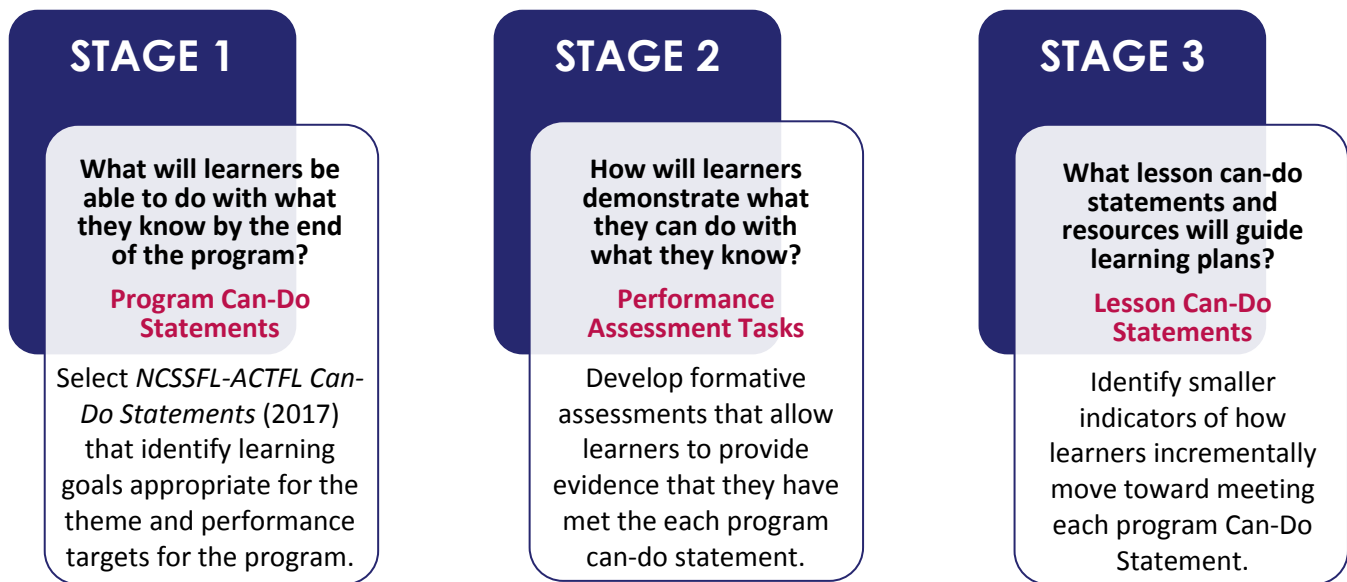


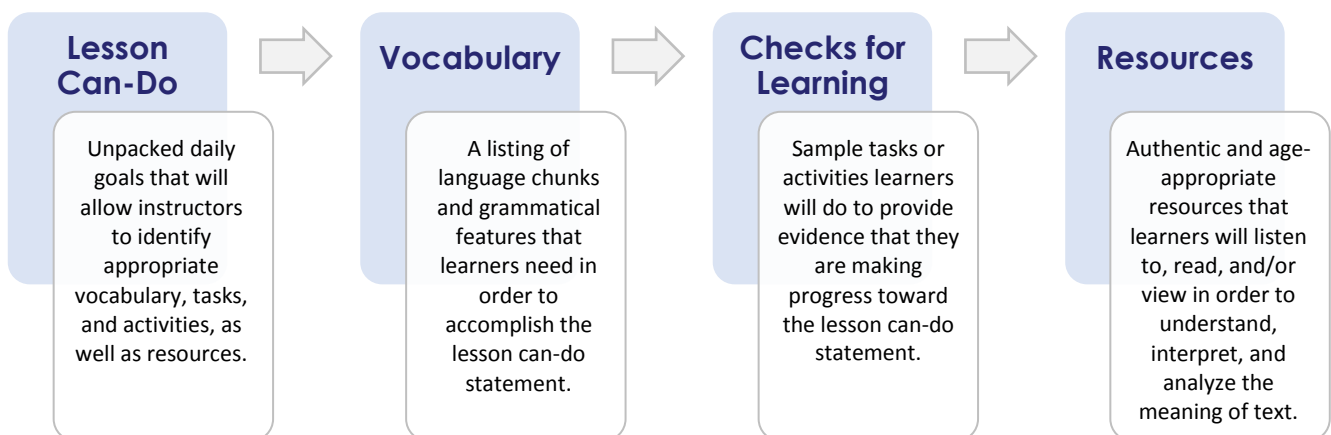
<b>Language:</b>	<b>Unit Theme:</b>	<b>Grade Range:</b>	<b>Targeted Performance Level:</b>
Any	Let's Go Somewhere	6-12	Intermediate Mid/Intermediate High

