr>
<tr>
<td>• overcast – badalii chaanaa</td>
<td></td>
</tr>
<tr>
<td>• It’s going to rain – baarish honewalii hai</td>
<td></td>
</tr>
<tr>
<td>• It’s going to be too hot – bahut garmii honewaalii hai</td>
<td></td>
</tr>
<tr>
<td>• It’s too hot (scorching heat) – dhuup paRti hai</td>
<td></td>
</tr>
</tbody>
</table>

Using an authentic online weather site from Mussoorie, Uttarakhand, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions.

<table>
<thead>
<tr>
<th>I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.</th>
<th>When do you leave? – tum camp kab jaao?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I leave on Monday...at...o’clock. – maiN Somvaar ko...baje jaauuNgaa/jaauuNgii</td>
<td></td>
</tr>
<tr>
<td>Where do you leave from? – tum kahaaN se jaao?</td>
<td></td>
</tr>
<tr>
<td>I am flying from... – main....... se</td>
<td></td>
</tr>
</tbody>
</table>

A group of students considers the best way to travel to camp. Students work in small groups to brainstorm their itinerary based on travel information provided by the teacher. The group creates a visual itinerary showing each step of their journey to camp. Groups pair to share their schedules with another group to see what is similar and what is different.
flaiT/uRaan/havaaii jahaaz lungaa

What will you typically do on a daily basis when you travel?
- yaatraa karte hue aam taur par tum kyaa karte ho?
- ghuumte samay aapko kyaa karna pasand hai?

Grammar and Vocabulary:
- samay/waqt/paisa + lagna
- Sequence expressions –
  - first – pahle
  - then – baad meN/phir
  - finally – ant meN/akhir meN
  - in the mean while – itne menN
- Time expressions (24 hour clock)
  - ek baj gyaa
  - do baje
  - savaa do
  - paune do baje
  - saaRhe paNch
  - paNch bajkar das minaT
  - panch bakne meN das minaT

- Daily routine:
  - to get up – uThnaa
  - to dress up – kapRaa pahanna
  - to bathe – nahaanaa
  - to eat breakfast – naashtaa karna
  - to watch television – Tiivii dekhnaa
  - to hangout with friends – dostO ke saath ghuumme jaanaa; dostO ke saath samay

Information gap. Student A has a schedule with some of the information for a day completed. Student B has other pieces of the schedule. They ask and answer questions until they can complete the schedule for the day.

A group of students is given a schedule for the day. They discuss what they will be doing and try to decide what the most popular activity is for their group.

A small group of students has the daily schedule and they really want to make a change in the daily agenda. A native speaker of Hindi plays the role of the camp counselor. Students in the group attempt to convince the counselor to make at least one change in the schedule.
<table>
<thead>
<tr>
<th>Activities:</th>
<th></th>
<th>I can ask about and comment on a new food that I have tried. I like...to eat and...to drink. Do you like? Mujhe/mujhko ... piinaa aur ... khaanaa pasand hai.</th>
<th>Each student is given a visual image of food or dish that will be served in camp. Students mingle to identify foods they like and foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>to eat dinner – raat kaa khaanaa khaanaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to go to sleep – so jaanaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to be busy – vyast/masruf honaa rahnaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time expressions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the morning – subah me\N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the afternoon – dopahar me\N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the evening – shaam ko/me\N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at night – raat ko/me\N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>everyday – har din/roz/rozaanaan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually – aap taur par/aksar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to visit a place – jaanaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to visit someone – X-se milnaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to walk – paidal chalnaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to ride (as a rider) – savaar honaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to ride (as a passenger) – X par chaRhoaX-kii savaarii karna</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to swim – tairnaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to play – khelnaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to relax – aaraam karna</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to cook – khaanaa banaanapakaana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to go out – ghumne jaanaa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to exercise – kasrat karna</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to go for a walk – sair karna</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is this? – yah kyaa hai?

What is in this dish? – is khaaneN kyaa hai?

Do you like..? I don’t know. I would like to try...
  - kyaa tumheN....pasand hai?
  - mujhe nahiiN maluum
  - main chakhnaa chaahuuNgaa/chaahuungii

Names of regional dishes:
  - daal
  - chaaval
  - biryaanii
  - paalak maniir
  - maTar paniir
  - aaluu-gobhii
  - sarsoN kaa saag
  - bhinDii
  - baiNgan bhartaa
  - gaajar halwa
  - jalebii
  - gulaab jamuu
  - mithaii
  - namkiin
  - roTii/naan
  - paroRa/samosa

Key ingredients:
  - dhaniyaa
  - adrak

they want to try.

Each group of students is in charge of planning a specific meal for the camp. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.

Set up a market/store with authentic items from the Indian culture. Acting as sellers and buyers, students role-play a variety of transactions. This store may serve as the actual camp store where students “purchase” daily snacks, etc.
- lauNg
- laal/harii mirchi
- pyaaz
- lahsun
- (garam) masaalaa
- haldii
- jiiraa

What are we having/eating for breakfast, lunch, dinner? – kyaa khaanaa khaeNge?
- breakfast – naashtaa
- lunch – din kaa khaanaa
- dinner – raat kaa khanaa

What do you want to eat? What about...
- aapko kyaa khaanaa chahiye?
- kyaa.....khaayenGe?
- kyaa khaanaa khaeNge?

No, I am allergic to... – nahiIN, mujhe ... se allergy haiN.

Let’s eat/have... – ham ... khayeN?

What do you need? – aaj aapko kyaa chaahiye?

How much do you need? – kitnaa chaahiye?

Give me less! – kam karo/kiijiye; kam denaa

Give me more! – throaa saa/kuch aur denaa; zyaadaa denaa

How much is it? – yah kitne kaa/ke/kii hai/N?
<table>
<thead>
<tr>
<th><strong>Presentational Speaking</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can introduce myself and describe my family and friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Expressing having a health-related condition – X-ko zukaam/bukhaar/alarjii</td>
</tr>
<tr>
<td>- Comparison of adjectives –</td>
</tr>
<tr>
<td>- Comparative degree – X-se +adjective (mujh se baRaa/baRe/baRii)</td>
</tr>
<tr>
<td>- Superlative degree – sab se + adjective (sab se baRaa/Baree/barii)</td>
</tr>
<tr>
<td>- Giving commands:</td>
</tr>
<tr>
<td>- tuu + Verb stem (bol; khaa; jaa)</td>
</tr>
<tr>
<td>- tum + Verb stem + o (bolo; khaao; jaa; use of mat for negative commands)</td>
</tr>
<tr>
<td>- aap + Verb stem + iye (boliye; khaayie; jaayie)</td>
</tr>
<tr>
<td>- aap + verb stem + iyega (maaf kiiyega – most polite command))</td>
</tr>
<tr>
<td>- aap + subjunctive (juute yahaaN ataareN – most polite request/indirect command)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Basic biographical information listed above</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- mother’s side grandfather and grandmother – naanaa/naanii</td>
</tr>
<tr>
<td>- father’s side grandfather and grandmother – daadaa/daadii</td>
</tr>
<tr>
<td>- cousin – bhaaii (m)/bahan (f)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Students create a multimedia presentation to send to the camp director as part of their camp application. They include personal information and take the opportunity to introduce their family members and/or</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>reduce the price!</strong> – daam kam karo!</td>
</tr>
</tbody>
</table>
| - **tell me the right price!** – sahii daam bataao!
- friend – dost (m/f), sahelee (f)

Describing someone’s physical appearance – shaariirik banaavaT:
- tall – lambaa and short – naaTaa
- heavy – moTaa and lean – patlaa
- long limbs – lambii baaheN (f) aur TangeN (f)
- wide chest – chauRaa siinaa
- long hair – lambe baal and short hair – choTe baal (m)
- straight hair – sidhe baal and curly hair – ghugharaale baal (m)
- pony tail – choTii (f)
- big eyes – baRii aankheN (f)
- to wear glasses - chashmaa + pahanna

Personality descriptors: vyaktitva/svabhaav kaa vivaraN:
- arrogant – ghamanDii/maGruur
- modest – vinamra/sidhaa-saadhaa
- honest – imaandaar
- dishonest – beimaandaar
- hard-working – mehnatii
- lazy – aalsii/sust
- generous – bare dil kaa/kii, udaar

Students record self-introductions to share with the camp counselors and travel companions. They may use a podcast, a vodcast, create an avatar, or add an introduction on Voice Stream in response to a camp counselor’s request.
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Hindi Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>stingy</td>
<td>kaNjuus</td>
</tr>
<tr>
<td>emotional</td>
<td>bhaavuk</td>
</tr>
<tr>
<td>short-tempered</td>
<td>ghussail</td>
</tr>
<tr>
<td>pleasant</td>
<td>khushmizaaz</td>
</tr>
<tr>
<td>serious</td>
<td>gambhiir</td>
</tr>
<tr>
<td>talkative</td>
<td>baatuunii</td>
</tr>
<tr>
<td>quiet</td>
<td>kam</td>
</tr>
<tr>
<td></td>
<td>bolnewaalaa/bolnewaalii, chup</td>
</tr>
<tr>
<td>courageous</td>
<td>himmatii</td>
</tr>
<tr>
<td>brave</td>
<td>bahaadur</td>
</tr>
<tr>
<td>scared</td>
<td>Daraa huaa</td>
</tr>
<tr>
<td>dedicated</td>
<td>samarpit</td>
</tr>
<tr>
<td>responsible</td>
<td>zimmedaar</td>
</tr>
<tr>
<td>irresponsible</td>
<td>Gairzimmedaar</td>
</tr>
<tr>
<td>selfless</td>
<td>nissvaarth</td>
</tr>
<tr>
<td>selfish</td>
<td>swaarthii/matlabii/Qhudgarz</td>
</tr>
<tr>
<td>focused</td>
<td>ekaagrachit/ghor karnewaalaa</td>
</tr>
<tr>
<td>scattered</td>
<td>bikhraa</td>
</tr>
<tr>
<td>distracted</td>
<td>vichlit</td>
</tr>
<tr>
<td>patient</td>
<td>dhiir/karaar</td>
</tr>
<tr>
<td>impatient</td>
<td>adhiir/beKaraar</td>
</tr>
<tr>
<td>respectful</td>
<td>viniit</td>
</tr>
<tr>
<td>disrespectful</td>
<td>ashiShT/badtahiib</td>
</tr>
<tr>
<td>good</td>
<td>achhaa</td>
</tr>
<tr>
<td>I can talk about my favorite activities and talk about my interests — favorite musical groups, books, video games, etc.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Activities — gatividhiyaaN:</td>
<td></td>
</tr>
<tr>
<td>• to play sports — X khelnaa</td>
<td></td>
</tr>
<tr>
<td>• to ride my bike — saikil chalaanaa</td>
<td></td>
</tr>
<tr>
<td>• to play video games — viDio gem khelnaa</td>
<td></td>
</tr>
<tr>
<td>• to watch television — Tiivii dekhanaa</td>
<td></td>
</tr>
<tr>
<td>• to read — kitaabeN/pustakeN paRhnaa</td>
<td></td>
</tr>
<tr>
<td>• to go to the movies — film dekhanaa</td>
<td></td>
</tr>
<tr>
<td>• to hang out with friends — dostoN ke sath ghumne jaanaa</td>
<td></td>
</tr>
<tr>
<td>• to meet friends at the mall — mall meN dostoN se milnaa</td>
<td></td>
</tr>
<tr>
<td>• to shop — kharidaarii karnaa</td>
<td></td>
</tr>
<tr>
<td>• to swim — tairnaa</td>
<td></td>
</tr>
<tr>
<td>Students create a podcast or vodcast to share with the travel camp directors who want to get to know them before they arrive for the summer. This information will also be used to determine roommates.</td>
<td></td>
</tr>
<tr>
<td>Likes to... pasand hai</td>
<td></td>
</tr>
<tr>
<td>• games on a computer — computer khel khelanaa</td>
<td></td>
</tr>
<tr>
<td>• watch television — Tivi dekhanaa</td>
<td></td>
</tr>
<tr>
<td>• mean — buraa</td>
<td></td>
</tr>
<tr>
<td>• evil — duShT</td>
<td></td>
</tr>
<tr>
<td>• outgoing — bahumukhii</td>
<td></td>
</tr>
<tr>
<td>• introverted — antarmukhii</td>
<td></td>
</tr>
<tr>
<td>• athletic — khilaaRii</td>
<td></td>
</tr>
<tr>
<td>• sedentary — chust/nikammaa</td>
<td></td>
</tr>
<tr>
<td>• mischievous — sharaaratii, badtamiiz</td>
<td></td>
</tr>
<tr>
<td>• well-behaved — tamiizdaar</td>
<td></td>
</tr>
<tr>
<td><strong>I can introduce a new food to others and explain why I like or don’t like the dish.</strong></td>
<td><strong>It is healthy/unhealthy – sehat ke liye achchha/kharaab hai.</strong>&lt;br&gt;<strong>It is sweet – yah miiThaa hai.</strong>&lt;br&gt;<strong>It is salty – yah namakiin hai.</strong>&lt;br&gt;I like it, because... – mujhko yah pasand hai kyoNki...; mujhe yah achchha lagtaa hai, kyoNki...</td>
</tr>
<tr>
<td><strong>I can describe a landmark and/or a place I plan to visit and say what I am going to do there.</strong></td>
<td><strong>It is located – ... sthit hai/maujuud hai</strong>&lt;br&gt;• near – X-ke paas; paas close to&lt;br&gt;• from – X-se duur hai</td>
</tr>
<tr>
<td></td>
<td><strong>It is made of – X-kaa banaa huaa</strong>&lt;br&gt;• rock – patthar (m)&lt;br&gt;• bronze – piital (m)&lt;br&gt;• steel – stiil (f)</td>
</tr>
<tr>
<td></td>
<td><strong>It is:</strong>&lt;br&gt;• circular – golaakaar&lt;br&gt;• square – vergaakaar&lt;br&gt;• rectangular – aayataakaar&lt;br&gt;• spread out – phailaa huaa&lt;br&gt;• small – chiTaa/chotii&lt;br&gt;• big – baRaa/baRii&lt;br&gt;• interesting – dilchasp&lt;br&gt;• boring – ubaauuu&lt;br&gt;• exciting – rochak&lt;br&gt;• busy – vyast&lt;br&gt;• crowded – bhiiRbhaaR</td>
</tr>
<tr>
<td></td>
<td>I am going to....&lt;br&gt;(for activities and interests see above)</td>
</tr>
</tbody>
</table>
| I can present information about something I learned during my trip. | I visited... – main gayaa/gayii  
It is located in – ...meN shit hai  
It is near ... – ...ke paas hai  
I saw...main ne ... dekhaa.  
I spent time – maiN ne samay bitaayaa/vaqt guzaaraa  
An interesting fact is that... – dilchasp baat yah hai ki... | Students create a brief documentary that highlights the sites they found most interesting during the summer camp travel experience. |

| Presentational Writing | I can introduce and describe myself, my family, and my friends. | Students will fill out a registration form for a travel camp in Mussoorie, India.  
Students work in small groups to design a questionnaire that a camp might use to determine roommates. Each student then completes the fact sheet.  
Students complete the questionnaire about themselves and include it with their registration form for the camp. The teacher reviews the questionnaire and assigns “roommates.” Throughout the program, “roommates” engage in some of the interpersonal activities together. Near the end of the program, they write a simple statement in what ways they are like or not like their “roommate.” |

| I can write a postcard, text, or Instagram message sharing information about my activities and experiences. | I swam, I walked, I biked, I played sports, I sang, I visited..., I hiked, etc.  
I liked/preferred/didn’t like...  
Greetings from... | Students write blog postings nightly about the day’s itinerary and activities. They talk about their experiences and their preferences.  
Students write postcards or send text |
<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design an ideal menu for a day at camp relying primarily on local</td>
<td>Students work in groups to create a visual menu that includes images and language for a day of camp meals.</td>
<td>I can design an ideal menu for a day at camp relying primarily on local dishes in Mussoorie.</td>
</tr>
<tr>
<td>dishes in Mussoorie.</td>
<td>Students collaborate to plan foods that will be served at a final banquet and present the information using visuals and in Hindi in ways that guests who do not speak Hindi will understand. Students might do this even if not serving the foods explaining to parents and guests what a celebration meal might be like.</td>
<td></td>
</tr>
<tr>
<td>regional dishes – kShetriiya khaanaa key ingredients - mukhya</td>
<td>Students work in small groups to design the ideal camp. They create a presentation that can be shared with the other groups. The information is shared in stations around the room. As the groups circulate they write questions requesting additional information. The original group must create a FAQ sheet to respond to the questions.</td>
<td></td>
</tr>
<tr>
<td>samagrii (see above)</td>
<td></td>
<td>I can request and complete an application for admission to a travel camp and/or any required travel documents.</td>
</tr>
<tr>
<td>Write emails to selected camps to ask for information about their</td>
<td>Students write an email requesting an application form for the travel camp.</td>
<td>Please send me information about the summer camp. I would like to know the itinerary and the dates of the trip. My email is...</td>
</tr>
<tr>
<td>programs.</td>
<td>Following scenarios that might take place at a passport office, students will fill out the required paperwork with their personal information. Before disembarking from the airplane, students will fill out a customs form with the necessary information for return to the</td>
<td>Please send me a registration form – zaraa panjikaraN form mujhe bhej dijiye. My email – mera imel</td>
</tr>
<tr>
<td>Request an application form for the travel camp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can present the ideal camp/travel experience to others.</td>
<td>The best camp was....because... I had a good time when.... It was (cold) and I got to (activity). The food was (great) and I loved the (dish). (see above)</td>
<td>Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to illustrate a pattern that sentences follow. Each student should list the three best things about that camp. Student then work in small groups to create a “Top 10” list of camp experiences, commenting on activities, foods, people, and places.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
</tbody>
</table>

**Interpretive Listening**

<table>
<thead>
<tr>
<th>I can understand some personal information when I hear others introduce themselves.</th>
<th>Expressions denoting age Free time activities Names and relationships of family members Descriptions of family members (physical and personality) (see above)</th>
<th>Teachers and other native speakers “interview” the campers as they arrive for camp to place them in the appropriate “cabins.” This interview can serve as a placement assessment. Students listen to their travel mates’ self-introductions and make a camp Facebook page where all members can meet and communicate. Students will identify various people from oral descriptions.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I can understand a few details about what others are doing and when.</th>
<th>Activities and interests Expressions for locations Time-related expressions – days, hour, etc. (see above)</th>
<th>Students complete an activity grid based on what they hear from the teacher. They then answer questions in English using the information in the grid. “Who is the most active?” “Who is most likely to enjoy a beach vacation?”</th>
</tr>
</thead>
</table>

| I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience. | activities, interests weather places food | Students will hear various details about travel experiences and will match the event to an image. |
### Interpretive Reading

| I can identify destinations and major attractions found in travel brochures and on travel websites. | Name of organization  
Purpose of brochure  
Dates  
Daily schedule  
Activities  
This is...  
It is located in...  
In that area there is – is ilaake meN ... hai  
- mountains – pahaaR (m)/parvat (m)  
- mountain range – parvat-maalaa (f)  
- foothills – TalhaTii (h)  
- sea/ocean – saagar/samudra (m)  
- seashore – samundra taT (m)  
- lake – jhiil (f)/taalaab (m)  
- city – nagar/shahar (m)  
- desert - registaan (m)  
- river – nadii (f)  
- valley – ghaaTii (f)  
- bay – khaaRii (f)  
Names and descriptions of monuments/sites that students will visit during the summer travel camp (see above) | Students work in pairs to locate a camp in India where Hindi is spoken. They create a “top 5” list of reasons for or against attending that camp.  
Students work in pairs to read a selection of online camp brochures/websites. They scan the material in order to find their top 3 programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write brief captions to build interest and excitement.  
Students take a gallery walk to study the posters representing the camps chosen by classmates and vote on the top three. They will mingle to find others who have the same choices and form groups to share reasons for the decisions they made. |

| I can understand some questions found on official documents such as applications for camps, and visa and passport application | common fields and questions on forms (see above) | Students complete an official or slightly modified application for a camp.  
Students go online to download the official |
American passport application form and complete that application in English. They then complete the corresponding form in Hindi noting similarities and differences. Students are given an authentic or fabricated passport and/or visa of someone from the target culture. They answer questions in English based on the information found in the documents.

| I can understand some facts about the weather when weather symbols are used. | Weather-related terms and expressions:  
- temperature – taapmaan (m)  
- weather – mausam (m)  
- summer – garmii (f)  
- winter – sardii (f)/jaara (m)  
- spring – vasant (m)  
- fall – patjhaR (m)  
- hot/warm – garam  
- rain – baarish (f)/varShaa (f)  
- cloud – baadal (m)  
- lightening – bijlii (f)  
- humidity – namii (f)  
- wind – havaa (f)  
- storm – tuufaan (m)/aandhii (f) chalnaa  
- thunder – garajnaa (f) | Students read descriptions of weather and match to the appropriate city (Mussoorie) on a map. |

| I can identify the main idea of a journal entry. | (see above) | Students read online or print travelogues to plan their own unique itineraries for the summer travel camp. They will post their itineraries online (Edmodo, Wikispaces, Fakebook, Ning, Camp website). Students will read and comment on their classmates’ ideas. |

You may add additional rows as necessary.
Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Hindi Resources
http://hi.wikipedia.org/wiki/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80
http://mobi.bharatdiscovery.org/india/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80

Camping/traveling in Mussoorie
http://hindi.nativeplanet.com
http://mixed-blogone-online.tumblr.com/post/74054050700/vinod-babbar#VQiixY6aLd4
http://in.bookingfair.com/%E0%A4%B9%E0%A4%9F%E0%A4%AD%E0%A4%BE%E0%A4%BE%E0%A4%B0%E0%A4%9A/%E0%A4%BE%E0%A4%B2%E0%A4%9F%E0%A4%80%E0%A4%95%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80/Rink-Pavilion_514196/ (hotel reservations and options for writing comments)

Facebook travel logs:
https://www.facebook.com/roorkeeps/posts/1434177530187407

Weather Expressions and Reports:
http://www.rocketlanguages.com/hindi/learn/weather-in-hindi/
http://hi.weather.com/अभी/18.98,72.83
http://hindi.nativeplanet.com/delhi/weather/
http://www.accuweather.com/hin/in/nimach/190205/weather-forecast/190205
http://www.accuweather.com/he/in/india-weather
https://www.youtube.com/watch?v=-HuUK1YFAIU
http://www.weather-forecast.com/photos

English Resources
http://www.nainitaltourism.com/Mussoorie.asp
http://www.mussoorietourism.in/Camping_In_Mussoorie.html
AV Resources
http://aajtak.intoday.in/gallery/photos-1-1949.html (Powerpoint)
https://www.youtube.com/watch?v=CMIrVZ05dQo
https://www.youtube.com/watch?v=vYUkW8_KbIw
https://www.youtube.com/watch?v=CHkn19aA2zo
https://www.youtube.com/watch?v=Lw3gtss5dp0
http://khabar.ndtv.com/video/show/chhupa-rustam/282901 (Hidden Camera in Mussorie)

**Daily Schedule**

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*You may add additional rows as necessary.*
### 2015 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

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#### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh! The Places We’ll Go!</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Hindi</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>Grades 9–12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days:</td>
</tr>
<tr>
<td></td>
<td>Contact Hours:</td>
</tr>
<tr>
<td>Target Proficiency Level:</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>Target Performance Level(s):</td>
<td>Intermediate High</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: |

Email: |
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students plan a trip to a place where Hindi is spoken. Working in small groups, they select Varanasi, a city in the main Hindi heartland. They start making preparations (securing travel documents, creating an itinerary, planning how to get to Varanasi, India,) where they choose to help the local people with an environmental problem by working side-by-side with them to improve life in the community.

Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and tasks and agree on the person responsible for each task. Students then spend time researching various locations, visiting websites, watching videos of the region, and exploring volunteering options and identifying problems in the place of their choosing for discussion.

Once students have collected the information and completed each of the steps for the trip planning, they use this information to prepare a multimedia presentation that will convince educators and potential funders of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. Students present their final projects to a group of interested school officials and to their parents.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.
<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Presentational Speaking</th>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate High/Advanced Low: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</td>
<td>Intermediate High/Advanced Low: I can make presentations in a generally organized way on school, work, community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</td>
<td>Advanced Low/Mid: I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</td>
</tr>
<tr>
<td>I can ask for and provide descriptions of places I know and also places I would like to visit.</td>
<td>I can make a presentation on something new I learned from the media.</td>
<td>I can write a simple summary about something I have researched.</td>
</tr>
<tr>
<td>I can use Hindi to do a task that requires multiple steps.</td>
<td>I can describe how to plan and carry out an event, such as an excursion to a country where Hindi is spoken.</td>
<td>I can describe how to plan and carry out an event, such as an excursion to a country where Hindi is spoken.</td>
</tr>
<tr>
<td>I can tell someone how to access information online.</td>
<td>I can explain and justify my point of view on a chosen topic of discussion like travelling as an essential educational tool or necessity of volunteering in a society.</td>
<td>I can write the content for a multimedia presentation, a handout, a synopsis, et cetera.</td>
</tr>
<tr>
<td>STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summative Performance Assessment**
Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>
Students scan websites advertising service learning experiences for teens. They take notes on the interesting and important facts and then compare the three programs for what they found most interesting.

Students contact the organization with which they have decided to travel (by instant messaging, Skype, or FaceTime) in order to pose questions and investigate the details of each possibility.

During their travels, students write a daily blog about the sites they visited, the cultural artifacts and practices they observed, and their experience working as a volunteer (if they had that opportunity).

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Do statements developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Copy these Can-Do statements directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Do statements listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.

#### Interpersonal

I can ask for and provide descriptions of places I know and also places I would like to visit.

<table>
<thead>
<tr>
<th>Yes/no and information questions:</th>
<th>Students brainstorm information about places in India they might like to visit to create a concept map of ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where is ...? – ... kahaN hai?</td>
<td>They participate in conversations with classmates, the</td>
</tr>
<tr>
<td>• How can I get to ...? – ... kaise jaate haiN?; kaise jaanaa hai?</td>
<td></td>
</tr>
<tr>
<td>• Is it very far away from my/your hotel?</td>
<td></td>
</tr>
</tbody>
</table>

Students participate in conversations with classmates, the
- kyaa yah mere/tumhaare hoTal se bahut duur hai?
- How much time/money does it take? – kitnaa waqt/samay/paisaa lagtaa hai?
- How much is ... for? – yah ... kitne kaa/kii hai?
- What is the taxi fare/bus fare/train fare from ... to ...? – ... se... tak taxi kaa/ bas kaa/ tren kaa kitnaa bhaaR/kiraayaa hotaa hai?
- When does the train leave for ...? – ... kii tren kitne baje nikaltii hai?
- Why is ... famous? – ... kyoN prasiddh/mashhuur hai?
- What will you typically do on a daily basis when you travel? – yaatraa karte hue aam taur par tum kyaa karte ho?; yaatraa karte samay aap aam taur par kyaa karte haiN?; ghuumte samay aapko kyaa karnaa pasand hai?

Describing Travel Experience:
- I went to .... – main ... gayaa/gayii
- ... is a beautiful place – .... ek bahuut sundar jagah hai
- I loved being there – mujhe wahaaN bahut acchaa lagaa.
- There are various animals, plants to see and historic sites to visit there – wahaaN dekhne ke liye kayii pashu-pakshii, peR-paudhe, aur aitihaasik jagahiiN haiN; ...dekhnelaayak haiN
- First I went to..., then ..., and finally to .... – sab se paHle..., iske baad/phir..., ant meN ... gayaa/gayii
- After this, I would love to travel to –

If such interviews can’t be conducted in Hindi, the resulting information could be shared in Hindi as part of presentational speaking and/or writing.
...iske baad, maiN ... jaanaa cahta huuN.

Grammar and Vocabulary:
- Question words what, who, how, why, when, how much, where.
  - kyaa, kaun, kaisaa/kaise/kaisii, kintanaa/kintane/kitanii, kab, kahaaN, kyoN, kaise:
- Expressing “to take time/money’ – (X-ko) samay/waqt/paisa + lagnaa
- Sequence expressions –
  - first – pahle
  - then – baad meN/phir
  - finally – ant meN/akhir meN
  - then – phir/tab
- Past Simple/Perfect tense – transitivity/intransitivity in use of ‘ne’
  construction and exceptions:
  - no use of ne + Darnaa, laanaa, bhulnaa, milnaa
  - optional use of ne + bolnaa, samajhnaa
  - use of ne + intransitive verbs related
to body functions – ciiNknaa,
  khaaNsnaa, nahaanaa
- Relative-Correlative clauses:
  - jo-vah, jitnaa-utnaa, jaisaa-vaisaa, jab-
  tab, jahaaN-vahaaN
- Participles – Present Participle (-ing)
  Verb stem + taa/te/tii; Past Participle
  (-ed/verb third form) Verb stem +
aa/e/ii or yaa/ye/yii
### Travel Preparation Activities:

- Find out about places to visit in India. – bharat me dekhne laayak / ghumne laayak jagahon ke bare me pataa lagiyaN.
- Let’s make a list of the kind of activities available for tourists in that place – is jagah paryatakoN ke liye kaun kaun se aakarshak kaam hai iski taalikaa banaate haiN?
- what can travelers do to spend time here? – yahaaN ghumne aayeN hue log samay bitaane ke liye kyaa kyaa kar sakte haiN?
- I want to go to … – mujhe jaanaa cahiye; maiN … jaanaa cahtii huN
  - historically significant places – aitihaasik (ruup se prasiddh) jagahon par
  - the beach – saagar ke taT / kinaare par
  - religious places – dhaarmik sthaanoN par
- Where should I go? – mujhe kahaaN jaanaa caahiye?
- You shuld go – aap bhaarat meN … jaaiye; aap bhaarat meN … jaaiyegaa.
- What should I know/learn/be aware

### Students negotiate the steps needed to plan a trip to India and each person in the group assumes responsibility for one aspect of the research. As students share their portion of the planning, the other students ask clarifying questions and offer suggestions.

Students share information they found when researching about India. They use the JigSaw strategy and fill in a graphic organizer to accomplish this task.
Grammar and Vocabulary:
- Polite command expressions:
  - Polite imperative – aap bhaarat jaaiye
  - Polite deferential imperative – aap bhaarat jaaiyegaa
  - Indirect command using (Subjunctive polite) – bhaarat jayeN
  - Indirect command using Subjunctive passive – bhaarat jaayaa jaye
- Use of Infinitives + sequence expressions –
  - first – jaane se pahle
  - then – pahuNcne ke baad
  - finally – yaatraa ke ant meN/akhir meN
  - then – phir/tab
- Narration in present and future –
  - maiN bhaarat ke samudra taToN ke baare me pataa kartaa huuN
  - maiN in garmii kii cuTTiyoN me bhaarat ke caar dhaarmik jagahoN me ghuumne jauNgaa
- Expressions of opinion –
  - in my opinion... – merii ray/ mere khyaal meN...
  - in my view – mere vicaar se ...
  - I think that – maiN socta huuN ki...; mujhe lagtaa hai ki...
- Habitual tense – verb stem + taa/te/tii + auxiliary honaa
| Information online. | English words are used in Hindi) Grammar and vocabulary:  
- Polite command expressions (listed above)  
- Sequencing expressions (listed above)  
- Expressing necessity of something:  
  - use of noun zaruurat (f) – X-ko + X-ki zaruurat hai (mujhko apnaa ii-mel dekhne kii zaruurat hai)  
  - use of adjective zaruurii – X-ke liye X zaruurii hai (is pej par pahuNcne ke liye yahaaN klik karnaa zaruurii hai)  
- Expressing ‘in order to’ so that’ – use of Subjunctive after taaki (yah zaruurii hai, takii aapko yah jaankaarii mil sake) | Teach computer-related vocabulary and steps for accessing information online.  
In pairs, students instruct one another on how to access information online. One student gives directions and the other follows the commands, and vice versa. |
|---|---|---|
| I can plan a trip with a group of classmates. | Expressions of fact and opinion (listed above)  
Persuasive language – I think we should…. I would prefer …. I don’t want that …. I want …. I would/wouldn’t like ….  
- maiN soctaa/soctii huuN ki…  
- meri/hamaarii samajh meN…  
- mujhe/hameN lagtaa hai ki…  
- maiN caahuNgaa/caahuuNgii ki…  
- maiN nahiiN caahtaa/caahtii ki…  
- main caahtaa huuN ki…  
- main caahuuNgaa ki…  
Use of questions to persuade – Why would/wouldn’t you want to . . . ?/ Why don’t we . . .?  
- aap kyoN nahiiN caahte haiN ki…. ?  
- ham kyoN naa…? | Students form “buzz” groups to share information and make decisions about the trip itinerary.  
Teacher sets up a debate around the room. Areas of the room are designated as agree, disagree, and don’t know. As suggestions for the trip are articulated, students gather in the appropriate area of the room. They discuss their ideas with classmates and one group member reports the group’s thinking to the entire class.  
Socratic circle discussion is used to share information and finalize plans for the trip. |
### Grammar:
- **Use of Subjunctive in a complex sentence** – after an introductory clause expressing desire, wish, necessity, possibility or doubt. Subjunctive is used in the subordinate clause.
  - मानने काहाल्ली हुई जी... + subjunctive (वह हमारे साथ आए)
  - मेरी इच्छा है जी... + subjunctive (हम कुछ देखें)
  - यह जरूरी है जी... + subjunctive (जूता यहाँ उतारें)
  - यह मुंकिन है जी... + subjunctive (कुछ हुआ हो)
- **Use of Reflexive Possessive Adjectives** अपना – it refers to the subject which is present (आप मुझे अपना पता दीजिये; वह अपनी सहेली के साथ घुमने जाएगी) or understood (अपना नाम बताओ)

### Presentational Speaking

<table>
<thead>
<tr>
<th>I can make a presentation on something new I learned from the media.</th>
<th>Narration/description in the present (listed above) Use of present habitual tense – (listed above) Expressions of fact and opinion (listed above)</th>
<th>Circle of voices: Students form groups of about five members. Groups have three minutes of silent time to consider the topic. Each group member has three minutes of uninterrupted time to discuss the topic. Then, members may react to the comments that have been expressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe how to plan and carry out an event, such as an excursion to a country where the target language is spoken.</td>
<td>Narration in present and future time frames (listed above) Sequencing expressions (listed above)</td>
<td>Students work in small groups to apply the skills they are learning about travel in a foreign country to their own country. They work together to present the top-ten considerations for travel in the community where they live. They present this to the other class members for feedback and then record and post their</td>
</tr>
<tr>
<td>I can explain and justify my point of view on a topic in discussion.</td>
<td>Expressions of opinion (listed above)</td>
<td>The teacher selects several articles that deal with different aspects of travel. In small groups, students select one article that all students will read. Each student prepares a summary and gives their opinion on the issue. Once all students have shared, the students prepare an oral summary of the findings of the group for the other members of the class.</td>
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</tr>
</tbody>
</table>

**Presentational Writing**

| I can write a simple summary about something I have researched. | Grammar and Vocabulary:  
- Cohesive expressions–  
  - and – aur  
  - also – bhii  
  - besides – ke atirikt/ ke alaavaa  
  - first – pahlaa  
  - at first – pahle  
  - second – dusraa  
  - third – tisraa  
  - furthermore – iske saath/ saath hii  
  - at the beginning – shuruwaat meN  
  - finally – ant meN  
  - after that/then – uske baad/phir  
- Obligatory construction – X-ko + Infinitive + caahiye/paRnaa,/ honaa  
  - Expressing a need – +caahiye (aapko yahaaN rahnaa caahiye)  
  - Expressing obligation (mild, expected)  
    - + honaa (agar raat hone se pahle wahaaN pahuNcnaa hai, to yahaaN se abhii nikaalnaa hogaa; wahaaN pahuNcne ke lie hameN do baseN | Students create an itinerary for the trip using Google Maps to trace the routes they will take and to annotate information about the routes, the sights they will visit, and interesting adventures they hope to have.  
Students create a storyboard with pictures and captions of the content for a multimedia presentation.  
Students summarize their interviews with native speakers of Hindi in a journal. |
### Expressing strong obligation, compulsion

- + paRnii (mushkil raastaa lenaa paRega)

Note: If there is an object, the infinitive and the finite verb agree with the object (kitne paise dene haiN?; cay piinii hai?; mehnat karnii paRtii hai)

- Expressing possible and future condition – Conditional sentences consist of: agar/yadi-clause + present, future or subjunctive, followed by to-clause + future/subjunctive

Note: The combination agar + future followed by to + subjunctive is not allowed

---

**I can describe how to plan and carry out an event, such as an excursion to a country where the target language is spoken.**

**Narration/description in major time frames:**

- Use of habitual present and past and simple future tenses to express major time frames
  - **Time expressions:**
    - in the morning – subah (f) meN
    - in the afternoon – dopahar (f) meN
    - in the evening – sham (f) ko/meN
    - at night – raat (f) ko/meN
    - everyday – har din (m)/roz (f)/rozaanana
    - usually – aam taar par/aksar

**Numerals and Telling Time**

**I can write the content for a multimedia presentation, a handout, a synopsis, et cetera.**

**Vocabulary and grammar noted in previous sections.**

**Students create a homepage** for the presentation with links to appropriate resources.

**Students write a newscast about the upcoming**
| I can summarize a conversation or interview that I had with someone. | Vocabulary and grammar noted in previous sections |  Students create a word splash to summarize the key information garnered in conversations and interviews with native speakers of the target language. Students write an e-mail to the interviewees thanking them for the information they shared. In the e-mail, the students summarize the important facts and ideas gathered from the discussions. |

**Interpretive Listening**

| I can easily understand straightforward information or interactions. | Description and narration of a particular place/topic:  
- bhaarat kii pavitra nagrii banaaras ko vaaraaNasii bhii kahaa jaataa hai  

Instructions and imperatives:  
- kripayaa gaaRii meN carhne se pahle tikaT khariideN  
- ghaaT pahuNcne ke liye yahaaN se bas liijiye.  

