



# 2014 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

## BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central
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<b>Program Title:</b>	Our Identities, Our Heroes
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<b>Language(s):</b>		<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12	6-12
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<b>Heritage Speakers?</b>	No	<b>Nonheritage Speakers?</b>	Yes
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<b>Program Setting:</b>	<i>Residential:</i>	<b>x</b>	<i>Nonresidential:</i>		<i>Distance/Online Component:</i>		
	<i>Other (please specify):</i>						

<b>Duration:</b>	<i>Weeks/Days:</i>	<b>15 Days</b>	<i>Contact Hours:</i>	<b>90</b>	
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<b>Target Proficiency Level:</b> (by end of program)	Novice High	<b>Target Performance Level(s):</b> (during and by end of program)	Novice High/Intermediate Low
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If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<b>Curriculum designed by:</b>	STARTALK Central
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<b>E-mail:</b>	
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### **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](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**

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 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.

	14. I can outline a presentation about a celebrity or historical figure.
	15. I can write captions for images to convey information about someone else.
<b>Interpretive Listening</b>	
<p>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.</p> <p>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.</p>	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.
<b>Interpretive Reading</b>	
<p>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.</p> <p>Intermediate low: I can understand the main idea of a short, simple text when the topic is familiar.</p>	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.

*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.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
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, 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 <a href="http://edu.glogster.com/">http://edu.glogster.com/</a> 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.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can . . .</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use . . .</i>	MAJOR LEARNING EXPERIENCES AND EVIDENCE <i>Learners will experience &amp; demonstrate . . .</i>
Copy these can-dos directly from Stage 1,	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content	Describe the key learning tasks/activities/formative assessments that allow

column 2. Use one row per can-do.	information that learners need in order to accomplish the can-dos listed in column 1.	learners to demonstrate that they can meet the stated can-do.
<i>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.</i>		
<b>Interpersonal</b>		
<p>1. I can exchange basic biographical information.</p>	<p>Name</p> <p>Contact information (phone number, e-mail address)</p> <p>Likes, dislikes, activities</p> <p>What do you like to do?</p> <p>Do you like . . . ?</p>	<p>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.”</p> <p>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.</p>
<p>2. I can inquire about and share information about my family, nationality, and heritage.</p>	<p>Family, nationality, heritage</p> <p>Where do you live?</p> <p>What is your nationality? Heritage?</p> <p>Who is in your family?</p>	<p>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.</p> <p>Students will be given random pictures of families from a source like <i>1000 Families</i>. 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</p>

		<p>a family that is nearly identical to their own and will then compare pictures to verify similarities and differences.</p>
<p>3. I can comment on personality and character traits based on a person's actions.</p>	<p>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</p> <p>What are you like? What is he/she like?</p> <p>What are heroes like?</p> <p>Depending on language and culture and cultural texts being used . . .</p> <p>Hero/antihero Antagonist/protagonist Super powers What super power do you need? Why? I need . . . (let students learn words that are important to them.)</p>	<p>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, <i>Batman is courageous</i> or <i>the Joker is evil</i>.</p> <p>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.</p>
<p>4. I can ask and answer questions about factual information that is familiar to me.</p>	<p>What is your name?</p> <p>What do you do?</p> <p>Why are you famous?</p> <p>Where do you live?</p> <p>What languages do you speak?</p> <p>What do you like to do?</p> <p>What is important to you?</p>	<p>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.</p> <p>Students will role play well-known heroes and villains and imagine conversations between them.</p> <p>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</p>

		<p>know each other. 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.</p>
<p>5. I can ask about school, work, and the community, and I can offer to help.</p>	<p>How can I help?</p> <p>What can I do to help?</p> <p>At home, I cook, clean, watch my brother, etc.</p> <p>At school, I study, work hard, tutor, etc.</p> <p>In my community, I volunteer, help at church, recycle, donate, etc.</p> <p>Students learn appropriate personal vocabulary.</p> <p>How often do you . . . ?</p> <p>Adverbs of frequency: all the time, sometimes, every Monday and Wednesday</p> <p>When do you volunteer?</p> <p>Let's work . . .</p> <p>Let's clean . . .</p> <p>Let's babysit to earn money for . . .</p> <p>Let's tutor, build, etc.</p>	<p>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>
<p>6. I can talk about why someone is or is not a hero or leader.</p>	<p>Who is a hero? A teacher, student, principal, custodian, mayor, engineer, doctor, nurse, police officer, fire fighter, soldier, etc.?</p>	<p>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>