This curriculum captures best practices in curriculum, instruction, and assessment in a **backward design process**. It is meant to guide the discussions that will take place as teachers plan quality programs. It identifies the connections between learning goals (program can-do statements), performance assessment tasks, daily learning targets (lesson can-do statements), and key learning experiences. STARTALK model curricula are intended to be examples. The intention is to offer representative samples of learning experiences, with the understanding that teachers will adapt the sample experiences to meet the various linguistic and cultural requirements of their individual classrooms. A program will still have to adjust what is provided to meet the specific needs of its students.

### Model Curriculum Structure



Additional support is provided through language-specific outlines of **key learning experiences** that expand on the lesson can-do statements identified in stage 3, by outlining vocabulary and language chunks for each learning target with corresponding checks for learning. Language-specific documents are available as separate documents for download on the STARTALK model curricula website.



# STAGE 1

What will learners be able to do with what they know by the end of the program?

## Curriculum Overview

Students will explore authentic products and practices that relate to traveling to a country or region where the target language is spoken. They will plan virtual travel experiences to get to know different regions in the country and to investigate significant aspects of the country's culture. Before leaving on the trip, students will work together to investigate and identify significant and interesting cities, landmarks, historical artifacts, and recreational or volunteer activities that allow for both tourism and cultural exploration. Students will serve as regional "experts" and interact with each other to share information, insights, and advice about travel and cultural experiences in their particular regions. At the end of the program, students will use their language skills to share with their parents what they have learned about the region.

## Daily Schedule

A sample schedule is not shown here, since individual programs will have to adapt this curriculum to meet their needs. The model is designed for a program that lasts for 15 days and 90 hours.

## Interpersonal Program Can-Do Statements

How will learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions?

### Performance Indicators

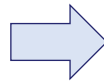
*Taken from the NCSSFL-ACTFL Can-Do Statements.*

### Program Can-Do Statements

*Rewritten indicators specific to the program theme and appropriate for the age of the learners.*

#### How will learners exchange information and ideas in conversations?

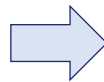
*Intermediate Mid:* I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.



1. I can ask and answer questions about what to see and do in various regions (e.g. significant and interesting landmarks, historical artifacts, and cultural, educational, recreational, and volunteer activities) and find out why each option is worth the time.

#### How will learners meet their needs or address situations in conversations?

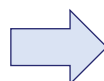
*Intermediate Mid:* I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.



2. I can discuss unexpected experiences when traveling and compare how I and others dealt with these challenges and suggest ways to avoid such experiences in the future.

#### How will learners express, react to, and support preferences and opinions in conversations?

*Intermediate Mid:* I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.



3. I can ask for and give advice about what to see and do in order to experience both tourist and cultural aspects of a particular region based on my travel preferences and the preferences of others and explain why I am making certain recommendations.

## Presentational Program Can-Do Statements

How will 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?

### Performance Indicators

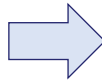
*Taken from the NCSSFL-ACTFL Can-Do Statements.*

### Program Can-Do Statements

*Rewritten indicators specific to the program theme and appropriate for the age of the learners.*

#### How will learners present information to narrate about their lives, experiences and events?

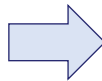
*Intermediate High:* I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.



4. I can share personal stories about trips I have taken and want to take in the future, while reflecting on how travel experiences impact who I am and the perspectives I have about other people and places.

#### How will learners present information to give a preference, opinion or persuasive argument?

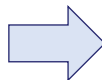
*Intermediate High:* I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.



5. I can convince others that I have selected a travel experience that is ideally suited to my educational, cultural, or recreational interests, and give specific reasons for my choice.

#### How will learners present information to inform, describe, or explain?

*Intermediate High:* I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.



