



2014 Student Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central				
Program Title:	All About Me: Personal Identity				
Language(s):		Grade(s) of Learners:	9–12 <i>This unit could be adapted for 6–8, but some vocabulary and activities would have to be adjusted to be age-appropriate.</i>		
Heritage Speakers?	Yes <i>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.</i>		Nonheritage Speakers?	Yes	
Program Setting:	Residential:		Nonresidential:	x	Distance/Online Component:
	Other (please specify):				
Duration:	Weeks/Days:	15 days	Contact Hours:	90	
Target Proficiency Level: (by end of program)	Intermediate Mid		Target Performance Level(s): (during and by end of program)	Intermediate Mid/Intermediate 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

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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 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. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement</i>	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the can-do statements here and then transfer to stage 3</i>
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.

	9. I can contribute to an end of program celebration for family and friends.
Interpretive Listening	
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.	10. I can understand simple personal questions.
	11. I can understand basic information in podcasts and video clips concerning personal identity.
Interpretive Reading	
Intermediate mid: I can understand the main idea of texts related to everyday life and personal interests or studies.	12. I can read simple written exchanges between other people.
	13. I can understand the main idea of what I read about familiar topics that connect to personal identity.

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 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.	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 <i>melting pot</i> and <i>salad bowl</i> as they apply to culture and discuss which term might be a more appropriate term for American culture and why.	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.

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 OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can . . .</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use . . .</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience and demonstrate . . .</i>
Copy these can-dos directly from stage 1, column 2. Use one row per can-do.	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.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.
<i>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.</i>		
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.

Circumlocution strategies (defining an expression, using synonyms or antonyms, giving an example to clarify meaning—*a straw is something you drink with*)

Vocabulary to reflect the nationalities and ethnicities of students in the program

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.

		<p>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 difference between the groups. The groups then discuss what they have learned while attempting to agree on concepts selected to define American culture.</p> <p>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.</p>
<p>2. I can converse on topics concerning personal interest by asking for information, details, and explanations.</p>	<p>Possible questions:</p> <p>Who is in your family?</p> <p>How does your family affect how you view yourself?</p> <p>What are some customs and traditions unique to your family? How do they reflect your ethnicity?</p> <p>Do your friends have similar customs or traditions? How do they compare with yours?</p> <p>In your opinion, how does family affect identity?</p>	<p>Students brainstorm and develop age-appropriate speed dating/interview questions.</p> <p>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.)</p> <p>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</p>

		<p>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.</p> <p>Using the same questions, students interview family members at home or via an online chat program. Students also interview their Skype partners.</p> <p>After gathering information from peers and family, students begin to create a classroom definition for the concept of <i>personal identity</i>. 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.</p> <p>Simultaneously, students begin to create their own visual personal identity maps. This will be an ongoing project during the unit.</p>
<p>3. I can interview peers and family members for a project or a publication.</p>	<p>Sample questions are included here, but students should be encouraged to generate the questions that are of interest to them.</p> <p>What do you think . . . ?</p> <p>When you were younger . . . ?</p> <p>Why did that happen . . . ?</p> <p>What is different today?</p> <p>What do you remember about . . . ?</p> <p>What is your background? When did your family arrive in the United States? Why?</p> <p>What does identity mean to you?</p>	<p>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.</p>
<p>Presentational Speaking</p>		

<p>4. I can give presentations on a wide variety of familiar topics using connected sentences.</p>	<p>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.</p> <p>Education is (important) because..</p> <p>It is essential to be frugal/honest/hardworking/loyal, etc.</p> <p>My family values . . .</p> <p>My parents believe that . . .</p> <p>I believe that . . .</p> <p>My family is originally from . . .</p> <p>We have some traditions and customs from that culture, which include . . .</p> <p>We mix our traditional practices with American practices. For example, on Thanksgiving we have turkey and stuffing but also . . .</p>	<p>After gathering information from family and peers, students begin to assemble a presentation for the culminating STARTALK program celebration.</p> <p>First, the teacher leads students in a whole-class brainstorming session to identify key vocabulary and content.</p> <p>Students then begin to assemble the project and practice presenting their information in small groups.</p>
<p>5. I can give a presentation about how my family, culture, ethnicity, and country where I live shape my beliefs, actions, and identity.</p>	<p>Use previously listed vocabulary</p>	<p>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.</p>
<p>6. I can state my viewpoint and defend my ideas with simple examples.</p>	<p>Use previously listed vocabulary</p>	<p>Students will review and analyze census-type data that is available on the nation, their state, and/or</p>

		<p>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.</p>
Presentational Writing		
<p>7. I can write questions to use when interviewing family members about their ideas on culture and ethnicity.</p>	<p>Use previously listed vocabulary</p>	<p>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.</p> <p>Together, the teacher and students create an interview form that students will use to gather pertinent information.</p>
<p>8. I can write a post or comment for a blog or a discussion forum.</p>	<p>Personal characteristics (hardworking/rather lazy/studious/athletic/musical/likes to read/likes to work with one's hands/etc.)</p> <p>Beliefs about education, experiences, being frugal, using electronic devices, etc.</p> <p>Traditions and customs (food, holiday celebrations, showing respect, etc.)</p>	<p>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.</p> <p>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>

		<p>ethnicity? Why?</p> <p>Students write a two-voice poem—one shares their known and visible identity and the other focuses on parts of their identity that cannot be easily seen. These two-voice poems are posted on a class wiki or blog.</p> <p>Students write and publish an <i>I am</i> poem that explains who they are.</p>
<p>9. I can contribute to an end of program celebration for family and friends.</p>	<p>Use previously listed vocabulary</p>	<p>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.</p> <p>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.</p>
<p>Interpretive Listening</p>		
<p>10. I can understand simple personal questions.</p>	<p>Question topics come from previously discussed vocabulary.</p>	<p>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>
<p>11. I can understand basic information in podcasts and video clips concerning</p>	<p>Thematic vocabulary, including personal biographical information, personality</p>	<p>If available, the teacher solicits video and audio clips from native speakers of the target language.</p>

<p>personal identity.</p>	<p>characteristics, beliefs, and values.</p>	<p>In these clips, they talk about their own personal identities and what influences their personal identity.</p> <p>Students view film clips that address identity issues. They watch the clips without sound to interpret the visual images and then watch with sound to gain additional information from the narrative.</p> <p>They are able to identify key words and explain them in the context of the text.</p>
<p>Interpretive Reading</p>		
<p>12. I can read simple written exchanges between other people.</p>	<p>Fakebook postings from classmates</p> <p>Audio and video clips of native speakers talking about personal identity</p>	<p>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.</p> <p>Nightly, students read their classmates' posts on the class Fakebook page and respond to at least two posts.</p>
<p>13. I can understand the main idea of what I read about familiar topics that connect to personal identity.</p>	<p>Transcripts of video and audio clips from native speakers of the target language discussing factors that have influenced their personal identities.</p> <p>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.</p>	<p>Students read transcripts of video and audio clips from native speakers of the target language who are talking about their personal identities.</p> <p>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.</p>

		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.
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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:

I Am poem format: http://www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf

Daily Schedule

Describe the typical daily schedule for a participant.

TIME FRAME	ACTIVITY
<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>	

You may add additional rows as necessary.