



# 2014 STUDENT Program Curriculum Template

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

## BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central				
<b>Program Title:</b>	My World and the World of (Mulan) <i>Mulan is used here simply to give an example of how the target language and culture would become part of the unit.</i>				
<b>Language(s):</b>		<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12		K-5	
<b>Heritage Speakers?</b>	No		<b>Nonheritage Speakers?</b>	Yes	
<b>Program Setting:</b>	<i>Residential:</i>	<b>x</b>	<i>Nonresidential:</i>		<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
<b>Duration:</b>	<i>Weeks/Days:</i>	<b>15 Days</b>	<i>Contact Hours:</i>	<b>60</b>	
<b>Target Proficiency Level:</b> (by end of program)	Novice Mid		<b>Target Performance Level(s):</b> (during and by end of program)	Novice Mid/Novice High	
<b>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</b>					
<b>Curriculum designed by:</b>	STARTALK Central				
<b>E-mail:</b>					

- 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 the world of a child through a well-known children's story from the target culture. A story like Mulan (Chinese) will allow learners to make comparisons between their lives and the life of Mulan. Students will be able to act out the story and will be able to talk about themselves as they learn about another family and culture. They will be able to introduce themselves and their family and meet others while exchanging personal information such as their ages and birthdays. They will be able to name people, pets, and things that are important to them as well as things that they like and do not like. They will virtually visit a zoo in a country where the target language is spoken, identify animals, and locate where different animals live in nature on a world map. They will describe favorite animals in some detail as they pretend to be those animals. They will identify places where their new language is spoken.

### 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](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you have selected.

<b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i>	<b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the can-do statements here and then transfer to Stage 3.</i>
<b>Interpersonal</b>	
Novice mid: I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.	1. I can greet and leave of others in culturally appropriate ways. 2. I can communicate basic information about myself and my family.
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.	3. I can ask and answer simple questions about family, animals, likes, and dislikes.
	4. I can exchange some personal information like my name, age, birthday, and where I live.
	5. I can exchange information about my family with the help of visuals.

<b>Presentational Speaking</b>	
Novice mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	6. I can introduce myself and give basic biographical information.
	7. I can describe with words and memorized expressions the main character in the story that my teacher is reading to the class.
	8. I can present information about my favorite animal.
	9. I can introduce my family.
	10. I can name things and animals that I like and do not like.
	11. I can retell the anchor story in words, phrases, and memorized expressions while using gestures and visuals as support for my presentation.
<b>Presentational Writing</b>	
Novice mid: I can write lists and memorized phrases about familiar topics.	12. I can write about myself using learned phrases and memorized expressions.
	13. I can write lists which name things and animals I like and do not like.
<b>Interpretive Listening</b>	
Novice mid: I can recognize some familiar words and phrases when I hear them spoken.  Novice high: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.	14. I can recognize and sometimes understand basic information in words and phrases that I have memorized.
	15. I can sometimes understand simple questions or statements on familiar topics related to biographical information, such as names and ages.
	16. I can understand simple information when accompanied by pictures and graphs.
<b>Interpretive Reading</b>	
Novice mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	17. I can recognize a few words, phrases, and characters with the help of visuals.

*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.
Students listen to information about different animals and, based on the description given of each animal, they select the most appropriate image.	Students interview at least two other classmates about what kinds of pets, real or imagined, that they have. They review their information about each other's pets and, as a class, vote on who has the most interesting pet. To create additional interest, students may use images of pets that are not their own.	Students will take a virtual field trip to a zoo in a country where the target language is spoken. In pairs, they will prepare a simple description of an animal found in the zoo and will serve as a docents by introducing that animal to zoo visitors. They will describe the animal by giving simple facts about where the animal lives in the world, what the animal is like, and why they like or do not like that particular animal.

