Each STARTALK program is charged with designing a curriculum that meets the needs of their participants. Programs are encouraged to use the following review questions to guide their curriculum development work. Team leaders will provide feedback and assist in the development process using these questions inside the online curriculum template housed within SOPHIE.

Stage 1
Curriculum Overview
- Do the target performance levels seem appropriate given the target learner population, length of program, and information provided in the proposal?
- Is it clear how the theme of the program will provide focus for what the students will learn?
- Is the theme appropriate for the age and developmental level of the learners?
- Is there evidence of the “World Readiness Standards for Language Learning” in the curriculum overview?

Daily Schedule
- Does the schedule blend both “language” and “culture” activities throughout the day?
- Does the schedule blend different types of learning activities throughout the day?

Program Can-Do Statements
- Do the program can-do statements reflect the program overview and theme?
- Do the program can-do statements align with the chosen performance indicators?
- Does the curriculum include an appropriate number of program specific can-do statements given the scope and length of the program?

Stage 2
Performance Assessment Tasks
- Do the performance tasks provide evidence of how learners will meet the program can-do statements?
- Do the tasks relate to the theme?
- Do the tasks clearly address the mode of communication of the program can-do statements?
- Are the tasks appropriate for the age and developmental level of the learners?

Stage 3
Lesson Can-Do Statements
- Do the lesson can-do statements break the program can-do statements into the steps necessary to successfully complete the performance assessment task?
- Is each lesson can-do statement correctly labeled with the appropriate mode of communication?
- Do learners have sufficient opportunities to acquire language in the interpretive mode before being asked to produce language in the interpersonal or presentational mode?
- Are the lesson can-do statements appropriate for the age and developmental level of the learners?
- Do the lesson can-do statements suggest an integration of language, culture and/or content?

Resources (Interpretive Mode)
- Has an effort been made to incorporate authentic texts and materials?
- Has the program named specific resources (e.g., title of story, song, or movie)?