Questions:  
- aap yahaaN apne dost se milne aayeN haiN yaa ghuumne aaye haiN?  

Thematic vocabulary related to travel:  
- by train/plane – tren/hawaaii jahaaj se  
- airport – hawaaii aDDaa  
- flight –uRaan (f)  
- comfortable – aaraamdaayak/aaraamdeh  
- difficult – mushkil | Students write a summary of the key learning in text message form. |
• so-so – thiik-thaak
• arrival – aagaman (m)
• departure – prasthan (m)

Note: Words like check-in, ticket, train, platform, bus, bus stand, car, taxi, and garage are used in Hindi as borrowed words.

Grammar:
• Passive Voice – past participle + jaanaa (kahaa jaataa hai; bahut filmeN banaayii jaatii kaiN, vahaaN jaNglii jaanvar paaye jaate haiN; yahaaN hindii bhaashaa bolii jaatii hai)
Note: Only Transitive Verbs can form Passive Voice, except for Impersonal Passives (mujh se soyaa nahiiN gayaa)
• Compound verbs – Verb stem + auxiliary verb
  - Expressing completion – Verb stem + jaanaa (ho gayaa/gayii, baTh gayaa/gayii, so gayaa/gayii)
  - Expressing completion with emphasis on result of the action away from the doer – Verb stem + denaa (de diya, kar diyaa)
  - Expressing completion with emphasis on result of the action towards the doer – Verb stem + lenaa (le liyaa, khaa liyaa)
  - Expressing completion with implication of the direction of action towards a place of consideration – Verb stem + aanaa (nikal aayaa, pahuNc aayaa)
  - Expressing sudden change – verb stem
- Expressing unexpectedness – Verb stem + uThnaa (ro uThaa/uThii)
- Expressing decisiveness – Verb stem + Daalnaa (maar daalaa, bec Daalaa)

Note:
- Auxiliary verb adds additional connotation, colors the meaning of the main verb.
- Transitive verbs generally collocate with Transitive auxiliary verbs and Intransitive verbs with Intransitive auxiliary verbs (exceptions – tum kyaa kar baiThe?!?, ve saaraa khaanaa khaa gaye).
- Compound verbs are not considered high register; they are acquired in early childhood.

I can understand information in ads, announcements, and other simple recordings.

Time, place, dates, itinerary:
- before – pahle
- after – baad meN
- during – x ke dauraan
- morning – subah (f)
- afternoon – dopahar (f)
- evening – shaam (f)
- today – aaj (m)
- yesterday/tomorrow – kal (m)
- day after tomorrow/day before yesterday – parsoN (m)
- sunrise – suuryoday (m)
- sunset – suuryaast (m)
- week – haftaa/saptaah (m)
- month – mahiinaa (m)

While listening to advertisements about the target country and watching video clips about tourism and volunteerism, students take notes using the Cornell note-taking procedure: [http://coe.jmu.edu/learningtoolbox/cornellnotes.html](http://coe.jmu.edu/learningtoolbox/cornellnotes.html)
<table>
<thead>
<tr>
<th><strong>Interpretive Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can easily understand the main idea of texts related to everyday life, personal interests, and studies.</td>
</tr>
<tr>
<td>Activities associated with travel</td>
</tr>
<tr>
<td>Students post their thoughts about the information they read on a class blog site, Wikispace, Facebook, or Edmodo site.</td>
</tr>
<tr>
<td>Students read summaries of different types of trips to</td>
</tr>
</tbody>
</table>
a country and select the trip that best suits the needs of different types of travelers.

<table>
<thead>
<tr>
<th>I can sometimes follow stories and descriptions about events and experiences in various time frames.</th>
<th>Names and descriptions of cultural sites (added in the materials and resources section)</th>
<th>Complete a graphic organizer (T-chart) with relevant themes and information gathered from research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time frames and vocabulary related to sequencing (listed above)</td>
<td>Volunteer activities – svayamsevii kaarya/kaam (m)/gatividiyaaN (f):</td>
<td></td>
</tr>
<tr>
<td>• teaching – shikShaN (m)</td>
<td>• teaching – shikShaN (m)</td>
<td></td>
</tr>
<tr>
<td>• farming – kriShi (f)</td>
<td>• farming – kriShi (f)</td>
<td></td>
</tr>
<tr>
<td>• working in a clinic – clinic meN kaam karna</td>
<td>• working in a clinic – clinic meN kaam karna</td>
<td></td>
</tr>
<tr>
<td>• caring for children – baccoN kii dekhbhaal karna</td>
<td>• caring for children – baccoN kii dekhbhaal karna</td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.

Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Reading materials:

Wikipedia, Google and Facebook links of Varansi in Hindi

In English (reference for teachers)
Ganga and Ghats in Varanasi: Place of Purification of Sins and Salvation

In Hindi (Teachers may need to chunk material and add visuals and text features to make the information comprehensible.)
Varanasi – bhaarat Diskavarii prastuti:
[http://hi.bharatdiscovery.org/india/%E0%A4%B5%E0%A4%BE%E0%A4%B0%E0%A4%BE%E0%A4%A3%E0%A4%B8%E0%A5%80](http://hi.bharatdiscovery.org/india/%E0%A4%B5%E0%A4%BE%E0%A4%B0%E0%A4%BE%E0%A4%A3%E0%A4%B8%E0%A5%80)
Shiva the Supreme, Shiva the Mandala: [http://shrikashivishwanath.org/](http://shrikashivishwanath.org/)
### AV materials:
- History behind the Kashi Vishwanath Temple In Varanasi: [https://www.youtube.com/watch?v=3L5_ILpUxyw](https://www.youtube.com/watch?v=3L5_ILpUxyw)
- Hindu Banaras, Muslim Banaras: [https://www.youtube.com/watch?v=twq4fDQcr_4](https://www.youtube.com/watch?v=twq4fDQcr_4)
- Yatra Holy Places - Kashi Darshan: [https://www.youtube.com/watch?v=GDvMja6yt0Y](https://www.youtube.com/watch?v=GDvMja6yt0Y)
- A devotional story of Shiv temple “Jyotirlinga” Kashi vishwanath: [https://www.youtube.com/watch?v=N4ETLBKa77w](https://www.youtube.com/watch?v=N4ETLBKa77w)
- Benaras - As Night Falls (Hindi Documentary): [https://www.youtube.com/watch?v=VMWsxSvHRSo](https://www.youtube.com/watch?v=VMWsxSvHRSo)
- Rituals (Ganga arti) at dasawamedh ghat, Varanasi: [https://www.youtube.com/watch?v=BQSA2jltbXA&list=PLD3463F136749FE24](https://www.youtube.com/watch?v=BQSA2jltbXA&list=PLD3463F136749FE24)

### Information on volunteerism:
- Facebook page of the ‘Ganga Seva Abhiyan’ [https://hi-in.facebook.com/pages/-GanGA-SeVA-AbhIyAN/-136545807568](https://hi-in.facebook.com/pages/-GanGA-SeVA-AbhIyAN/-136545807568)
- Article on saving the river – ‘kaun karegaa Gangaa kaa uddhaar?’ [http://www.scientificworld.in/2014/10/ganga-abhiyan.html](http://www.scientificworld.in/2014/10/ganga-abhiyan.html)

### Daily Schedule
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
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<tbody>
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</tbody>
</table>

*You may add additional rows as necessary.*
# Basic Program Information

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh, the Places You’ll Go!</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Hindi</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: Non-Residential: x Distance/Online Component:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days Contact Hours: 60</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice Mid (proficiency)</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice Mid/High (performance)</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by: 

Email:
STARTALK-Endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students plan a trip to the newly formed state of Uttarakhand, which is located in the northern part of India. Working in small groups, students make preparations for the trip by securing travel documents, creating an itinerary, planning how to travel to Uttarakhand, and where they will stay. Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and tasks and agree on the personal responsible for each task. Students then spend time researching locations, visiting websites, watching videos of the region, and exploring the possibility of volunteering in a nature preserve or other situation. Depending on their interests, students choose one experience in which they want to help to improve life in the community by working side-by-side with them. Once students have collected the information and completed each of the steps for the trip planning, they use this information to prepare a multimedia presentation that will convince educators and potential funders of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. Students present their final projects to a group of interested school officials and their parents.

Notes to teachers
The great Himalayan Mountain Range makes up a greater part the state. It is renowned for its unique geographic and biological diversity. People say that God was at his creative best in creating a magnificent countryside dotted with hills and mountains, gorges and ravines, undulating meadows and playfully winding rivers whose waters frolic and gambol on their way to the sea. It is a paradise for Indian and foreign travelers. It has everything to fulfill the desires of travelers. The snow-clad mountain peaks, lush green forests, steep slopes, unique wild life, and bird sanctuaries attract adventure seekers, nature lovers, and wildlife enthusiasts to this region.

There are many stunning resorts nestled in this region. For example, Yamunotri, Gangotri, Badrinath, and Kedarnath are some of the most popular destinations for Hindi pilgrims. Kumaon and Garhwal regions offer the Valley of Flowers, an enchanting magical area that comes alive during spring, carpeting the land with three hundred varieties of flowers so that the travelers can enjoy the colors and smells. Rishikesh and Haridwar are places for spiritually inclined visitors. While Rishikesh is a center for yoga and is dotted with dozens of ashrams, Haridwar is considered one of the seven holiest places in India.
Mussoorie and Dehradun are two other important places in Uttarakhand. Mussoorie, popularly known as the Queen of Hills, is located in the foothills of the Sivalik overlooking the Doon Valley. Many national and academic institutions are located here. Landour Language School, the oldest school to teach Hindi as a foreign language, is at Landour Cantt of Mussoorie. Dehradun is one of the oldest cities of India and is currently the provisional capital of Uttarakhand. The city houses many national institutes, including the Forest Research Institute.

Uttarakhand is home to rare species of plants and animals, many of which are protected by sanctuaries and reserves. However, the natural beauty and wild life of this region have not remained unharmed in recent years. The indiscriminate rollouts of roads, unregulated construction in urban areas, industrialization, deforestation, and the growing number of unregulated tourists have severely damaged the environment, and they are causing the degradation of various ecosystems in the region. Ecosystems related to forests, agriculture, rivers, and soil have reached the critical stage. This is causing landslides, flooding, pollution, and the extinction of animals and plants in different parts of this area. Although astoundingly rich in natural wealth, this region has lost about 50 percent of its original habitat and its flora and fauna are in grave danger. Some of the endangered species are the tiger (*Panthera tigris*), Asian elephant (*Elephas maximus*), leopard (*Panthera pardus*), musk deer (*Moschus chrysogaster*), snow leopard (*Panthera uncia*), monal (*Lophophorus impejanus*). Fortunately, many governmental and nongovernmental organizations and local communities are currently engaged in protecting the flora and fauna of Uttarakhand.

1. Source: http://forest.uk.gov.in/pages/display/80-protected-area-network

### Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement.</td>
<td>Number the Can-Do statements here and then transfer to Stage 3.</td>
</tr>
</tbody>
</table>

#### Interpersonal

**Novice Mid:** I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

**Novice High:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</td>
<td>I can tell someone my name and ask someone their name</td>
</tr>
<tr>
<td>I can exchange some personal information when interacting with the custom’s officer: name, age, birth date, where I live, where I am going.</td>
<td></td>
</tr>
</tbody>
</table>
### Presentational Speaking

**Novice High:** I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

- I can state my name, age, where live, and my travel destination.
- I can state a few weather expressions and name the seasons that pertain to the regions I will visit India.
- I can name clothing items I will need for the trip.
- I can describe pictures I took while on my trip.
- I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.
- I can make a plea for people to stop destroying animal habitats.

### Presentational Writing

**Novice High:** I can write short messages and notes on familiar topics related to everyday life.

- I can fill out a form with some basic personal information when applying for a passport or visa.
- I can write captions about pictures I took during the trip.
- I can name endangered animals and/or plants and state a simple fact about their habitats.

### Interpretive Listening

**Novice High:** I can recognize some familiar words and phrases when I hear them spoken.

**Novice High:** I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.

I can recognize and sometimes understand basic information in words and phrases that I have memorized.

I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and
endangered animals.
I can understand simple information when presented with maps, pictures, and graphs.

<table>
<thead>
<tr>
<th></th>
<th>Interpretive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice Mid</strong></td>
<td>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</td>
</tr>
<tr>
<td><strong>Novice High</strong></td>
<td>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</td>
</tr>
<tr>
<td></td>
<td>I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs.</td>
</tr>
</tbody>
</table>

_You may add additional rows as necessary._

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**

Describe the _major summative_ performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>

Students will listen to descriptions of endangered animals native to the region and match the description to a corresponding visual.

Students will participate in a travel fair. They will have images and regalia from a region they plan to visit and will meet others who are interested in traveling to Uttarakhand or other areas. Students will introduce themselves and exchange some personal information before answering questions about where they are going, what they will see and do in Uttarakhand.

Students will compile a treasure box of memorabilia from their trip to India. The boxes will be on display in a classroom museum where students will act as docents. When approached by visitors (parents, community members, teachers, classmates), they will point out the artifacts and give one fact about each.
STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Do statements developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Copy these Can-Do statements directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Do statements listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

*Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.*

Interpersonal

| I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others. | Greetings and Conversation Starters:  
- hello – namaste/namaskaar  
- goodbye/thank you/see you later – namaste/dhanyavaad/phir mileNge  
- How are you? – tum kaise/kaisii ho?; aap kaise/kaisii haiN?  
- Nice to meet you – tumse/aapse milkar khushii huii  
- I am happy to be here in . . . – mujhe yahaaN ... meN aakar khushii | Students will practice greetings using an inner/outer circle strategy. The teacher will invite community members to the class; students will greet each person using appropriate titles, register, and respond to their questions.  
To prepare for the family trip, students will practice greetings with the teacher and with classmates. The teacher will assign each student a role (adult, child, official at the customs office, etc.). They will assume the... |
I can introduce myself and give a little information about myself, and gather a little information about others.

**Grammar:**
- Indirect verbs – X-ko + khushii/aashaa/maluum/pasand + honaa (mujhko bhaarat pasand hai)
- X-se milnaa (ham naye logoN se mileNge; maiN naye logoN se milla/milii)

**Identity of the various people as they meet and greet one another.**

Assuming the roles of various people they may meet on their trip, students will talk with one another to find the identity of each person in the class. They will complete a “Find Someone Who . . .” survey sheet.

**Introduction and Information Exchange:**
- My name is – mera naam ... hai.
- I am a student/tourist/tourism officer – maiN vidyaarthis/paryaTak/paryaTan adhikaarii huuN
- What is your name? – tumhaaraa/aapkaa naam kyaa hai?
- What do you do? – tum kyaa kaam karte/kartii ho?; aap kyaa kaam karte/kartii haiN?
- Where are you from? – tum kahaaN se ho?; aap kahaaN se haiN?
- Where do you live? – tum kahaaN rahte ho?; aap kahaaN haiN?

**Information Exchange with a Public Officer:**
- I am ... years old – maiN ... saal kaa/kii huuN
- I live in ... I am from... – maiN ... meN rahtaa/rahtii huuN; maiN ... se huuN
- I was born in ... – meraa jann ... meN huaa thaa; maiN ... meN paidaa huaa thaa /huii thii

Students will meet several different people on their trip. They will first interact as themselves as they get to know each other. They will then assume the identities of others they are likely to meet.

Students will participate in a scenario/role-play situation that they might encounter at the passport office and at customs when arriving in Uttarakhand, India. They will answer personal identity questions typical of these situations. The teacher or other Hindi speakers will play the role of the agent.
• I am ... years old – maiN ... saal kaa/kii huuN
• I am here for travel and tourism – main yahaaN ghuumne aayaa/aayii huuN; maiN yahaaN paryaTan ke uddeshya se aayaa/aayii huuN
• I am here with my family – maiN yahaaN apne parivaar ke saath aayaa/aayii huuN

Vocabulary:
• family – parivaar (m)
• birth – janm (m)
• tourism – paryaTan (m)
• age – umr (f)
• to be born- paidaa honaaa
• to live – rahnaa
• to travel – ghuumnaa

Grammar:
• Simple present tense in the first person– x + verb + taa/te/tii + huuN/hai/haiN
• Post positions – the noun/pronoun (including the adjective defining it) before the postposition or to which the postposition refers to, is in the oblique or indirect case
  - Simple – X-meN, X-se (baRe shahar se, kamre meN)
  - Compound – X-ke saath (dostoN ke saath)

Note: Nouns and Pronouns change to the oblique plural form when followed by
<table>
<thead>
<tr>
<th>I can exchange information based on experiences and visuals about my trip.</th>
<th>Students work in small groups to discuss a favorite picture from their trip. Each student has one picture. They ask and answer questions to learn more about the image.</th>
<th>Students work in small groups to discuss a favorite artifact or souvenir from their trip. Students form pairs. Each student has a visual suitcase with several items. Students take turns asking questions until they discover three items they have in common and one item that they forgot to pack. Do you have a (item)? Yes, I have a (item). No, I forgot (item).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where did you go? – tum kahaaN gaye?</td>
<td>• cow/cows – gaay/gaayeN (f)</td>
<td>• Where is it? – yah jagah kahaaN haiN?</td>
</tr>
<tr>
<td>• Where is it? – yah jagah kahaaN haiN?</td>
<td>• buffalo/buffaloes – bhaiNs/bhaiNseN (f)</td>
<td>• What did you see? – tumne/aapne vahaaN kyaa dekhaa?</td>
</tr>
<tr>
<td>• What did you see? – tumne/aapne vahaaN kyaa dekhaa?</td>
<td>• pig – suar (m)</td>
<td>• How did you like it? – tumheN/aapko vahaaN kaisaa lagaa?</td>
</tr>
<tr>
<td>• How did you like it? – tumheN/aapko vahaaN kaisaa lagaa?</td>
<td>• sheep – bheR/bheReN (f)</td>
<td>• What is this? – yah kyaa hai?</td>
</tr>
<tr>
<td>• What is this? – yah kyaa hai?</td>
<td>• goat – bakarii/bakariyaaN (f)</td>
<td>• I went to... – maiN ... gayaa/gayii.</td>
</tr>
<tr>
<td>• I went to... – maiN ... gayaa/gayii.</td>
<td>• dog – kuttaa/kutte (m)</td>
<td>• This place is in... – yah jagah ... meN hai.</td>
</tr>
<tr>
<td>• This place is in... – yah jagah ... meN hai.</td>
<td>• elephant – haathii (m)</td>
<td>• I saw... – maiNne wahaaN... dekhaa/dekhii/dekhe/dekhiiN.</td>
</tr>
<tr>
<td>• I saw... – maiNne wahaaN... dekhaa/dekhii/dekhe/dekhiiN.</td>
<td>• cat –billii/billiyaaN (m)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• tiger –baagh (m)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• lion – sher (m)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• wild horse/horses – jangali ghoRaa/ghoRe (m)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• bear – bhaaluu (m)/riich</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• deer/deer – hiran/hiraneN (f)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• monkey/monkeys – bandar (m)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I liked it there – mujhe wahaaN bahut acchaa lagaa/nahiiN lagaaN</td>
<td></td>
</tr>
</tbody>
</table>
- mujhe vahaaN bahut pasand aayaa

Do you have ... ? Yes, I have (item). No, I forgot (item).

- kyaa tumhaare/aapke paas ... hai/haiN? Haan?
- nahiN, mere paas ... haiN/nahiN haiN
- maiN ... laanaa bhuul gayaa/gayii

- to forget – bhuulnaa
- to bring – laanaa
- shirt/shirts – kamiiz/kamiizeN (f)
- pant/pants – patluun/patluuneN (f)
- shoe/shoes – juuta/juute (m)
- cloth/clothes – kapRaa/kapRe (m)
- umbrella/umbrellas – chaataa/chaate (m)
- tooth paste – dant manjan (m)

Note: toothbrush, shorts, sneakers, jacket, sweater, raincoat, sunscreen, smart phone/camera/tablet are used in Hindi as borrowed words.

Grammar:

- Plural formation rules of various noun in the Direct case:
  - Masculine aa ending nouns: aa changes to e
  - Masculine consonant ending nouns: no change in plural direct form
  - Feminine ii ending nouns: ii changes to iyaaN
  - Other feminine nouns: add eN
  - Expressing possession of countable material
I can exchange information about the endangered animals and their habitats.

<table>
<thead>
<tr>
<th>Objects – X + ke paas to (uske paas paisa hai)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you live? Do you live near the mountains or the plains? The desert or the river/ocean? Do you like to swim or run/slither? Do you prefer hot or cold weather?</td>
</tr>
<tr>
<td>- tum kahaaN rahte ho?</td>
</tr>
<tr>
<td>- tum ... meN rahte ho yaa ... meN?</td>
</tr>
<tr>
<td>- tumheN ... pasand hai ya ... ?</td>
</tr>
</tbody>
</table>

Nouns:
- mountains – pahaaR (m)
- river/rivers – nadii/nadiyaaN (f)
- ocean – samundar (m)
- desert – registaan/marusthal (m)
- plains – maidaan (m)
- plato – pathaaR (m)
- ground – zamiin (f)
- sky – aakaash/aasmaan (m)
- valley – ghaaTii (f)
- cold weather – sardii (f)
- hot weather – garmii (f)
- weather – mausam (m)

Endangered animal vocabulary
- endangered – khatre meN honaa/saNkataapann/luptpraay
- cheetah/cheetahs – ciitaa/cite (m)
- tiger/tigers – baagh (m)
- leopard/leopards – tenduaa/tendue (m)
- white tiger/tigers – thadu baagh (m)

Students assume the name and role of an endangered animal. They try and guess the animal’s name by interviewing one another about their likes/dislikes by asking and answering either/or questions.
### Presentational Speaking

**I can state my name, age, where I live, and my travel destination.**

- My name is... . I am a student/tourist. I am ... years old. I live in ... / I am from... . I am going to ... . I am here with my family/I am travelling with my family. I am here for travel and tourism.
  - meraa naam ... hai.
  - maiN ek vidyaarthii/paryaTak huuN
  - maiN ... saal kaa/kii huuN
  - maiN ... meN rahtaa/rahtii huuN/maiN ... se huuN
  - maiN ... ghumne jaa rahii/rahaa huuN
  - maiN yahaaN apne parivaar ke saath huuN; maiN apne parivaar ke saath safar/yaatraa kar rahii/rahaa huuN
  - journey – safar (m)/ yaatraa (f)
  - to travel – X-kaa safar karnaa/X-kii yaatraa karnaa
  - maiN yahaaN ghumne aayaa/aayii huuN

**Grammar:**

Students will introduce one person to the entire group using culturally appropriate language and gestures.

Students will assemble a self-portrait including symbols and/or pictures that represent key elements of their identity and use that portrait to introduce themselves.

Students will create a biographical poem using words and/or pictures and symbols to illustrate their likes and dislikes and share those poems with classmates.
I can state a few weather expressions and name the seasons that pertain to the regions I will visit in the target country.

<table>
<thead>
<tr>
<th>Seasons and weather:</th>
<th>Students draw weather maps of the region(s) they will visit. They film themselves reporting on the weather and comparing conditions with those in the area where they live in the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td>winter – sardii (f)/jaaRaa (m)</td>
<td>Follow the pattern. Working in small groups, students follow a pattern given by the teacher. Each student will say three sentences that include a month, season, and weather expression. (e.g., It is February. It is winter. It is snowing. It is April. It is spring. It is raining.)</td>
</tr>
<tr>
<td>summer – garmii (f)</td>
<td>Students role-play the animal or endangered animal of their choice. They make simple statements about where they live and the weather in that region.</td>
</tr>
<tr>
<td>fall – patjhaR (m)/sharad (f)</td>
<td></td>
</tr>
<tr>
<td>spring – vasant (m)</td>
<td></td>
</tr>
<tr>
<td>monsoon – varShaa/barsaat (f)</td>
<td></td>
</tr>
<tr>
<td>hot/warm – garam</td>
<td></td>
</tr>
<tr>
<td>cold/cool – ThanDaa</td>
<td></td>
</tr>
<tr>
<td>snowfall – himpaat (m)/barfbaarii (f)</td>
<td></td>
</tr>
<tr>
<td>hailstones – ole (m) girnaa</td>
<td></td>
</tr>
<tr>
<td>storm – aaNdhii (f)/tuufaan (m)</td>
<td></td>
</tr>
<tr>
<td>scorching heat – dhuup (f) + paRnaa</td>
<td></td>
</tr>
<tr>
<td>to bask in the sun – dhuup khaanaa</td>
<td></td>
</tr>
<tr>
<td>to rain – baarish (f) honaa</td>
<td></td>
</tr>
<tr>
<td>to be overcast – baadal (m) chaanaa</td>
<td></td>
</tr>
</tbody>
</table>

Note: Months of the year (English names of months are used in Hindi)

I can name clothing items I will need for the trip.

| I will take ... for the trip. In ... , it is summer/winter/autumn/monsoon/etc. now. | Students will have different pictures that represent activities they might do while on their trip. They will take turns telling what |
Students check the weather for the region(s) they will visit and then “pack” their suitcases accordingly. They use paper suitcases and pictures of items they will bring with them on the trip. They compare the contents of their suitcases with a partner by naming and telling one fact about the item (color, size, shape, etc.).

### Clothing and Essential Items Vocabulary:
- **shirt/shirts** – kamiiz/kamiizeN (f)
- **pant/pants** – patluun/patluuneN (f)
- **shoe/shoes** – juutaa/juute (m)
- **cloth/clothes** – kapRaa/kapRe (m)
- **umbrella/umbrellas** – chaataa/chaate (m)
- **tooth paste** – dant manjan (m)

### Shapes and sizes:
- **round** – gol
- **circular** – golaakaar
- **square/ square shaped** – varg/vargaakaar
- **spread out** – phailaa huua
- **long** – laMbaa
- **short** – choTaa

### Colors:
- **red** – laal
- **green** – haraa
- **yellow** – piilaa
- **black** – kaalaa
- **blue** – niilaa
- **white** – safed
- **dotted** – citkabraa
- **golden** – sunehlaa/sunehraa
- **orange** – naaraNgii
- **purple** – baiNganii
- **light coloured** – halkaa
<table>
<thead>
<tr>
<th>dark coloured – gehraa/gaaRhaa</th>
</tr>
</thead>
</table>

**Grammar:**
- **Future Tense** – Verb stem + uuNgaa/uungii; egaa/egii; oge/ogii; eNge/eNgeii
- **Comparison of adjectives** –
  - Comparative – X + Y-se + (zyaadaa/adhik) + Adjective (samundar jhiil se zyaadaa baRaa hai)
  - Superltive – X sab se + Adjective (yah pahaar sab se baRaa hai)

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I can describe pictures I took while on my trip.

(Independent on the country/region visiting)

**Grammar:**
- **Simple Past/Perfect Tense** –
  Verb stem + -aa/-ii/e/-iiN when Verb stem ends with a consonant (bola/bolii/bollee/boliiN) or -yaa/-yii/-ye/-yiiN (soya/soyii/soe/soyiiN)
- **Intransitive verbs** –
  - 1st person – meN/ham ... jaanaa > gayaa/gayii (sg.), gayiiN/gaye (pl.)
  - 2nd person always plural grammatically but could refer to 1 or more people – tum/aap ... jaanaa > gaye/gayiiN (pl.)
  - 3rd person – wah/we (far proximity) yah/ye (close proximity) ... jaanaa > gayaa/gayii (sg.); gaye /gayiiN (pl.)
- **Transitive** – X-ne + Object + dekhaa/dekhe/dekhi (verb agrees with direct object, e.g. maiN ne 1 billii dekhii, maiN ne 3 billiyiaN dekhiiN; maiN ne 1 bandar dekhaa, maiN ne 3 kutte dekhe)

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The teacher will select a variety of pictures that represent images from the trip. Students will work in small groups. Each group will select a couple of pictures that are of interest to them. They will work together to describe the pictures, commenting on clothing, activities, weather, and places in the images.

Students will be asked to bring in a vacation picture from a trip that they actually took with their families. They will describe that picture in small groups.

Students will then move to four corners according to the weather depicted in their image. They will share information about the vacation picture again with different students.
I can describe a few plants, animals, and/or endangered animals native to Uttarakhand.

The name of this flower/plant/animal is ... . It is an endangered flower/plant/animal.
- is phuul/paudhe/jaanvar kaa naam ... hai
- yah ek luptpraay phuul/paudhaa/jaanvar hai.

Grammar:
Modal verbs – Verb stem + saknaa/paanaa
- Expressing possibility, ability or permission (aap bas se jaa sakte haiN; hindii bol saktaa huuN; tum abhii aa sakte ho)
- ability to execute or complete the action (maiN uupar caRh paayii, vah nahiiN aa paayaa)

Pass the picture. Each person in a group has an image of a plant or animal from the target region. The teacher asks a question (e.g., What is the name of the plant/animal?). Students record their answers using an iPad, iPod, or DVR and then pass the electronic device to the next student. The teacher continues asking questions and students continue recording responses. At the end, each group will have an oral description of each visual.

<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is... . I live in ... / I am from... . I am going to ... . I am travelling with my family. I am here for travel and tourism.</td>
</tr>
</tbody>
</table>
- meraa naam ... hai.
- maiN ... saal kaa/kii huuN
- maiN ... meN rahtaa/rahtii huuN/maiN ... se huuN
- maiN ... ghumne jaa rahii/rahaa huuN.
- maiN apne parivaar ke saath safar/yaatraa kar rahii/rahaa huuN
- journey – safar
- to travel – safar karnaa/yaatraa karnaa

Students will prepare a passport and/or a visa for travel. They will write the personal information required for these documents.

Students will work in groups to complete an animal card on their animal. They provide basic information: name, age, where they live.

I can fill out a form with some basic personal information when applying for a passport or visa.
<table>
<thead>
<tr>
<th>I can write captions about pictures I took during the trip.</th>
<th>Weather, months, seasons, clothing items, place or activity (listed above)</th>
<th>Students create a memory wall of images. They work together to caption the images using as much language as they can. The teacher may provide sentence starters. I visited (place) in (month) . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can name plants, animals, and/or endangered animals and state a simple fact about their habitat.</td>
<td>(Dependent on the country/region visiting)</td>
<td>Students work together in groups to create a class storybook. Using the images from the pass the picture activity or other similar images, students work in pairs to create pages for the book. Students name the plants and/or animals and write a simple fact about them. Students create the final book in an electronic format that can be shared with others. Students create a collage or poster of the plants and animals found in the target country. They use <a href="http://glogster.com">http://glogster.com</a> to organize and assemble their ideas or they create a Facebook page for a plant or animal.</td>
</tr>
<tr>
<td>I can make a plea for people to stop destroying animal habitats.</td>
<td>Please stop destroying our environment – kripya paryaavaraN ko nashT mat kiijiye/naa kareN Help preserve the animals, plants and their habitat – hamaare jiiv jantuO N aur unke rahne kii jagahoN/ke nivaas sthaanoN kii rakShaa karne meN madad kiijiye/kareN Do not spread pollution – praduushaN mat phailaaiye</td>
<td>In small groups students work together to select an image of a plant and/or animal. They then create a slogan encouraging others to save the habitat of the plant or animal. Each image can become part of a SlideShare presentation or other electronic presentation format that can be easily shared.</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing polite commands (Direct Command with Imperative for aap) – Verb stem + iye (daaliye, jaaye)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- four exceptions (karna &gt; kiijiye, denaa &gt; dijiye, lenaa &gt;lijiye, piinaa &gt; piijiye).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- mat is the negative particle used with Imperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing polite suggestions (Indirect Command with Subjunctive) – Verb stem + eN (kareN, boleN)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: na is the negative particle used with Subjunctive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretive Listening**

| I can recognize and sometimes understand basic information in words and phrases (Dependent on the country/region visiting) | Students design and assemble a word wall for the classroom to display key vocabulary. The |
that I have memorized.