6. I can explain what others must know and do in terms of pre-trip preparation, daily itineraries, and must-know customs and traditions so that others can have a successful travel experience.

## STAGE 2

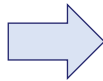
How will learners demonstrate what they can do with what they know?

### Interpersonal Performance Assessment Tasks

#### Program Can-Do Statements

*Identified in stage 1 of the curriculum outlining the overall program outcomes.*

1. I can ask and answer questions about what to see and do in various regions (e.g. significant and interesting landmarks, historical artifacts, and cultural, educational, recreational, and volunteer activities) and find out why each option is worth the time.

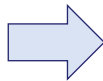


#### Performance Assessment Tasks

*Key tasks and formative assessments that allow learners to demonstrate they met the program can-do statement.*

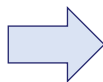
The class is divided into four groups with each group selecting a different region. Each group will become an expert group on one region by researching what to see and do in the region and will be able to explain what is learned by engaging in different activities. Each group will create a concept map capturing the thinking of the group on what is worth seeing and doing, giving a couple of key details about each site or activity. The concept maps are posted, and individual group members take turns standing at their map to ask and answer questions. Students not standing at the concept map circulate to other groups asking and answering questions in order to determine 2 things they would want to do in each region, while jotting down basic information. Once all students have visited all concept maps, students create a quick visual of what they would do in each region. Then, they circulate to find a partner who is interested in seeing and doing the same things and report out what they and their partner want to do and why.

2. I can discuss unexpected experiences when traveling and compare how I and others dealt with these challenges and suggest ways to avoid such experiences in the future.



Students read about or watch a video that depicts an unexpected travel experience. They brainstorm things that have happened to them in the past or might have happened on a trip. They select an image to represent their real or imagined experience, or jot down a brief summary of it. They interview others in the class sharing details from their stories. As they talk with others, they make notes to group the stories – as funny, dangerous, costly, cultural misunderstandings, etc. Finally, two students pair up to determine how different experiences could have been avoided.

3. I can ask for and give advice about what to see and do in order to experience both tourist and cultural aspects of a particular region based on my travel preferences and the preferences of others, and explain why I am making certain recommendations.



Students select images of travelers and invent a traveler profile that notes specific details about their traveler (e.g. age, interests, amount of time, budget, etc.). Each student then receives a completed profile card and plays the role of that traveler. Students work in small groups. The groups take turns interviewing one member who serves as a “traveler” and responds based on their profile card. The “traveler” answers questions about their travel preferences and asks questions to get more information about a destination. The other members of the group make note of the responses, ask follow-up or clarifying questions, and then work together to recommend a region for the traveler to visit and activities to do there. The original student agrees or disagrees with the collective

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recommendation, supporting their response. All students eventually get to be the “traveler”.

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## Presentational Performance Assessment Tasks

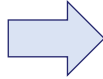
### Program Can-Do Statements

*Identified in stage 1 of the curriculum outlining the overall program outcomes.*

### Performance Assessment Tasks

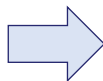
*Key tasks and formative assessments that allow learners to demonstrate they met the program can-do statement.*

4. I can share personal stories about trips I have taken and want to take in the future, while reflecting on how travel experiences impact who I am and the perspectives I have about other people and places.



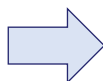
The school newspaper from each student’s home school wants to take a broader perspective on opportunities available for students after they complete high school. It is soliciting articles that talk about what graduates might do during a gap year before entering college. Students share past travel experiences that detail the impact travel has had on their lives and then focus on the educational, cultural, and/or recreational benefits they would gain from traveling to a particular region of a country in which the target language is spoken during a gap year. Their articles are published on an online site entitled *The Benefits of Travel During a Gap Year*.

5. I can convince others that I have selected a travel experience that is ideally suited to my educational, cultural, or recreational interests, and give specific reasons for my choice.



Students research and explore one region as they take a virtual trip to that region. 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 interacting with others or working as a volunteer. They reflect on the immediate impact of their experiences and how these experiences will affect them in the future.

6. I can explain what others must know and do in terms of pre-trip preparation, daily itineraries, and must-know customs and traditions so that others can have a successful travel experience.



