



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 We Will Visit! Tourist and Traveler
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Language(s):		Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	6-12
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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 days	<i>Contact Hours:</i>	90
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Target Proficiency Level: (by end of program)	Novice High/Intermediate Low	Target Performance Level(s): (during and by end of program)	Intermediate Low/Intermediate Mid
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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?

A group of friends signed up for a trip to an area of the world where the target language is spoken. They found an exciting opportunity that they will pursue with their parents' permissions, of course. This trip goes beyond the typical sightseeing expedition. Students first spend a week traveling to interesting cities and landmarks in the country. Next, they spend three days with a local family where they can practice their language skills and gain an understanding of family life. During the stay, they write daily blog posts describing the places they saw and comparing and contrasting cities and customs. The posts include photos that document the journey. The International Rotary Club in the country where they are visiting wants them to give a lunchtime speech about their experiences. They plan to bring artifacts and photos to supplement the presentation. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

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>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>	<p>1. I can talk with friends and family about my likes/dislikes and my reasons for signing up for a combination travel/homestay program.</p>
	<p>2. I can exchange personal information with my travel companions, my leaders, and my host family.</p>
	<p>3. I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.</p>
	<p>4. I can talk about a few customs and traditions that I learned when interacting with native speakers of the language.</p>
	<p>5. I can talk about the tourism aspects of the trip—places I visited and things I did.</p>
	<p>6. I can talk about things to do in a city and give and ask for directions for getting around a city in the foreign country/region.</p>
Presentational Speaking	
<p>Novice high: I can present basic information on familiar topics using language I have practiced, using phrases, and using simple sentences.</p>	<p>7. I can describe my summer plans for traveling and living with a family in a country where the target language is spoken.</p>
	<p>8. I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders).</p>
	<p>9. I can give a presentation about a famous place I visited and about an experience I had during the homestay.</p>
Presentational Writing	
<p>Intermediate low: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>10. On a blog, I can write about a trip I took to a country where the target language is spoken.</p>

	11. I can write about something I have learned.
	12. I can write a draft and jot down notes for a presentation that I plan to deliver verbally to the International Rotary Club members in a country where the target language is spoken.
Interpretive Listening	
Intermediate low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	13. I can understand simple questions about my trip.
	14. I can understand simple descriptions of the places I visited.
	15. I can understand simple directions to find my way around town.
Interpretive Reading	
Intermediate low: I can understand the main idea of short and simple texts when the topic is familiar.	16. I can understand personal questions asked on an application to live with a host family.
	17. I can understand basic information on travel brochures and on travel-related websites.
	18. I can understand blog posts about familiar topics.

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,	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of

	feelings, and opinions.	topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
After reading several brochures or perusing websites that advertise summer travel experiences in a country where the target language is spoken, students complete an organizational grid with relevant information such as the locations, dates, and durations of the trips, and the experiences, benefits, requirements, and costs of the trips. Students share the information with their parents to get permission to take part in the trip.	On a daily basis, students post blog entries about their experiences during the travel and homestay portions of the trip. They respond to posts from parents and friends. In class, they compare experiences and discuss what to include in the final presentation for the Rotary Club.	Students make a presentation to the International Rotary Club in the country where the target language is spoken. They highlight places they visited and what they learned about the people, their customs, and their country. This presentation will be given to other speakers of the target language and will also be part of a travel fair held at the end of 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 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 Speaking		
1. I can talk with friends and family about my likes/dislikes and my reasons for signing up for a combination travel/homestay	Why do you want to participate in a travel/homestay experience?	Teacher organizes students into “buzz groups” of three or four individuals to discuss their reasons for wanting to travel, the activities they want to

<p>program.</p>	<p>What will you do during the travel portion? / What will you do during the homestay?</p> <p>Where will you go?</p> <p>I want to travel/experience another culture. / I want to perfect my language skills.</p> <p>I will meet new people.</p> <p>I will be able to use my language skills.</p> <p>I will work with local residents.</p> <p>I will see new places and learn about the culture.</p>	<p>participate in, and the places they would like to visit. Each buzz group is assigned a specific topic — reasons for travel, activities, etc. In their buzz group, students discuss the assigned topic and come to a decision about the top three items within that category that are of interest to them. One person from each group is picked randomly to report the findings to the class.</p> <p>On subsequent days, buzz groups are assigned different topics to discuss in detail attempting to expand on what was shared by other groups on previous days.</p>
<p>2. I can exchange personal information with my travel companions, my leaders, and my host family.</p>	<p>What is your name?</p> <p>My name is . . .</p> <p>Where are you from? / Where do you live?</p> <p>I am from . . . / I live in . . .</p> <p>What do you like to do in your free time?</p> <p>I like to . . .</p> <p>What is your favorite type of music? Musical group? Artist?</p> <p>I prefer . . .</p> <p>Do you play sports? Which ones? Do you play on a team?</p> <p>I play . . . / I don't play sports.</p> <p>Do you play a musical instrument? Which one?</p> <p>I am in a band. / I don't play an instrument.</p> <p>Do you like to go to the movies? What is your favorite type of movie? Do you have a favorite actor/actress?</p> <p>I love . . . / I hate . . . / I prefer . . .</p> <p>What languages do you speak?</p>	<p>On the first day of the trip, students meet and greet one another. They circulate and gather information about their travel companions. As they learn more about their travel companions, students who have three or more things in common form groups and report to the whole group about their commonalities and/or their differences.</p> <p>In small groups students reminisce and list experiences they have had on previous vacations and/or homestays. These lists are then used to create “find someone who” activities in which students interact to find the person in class who has done a certain thing. (Did you go to the movies/the museum? Yes, I went to . . . / No, I didn't go to . . .) In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.</p>