<table>
<thead>
<tr>
<th>Animals:</th>
<th>Teacher uses different words and phrases and students take turns pointing to what the teacher is saying.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- herbivorous – shaakaahaaarii</td>
<td>The teacher creates a paper version of the word wall. Words and phrases are called out and students pair up to take turns pointing to the correct word. Gradually, students take over calling the words and phrases.</td>
</tr>
<tr>
<td>- carnivorous – maNsaaahaaarii</td>
<td>Students move to different corners of the room that designate whether they like very much, like, do not like, dislike intensely weather conditions, seasons, days of the week.</td>
</tr>
<tr>
<td>- pet animals – paaltuu jaanvar (m):</td>
<td>Clothing activity. Teacher distributes small pictures of clothing items to the students and a category grid. As the teacher calls out the name of an item, the students place the items in predetermined categories (hot weather/cold weather/in August/in January/etc.)</td>
</tr>
<tr>
<td>- cow/cows – gaay/gaayeN (f)</td>
<td></td>
</tr>
<tr>
<td>- buffalo/buffaloes – bhaiNs/bhaiNseN (f)</td>
<td></td>
</tr>
<tr>
<td>- pig – suar (m)</td>
<td></td>
</tr>
<tr>
<td>- sheep – bheR/bheReN (f)</td>
<td></td>
</tr>
<tr>
<td>- goat – bakarii/bakriyaaN (f)</td>
<td></td>
</tr>
<tr>
<td>- dog – kuttaa/kutte (m)</td>
<td></td>
</tr>
<tr>
<td>- cat – billii/billiyaaN (m)</td>
<td></td>
</tr>
<tr>
<td>- horse/horses – ghoRaa/ghoRe (m)</td>
<td></td>
</tr>
<tr>
<td>- mule/mules – khachchar (m)</td>
<td></td>
</tr>
<tr>
<td>- donkey/donkeys – gadhaa/gadhe (m)</td>
<td></td>
</tr>
<tr>
<td>- chicken/chickens – murgii/murgiyaaN (f)</td>
<td></td>
</tr>
<tr>
<td>- wild animals – jangalii jaanvar (m):</td>
<td></td>
</tr>
<tr>
<td>- tiger/tigers – baagh (m)</td>
<td></td>
</tr>
<tr>
<td>- hyena/hyenas – lakaRbagghaa/lakaRbagghhe (m)</td>
<td></td>
</tr>
<tr>
<td>- cheetah/cheetahs – ciitaa/ciite (m)</td>
<td></td>
</tr>
<tr>
<td>- white tiger/tigers – thatdu baagh (m)</td>
<td></td>
</tr>
<tr>
<td>- leopard/leopards – tenduaa/tendue (m)</td>
<td></td>
</tr>
<tr>
<td>- wild elephant/elephants – jangalii haathii (m)</td>
<td></td>
</tr>
<tr>
<td>- wild horse/horses – jangalii ghoRaa/ghoRe (m)</td>
<td></td>
</tr>
<tr>
<td>- bear/bears – bhaaluu (m)</td>
<td></td>
</tr>
<tr>
<td>- deer/deers – hiran/hiraneN (f)</td>
<td></td>
</tr>
</tbody>
</table>
Hello. How are you? What is your name? How old are you? Where are you from? Where are you going?

- namaste
- tum/kaise ho?; aap kaise haiN?
- tumhaarii /aapki umr kyaa haiN; tum kitne saal ke ho?; aap kitne saal ke haiN?
- tum khaaN se ho?; aap khaaN se haiN?
- tum khaaN jaa rahe ho?; aap khaaN jaa rahe aiN?

Each student receives a baggie with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip.

Students play “I spy” using clothing, animals and weather expressions (e.g., I spy green shoes. I spy a giant panda, etc.). This game can be made more interactive if students are given a baggie with a set of images. Each student holds up the correct image when it is “spied.”
### Interpretive Reading

<table>
<thead>
<tr>
<th>I can understand simple information when presented with maps, pictures and graphs.</th>
<th>Directions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recognize words, phrases, and characters with the help of visuals.</td>
<td>Months, seasons (listed above)</td>
</tr>
<tr>
<td></td>
<td>Clothing (listed above)</td>
</tr>
<tr>
<td></td>
<td>Animals (listed above)</td>
</tr>
<tr>
<td></td>
<td>Places (listed in the description)</td>
</tr>
<tr>
<td>I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with</td>
<td>Students follow directions on a shower curtain map from place to place in the region they will visit. Using a shower curtain floor map of the region they will visit, students will follow directions given by the teacher and by classmates. They will “travel” to various locations (mountains, rainforest, desert, etc.).</td>
</tr>
<tr>
<td></td>
<td>Students hold up pictures of geographical formations as the teacher describes each one (e.g., This is a high and rocky land form).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Land and Geography:</th>
<th>Students match simple descriptions of weather and clothing to images.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working in pairs, students organize clothing and supplies for the trip into categories that they select. They then post their category grids around the classroom for classmates to view and compare with their own.</td>
</tr>
<tr>
<td></td>
<td>Students visit a weather website in the target culture. They answer a series of questions in English about what they learned about the</td>
</tr>
</tbody>
</table>
the help of maps, pictures, or graphs. | weather in the region they are visiting. Students look at simple graphic charts on animal populations and indicate if the animal is endangered or not. They use visual clues to say in English why the animal is or is not endangered.

### Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In English (These resources are meant as background information for teachers)</strong></td>
</tr>
<tr>
<td><strong>Pictures of Indian animals:</strong></td>
</tr>
<tr>
<td><a href="https://www.google.com/search?q=picture+of+indian+animals+in+Hindi&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=YfGiVKbFCJOnyQSTuoCgAw&amp;ved=0CAgQ_AUoAQ&amp;biw=1920&amp;bih=919#tbm=isch&amp;q=+indian+animals">https://www.google.com/search?q=picture+of+indian+animals+in+Hindi&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ei=YfGiVKbFCJOnyQSTuoCgAw&amp;ved=0CAgQ_AUoAQ&amp;biw=1920&amp;bih=919#tbm=isch&amp;q=+indian+animals</a></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=GHAUwVDejU0">https://www.youtube.com/watch?v=GHAUwVDejU0</a></td>
</tr>
<tr>
<td><strong>Some resources:</strong></td>
</tr>
<tr>
<td><a href="http://uttarakhandtourism.gov.in/">http://uttarakhandtourism.gov.in/</a></td>
</tr>
<tr>
<td><strong>In Hindi (Teachers will need to chunk the information in these documents, add visuals and other text features (bolding, captions, etc.) to make the information comprehensible for these beginning language learners.)</strong></td>
</tr>
<tr>
<td><a href="http://hi.bharatdiscovery.org/india/%E0%A4%89%E0%A4%A4%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0%E0%A4%BE%E0%A4%96%E0%A4%A3%E0%A5%8D%E0%A4%A1">http://hi.bharatdiscovery.org/india/%E0%A4%89%E0%A4%A4%E0%A5%8D%E0%A4%A4%E0%A5%8D%E0%A4%B0%E0%A4%BE%E0%A4%96%E0%A4%A3%E0%A5%8D%E0%A4%A1</a></td>
</tr>
<tr>
<td><a href="http://hi.wikipedia.org/wiki/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80">http://hi.wikipedia.org/wiki/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80</a></td>
</tr>
<tr>
<td><a href="http://mobi.bharatdiscovery.org/india/Uttarakhand">http://mobi.bharatdiscovery.org/india/Uttarakhand</a></td>
</tr>
<tr>
<td><a href="http://mobi.bharatdiscovery.org/india/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80">http://mobi.bharatdiscovery.org/india/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80</a></td>
</tr>
<tr>
<td><strong>AV materials:</strong> (It may be necessary for the teachers to narrate the videos in simpler language without playing the audio.)</td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
https://www.youtube.com/watch?v=jdDiexyK5JA
https://www.youtube.com/watch?v=r2BgT5JqxMM
https://www.youtube.com/watch?v=Wp_sznANMU4 (Community interaction)
https://www.youtube.com/watch?v=BSCcydJl5iM

Endangered-species:
https://www.youtube.com/watch?v=VokqA4cuwtc

Environmental issues in Himalaya:
https://www.youtube.com/watch?v=ttYs8oAfP8M
https://www.youtube.com/watch?v=jsQB2dpai40
https://www.youtube.com/watch?v=rkD_7FbD_qs
https://www.youtube.com/watch?v=McXOBz6t7M Tapish (Based Hindi Documentary Movie.)
https://www.youtube.com/watch?v=-9tymtpD8xY (Environmental degradation in the Himalayan regions)
https://www.youtube.com/watch?v=Ot1UtqPLlGE (Sarokaar - Uttarakhand Disaster in Hindi)
https://www.youtube.com/watch?v=zNfVxQPGrvM (Discovery- Rafting UTTARANCHAL - SIMPLY HEAVEN - high on adventure)

http://www.uttaranchal.org.uk/disequilibrium.php

Daily Schedule
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You may add additional rows as necessary.
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>My World</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Hindi</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>60</td>
</tr>
<tr>
<td>Target Proficiency Level:</td>
<td>Novice High</td>
</tr>
<tr>
<td>Target Performance Level(s):</td>
<td>Novice High/Intermediate Low</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:  
Email:  

For step-by-step help in completing this document, please see the accompanying guide.
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will be able to introduce themselves by giving basic biographical details about themselves and their families and will be able to talk about their interests and activities. They will consider the world as a global village of one hundred people and will be able to say and recognize some simple facts about that village—number of people on each continent, number of animals in a village, number of computers, TVs, etc. They will consider representative images from Material World to talk about what people have and don’t have. They will discuss items that all children need, such as food, water, clothing, and housing. They will take part in virtual field trips to various markets where they will comment on items, indicating likes and dislikes and agreeing on whether it is something that they need or want. They will be able to comment on where items they own are from and locate those places on a world map. They will identify one or two items that are very important to them and give simple reasons why.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s)
and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement.</td>
<td>Number the Can-Do statements here and then transfer to Stage 3.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Novice High</strong>: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can exchange basic biographical information.</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong>: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can inquire about and share information about my family, friends, and pets.</td>
</tr>
<tr>
<td></td>
<td>I can ask about and identify familiar things.</td>
</tr>
<tr>
<td></td>
<td>I can comment on whether I like or don't like an item.</td>
</tr>
<tr>
<td></td>
<td>I can ask about and say where things are from.</td>
</tr>
<tr>
<td></td>
<td>I can talk about things I want and things I need.</td>
</tr>
<tr>
<td></td>
<td>I can ask and answer questions and say what I have and don't have.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong>: I can present basic information on familiar topics using language I have practiced and using phrases and simple sentences.</td>
<td>I can present information about myself.</td>
</tr>
<tr>
<td><strong>Intermediate Low</strong>: I can present information on most familiar topics using a series of simple sentences.</td>
<td>I can provide simple information about my favorite things.</td>
</tr>
<tr>
<td></td>
<td>I can tell a simple story about my trip to the market.</td>
</tr>
<tr>
<td></td>
<td>I can participate in a presentation showing what children my age want and need.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong>: I can write short messages and notes on familiar topics related to everyday life.</td>
<td>I can introduce myself.</td>
</tr>
<tr>
<td></td>
<td>I can write about things I want and need.</td>
</tr>
<tr>
<td></td>
<td>I can describe an object that is important to me.</td>
</tr>
<tr>
<td></td>
<td>I can write captions for images and pictures to convey information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretive Listening</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong>: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of</td>
<td>I can understand a few details when hearing simple biographical information.</td>
</tr>
</tbody>
</table>
**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**
Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</strong></td>
<td><strong>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</strong></td>
<td><strong>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</strong></td>
</tr>
<tr>
<td>Students will consider ads for different items and will complete a graphic organizer reporting on information that they have learned. They will listen as their teachers and other native speakers describe a favorite item, matching images of items to</td>
<td>Students will consider a variety of items and will talk to determine what they have in common with regard to likes and dislikes, needs, and wants. Each will have a chance to describe a special item with others, asking questions when possible to get more</td>
<td>Students will work in groups to create a world map that shows where some of their favorite things are from. Each student will share information about a favorite item and will also comment on where it is from.</td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

**Learning Experiences**
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

**Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.**

### Interpersonal

**I can exchange basic biographical information.**

**Biographical information:**
- My name is – meraa naam ... hai.
- I am a boy/girl/student – maiN ek laRkaa/laRkii/vidyaarthii huuN
- What is your name? – tumhaaraa/aapkaa naam kyaa hai?
- What do you do? – tum/aap kyaa kaam karte ho/haiN?
- Where do you live? – tum/aap

**Students work in small groups to create individual All About Me card giving basic information, such as name, age, family members, and names of pets. The teacher models each section by showing the card she has created for the class mascot. After each section, students talk to their group members and then circulate to talk to other students. As details are added, the conversations are longer and longer. Each student has the chance to have a conversation...**
<table>
<thead>
<tr>
<th><strong>kahaaN rahte ho/haiN? What is your name?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Where are you from? Where do you live? –</td>
</tr>
<tr>
<td>- tum/aap kahaaN rahte /rahtii ho/haiN?</td>
</tr>
<tr>
<td>- tum/aap kahaaN se ho/haiN?</td>
</tr>
<tr>
<td>- I am from.../I live in...</td>
</tr>
<tr>
<td>- maiN ... se huuN.</td>
</tr>
<tr>
<td>- maiN ... meN rahtaa/rahtii huuN</td>
</tr>
</tbody>
</table>

**Additional probing questions and answers:**

- **What state/country is that in? – vah kis raajya/desh meN hai?**
- **How far is it from NYC? LA? Chicago? Beijing? Mumbai? etc. – yah NYC/LA/Chicago/Beijing se kitnii duur hai?**
- **How old are you?**
  - tum kitne saal ke/kii ho?  
  - aapkii umr kya hai?  
  - I am... years old.  
  - main ... saal kaa/kii huuN  
  - merii umr ... saal hai  
- **When is your birthday?**
  - aapkaa/tumhaaraa janmdin kab hai?  
  - aapkii saalgirah kab hai?  
  - aap apnaa janmdin/saalgiyah kab manaate/manaatii haiN?  
- **I was born on ... And you?**
  - maiN ... ko paidaa huaa/huuii thaa/thii.  
  - aur aap/tum?  
- **You are older/younger than I am.**
  - tum/aap mujhse baRe/baRii ho/haiN  
  - tum/aap mujhse choTe/choTii ho/haiN

with the class mascot over the first couple of days allowing the teacher to check the progress of individual students.

On a subsequent day, when possible students engage in similar conversations with students from other classes or with Hindi speakers via Skype without using the cards.
I can inquire about and share information about my family, friends, and pets.

- Do you have brothers and sisters?  
  - kyaa tumhaare bhai aur bahan haiN?  
  - tumhaare kitne bhaaii aur bahan haiN?  
- Yes, I have .../ no I am an only child  
  - haaN, mera ek bhaaii/mere do bhaaii haiN  
  - merii ek bahan/do bahaneN haiN  
  - nahiN, maiN akelaa/akelii huuN  
  - maiN eklaataa/eklautii huuN  
- Are you the oldest? The youngest?  
  - kyaa tum/aap sabse baRe/baRii ho/haiN?  
  - kyaa tum/aap sabse choTe/choTii ho/haiN?  
- What nationality are you?  
  - tum/aap kis desh ke ho/haiN?  
  - tumhaarii/aapkii raashtriyataa kyaa hai?  
- I am... – maiN ... huuN  
  - Indian – hindustaanii  
  - Pakistani – paakistaanii  
  - Bangladeshi – banglaadeshii  
  - South Asian – deshii  
  - American – amrikii  
  - French – fraansiiizii  
  - Turkish – turkii  
  - Afghan – afgaanii  
  - Iraqi – iraazi  
- What language do you speak? –  
  - tum/aap kaunsi bhaaShaa/zabaan bolte ho/haiN?  
- Do you speak English? – kyaa tum/aap angrezii bolte ho/haiN?  
- Do you have a pet? – kyaa tumhaaraa/aapkaa koi paaltu jaanvar

Students work in groups to give an identity to their group mascot, which they can choose based on choices offered by the teacher. Students then interact with students from other groups. The students take the role of the class mascot, asking and answering questions to get to know the other mascots. The teacher models asking for the name, age, origin/nationality information about family and pets before students work independently.
hai?

Grammar:
- Expressing possession:
  - countable and material nouns – X-ke paas (mere paas paisa hai; uske paas paanii hai)
  - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (raaju ke do makaan haiN, ramesh ka ek bhaaai hai; mere do haath haiN; pitaajii ka ek kuttaa hai; merii do gaaRiyaaN haiN)
  - Use of reflexive possessive pronoun when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the possessed object – apnaa naam bataao; and never – tumhaaraa naam bataao
- Asking yes/no questions – kyaa is used in the beginning of the indicative sentence – kyaa app yahaaN se haiN?

Culturally appropriate mascots and animals that can be found in the target culture –
- Mascots/shubhaaNkar –
  - Lord Ganesh – ganesh/ganapati
  - Lord Shiva – shiv/naTraaj/bholenaath
- Animals –
  - tiger – baagh (m)
  - lion – sher (m)
  - elephant – haathii (m)
  - leopard – tenduaa(m)
| I can ask about and identify familiar things. | What have you brought? What do you have? What is it? It's a .... What is it like? It's...
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- buffalo – bhaiNs(m)</td>
<td>- tum kyaa laaye ho?</td>
</tr>
<tr>
<td>- King Cobra – naag raaj(m)</td>
<td>- tumhaare paas kyaa hai?</td>
</tr>
<tr>
<td>- peacock – mor(m)</td>
<td>- yah kyaa hai?</td>
</tr>
<tr>
<td>- cow – gay (f)</td>
<td>- yah ... (n) hai. yah ... (adj.) hai.</td>
</tr>
</tbody>
</table>

Adjectives:
Shapes and sizes – aakaar (m) aur naap(f):
- big – baRaa
- small – choTaa
- pretty/beautiful – sundar/khuubsuurat
- interesting – dilcasp
- ugly – bhaddaa/gandaa
- round – gol
- circular – golaakaar
- square/square shaped – varg/vargaakaar
- spread out – phailaa huua
- long – laMbaa
- short – choTaa

Colors – raNg (m):
- red – laal
- green – haraa
- yellow – piilaa
- black – kaalaa
- blue – niilaa
- white – safed
- dotted – chitkabaraa
- golden – sunahlaa

The teacher creates picture cards of souvenir items, one per student; some students will have the same image, perhaps a different size or color. The students sit in a circle and pass the cards while music is playing. As they pass the cards they name the item. When the music stops, each student turns to a shoulder partner and says what their item is and something about the item.

Each student is asked to bring in two or three items that they really like or pictures of items they like. They then work in groups to generate words that they might use to name and describe the items.
### Expressions related to shopping, likes/dislikes:

- Do you like (item)? – kyaa tumhe yah pasand hai?
- What do you think about this one? – iske baare me kyaa khayaal hai?/yah kaisaa lag raha hai?
- Why do you like it? – yah tumhe kyon pasand/naapasand hai?
- Do you/don't you think ...? – kyaa tum soctii/socte ho ki...? kyaa aisa nahiiN lagtaa ki...
- Which one do you like best? – inme se kaun saa sabse acchaa lag raha hai?
- I like/don't like... – mujhe yah yaaadaa pasand hai; main caahuNga/caahuungii ki ...
- I prefer..., like the (yellow) one – mujhe (piilaa) waalaa pasand hai.

### Vocabulary:

- Indian currency – rupayaa
- price – daam (m) /kiimat (f)
- pricey – kiimtii
- cheap – sastaa
- gift – tohfaa/upahaar (m)
- to buy – khariidnaa
- to sell – becnaa
- to be sold – biknaa
- to reduce the price – daam kam

The teacher will set up a market in the classroom, using items that students have been discussing. Students walk through the market in pairs, commenting on the various items. As they look and talk, they attempt to find the perfect present for a friend, saying why it will be a good gift.

Alternatively, the teacher holds an auction to sell the items students bring to class. Students bid for each item using rupees.

Students will offer and accept a gift in a culturally appropriate way.
<table>
<thead>
<tr>
<th><strong>karanaa</strong></th>
<th><strong>to bargain</strong> – mol-bhaav (m) karna&lt;br&gt;<strong>to give a gift</strong> – tohfaa/upahaar denaa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numbers (one through twenty):</strong>&lt;br&gt;ek, do, tiin, caar, paaNc, chah, saat, aaTh, nau, das, gyaarah, baarah, terah, caudah, pandrah, solah, satarah, aThaarah, uniis, biis</td>
<td><strong>Grammar:</strong>&lt;br&gt;- to like – X-ko pasand honaa&lt;br&gt;- to dislike – X-ko naapasand honaa&lt;br&gt;- Comparison of adjectives –&lt;br&gt;- Comparative degree – X + Y-se + adjective (vah mujh se baRaa/baRe/baRii)&lt;br&gt;- Superlative degree – X + sab se + adjective (vah sab se baRaa/baRe/barii)</td>
</tr>
<tr>
<td><strong>I can ask about and say where things are from.</strong>&lt;br&gt;Where is ... from? – ... kahaaN se hai?&lt;br&gt;What country is ... from?&lt;br&gt;...kaun se desh se hai?&lt;br&gt;...kis desh se hai?</td>
<td><strong>Clothing vocabulary:</strong>&lt;br&gt;- shirt/shirts – kamiiz/kamiizeN (f)&lt;br&gt;- pant/pants – patluun/patluuneN (f)&lt;br&gt;- shoe/shoes – juuTaa/juute (m)&lt;br&gt;- cloth/clothes – kapRaa/kapRe (m)&lt;br&gt;- sarong/sarongs – dhotii/dhotiyaaN (f)&lt;br&gt;The following are typical Indian clothes with no English equivalents:&lt;br&gt;The teacher brings in several articles of clothing that have labels showing where the article was made. Students look at the label inside the article of clothing to see where it was made. They will ask and answer questions to find out where the item was made.&lt;br&gt;They will repeat this activity using some of their favorite things. Students can be given pictures of the items with a name of a logical country printed on the picture. They will mingle, asking and answering questions about where items are from.</td>
</tr>
<tr>
<td>kurtaa pajaamaa (m)</td>
<td>Expression of need:</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>salwaar kamiiz (f)</td>
<td><em>I need something — mujhe/mujhko + noun + caahiye</em></td>
</tr>
<tr>
<td>saaRii (f)</td>
<td><em>I need to do something — mujhe/mujhko + infinitive + caahiye; mujhe + oblique infinitive (karne) + kii zarurat hai</em></td>
</tr>
<tr>
<td>ghaagaraa colii (f)</td>
<td><em>In order to do ... , I need... — ... karne ke liye mujhe ... caahiye</em></td>
</tr>
<tr>
<td>curidaar pajaamaa (m)</td>
<td><em>I don’t need — mujhe ... nahiiN caahiye; mujhe ... kii zarurat nahiiN hai</em></td>
</tr>
<tr>
<td>lungii (f)</td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>shervaanii (f)</td>
<td>• water — paanii (m)</td>
</tr>
<tr>
<td></td>
<td>• food — khaanaa (m)</td>
</tr>
<tr>
<td></td>
<td>• housing — aawaas (m)</td>
</tr>
<tr>
<td></td>
<td>• clothing — pahanaawaa/kapaRe (m)</td>
</tr>
<tr>
<td></td>
<td>• family — parivaar (m)</td>
</tr>
<tr>
<td></td>
<td>• education — shikShaa (f)</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar:</strong></td>
</tr>
<tr>
<td></td>
<td>Expressing necessity of something:</td>
</tr>
<tr>
<td></td>
<td>• to want – caahnaa</td>
</tr>
<tr>
<td></td>
<td>• to need – X-ko + caahiye</td>
</tr>
<tr>
<td></td>
<td>• use of noun zarurat (f) – X-ko + X-kii zarurat hai (mujhko paanii kii zarurat hai)</td>
</tr>
</tbody>
</table>

Students hold objects representing items they want or items they need. They mingle, asking and answering questions about wants and needs. They interact with other students until they have made note of at least three people with whom they have something in common.

Students play the role of their mascots to identify what the mascot needs and wants. They complete a graphic organizer, listing things that children want, that the mascot wants, and things they both need.

Middle-school students work in pairs to categorize items they need and want using a graphic organizer. Then they share their lists with another pair, forming a group of four. They decide on the top three items they need and the top three items they want.
| I can ask and answer questions, saying what I have and don’t have. | Students will play a simplified version of crazy eights. The teacher will need to prepare several sets of cards. Each student has four cards. They are directed to mingle, asking if their peer has a picture they want.

~Do you have a cat?
~Yes, I have a cat. Here it is.
~No, I don’t have a cat. Keep looking.

Students win when they have four of the same picture. Depending on the size of the class, students may need to play in smaller groups for more interaction. |
| --- | --- |
| • What do you have? – tumhaare paas kya hai?
• Do you have (item)? – kya tumhaare paas ... hai?
• I have/don’t have ... – mere paas ... hai/nahiN hai
• Keep looking – DhuunDhte raho/rahiye. |  |
<p>| Grammar: |  |
| • Expressing possession: |  |
| - countable and material nouns- X-ke paas (mere paas paisa hai; uske paas paanii hai) |  |
| - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (raaju ke do makaan haiN, ramesh ke ek bhaaii hai; mere do haath haiN; pitaajii kii khaas naukrii hai; merii do gaaRiyaaN haiN) |  |
| - Use of reflexive possessive pronoun when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii |  |
| Note: possessive postposition kaa/ke/kii and apnaa/apne/apnii are in agreement with the possessed object (us laRkii kaa naam kya hai?; apnaa naam bataao) |  |
| • Asking yes/no questions – kya is used in the beginning of the indicative sentence – kya aap yahaaN se haiN? |  |</p>
<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can present information about myself.</td>
</tr>
</tbody>
</table>
| I can provide simple information about favorite things. | What do you like to do? What do you like to do in your free time?  
- aapko/tumhe kyaa karna pasand hai?  
- aap ko fursat meN kyaa karna pasand hai?/aap ke shauk kyaa haiN?  
I like to ...  
- X-ko...+ oblique infinitive + kaa shauk mujhe/mujhko paRhne, sair karne, ghuumne kaa shauq hai  
- yaatraa/safar karna, sangiit sunnaa acchaa/buraa lagtaa hai  
What is your favorite type of music? Musical group? Artist?  
- sab se manpasand/zyaadaa pasandidaa  
- musician – sangiitkaar (m/f) | Students will work in small groups with each student showing and sharing a favorite item. It could be an item that they brought to class or it could be one of the souvenir items that they have been working with in class. As students listen, they will think of questions they can ask to get more information. |
<table>
<thead>
<tr>
<th><strong>I can tell a simple story about my trip to the market.</strong></th>
<th><strong>Students will work in groups to create a picture sequence that represents a trip to the market or an actual field trip they took. They will decide how to link the pictures and will decide what to say about each picture.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• artist – kalaakaar (m/f)</td>
<td></td>
</tr>
<tr>
<td>Do you play sports? Which ones?</td>
<td></td>
</tr>
<tr>
<td>• aap kyaa/kahaan/kiske saath khette/khetii haiN?</td>
<td></td>
</tr>
<tr>
<td>Do you play a musical instrument? Which one?</td>
<td></td>
</tr>
<tr>
<td>• kyaa aap sangii sunte haiN?</td>
<td></td>
</tr>
<tr>
<td>• kyaa saaz bajaate bhii haiN?</td>
<td></td>
</tr>
<tr>
<td>• aap kyaa bajaate haiN?</td>
<td></td>
</tr>
<tr>
<td>• aap ko kaunsaa saaz bajaanaa aataa hai?</td>
<td></td>
</tr>
<tr>
<td>Grammar:</td>
<td></td>
</tr>
<tr>
<td>• Adjective + lagna (mujhe aam achchhaa/buraa/miThaa lagtaa hai)</td>
<td></td>
</tr>
<tr>
<td>• Construction with indirect verb aanaa for skills – X-ko + infinitive + aanaa, e.g. mujhko tairnaa aataa hai, tablaa bajaanaa aataa hai</td>
<td></td>
</tr>
<tr>
<td>• Oblique infinitive + kaa shauq honaa (ghuume kaa shauq)</td>
<td></td>
</tr>
<tr>
<td>• to like/dislike is an indirect construction in Hindi. For such constructions, the postposition ko is added to the subject X-ko pasand hai, e.g. mujhko billiyaaN pasand hai.</td>
<td></td>
</tr>
</tbody>
</table>
I ate... – maiNne ... khaayaa/khaayii/khae
I wanted to buy... but I ...maiN ... khariidnaa caahtaa thaa/caahtii thii, par/lekin/kintu ....
I went home and ...maiN ghar gayaa/gayii aur ....
I bought ... – maiNne ... khariidaa/khariidii/kariide/khariidiiN

Grammar
- Past Simple/Perfect Tense – verb stem + -aa/-ii/-e/-iiN ‘jaanaa’, ‘dekhnaa’ (jaanaa > gayaa/gayii/gaye/gayiiN)

X + ne + dekhnaa > dekhaa/dekhii/dekhee/dekhiiN

Note:
- The ne construction is used with transitive verbs in the Past Simple Tense and the verb is in agreement with the object (laRke ne roTii khayii; laRke ne ek samosa khaayaa; laRke ne do samosa khaaye; laRke ne tiin roTiyaaN khaayiiN)
- In the ne construction, if the object is definite and is followed by ko, the verb is always masculine singular (maiNne ek laRkii dekhii; maiNne laRkii ko dekhaa)

I can participate in a presentation showing what children my age want and need.

Names of items in selected images
- backpack – bastaa (m)
- book/books – kitaab/kitaabeN (f)
- water bottle – paanii kaa botal (m)
- umbrella/umbrellas – chaataa/chaate

Students will work together to create a scene like the ones they have seen in *Material World*. They will create a collage of pictures showing what children their age consider prized possessions. They will take picture of the collage and then take turns saying
<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can introduce myself.</strong></td>
</tr>
<tr>
<td>Name, age, family members, country of origin, nationality, pets (listed above)</td>
</tr>
<tr>
<td>Students write a simple introduction on the back of their All About Me card.</td>
</tr>
<tr>
<td>Students write and illustrate a bio poem about themselves:</td>
</tr>
<tr>
<td>Line 1: First Name</td>
</tr>
<tr>
<td>Line 3: Three adjectives that describe them</td>
</tr>
<tr>
<td>Line 4: Likes...(three things)</td>
</tr>
<tr>
<td>Line 5: Wants to have . . . (two things)</td>
</tr>
<tr>
<td>Line 6: Last name</td>
</tr>
<tr>
<td>Students take a picture with their group mascot and write a simple introduction of their mascot.</td>
</tr>
</tbody>
</table>

<p>| <strong>I can write about things I want and need.</strong> |
| Material World images |
| Names of items in selected images that children in India have/need |
| Students work together to create an image like the ones they have seen in <em>Material World</em>. They create a collage of pictures showing what children their age consider their prized possessions. They will take a picture of the collage and then take turns saying something about the image. |
| If possible, the images of typical prized items will be exchanged with a group of students from the target culture, which will allow students to make simple... |</p>
<table>
<thead>
<tr>
<th>I can describe an object that is important to me.</th>
<th>Personal vocabulary for items</th>
<th>Each student will write a description of an item on one side of a card. The actual item will be named on the back of the card. The cards will be collected and numbered. They will then be taped to a desk or to a surface in the classroom. Each student will be given a worksheet that has the numbers assigned to the items. Students will circulate to read the descriptions and will attempt to guess the items being described by writing the name of the item on their numbered paper. Students will write clues for a version of crazy eights. Each clue will say something about an item and state where it is from. Students guess the item being described by writing the name of the item on their numbered paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal vocabulary for items</strong></td>
<td></td>
<td><strong>Students will write captions for images and pictures to convey information.</strong></td>
</tr>
<tr>
<td><strong>Personal vocabulary or souvenir items</strong></td>
<td></td>
<td><strong>Students will compete in groups to see which group can write the most words about a picture in a given</strong></td>
</tr>
<tr>
<td><strong>Adjectives of shapes and sizes (listed above)</strong></td>
<td></td>
<td><strong>given time.</strong></td>
</tr>
</tbody>
</table>

- **doll/dolls – guRiyaa/guRiyaaN (f)**
- Comic books (popularly known in India as comics) and video games are borrowed words and used as such.

Comparisons. Comparisons can also be made based on images found in online shopping materials.

(This website is in English. The visuals show children from around the world with their prized possessions.)


Students will work in small groups to list what they need for school. They will compare their lists with lists provided to students in the target culture. Such lists could be found online, posted by particular schools. If lists are not available, it might be possible to look at online shopping materials with back-to-school ads.
<table>
<thead>
<tr>
<th>Interpretive Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can understand a few details when hearing simple biographical information.</strong></td>
</tr>
<tr>
<td>Name, age, family members, country of origin, nationality, pets (listed above)</td>
</tr>
<tr>
<td>Students complete graphic organizers as they meet different native speakers and the class mascots.</td>
</tr>
</tbody>
</table>

| **I can understand some of a simple description about a familiar object.** |
| Personal vocabulary for items |
| Adjectives of shapes and sizes (listed above) |
| The teacher will read a card, saying where an item is from. The student will draw an arrow from that item to the appropriate country. |
| Students will create or have a large world floor map or a world map on a magnetic board. As students or the teacher reads a card, students move or move the magnetic image of the item to the correct location. |

<p>| <strong>I can recognize the name of a familiar object and understand where it is from.</strong> |
| Familiar items and country names |
| Each student will be given the name card of a country where different objects are from. The countries and objects should be familiar to the students. The students stand in a circle with the teacher in the middle. The teacher holds a ball of yarn. The teacher begins by saying “The T-shirt comes from Honduras,” and gives the yarn to the student who holds that card. The teacher or a student continues, “The tea comes from China.” The yarn is unwound and goes to that student. The idea is to continue until all students are holding a piece of the yarn and the yarn has gone around the group. |</p>
<table>
<thead>
<tr>
<th>I can understand the main idea when hearing about wants and needs.</th>
<th>Grammar and vocabulary related to items that people ‘want’ and ‘need’ (listed above)</th>
<th>Students view PSAs like those produced by UNICEF on the basic needs of children. Students are able to identify the basic needs of the child based on what they hear and see. Many of these short videos are available without sound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can locate countries on a map.</td>
<td>Names of items and countries that have been used throughout the unit</td>
<td>Each pair of students will receive a copy of a world map. They will play a version of flyswatter at their desks. Each student will hold a pencil with an eraser. Students will listen as the teacher says where certain items are from. Students will race to touch the country with the eraser end of the pencil.</td>
</tr>
<tr>
<td><strong>Interpretive Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can understand short, simple descriptions with the help of visuals.</td>
<td>Adjectives (listed above)</td>
<td>Students will look at websites that have items for sale that are of interest to them. They will scan pages that have been selected by the teacher matching items to people by interest. “The perfect gift for someone who likes . . .” The teacher will create a page that requires matching descriptions to the items.</td>
</tr>
<tr>
<td>I can understand the purpose of an ad or poster with the help of visuals.</td>
<td>Grammar and vocabulary listed above</td>
<td>Students will look at various print materials from nonprofits and match the intent of the material to the basic need that is being addressed.</td>
</tr>
</tbody>
</table>
| I can understand personal information about others. | Name, age, family members, country of origin, nationality, pets (listed above) | The teacher will collect and use biographical information that the students have previously written and will also have biographical information on any native speakers working with the program. These paragraphs will be polished and a couple of details will be added. The students and teachers will not be named in the final paragraphs. Students work together in groups to identify the individuals that are being described. They verify the accuracy of their work by asking questions of the person they
Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

These resources are in English. The teacher will have to use the information to create materials in Hindi.