Students work in groups according to the region they will visit. They interview native speakers about their personal experiences with travel in order to better understand how to be well prepared to travel. They research advice provided by travel professionals familiar with the region. Together, they create the top ten considerations for traveling or volunteering in their region. They present and explain the rationale for these considerations to the other students and native speakers and receive feedback on their choices. They then record and post their suggestions online.

## STAGE 3

### What lesson can-do statements and resources will guide learning plans?

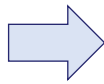
#### Lesson Can-Do Statements

The lesson can-do statements indicate what will enable learners to develop the skills and knowledge to accomplish the performance assessment tasks. They are designed to ensure learners understand the input in the interpretive mode before being asked to produce language in the interpersonal and presentational modes.

#### Program Can-Do Statement & Performance Assessment Task #1

*This program can-do statement and performance task were developed in stages 1 & 2 of the curriculum.*

I can ask and answer questions about what to see and do in various regions (e.g. significant and interesting landmarks, historical artifacts, and cultural, educational, recreational, and volunteer activities) and find out why each option is worth the time.



The class is divided into four groups with each group selecting a different region. Each group will become an expert group on one region by researching what to see and do in the region and will be able to explain what is learned by engaging in different activities. Each group will create a concept map capturing the thinking of the group on what is worth seeing and doing, giving a couple of key details about each site or activity. The concept maps are posted, and individual group members take turns standing at their map to ask and answer questions. Students not standing at the concept map circulate to other groups asking and answering questions in order to determine 2 things they would want to do in each region, while jotting down basic information. Once all students have visited all concept maps, students create a quick visual of what they would do in each region. Then, they circulate to find a partner who is interested in seeing and doing the same things and report out what they and their partner want to do and why.

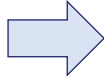
#### Lesson Can-Do Statements

- **I can determine which landmarks, historical artifacts, and cultural products of different regions are recommended and can recognize the reasons for the choices.** *Interpretive*
- **I can identify and categorize the types of experiences available in different regions.** *Interpretive*
- **I can determine where someone is and what they are doing based on the description and information they provide.** *Interpretive*
- **I can ask and answer questions to exchange information on where I and others are and what we are seeing and doing.** *Interpersonal*
- **I can ask for and give information about important features of a region.** *Interpersonal*

## Program Can-Do Statement & Performance Assessment Task #2

This program can-do statement and performance task were developed in stages 1 & 2 of the curriculum.

I can discuss unexpected experiences when traveling and compare how I and others dealt with these challenges and suggest ways to avoid such experiences in the future.



Students read about or watch a video that depicts an unexpected travel experience. They brainstorm things that have happened to them in the past or might have happened on a trip. They select an image to represent their real or imagined experience, or jot down a brief summary of it. They interview others in the class sharing details from their stories. As they talk with others, they make notes to group the stories – as funny, dangerous, costly, cultural misunderstandings, etc. Finally, two students pair up to determine how different experiences could have been avoided.

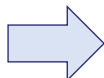
### Lesson Can-Do Statements

- **I can recognize and sequence key details about unexpected travel experiences.** *Interpretive*
- **I can categorize unexpected experiences by type (funny, dangerous, etc.) when I hear or read key details in a narrative.** *Interpretive*
- **I can retell the story of a personal or fictional unexpected travel experience and how it was resolved.** *Presentational*
- **I can ask questions to get more details about an unexpected experience and how it was resolved.** *Interpersonal*
- **I can discuss different experiences while asking and answer questions to determine how the unexpected might have been avoided.** *Interpersonal*

## Program Can-Do Statement & Performance Assessment Task #3

This program can-do statement and performance task were developed in stages 1 & 2 of the curriculum.

I can ask for and give advice about what to see and do in order to experience both tourist and cultural aspects of a particular region based on my travel preferences and the preferences of others, and explain why I am making certain recommendations.



Students select images of travelers and invent a traveler profile that notes specific details about their traveler (e.g. age, interests, amount of time, budget, etc.). Each student then receives a completed profile card and plays the role of that traveler. Students work in small groups. The groups take turns interviewing one member who serves as a “traveler” and responds based on their profile card. The “traveler” answers questions about their travel preferences and asks questions to get more information about a destination. The other members of the group make note of the responses, ask follow-up or clarifying questions, and then work together to recommend a region for the traveler to visit and activities to do there. The original student agrees or disagrees with the collective recommendation, supporting their response. All students eventually get to be the “traveler”.