	I speak . . .	
3. I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.	<p>Daily activities (get up, bathe, dress, eat breakfast, go to school/work/activities, play sports/music/video games, eat dinner, watch television, chat with friends on an electronic device, go to bed)</p> <p>At home, I usually . . .</p> <p>With my host family, I have a different schedule.</p> <p>Time (24-hour clock)</p> <p>Sequencing expressions</p> <p>Vocabulary describing typical travel/family activities</p> <ul style="list-style-type: none"> • I wake up at . . . • I have breakfast at . . . in . . . • In the morning, I first . . . • In the afternoon, I . . . • In the evening, I . . . • Ride on the bus • Sightsee • Hike • Work 	In pairs, students create Venn diagrams to illustrate similarities and differences between their daily schedules at home and abroad. They display their diagrams and talk about an ideal daily schedule, which might be one that blends elements of both cultures.
4. I can talk about a few customs and traditions that I learned when interacting with native speakers of the language.	Vocabulary will depend on the country and its customs	Team word webbing: In small groups, students brainstorm a concept map. They contribute ideas verbally and assign one team member to record their ideas on a piece of chart paper. They talk about the main concepts, supporting details, and the relationships between target language customs and traditions.
5. I can talk about the tourism aspects of the trip—places I visited and things I did.	<p>Names of famous sites in the country/region</p> <p>Descriptive adjectives</p>	Students each receive a card with the name of a famous site in a country where the target language is spoken. They circulate to ask and

	<p>Did you see . . . ? I saw . . .</p> <p>Did you visit . . . ? I visited . . .</p> <p>Did you climb . . . ? I climbed . . .</p> <p>Did you hike . . . ? I hiked . . .</p> <p>What pictures did you take? I took pictures of . . .</p> <p>What did you learn? I learned about the history of . . .</p> <p>Why is . . . famous? It is famous for . . .</p>	<p>answer questions about the sites that their classmates have. They must ask at least five questions before they guess the name of the place. When they correctly guess a site, they collect that card. Students who surrender their cards, select another card from the pile of extra cards in the classroom.</p> <p>Working in pairs, students create a collage of famous places in a country where the target language is spoken. They join with a different pair to ask and answer questions about the sites.</p>
<p>6. I can talk about things to do in a city and give and ask for directions for getting around a city in the target country/region.</p>	<p>Names of places in a city in the target country/region</p> <p>Vocabulary reflecting activities one might do in a city in the target country/region</p> <p>What would you like to do?</p> <p>I would like to . . .</p> <p>I prefer . . .</p> <p>I don't like . . .</p> <p>How do I find . . . ?</p> <p>Where is . . . located?</p> <p>Can you please give me directions to . . .</p> <p>Sequence expressions (first, next, then, finally)</p> <p>Turn right/left</p> <p>Go straight</p> <p>Corner</p> <p>Continue for . . . blocks/kilometers</p>	<p>Students are given sentences about possible activities that they might do in a city. They decide what they want to do and then work with a map to decide the order of the day's activities.</p>
<p>Presentational Speaking</p>		

<p>7. I can describe my summer plans for traveling and living with a family in a country where the target language is spoken.</p>	<p>I want to . . . because . . .</p> <p>Travel abroad</p> <p>Explore new places</p> <p>Perfect my target language skills</p> <p>Hike, walk/trek, swim</p> <p>Learn about the people and customs in a country where the target language is spoken</p>	<p>Students create a concept map that outlines their summer plans and their reasons for traveling. They then assemble an electronic poster EduGlogster (edu.glogster.com/) with information they brainstormed.</p>
<p>8. I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders).</p>	<p>Hotel room</p> <p>Single/double bed</p> <p>Bathroom</p> <p>Telephone</p> <p>Luxurious/simple</p> <p>Amenities/few amenities</p> <p>Lights out at . . .</p> <p>Wake up call at . . .</p> <p>Physical and personality descriptors</p>	<p>Students record a daily reflection using http://vocaroo.com and then e-mail the sound file to family and friends. They begin with a description of their living conditions and on subsequent days talk about the rules and expectations, their new friends (traveling companions), and their leaders.</p> <p>Working in groups, students go online to locate appropriate hotels. Each group selects what they feel is the best choice and then prepares a brief presentation to give to the other groups. The class votes on the best option.</p> <p>Each student goes online to select a housing option for the homestay. The students also invent the perfect imaginary family for them. In small groups they share information about where they will live and their host families.</p>
<p>9. I can give a presentation about a famous place I visited and about an experience I had during the homestay.</p>	<p>I visited . . .</p> <p>It is located near, close to, far from, etc.</p> <p>It is made of rock, bronze, steel, etc.</p> <p>It is circular, square, rectangular, spread out, small, big, etc.</p>	<p>Students assemble an electronic photo album of the sites they visit while traveling and when in the homestay. They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences.</p>