‘If the World were a Village’ An imaginative slideshow talking about what it would be like if the world was represented as a village. http://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766


Material World A Global Family Portrait

‘We All Posters’ A series of posters created by RPCVs of Madison, WI, in order to draw attention to global commonalities. http://rpcvmadison.org/weall


‘5 Facts about Indian Americans’ An article talking about Indian presence in America using numbers and facts. http://www.pewresearch.org/fact-tank/2014/09/30/5-facts-about-indian-americans/


Visuals of Indian culture that might be used throughout the unit:
Images related to representation of various elements of Indian culture. https://www.google.com/search?q=indian+culture+in+usa+in+Hindi&tbm=isch&tbo=u&source=univ&sa=X&ei=ZB-gVKjABcGJNuyCgIgE&ved=0CDEQsAQ&biw=1920&bih=919

AV resources (markets in India):
Teachers might narrate the videos of the markets as students watch the clips.
‘Colourful Jaipur Market’ A documentary on the markets of the beautiful Pink City by Rooms and Menus. https://www.youtube.com/watch?v=gsS8xD4dg9s
‘Shopping at Chandni Chowk in Delhi’ A video documenting the experience of shopping in the gulleys of Chandni Chowk in Delhi, one of the oldest markets of the country from the perspective of an American woman. [https://www.youtube.com/watch?v=BeOxXG41AKc](https://www.youtube.com/watch?v=BeOxXG41AKc)

‘Souvenir Shops in Campbell Lane, Little India’ A video documenting Indian shops in Singapore. [https://www.youtube.com/watch?v=CiiIlmzN7G3U](https://www.youtube.com/watch?v=CiiIlmzN7G3U)

‘Dilli Haat- The Shopper’s Paradise’. Video of Dilli Haat, one of the major shopping hubs in the country. [https://www.youtube.com/watch?v=YSF_w_Bcy5I](https://www.youtube.com/watch?v=YSF_w_Bcy5I)

‘Rajasthani souvenirs and memorabilia for sale in Samode Palace, Rajasthan’ [https://www.youtube.com/watch?v=-WGkrijRt1Q](https://www.youtube.com/watch?v=-WGkrijRt1Q)

‘Designer Indian Jewellery- Jaipur Shopping by Rooms and Menus’ [https://www.youtube.com/watch?v=kUNY3Ct9MuY](https://www.youtube.com/watch?v=kUNY3Ct9MuY)

This website is in English. The visuals show children from around the world with their prized possessions.


## Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

You may add additional rows as necessary.
<table>
<thead>
<tr>
<th>BASIC PROGRAM INFORMATION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh, the Places We Will Visit! Tourist and Traveler</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Urdu</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Grades 6–12</td>
<td></td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td></td>
<td>Non-Residential:</td>
</tr>
<tr>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Distance/Online Component:</td>
<td></td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days:</td>
</tr>
<tr>
<td></td>
<td>15 days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours:</td>
</tr>
<tr>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High/Intermediate Low</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Intermediate Low/Intermediate Mid</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<table>
<thead>
<tr>
<th>Curriculum designed by:</th>
<th></th>
</tr>
</thead>
</table>

| Email: |              |
**STARTALK-endorsed Principles for Effective Teaching and Learning**

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

**STAGE 1: What will learners be able to do with what they know by the end of the program?**

**Program Overview and Theme**

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

A group of friends signed up for an excursion to the Kashf Foundation in Lahore. The group found an exciting option that they will pursue with their parents’ permission. This excursion goes beyond the typical sightseeing expedition by taking them to Lahore, Karachi, and Islamabad. In Lahore they will visit the Kashf Foundation. This was the first specialized microfinance program in Pakistan established in 1999 to specifically target women from low income communities, which has now transformed itself into the first wealth management company for women from low income households. The organization focuses on enhancing the role that women can play in improving the economic status of their families by building their entrepreneurship skills through access to business loans, improving their financial management skills by delivering financial education trainings and reducing family level contingencies by providing micro-insurance services.¹

Students first spend a week traveling to Karachi to see to landmarks like the Quaid-e-Azam House, Wazir Mansion, Shri Swaminarayan Mandir, and other historical sites, and Islamabad to visit the Gate of Pharwala Fort, the Mosque at Gulshan Dadan Khan, and Purana Qila. Next, they spend three days with a local family in Lahore where they can practice their language skills and gain an understanding of family life. They will also visit historical sites like Shahi Qila, Badshahi Mosque, Shalimar Gardens, the shrine of Data Darbar, as well as important places such as the inner city and the Lahore Museum. During their stay, they write daily blog posts describing their adventures and include photos that document their journey. The International Rotary Club in Karachi wants them to give lunchtime speeches about their experiences. They plan to bring artifacts and photos to supplement their presentations. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

¹ Source: http://kashf.org/?page_id=16
**Learning Targets**

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Be sure to label the mode and proficiency level of each statement.</em></td>
<td><em>Number the Can-Do statements here and then transfer to Stage 3.</em></td>
</tr>
<tr>
<td><strong>Interpersonal Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Novice High:</strong> I can participate in conversations and exchange information on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can talk with friends and family about my likes and dislikes and my reasons for signing up for combination travel.</td>
</tr>
<tr>
<td></td>
<td>I can exchange personal information with my travel companions, my leaders, and my host family.</td>
</tr>
<tr>
<td><strong>Intermediate Low:</strong> I can handle short social interactions in everyday situations by asking and answering a variety of questions.</td>
<td>I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.</td>
</tr>
<tr>
<td></td>
<td>I can talk about a few customs and traditions that I learned when interacting with native speakers Urdu.</td>
</tr>
<tr>
<td></td>
<td>I can talk about the tourist aspects of the trip, including places I visited and things I did.</td>
</tr>
<tr>
<td></td>
<td>I can talk about things to do in a city and give and ask for directions for getting around in the cities of Pakistan.</td>
</tr>
<tr>
<td><strong>Presentational Speaking</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Novice High:</strong> I can present information on most familiar topics using a series of simple sentences.</td>
<td>I can describe my summer plans for traveling and living with a family in Pakistan.</td>
</tr>
<tr>
<td><strong>Intermediate Low:</strong> I can make presentations on a wide variety of familiar topics using connected sentences.</td>
<td>I can describe the travel and homestay environment (including where I stay, conditions, expectations, travel companions, and leaders).</td>
</tr>
</tbody>
</table>
I can give a presentation about the famous places I visited and about an experience I had during the homestay.

**Presentational Writing**

**Novice High:** I can write briefly about most familiar topics and present information using a series of simple sentences.

**Intermediate Low:** I can write on a wide variety of familiar topics using connected sentences.

On a blog or in the comment section of a tourist website I can write about a vacation I took in Pakistan.

I can write about customs and traditions I have learned.

I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make in Urdu to the International Rotary Club members.

**Interpretive Listening**

**Intermediate Low:** I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.

I can understand simple questions about my vacation.

I can understand simple descriptions of the places I visited.

I can understand simple directions to find my way around town.

**Interpretive Reading**

**Intermediate Low:** I can understand the main idea of short and simple texts when the topics are familiar.

I can understand personal questions to complete a profile on an application to live with a host family.

I can understand basic information on travel brochures and on websites in Urdu.

I can understand postings in blogs on familiar topics.
### STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

#### Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>

After reading brochures or perusing websites that advertise summer travel experiences in Pakistan, students complete an organizational grid with relevant information such as location, dates and duration of the trip, experiences, benefits, requirements, and costs. They share the information with their parents in order to convince them to allow them to take part in this summer experience.

On a daily basis, students post blog messages about their experiences during the travel and homestay portions of the trip. They respond to posts from parents and friends in an ongoing conversation. In class, they compare experiences and discuss what to include in the final presentation for the Rotary Club in Pakistan. Students connect with friends on Skype to share their experiences their travel experiences.

Students make a presentation to the International Rotary Club in Pakistan. They highlight places visited and what they learned about the people, their customs, and their country. This presentation will be given to other speakers of Urdu and will also be part of a travel “fair” held at the end of the program.

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.
<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
</tbody>
</table>

Learners can …

List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.

Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.

### Interpersonal Speaking

<table>
<thead>
<tr>
<th>I can talk with friends and family about my likes or dislikes and my reasons for signing up for a combination travel and home-stay program.</th>
<th>Why do you want to participate in a travel/home stay experience?</th>
<th>The teacher organizes students into “buzz groups” of three or four individuals to discuss their reasons for wanting to travel, the activities they want to participate in, and the places they would like to visit. Each buzz group discusses one of the topics and comes to a decision about the top three items that interest them (reasons for taking part in the combined travel/homestay, activities, reasons for traveling, and places they want to visit). One person from each group reports the findings to the class in Urdu</th>
</tr>
</thead>
<tbody>
<tr>
<td>to travel in - X-kaa safar + karnaa</td>
<td>to travel in - X-kaa safar + karnaa</td>
<td></td>
</tr>
<tr>
<td>homestay –khaandaan ke saath rahnaa</td>
<td>homestay –khaandaan ke saath rahnaa</td>
<td></td>
</tr>
<tr>
<td>to experience, to feel - X-ko mahsuus + karnaa</td>
<td>to experience, to feel - X-ko mahsuus + karnaa</td>
<td></td>
</tr>
<tr>
<td>to participate - X-meN hissaa lenaa</td>
<td>to participate - X-meN hissaa lenaa</td>
<td></td>
</tr>
<tr>
<td>What will you do during the travel portion or during the home stay?</td>
<td>What will you do during the travel portion or during the home stay?</td>
<td></td>
</tr>
<tr>
<td>tum safar ka duraan kyaa karo ge?</td>
<td>tum safar ka duraan kyaa karo ge?</td>
<td></td>
</tr>
<tr>
<td>Where will you go? tum kahaaN jaoge?</td>
<td>Where will you go? tum kahaaN jaoge?</td>
<td></td>
</tr>
<tr>
<td>I want/am interested to travel/experience another culture/perfect my language skills</td>
<td>I want/am interested to travel/experience another culture/perfect my language skills</td>
<td></td>
</tr>
<tr>
<td>duusrii tahziib aur zabaan siikhnaa, chahtaana/chahtaani huuN</td>
<td>duusrii tahziib aur zabaan siikhnaa, chahtaana/chahtaani huuN</td>
<td></td>
</tr>
<tr>
<td>duusrii tahziib aur zabaan siikhnaa, chahtaana/chahtaani huuN</td>
<td>duusrii tahziib aur zabaan siikhnaa, chahtaana/chahtaani huuN</td>
<td></td>
</tr>
<tr>
<td>I will meet new people.</td>
<td>I will meet new people.</td>
<td></td>
</tr>
<tr>
<td>mujhe naye log mileNge</td>
<td>mujhe naye log mileNge</td>
<td></td>
</tr>
</tbody>
</table>

Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.
I will be able to use my language skills - mujhe urduu meN baat karne/bolne kaa maukaa milegaa
I will work with local residents.
  - yahaaN/vahaaN ke rahnewaale logoN se milne-julne kaa maukaa milnaa
  - unke saath kaam karnaa
  - unke saath waqt guzaarnaa
I will see new places and learn about the culture.
  - naiyii jagaheN dekhnaa
  - tahziib ke baare meN siikhnaa

Grammar:
  - Future tense:
    Verb stem +
    - 1ps. sg. uuNgaa/uuNgii (main)
    - 2 ps. pl. oge/ogii (tum)
    - 2/3 ps. sg. egaa/egii (tuu, vah/yah)
    - plural eNge/eNgii (ham baazaar jaayeNge)
  - Expressing “towant to do” – Direct infinitive + chaahnaa (vah vahaaN jaanaa chahtaa hai)
  - X- se milnaa and X-ko milnaa (mujhe bahut naye log mileNge vs. main un logoN se miluuNgaa/miluuNgii)

<p>| I can exchange personal information with my travel companions, my leaders, and my host family. | My name is... Where are you from? / Where do you live? I am from... / I live in... I was born | On the first days of the trip, students meet and greet one another. They circulate and gather information about their travel |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like/dislike to do in your free time? I like to…</td>
<td>mujhe + infinitive + (zyaadaa/nahiiN) pasand hai</td>
</tr>
<tr>
<td>aap ko fursat ke vaqt kyaa karna pasand hai?</td>
<td>aap ke shauq kyaa haiN?</td>
</tr>
<tr>
<td>parrhne, sair karne, ghumnne, + kaa shauq hai</td>
<td>safar karnaa, mauseeqi sunnaa achchhhaa/buraa lagtaa hai</td>
</tr>
<tr>
<td>What is your favorite type of music? Musical group? Artist?</td>
<td>musician –mauseqaaar (m/f)</td>
</tr>
<tr>
<td>artist- adaakaar (m/f)</td>
<td>sab se/zyaadaa pasandidaa, manpasand</td>
</tr>
<tr>
<td>I play/Do you play sports? Which ones?</td>
<td>aap kyaa/kahaaN/kiske sath khelte haiN?</td>
</tr>
<tr>
<td>Do you play a musical instrument? Which one?</td>
<td>kya aap mauseeqi sunte haiN?</td>
</tr>
<tr>
<td></td>
<td>koi saaz bajaate bhii haiN?</td>
</tr>
<tr>
<td></td>
<td>aap kyaa bajaate haiN?</td>
</tr>
<tr>
<td></td>
<td>Aapko kaunsaa saaz bajaanaa aataa hai</td>
</tr>
</tbody>
</table>

As they learn more about their travel companions, they form similarity groups (students who have three or more things in common) and report to the whole group about their commonalities.

In small groups, students reminisce and list experiences they have had on previous vacations or homestays. These lists are then used to create “find someone who” activities where students interact to find the person in class who has done a certain thing. In small groups, students discuss the activities, deciding if they were funny, sad, scary, awkward, etc.
I can talk in Urdu about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.

### Grammar:
- Constructions expressing obligation: X-ko + infinitive + chahiye/honaa/paRnāa
  - hameN hindii/urduu bolnii chahiye
  - klaas meN janaa hai
  - imtahaan denaa paRegaa
- Constructions with lagnāa:
  - Noun + lagnāa (mujhe bhuukh lagii hai)
  - Adjective + lagnāa (mujhe aam achchhaa/buraa/miThaa lagtaa hai)
  - Oblique infinitive + lagnāa (ve gaane lage)
- Construction with indirect verb aanaa for skill - X ko + infinitive + aanaa construction – to know how to (mujhe/mujhko deshii khaanaa pakaanaa aataa hai, usko tairnaa aataa hai)

### Daily activities:
- in the morning - subah meN
- in the afternoon - dopahar meN
- in the evening - shaam ko/meN
- at night – raat ko/meN
- to get up - uThnaa
- to dress up - kapRaa pahanna
- to bathe - nahaanaa
- to eat breakfast - naashtaa karna
- to watch television - Tiivii dekhnaa
- to hangout with friends - dostO ke saath samay bitaanaa/waqt

In pairs, students create a Venn diagram to illustrate similarities and differences between their daily schedules at home and abroad. They display their diagrams and talk about an ideal daily schedule, possibly one that blends elements of both cultures.
guzaarnaa; tafrii karnaa; ghumne jaanaa  
- to eat dinner - raat kaa khaanaa khaanaa  
- to go to sleep - so jaanaa  
- to everyday - har roz, rozaaanaa  
- usually - aam taur par, aksar  
- to be busy - masruf honaa/rahnaa

Grammar:  
Time expressions (12 hour clock):  
- AM – diin kaa/ke  
- PM – sham/raat kaa/ke  
- Hourly – ek bajaa hai, do baje haiN, paaNch baje haiN/  
- quarter after – savaa bajaa hai, savaa do/tiin/chaar baje haiN  
- half hourly – DeRh bajaa hai, Dhaaeei baje haiN, saaRhe tiin/chaar/paaNch baje haiN.  
- quarter before – paun bajaa hai, paune do/tiin/chaar baje haiN  
- minutes after – paaNch bajkar das minaT hue haiN.  
- minutes before – paaNch bajne meN das (baakii) haiN.

| I can talk about a few customs and traditions that I learned when interacting with Urdu speakers. | Attending and participating in a wedding ceremony:  
- going to a wedding - shaadii meN jaanaa | Team word webbing. Working in small groups, students brainstorm a concept map. They contribute ideas orally and assign one team member to record their ideas on a piece of chart paper. They talk |
- organizing a wedding/help in - shaadii kii taiyaarii karnaa; X ko madad+denaa vs. X-kii madad+karnaa
- receive/send invitation to a wedding – X-ko daavat + milnaa/bhejnaa
- to participate in functions - rasmoN meN hissaa lenaa
- rituals – rukhsati (f) valima (m), mehndi (f)

Grammar:
- Conjunct verbs:
  - Noun (m) + karnaa (X-kaa intazaam/intazaar + karnaa)
  - Noun (f) + karnaa (X-kii saafaaii/madad/koshish + karnaa)
  - Adjective + karnaa (X-(ko) thiik/saaf/taiyaar karnaa)
- Presumptive:
  - Present Progressive Presumptive – progressive participle + honnaa in the Future Tense (baaraat aa rahii hogii)
  - Perfect Presumptive – perfect participle + hohaa in the Future tense (Note: ne construction is used with participles of transitive verbs – baaraat aayii huii hogii vs. unhoNne usko bhejaa hogaa)
  - Present Habitual Presumptive – present participle + honaa in the Future Tense (uske saath kaam

about different ceremonies of a wedding, such as the list of rituals, roles of different relatives in various rituals, and special wedding costumes and ornaments.
In small groups students reminisce and list experiences they have had on previous vacations and/or celebration. These lists are then used to create “Find Someone Who” activities where students interact to find the person in class who has done a certain thing. In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.
<table>
<thead>
<tr>
<th><strong>I can talk about the tourist aspects of the trip, such as places I visited and things I did.</strong></th>
<th><strong>Sightseeing activities and descriptions:</strong></th>
</tr>
</thead>
</table>
| • Causatives:  
  - bhejnaa-bhijvaanaa  
  - sajaanaa-sajaanaa  
  - khaanaa-khilaanaa-khilvaanaa  
  - piinaa-pilaanaa-pilwaanaa  
  - bannaa-banaanaa-banwaanaa | • I saw - main ne mahal (m) dekhaa/imaarat (f) dekhii  
• I visited – main (m/f) gayaa/gayii  
• I climbed – X par chaRhnaa (siiRhii par chaRhnaa)  
• I hiked – paidal gayaa/gayii  
• I took pictures of – maiN ne foTo/taswiir khiiNchii  
• I learned about – main ne Mughal taariKh ke bare meN siikhaa  
• It is famous – X ke liye mashhuur hai  
• Made of marble/stone – sangmarmar kaa banaa huaa |

**Grammar:**

• Perfective: Transitivity/Intransitivity in use of ‘ne construction’ and exceptions:
  - no use of ne + Darnaa, laanaa, bhulnaa, milnaa  
  - optional use of ne + bolnaa,

**Students each receive a card with the name of a famous site in one of the cities they visit written in Urdu. They circulate to ask and answer questions about the sites that their classmates have. They must ask at least five questions before they guess the name of the place. Working in pairs, students create a collage of famous places in Pakistan where Urdu is spoken. They join with a different pair to ask and answer questions about the sites.**
Students are given sentences reflecting possible activities that they might do in a city. They discuss what they want to do and then work with a map to decide how to sequence the activities for the day.
<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can describe my summer plans for traveling and living with a family in Lahore where Urdu is spoken.</td>
</tr>
<tr>
<td>I want to … because … – maiN + infitive + chahtaah huuN, kyoNki …</td>
</tr>
<tr>
<td>travel abroad – videsh jaanaa,</td>
</tr>
<tr>
<td>Students create a concept map that outlines their summer plans and their reasons for traveling. They then assemble an electronic poster with</td>
</tr>
</tbody>
</table>
| **videsh kaa safar karna/videsh meN ghumnaa**  
| • explore new places – nayii jagaheN dekhnaa  
| • perfect my target language skills – urduu behtar karnaa  
| • to hike- chaRhnaa  
| • to trek - paidal chalnaa  
| • to swim - tairnaa  
| **information they brainstormed.** |

| **I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders).**  
| **Making polite requests:**  
| • meharbanii karke ek kamraa dihkaayeN!  
| • aachhaa hogaa agar aap ek achhaa kamraa dikhaayeN!  
| • zaraa mujhe kamre ke baare meN kuchh bataaeN  
| **Staying at a hotel:**  
| • hotel room – hotel kaa kamraa  
| • single/double bed – ek/do bistar  
| • bathroom – bathroom /gusalkhanaa (m)  
| • luxurious – aaraamdeh  
| • simple – maamuulii  
| • amenities – assaa’ish ka saaman  
| • light outside – baahar ki roshnii  
| • wake up call – X-ko jagaanaa  
| **Students record a daily reflection using a site like http://vocaroo.com and then e-mail the audio file to family and friends. They begin with a description of their living conditions and on subsequent days talk about the rules and expectations, their new friends (traveling companions), and their leaders.  
| Working in groups, students go online to locate appropriate hotels. Each group selects what they feel is the best choice and then prepares a brief presentation to give to the other groups. The class votes on the best option.  
| Each student goes online to select a housing option for the homestay. They also create the perfect family for them. In small groups they share information about where they will live and their host family.**
<table>
<thead>
<tr>
<th>Appearance - Jismaani Waz'a</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tall – Lambaa and short – NaaTaa</td>
</tr>
<tr>
<td>- Heavy – MoTaa and lean – Patlaa</td>
</tr>
<tr>
<td>- Long limbs – Lambii BaaheN aur TangeN</td>
</tr>
<tr>
<td>- Wide chest – ChauRaSiinaa</td>
</tr>
<tr>
<td>- Long Hair – Lambe Baal and short hair – ChoTe Baal</td>
</tr>
<tr>
<td>- Straight hair – Siidhe Baal and curly hair – Ghandharaale Baal</td>
</tr>
<tr>
<td>- Big Eyes – BaRii AankheN</td>
</tr>
<tr>
<td>- To wear glasses - Chashmaa + Pahannah</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personality Descriptors: Vyaktitva/Svabhaav Kaa Vivarna/K Shaksiyat Kii Pehchaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Honest – Imaandaar</td>
</tr>
<tr>
<td>- Dishonest - Beimaandaar</td>
</tr>
<tr>
<td>- Hard-working – Mehnatii</td>
</tr>
<tr>
<td>- Lazy – Sust</td>
</tr>
<tr>
<td>- Brave – Bahaadur</td>
</tr>
<tr>
<td>- Scared – Daraa Huua</td>
</tr>
<tr>
<td>- Generous – Bare Dil Kaa/Kii/ Sakhi</td>
</tr>
<tr>
<td>- Stingy – KaNjuus</td>
</tr>
<tr>
<td>- Responsible – Zemmedaar</td>
</tr>
<tr>
<td>- Irresponsible - Gairzimmedaar</td>
</tr>
<tr>
<td>- Emotional – Jazbaati</td>
</tr>
<tr>
<td>- Short-tempered – Ghussail</td>
</tr>
</tbody>
</table>
| I can give a presentation about a famous place I visited in Pakistan or about an experience I had during the homestay. | Describing a visit: | Students assemble an electronic photo album of the sites they visit while traveling and in the homestay in Lahore. They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences.  

Students create a brief documentary that highlights the sites they found most interesting during the summer travel/homestay experience in Pakistan.  

Each student posts one image with the intent of doing a podcast on that image. Once the initial recording is made, three additional students must comment or ask questions. The original author then records the final podcast, incorporating |
|---|---|---|
| ghusiila/lii  
- patient – karaar  
- impatient – bekaraar  
- pleasant – khushmizaaz  
- modest – siidhaa-saadaa  
- serious – sanjiida  
- talkative – baatuunii  
- quiet – kam bolnewaalaa/bolnewaalii/ khamosh tab’a  
- mischievous – sharaartii/ badtamiiz  
- well-behaved - tamiizdaar | I visited – maiN ne … dekhaa/ghuumne gayaa/gayii  
It is located near, close to, far from, etc.  
It is made of – X se banaa huua hai  
- rock – patthar (m)  
- bronze - piital (m)  
- steel - sTiil (m) loha  
I spent time –vaqt guzaarnaa  
I stayed for (X time) – X mahine/hafte/din vahaaN rahaar/rahi (Note or students – no use of ke liye with time) |
### Describing a landmark/place:
- square – varg
- circular - gol da’ira
- rectangular – qa’im ul zawi’a
- spread out - phailaa huua/phailii huii
- exciting - josh-angez/dilchasp
- boring – ubaauu/bezaar-kun
- unusual - khaas
- historic - taariiKhii
- political – siyaasii
- peaceful – pur-sukoon
- noisy – shorgulwaalaah/ pur-shor

<table>
<thead>
<tr>
<th>Presentational Writing</th>
</tr>
</thead>
</table>
| On a blog site, I can write about a vacation I took to Pakistan where Urdu is spoken. | Daily travel/home stay activities (see above)  
Descriptions – physical and personality (see above) of traveling companions and leaders (see above)  
Daily schedule (see above)  
Sites visited (see above)  
Interesting facts and cultural understanding acquired (see above) | Students write blog postings nightly about the day’s itinerary and activities. They comment on their experiences and their preferences. |
| I can write about something I have learned. | Characteristics of host family members – descriptive phrases about physical and personality characteristics (see above)  
Daily schedule while living with host | Students work in groups to post images reflecting a typical day using a site like Voicethread.com. They record their comments. Other students read what is |
<table>
<thead>
<tr>
<th>family (see above)</th>
<th>The family’s daily life is similar to or different than my life at home (see above)</th>
<th>Feelings about the experience – excited, scared, comfortable, uncomfortable, interesting, hectic, fun, etc. (see above)</th>
<th>posted, asking follow-up questions and recording additional thoughts based on their experiences.</th>
</tr>
</thead>
</table>

I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make to the International Rotary Club members in Lahore about my trip to the Kashf Foundation.

<table>
<thead>
<tr>
<th>Products, perspectives and practices of the target region:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- village life in Pakistan – ga’oN kii zindagii</td>
</tr>
<tr>
<td>- khetiibaarii karnaa</td>
</tr>
<tr>
<td>- phasal ugaanaa, kaaTnaa aur jamaa karnaa</td>
</tr>
<tr>
<td>- hal chalaanaa</td>
</tr>
<tr>
<td>- biij bonaa</td>
</tr>
<tr>
<td>- siiNchaaii karnaa</td>
</tr>
<tr>
<td>- tools and crops – kudaal (m/f), haNsiyaa (f), dranti (f), makkaa (m)/ makkii (f), gehuuN (m), sarsoN (f)</td>
</tr>
<tr>
<td>- environment – maahaul</td>
</tr>
<tr>
<td>- maiN raddobadal aur tarraqii</td>
</tr>
<tr>
<td>- banjar aur upjauu zamiin/banjar aur -- zamiin</td>
</tr>
<tr>
<td>- namii, baRh aur suukhaa/ baarish aur</td>
</tr>
<tr>
<td>- sources of energy – tawanaa’ii ka mam’ba (paanii, koylaa, tel, gaiz, lakRii)</td>
</tr>
<tr>
<td>- forestation – darakht laganaa, hariyaali baRhanaa, janglaat</td>
</tr>
</tbody>
</table>

Students prepare a digital presentation that they will give to the International Rotary Club members in Lahore. They write an outline and notes, making sure to include important information and their reactions to the experiences they had at the Kashf Foundation. This presentation will also be shared at the travel fair held at the end of STARTALK camp.
- water conservation: panii kii bachat karnaa/
- water supply –paanii kaa intazaam/ kii farahmi: nal (m), naalii (f), kuaaN (m), sotaa (m), soTii (f) nadii (f), maTkaa (m), ghaRaa (m), baalTii (f)
- food resources –ashi’aye khordni ke wasaa’il
  - sarkaarii raasan (m)
  - khetii (f) kii upaj (f), anaaj (m)
  - saag-sabzii (f), maaNs/gosht (m) machlii, (f) phal (m)
- rural education – gaaNv meN taalim
- women’s role and empowerment – khawateen ka kirdar aur ikhtiyaraat
- health issues –sehat ke massa’il

Personal feelings and experiences about the trip (see above)

**Interpretive Listening**

<table>
<thead>
<tr>
<th>I can understand simple questions about my vacation.</th>
<th>Names of activities and places visited (see above)</th>
<th>Students listen for the daily times of events and fill in a graphic organizer with the information. Students use the information they hear to create their own daily schedules, making sure that they have recorded times when the group will do something together. Students listen to travel announcements of various types—schedules, days and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time expressions using the twenty-four hour clock (see above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can understand simple descriptions of the places I visited.</td>
<td>Name of site</td>
<td>Working in pairs, students will identify various places visited on the trip from oral descriptions. Together, the pair of students will assemble a collage based on the descriptions. They share their collages on the group travel wiki or blog.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Location</td>
<td>Geographical characteristics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• directions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- in the north – shumal meN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- in the south – junoob meN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- in the east – mashriq meN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- in the west – maghrib meN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• topographical features:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- flat – maidaanii</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- mountainous – pahaaRii</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- desert area – registaanii ilaaqaa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- forest area – janglii ilaaqaa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Descriptive expressions (see above)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can understand simple directions to find my way around town.</th>
<th>Giving directions:</th>
<th>Listening to oral directions, students identify places in a city that they might want to visit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn right or left</td>
<td>Go straight</td>
<td>Students take part in geocaching or a similar type of scavenger hunt to find artifacts associated with travel.</td>
</tr>
<tr>
<td>Go straight</td>
<td>Corner</td>
<td></td>
</tr>
<tr>
<td>Continue for . . . blocks/kilometers</td>
<td>(for language targets in this section see above)</td>
<td></td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can understand personal questions to complete a profile on an application to live with a host family in Lahore.</td>
<td>Name</td>
<td>Students complete a personal profile for the homestay portion in Lahore. This will be shared with the host family.</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-mail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reasons for participating in the travel program or homestay (for language targets in this section see above)</td>
<td></td>
</tr>
<tr>
<td>I can understand basic information on travel brochures and on websites.</td>
<td>Location</td>
<td>JigSaw: The teacher divides the class into groups of three or four. Each group is in charge of scanning different websites for travel opportunities in a country where the target language is spoken (the teacher will have the sites bookmarked on Diigo or a similar site for students to use). They fill in a grid with relevant information for the class (name of city, itinerary, requirements, cost, duration, tourist sites).</td>
</tr>
<tr>
<td></td>
<td>Itinerary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interesting sites, experiences, activities (for language targets in this section see above)</td>
<td></td>
</tr>
<tr>
<td>I can understand blog postings on familiar topics.</td>
<td>Names and descriptions of monuments or sites that students will visit during the travel or homestay program</td>
<td>Students read blogs of classmates and respond to two posts per day. Students will read authentic target language blogs that comment on travel homestays and will respond to questions in English.</td>
</tr>
<tr>
<td></td>
<td>Daily schedule while living with the host family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Descriptions of the host family members</td>
<td></td>
</tr>
</tbody>
</table>
Daily experiences and reflections on cultural similarities and differences
(for language targets in this section see above)

You may add additional rows as necessary.

Materials & Other Resources
Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Materials:
(Teachers may decide to play the video clips without sound so that they might supply the narration, making the information more comprehensible for students. Similarly, they might add visuals to the readings, or divide the information into sections.)

Text-based online materials:
Lahore: http://ur.wikipedia.org/wiki/%D9%84%D8%A7%DB%81%D9%88%D8%B1

Karachi: http://ur.wikipedia.org/wiki/%DA%A9%D8%B1%D8%A7%DA%86%DB%8C

Islamabad: http://ur.wikipedia.org/wiki/%D8%A7%D8%B3%D9%84%D8%A7%D9%85_%D8%A2%D8%A8%D8%A7%D8%AF

Peshawar: http://ur.wikipedia.org/wiki/%D8%A7%D8%B3%D9%84%D8%A7%D9%85_%D8%A2%D8%A8%D8%A7%D8%AF

Quetta: http://ur.wikipedia.org/wiki/%DA%A9%DB%81%DA%98%DB%8E%DA%98%DB%80

AV materials:
Khashf Foundation: http://www.dailymotion.com/video/xvf34h_ms-roshaneh-zafar-s-interview-m-d-kashf-foundation_news

Lahore:
https://www.youtube.com/watch?v=HSaj0YpovHk
http://www.dailymotion.com/video/x17c9d8_shahi-qila-lahore-geo-ajooba-documentry_travel
https://www.youtube.com/watch?v=EDtESIdaGsQ
https://www.youtube.com/watch?v=wYNSVbByi1U
Karachi:
https://www.youtube.com/watch?v=dZmj_qBhTyA
https://www.youtube.com/watch?v=GkPab6NY2Vk (in English)
https://www.youtube.com/watch?v=TfHAu2xLHYs (no commentary)

Islamabad:
https://www.youtube.com/watch?v=jwHLuY4UrJA
https://www.youtube.com/watch?v=ZMRd_outW2s (Shah Allah Ditta Village, Islamabad)

Travel in Pakistan:
https://www.youtube.com/watch?v=f9jW07-CVRE (village life no commentary)

V materials Pakistani wedding:
Wedding clothes:

### Daily Schedule
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may add additional rows as necessary.
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Our Identities—Our Heroes</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Urdu</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Grades:</td>
<td>6-12</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x</td>
</tr>
<tr>
<td></td>
<td>Non-Residential:</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 60</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice High</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Novice High/Intermediate Low</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:  

Email:  
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will work with appropriate media and script-based texts that portray Malala Yousafzai who, as a young teenager in Pakistan, stood up against violence from the Taliban in order to promote peace and education for all. Students will explore who she is, where she lives, her heritage, and her contributions to society, particularly the right for girls to have the opportunity to get an education. In the process of learning about and discussing Malala’s and other heroes’ contributions, students will consider their own responsibilities at home and in their communities. Students will be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities and the people, places, and things that really matter to them.

They will take part in a field trip to meet individuals involved in the local community work and identify how various individuals are working to create a better future. They will work together to tell the story of this modern-day Pakistani hero and compare it to another hero (real or fictional, such as the Burqa Avenger). They will explore short biographical texts and video about the chosen heroes or important people, to learn who they are, where they live, their nationality and their heritage, and students will consider what constitutes heroism at home and in the target communities.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.
### Be sure to label the mode and proficiency level of each statement.

**OR NCSSFL-ACTFL CAN-DO STATEMENTS**

Number the Can-Do statements here and then transfer to Stage 3.

<table>
<thead>
<tr>
<th>Mode</th>
<th>Novice High</th>
<th>Intermediate Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal</strong></td>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
</tr>
<tr>
<td></td>
<td>I can exchange basic biographical information.</td>
<td>I can discuss personality and character traits based on a person’s actions.</td>
</tr>
<tr>
<td></td>
<td>I can inquire about and share information about my family, nationality, and heritage.</td>
<td>I can ask and answer questions on factual information that is familiar to me.</td>
</tr>
<tr>
<td></td>
<td>I can talk about why someone is or isn’t a hero or leader.</td>
<td>I can ask about and offer to help at school, work, or in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentational Speaking</strong></th>
<th>I can present information on most familiar topics using a series of simple sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Low:</td>
<td>I can present information about my life.</td>
</tr>
<tr>
<td></td>
<td>I can describe another person’s personality and character.</td>
</tr>
<tr>
<td></td>
<td>I can give a presentation about a famous athlete, celebrity, social reformer, or historical figure.</td>
</tr>
<tr>
<td></td>
<td>I can give a multimedia presentation about someone else.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentational Writing</strong></th>
<th>I can write briefly about most familiar topics and present information using a series of simple sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Low:</td>
<td>I can describe my personality and character.</td>
</tr>
<tr>
<td></td>
<td>I can write about what I do at school, home, or in the community.</td>
</tr>
<tr>
<td></td>
<td>I can describe the personality and character of someone else.</td>
</tr>
<tr>
<td></td>
<td>I can outline a presentation about a celebrity or historical figure.</td>
</tr>
<tr>
<td></td>
<td>I can write captions for images and pictures to convey information about someone else.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Interpretive Listening</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice High</td>
<td>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</td>
</tr>
</tbody>
</table>

| I can understand a few details about a person who is being described. |
| I can categorize a person who is being described (e.g., as a leader, artist, musician, athlete, etc.). |
| I can understand several details about someone else when accompanied by visual support. |
| I can understand the main idea behind a public service announcement. |

**Interpretive Reading**

| Novice High | I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read. |
| Intermediate Low | I can understand the main idea of short and simple texts when the topic is familiar. |

| I can understand short, simple descriptions with the help of visuals. |
| I can understand the main idea of what someone did or is doing. |
| I can understand personal information about others. |
| I can understand the questions asked on a nomination form. |
| I can understand basic information about community resources. |

*You may add additional rows as necessary.*

---

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**
Summative Performance Assessment

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td>Students will read, listen to and/or view biographical or autobiographical texts that give information about Malala’s experiences. They will complete a graphic organizer on her life and accomplishments. They will then compare and contrast her life with their own using a Venn diagram.</td>
<td>Students will discuss Malala’s actions, personality, and character. As they discuss her life and work, they compare and contrast the characteristics and actions that determine heroism in the U.S. and South Asia.</td>
<td>Students will create a poster (edu.glogster.com) or another multimedia presentation that focuses on a personal hero or Malala. Students will include their name, age, nationality, what they are like, profession, biographical information, and simple facts about what makes them worthy of being a hero. Students will then review the dossiers assembled by their classmates and will vote for the top three heroes of the class. Those “heroes” will be formally introduced at the closing ceremony for the program.</td>
</tr>
</tbody>
</table>

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.
<table>
<thead>
<tr>
<th>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</th>
<th>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</th>
<th>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpersonal**

I can exchange basic biographical information.

