



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
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Program Title:	Oh, the Places You'll Go!
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Language(s):		Grade(s) of Learners:	K-8
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Heritage Speakers?	No	Nonheritage Speakers?	Yes
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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	<i>Contact Hours:</i>	60	
		days			

Target Proficiency Level: (by end of program)	Novice Mid	Target Performance Level(s): (during and by end of program)	Novice Mid/Novice High
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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.

Curriculum designed by:	STARTALK Central
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E-mail:	
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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 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]. 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

<i>Be sure to label the mode and proficiency level of each statement</i>	OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the can-do statements here and then transfer to stage 3</i>
Interpersonal	
<p>Novice mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>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>	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.
	2. I can tell someone my name and ask someone his/her name.
	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.
	4. I can exchange information about my trip with the help of visuals.
	5. I can exchange information about endangered animals and their habitats.
Presentational Speaking	
I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. (novice high)	6. I can state my name, age, where I live, and my travel destination.
	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.
	8. I can name clothing items I will need for the trip.
	9. I can describe pictures I took while on my trip.
Presentational Writing	

10. I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.

I can write short messages and notes on familiar topics related to everyday life. (novice high)	11. I can fill out a form with some basic personal information when applying for a passport/visa.
	12. I can write captions about pictures from the trip.
	13. I can name endangered animals and/or plants and state a simple fact about their habitats.
	14. I can make a plea for people to stop destroying animal habitats.
Interpretive Listening	
I can recognize some familiar words and phrases when I hear them spoken. (novice mid) I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information. (novice high)	15. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized.
	16. I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals.
	17. I can understand simple information when presented with maps, pictures, and graphs.
Interpretive Reading	
I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. (novice mid) I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. (novice high)	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 maps, 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.

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 listen to descriptions of endangered animals native to the region and match the descriptions to corresponding images of the animals.</p> <p>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.).</p>	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.	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.

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 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>		
Interpersonal		

<p>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.</p>	<p>Hello Goodbye How are you? Nice to meet you. I am happy to be here in . . . Culturally appropriate language and gestures</p>	<p>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.</p> <p>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.</p> <p>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 <i>Find Someone Who</i> survey sheet.</p>
<p>2. I can tell someone my name and ask someone his/her name.</p>	<p>My name is . . . What is your name?</p>	<p>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.</p>
<p>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.</p>	<p>My name is . . . What is your name? I live in I am going to . . . with my family. My birthday is . . . I am . . . years old.</p>	<p>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.</p>
<p>4. I can exchange information about my trip with the help of visuals.</p>	<p>Where did you go? I went to . . . Where is it? It's in (city). What did you see? I saw . . .</p>	<p>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.</p> <p>Students work in small groups to discuss their</p>

	<p>Do you have (item) in your suitcase? Yes, I have (item). No, I forgot (item).</p>	<p>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: <i>Do you have a . . . Yes, I have a . . . No, I don't have . . .</i></p>
<p>5. I can exchange information about endangered animals and their habitats.</p>	<p>Where do you live? Do you live near the mountains? the river? What do you like to eat? Is it hot or cold?</p>	<p>Students pretend to be an endangered animal. They circulate and interview one another, asking and answering either/or questions about their likes and dislikes. For example: <i>Do you like to swim or run? Do you prefer hot or cold weather? Do you live in the mountains or near the ocean?</i></p>
<p>Presentational Speaking</p>		
<p>6. I can state my name, age, where I live, and my travel destination.</p>	<p>My name is . . . I am . . . years old. I live in . . . I am traveling to . . .</p>	<p>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.</p>
<p>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.</p>	<p>Seasons and weather Months of the year In (place) it is cold, but it's warm here.</p>	<p>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: <i>It is February. It is winter. It is snowing.</i></p>