	<p>It was exciting, boring, interesting, unusual, historical, political, beautiful, peaceful, noisy, etc.</p> <p>I visited . . .</p> <p>It is located in . . . near . . .</p> <p>I saw . . .</p> <p>I spent time . . .</p> <p>Some interesting facts are . . .</p>	<p>Students create a brief documentary that highlights the sites they found most interesting during the summer travel/homestay experience.</p> <p>Each student posts one image with the intent of doing a podcast about that image. Once the initial recording is made, three additional students must comment or ask questions. The original author then records the final podcast incorporating the additional detail suggested by others.</p>
Presentational Writing		
<p>10. On a blog, I can write about a trip I took to a country where the target language is spoken.</p>	<p>Daily travel/homestay activities</p> <p>Descriptions (appearance and personality) of traveling companions and leaders</p> <p>Daily schedule</p> <p>Sites visited</p> <p>Interesting facts and cultural understandings acquired</p>	<p>Students write blog posts nightly about the day's itinerary and activities. They comment on their experiences and their preferences.</p>
<p>11. I can write about something I have learned.</p>	<p>Characteristics of host family members (descriptive phrases of appearances and personalities)</p> <p>Daily schedule while living with host family</p> <p>The family's daily life is similar to/different than my life at home.</p> <p>Feelings about the experience (excited, scared, comfortable, uncomfortable, interesting, hectic, fun, etc.)</p>	<p>Students work in groups using a site like voicethread.com to post images and reflect on a typical day. They write their initial comments. Other students read what is posted, write follow-up questions, and write additional thoughts based on their experiences.</p>
<p>12. I can write a draft and jot down notes for a presentation that I plan to deliver verbally to the International Rotary Club</p>	<p>Target county/region products and practices</p> <p>Personal feelings about the trip and the</p>	<p>Students prepare a digital presentation that they will give to the International Rotary Club members in the country/region where the target language is</p>

<p>members in a country where the target language is spoken.</p>	<p>experiences</p>	<p>spoken. They write outlines and notes to help them remember to include in their presentations important information and reactions to the experiences they had. This presentation will also be shared at the travel fair held at the end of STARTALK camp.</p>
<p>Interpretive Listening</p>		
<p>13. I can understand simple questions about my trip.</p>	<p>Names of activities/places visited Time expressions using the 24-hour clock Sequencing expressions In the morning/afternoon/evening</p>	<p>Each day students listen for the time of events and fill in a graphic organizer with the information.</p> <p>Students use the information they hear to create their own daily schedules, making sure that they have recorded times when the group does something together.</p> <p>Students listen to travel announcements of various types—schedules, days and dates, hours of operation—and indicate when certain events occur.</p>
<p>14. I can understand simple descriptions of the places I visited.</p>	<p>Name of site Location Geographical characteristics Descriptive expressions</p>	<p>Working in pairs, students identify various places visited on the trip from verbal descriptions. The pairs of students then assemble a collage based on the descriptions. They share their collages on the group travel wiki or blog.</p>
<p>15. I can understand simple directions to find my way around town.</p>	<p>Sequence expressions (first, next, then, finally) Turn right/left Go straight Corner Continue for . . . blocks/kilometers</p>	<p>Listening to verbal directions, students identify places that they might want to visit in a particular city.</p> <p>Students take part in geocaching or a similar type of scavenger hunt to find artifacts associated with travel. Students determine where they will “hide” an item and create clues so that others can find that item. This can be done on campus if that is feasible or virtually. When the student finds the item, they record where the item was found</p>

		leaving the actual or virtual item in place for the next group to find.
Interpretive Reading		
16. I can understand personal questions asked on an application to live with a host family.	Name Age Address E-mail Gender Preferences Reasons for participating in the travel/homestay program	Students complete a personal profile for the homestay portion of the trip. This will be shared with the host family.
17. I can understand basic information on travel brochures and on travel-related websites.	Location Itinerary Schedule Cost Dates Requirements	Jigsaw: Teacher divides the class into groups of three or four. Each group is in charge of scanning different web sites for travel opportunities in a country where the target language is spoken. (The teacher bookmarks the sites on Diigo (https://www.diigo.com/) or a similar site for students to use.) Students fill in a grid with relevant information for the class (location, itinerary, requirements, cost, duration, tourist sites, etc.).
18. I can understand blog posts about familiar topics.	Names and descriptions of monuments/sites that students will visit during the travel/homestay program Daily schedule while living with host family Descriptions of host family members	Students read classmates' blogs and respond to two posts per day. Students read authentic target language blogs that comment on travel homestays and respond to questions in English.

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
<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.