<table>
<thead>
<tr>
<th>Name Contact Information – phone, e-mail Likes and dislikes – X-ko + infinitive/noun + pasand karnaa/naa-pasand karnaa Activities – mashQ:</th>
<th>Prior to the start of the program or on the first day of the program, students complete an online questionnaire giving basic biographical information in Urdu. This might be part of the placement process. This information is then used to play versions of “find someone who.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>• parRhaa ki karnaa • skuuL jaana • X-ki k Khidmat karnaa • X-ki madad karnaa/ X-ko imdaad denaa • khelnaa-kuudnaa • safaar karnaa • chuTThiyaaN manaanaa • Khaandaan se milne jaanaa • kitaabeN paRhnaa • filmeN/TV dekhnaa • logoN meN dilchaspii lenaa</td>
<td>Students engage in a “speed dating” activity to meet, greet, and get to know their classmates (on the teacher’s signal, students mill about and find a speaking partner; they introduce themselves and get to know the other person by asking them for their biographical information, preferences, contact information; they continue this process several times). At the conclusion of the activity, students introduce to the class the last person they interviewed.</td>
</tr>
</tbody>
</table>

What do you want to do? – tum kyaa karnaa chaahte ho?

<table>
<thead>
<tr>
<th>Grammar:</th>
<th>A variation on the “speed dating” activity is for students to mill about, interview classmates, and find someone with whom they have five things in common.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to like/dislike is an indirect construction. For such constructions, the postposition ko is added to the subject – X-ko + noun/infinitive + hai (mujhko billii pasand hai; tumko skuuL jaanaa pasand hai) • Habitual tense – to express regular, repetitive activities – verb stem + taa/te/tii + honaa</td>
<td></td>
</tr>
<tr>
<td><strong>I can inquire about and share information about my family, nationality and heritage.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking about self and background:</strong></td>
<td></td>
</tr>
<tr>
<td>- family – Khaandaan</td>
<td></td>
</tr>
<tr>
<td>- nationality – qaumiiyat</td>
<td></td>
</tr>
<tr>
<td>- heritage – viraasat</td>
<td></td>
</tr>
<tr>
<td><strong>Where do you live? What is your nationality?</strong></td>
<td></td>
</tr>
<tr>
<td>- tum kahaaN rahte ho?/aap kahaaN rahte haiN?</td>
<td></td>
</tr>
<tr>
<td>- tumhara Khaandaan kahaaN se hai?</td>
<td></td>
</tr>
<tr>
<td>- tum kaunse mulk se ho?</td>
<td></td>
</tr>
<tr>
<td><strong>Who is in your family?</strong></td>
<td></td>
</tr>
<tr>
<td>- Khaandaan/ghar meN kaun kaun hai?</td>
<td></td>
</tr>
<tr>
<td>- Khaandaan kitnaa baRaa hai?</td>
<td></td>
</tr>
<tr>
<td>- Khaandaan/ghar meN kitne log haiN?</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td></td>
</tr>
<tr>
<td>- Expressing possession:</td>
<td></td>
</tr>
<tr>
<td>- countable and material nouns- X-ke paas (mere paas paisa hai; uske paas paanii hai)</td>
<td></td>
</tr>
<tr>
<td>- immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (mere do makaan haiN, merii doo bahaneN haiN, meraa ek bhaaii hai; mere do haath haiN; meraa ek kuttaa hai; merii do gaaRiyaaN haiN),</td>
<td></td>
</tr>
<tr>
<td>- Use of reflexive possessive pronoun – when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the</td>
<td></td>
</tr>
</tbody>
</table>
I can discuss personality and character traits based on a person’s actions.

<table>
<thead>
<tr>
<th>Personality and character traits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>courageous – dalair</td>
</tr>
<tr>
<td>brave – bahaadur</td>
</tr>
<tr>
<td>scared – khauf-zadah</td>
</tr>
<tr>
<td>dedicated – l aga’o rakhna</td>
</tr>
<tr>
<td>responsible – zimmedaar</td>
</tr>
<tr>
<td>irresponsible – Ghair-zimmedaar</td>
</tr>
<tr>
<td>selfless – be-gharaz</td>
</tr>
<tr>
<td>selfish – matlabii/khudgharz</td>
</tr>
<tr>
<td>arrogant – maghruur</td>
</tr>
<tr>
<td>modest – siidha-saada/saadii</td>
</tr>
<tr>
<td>focused – ghor karnewaalaa/waali/twajah markuuz karna</td>
</tr>
<tr>
<td>scattered – bikhraa</td>
</tr>
<tr>
<td>distracted – vichlit</td>
</tr>
<tr>
<td>impatient – beqaraar</td>
</tr>
<tr>
<td>patient – baa-sabr</td>
</tr>
<tr>
<td>generous – saKhi</td>
</tr>
<tr>
<td>stingy – kanjuus</td>
</tr>
<tr>
<td>respectful – baa-adab</td>
</tr>
<tr>
<td>disrespectful – be-adab/gustaaKh</td>
</tr>
<tr>
<td>good – achhaa</td>
</tr>
<tr>
<td>mean – buraa</td>
</tr>
<tr>
<td>evil – badii</td>
</tr>
<tr>
<td>hard-working – mehnatii</td>
</tr>
<tr>
<td>lazy – sust</td>
</tr>
</tbody>
</table>

Each student will be responsible for one word from the personality or character words that will be used throughout the unit. They must find an image that illustrates the word and then create a display for the class word wall. They will select a fictional or historical character that is known for that trait and then complete a sentence starter that uses that word (e.g., Batman is courageous. The Joker is evil.).

Students will wear the image of a known figure on their back or on a band around their forehead. These individuals will be selected from those that the students have researched as their alternate identity. They will circulate playing a version of twenty-one questions to see if they can figure out who they are.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Description</th>
</tr>
</thead>
</table>
| What are you like? What is he/she like? – aapkaa/uskaa mizaaj kaisa hai? | • hero – markazii kirdaar (m)  
  • antihero – bura kirdaar (m)  
  • antagonist – hariif (m)  
  • protagonist – aham kirdaar (m)  
  • superpowers – baRii taQateN (f)  | Students will assume the role of a well-known individual in the target culture or a figure from current events. They will work from a script that they have prepared and will mingle asking and answering questions to meet the other individuals in the class. They will circulate to determine who their best friend might be and say why. Students role-play as well known heroes and villains and imagine a conversation in Hindi between them. |
<p>| What are heroes like? – Hero kaise hote heN?                            |                                                                                                  | Students participate in a meeting of the minds. In small groups they come together as if at a party and mingle as they meet, greet, and get to know each other. Each student is responsible for keeping track of what they learn about the others at the party. After the event, students will be placed in groups and will participate in an organized trivia competition based on the facts |</p>
<table>
<thead>
<tr>
<th>I can ask about and offer to help at school, work, or in the community.</th>
<th>How can I help?</th>
<th>Students use their personal information cards to have conversations about what they do and don’t do at home, in school, and in the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• maiN aapki/tumhaarii kaise madad kar saktaa/saktii huuN?</td>
<td>Students select a cause, an actual community-based organization that is helping locally and/or in an area where Urdu is spoken. They pair up and each student attempts to convince their partner to support the organization in one way or another. Basically, the idea is to continue the conversation, never taking no for an answer. Students continue to change partners and work on their powers of persuasion. Students then complete a written ballot, nominating the best salesperson that they spoke with. The two top salespeople perform for the class. (In preparation for this task, the teacher conducts a brainstorming activity to surface prior and current vocabulary that students will use to complete the task, including expressions of persuasion, chores at home and at school, volunteer activities,</td>
<td></td>
</tr>
<tr>
<td>• ham aapki Khidmat kaise kareN?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can I do to help?</td>
<td>• maiN aapki/tumhaarii kayaa madad kar saktaa/saktii huuN?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• aapki kyaa madad karuuN?</td>
<td></td>
</tr>
<tr>
<td>At home – ghar meN:</td>
<td>• I clean – (X-ko) saaf kartaa/kartii huuN,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I . . . cook – maiN… pakaataa/pakaatii huuN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I watch my brother – apne bhaaii kii dekhbhaal kartaa/kartii huuN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• et cetera – vagairah</td>
<td></td>
</tr>
<tr>
<td>At school – skuul meN:</td>
<td>• I . . . study – maiN ... paRhtaa/paRhtii huuN</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
I work hard – mehnat kartaa/kartii huuN
I tutor – paRhaataa/paRhaatii huuN

In my community –,
- I . . . volunteer at – meN vaalanTiir kartaa/kartii huuN
- church – girjaaghar, kaliisaa (m) for Christians
- mosque – masjid (m) for Muslims
- temple – mandir (m) for Hindus, Jains and Buddhists
- Sikh temple – gurdvaara
- synagogue – sinaagog for Jewish
- I recycle - resaikil kartaa/kartii huuN
- I donate – detaa huuN, detii huuN

How often do you (babysit)?
- tum kitnii baar baibisiT kartii ho?
- bachchoN kii dekkbhaal karte/kartii ho?

Adverbs of frequency:
- all the time – hameshaa
- sometimes – kabhii kabhii
- every Monday and Wednesdays – har piir aur budh ko
- every day - rozaanaa

When do you volunteer? – tum kab apni Khidmat pesh karte ho?

Grammar:
- Habitual tense – verb stem + taa/te/tii + honaa
- Subjunctive in a simple sentence expresses polite command, request, uncertainty, wish – kyaa karuuN? kahaaN jaaeN?
- Subjunctive in a complex sentence in the subordinate clause after an introductory
I can talk about why someone is or isn’t a hero or leader.

Who is a hero?
- teacher – ustaad (m/f)
- student – taalib-e-ilm (m/f)
- principal – prinsipal (m/f)
- custodian – muhaafiz(m/f)
- mayor – naazim (m/f)
- engineer – enjiinii’r (m/f)
- doctor – tabiib (m/f)
- nurse – nars (m/f)
- police officer – puliis afsar(m/f)
- firefighter – fa’irfaiTar (m/f)
- soldier – sipaahii(m)/faujii (m)

Why? Why not? – kyoN/kyoN nahiiN?

What does a hero do? hiiro kyaa kartaa/kartii hai
- to persevere – koshish karte rehna
- to help others – duusroN kii madad karna
- to give hope – umiiid dilaana
- to respect others – dosroN kii izzat karna
- to fight against evil – buraaii ke khilaaf laRnaa
- to work hard – mehnat karna
- to hurt others – duusroN ko choT pohnchaanaa
- to bully others – duusroN ko dhamakii/Daraavaa dena

Grammar:
- Habitual Tense – Verb stem + taa/te/ tee +

Students will first watch a clip in Urdu with the sound off and will identify the hero and villain of that clip through the actions that are observable. They will then discuss why someone is or is not a hero giving reasons based on what they saw. They will watch with sound on and will listen for additional common characteristics.

Students will circulate asking the key question, “Are you a hero?” Students will be encouraged to answer in the affirmative, giving reasons and sharing reasons others are heroes. “You are a hero because you are always helping others.”

Students will consider the role that the media plays in creating heroes. They will watch a Hindi video clip of a well-known actor/actress or sports figure and will then discuss whether that person is a hero or not. Half the class will prepare reasons for, and the other half will prepare reasons against. They will then pair up to have a conversation.
<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can present information about my life.</td>
</tr>
<tr>
<td>I can describe another person’s personality and character.</td>
</tr>
<tr>
<td><strong>I can give a presentation about a famous athlete, celebrity, or historical figure.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>I can participate in a multimedia presentation about someone else.</strong></td>
</tr>
<tr>
<td><strong>I can describe my personality and character.</strong></td>
</tr>
<tr>
<td><strong>I can write about what I do at school, home, or in the community.</strong></td>
</tr>
<tr>
<td>I can describe the personality and character of someone else.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>I can outline a presentation about a celebrity or historical figure.</td>
</tr>
</tbody>
</table>
| I can write captions for images and pictures to convey information about someone else. | (previously noted vocabulary and grammar) | Students will research their alter ego to learn ten basic facts about this person. They will create a mini-poster that has this information, presented in a format that is visual and contains key new words. These posters will be displayed in class as reference tools for alter ego activities. Students will create an online story using Storybird.com or other appropriate online tools. They will tell the story of their alter ego as if they
were writing a children’s version of the story.

**Interpretive Listening**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Context</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand a few details about a person who is being described</td>
<td>[previously noted vocabulary and grammar]</td>
<td>The teacher prepares a multimedia presentation to introduce the teacher to the class. This presentation will serve as a model. As students listen to the presentation, they will complete a fact sheet determining which statements are true and which are false.</td>
</tr>
<tr>
<td>I can categorize a person who is being described (e.g., as a leader, artist, musician, athlete, etc.)</td>
<td>[previously noted vocabulary and grammar]</td>
<td>The teacher will also prepare an introduction of two superheroes from the South Asian community. One will be a true hero, the other a fictional hero like Superman. Students will listen for key details, noting those that both heroes have in common. They will then identify and describe two similar heroes from their own culture.</td>
</tr>
<tr>
<td>I can understand several details about someone else when accompanied by visual support</td>
<td>[previously noted vocabulary and grammar]</td>
<td>Students will view clips of award recipients, matching actions to individuals based on what is heard and seen. They will then say who they would most like to meet and why they want to meet that person.</td>
</tr>
<tr>
<td>I can understand the main idea in a public service announcement.</td>
<td>[previously noted vocabulary and grammar]</td>
<td>Students will view public service announcements for nonprofit organizations and will determine what cause is being served and what they are being asked to do—donate, call, volunteer, etcetera. In small groups they will name the image(s) and words that were most powerful and will keep a list of what had the greatest impact.</td>
</tr>
</tbody>
</table>

**Interpretive Reading**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Context</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand short, simple descriptions with the help of visuals.</td>
<td>[previously noted vocabulary and grammar]</td>
<td>Students will read materials about fictional and historical heroes and will begin to create a word</td>
</tr>
<tr>
<td>I can understand the main idea of what someone did or is doing.</td>
<td>(previously noted vocabulary and grammar)</td>
<td>list of characteristics associated with heroes.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students will review the front page of Urdu newspapers looking for evidence of heroism or anti-heroism. They will name the individual and what they did or didn’t do that resulted in their being named in the paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will review <em>Time</em> magazine’s “Man of the Year” information or similar target language coverage to chart what information the title and first paragraph of typical articles tend to convey. They will then pair up to share their findings and create a list of common topics and useful words and expressions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can understand personal information about others.</th>
<th>(previously noted vocabulary and grammar)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>As students read information on important people they will complete graphic organizers answering the “who, what, when, where and why” questions and will then make an inference in the target language or English saying why this person is so important.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can understand the questions asked on a nomination form.</th>
<th>(previously noted vocabulary and grammar)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete a nomination form similar to the one for the annual CNN “Hero of the Year.” <a href="http://www.cnn.com/specials/cnn-heroes">http://www.cnn.com/specials/cnn-heroes</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can understand basic information about community resources.</th>
<th>(previously noted vocabulary and grammar)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be given a card indicating the type of help or support that they need. They will visit a series of predetermined websites to see which one might be best suited to providing the support that they need. The students will rotate the cards until each student has worked with three or four situations. Students will read online material and match organizations to need based on what they understand.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Newspaper or online articles on well-known heroes or important people and everyday heroes or community leaders.

Information on top awards given in the target culture (For example: Oscars, Medal of Freedom, CNN Hero Award, etc.)

News articles and videos:
- [http://www.bbc.co.uk/urdu/world/2014/12/141210_malala_hopes_to_be_pakistan_pm_rk](http://www.bbc.co.uk/urdu/world/2014/12/141210_malala_hopes_to_be_pakistan_pm_rk)
- [http://urdu.alarabiya.net/ur/pakistan/2014/12/10/-%D9%86%D9%88%D8%A8%D9%84-%D8%A7%D9%85%D9%86-%D8%A7%D9%86%D8%B9%D8%A7%D9%85-%D9%85%D9%84%D8%A7%D9%84%DB%81-%D8%A7%D9%88%D8%B1-%DA%A9%DB%8C%D9%84%D8%A7%D8%B4-%DA%A9%DB%92-%D8%B3%D9%BE%D8%B1%D8%AF-.html](http://urdu.alarabiya.net/ur/pakistan/2014/12/10/-%D9%86%D9%88%D8%A8%D9%84-%D8%A7%D9%85%D9%86-%D8%A7%D9%86%D8%B9%D8%A7%D9%85-%D9%85%D9%84%D8%A7%D9%84%DB%81-%D8%A7%D9%88%D8%B1-%DA%A9%DB%8C%D9%84%D8%A7%D8%B4-%DA%A9%DB%92-%D8%B3%D9%BE%D8%B1%D8%AF-.html)
- [http://ur.wikipedia.org/wiki/%D9%85%D9%84%D8%A7%D9%84%DB%81_%DB%8C%D9%88%D8%B3%D9%81%D8%B2%D8%A6%DB%8C](http://ur.wikipedia.org/wiki/%D9%85%D9%84%D8%A7%D9%84%DB%81_%DB%8C%D9%88%D8%B3%D9%81%D8%B2%D8%A6%DB%8C)
- [http://www.bbc.co.uk/urdu/world/2014/10/141022_liberty_medal_for_malala_mb](http://www.bbc.co.uk/urdu/world/2014/10/141022_liberty_medal_for_malala_mb)
- [https://www.youtube.com/watch?v=Q7-sngl4Ujl](https://www.youtube.com/watch?v=Q7-sngl4Ujl)
- [https://www.youtube.com/watch?v=eJiLv16JHNs](https://www.youtube.com/watch?v=eJiLv16JHNs)
- [https://www.youtube.com/watch?v=NoxDLcP9TK0](https://www.youtube.com/watch?v=NoxDLcP9TK0)
- [https://www.youtube.com/watch?v=XahbqLdCVhE](https://www.youtube.com/watch?v=XahbqLdCVhE)
- [https://www.youtube.com/watch?v=9F5yeW6XFZk](https://www.youtube.com/watch?v=9F5yeW6XFZk)
- [https://www.youtube.com/watch?v=5SClmL43dTo](https://www.youtube.com/watch?v=5SClmL43dTo)

**Daily Schedule**

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.
You may add additional rows as necessary.
<table>
<thead>
<tr>
<th>BASIC PROGRAM INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host Institution:</td>
</tr>
<tr>
<td>Program Title:</td>
</tr>
<tr>
<td>Language(s):</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
</tr>
<tr>
<td>Program Setting:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Duration:</td>
</tr>
<tr>
<td>Contact Hours:</td>
</tr>
<tr>
<td>Target Proficiency Level:</td>
</tr>
<tr>
<td>(by end of program)</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:  

Email:
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will plan a trip to Swat Valley, Pakistan, an ideal place for a summer camp in the foothills of the Hindu Kush range and Himalayas. It is located in the Khyber Pakhtunkhwa Province in the northern area of Pakistan. It is a place of great natural beauty and is popular with tourists as "The Switzerland of Pakistan". They will go to sightsee and to participate in a nature exploration camp with other teenagers from around the world. They will explore various tourist options as well as try to locate places that appeal to them, such as River Swat, the spectacular waterfalls, lush green hills and lakes of Kalam Valley, Malam Jabba; the famous ski resort near the Karakoram mountain range, and Mingora, Saidu Sharif which has the most famous Buddhist shrines like “the stupa”.

Before leaving on the trip, they will need to make preparations. Where will they go? What will they see? They will learn about the mountain ranges of the Hindu Kush, Himalayas, and Karakoram, some of the landmarks, the geography, and the climate. At home in the United States, they will practice greeting others, using courtesy expressions and culturally appropriate gestures, making introductions, and talking about themselves and their preferences. They will make and taste some authentic foods, and they will apply for necessary travel documents. They are excited to travel the country with other pre-teens and teenagers who have similar interests. Swat offers opportunities for adventurous activities, e.g. skiing, fishing, rock climbing, trekking and rafting, and for nature exploration.

In addition, although local tourist agencies and community centers offer opportunities to participate in their projects and activities related to environment and health issues, there are no resources online and/or in the social media about such activities. Students will design camps with activities and locations they will be interested, they write comments on existing webpages (such as on bookingfare.com) and will help local organizations establish online or Facebook presence.
Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you’ve selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement.</td>
<td>Number the Can-Do statements here and then transfer to Stage 3.</td>
</tr>
</tbody>
</table>

### Interpersonal Speaking

Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can exchange some personal information about myself and my family including home address and e-mail address.</td>
<td></td>
</tr>
<tr>
<td>I can ask someone’s nationality and find out what languages he/she speaks.</td>
<td></td>
</tr>
<tr>
<td>I can discuss activities and interests and make plans based on my interests and the interests of others.</td>
<td></td>
</tr>
<tr>
<td>I can ask about and identify important information about the weather and specific location using a map.</td>
<td></td>
</tr>
<tr>
<td>I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.</td>
<td></td>
</tr>
<tr>
<td>I can ask about and comment on a new food that I have tried.</td>
<td></td>
</tr>
</tbody>
</table>

### Presentational Speaking

Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can introduce myself and describe my family and friends.</td>
<td></td>
</tr>
<tr>
<td>I can talk about my favorite activities and talk about my interests — favorite club and outdoor activities.</td>
<td></td>
</tr>
<tr>
<td>I can introduce a new food to others explaining why I like or don’t like</td>
<td></td>
</tr>
</tbody>
</table>
I can describe a landmark and/or a place I plan to visit and say what I am going to do there.

I can present information about something I learned during my trip.

### Presentational Writing

**Novice High:** I can write short messages and notes on familiar topics related to everyday life.

- I can introduce myself and describe my family and friends.
- I can write a Facebook post, text, or Instagram message sharing information about my activities and experiences.
- I can design an ideal menu for a day at camp relying primarily on local dishes in the Swat Valley.
- I can request and complete an application for admission to a travel camp and/or any required travel documents.
- I can present the ideal camp/travel experience to others.

### Interpretive Listening

**Novice High:** I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

- I can understand some personal information when I hear others introduce themselves.
- I can understand a few details about what others are doing and when.
- I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.

### Interpretive Reading

**Novice High:** I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

- I can identify destinations and major attractions found in travel brochures and on travel websites.
- I can understand questions about personal information found on...
Students have the opportunity to participate in a summer camp in Swat Valley, Pakistan. They read the descriptions/watch the video and complete a graphic organizer for a possible exploration camp they want to design and organize. They answer a few questions about your interests, select locations and activities.

Each student wants their best friend to go with them to the camp that they have designed. The friend has designed a different type of camp. In pairs students have a conversation where they talk about the advantages/disadvantages of each camp. They need to compromise.

Students design the ideal camp for speakers of Urdu in their community who might want to study abroad. They determine location, daily schedule and types of activities. They create the market campaign for their camp.
### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td></td>
</tr>
</tbody>
</table>

#### Interpersonal Speaking

**I can exchange some personal information about myself and my family including home address and e-mail.**

<table>
<thead>
<tr>
<th>What is your name? aapkaa/tumhaaraa naam kyaa hai?</th>
<th>My name is... meraa naam ... hai</th>
</tr>
</thead>
<tbody>
<tr>
<td>My email is... meraa iimel hai...</td>
<td>My address is... meraa pataa hai...</td>
</tr>
</tbody>
</table>

**Who Am I?** Teacher attaches a sticky note to each student’s back with the name of a famous person from the Pakistani culture; students circulate to ask and answer questions to find out who they are. They may not guess a name until they have asked ten questions.

**People At a Party.** Pairs of students look at a picture of ten people at a party. Working together, they help one another identify the ten people by asking and answer questions about the people pictured. Each partner has different clues and can thus help his/her partner with the identification.
What state/country is that in?
- voh kis riaasat/mulk meN hai?

- yeh NYC/ LA/ Chicago/ Beijing/ Islamabad se kitnii duur hai?

How old are you?
- tum kitne saal ke/ kii ho?
- aapkii umr kya hai?

I am...years old.
- maiN ... saal kaa/ kii huuN.
- Merii umr ... saal hai.

When is your birthday?
- aapkaa/ tumhaaraa yaum-e-paidaash/ saalgirah kab hai?
- Aap apnaa yaum-e-pedaash/ saalgirah kab manaate/manaatii haiN?

I was born on... And you?
- maiN ... ko paidaa huua thaa.
- aur aap/ tum?

You are older/ younger than I am.
- aap mujhse baRe/ baRii haiN
- aap choTe/ choTii haiN
- tum mujhse bare/ baRii/
- tum choTe/ choTii ho

Do you have brothers and sisters?

Timeline Activity. Students interview a classmate to find out five important dates in his/her life, then create an illustrated timeline reflecting the information that you discovered. They share with the class.

Students identify the members of a family (information gap task). Students will work in pairs to complete an information gap task. Students designated A and students designated B will receive the same picture of a family at a celebration. Each student has different clues about individual people. Students ask and answer questions about the people to ascertain their identity. Once completed, the pairs discuss how they discovered each person’s identity.
- tumhaare bhaai aur bahan haiN?
- tumhaare kitne bhaaiii aur bahan haiN?

Yes, I have...
- haaN, mera ek bhaaii/ mere doo bhaaiii haiN
- merii ek behan/ doo behaneN haiN

No, I am an only child.
- nahiiN, maiN akelaa/ akelii huuN
- maiN eklautaa bachhaa/ eklautii bachii huuN

How old are your siblings?
tumhaare bhaaiii/bahan kitne saal ke haiN?

Are you the oldest? The youngest?
- kyaa aap sabse baRe/ baRii haiN?
- aap sabse chhoTe/ chhoTii haiN?
- kyaa tum sabse baRe/ baRii ho?
- aap sabse chhoTe/ chhoTii haiN?

Why are you famous?
- aap itne mashhuur kyoN haiN?
- tum itne mashhuur kyoN ho?

I am a –
- politician – siiasat daan (m/f)
- musician – mausiiqaar (m/f)
- artist/entertainer – funkkaar (m/f)
- actor – adaakaar (m)/ adaakaaraa (f)
- singer – guluukaar (m)/ guluukaaraa (f)
- historical figure – taariikhii shakhsiiat (m)
### Grammar:

- **Expressing possession:**
  - countable and material nouns - X-ke paas (mere paas paisa hai; uske paas paanii hai)
  - immovable property, kinship relations, body parts, pets and legally owned properties - X-kaa/ke/kii (mere do makaan haiN, merii doo bahaneN haiN, meraa ek bhaaii hai; mere doo haath haiN; meraa ek kuttaa hai; merii doo gaaRiyaaN haiN)
- **Use of reflexive possessive pronoun** – when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the possessed object (apnaa naam bataao; never tumhaaraa naam bataao, voh apnii maa se baat kar rahii hai; maiN apne dostoN ke saath ghuumne jaataa huuN)
- **Asking yes/no questions** – *kyaa* is used in the beginning of the indicative sentence (kyaa app yahaaN se haiN?)

### I can ask someone’s nationality and find out what languages he/ she speaks.

<table>
<thead>
<tr>
<th>What nationality are you? aap kis mulk se haiN</th>
<th>Information Gap Task using “student ID” cards Distribute pictures of different people to the students. Working in pairs, students discuss the photo to try to agree on the person’s age, location, nationality, language(s) spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am...</td>
<td>Students interview the mystery guest to see what they can learn about the person. They have picture clue cards and ask questions</td>
</tr>
<tr>
<td>● maqaamii</td>
<td></td>
</tr>
<tr>
<td>● paakstanii</td>
<td></td>
</tr>
<tr>
<td>● hindustanii</td>
<td></td>
</tr>
<tr>
<td>● banglaadeshii</td>
<td></td>
</tr>
<tr>
<td>● amrikii</td>
<td></td>
</tr>
<tr>
<td>● fraaNsiisii</td>
<td></td>
</tr>
<tr>
<td>I can discuss activities and interests and make plans based on my interests and the interests of others.</td>
<td>Maintain The Conversation. Pairs of students work together to hold a meaningful conversation on activities and interests by asking questions and commenting on their partner’s responses. Students prepare individual interest and activity cards by creating a photo collage representing things they like to do and their interests.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>What do you like to do?</td>
<td>What types of — <em>kis tarah</em> (<em>kii/ kaa/ ke</em>)</td>
</tr>
<tr>
<td>● <em>aapko kyaa karnaa pasand hai?</em></td>
<td>● movies — <em>kii filmeN</em></td>
</tr>
<tr>
<td>● <em>tumheN kyaa karnaa pasand hai?</em></td>
<td>● video games — <em>kii viDio gem</em></td>
</tr>
<tr>
<td>Do you want us to go?</td>
<td>● <em>song — kaa gaana</em></td>
</tr>
<tr>
<td>● <em>kyaa aap caahte haiN ke ham jaaeN?</em> (subjunctive)</td>
<td>● <em>games — ke khel</em></td>
</tr>
<tr>
<td>● <em>kyaa tum caahte ho ki ham jaaeN?</em> (subjunctive)</td>
<td>What type of music do you prefer? — <em>tumheN kaisaa gaana pasand hai?</em></td>
</tr>
<tr>
<td>Let’s go to…. and then we can…</td>
<td>until they can figure out who the person is. The teacher will create cards based on real people that are known to the students and/or native speakers that are involved in the program.</td>
</tr>
<tr>
<td>ham … calte haiN aur phir ham … kar sakte haiN</td>
<td></td>
</tr>
<tr>
<td>I don’t really like to (activity)… but we can for a while — <em>mujhe</em> (infinite)… <em>nahiiN pasand hai</em>, lekin ham thoRii der ke liye kuch kar sakte haiN</td>
<td></td>
</tr>
<tr>
<td>What languages do you speak? — <em>tum kaun-sii zabaan bolte ho?</em></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Which video games do you have? – tumhare paas kaisa video game hai?</td>
<td></td>
</tr>
<tr>
<td>Do you like to read? – kya tumheN paRhnaa/ mutaaliaa karnaa pasand hai?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite book/kind of book (genre)? – tumheN kaisii kitaabeN/kis tarah kii kitaabeN pasand haiN?</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td></td>
</tr>
<tr>
<td>● to like/dislike is an indirect construction in Urdu. For such constructions, the postposition ko is added to the subject X-ko pasand hai (usko billii pasand hai. ‘He/She likes cats’)</td>
<td></td>
</tr>
<tr>
<td>● Habitual Tense – to express regular, repetitive activities (Verb stem + taa/te/tii + auxiliary honaa)</td>
<td></td>
</tr>
<tr>
<td>● Construction ‘to want + verb” (direct infinitive + caahnaa)</td>
<td></td>
</tr>
<tr>
<td>I can ask about and identify important information about the weather using a map.</td>
<td>Weather-related phrases:</td>
</tr>
<tr>
<td>● ... mein mausam kaisa hai?</td>
<td>● It’s hot/warm – mausam garm hai</td>
</tr>
<tr>
<td>● It’s cool/cold – mausam Thanda hai</td>
<td>● It’s windy – vahaan tez hawaa hai, aandhii hai</td>
</tr>
<tr>
<td>● It’s rainy – vahaan bohat baarish hoti hai</td>
<td>● overcast – kaale baadal caanaa</td>
</tr>
<tr>
<td>● It’s going to rain – baarish honewalii hai</td>
<td>● It’s going to be too hot – bhat garmii honewalii hai</td>
</tr>
<tr>
<td>● It’s too hot (scorching heat) – tez/taptii dhuup paritii hai</td>
<td></td>
</tr>
</tbody>
</table>

Using an authentic online weather site from Swat Valley, Pakistan, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions.
I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you leave? – tum kaimp kab jaaoge/ jaaogii?</td>
<td>I leave on Monday at...o’clock. – maiN piir ko ... baje jaauuNgaa/ jaauuNgii</td>
</tr>
<tr>
<td>Where do you leave from? – tum kahaaN se jaaoge/ jaaogii?</td>
<td>I am flying from... – maiN....... se flaiT/ havaaii jahaaz luuNgaa/luuNgii</td>
</tr>
<tr>
<td>What will you typically do on a daily basis when you travel?</td>
<td>- sair - o-tafriih ke liye aapko kyaa karnaa pasand hai?</td>
</tr>
</tbody>
</table>
| - sair karte hue aam taur par tum kyaa karte/ kartii ho? | Grammar and Vocabulary:  
- vaqt/paisa + lagnaa  
- Sequence expressions –  
  - first – pahle  
  - then – baad meN/phir  
  - finally – aaKhir meN  
  - in the mean while – itne meN/ is dauraan  
- Time expressions (24 hour clock)  
  - ek baj gyaa  
  - do baje  
  - savaa do  
  - paune do baje  
  - saaRhe paanc  
  - paanc bajkar das minaT  
  - paanc bajne meN das minaT |

A group of students considers the best way to travel to camp. Students work in small groups to brainstorm their itinerary based on travel information provided by the teacher. The group creates a visual itinerary showing each step of their journey to camp. Groups pair to share their schedules with another group to see what is similar and what is different.

Information gap. Student A has a schedule with some of the information for a day completed. Student B has other pieces of the schedule. They ask and answer questions until they can complete the schedule for the day.

A group of students is given a schedule for the day. They discuss what they will be doing and try to decide what the most popular activity is for their group.