		<p><i>It is April. It is spring. It is raining.</i></p> <p>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.</p>
<p>8. I can name clothing items I will need for the trip.</p>	<p>Pants</p> <p>Shorts</p> <p>Shirts</p> <p>Sneakers</p> <p>Shoes</p> <p>Dress</p> <p>Jacket</p> <p>Sweater</p> <p>Sunglasses</p> <p>Umbrella</p> <p>Raincoat</p> <p>Hat</p> <p>Sunscreen</p> <p>Smart phone, camera, tablet, charger</p> <p>Consider: Culturally appropriate clothing and clothing apparel unique to actual site</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>9. I can describe pictures I took while on my trip.</p>	<p>Vocabulary will depend on the country/region</p>	<p>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</p>

		<p>images.</p> <p>Students bring in a vacation picture from a trip that they actually took with their families. They describe that picture in small groups.</p> <p>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.</p>
<p>10. I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.</p>	<p>Vocabulary will depend on the country/region</p>	<p>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., <i>What is the name of the plant/animal?</i> 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.</p>
<p>Presentational Writing</p>		
<p>11. I can fill out a form with some basic personal information when applying for a passport/visa.</p>	<p>My name is . . .</p> <p>I am . . . years old.</p> <p>I live in . . .</p> <p>I am traveling to . . . for . . . days/weeks.</p>	<p>Students prepare a mock passport and/or a visa for travel. They write the personal information required for these documents.</p> <p>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.</p> <p>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.</p>

<p>12. I can write captions about pictures from the trip.</p>	<p>Vocabulary will depend on the country/region Weather, months, seasons Clothing Place and/or activity</p>	<p>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. For example: <i>This is a picture of (country). It is pretty. This is a panda. It is black and white. Here I am in (country). I am wearing a coat. It is cold.</i></p>
<p>13. I can name endangered animals and/or plants and state a simple fact about their habitats.</p>	<p>Vocabulary will depend on the country/region</p>	<p>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. The final version of the book should be in an electronic format so it can be shared with others.</p> <p>Students create a collage/poster of the plants and animals found in the target country. They use http://glogster.com to organize and assemble their ideas, or they create an imitation Facebook page for the plant or animal.</p>
<p>14. I can make a plea for people to stop destroying animal habitats.</p>	<p>Please . . . Stop . . . Help the animals/plants. Don't pollute.</p>	<p>In small groups students work together to select an image of a plant or animal. They then create a message encouraging others to save the habitat of the plant or animal. Each image can become part of a slideshow presentation or other electronic presentation that can be easily shared with other speakers of the language. Messages should be simple. For example: <i>Don't pollute. I'm hungry. Protect my water.</i></p>

Interpretive Listening

<p>15. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized.</p>	<p>Vocabulary will depend on the country/region</p> <p>Clothing</p> <p>Weather</p> <p>Animals, plants, habitats</p>	<p>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 Gradually students take over calling the words and phrases.</p> <p>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.</p> <p>Clothing activity: 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 pre-determined categories (hot weather or cold weather; in August or in January).</p>
<p>16. I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals.</p>	<p>Hello.</p> <p>How are you?</p> <p>What is your name?</p> <p>How old are you?</p> <p>Where are you from?</p> <p>Where are you going?</p>	<p>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.</p> <p>I spy: Student play using clothing, animals, and weather expressions. For example: <i>I spy green shoes. I spy a giant panda.</i> 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.</p>

<p>17. I can understand simple information when presented with maps, pictures, and graphs.</p>	<p>North, south, east, west</p> <p>Mountain, river, valley, dessert, volcano, rainforest, etc. (Vocabulary will depend on the country/region.)</p>	<p>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 direction that their classmates will follow.</p> <p>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, <i>This is a high and rocky landform.</i></p>
<p>Interpretive Reading</p>		
<p>18. I can recognize words, phrases, and characters with the help of visuals.</p>	<p>Months and seasons</p> <p>Clothing</p> <p>Animals</p> <p>Places</p>	<p>Students will read authentic text and match simple descriptions of weather and clothing to images.</p> <p>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.</p>
<p>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.</p>	<p>Weather</p> <p>It’s hot, cold, sunny, dry, rainy, etc.</p> <p>Animals</p>	<p>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.</p> <p>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.</p>

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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.

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.

TIME FRAME	ACTIVITY/CONTENT
<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.