STARTALK MODEL CURRICULUM
Key Learning Experiences

How do Stage 1, Stage 2 and Stage 3 of the curriculum development process connect to daily classroom instruction? How do instructors take program learning goals and key performance assessments and use them to develop learning plans and episodes? As instructors unpack the lesson Can-Do Statements by outlining vocabulary and language chunks for each lesson Can-Do Statement with a corresponding check for learning, they complete the bridge from curriculum to learning plan.

LANGUAGE: **Korean**	GRADES: **K-2**	PERFORMANCE TARGET: **Novice Mid/Novice High**

Unit Theme: Let's Meet Some Animals

Students will take virtual trips to see animals in their natural habitats. First, they will get to know their classmates and will find out which animals they like and don't like, and will talk about the pets they have. They will describe their favorite animals and will be able to say where they live, how they move, and what they eat. They will also be able to describe animals that are unique to Korean culture. They will be able to say what all animals need to survive and thrive. At the end of the program, they will share what they have learned about animals with their parents.

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I can ask and answer questions to meet new friends – people and animals.

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I can describe an animal and name a few characteristics of that animal such as where it lives, how it moves, and what it eats.

Program Can-Do Statement #1

Program Can-Do Statement: **I can ask and answer questions to meet new friends - people and animals.**		Performance Assessment Task: **The teacher gives each student a picture of an animal. Students take the role of that animal. They circulate in the classroom to meet and greet one another as the animal and find out their animal name, where they live, and what they eat. After completing the initial conversations, students repeat the task to form common groups according to where they live and what they eat.**

Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize the names of a variety of animals when they are mentioned and/or described using size and/or color. Interpretive	• 이 동물 이름이 뭐예요? • 이 동물 이름은 ＿＿＿＿ 이에요/예요. • 이 동물은 어떻게 생겼어요? • 이 동물은 ＿＿＿＿ 처럼 생겼어요. • 이 동물은 무슨 색이에요? • 이 동물은 ＿＿색이에요. • 5-7 종류의 동물들을 추가한다. • 인기있는 애완동물: 고양이, 강아지 • 크기:- 커요, 작아요, (키가) 작아요, (키가) 커요, 거대해요. • 선택한 동물의 색깔들	The teacher pretends to be thinking aloud and asks a question, then answers the question *What is the animal's name? The animal's name is (tiger).* Each student has a paper with all of the animals on it and points to the correct animal. This can also be done for other question patterns and vocabulary sets.
I can recognize the names of places where animals live (in the water, on land, in the air). Interpretive	• 이 동물은 어디에서 살아요? (나라)에서 살아요. • (숲, 바다, 사막, 등등)에서 살아요.	Students play a version of slap jack. Each pair of students has a set of cards or a page with items pictured. Teacher gives a clue, student race to tap the image or hold up the picture of the item first.
I can identify an animal as a carnivore, herbivore, or omnivore when I hear a description.	• 이 동물은 뭐 먹어요? • 이 동물은 (초식동물/육식동물/잡식동물)이에요. (풀/고기/풀과 고기)을(를)	The teacher displays images of animals all around the room. The teacher describes an animal and students point to correct image. Alternatively, the teacher describes an animal and all students think. Teacher calls the names of three to four students and they move to the picture of the animal or act out movement,

