



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:	Oh! The Places We'll Go! Tourist and Traveler				
Language(s):		Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	9-12		
Heritage Speakers?	No, but could be adapted for heritage.		Nonheritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>		<i>Nonresidential:</i>	x	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	15 Days	<i>Contact Hours:</i>	90	
Target Proficiency Level: (by end of program)	Intermediate Mid		Target Performance Level(s): (during and by end of program)	Intermediate Mid/Intermediate High	
<p>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</p>					
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 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. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p align="center"><i>Number the can-do statements here and then transfer to stage 3</i></p>
Interpersonal Speaking	
<p>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.</p>	1. I can ask for and provide descriptions of places I know and places I would like to visit.
	2. I can use the target language to describe a task that requires multiple steps.
	3. I can tell someone how to access information online.
	4. I can plan a trip with a group of classmates and provide several details that explain my reasons for various choices.
Presentational Speaking	
<p>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.</p>	5. I can make a presentation on something new I learned from the media.
	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.
	7. I can share personal stories about travel and volunteerism and explain and justify my point of view on such topics.
Presentational Writing	
<p>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.</p>	8. I can write a simple summary about something I have researched.
	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.
	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.

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.

<p>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.</p>	<p>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.</p>	<p>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.</p>
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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.

<p>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can . . .</i></p>	<p>LANGUAGE, CULTURE, CONTENT <i>Learners need to use . . .</i></p>	<p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience and demonstrate . . .</i></p>
<p>Copy these can-dos directly from stage 1, column 2. Use one row per can-do.</p>	<p>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.</p>	<p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated can-do.</p>
<p><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 programs would have to adapt to address differences in languages and materials.</i></p>		
<p>Interpersonal</p>		
<p>1. I can ask for and provide descriptions of places I know and places I would like to visit.</p>	<p>Question formation Expressions indicating what they would or could do</p>	<p>Students brainstorm information and create a concept map of ideas about the target country and places they might like to visit.</p>

	<p>Expressions of preference</p> <p>Detailed descriptions</p>	<p>Students brainstorm information and create a concept map of ideas about the target country and places they might like to visit.</p> <p>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.</p> <p>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.</p> <p>On the class site, students write blog posts about the information they received from the interviews.</p>
<p>2. I can use the target language to describe a task that requires multiple steps.</p>	<p>Polite command expressions</p> <p>Sequencing expressions</p> <p>Narration in present and future</p> <p>If/then statements</p> <p>Expressions of opinion</p>	<p>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.</p> <p>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>
<p>3. I can tell someone how to access information online.</p>	<p>Computer-related vocabulary</p> <p>Polite command expressions (may be learned as lexical items)</p> <p>Sequencing expressions</p>	<p>Students work with partners to access information online. As they research a specific topic, they are careful to engage in dialogue related to completing the task. For example: <i>How do I find . . . ? That didn't work. What should I do next?</i></p>

	If/then statements (If that does not work, then you need to press escape.)	
4. I can plan a trip with a group of classmates and provide several details that explain my reasons for various choices.	<p>Expressions of fact and opinion</p> <p>I think we should . . . I would prefer . . .</p> <p>Use of questions to acquire information (What has been explored? What do you do when . . . ?</p> <p>Why would you want to . . . ? Why wouldn't we.</p>	<p>Students form “buzz groups” to share information and make decisions about the trip itinerary.</p> <p>Teacher sets up a “debate around the room,” designating areas of the room for <i>agree</i>, <i>disagree</i>, and <i>I don't know</i>. 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.</p> <p>Students participate in a Socratic circle discussion to share information and finalize plans for the trip.</p> <p>Socratic discussion: http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</p>
Presentational Speaking		
5. I can make a presentation on something new I learned from the media.	<p>Narration/description in the present</p> <p>Expressions of fact and opinion</p>	<p>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.</p>
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.	<p>Narration in present and future tenses</p> <p>Sequence expressions (first, next, then, finally)</p>	<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 present these considerations to the other students and receive feedback and then record and post their suggestions online.</p>

<p>7. I can share personal stories about travel and volunteerism and explain and justify my point of view on such topics.</p>	<p>Narration/description in the past Expressions of opinion</p>	<p>Working in small groups, students share personal stories about travel and volunteerism. They give details that help listeners understand the importance of the event in their lives.</p> <p>The teacher selects several articles that deal with different aspects of travel. In small groups students select one article for all students to read. Each student prepares a summary and gives his or her opinion of the issue. Once all students have shared, the students prepare an verbal summary of the findings of the group for the other groups.</p>
<p>Presentational Writing</p>		
<p>8. I can write a simple summary about something I have researched.</p>	<p>Cohesive expressions Sequence expressions (first, next, then, finally)</p>	<p>Students create an itinerary for the trip using Google maps.</p> <p>Students create a storyboard for a multimedia presentation that includes pictures and captions for the content.</p> <p>Students summarize their interviews with native speakers of the target language in a journal.</p>
<p>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.</p>	<p>Narration/description in all tenses</p>	<p>In small groups, students create a FAQ about the trip. They provide details about the trip, such as the timeline, events, and opportunities for interaction with the local people.</p> <p>Students create a Wikispace page to outline the steps of a plan for the project and indicate who is responsible for each task and what the timeline is.</p> <p>Students write a newscast from the perspective of someone who has taken such a trip.</p>

<p>10. I can prepare for a multimedia presentation, a handout, a synopsis, etc.</p>	<p>Vocabulary related to topic</p>	<p>Students create a home page sharing key information with the reader with links to appropriate resources.</p> <p>Students write a newscast about the upcoming trip.</p>
<p>11. I can summarize a conversation or interview about a problem or challenging situation that occurred while traveling or volunteering.</p>		<p>Students create a graphic organizer to summarize and sequence the key information garnered in conversations and interviews with native speakers of the target language.</p> <p>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.</p>
<p>Interpretive Listening</p>		
<p>12. I can easily understand straightforward information or interactions in things such as ads, announcements, and other recordings.</p>	<p>Thematic vocabulary related to travel</p>	<p>Students listen to and/or view travel announcements. Students then summarize the information in a text message that they might write to a friend.</p>
<p>13. I can understand some information from conversations that I overhear even when the context is unexpected.</p>	<p>Thematic vocabulary Time, place, dates, itinerary</p>	<p>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) or other note-taking methods they typically use.</p> <p>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.</p>
<p>Interpretive Reading</p>		
<p>14. I can easily understand the main idea of texts related to everyday life, personal interests, and</p>	<p>Activities associated with travel</p>	<p>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</p>

studies.		blog popular or worth reading. 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.
15. I can sometimes follow stories and descriptions about events and experiences that happened at various times.	Names and descriptions of cultural sites Activities that a volunteer might do (teaching, farming, working in a clinic, caring for children, etc.)	Complete a graphic organizer (T-chart) with relevant themes and information gathered from research.

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.

TIME FRAME	ACTIVITY
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<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.