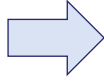
### Lesson Can-Do Statements

- **I can determine the main tourist attractions in a region and key details about them and make connections between attractions and types of travelers.** *Interpretive*
- **I can identify the main cultural attractions, experiences, and key details in a region and make connections between attractions and types of travelers.** *Interpretive*
- **I can ask others questions to determine their preferences and priorities about what to see and do in a region and share my preferences and priorities.** *Interpersonal*
- **I can ask for and provide descriptions of places I know and places I would like to visit.** *Interpersonal*
- **I can ask for and make suggestions about regions to visit that fulfill my preferences and priorities and those of others.** *Interpersonal*

#### Program Can-Do Statement & Performance Assessment Task #4

This program can-do statement and performance task were developed in stages 1 & 2 of the curriculum.

I can share personal stories about trips I have taken and want to take in the future, while reflecting on how travel experiences impact who I am and the perspectives I have about other people and places.



The school newspaper from each student's home school wants to take a broader perspective on opportunities available for students after they complete high school. It is soliciting articles that talk about what graduates might do during a gap year before entering college. Students share past travel experiences that detail the impact travel has had on their lives and then focus on the educational, cultural, and/or recreational benefits they would gain from traveling to a particular region of a country in which the target language is spoken during a gap year. Their articles are published on an online site entitled *The Benefits of Travel during a Gap Year*.

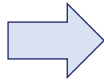
#### Lesson Can-Do Statements

- **I can categorize experiences according to whether they might be of more interest to tourists or travelers.** *Interpretive*
- **I can classify gap year experiences and determine those that might be of interest to me.** *Interpretive*
- **I can explain the benefits of travel from my point of view.** *Presentational*
- **I can explain my preferences for travel identifying both tourist and traveler experiences.** *Presentational*
- **I can tell the story of a past travel experience and share what I learned from that experience.** *Presentational*
- **I can convince others that time for travel is time well spent.** *Presentational*

#### Program Can-Do Statement & Performance Assessment Task #5

This program can-do statement and performance task were developed in stages 1 & 2 of the curriculum.

I can convince others that I have selected a travel experience that is ideally suited to my educational, cultural, or recreational interests, and give specific reasons for my choice.



Students research and explore one region as they take a virtual trip to that region. 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 interacting with others or working as a volunteer. They reflect on the immediate impact of their experiences and how these experiences will affect them in the future.

#### Lesson Can-Do Statements

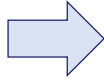
- **I can identify the advantages of volunteer tourism and connect benefits to different experiences.** *Interpretive*
- **I can explain why I have selected a particular destination and connect what I will see and do there to my personal interests.** *Presentational*
- **I can share details about my travel experiences in ways that allow others to experience my trip vicariously.** *Presentational*
- **I can explain how I connected with the local population and detail what I learned from the experience.** *Presentational*



## Program Can-Do Statement & Performance Assessment Task #6

This program can-do statement and performance task were developed in stages 1 & 2 of the curriculum.

I can explain what others must know and do in terms of pre-trip preparation and must-know customs and traditions so that others can have a successful travel experience.



Students work in groups according to the region they will visit. They interview native speakers about their personal experiences with travel in order to better understand how to be well prepared to travel. They research tips provided by travel professionals familiar with the region. Together they create the top ten considerations for traveling or volunteering in their region. They present and explain the rationale for these considerations to the other students and native speakers and receive feedback on their choices. They then record and post their suggestions online.

### Lesson Can-Do Statements

- **I can categorize important pre-trip planning details.** *Interpretive*
- **I can classify cultural behaviors that are expected as part of a daily routine.** *Interpretive*
- **I can create a detailed list of things that must be done prior to travel.** *Presentational*
- **I can create a detailed list of cultural behaviors that are important within the region I will visit.** *Presentational*
- **I can ask and answer questions to determine the key considerations for travel to my region.** *Interpersonal*
- **I can collaborate to share information in a multi-media format on how to be a well-prepared traveler to my region.** *Presentational*

### Resources (Interpretive Mode)

What will learners understand, interpret, and analyze to prepare themselves to meet the Program Can-Do Statement and accomplish the performance task stated above? Programs will need to identify language- and culture-specific resources that students will listen to, read, and/or view.