A small group of students has the daily schedule and they really want to make a change in the daily agenda. A native speaker of Urdu plays the role of the camp counselor. Students in the group attempt to convince the counselor to make at least one change in the schedule.
- Dhai baje
- DeRh baje

- **Daily routine:**
  - to get up – uThnaa
  - to dress up – kapRe badalnaa
  - to bathe – nahaanaa/Ghusal karna
  - to eat breakfast – naashtaa karna
  - to watch television – Tiivii dekhnaa
  - to hangout with friends – dostoN se milnaa; dostoN ke saath ghumne jaanaa; dostoN ke saath vaqt guzaarna/tafriih karna;
  - to eat dinner – raat kaa khaanaa
d  - to go to sleep – so jaanaa
  - to be busy – masruuf honaa/rahnnaa

- **Time expressions:**
  - in the morning – subah
  - in the afternoon – dopehar meN/ko
  - in the evening – shaam ko
  - at night – raat ko
  - everyday – har roz/rozaaanaa
  - usually – aam taur par/aksar

- **Activities:**
  - to visit (a place) – jaanaa
  - to visit someone – X-se milnaa
  - to walk – paidal calnnaa
  - to ride (as a rider) – savaar honaa
  - to ride (as a passenger) – X par caRhnaa, X-kii savaarii karna
  - to swim – tairnaa
  - to play – khelnaa
<table>
<thead>
<tr>
<th>Activity</th>
<th>Hindi Translation</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>to relax</td>
<td>aaraam karna</td>
<td>to cook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>khaanaa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>banaanaa/pakaanaa</td>
</tr>
<tr>
<td>to go out</td>
<td>ghuumne jaana</td>
<td>to exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>varzish karna</td>
</tr>
<tr>
<td>to go for a walk</td>
<td>sair karna</td>
<td></td>
</tr>
</tbody>
</table>

- I can ask about and comment on a new food that I have tried.

- Names of regional dishes:
  - daal
  - caaval
  - biryaanii
  - paalak panii
  - maTar panii
  - maaluu-gobhii
  - sarsoN kaa saag
  - bhinDii
  - baiNgan bhartaa
  - gaajar halwaa
  - jalebii
  - gulaab jaaman
  - mithaii

- I like...to eat and...to drink. Do you like?
  - Mujhe piinaa aur khaanaa pasand hai.
  - tumheN kyaa khaanaa aur piinaa pasand hai?

- What is this? – yeh kyaa hai?

- What is in the dish? – is khaaneN kyaa hai?

- Do you like..? I don’t know. I would like to try...
  - kyaa tumheN .... pasand hai?
  - mujhe nahiiN maaluum/ pataa
  - main cakhnaa chaahuuNgaa/chaahuuNgii

- Each student is given a visual image of food or dish that will be served in camp. Students mingle to identify foods they like and foods they want to try.

- Each group of students is in charge of planning a specific meal for the camp. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.

- Set up a market/store with authentic items from the Pakistani culture. Acting as sellers and buyers, students role-play a variety of transactions. This store may serve as the actual camp store where students “purchase” daily snacks, etc.
- namkiin
- roTii/ naan
- pakOraa/ samosaa

**Key ingredients:**
- dhaniyaa
- adrak
- lauNg
- laal/harii mirchi
- pyaaz
- lehsan
- (garam) masaalaa
- haldii
- ziira
- TamaaTar
- paudiinaa
- namak

What are we having/eating for breakfast, lunch, dinner? – kyaa khaanaa khaaeNge?
- breakfast – naashtaa
- lunch – din/ dopehar kaa khaanaa
- dinner – raat kaa khaanaa

What do you want to eat? What about...
- aapko khaane meN kyaa cahiye?
- kyaa .. khaayeNge?
- kyaa khaanaa khaaeNge?

No, I am allergic to... – nahiN, mujhe .. se alarjii hai.

Let’s eat/ have... – ham ... khaayeN?

What do you need? – aapko kyaa caahiye?

How much do you need? – kitnaa caahiye?
Give me less! – kam karo/ kiijiye; kam denaa

Give me more! – thoRaa saa/ kuch aur denaa; zyaadaa denaa

How much is it? – yeh kitne kaa/ ke/ kii hai/N?

Reduce the price! – qiimat kam karo!

Tell me the right price! – sahii qiimat bataao!

Grammar:

- Expressing having a health-related condition – X-ko zukaam/ bukhaar/ alarjiii hai.
- Comparison of adjectives –
  - Comparative degree – X-se + adjective (mujh se baRaa/ baRe/ baRii)
  - Superlative degree – sab se + adjective (sab se baRaa/ baRe/ baRii)
- Giving commands:
  - tuu + Verb stem (bol; khaa; jaa)
  - tum + Verb stem + o (bolo; khaao; jaaao; use of mat for negative commands)
  - aap + Verb stem + iye (boliye; khaayie; jaayie)
  - aap + verb stem + iyega (maaf kiijiyega – most polite command))
  - aap + subjunctive (juute yahaaN utaareN – most polite request/indirect command)
I can introduce myself and describe my family and friends.

**Basic biographical information listed above**
- father - abuu/ baap/valid
- mother – ammi/maN/validaa
- brother - bhaaii
- sister - behan
- mother’s side grandfather and grandmother – naanaa/ naanii
- father’s side grandfather and grandmother – daadaa/daadii
- friend – dost (m/f), saheli (f)

**Describing someone’s physical appearance – zaaherii shakal/ banaavaT:**
- tall – lambaa qad, and short/ small – choTaa qad
- heavy – moTaa and lean – patlaa/dublaa
- long limbs – lambii baaheN (f)/baazuu aur TaangeN (f)
- wide chest – chauRaa siinaa
- long hair – lambe baal and short hair – choTe baal (m)
- straight hair – siidhe baal and curly hair – ghugharaale baal (m)
- pony tail – coTii (f)
- big eyes – baRii aankheN (f)
- to wear glasses – chashmaa/enak + pahannaa

Students create a multimedia presentation to send to the camp director as part of their camp application. They include personal information and take the opportunity to introduce their family members and/or friends.

Students record self-introductions to share with the camp counselors and travel companions. They may use a podcast, a vodcast, create an avatar, or add an introduction on Voice Stream in response to a camp counselor’s request.
Personality descriptors: shakhsiat ke/shaksiaati pehlu:

- arrogant – ghamanDii/maGhruur
- modest – inkasaar/siidhaa-saadhaa
- honest – imaandaar
- dishonest – beimaan
- hard-working – mehentii
- lazy – sust
- generous – saKhii/bare dil kaa/kii
- stingy – kanjuus
- emotional – jazbaatii
- short-tempered – garm mizaaj
- pleasant – khush mizaaj
- serious – sanjiidaa
- talkative – baatuunii
- quiet – kam go/kam bolne vaalaa/bolne vaalii, cup
- courageous – himmat vaalaa
- brave – bahaadur/dalair
- scared – khofzadaa
- dedicated – vafaadaar
- responsible – zimmedaar
- irresponsible – Ghair-zimmedaar
- selfless – beGharz
- selfish – khudGarz/matlabii
- focused – tavajjoh dene vaalaa/
<table>
<thead>
<tr>
<th>Positive Adjective</th>
<th>Negative Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>scattered – bikhraa</td>
<td>distracted – bad-havaas</td>
</tr>
<tr>
<td>patient – saabir</td>
<td>impatient – be-sabr/ be-qaraar</td>
</tr>
<tr>
<td>respectful – ba-adab/ tamiiz-daar</td>
<td>disrespectful – be-adab/ bad-tamiiz/ bad-tehziib</td>
</tr>
<tr>
<td>good – achaa/ naik</td>
<td>mean – buraa</td>
</tr>
<tr>
<td>mean – buraa</td>
<td>evil – bad/ bad/ buraa</td>
</tr>
<tr>
<td>outgoing – ghumne-phirne ka shoqin/ ghulne milne vaalaa/ vaalii</td>
<td>introverted – kam ghulne milne vaalaa/ vaalii</td>
</tr>
<tr>
<td>athletic – khilaaRii</td>
<td>sedentary – nikammaa/ sust/ bekaar</td>
</tr>
<tr>
<td>mischievous – sharaaratii, bad-tamiiz</td>
<td>well-behaved – tamiizdaar/ baa-adab</td>
</tr>
</tbody>
</table>

**Likes to... X-ko + pasand hai**
- games on a computer – computer khel khelanaa
- watch television – Tiivii dekhnaa

I can talk about my favorite activities and talk about my interests — favorite musical groups, Activities – sargarmiyaaN:
- to play sports – X khelnaa

Students create a podcast or vodcast to share with the travel camp directors who want to
| I can introduce a new food to others and explain why I like or don’t like the dish. | It is healthy/unhealthy – sehat ke liye accha/mufiid, buraa/muzir hai. It is sweet – yeh miithaa hai. It is salty – yeh namkiin hai. I like it, because… – mujhe yeh pasand hai kyonki ...; mujhe yeh achha lagtaa hai, kyonki ... | Students work together in small groups to present a local dish to the class. If possible they prepare the dish taking pictures at each step. They then state what is in the dish showing appropriate images. They conclude by giving their opinions of the dish. |

| I can describe a landmark and/or a place I plan to visit and say what I am going to do there. | It is located – ... vaaqay hai/maujuud hai ● near – X-ke paas; paas (close to) ● from – X-se duur hai It is made of – X-kaa banaa huua ● rock – patthar (m) ● bronze – piital/kaasnii (m) ● steel – faulaad (f) | Students assemble an electronic photo album of the sites they want to visit during the travel camp. They record a travelogue with descriptions of the landmarks and places including personal comments and preferences. |
### Presentational Writing

| I can introduce and describe myself, my family, and my friends. | My name is...  
I am from...  
My birthday is...  
I am... years old.  
I was born in...  
I am... (nationality).  
I speak... (language).  
I have... people in my family. I have a mother, father, sister, brother, etc.  
I am an only child.  
My family is small, large.  
My mother has... hair and eyes. She is... etc. | Students will fill out a registration form for a travel camp in Swat Valley, Pakistan.  
Students work in small groups to design a questionnaire that a camp might use to determine roommates. Each student then completes the fact sheet.  
Students complete the questionnaire about themselves and include it with their registration form for the camp. The teacher reviews the questionnaire and assigns “roommates.” Throughout the program, |
| **I can write a postcard, text, or Instagram message sharing information about my activities and experiences.** | I can design an ideal menu for a day at camp relying primarily on local dishes in Swat Valley. | **My father...**  
**My sister...**  
**My brother...**  
I have two best friends. Their names are...  
They are funny, athletic, and good students.  
(See above) | “roommates” engage in some of the interpersonal activities together. Near the end of the program, they write a simple statement in what ways they are like or not like their “roommate.”  
(See above) |
| **I swam, I walked, I biked, I played sports, I sang, I visited..., I hiked, etc.**  
I liked/preferred/didn’t like...  
Greetings from...  
(see above) | regional dishes – ilaaqaaii khaane  
key ingredients - buniaadii/khas ajzaa  
(see above) | Students write blog postings nightly about the day’s itinerary and activities. They talk about their experiences and their preferences.  
Students write postcards or send text messages to family and friends from the different places they visit on the trip.  
Students work in small groups to design the ideal camp. They create a presentation that can be shared with the other groups. The information is shared in stations around the room. As the groups circulate they write questions requesting additional information. The original group must create a FAQ sheet to respond to the questions.  
Students work in groups to create a visual menu that includes images and language for a day of camp meals.  
Students collaborate to plan foods that will be served at a final banquet and present the information using visuals and in Urdu in ways that guests who do not speak Urdu will understand. Students might do this even if not serving the foods explaining to parents and guests what a celebration meal might be like. |
| I can request and complete an application for admission to a travel camp and/or any required travel documents. | Please send me information about the summer camp. I would like to know the itinerary and the dates of the trip. My email is... Please send me a registration form – barai meherbaani rejistheshan/ indraaj ka farm mujhe bhej diiiye. My email – meraa iimel | Students write emails to selected camps to ask for information about their programs. Students write an email requesting an application form for the travel camp. Following scenarios that might take place at a passport office, students will fill out the required paperwork with their personal information. Before disembarking from the airplane, students will fill out a customs form with the necessary information for return to the United States. |

| I can present the ideal camp/travel experience to others. | The best camp was....because... I had a good time when.... It was (cold) and I got to (activity). The food was (great) and I loved the (dish). (see above) | Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to illustrate a pattern that sentences follow. Each student should list the three best things about that camp. Student then work in small groups to create a “Top 10” list of camp experiences, commenting on activities, foods, people, and places. |

| Interpretive Listening | Expressions denoting age Free time activities Names and relationships of family members Descriptions of family members (physical and personality) (see above) | Teachers and other native speakers “interview” the campers as they arrive for camp to place them in the appropriate “cabins.” This interview can serve as a placement assessment. Students listen to their travel mates’ self-introductions and make a camp Facebook page where all members can meet and communicate. |

I can understand some personal information when I hear others introduce themselves.
<table>
<thead>
<tr>
<th>I can understand a few details about what others are doing and when.</th>
<th>Activities and interests&lt;br&gt;Expressions for locations&lt;br&gt;Time-related expressions – days, hour, etc.&lt;br&gt;(see above)</th>
<th>Students will identify various people from oral descriptions. Students complete an activity grid based on what they hear from the teacher. They then answer questions in English using the information in the grid. “Who is the most active?” Who is most likely to enjoy a beach vacation?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.</td>
<td>activities, interests&lt;br&gt;weather&lt;br&gt;places&lt;br&gt;food</td>
<td>Students will hear various details about travel experiences and will match the event to an image. Students will watch ads/commercials for various travel opportunities and will listen for key details. They will select the top three destinations of interest to them and say why based on what they heard.</td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td>Name of organization&lt;br&gt;Purpose of brochure&lt;br&gt;Dates&lt;br&gt;Daily schedule&lt;br&gt;Activities&lt;br&gt;This is...&lt;br&gt;It is located in...&lt;br&gt;In that area there is – is ilaaqe meN ... hai&lt;br&gt;● mountains – pahaaR (m)/ parbat (m)&lt;br&gt;● mountain range – pahaaRii silsilaa (m)&lt;br&gt;● foothills – daaman-e-koh (m)&lt;br&gt;● sea/ocean – samandar (m)&lt;br&gt;● seashore – saahil-e-samandar (m)&lt;br&gt;● lake – jhiil (f)&lt;br&gt;● city – shehar (m)</td>
<td>Students work in pairs to locate a camp in Pakistan where Urdu is spoken. They create a “top 5” list of reasons for or against attending that camp. Students work in pairs to read a selection of online camp brochures/ websites. They scan the material in order to find their top 3 programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write brief captions to build interest and excitement.</td>
</tr>
<tr>
<td>Names and descriptions of monuments/sites that students will visit during the summer travel camp (see above)</td>
<td>Students take a gallery walk to study the posters representing the camps chosen by classmates and vote on the top three. They will mingle to find others who have the same choices and form groups to share reasons for the decisions they made.</td>
<td></td>
</tr>
<tr>
<td>I can understand some questions found on official documents such as applications for camps, and visa and passport application forms. (see above)</td>
<td>Students complete an official or slightly modified application for a camp. Students go online to download the official American passport application form and complete that application in English. They then complete the corresponding form in Urdu noting similarities and differences. Students are given an authentic or fabricated passport and/or visa of someone from the target culture. They answer questions in English based on the information found in the documents.</td>
<td></td>
</tr>
</tbody>
</table>
I can understand some facts about the weather when weather symbols are used.

<table>
<thead>
<tr>
<th>Weather-related terms and expressions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● temperature – darja-e-haraarat (m)</td>
</tr>
<tr>
<td>● weather – mausam (m)</td>
</tr>
<tr>
<td>● summer – garmiiaaN (f)</td>
</tr>
<tr>
<td>● winter – sardiiaaN (f)</td>
</tr>
<tr>
<td>● spring – bahaar (f)</td>
</tr>
<tr>
<td>● fall – khizaaN (f)</td>
</tr>
<tr>
<td>● hot/warm – garm</td>
</tr>
<tr>
<td>● rain – baarish (f)</td>
</tr>
<tr>
<td>● cloud – baadal (m)</td>
</tr>
<tr>
<td>● lightening – bijlii (f)</td>
</tr>
<tr>
<td>● humidity – namii (f)</td>
</tr>
<tr>
<td>● wind – havaa (f)</td>
</tr>
<tr>
<td>● storm – tuufaan (m)/ aandhii (f) calnaa</td>
</tr>
<tr>
<td>● thunder – garaj (f)</td>
</tr>
</tbody>
</table>

Students read descriptions of weather and match to the appropriate city (Swat Valley) on a map.

I can identify the main idea of a journal entry.

(see above)

Students read online or print travelogues to plan their own unique itineraries for the summer travel camp. They will post their itineraries online (Edmodo, Wikispaces, Facebook, Ning, Camp website). Students will read and comment on their classmates’ ideas.

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

**Urdu Resources**

http://www.swatvalley.com/swat/utg/
http://www.swatvalley.com/swat/utg/history01.shtml
http://www.swatvalley.com/swat/utg/mingora.shtml
http://www.swatvalley.com/swat/utg/kalam.shtml
http://ur.wikipedia.org/wiki/%DA%A9%D8%A7%D9%84%D8%A7%D9%85
http://ur.wikipedia.org/wiki/%D9%85%D8%A7%D9%84%D9%85_%D8%AC%D8%A8%D8%B1
http://www.swatvalley.com/swat/utg/malamjaba.shtml
http://ur.wikipedia.org/wiki/%D8%B3%DB%8C%D8%AF%D9%88_%D8%B4%D8%B1=DB%8C%D9%81
Camping/traveling in Swat Valley

http://www.tourism.gov.pk/nwfp.html
http://www.tourism.gov.pk/nwfp.html
http://www.valleyswat.net/tourism/default.html

Facebook travel logs:

https://www.facebook.com/KalamPakistan
https://www.facebook.com/swattourismcorporation?fref=ts
https://www.facebook.com/ichthm.uos?fref=ts

Weather Expressions and Reports:

http://www.accuweather.com/ur/pk/kp/khyber-pakhtunkhwa-weather
http://www.accuweather.com/ur/pk/kalam/258976/weather-forecast/258976
http://www.swatvalley.com/swat/utg/mausam.shtml
http://www.swatvalley.com/swat/utg/tourist_season.shtml
https://www.youtube.com/watch?v=s78GCYNX1xU
https://www.youtube.com/watch?v=KA6b0j20hpA

English Resources

http://www.findpk.com/Pakistan/html/swat.html
http://www.pakistan-explorer.com/gallery.html
http://www.findpk.com/Pakistan/html/mingora.html
http://www.findpk.com/Pakistan/html/shaidu_sharif.html
http://en.wikipedia.org/wiki/Malam_Jabba
http://en.wikipedia.org/wiki/Saidu_Sharif
AV Resources

http://www.findpk.com/Pakistan/html/swat.html
http://www.findpk.com/Pakistan/html/mingora.html
http://www.findpk.com/Pakistan/html/shaidu_sharif.html
http://www.youtube.com/watch?v=s78GCYNX1xU
http://www.youtube.com/watch?v=FC34qGIOBG0
http://www.youtube.com/watch?v=GoACRWUm06w
http://www.google.com/search?q=urdu+articles+wadi+swat&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&tbm=isch&imgil=9so89V2bVFTC8M%253A%253BmSaB7RPtaz5hGM%253Bhttp%25252F%25252Fwww.itdunya.com%25252Ft3872%25252F2F&source=iu&pf=m&fi
r=9so89V2bVFTC8M%253A%253CmSaB7RPtaz5hGM%252C &usg=___frAO7xp14t9z3y6ezXallz12X8%3D&dpr=1&ved=0CCkQyjc&ei=SkEaVb2eHMmaNtCTgcAI#tbm=isch&q=swat+valley+pakistan+images
http://www.virtualtourist.com/travel/Asia/Pakistan/Things_To_Do-Pakistan-Swat_Valley_Mini_Switzerland_of_Pakistan-BR-1.html
http://www.google.com/search?q=urdu+articles+wadi+swat&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&tbm=isch&imgil=9so89V2bVFTC8M%253A%253BmSaB7RPtaz5hGM%253Bhttp%25252F%25252Fwww.itdunya.com%25252Ft3872%25252F2F&source=iu&pf=m&fi
r=9so89V2bVFTC8M%253A%253CmSaB7RPtaz5hGM%252C &usg=___frAO7xp14t9z3y6ezXallz12X8%3D&dpr=1&ved=0CCkQyjc&ei=SkEaVb2eHMmaNtCTgcAI#tbm=isch&q=swat+valley+pakistan+images
http://www.virtualtourist.com/travel/Asia/Pakistan/Things_To_Do-Pakistan-Swat_Valley_Mini_Switzerland_of_Pakistan-BR-1.html
http://www.google.com/search?q=urdu+articles+wadi+swat&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&tbm=isch&imgil=9so89V2bVFTC8M%253A%253BmSaB7RPtaz5hGM%253Bhttp%25252F%25252Fwww.itdunya.com%25252Ft3872%25252F2F&source=iu&pf=m&fi
r=9so89V2bVFTC8M%253A%253CmSaB7RPtaz5hGM%252C &usg=___frAO7xp14t9z3y6ezXallz12X8%3D&dpr=1&ved=0CCkQyjc&ei=SkEaVb2eHMmaNtCTgcAI#tbm=isch&q=malam+jabba+pakistan+images
https://www.youtube.com/watch?v=wgkXorIxJlc
https://www.youtube.com/watch?v=X141shHlpE8
https://www.youtube.com/watch?v=KA6b0j20hpA
Daily Schedule
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

You may add additional rows as necessary.
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh! The Places We’ll Go!</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Urdu</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td></td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential:</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days:</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td>Intermediate High</td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

**Curriculum designed by:**

**Email:**
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students plan a trip to a place where Urdu is spoken. Working in small groups, they select Karachi, the largest and most populous metropolitan city of Pakistan. They start making preparations (securing travel documents, creating an itinerary, planning how to get to Karachi, Pakistan) where they choose to help the local people with an environmental problem by working side-by-side with them to improve life in the community.

Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and tasks and agree on the person responsible for each task. Students then spend time researching various locations, visiting websites, watching videos of the region, and exploring volunteering options and identifying problems in the place of their choosing for discussion.

Once students have collected the information and completed each of the steps for the trip planning, they use this information to prepare a multimedia presentation that will convince educators and potential funders of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. Students present their final projects to a group of interested school officials and to their parents.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement.</td>
<td>Number the Can-Do statements here and then transfer to Stage 3.</td>
</tr>
</tbody>
</table>

### Interpersonal

**Intermediate High/Advanced Low:** I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

- I can ask for and provide descriptions of places I know and also places I would like to visit.
- I can use Urdu to do a task that requires multiple steps.
- I can tell someone how to access information online.
- I can plan a trip with a group of classmates.

### Presentational Speaking

**Intermediate High/Advanced Low:** I can make presentations in a generally organized way on school, work, community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

- I can make a presentation on something new I learned from the media.
- I can describe how to plan and carry out an event, such as an excursion to a country where Urdu is spoken.
- I can explain and justify my point of view on a chosen topic of discussion like travelling as an essential educational tool or necessity of volunteering in a society.

### Presentational Writing

**Advanced Low/Mid:** I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.

- I can write a simple summary about something I have researched.
- I can describe how to plan and carry out an event, such as an excursion to a country where Urdu is spoken.
- I can write the content for a multimedia presentation, a handout, a synopsis, et cetera.
**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**
Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td>Students scan websites advertising service learning experiences for teens. They take notes on the interesting and important facts</td>
<td>Students contact the organization with which they have decided to travel (by instant messaging, Skype, or FaceTime) in order to</td>
<td>During their travels, students write a daily blog about the sites they visited, the cultural artifacts and practices they observed, and</td>
</tr>
</tbody>
</table>
and then compare the three programs for what they found most interesting.  

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>Learners need to use ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
</tr>
<tr>
<td>Learners can ...</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Do listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
<tr>
<td>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.

### Interpersonal

I can ask for and provide descriptions of places I know and also places I would like to visit.

<table>
<thead>
<tr>
<th>Yes/no and information questions:</th>
<th>Students brainstorm information about places in Urdu they might like to visit to create a concept map of ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Where is ...? – ... kahaaN hai?</td>
<td>They participate in conversations with classmates, the teacher, and native speakers of Urdu (community members, conversations via Skype) to gather additional information about the country and interesting locations within that area of the world.</td>
</tr>
<tr>
<td>● How can I get to ...? – ... kaise jaate haiN?/kaise jaanaa hai?</td>
<td>If such interviews can’t be conducted in Urdu,</td>
</tr>
<tr>
<td>● Is it very far away from my/your hotel? – kyaa yeh mere/tumhaare hoTal se bohat duur hai?</td>
<td></td>
</tr>
</tbody>
</table>
kaa/ kii hai?
- What is the taxi fare/ bus fare/train fare from ... to ...? – ... se... tak taxi kaa/ bas kaa/ tren kaa kitnaa/ kiraayaa hotaa hai?
- When does the train leave for ...? – ... kii tren kitne baje nikaltii hai?
- Why is ... famous? – ... kyuN mashhuur hai?
- What will you typically do on a daily basis when you travel? – safar karte waqt aam taur par tum kyaa karte ho?/safar karte waqt aap aam taur par kyaa karte haiN?

Describing Travel Experience:
- I went to ... – maiN ... gayaa/gayii.
- ... is a beautiful place – .... ek bohat khuubsuurat jagah hai.
- I loved being there – mujhe wahaaN bohat achaa lagaa.
- There are various animals, plants to see and historic sites to visit there – wahaaN dekhne ke liye mukhtalif jaanvar, peR-paude, aur taariikhii maqaamaat haiN.
- First I went to..., then ..., and finally to .... – maiN sab se pahle ..., iske baad/ phir ..., aur aakhir meN ... gayaa/gayii.
- After this, I would love to travel to – ....iske baad, maiN ... jaanaa cahta huuN.

Grammar and Vocabulary:
- Question words what, who, how,
why, when, how much, where.
- kyaa, kaun, kaisaa/ kaise/ kaisii, kyuun, kab, kitnaa/ kitne/ kitnii, kahaaN:
  ● Expressing “to take time/ money” –
    (X-ko) waqt/ paisa + lagnaa
  ● Sequence expressions –
    - first – pehle
    - then – baad meN/ phir
    finally – aakhir meN
    - then – phir/ tab
  ● Past Simple/ Perfect tense –
    transitivity/ intransitivity in use of
    ‘ne’ construction and exceptions:
    - no use of ne + Darnaa, laanaa, bhuulnaa,
      milnaa
    - optional use of ne + bolnaa, samajhnaa
    - use of ne + intransitive verbs related to
      body functions – chiiNknaa, khaaNsnaa,
      nahaanaa
  ● Relative-Correlative clauses:
    - yeh-voh, jitnaa-utnaa, jaisaa-vaisaa, jab-
      tab, jahaaN-vahaaN
  ● Participles – Present Participle (-ing)
    Verb stem + taa/ te/ tii; Past
    Participle (-ed/ verb third form) Verb
    stem + aa/e/ii or yaa/ye/yii
    - adjectival use – patthar kaa banaa huaa
      mahal
    - adverbia use – dekhte hii khush honaa;
      kaam karte hue; kaam karte-karte thak
      janaa; baiThe-baiThe uTh janaa
I can use Urdu to do a task that requires multiple steps.

Travel Preparation Activities:
- Find out about places to visit in Pakistan. – paakistaan meN dekhne waali/ghuumne waalii jaghoN ke baare meN maaloomaat haasil kareN.
- Let’s make a list of the kind of activities available for tourists in that place – sayaahoN ke liye is jagaah par mukhtalif qism ki sargarmiioN ki fehrist banaate haiN.
- What can travelers do to spend time here? – musaafir/sayaah yahaaN waqt guzaarne ke liye kyaa kyaa kar sakte haiN?
- I want to go to … – mujhe jaanaa cahiye; maiN... jaanaa caahtaa/ caahtii huN
  - historically significant places – ehem taariikhii maqaamaat
  - the beach – saahil
  - religious places – mazhabii maqaamaat
- Where should I go? – mujhe kahaaN jaanaa caahiye?
- You shuld go – aap paakistaan meN ... jaaiye; aap paakistaan meN ... jaaiye gaa.
- What should I know/learn/beware of? – mujhe kyaa kyaa pataa/ maaloom honaa caahiye?; kyaa kyaa siikhnaa caahiye?; kis kis ciiz ke baare meN hoshyaar/caukannaat honaa caahiye?

Grammar and Vocabulary:
- Polite command expressions:
- Polite imperative – aap paakistaan jaaiye
- Polite deferential imperative – aap paakistaan jaaiye gaa
- Indirect command using (Subjunctive polite) – paakistaan jayeN
- Indirect command using Subjunctive passive – paakistaan kaa safar kiyaa jaaye
  ● Use of Infinitives + sequence expressions –
  - first – jaane se pehle
  - then – pohoncne ke baad
  - finally – safar ke aakhir meN
  - then – phir/tab

  ● Narration in present and future –
  - maiN paakistaan ke saahiloN ke baare meN pataa/maaloom kartaa huuN
  - maiN in garmii kii cuTTiyoN meN paakistaan ke caar mazhabii maqaamaat dekhne jaauuNgaa

  ● Expressions of opinion –
  - in my opinion... – merii raai/mere khyaal meN...
  - in my view – mere nuqtaa-e-nazar se...
  - I think that – maiN soctaa huuN ke...; mujhe lagtaa hai ke...

  ● Habitual tense– verb stem + taa/te/tii + auxiliary honaa

I can tell someone how to access information online.

Computer-related vocabulary (borrowed English words are used in Urdu)

Grammar and vocabulary:

Teacher conducts total physical response activities to teach computer-related vocabulary and steps for accessing information
| I can plan a trip with a group of classmates. | Expressions of fact and opinion (listed above) | Students form “buzz” groups to share information and make decisions about the trip itinerary.  
Teacher sets up a debate around the room.  
Areas of the room are designated as agree, disagree, and don’t know. As suggestions for the trip are articulated, students gather in the appropriate area of the room. They discuss their ideas with classmates and one group member reports the group’s thinking to the entire class.  
Socratic circle discussion is used to share information and finalize plans for the trip. |
|---|---|---|
| Polite command expressions (listed above)  
Sequencing expressions (listed above)  
Expressing necessity of something:  
- use of noun *zarurat* (f) – X-ko + X-kii zarurat hai (mujhko apnaa ii-mel dekhnne kii zarurat hai)  
- use of adjective *zarurii* – X-ke liye X zarurii hai (is pej par pohoncne ke liye yahaaN klik karnaa zarurii hai)  
Expressing ‘in order to’ so that’ – use of Subjunctive after taakeh (yeh zarurii hai, taakeh aapko yeh maalumaat mil sake) | Persuasive language – I think we should.... I would prefer .... I don’t want that .... I want .... I would/ wouldn’t like ....  
- maiN soctaa/soctii huuN ke...  
- merii/hamaarii samajh meN...  
- mujhe/hameN lagtaa hai ke...  
- maiN caahuuNgaa/ caahuuNgii ke...  
- maiN nahiiN caahtaa/ caahtii ke...  
- maiN caahtaa huuN ke...  
- maiN caahtaa huuNgaa ke... |  
Use of questions to persuade – Why would/ wouldn’t you want to . . . ?/ Why don’t we ...?  
- aap kyuN nahiiN caahte haiN ke... ?  
- ham kyuN naa...?  
Grammar:  
- Use of Subjunctive in a complex |
| online.  
In pairs, students instruct one another on how to access information online. One student gives directions and the other follows the commands, and vice versa. |
sentence – after an introductory clause expressing desire, wish, necessity, possibility or doubt
Subjunctive is used in the subordinate clause.
- maiN caahta/ caahtii huuN ke...+ subjunctive (voh hamaare saath aae)
- merii khwaahish hai ke...+ subjunctive (ham kuch aur dekheN)
- yeh zarurii hai ke...+ subjunctive (juute yahaaN utaareN)
- yeh mumkin hai ke... + subjunctive (kuch huaa ho)

- Use of Reflexive Possessive Adjectives
  * apnaa – it refers to the subject which is present (aap mujhe apnaa pataa diijiye; voh apnii sahelii ke saath ghumne jaaegii) or understood (apnaa naam bataao)

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
</table>
| I can make a presentation on something new I learned from the media. | Narration/description in the present (listed above)  
Use of present habitual tense – (listed above)  
Expressions of fact and opinion (listed above) | Circle of voices: Students form groups of about five members. Groups have three minutes of silent time to consider the topic. Each group member has three minutes of uninterrupted time to discuss the topic. Then, members may react to the comments that have been expressed. |
| I can describe how to plan and carry out an event, such as an excursion to a country where the target language is spoken. | Narration in present and future time frames (listed above)  
Sequencing expressions (listed above) | Students work in small groups to apply the skills they are learning about travel in a foreign country to their own country. They work together to present the top-ten considerations for travel in the community where they live. They present this to the other class members for feedback and then record and post their |
<table>
<thead>
<tr>
<th>I can explain and justify my point of view on a topic in discussion.</th>
<th>Expressions of opinion (listed above)</th>
<th>The teacher selects several articles that deal with different aspects of travel. In small groups, students select one article that all students will read. Each student prepares a summary and gives their opinion on the issue. Once all students have shared, the students prepare an oral summary of the findings of the group for the other members of the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentational Writing</td>
<td>Grammar and Vocabulary:</td>
<td>Students create an itinerary for the trip using Google Maps to trace the routes they will take and to annotate information about the routes, the sights they will visit, and interesting adventures they hope to have. Students create a storyboard with pictures and captions of the content for a multimedia presentation. Students summarize their interviews with native speakers of Urdu in a journal.</td>
</tr>
<tr>
<td>I can write a simple summary about something I have researched.</td>
<td>Cohesive expressions– and – aur also – bhii besides – ke ilaavaa first – pehlaa at first – pehle second – duusraa third – tiisraa furthermore – iske saath/ maziid yeh ke at the beginning – aaGaaz meN/ shuruu meN finally – aakhir meN after that/ then – uske baad/ phir Obligatory construction – X-ko + Infinitive + caahiye/ paRnnaa/ honaa Expressing a need – X-ko + infinitive + caahiye (aapko yahaaN rehnaa caahiye) Expressing obligation (mild, expected) – X-ko + infinitive + honaa (agar raat hone</td>
<td></td>
</tr>
<tr>
<td>I can describe how to plan and carry out an event, such as an excursion to a country where the target language is spoken.</td>
<td>Narration/description in major time frames: Use of habitual present and past and simple future tenses to express major time frames</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| Time expressions:  
- in the morning – subah (f)  
- in the afternoon – dopeher (f) ko/ meN  
- in the evening – shaam (f) ko/ meN  
- at night – raat (f) ko/ meN  
- everyday – har roz (f)/ rozaaanaa  
- usually – aam taur par/ aksar | Numerals and Telling Time |

| se pahle wahahaN pohoncnaa hai, to  
aapko yahahaN se abhii nikalnaa ho gaa;  
wahahaN pohoncne ke liie hameN do  
baseN pakaRnii hoN gii)  
- Expressing strong obligation, compulsion  
– X-ko + infinitive + paRnaa (hamko  
mushkil raastaa lenaa paRega)  
Note: If there is an object, the infinitive and  
the finite verb agree with the object (usko  
kitre paise dene haiN?; tumheN caae piinii  
hai?; sab ko mehnat karnii paRtii hai)  
  ● Expressing possible and future  
condition – Conditional sentences  
consist of: agar -clause + present,  
future or subjunctive, followed by to-  
clause + future/subjunctive  
Note: The combination agar + future  
followed by to + subjunctive is not allowed | In small groups, students create a FAQ about  
the excursion, timeline, events, and  
interactions with the local people.  
Students create and explain a Wikispace page  
that outlines the steps of a plan for the project  
and indicates which person is responsible for  
each task. |
<table>
<thead>
<tr>
<th>I can write the content for a multimedia presentation, a handout, a synopsis, et cetera.</th>
<th>Vocabulary and grammar noted in previous sections.</th>
<th>Students create a homepage for the presentation with links to appropriate resources. Students write a newscast about the upcoming excursion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can summarize a conversation or interview that I had with someone.</td>
<td>Vocabulary and grammar noted in previous sections</td>
<td>Students create a word splash to summarize the key information garnered in conversations and interviews with native speakers of the target language. Students write an e-mail to the interviewees thanking them for the information they shared. In the e-mail, the students summarize the important facts and ideas gathered from the discussions.</td>
</tr>
<tr>
<td><strong>Interpretive Listening</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| I can easily understand straightforward information or interactions. | Description and narration of a particular place/topic:  
● Paakistaan ke khuubsuurat sheher karaaci iko roshniioN kaa sheher bhii kahaa jaataa hai  
Instructions and imperatives:  
● baraa-e-meherbaani gaaRii meN caRhne se pahle TikeT khariideN  
● saahil=e-samandar par pohoNcne ke liye yahaaN se bas lijiye.  
Questions:  
● aap yahaaN apne dost se milne aaye haiN yaa ghuumne aaye haiN?  
Thematic vocabulary related to travel:  
● by train/ plane – tren/hawaii jahaaz | Students write a summary of the key learning in text message form. |
se
● airport – hawaaia aDDa (m)
● flight –parvaaz/uRaan (f)
● comfortable – aaraamdeh
● difficult – mushkil
● so-so – thiik-thaak
● arrival – aamad (f)
● departure – ravaangii (f)

Note: Words like check-in, ticket, train, platform, bus, bus stand, car, taxi, and garage are used in Urdu as borrowed words.