	<p>Why? Why not?</p> <p>He/she: perseveres, helps others, gives hope, respects others, fights against evil, works hard, hurts others, bullies others, etc.</p>	<p>someone is or is not a hero, giving reasons based on what they saw. They will then watch with the sound on and will listen for additional characteristics.</p> <p>Students will circulate, asking the key question, "Are you a hero?" Students will be encouraged to answer in the affirmative, give reasons why they are heroes, and share reasons why others are heroes. For example, "You are a hero because you are always helping others."</p> <p>Students will consider the role that the media plays in creating heroes. They will watch a video clip of a well-known actor or sports figure and will then discuss whether that person is a hero or not. Half the class will prepare reasons in favor of considering that person a hero, and the other half will prepare reasons against. Students will then have a conversation with a partner.</p>
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**Presentational Speaking**

<p>7. I can present information about my life.</p>	<p>Use previously listed vocabulary.</p>	<p>Students will create online Vokis (<a href="http://www.voki.com">www.voki.com</a>) or avatars. The Voki or avatar presentation will be watched by three other students who will each ask one follow-up question to get more information. Each student will then create a second Voki or avatar to answer those questions.</p>
<p>8. I can describe another person's personality and character.</p>	<p>Use previously listed vocabulary.</p>	<p>Each student will consider an individual who serves as a personal hero and will explain to a partner why that person is a hero and the personality and character traits that make him/her a hero in the student's lives.</p> <p>Each student will research a current celebrity that s/he admires and will build the case that the celebrity is or is not worthy of his/her celebrity status. Students might want to go to fan websites</p>

		<p>to see what role the celebrity plays in the world. Students will then share that information with the class using simple sentences. For example, “Jennifer Lawrence is an actress. She is Katniss in <i>The Hunger Games</i>. She is a hero. She gives money through <a href="http://jlcharities.org">jlcharities.org</a>.”</p> <p>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.</p>
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 <a href="http://storybird.com">storybird.com</a> 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.
<b>Presentational Writing</b>		
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.
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 involve 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

		<i>Time</i> magazine's Person of the Year.
15. I can write captions for images and pictures to convey information about someone else.	Use previously listed vocabulary.	<p>Students will research their alter-ego identities to learn ten basic facts about those identities. They will create a mini-poster with this information presented in a visual format that contains key new words. These posters will be displayed in class as reference tools for alter-ego activities.</p> <p>Students will create an online story using <a href="http://storybird.com/">http://storybird.com/</a> or other appropriate online tool. They will tell the story of their alter-ego identities as if they were writing a children's version of the story.</p>
<b>Interpretive Listening</b>		
16. I can understand a few details about a person who is being described.		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.
17. I can categorize a person who is being described as a leader, artist, musician, athlete, etc.		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.
18. I can understand several details about someone else when accompanied by visual support.		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.
		Students will view public service announcements

<p>19. I can understand the main idea behind a public service announcement.</p>		<p>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.</p>
<p><b>Interpretive Reading</b></p>		
<p>20. I can understand short, simple descriptions with the help of visuals.</p>		<p>Students will read materials about fictional and historical heroes and will begin to create word lists of characteristics associated with heroes.</p>
<p>21. I can understand the main idea of what someone did or is doing.</p>		<p>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.</p> <p>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.</p> <p>They will then pair to share their findings and create a list of common topics and useful words and expressions.</p>
<p>22. I can understand personal information about others.</p>		<p>Students will read information about important people, and they will complete graphic organizers answering <i>who, what, when, where, why</i> questions. They will then make inferences in the target language or English about why these people are so important.</p>
<p>23. I can understand the questions asked on a nomination form.</p>		<p>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.</p>

<p>24. I can understand basic information about community resources.</p>		<p>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.</p>
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*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.

<p><i>Resources are not listed here since resources would be language specific according to the needs of the individual program.</i></p>
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### **Daily Schedule**

Describe the typical daily schedule for a participant.

TIME FRAME	ACTIVITY
<p><i>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.</i></p>	


*You may add additional rows as necessary.*