## 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 NCCSFL-ACTFL CAN-DO STATEMENTS <i>Learners can . . .</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use . . .</i>	MAJOR LEARNING EXPERIENCES AND 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 languages would have to adapt to address differences in languages and materials.</i>		
<b>Interpersonal</b>		
1. I can greet and leave others in culturally appropriate ways.	Hello, good-bye Culturally appropriate words, gestures	Students will observe native speakers greeting each and will imitate what they observe. They will then assume various roles and will greet others in appropriate ways.  Students will hold images, play the roles of various family members from the anchor story, and greet each other in appropriate ways.
2. I can communicate basic information about myself and my family.	My name is . . . My mother's name is . . . I have a mother, father, brother, sister, etc. Pets: dog, cat	Students will pretend to be characters from the anchor story. They will introduce themselves and talk about their families in the story.  Students will create images of their actual families. While they are creating the images, the teachers will circulate and point to images, and the students will comment on their own family images and their pets.  Students will interview classmates to find others

		<p>who have the same names, ages, numbers of siblings, who live in the same location, have similar likes/dislikes, etc. They will complete a “Find Someone Who . . . ” grid as they interview their classmates.</p> <p>Students will move to designated places in the classroom based on personal information. For example, those who answer <i>yes</i> to a question will go to one corner, and those who say <i>no</i> will go to another. Once gathered in a location, students will ask and answer memorized questions about themselves. For example:</p> <p>“Do you have a dog?”  “I have a dog.”  “How old are you?”  “I am six years old.”  “I live in . . .”</p>
<p>3. I can ask and answer simple questions about family, animals, likes, and dislikes.</p>	<p>Do you like . . . ?  I like/do not like . . .  I prefer . . .  Words from selected story  Personal vocabulary</p>	<p>The class will create a collage for the main character of the story that shows what that character likes and dislikes. This collage will be used to model the activities that students will do later using their personal collages.</p> <p>Each student will create a collage of likes and dislikes using images representing things they can say and a couple of images representing things that are important to them. The images can be labeled, and students will show the images and share their likes and dislikes with different partners.</p> <p>Students will then pair with various students to play Five Questions. Each student will interview a partner and try to find something his or her partner likes in five questions, without seeing his or her partner’s collage.</p>

<p>4. I can exchange some personal information like my name, age, birthday, and where I live.</p>	<p>Vocabulary associated with story characters  Names of animals in a zoo/nature preserve  Colors  Big, small  Action verbs: walk, fly, slither, crawl, run</p>	<p>Students assume the identities of characters from the selected story and introduce themselves by giving key personal information. If such information is not known, students can work in small groups to create identity cards for the main characters, including names, ages, and birthdays. They will then introduce their characters to the other students.</p> <p>The teacher will role play someone who has trouble remembering details and will work with either-or questions to establish the identities of different characters. For example, “Is your name _____ or _____?”</p> <p>Students will take on the role of an animal that they have studied. They will use the vocabulary that they have learned and will pair with various partners asking and answering questions to learn more about the the animal identify of their partner.</p> <p>The teacher will attach a sticky note or sign to the back of each student or put a headband on each student with the name of a character from the anchor story or a family member (mother, father, sister, brother, grandmother, grandfather). Students will circulate to ask memorized questions to discover other students’ identities.</p>
<p>5. I can exchange information about my family with the help of visuals.</p>	<p>What is your name?  How old are you?  Where do you live?  Four or five key cities or countries where the target language is spoken.</p>	<p>Students will be randomly paired to exchange information about each other. They will communicate using recorders, phone, Skype, or FaceTime. Students will be randomly paired again and will attempt to share more information with their new partners.</p>

### Presentational Speaking

<p>6. I can introduce myself by giving basic biographical information.</p>	<p>Name Age Origin Location Like/dislike Action verbs: walk, run, fly, slither, crawl, hop</p>	<p>Students will create avatars using <a href="http://Blabberize.com">Blabberize.com</a> to introduce themselves, first as their true selves and then later as their zoo animals. Students will then listen to the Blabberized zoo animals and ask questions to see who created each one.</p>
<p>7. I can describe with words and memorized expressions the main character in the story that my teacher is reading to the class.</p>	<p>His/her name is . . . S/he is (adjective) Nationality S/he lives . . . S/he likes . . .</p>	<p>Students will work in groups to create an outline of one of the characters in the anchor story. They can do this by tracing the body of one of the students on paper. They then images that represent their character and attach those images to the characters. The group then uses those figures to introduce their character to the class.</p> <p>The character drawings will be displayed and students will add words and images as they are able to say more about each character.</p>
<p>8. I can present information about my favorite animal.</p>	<p>Name Color Size Distinguishing characteristics: striped, four legs, wings, beak, etc. Action verbs: walk, run, fly, slither, crawl, hop</p>	<p>Students will work individually, in pairs, or in small groups to create simple pages about the animals they have chosen by completing sentence starters. These pages will become part of a class book on zoo/preserve animals. Students will practice reading these pages chorally, and each student will record his/her page. When possible, older students will read this book to younger students or siblings in a story hour.</p>
<p>9. I can introduce my family.</p>	<p>Mother, father, brother, sister, or other nuclear family member residing in the same home Age Relationship</p>	<p>Students will use the family tree collages that they created to introduce their families to other students.</p>