Grammar:
● Passive Voice – past participle + jaanaa
  (kahaa jaataa hai; bohot filmeN banaii jaatii haiN; vahaaN janvar paaye jaate haiN; yahaaN urdu zabaan bolii jaatii hai)

Note: Only Transitive Verbs can form Passive Voice, except for Impersonal Passives (mujh se soyaa nahiiN gayaa)
● Compound verbs – Verb stem + auxiliary verb
  - Expressing completion – Verb stem + jaanaa (ho gayaa/ gaii, baiTh gayaa/gaii, so gayaa gaii)
  - Expressing completion with emphasis on result of the action away from the doer – Verb stem + denaa (de diya, kar diya)
  - Expressing completion with emphasis on result of the action towards the doer – Verb stem + lainaa (le liyaa, khaa liyaa)
  - Expressing completion with implication of the direction of action towards a place
of consideration – Verb stem + aanaa (nikal aayaa, pohonc gayaa)
- Expressing sudden change – verb stem + paRnaa (gir paRaa, kuud paRaa)
- Expressing unexpectedness – Verb stem + uThnaa (bol uThaa/ uThii)
- Expressing decisiveness – Verb stem + Daalnaa (maar Daalaa, baic Daalaa)

Note:
- Auxiliary verb adds additional connotation, colors the meaning of the main verb.
- Transitive verbs generally collocate with Transitive auxiliary verbs and Intransitive verbs with Intransitive auxiliary verbs (exceptions – tum kyaa kar baiThe?; voh saaraa khaanaa khaa gaye).
- Compound verbs are not considered high register; they are acquired in early childhood.

<table>
<thead>
<tr>
<th>I can understand information in ads, announcements, and other simple recordings.</th>
<th>Time, place, dates, itinerary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● before – pahle</td>
<td></td>
</tr>
<tr>
<td>● after – baad meN</td>
<td></td>
</tr>
<tr>
<td>● during – ke dauraan</td>
<td></td>
</tr>
<tr>
<td>● morning – subah (f)</td>
<td></td>
</tr>
<tr>
<td>● afternoon – dopeher (f)</td>
<td></td>
</tr>
<tr>
<td>● evening – shaam (f)</td>
<td></td>
</tr>
<tr>
<td>● today – aaj (m)</td>
<td></td>
</tr>
<tr>
<td>● yesterday/ tomorrow – kal (m)</td>
<td></td>
</tr>
<tr>
<td>● day after tomorrow/ day before yesterday – parsoN (m)</td>
<td></td>
</tr>
<tr>
<td>● sunrise – tuluu-e-aftaab (m)</td>
<td></td>
</tr>
<tr>
<td>● sunset – guruub-e-aftaab (m)</td>
<td></td>
</tr>
<tr>
<td>● week – haftaa (m)</td>
<td></td>
</tr>
</tbody>
</table>

While listening to advertisements about the target country and watching video clips about tourism and volunteerism, students take notes using the Cornell note-taking procedure: [http://coe.jmu.edu/learningtoolbox/cornellnotes.html](http://coe.jmu.edu/learningtoolbox/cornellnotes.html)
<table>
<thead>
<tr>
<th>Interpretive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can easily understand the main idea of texts related to everyday life, personal</td>
</tr>
<tr>
<td>interests, and studies.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Activities associated with travel</td>
</tr>
<tr>
<td>Students post their thoughts about the information they read on a class blog site,</td>
</tr>
<tr>
<td>Wikispace, Facebook, or Edmodo site.</td>
</tr>
<tr>
<td>I can sometimes follow stories and descriptions about events and experiences in various time frames.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Time frames and vocabulary related to sequencing (listed above)</td>
</tr>
<tr>
<td>● teaching – dars-o-tadriis/paRhaanaa/aaliim denaā</td>
</tr>
<tr>
<td>● farming – khetii baaRii (f)</td>
</tr>
<tr>
<td>● working in a clinic – cliinik meN kaam karnaa</td>
</tr>
<tr>
<td>● caring for children – baccoN kii dekh bhaal karnaa</td>
</tr>
</tbody>
</table>

**You may add additional rows as necessary.**

### Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

**Reading materials:**

Wikipedia, Google and Facebook links of Karachi in Urdu.

**In English (reference for teachers)**

Karachi, the largest and most populous city of Pakistan:  
Indus River, one of the longest rivers in Asia:  
The Indus River biodiversity:  
City of lights, Karachi:
https://www.google.com/search?q=karachi+pakistan+city+of+lights&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ei=BRsoVbR5xpQ2_NGDuAc&ved=0CAYQ_AUoAQ

In Urdu (Teachers may need to chunk material and add visuals and text features to make the information comprehensible.)
Karachi, a historical place:
https://ur.wikipedia.org/wiki/%DA%A9%D8%B1%D8%A7%DA%86%DB%8C
The geography and wild life of Indus River:
https://ur.wikipedia.org/wiki/%D8%AF%D8%B1%DB%8C%D8%A7%D8%A6%DB%92_%D8%B3%D9%86%D8%AF%DA%BE

AV materials:
Karachi, city by the sea: https://www.youtube.com/watch?v=dZmj_qBhTyA
‘Mazar-e-Quaid information virtual’, a documentary on the historical importance of the tomb of the founder of Pakistan: (Urdu Documentay) https://www.youtube.com/watch?v=b5ScWH6Cv3g
Historical visit of Chaukhandi Tombs, Karachi: (Urdu Documentay) https://www.youtube.com/watch?v=G479y0lJJs
World’s most beautiful city Karachi Pakistan: https://www.youtube.com/watch?v=vWrvB45p0F0
The Indus, the masters of the rivers: http://cosmolearning.org/documentaries/civilisations-686/3/
Discovering Pakistan, the undiscovered frontier,Karachi: http://www.dailymotion.com/video/x27szix_discovering-pakistan-the-unexplored-frontier-part-1-karachi_news
A documentary on Indus River, explaining the geography, history and different issues faced by the Indus water:
https://www.youtube.com/watch?v=6GeUQAlDb8Q
‘Port Grand-A splendid Karachi Icon’: https://www.youtube.com/watch?v=Ic4Xqik5ysw

Information on volunteerism:
Facebook page for volunteering in Karachi for different projects including ‘saving water resources’: https://www.facebook.com/volunteerkarachi
## Daily Schedule
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*
### BASIC PROGRAM INFORMATION

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Oh, the Places You’ll Go!</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Urdu</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Grades:</td>
<td>K-8</td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: Non-Residential: x</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15 days</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 60</td>
</tr>
<tr>
<td>Target Proficiency Level: (by end of program)</td>
<td>Novice Mid (proficiency)</td>
</tr>
<tr>
<td></td>
<td>Novice Mid/High (performance)</td>
</tr>
<tr>
<td>Target Performance Level(s): (during and by end of program)</td>
<td></td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:

Email:
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students plan a trip to Gilgit-Baltistan, which is the northernmost administrative territory of Pakistan. Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline of tasks and agree on the personal responsibility for each task. Students then spend time researching locations, visiting websites, watching videos of the region, and exploring the possibility of volunteering in a nature preserve or other situation. Depending on their interests, students choose one experience in which they want to help to improve life in the community by working side-by-side with them. Once students have collected the information and completed each of the steps for the trip planning, they use this information to prepare a multimedia presentation that will convince educators and potential funders of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. Students present their final projects to a group of interested school officials and their parents.

Notes to teachers

The region is home to some of the world’s highest mountain ranges. The three ranges of Himalayas, Karakoram and Hindu Kush meet here at a place called Thalichi. It is renowned for its unique geographic and biological diversity. The second highest mountain in the world, K2, is also in this region. People say that God was at his creative best in creating a magnificent countryside dotted with hills and mountains, gorges and ravines, undulating meadows and playfully winding rivers whose waters frolic and gambol on their way to the sea. It is a paradise for Pakistani
and foreign travelers. It has everything to fulfill the desires of travelers. The snow-clad mountain peaks, lush green forests, steep slopes, unique wildlife, and bird sanctuaries attract adventure seekers, nature lovers, and wildlife enthusiasts to this region.

Working in small interest groups, students make preparations for the trip by securing travel documents, creating an itinerary, planning how to travel to Gilgit-Baltistan, and where they will stay. There are many stunning resorts and cities nestled in this region, for example, Skardu, Gilgit, and Chitral. The Hunza, Swat, and Kaghan valleys are famous for having the most beautiful lakes in Pakistan. The beautiful valley of Naltar near Gilgit is known for its lush green pastures and green carpeted ground that makes it jewel of Gilgit. It is a forested (pine) village known for its wildlife and magnificent scenery of mountains. The city of Astore lies at the junction of several mountain routes, providing ample and varied trekking opportunities to the tourists. The route continues through the beautiful Deosai Plains and towards the Fairy Meadows.

Fairy Meadows is the heart of exotic North Pakistan. It has been a source of enchantment since long for backpackers, climbers, wildlife researchers, photographers, painters, geologists, and nature lovers. The pine forests skirting Fairy Meadows are one of the virgin forests in the north of Pakistan, and are home to a number of species of birds and wildlife. The sight provides the majestic view of the ninth highest mountain of the world, Nanga Parbat.

Gilgit-Baltistan is home to rare species of plants and animals, many of which are protected by sanctuaries and reserves. However, the natural beauty and wildlife of this region have not remained unharmed in recent years. The indiscriminate rollouts of roads, unregulated construction in urban areas, industrialization, deforestation, and the growing number of unregulated tourists have severely damaged the environment, and they are causing the degradation of various ecosystems in the region. Ecosystems related to forests, agriculture, rivers, and soil have reached the critical stage. This is causing landslides, flooding, pollution, and the extinction of animals and plants in different parts of this area. Although astoundingly rich in natural wealth, this region has lost about 50 percent of its original habitat and its flora and fauna are in grave danger. Some of the endangered species are the snow leopard (Panthera uncia), Astore markhor (flare-horned markhor), Marco Polo sheep (Ovis amon polii), Marmot (Marmota caudata and Marmota bobock), brown bear (Ursus arctos), Urial (Ovis orientalis), wild ungulates (ibex, markhor, blue sheep etc.). Fortunately, many governmental and nongovernmental organizations and local communities are currently engaged in protecting the flora and fauna of Gilgit-Baltistan.

**Learning Targets**

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.
<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement.</td>
<td>Number the Can-Do statements here and then transfer to Stage 3.</td>
</tr>
</tbody>
</table>

### Interpersonal

**Novice Mid:** I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

**Novice High:** I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

<table>
<thead>
<tr>
<th><strong>Interpersonal</strong></th>
<th><strong>Novice High</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</td>
<td>I can exchange some personal information when interacting with the customs’ officer: name, age, birth date, where I live, where I am going.</td>
</tr>
<tr>
<td>I can tell someone my name and ask someone their name.</td>
<td>I can exchange information based on visuals about my trip.</td>
</tr>
<tr>
<td>I can exchange information about endangered animals and their habitats.</td>
<td></td>
</tr>
</tbody>
</table>

### Presentational Speaking

**Novice High:** I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

<table>
<thead>
<tr>
<th><strong>Presentational Speaking</strong></th>
<th><strong>Novice High</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can state my name, age, where I live, and my travel destination.</td>
<td>I can state a few weather expressions and name the seasons that pertain to the regions I will visit Pakistan.</td>
</tr>
<tr>
<td>I can name clothing items I will need for the trip</td>
<td>I can describe pictures I took while on my trip.</td>
</tr>
<tr>
<td>I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.</td>
<td>I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.</td>
</tr>
<tr>
<td>I can make a plea for people to stop destroying animal habitats.</td>
<td></td>
</tr>
</tbody>
</table>

### Presentational Writing

**Novice High:** I can write short messages and notes on familiar topics related to everyday life.

<table>
<thead>
<tr>
<th><strong>Presentational Writing</strong></th>
<th><strong>Novice High</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can fill out a form with some basic personal information when applying for a passport or visa.</td>
<td>I can write captions about pictures I took during the trip.</td>
</tr>
<tr>
<td>STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?</td>
<td></td>
</tr>
</tbody>
</table>

**Summative Performance Assessment**

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

---

**Interpretive Listening**

<table>
<thead>
<tr>
<th>Novice High: I can recognize some familiar words and phrases when I hear them spoken.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.</td>
</tr>
</tbody>
</table>

| I can recognize and sometimes understand basic information in words and phrases that I have memorized. |
| I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals. |
| I can understand simple information when presented with maps, pictures, and graphs. |

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**Interpretive Reading**

| Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. |
| Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. |

| I can recognize words, phrases, and characters with the help of visuals. |
| I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs. |

*You may add additional rows as necessary.*
### INTERPRETIVE TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

### INTERPERSONAL TASK
Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.

### PRESENTATIONAL TASK
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

#### Students will listen to descriptions of endangered animals native to the region and match the description to a corresponding visual.
Using a graphic organizer, students will categorize the visuals of the animals based on the type of problem each faces (weather, people, loss of habitat).

#### Students will participate in a travel fair. They will have images and regalia from a region they plan to visit and will meet others who are interested in traveling to Gilgit-Baltistan or other areas. Students will introduce themselves and exchange some personal information before answering questions about where they are going, what they will see and do in Gilgit-Baltistan.

#### Students will compile a treasure box of memorabilia from their trip to Pakistan. The boxes will be on display in a classroom museum where students will act as docents. When approached by visitors (parents, community members, teachers, classmates), they will point out the artifacts and give one fact about each.

---

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### Learning Experiences
In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Does developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSSFL-ACTFL CAN-DO STATEMENTS</td>
<td>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</td>
<td>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</td>
</tr>
<tr>
<td>Learners can ...</td>
<td>Learners will experience &amp; demonstrate ...</td>
<td></td>
</tr>
<tr>
<td>Copy these Can-Do directly from Stage 1, Column 2. Use one row per Can-Do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.
<table>
<thead>
<tr>
<th><strong>Interpersonal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</strong></td>
</tr>
</tbody>
</table>

**Greetings and Conversation Starters:**
- Hello – assal-am-o-alaikum
- Good-bye – khuda hafiz
- Thank you – shukraan
- See you later – fir meleNge
- How are you? – tum/aap kaise/kaisii ho/haiN?
- Nice to meet you – tumse/aapse milkar khushii hui.
- I am happy to be here in . . . – mujhe yahaaN ... meN aakar khushii hai/huii.

**Grammar:**
- Indirect verbs – X-ko + khushii/aashaa/maluum/pasand + honaa
- X-se milnaa (ham naye logoN se mileNge; main naye logoN se milla/miliN)

**Students will practice greetings using an inner/outer circle strategy. The teacher will invite community members to the class; students will greet each person using appropriate titles, register, and respond to their questions.**

To prepare for the family trip, students will practice greetings with the teacher and with classmates. The teacher will assign each student a role (adult, child, official at the customs office, etc.). They will assume the identity of the various people as they meet and greet one another.

Assuming the roles of various people they may meet on their trip, students will talk with one another to find the identity of each person in the class. They will complete a “Find Someone Who . . .” survey sheet.

**Introduction and Information Exchange:**
- My name is – meraa naam ... hai.
- I am a student/tourist/tourism officer – maiN ek shaagird/saYaah/saYaahat ka afsar huuN
- What is your name? – tumhaaraa/aapkaa naam kyaa hai?
- What do you do? – tum/aap kaam karte ho/haiN?
- Where are you from? – tum/aap kahaaN se ho/haiN/
- Where do you live? – tum/aap kahaaN rahte ho/haiN?

**Students will meet several different people on their trip. They will first interact as themselves as they get to know each other. They will then assume the identities of others they are likely to meet.**
Information Exchange with a Public Officer:

- I am ... years old – maiN ... saal kaa/kii huuN
- I live in ... – maiN ... meN rahtaa/rahtii huuN
- I am from... – maiN ... se huuN
- I was born in ... – meri pedaaish ... meN huii thii/ maiN ... meN paidaa huua/huii thaa/thii
- I am ... years old – maiN ... saal kaa/kii huuN
- I am here for travel and tourism – maiN yahaaN ghuumne aayaa/aayii huuN; maiN yahaaN saYaahat ke iaraade se aayaa/aayii huuN
- I am here with my family – maiN yahaaN apne khaandaan ke saath aayaa/aayii huuN

Vocabulary:

- tourism – saYaahat (m)
- family – khaandaan (f)
- birth – pedaaish (f)
- to be born – paidaa honaaa
- to live – rahnaa
- to travel – ghuumnaa

Grammar:

- Simple present tense in the first person- x + verb + taa/te/tii + huuN/hai/haiN
- Postpositions – the noun/pronoun (including the adjective defining it) before the postposition or to which the postposition refers to, is in the oblique or indirect case
  - Simple – X-meN, X-se (baRe shahar se, Students will take part in a scenario/role-play situation that they might encounter at the passport office and at customs when arriving in Gilgit-Baltistan, Pakistan. They will answer personal identity questions typical of these situations. The teacher or other Urdu speakers will play the role of the agent.
I can exchange information based on experiences and visuals about my trip.

<table>
<thead>
<tr>
<th>Nouns and Pronouns</th>
<th>Changes to Oblique Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: Nouns and Pronouns change to the oblique plural form when followed by postpositions and add on or on (logoN ke saath; shaharoN meN, deshoN se)</td>
<td></td>
</tr>
</tbody>
</table>

- Where did you go? – tum kahaaN gaye?
- Where is it? – yah jagah kahaaN haiN?
- What did you see? – tumne/aapne vahaaN kyaa dekhaa?
- How did you like it? – tumheN/aapko wahaaN kaisaa lagaa?
- What is this? – yah kyaa hai?
- I went to... – maiN ... gayaa/gayii.
- This place is in... – yah jagah ... meN hai
- I saw... – maiNne wahaaN... dekhaa/dekhii/dekhe/dekhiiN

- cow/cows – gaay/gaayeN (f)
- buffalo/buffaloes – bhaiNs/bhaiNseN (f)
- pig – suar (m)
- sheep – bheR/bheReN (f)
- wild goat/ibex – markhor/pahaaRi bakraa (m)
- dog – kuttaa/kutte (m)
- elephant – haathi (m)
- cat – billii/billiyaaN (m)
- lion – sher (m)
- wild horse/horses – jangali ghoRaa/ghoRe (m)
- bear – bhaaluu (m)/rich (m)
- deer/deer – hiran/hiraneN (f)

Students work in small groups to discuss a favorite picture from their trip. Each student has one picture. They ask and answer questions to learn more about the image.

Students work in small groups to discuss a favorite artifact or souvenir from their trip.

Students form pairs. Each student has a visual suitcase with several items. Students take turns asking questions until they discover three items they have in common and one item that they forgot to pack.

Do you have a (item)? Yes, I have a (item). No, I forgot (item).
- monkey/monkeys – bandar (m)
- I liked it there – mujhe vahaaN bahut acchaa lagaa/nahiiN lagaa

Do you have ...? Yes, I have (item). No, I forgot (item).
- kyaa tumhaare paas ...hai/haiN?
  haan/nahiiN, mere paas ... haiN/nahiiN haiN. maiN ... laanaa bhuul gayaa/gayii.
- to forget – bhuulnaa
- to bring – laanaa
- shirt/shirts – kamiiz/kamiizeN (f)
- pant/pants – patluun/patluuneN (f)
- shoe/shoes – juuta/juute (m)
- cloth/clothes – kapRaa/kapRe (m)
- umbrella/umbrellas – chatri/chatriaN (f)
- tooth paste – dant manjan (m)

Note: toothbrush, shorts, sneakers, jacket, sweater, raincoat, sunscreen, smart phone/camera/tablet are used in Urdu as borrowed words.

Grammar:
- Plural formation rules of various noun in the Direct case:
  - Masculine aa ending nouns: aa changes to e
  - Masculine consonant ending nouns: no change in plural direct form
### Language Notes

- **Feminine ii ending nouns:** ii changes to iyaaN  
  - Other feminine nouns: add eN  
  - Expressing possession of countable material objects – X + ke paas to (uske paas paisa hai)

### Natural Text

I can exchange information about the endangered animals and their habitats.

Where do you live? Do you live near the mountains or the plains? The desert or the river/ocean? Do you like to swim or run/slither? Do you prefer hot or cold weather?

- tum kahaaN rahte ho? tum ... meN rahte ho yaa ... meN? tumheN ... pasand hai ya ... ?
- nouns:
  - mountains – pahaaR (m)
  - river/rivers – nadii/nadiyaaN (f)
  - ocean – samundar (m)
  - desert – registaan/marusthal (m)
  - plains – maidaan (m)
  - plateau – pathaaR (m)
  - ground – zamiin (f)
  - sky – aasmaan (m)
  - valley – vaadii (f)
  - cold weather – sardii (f)
  - hot weather – garmii (f)
  - weather – mausam (m)
  - endangered animal vocabulary
    - endangered – vajood khatray meiN hona
    - cheeta/cheetahs – ciitaa/cite (m)
    - tiger/tigers – sher (m)
    - leopard/leopards – tenduaa/tendue (m)
    - white tiger/tigers – safed sher (m)

Students assume the name and role of an endangered animal. They try and guess the animal’s name by interviewing one another about their likes/dislikes by asking and answering either/or questions.
<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can state my name, age, where I live, and my travel destination.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My name is.... I am a student/tourist. I am ... years old. I live in .../ I am from.... I am going to .... I am here with my family/I am travelling with my family. I am here for travel and tourism.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressing ‘going somewhere to do</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will introduce one person to the entire group using culturally appropriate language and gestures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will assemble a self-portrait including symbols and/or pictures that represent key elements of their identity and use that portrait to introduce themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create a biographical poem using words and/or pictures and symbols to illustrate their likes and dislikes and share those poems with classmates.</td>
</tr>
</tbody>
</table>
I can state a few weather expressions and name the seasons that pertain to the regions I will visit in the target country.

<table>
<thead>
<tr>
<th>Weather Expression</th>
<th>Season</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>winter – sardiiaaN (f)</td>
<td>winter</td>
<td>Students draw weather maps of the region(s) they will visit. They film themselves reporting on the weather and comparing conditions with those in the area where they live in the United States. Follow the pattern. Working in small groups, students follow a pattern given by the teacher. Each student will say three sentences that include a month, season, and weather expression. (e.g., It is February. It is winter. It is snowing. It is April. It is spring. It is raining.) Students role-play the animal or endangered animal of their choice. They make simple statements about where they live and the weather in that region.</td>
</tr>
<tr>
<td>summer – garmiaaN (f)</td>
<td>summer</td>
<td></td>
</tr>
<tr>
<td>fall – khizaaN (m)</td>
<td>fall</td>
<td></td>
</tr>
<tr>
<td>spring – bahaar (m)</td>
<td>spring</td>
<td></td>
</tr>
<tr>
<td>monsoon – barsaat (f)</td>
<td>monsoon</td>
<td></td>
</tr>
<tr>
<td>hot/warm – garam</td>
<td>hot/warm</td>
<td></td>
</tr>
<tr>
<td>cold/cool – ThanDaa</td>
<td>cold/cool</td>
<td></td>
</tr>
<tr>
<td>snowfall – barf/barf baarii (f)</td>
<td>snowfall</td>
<td></td>
</tr>
<tr>
<td>hailstones – ole girnaa</td>
<td>hailstones</td>
<td></td>
</tr>
<tr>
<td>storm – aaNdhii (f)/ tuufaan (m)</td>
<td>storm</td>
<td></td>
</tr>
<tr>
<td>to rain – bearish (f) honaa</td>
<td>to rain</td>
<td></td>
</tr>
<tr>
<td>to be overcast – baadal chaanaa</td>
<td>to be overcast</td>
<td></td>
</tr>
</tbody>
</table>

Note: Months of the year (English names of months are used in Urdu)

I can name clothing items I will need for the trip.

<table>
<thead>
<tr>
<th>Clothing Item</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt/shirts – kamiiz/kamiizeN (f)</td>
<td>Students will have different pictures that represent activities they might do while on their trip. They will take turns telling what they will pack for the different activities. Students check the weather for the region(s) they will visit and then “pack” their suitcases accordingly. They use paper suitcases and pictures of items they will bring with them on the trip.</td>
</tr>
<tr>
<td>pant/pants – patluun/patluuneN (f)</td>
<td></td>
</tr>
<tr>
<td>shoe/shoes – juutaa/juute (m)</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Urdu</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>cloth/clothes – kapRaa/kapRe (m)</td>
<td>الماء / الماء (m)</td>
</tr>
<tr>
<td>umbrella/umbrellas – chatri/ chatriaN (f)</td>
<td>المطر / المطر (f)</td>
</tr>
<tr>
<td>tooth paste – dant manjan (m)</td>
<td>دانت منجان (m)</td>
</tr>
</tbody>
</table>

Note: toothbrush, shorts, sneakers, jacket, sweater, raincoat, sunscreen, smartphone/camera/tablet are used in Urdu as borrowed words.

Shapes and sizes:
- round – gol
- circular – gol daaira
- square/ square shaped – chakor/ chakor shakal
- spread out – phailaa huaa
- long – laMbaa
- short – choTaa

Colors:
- red – laal/ surkh
- green – haraa
- yellow – piilaa
- black – kaalaa
- blue – niilaa
- white – safed
- dotted – nuqtaydaar
- golden – sunehraa
- orange – naaraNgii
- purple – baiNganii/ jaamnii
- light coloured – halkaa
- dark coloured – gehraa

Grammar:
- Future Tense – Verb stem +
<table>
<thead>
<tr>
<th>Comparison of adjectives –</th>
<th>I can describe pictures I took while on my trip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Comparative – X + Y-se + (zyaadaa) + Adjective (sher billii se zyaadaa baRaa hai)</td>
<td>(Dependent on the country/region visiting)</td>
</tr>
<tr>
<td>- Superltive – X sab se + Adjective (yah pahaaR sab se baRaa hai)</td>
<td>Grammar:</td>
</tr>
<tr>
<td></td>
<td>Simple Past/Perfect Tense -</td>
</tr>
<tr>
<td></td>
<td>Verb stem + -aa/-ii/-e/-iiN when Verb stem ends with a consonant</td>
</tr>
<tr>
<td></td>
<td>(bola/bolii/bolle/boliiN) or –yaa/-yii/-ye/-yiiN (soya/soyii/soe/soyiiN)</td>
</tr>
<tr>
<td></td>
<td>Intransitive verbs –</td>
</tr>
<tr>
<td></td>
<td>- 1(^{st}) person – meN/ham ... jaanaa &gt; gayaa/gayii (sg.); gayiiN/gaye (pl.)</td>
</tr>
<tr>
<td></td>
<td>- 2(^{nd}) person always plural grammatically but could refer to 1 or more people – tum/aap ... jaanaa &gt; gaye/gayiiN (pl.)</td>
</tr>
<tr>
<td></td>
<td>- 3(^{rd}) person – wah/we (far proximity) yah/ye (close proximity) ... jaanaa &gt; gayaa/gayii (sg.); gaye /gayiiN (pl.)</td>
</tr>
<tr>
<td></td>
<td>- Transitive verbs (verb agrees with direct object) – X-ne + Object + dekhaa/dekhe/dekhii (main ne 1 billii dekhii, main ne 3 billiiN dekhiiN; main ne 1 bandar dekhaa, main ne 3 kutte dekhe)</td>
</tr>
</tbody>
</table>

The teacher will select a variety of pictures that represent images from the trip. Students will work in small groups. Each group will select a couple of pictures that are of interest to them. They will work together to describe the pictures, commenting on clothing, activities, weather, and places in the images. Students will be asked to bring in a vacation picture from a trip that they actually took with their families. They will describe that picture in small groups. Students will then move to four corners according to the weather depicted in their image. They will share information about the vacation picture again with different students.
I can describe a few plants, animals, and/or endangered animals native to Gilgit-Baltistan. The name of this flower/plant/animal is …. It is an endangered flower/plant animal.

- is phuul/paudhe/jaanvar kaa naam ... hai
- is phuul/paudhe/jaanvar ka vajuud khatre meN hai

Grammar

Modal verbs – Verb
 Modal verbs – Verb stem + saknaa/paanaa
- Expressing possibility, ability, or permission (aap bas se jaa sakte haiN; hindii bol saktaa huuN; tum abhii aa sakte ho)
- Ability to execute or complete the action (main uupar caRh paayii, vah nahiiN aa paayaa)

Pass the picture. Each person in a group has an image of a plant or animal from the target region. The teacher asks a question (e.g., What is the name of the plant/animal?). Students record their answers using an iPad, iPod, or DVR and then pass the electronic device to the next student. The teacher continues asking questions and students continue recording responses. At the end, each group will have an oral description of each visual.

Presentational Writing

I can fill out a form with some basic personal information when applying for a passport or visa.

My name is.... I live in .../ I am from.... I am going to .... I am travelling with my family. I am here for travel and tourism.

- meraa naam ... hai.
- maiN ... saal kaa/kii huuN
- maiN ... meN rahtaa/rahaa huuN/maiN ... se huuN
- maiN ... ghuumne jaa rahii/rahaa huuN.
- maiN apne khaandaan ke saath safar kar rahii/rahaa huuN
- journey – safar
- to travel – safar karnaa

Students will prepare a passport and/or a visa for travel. They will write the personal information required for these documents.

Working in groups, students complete an animal card on their animal. They provide basic information: name, age, where they live.
<table>
<thead>
<tr>
<th>I can write captions about pictures I took during the trip.</th>
<th>Weather, months, seasons, clothing items, place or activity (listed above)</th>
<th>Students create a memory wall of images. They work together to caption the images using as much language as they can. The teacher may provide sentence starters. I visited (place) in (month) . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can name plants, animals, and/or endangered animals and state a simple fact about their habitat.</td>
<td>(Dependent on the country/region visiting)</td>
<td>Students work together in groups to create a class storybook. Using the images from the past the picture activity or other similar images, students work in pairs to create pages for the book. Students name the plants and/or animals and write a simple fact about them. Students create the final book in an electronic format that can be shared with others. Students create a collage or poster of the plants and animals found in the target country. They use <a href="http://glogster.com">http://glogster.com</a> to organize and assemble their ideas or they create a Facebook page for a plant or animal.</td>
</tr>
<tr>
<td>I can make a plea for people to stop destroying animal habitats.</td>
<td>Please stop destroying our environment/ Help preserve the animals, plants and their habitat/ Do not spread pollution - barae meherbaani maahol ko tabaah naa kareN. - jaanvaroN, podhoN or unn ki rehnay ki/ afzaaish ki jagHoN ki ihifaazat karne meN madad kareN. - aaluudgii naa phailaeN. - please – barae meherbaani</td>
<td>In small groups students work together to select an image of a plant and/or animal. They then create a slogan encouraging others to save the habitat of the plant or animal. Each image can become part of a SlideShare presentation or other electronic presentation format that can be easily shared.</td>
</tr>
</tbody>
</table>
- pollution – aaluudgii (f)
- environment – maahol (m)
- habitat – rehne kii jagah/ afzaaish kii jagah
- to destroy – (X-ko) tabaah karnaa/ (X-ko) barbaad karnaa
- to help – X-kii madad karnaa/X-ko madad denaa
- to protect/to preserve – X-kii hifaazat karnaa
- to spread – (X-ko) phailaanaa

Grammar:
- Expressing polite commands – Verb stem + iye (daaliye, jaaye)

Note:
- Four exceptions (karnaa > kiijiye, denaa > diijiiye, lenaa > liijiye, piinaa > piijiye).
- Mat is the negative particle used with Imperative
- Expressing suggestions (Indirect Command with Subjunctive) – Verb stem + eN (kareN, boleN)

Note: na is the negative particle used with Subjunctive

<table>
<thead>
<tr>
<th>Interpretive Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</td>
</tr>
<tr>
<td>Clothing (listed above)</td>
</tr>
<tr>
<td>Weather (listed above)</td>
</tr>
<tr>
<td>Animals:</td>
</tr>
<tr>
<td>• pet – paaltuu</td>
</tr>
<tr>
<td>• wild – jangalii</td>
</tr>
<tr>
<td>• herbivorous – nabataat khor/ charindaa</td>
</tr>
<tr>
<td>• carnivorous – gosht khor</td>
</tr>
</tbody>
</table>

Students design and assemble a word wall for the classroom to display key vocabulary. The teacher uses different words and phrases and students take turns pointing to what the teacher is saying.

The teacher creates a paper version of the word wall. Words and phrases are called out and students pair up to take turns pointing to the correct word. Gradually, students take
Students move to different corners of room that designate whether they like very much, like, do not like, dislike intensely weather conditions, seasons, days of the week.

Clothing activity. Teacher distributes small pictures of clothing items to the students and a category grid. As the teacher calls out the name of an item, the students place the items in predetermined categories (hot weather/cold weather/in August/in January/etc.)
I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals.

Hello. How are you? What is your name? How old are you? Where are you from? Where are you going?

- assalam-o-alaikum
- tum/aap kaise ho/haiN?
- tumhaari/aapkii umr kyaa hai?
- tum/aap kitne saal ke ho/haiN?
- tum/aap khaaaN se ho/haiN?
- tum/aap khaaaN jaa rahe ho/haiN?

Each student receives a baggie with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip.

Students play “I spy” using clothing, animals and weather expressions (e.g., I spy green shoes. I spy a giant panda, etc.). This game can be made more interactive if students are given a baggie with a set of images. Each student holds up the correct image when it is “spied.”

I can understand simple information when presented with maps, pictures and graphs.

Directions:

- north – shumaal
- south – junuub
- east – mashriiq
- west – maghrib

Land and Geography:

- mountains – pahaaR (m)
- river/rivers – daryaa (f)
- ocean – samundar (f)
- desert – registaan/ sehraa (m)
- plains – maidaan (m)
- ground – zamiin (f)
- sky – aasmaan (m)

Students follow directions on a shower curtain map from place to place in the region they will visit. Using a shower curtain floor map of the region they will visit, students will follow directions given by the teacher and by classmates. They will “travel” to various locations (mountains, rainforest, desert, etc.).

Students hold up pictures of geographical formations as the teacher describes each one (e.g., This is a high and rocky land form).
<table>
<thead>
<tr>
<th>Interpretive Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recognize words, phrases, and characters with the help of visuals.</td>
</tr>
<tr>
<td>Months, seasons (listed above)</td>
</tr>
<tr>
<td>Clothing (listed above)</td>
</tr>
<tr>
<td>Animals (listed above)</td>
</tr>
<tr>
<td>Places (listed in the description)</td>
</tr>
<tr>
<td>Students match simple descriptions of weather and clothing to images.</td>
</tr>
<tr>
<td>Working in pairs, students organize clothing and supplies for the trip into categories that they select. They then post their category grids around the classroom for classmates to view and compare with their own.</td>
</tr>
</tbody>
</table>

**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

**Resources:**

In English (These resources are meant as background information for teachers)

Pictures of animals in Pakistan:

- [https://www.google.com/search?q=animals+in+pakistan&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ei=ngYVb2CF_iasQTI54KwBg&sqi=2&ved=0CAYQ_AUoAQ#tbm=isch&q=wildlife+of+pakistan&imgdii=https://www.google.com/search?q=hamariweb+wildlife+gilgit+baltistan&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ei=pIUYVZiuDMLAggSBkIHQDw&ved=0CAcQ_AUoAg&dpr=1#tbm=isch&q=wildlife+gilgit+baltistan](https://www.google.com/search?q=animals+in+pakistan&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ei=ngYVb2CF_iasQTI54KwBg&sqi=2&ved=0CAYQ_AUoAQ#tbm=isch&q=wildlife+of+pakistan&imgdii=https://www.google.com/search?q=hamariweb+wildlife+gilgit+baltistan&rlz=1C1PRFE_enUS628US628&espv=2&biw=1366&bih=667&source=lnms&tbm=isch&sa=X&ei=pIUYVZiuDMLAggSBkIHQDw&ved=0CAcQ_AUoAg&dpr=1#tbm=isch&q=wildlife+gilgit+baltistan)
- [https://www.youtube.com/watch?v=1U7f396NOYI](https://www.youtube.com/watch?v=1U7f396NOYI)
- [https://www.youtube.com/watch?v=A8h6zTob5QE](https://www.youtube.com/watch?v=A8h6zTob5QE)
Some resources:

http://en.wikivoyage.org/wiki/Gilgit-Baltistan
http://www.visitgilgitbaltistan.gov.pk/
http://en.wikivoyage.org/wiki/Gilgit
http://www.visitgilgitbaltistan.gov.pk/index.php?option=com_content&view=article&id=312&Itemid=275#.VRh70_nF88o
http://environment.gov.pk/
http://www.gbepa.gog.pk/
https://wondersofpakistan.wordpress.com/2011/05/27/the-wonders-of-deosai-plains/
https://www.facebook.com/pages/Save-Wildlife-of-Gilgit-Baltistan-Pakistan/171306579594175
https://www.facebook.com/gbpak/videos?fref=photo

In Urdu (Teachers will need to chuuNk the information in these documents, add visuals and other text features (bolding, captions, etc.) to make the information comprehensible for these beginning language learners.)

http://ur.wikipedia.org/wiki/%DA%AF%D9%84%DA%AF%D8%AA_%D8%A8%D9%84%D8%AA%D8%B3%D8%AA%D8%A7%D9%86
http://ur.wikipedia.org/wiki/%DA%AF%D9%84%DA%AF%D8%AA
http://ur.wikipedia.org/wiki/%DA%86%D8%A7%D9%86%DA%AF%D8%A7_%D9%BE%D8%B1%D8%A8%D8%AA
http://ur.wikipedia.org/wiki/%D9%86%D8%A7%D9%86%DA%AF%D8%A7_%D9%BE%D8%B1%D8%A8%D8%AA

AV materials: (It may be necessary for the teachers to narrate the videos in simpler language without playing the audio.)

https://www.youtube.com/watch?v=nJ2KJIELAAc
https://www.youtube.com/watch?v=bulsWJtvam4
https://www.youtube.com/watch?v=F_JWXKOe754
https://www.youtube.com/watch?v=W2HGdRgHtQo
Endangered species:

https://www.youtube.com/watch?v=OG5Nh93slXk

Environmental issues in Himalaya:

https://www.youtube.com/watch?v=iSMkqxX76yw
https://www.youtube.com/watch?v=nJ2KLIEIAC
https://www.youtube.com/watch?v=umyIdGc5f-Y
https://www.youtube.com/watch?v=elB6YPIX0GE
https://11167354074324257252.googlegroups.com/attach/a8e191d8d063f6a1/Call%20for%20papers.jpg?part=0.1&view=1&vt=ANaJVrGasRsi2l-1mH7rYTie42EKiQbd-P4Zuw3Rk_DU0rnAh6CAFIT4OO4bM3eR36EFVdRK-IslYzQDERZmFiyhM8voMLo9V50gA50h1SSHi80aXdo4U
https://www.youtube.com/watch?v=4_HxnVeLfto

**Daily Schedule**

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Basic Program Information

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>STARTALK Central</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>My World</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Urdu</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>K-2, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Grades K–8</td>
<td></td>
</tr>
<tr>
<td>Heritage Speakers?</td>
<td>No</td>
</tr>
<tr>
<td>Non-Heritage Speakers?</td>
<td>Yes</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Residential: x</td>
</tr>
<tr>
<td></td>
<td>Non-Residential:</td>
</tr>
<tr>
<td></td>
<td>Distance/Online Component:</td>
</tr>
<tr>
<td></td>
<td>Other (please specify):</td>
</tr>
<tr>
<td>Duration:</td>
<td>Weeks/Days: 15</td>
</tr>
<tr>
<td></td>
<td>Contact Hours: 60</td>
</tr>
<tr>
<td>Target Proficiency Level:</td>
<td>Novice High</td>
</tr>
<tr>
<td>(by end of program)</td>
<td></td>
</tr>
<tr>
<td>Target Performance Level(s):</td>
<td>Novice High/Intermediate Low</td>
</tr>
<tr>
<td>(during and by end of program)</td>
<td></td>
</tr>
</tbody>
</table>

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:

Email:
STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will be able to introduce themselves by giving basic biographical details about themselves and their families and will be able to talk about their interests and activities. They will consider the world as a global village of one hundred people and will be able to say and recognize some simple facts about that village—number of people on each continent, number of animals in a village, number of computers, TVs, etc. They will consider representative images from Material World to talk about what people have and don’t have. They will discuss items that all children need, such as food, water, clothing and housing. They will take part in virtual field trips to various markets where they will comment on items, indicating likes and dislikes and agreeing on whether it is something that they need or want. They will be able to comment on where items they own are from and locate those places on a world map. They will identify one or two items that are very important to them and give simple reasons why.

Learning Targets
Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

**NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS**

Be sure to label the mode and proficiency level of each statement.

**PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS**

Number the Can-Do statements here and then transfer to Stage 3.
### Interpersonal

<table>
<thead>
<tr>
<th>Novice High</th>
<th>Intermediate Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</td>
<td>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Novice High</th>
<th>Intermediate Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can exchange basic biographical information.</td>
<td>I can inquire about and share information about my family, friends, and pets.</td>
</tr>
<tr>
<td>I can ask about and identify familiar things.</td>
<td>I can comment on whether I like or don’t like an item.</td>
</tr>
<tr>
<td>I can talk about things I want and things I need.</td>
<td>I can ask about and say where things are from.</td>
</tr>
<tr>
<td>I can ask and answer questions and say what I have and don’t have.</td>
<td>I can talk about things I want and things I need.</td>
</tr>
</tbody>
</table>

### Presentational Speaking

<table>
<thead>
<tr>
<th>Novice High</th>
<th>Intermediate Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can present basic information on familiar topics using language I have practiced and using phrases and simple sentences.</td>
<td>I can present information on most familiar topics using a series of simple sentences.</td>
</tr>
<tr>
<td>I can present information about myself.</td>
<td>I can provide simple information about my favorite things.</td>
</tr>
<tr>
<td>I can tell a simple story about my trip to the market.</td>
<td>I can participate in a presentation showing what children my age want and need.</td>
</tr>
</tbody>
</table>

### Presentational Writing

<table>
<thead>
<tr>
<th>Novice High</th>
<th>Intermediate Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write short messages and notes on familiar topics related to everyday life.</td>
<td>I can introduce myself.</td>
</tr>
<tr>
<td>I can write about things I want and need.</td>
<td>I can describe an object that is important to me.</td>
</tr>
<tr>
<td></td>
<td>I can write captions for images and pictures to convey information.</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Interpretive Listening</strong></td>
<td></td>
</tr>
<tr>
<td>Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</td>
<td>I can understand a few details when hearing simple biographical information.</td>
</tr>
<tr>
<td>Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</td>
<td>I can understand some information when I hear a simple description about a familiar object.</td>
</tr>
<tr>
<td></td>
<td>I can recognize the name of a familiar object and understand where it is from.</td>
</tr>
<tr>
<td></td>
<td>I can understand the main idea when hearing about wants and needs.</td>
</tr>
<tr>
<td></td>
<td>I can locate countries on a map.</td>
</tr>
<tr>
<td><strong>Interpretive Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</td>
<td>I can understand short, simple descriptions with the help of visuals.</td>
</tr>
<tr>
<td></td>
<td>I can understand the purpose of an ad or poster with the help of visuals.</td>
</tr>
<tr>
<td></td>
<td>I can understand personal information about others.</td>
</tr>
</tbody>
</table>

*You may add additional rows as necessary.*

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**
Summative Performance Assessment

Describe the major summative performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>

Students will consider ads for different items and will complete a graphic organizer reporting on information that they have learned. They will listen as their teachers and other native speakers describe a favorite item, matching images of items to the person who describes that item.

Students will consider a variety of items and will talk to determine what they have in common with regard to likes and dislikes, needs, and wants. Each will have a chance to describe a special item with others, asking questions when possible to get more information.

Students will work in groups to create a world map that shows where some of their favorite things are from. Each student will share information about a favorite item and will also comment on where it is from.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Do statements developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.
### Interpersonal

**I can exchange basic biographical information.**

**Biographical information –**
- My name is – meraa naam ___ hai.
- I am a boy/ girl/ student- main laRkaa/laRkii huuN
- What is your name? – tumhaaraa/aapkaa naam kyaa hai?
- What do you do? – tum/aap kahaaN rahte ho/haaN?
- Where are you from? Where do you live?
  - Tum/aap kahaaN rahte /rahtii ho/ haiN?
  - Tum/aap kahaaN se ho/ haiN?
- I am from.../ I live in...
  - maiN ... se huuN.
  - maiN ... meN rahtaa/ rahtii huuN

**Additional probing questions and answers –**
- What state/ country is that in? – voh kis mulk meN hai?

**Students work in small groups to create individual All About Me card giving basic information, such as name, age, family members, and names of pets. The teacher models each section by showing the card she has created for the class mascot. After each section, students talk to their group members and then circulate to talk to other students. As details are added, the conversations are longer and longer.**

**Each student has the chance to have a conversation with the class mascot over the first couple of days allowing the teacher to check the progress of individual students.**

**On a subsequent day, when possible students engage in similar conversations with students from other classes or with Urdu speakers via Skype without using the cards**
| I can inquire about and share information about my family, friends, and pets. | • Do you have brothers and sisters?  
  - kyaa tumhaare bhaaii aur behen haiN?  
  - tumhaare kitne bhaaii aur beheneN haiN?  
  • Yes, I have .../no I am an only child  
  - haaN, meraa ek bhaaii/mere do bhaaii haiN  
  - merii ek behen/do behneN |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students work in groups to give an identity to one of the members of their group, which they can choose based on choices offered by the teacher. Students then interact with students from other groups. The students take the role of the class asking and answering questions to get to know the selected member of the other group. The teacher models asking for the name, age, origin/nationality information about family and pets before students work independently.</td>
</tr>
</tbody>
</table>
- Are you the oldest? The youngest?
  - kya tum/aap sabse baRe/baRii ho/haiN?
  - kya tum/aap sabse choTe/choTii ho/haiN?
- What nationality are you?
  - tum/aap kis mulk se ho/haiN?
  - tumhaarii/aapkii qaumiiyat kyaa hai?
- I am... main ... huuN
  - Pakistani – paakistaanii
  - Indian – hindustaanii
  - Bangladeshi – banglaadeshii
  - American – amrikii
  - French – fraansiiSii
  - Turk – turkii
  - Afghan – afgaanii
  - Iraqi – iraqqii
- What language do you speak? – tum/aap kaunsii zubaan bolte ho/haiN?
- Do you speak English? – kya tum/aap angrezii bolte ho/haiN?
- Do you have a pet? – kya tumhaaraa/aapkaa koi paaltu jaanvar hai?
**Expressing possession:**
- countable and material nouns - X-ke paas (mere paas paisaa hai; uske paas paanii hai)
- immovable property, kinship relations, body parts, pets and legally owned properties - X-kaa/ke/kii (raaju ke do makaan haiN; ramesh ka ek bhaaii hai; mere do haath haiN; abbaa ka ek kuttaa hai; merii do gaariyaaN haiN)
- Use of reflexive possessive pronoun when possession is expressed for the subject of the sentence the pronoun apnaa/apne/apnii is used as an adjective in agreement with the possessed object – chooTaa laRkaa apnii bahan he saath baahar khelta hai; choTii laRkii apne dostoN ke saath bazaar jaaTii hai; apnaa naam bataao; and never – tumhaaraa naam bataao (because tum is the implied subject)
- Asking yes/no questions – *kyaa* is used in the beginning of the indicative sentence – *kyaa* app yahaaN se haiN?

### Animals that can be found in the target culture:
- Goat – bakraa (m)/ bakrii (f)
- Horse – ghoRaa (m)
- Lion – sher (m)
<table>
<thead>
<tr>
<th>Common Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elephant – haathii (m)</td>
</tr>
<tr>
<td>Leopard – tenduaa(m)</td>
</tr>
<tr>
<td>Buffalo – bhaiNs(m)</td>
</tr>
<tr>
<td>Peacock – mor(m)</td>
</tr>
<tr>
<td>Cow – gaay (f)</td>
</tr>
</tbody>
</table>

I can ask about and identify familiar things.

What have you brought? What you do have? What is it? It’s a … What is it like?
It’s …
- tum kyaa laaye ho?
- tumhaare paas kyaa hai?
- yeh kyaa hai?
- yeh … (Noun) hai. Yeh… (Adjective) hai.

Adjectives:
Shapes and sizes:
- big – baRaa
- small – choTaa
- pretty/ beautiful – khuubsuurat
- interesting – dilcasp
- ugly – bhaddaa/gandaa
- round – gol
- circular – daairaa
- square/square shaped – cakor
- spread out – phailaa huaa
- long – lambaa
- short – choTaa

Colors:
- red – laal/ surkh
- green – haraa/ sabz
- yellow – piilaa
- black – kaalaa
- blue – niilaa
- white – safed

The teacher creates picture cards of souvenir items, one per student; some students will have the same image, perhaps a different size or color. The students sit in a circle and pass the cards while music is playing. As they pass the cards they name the item. When the music stops, each student turns to a shoulder partner and says what their item is and something about the item.

Each student is asked to bring in two or three items that they really like or pictures of items they like. They then work in groups to generate words that they might use to name and describe the items.
### Vocabulary:
- to buy – khariidnaa
- to sell – becnaa
- to reduce the price – qiimat kam karaanaa
- to bargain – reaayat karnaa
- to give a gift – tohfaa denaa
- Indian/Pakistani currency –

### I can comment on whether I like or don’t like an item.

- Do you like (item)? – kyaa tumhe yeh pasand hai?
- What do you think about this one? – iske baare me kyaa khayaal hai?/ yeh kaisaa lag rahaa hai?
- Why do you like it? – yeh tumhe kyoN pasand/ naapasand hai?
- Do you/ don’t you think ...? – kyaa tum soctii/ socte ho ki ...? kyaa aisaa nahiiN lagtaa ki ... ?
- Which one do you like best? – in meN se kaun saa sabse acchaa lag rahaa hai?
- I like/ don’t like ... I prefer ... – mujhe yeh zyaadaa pasand hai/ maiN caahuNgaa/ caahuNgii ki
- I like the (yellow) one – mujhe (piilaa) waalaa pasand hai.

### The teacher will set up a market in the classroom, using items that students have been discussing. Students walk through the market in pairs, commenting on the various items. As they look and talk, they attempt to find the perfect present for a friend, saying why it will be a good gift.

Alternatively, the teacher holds an auction to sell the items students bring to class. Students bid for each item using rupees.

Students will offer and accept a gift in a culturally appropriate way.
| rupeyaa                | • price – qiimmat (f)
|                       | • gift – tohfaa (m)
|                       | • pricey – qiimtii
|                       | • cheap – sastaa

Numbers (one through twenty):  
• ek, do, tiin, caar, paaNc, che, saat, aTh, nau, das, gyaarah, baarah, terah, caudah, pandrah, solah, satrah, aThaarah, uniis, biis

Grammar:  
• to like – X ko pasand honaa  
• to dislike – X ko naapasand honaa  
• Comparison of adjectives –  
  - Comparative degree – X-se +adjective (mujh se baRaa/ baRe/ baRii)  
  - Superlative degree – sab se + adjective (sab se baRaa/ baRe/ baRii)

| I can ask about and say where things are from. | Where is ... from? – ... kahaaN se hai?  
|                                               | What country is ... from?  
|                                               | • ... kaun se mulk se hai?  
|                                               | • ... kis mulk se hai?  

Vocabulary of simple items of clothing needed for the activity  
• shirt/shirts – qamiiz/ qamiizeN  

The teacher brings in several articles of clothing that have labels showing where the article was made. Students look at the label inside the article of clothing to see where it was made. They will ask and answer questions to find out where the item was made. They will repeat this activity using some of their
<table>
<thead>
<tr>
<th>Item</th>
<th>Equivalent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>pant/pants</td>
<td>patluun/patluuneN (f)</td>
<td>favorite things. Students can be given pictures of the items with a name of a logical country printed on the picture. They will mingle, asking and answering questions about where items are from.</td>
</tr>
<tr>
<td>shoe/shoes</td>
<td>juutaa/ juute (m)</td>
<td></td>
</tr>
<tr>
<td>cloth/clothes</td>
<td>kapRaa/ kapRe (m)</td>
<td></td>
</tr>
<tr>
<td>sarong/sarongs</td>
<td>dhoti/ dhotiyaaN (f)</td>
<td></td>
</tr>
<tr>
<td>These are some typical Pakistani clothes whose English equivalents are not found –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kurtaa pajaamaa (m)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shalvaar qamiiz (f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saaRii (f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ghaagaraa colii (f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>curidiidar pajaamaa (m)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lungii (f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shervaanii (f)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary:**

- water –paanii (m)
- food –khaanaa (m)
- housing– rehaaish (f)
- clothing – kapRe (m)
- family– khaandaan (m)

**I can talk about things I want and things I need.**

- I need ...— mujhe ... cahiye
- I want ...— ... maiN ... caahtaa/ caahtii huN
- I need to do ... – mujhe ... karne kii zaruurat hai.
- I need a ... to ... – ... karne ke liye mujhe ... cahiye.
- I do not need – mujhe ... nahiiN cahiye; mujhe ... kii zaruurat nahiiN hai.

**Students hold objects representing items they want or items they need. They mingle, asking and answering questions about wants and needs. They interact with other students until they have made note of at least three people with whom they have something in common.**

**Middle-school students work in pairs to categorize items they need and want using a graphic organizer. Then they share their lists with another pair, forming a group of four. They decide on the top three items they need and the top three items they want.**
- education—taaliim (f)

Grammar:
Expressing necessity of something—
- to want to do – Direct infinitive + caahnaa (vah baahar jaanaa caahtaa hai)
- to need – X+ ko caahiye
- use of noun zaruurat (f) – X-ko + X-kii zaruurat hai, e.g mujhko paanii kii zaruurat hai
- use of adjective zaruurii – X-ke liye X zaruurii hai, e.g zindaa rehne ke liye achaa khaanaa zaruurii hai.

I can ask and answer questions, saying what I have and don’t have.

- What do you have? – tumhaare paas kyaa hai?
- Do you have (item)? – kyaa tumhaare paas ... hai?
- I have/don’t have ... – mere paas ... hai/nahiiN hai
- Keep looking – DhuunDte roh.

Grammar:
- Expressing possession:
  - countable and material nouns- X-ke paas (mere paas paisaa hai; uske paas paanii hai)
  - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/ kii (aamir ke do makaan haiN, ali kaa ek bhaaii hai; mere do haath haiN; abbaa ka ek kuttaa hai; merii do gaaRiyaN haiN)

Students will play a simplified version of crazy eights. The teacher will need to prepare several sets of cards. Each student has four cards. They are directed to mingle, asking if their peer has a picture they want.

~Do you have a cat?
~Yes, I have a cat. Here it is.
~No, I don’t have a cat. Keep looking.

Students win when they have four of the same picture. Depending on the size of the class, students may need to play in smaller groups for more interaction.
- Use of reflexive possessive pronoun when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the possessed object – apnaa naam bataao; and never – tumhaaraa naam bataao
  - Asking yes/no questions – kyaa is used in the beginning of the indicative sentence – kyaa app yahaaN se haiN?

<table>
<thead>
<tr>
<th>Presentational Speaking</th>
</tr>
</thead>
</table>
| **I can present information about myself.** | **Name, age, family members, country of origin, nationality, pets (listed above)** | Students use their All About Me cards to introduce themselves to other students. They should pair in inner-outer circles. With each rotation, the teacher sets a timer for a few more seconds, encouraging students to expand their introductions.

  Students will talk about the world as a village. Each group of students will discuss one aspect of the village based on a page from the book (see Resources). One group might say how many people live in each country, another might report on how many households have TVs, et cetera. Students might think about other aspects that they would like to consider. |

<p>| <strong>I can provide simple information about favorite things.</strong> | <strong>What do you like to do? What do you like to do in your free time?</strong> - aapko/tumhe kyaa karnaap pasand hai? - aap ko fursat meN kyaa | Students will work in small groups with each student showing and sharing a favorite item. It could be an item that they brought to class or it could be one of the souvenir items that they have been working on. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to ... – mujhe ... + Infinitive</td>
<td>• paRhne, sair karne, ghuumne kaa shauq hai</td>
</tr>
<tr>
<td></td>
<td>• safar karnaa, mausiiqii sunnaa achaah/ buraa lagtaa hai</td>
</tr>
<tr>
<td>What is your favorite type of music? Musical group? Artist?</td>
<td>• sab se zyaadaa pasandiidaa</td>
</tr>
<tr>
<td></td>
<td>• musician – mausiiqaar (m/f)</td>
</tr>
<tr>
<td></td>
<td>• artist- adaakaar (m)/ adaakaar (f)</td>
</tr>
<tr>
<td>I play/ Do you play sports? Which ones?</td>
<td>• aap kyaa/ kahaaN/ kiske saath khelte/ kheltii haiN?</td>
</tr>
<tr>
<td>Do you listen to music/play a musical instrument? Which one?</td>
<td>• kyaa aap mausiiqii sunte haiN?</td>
</tr>
<tr>
<td></td>
<td>• kyaa saaz bajaate bhii haiN?</td>
</tr>
<tr>
<td></td>
<td>• aap kaun saa saaz bajaate haiN?</td>
</tr>
<tr>
<td></td>
<td>• aap ko kaunsa saaz bajaanaa aataa hai?</td>
</tr>
<tr>
<td>Grammar:</td>
<td>• Adjective + lagnaah (mujhe aam achaah/ buraa/miiThaa lagtaa hai)</td>
</tr>
<tr>
<td></td>
<td>• Construction with Indirect verb aanaah for skills – X-ko +</td>
</tr>
</tbody>
</table>

As students listen, they will think of questions they can ask to get more information.
| infinitive + aanaa, e.g. mujhe tairnaa aataa hai, tablaa bajaanaa aataa hai | • Expressing liking activities/hobbies – X-ko Oblique infinitive + kaa shauq honaa (mujhe ghuumne kaa shauq) |

I can tell a simple story about my trip to the market. | • Yesterday, I went to the market – Kal maiN baazaar gayaa.  
• I went with (my mom) – maiN (apnii man) ke saath gayaa.  
• I looked at ... maiN ne vahaaN ... dekhii/ dekhe/dekhaa  
• I ate ... – maiNne ... khaayaa/khaaaii.  
• I wanted to buy ... but I ... – maiN ... khariidnaa caahtaa thaa, par/ lekin ...  
• I bought ... – maiNne kharidaa/khariidii/khariide  
• I went home and ... – maiN ghar gayaa/gayii aur... |

Grammar:  
• Past Simple/Perfect Tense – verb stem + -aa/-ii/-e/-iiN ‘jaanaa’. (jaanaa > gayaa/gayii/gaye/gayiiN)  
X + ne + dekhnaa > dekhaa/dekhii/dekhee/dekhiN  

Note:  
- The ne construction is used with transitive verbs in the Past Simple.
Tense and the verb is in agreement with the object (laRke ne roTii khayii; laRke ne ek samosa khaayaa; laRke ne do samosa khaaye; laRke ne tiin roTiyaaN khaayiiiN)
- In the ne construction, if the object is definite and is followed by ko, the verb is always masculine singular (maiNne ek laRkii dekhii; maiNne laRkii ko dekhaa)

<table>
<thead>
<tr>
<th>I can participate in a presentation showing what children my age want and need.</th>
<th>Names of items in selected images</th>
</tr>
</thead>
<tbody>
<tr>
<td>• backpack – bastaa (m)</td>
<td></td>
</tr>
<tr>
<td>• book/books – kitaab/ kitaabeN (f)</td>
<td></td>
</tr>
<tr>
<td>• water bottle – paanii kii botal (f)</td>
<td></td>
</tr>
<tr>
<td>• umbrella/ umbrellas – chatrii/ chatriiaaN (f)</td>
<td></td>
</tr>
<tr>
<td>• story books – kahaaniyoN kii kitaabeN (f)</td>
<td></td>
</tr>
<tr>
<td>• plaything/ playthings – khilaunaa/ khilaune (m)</td>
<td></td>
</tr>
<tr>
<td>• bat/ bats – balla/ balle (m)</td>
<td></td>
</tr>
<tr>
<td>• ball/balls – gend/ gendeN (f)</td>
<td></td>
</tr>
<tr>
<td>• doll/dolls – guRiyaa/ guRiyaaN (f)</td>
<td></td>
</tr>
<tr>
<td>Pencil, rubber(eraser), tiffin box are borrowed from English and used as such.</td>
<td></td>
</tr>
</tbody>
</table>

Students will work together to create a scene like the ones they have seen in *Material World*. They will create a collage of pictures showing what children their age consider prized possessions. They will take of picture of the collage and then take turns saying something about the image.

Students work in small groups to list what they need for school. They compare their lists to lists from the target culture.

### Presentational Writing

<table>
<thead>
<tr>
<th>I can introduce myself.</th>
<th>Name, age, family members, country of origin, nationality, pets (listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write a simple introduction on the back of their All About Me card.</td>
<td></td>
</tr>
<tr>
<td>Students write and illustrate a bio poem about</td>
<td></td>
</tr>
</tbody>
</table>
Students take a picture with one of their selected group member and write a simple introduction of him/her.

### Material World images

Names of items in selected images that children in India have/need:
- story books – kahaaniyoN kitaabeN (f)
- plaything/ playthings – khilaunaa/ khilaunce (m)
- bat/bats – balla/ balle (m)
- ball/balls – gend/ gendeN (f)
- doll/dolls – guRiyaa/ guRiyaaN (f)

Comic books (popularly known in India as comics) and video games are borrowed words and used as such.

Students work together to create an image like the ones they have seen in Material World. They create a collage of pictures showing what children their age consider their prized possessions. They will take a picture of the collage and then take turns saying something about the image.

If possible, the images of typical prized items will be exchanged with a group of students from the target culture, which will allow students to make simple comparisons. Comparisons can also be made based on images found in online shopping materials.

(This website is in English. The visuals show children from around the world with their prized possessions.)


Students will work in small groups to list what they need for school. They will compare their lists with lists provided to students in the target culture. Such lists could be found online, posted by particular schools. If lists are not available, it might be possible...
<p>| I can describe an object that is important to me. | Personal vocabulary for items | Each student will write a description of an item on one side of a card. The actual item will be named on the back of the card. The cards will be collected and numbered. They will then be taped to a desk or to a surface in the classroom. Each student will be given a worksheet that has the numbers assigned to the items. Students will circulate to read the descriptions and will attempt to guess the items being described by writing the name of the item on their numbered paper. Students will write clues for a version of crazy eights. Each clue will say something about an item and state where it is from. Students guess the item being described by writing the name of the item on their numbered paper. |
| --- | Personal vocabulary or souvenir items. | |
| Adjectives of shapes and sizes. | | |
| I can write captions for images and pictures to convey information. | Personal vocabulary for items | Students will compete in groups to see which group can write the most words about a picture in a given amount of time. When time is called, the teacher will announce a winner. Groups will then take turns calling out words and phrases until only one group is left with anything to say. The teacher will write the master list of words on the board. Groups will then work together to use the word bank to write a few sentences describing different, but similar images. |
| Personal vocabulary or souvenir items. | | |
| Adjectives of shapes and sizes. | | |
| Interpretive Listening | | |
| I can understand a few details when hearing simple biographical information. | Name, age, family members, country of origin, nationality, pets (listed above) | Students complete graphic organizers as they meet different native speakers and the class mascots. |
| I can understand some of a simple description about a familiar object. | Personal vocabulary for items | The teacher will read a card, saying where an item is from. The student will draw an arrow from that item |</p>
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Personal vocabulary or souvenir items.</th>
<th>to the appropriate country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives of shapes and sizes.</td>
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<tr>
<td>Students will create or have a large world floor map or a world map on a magnetic board. As students or the teacher reads a card, students move or move the magnetic image of the item to the correct location.</td>
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</tbody>
</table>

| I can recognize the name of a familiar object and understand where it is from. | Familiar items and country names | Each student will be given the name card of a country where different objects are from. The countries and objects should be familiar to the students. The students stand in a circle with the teacher in the middle. The teacher holds a ball of yarn. The teacher begins by saying “The T-shirt comes from Honduras,” and gives the yarn to the student who holds that card. The teacher or a student continues, “The tea comes from China.” The yarn is unwound and goes to that student. The idea is to continue until all students are holding a piece of the yarn and the yarn has gone around the group. |

| I can understand the main idea when hearing about wants and needs. | Grammar and vocabulary related to items that people ‘want’ and ‘need’ (listed above) | Students view PSAs like those produced by UNICEF on the basic needs of children. Students are able to identify the basic needs of the child based on what they hear and see. Many of these short videos are available without sound. |

| I can locate countries on a map. | Names of items and countries that have been used throughout the unit | Each pair of students will receive a copy of a world map. They will play a version of flyswatter at their desks. Each student will hold a pencil with an eraser. Students will listen as the teacher says where certain items are from. Students will race to touch the country with the eraser end of the pencil. |

### Interpretive Reading

| I can understand short, simple descriptions | Adjectives (listed above) | Students will look at websites that have items for |
with the help of visuals.

<table>
<thead>
<tr>
<th>I can understand the purpose of an ad or poster with the help of visuals.</th>
<th>Grammar and vocabulary listed above</th>
<th>I can understand personal information about others.</th>
<th>Name, age, family members, country of origin, nationality, pets (listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sale that are of interest to them. They will scan pages that have been selected by the teacher matching items to people by interest. “The perfect gift for someone who likes . . .” The teacher will create a page that requires matching descriptions to the items.</td>
<td>Students will look at various print materials from nonprofits and match the intent of the material to the basic need that is being addressed.</td>
<td>The teacher will collect and use biographical information that the students have previously written and will also have biographical information on any native speakers working with the program. These paragraphs will be polished and a couple of details will be added. The students and teachers will not be named in the final paragraphs. Students work together in groups to identify the individuals that are being described. They verify the accuracy of their work by asking questions of the person they think is being described.</td>
<td>You may add additional rows as necessary.</td>
</tr>
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**Materials & Other Resources**

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

*These resources are in English. The teacher will have to use the information to create materials in Urdu.*

‘If the World were a Village’ An imaginative slideshow talking about what it would be like if the world was represented as a village.  
[http://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766](http://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766)

‘The Global Village’ A slide show that talks about the world in numbers.  
Material World A Global Family Portrait

‘We All Posters’ A series of posters created by RPCVs of Madison, WI, in order to draw attention to global commonalities.
http://rpcvmadison.org/weall

‘Top 10 Cartoons for Children’s rights’ A series of cartoons that talk about children’s rights in an easy and understandable manner.
http://www.unicef.org/videoaudio/video_top_cartoons.html

‘Pakistanis are second fastest growing group in America’ An article talking about Pakistani presence in America using numbers and facts.

‘Pakistani Immigrants in the United States’ An article talking about the presence of Pakistani immigrants in America using interesting graphs.
http://www.migrationpolicy.org/article/spotlight-foreign-born-pakistani-origin-united-states

An article describing the top 10 souvenirs of Pakistan.

Visuals of Pakistani culture that might be used throughout the unit:
Images related to representation of various elements of Pakistani culture.
https://www.google.com/search?q=pakistani+culture+in+usa+in+urdu&biw=1280&bih=923&source=lnms&tbm=isch&sa=X&ei=Go0dVemkJDljgWY8z8QEAUoAQ#tbm=isch&q=pakistani+culture+and+customs+in+usa&imgdii=&imgclq=M7YAPATTWllsAM%253A%3BcfetrKnLM_FHYM%3Bhttp%253A%252F%252Fwww.listofmostpopular.com%252Fwp-content%252Fuploads%252F2015%252F01%252FUSA-1728x800_c.jpg%3Bhttp%253A%252F%252Fwww.listofmostpopular.com%252Flist-of-10-pakistani-online-clothing-stores-in-usa%252F%3B1728%3B800

Urdu articles describing some of the famous markets in Pakistan.
https://ur.wikipedia.org/wiki/%D8%A7%D9%86%D8%A7%D8%B1%DA%A9%D9%84%DB%8C_%D8%A8%D8%A7%D8%B2%D8%A7%D8%B1
https://ur.wikipedia.org/wiki/%D9%82%D8%B5%DB%81%_D8%AE%D9%88%D8%A7%D9%86%DB%8C_%D8%A8%D8%A7%D8%B2%D8%A7%D8%B1

AV resources (markets in Pakistan):
Teachers might narrate the videos of the markets as students watch the clips.

‘Bohri Bazaar’ A documentary on the markets Karachi, Pakistan.  https://www.youtube.com/watch?v=BodnIPRdEmM

‘Anarkali Bazar, Lahore’ A video documenting the experience of shopping in the gulleys Anarkali market in Pakistan, one of the oldest markets of the country.  https://www.youtube.com/watch?v=oApY-o6jio

‘Devon ave Chicago chaand raat bazaar’ A video documenting Pakistani shops in Chicago, USA.  https://www.youtube.com/watch?v=m1a2KYhUgc

‘Historic Qissa Khwaani Bazaar of Peshawar’. Video of Qissa Khwaani Bazaar of Peshawar, one of the major shopping hubs in the country.  https://www.youtube.com/watch?v=Zy_yeYK74X0

‘Itwar Bazaar Islamabad’. A video documenting the famous Sunday markets in Pakistan.  https://www.youtube.com/watch?v=1ZlbTKIVJSg

This website is in English. The visuals show children from around the world with their prized possessions.


**Daily Schedule**

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
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You may add additional rows as necessary.