<p>10. I can name things I like and do not like.</p>	<p>Like/dislike/like a lot/hate/prefer Animals Items important to individual students</p>	<p>Students will refer to the class collage of likes/dislikes daily and will name items they like and do not like while talking with partners.</p> <p>Students will be invited to add favorite/hated things to the class collage when they can make statements about those items to the class.</p> <p>Students will work collaboratively to design a graph to represent the likes and dislikes of the class.</p> <p>The teacher will announce the name of a thing, person, or animal, and the students will gather in groups based on whether they like or dislike it. Students will then tell each other why they like or dislike that thing, person, or animal? For example: "It's big." "It's green." "It is fun." "S/he is kind."</p>
<p>11. I can retell the anchor story in words, phrases, and memorized expressions using gestures and visuals as support for my presentation.</p>	<p>Selected vocabulary and expressions from a skeleton version of the anchor story</p>	<p>Working in small groups, students will retell a selected portion/scene of the anchor story by using memorized phrases, gestures, and visuals. As they collaborate, the teacher will circulate to listen in and guide when necessary. On a signal from the teacher, students will exchange scenes and repeat the task.</p>
<p><b>Presentational Writing</b></p>		
<p>12. I can write about myself using learned phrases and memorized expressions.</p>	<p>Body parts Size Colors</p>	<p>Students will create "wild selves" and write simple captions which give their names and other memorized phrases. See <a href="http://www.buildyourwildself.com">www.buildyourwildself.com</a>.</p>
<p>13. I can write lists which name things and animals I like and do not like.</p>	<p>Compilation of words, phrases, and expressions learned throughout the unit</p>	<p>Students will list the words associated with the images that are depicted in the collages of likes and dislikes. They will add images and words to a</p>

		<p>class collage throughout the program.</p> <p>At the end of the program, each student will have a digital image of the class collage as a reminder of the words and phrases they have learned, and they will be able to use this image to share simple sentences with their families at the end of the program.</p> <p>Students will create an advertisement in the target language for a zoo in their community, using structured phrases. For example, "Do you like (names of animals)? Visit the (name of place)."</p>
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**Interpretive Listening**

<p>14. I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p>	<p>Right/left/forward/backward</p> <p>North/south/east/west</p> <p>Turn right/left</p> <p>On the right/on the left/behind/in front of</p> <p>Stop</p> <p>Walk/ride/fly</p>	<p>Students will use a floor map made out of a shower curtain or other visual representation of cities/counties. Initially, they will demonstrate that they can get from one location on the map to another by following their teachers' directions. Eventually, students will be able to trace routes on individual sheets of paper between various images?</p>
<p>15. I can sometimes understand simple questions or statements on familiar topics related to biographical information, such as family and likes/dislikes.</p>	<p>Name</p> <p>Age</p> <p>Family members</p> <p>Like/dislike</p>	<p>Students will listen to conversations between native speakers and will complete graphic organizers to capture basic information on each person.</p>

16. I can understand simple information when accompanied by pictures and graphs.	Names of animals Colors Size Shape Actions	Students will watch publicity for various zoos or animal preserves and categorize the information.
<b>Interpretive Reading</b>		
17. I can recognize words, phrases, and characters with the help of visuals.	Names of animals Colors Size Actions	Students will work in groups to match images and words from the class collage.

*You may add additional rows as necessary.*

## Materials and 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.*