Interpretive	먹어요.	gestures, or sounds associated with that animal.
I can introduce myself as an animal. Presentational	• 내 이름은 (동물이름)이에요/예요. • 나는 (동물이름)이에요/예요.	The teacher gives each student a picture/mask of an animal. Some children may have the same animal. The teacher then shows a picture of an animal and asks *What is your name?* All students with that image stand and answer *My name is…*using the name of the animal.
I can ask who others are and say who I am as an animal. Interpersonal	• 이름이 뭐예요?	The teacher gives each student a picture/mask of an animal. Students are placed in an inner-outer circle. They ask and answer using *What is your name? My name is…*both for their real name and again for their animal name.
I can say what I eat as animal. Presentational	• 나는 (풀/고기/풀과 고기)을(를) 먹어요. • 나는 (초식동물/육식동물/잡식 동물)이에요/예요.	Students are given a three-column document with columns for animal, type of food, and classification. They pair and create sentences: *My name is (panda). I eat (plants). I am a (herbivore).*
I can ask others what they eat. Interpersonal	• 뭐 먹어요? • _____을/를 먹어요. • 문화적으로 수용가능한 5-7 개의 음식(먹이)이름을 추가한다.	The teacher displays six images of animals. Students pair to play a version of twenty questions. Each student selects an animal and writes down the name of the animal. Then, students alternate asking questions to guess the identity of their partner's animal (e.g. *Do you eat meat? Do you eat plants? Are you a carnivore?*) When a student thinks they know the answer, they can guess the name of the animal.
I can say where I live. Presentational	• 나는 (도시/집/숲/산/공중)에서 살아요.	Students are given are given an image. They make two false statements and one true statement about the image. Their partner must guess the truth. A student might say *"I live in the ocean. I live in a city. I live in a house."* The image is of a house. If the partner says "*in a house*" he "wins". The game continues with students alternating making statements and guessing.
I can ask where others live. Interpersonal	• 어디에서 살아요?	Students are given a chart to complete as they interview others in the class. They ask and answer questions, recording where each person "lives" based on an image they were given.
Authentic Materials & Resources		

Program Can-Do Statement #2

Program Can-Do Statement:	Performance Assessment Task:
I can say which animals I like and/or have and can ask questions to find out what animals my classmates like and/or have. ⬇	**Students self-select pictures of animals. They work with a partner asking and answering questions to find out if their partner likes or has the animal that that is pictured. The activity continues as students work with different partners. As they talk, they complete a graphic organizer by checking or drawing to record the information their partner shares.**

Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize animals when I hear them named. Interpretive	• Recycle from previous • 인기있는 애완동물 – 고양이, 강아지 (각 나라의 문화에 따라 달라질 수 있음)	Students are given a page with images of all animals that they have learned. They tear the images into separate pictures and lay them out in front of them. As they are doing this, they are quietly saying the names of the animals. Once all students are ready, the teacher calls the name of each animal and students pick them up in the order called. This is done a few times with the teacher calling the names more quickly each time.
I can categorize animals by whether someone likes or dislikes them. Interpretive	• 좋아해요, 안 좋아해요, 정말 좋아해요. 싫어해요…	Students are given a visual graphic organizer that has symbols for how much or little someone likes something. As the teacher states likes and dislikes for each animal, each student works individually to place the animal in the correct column.
I can answer a question to say if I like an animal. Interpersonal	• (동물이름) 좋아해요? • 좋아해요 / 안 좋아해요.	The teacher holds us a picture of an animal and asks *"Do you like (animal)?"* Students place themselves on a human graph line that ranges from hate to love. They turn to the student next to them and give their opinion. The teacher then points to different students so they can state their opinion. Students change places if they find they are in the wrong spot. This continues with a couple more animals.
I can ask questions to find out if others like a certain animal. Interpersonal	• (동물이름) 좋아해요? • (동물이름 1)좋아해요? 아니면 (동물이름 2) 좋아해요?	The teacher selects a picture of one animal. The students must discover which animal the teacher likes. Individually, they begin to ask questions (e.g. *"Do you like (elephants)?").* When a student guesses correctly, that student selects a picture and the other students continue to guess. The game continues until the teacher has heard each student ask a question.
I can categorize animals by whether someone has or doesn't have one. Interpretive	• 나는 _____ 있어요./ 없어요. • (학생이름)는(은) _____ 있어요. / 없어요.	The teacher creates a grid with pictures of animals that students typically have (e.g. cat, dog, fish) and a couple that they normally don't have (e.g. elephants, snakes, etc.). The teacher then shares information about each animal with the students, including if she has the animal or not. The students place check marks to indicate the animals the teacher has. Each student then completes the grid for themselves, but

		can "lie". The teacher then selects a student's grid to read to the class and students mark what that student has and doesn't have.
I can answer a question to say if I have an animal. Interpersonal	• 나는 _____ 있어요/없어요.	Each student has a picture of an animal. The teacher plays music while students circulate in the classroom. When the music stops, students find a partner nearby and state what animal they have and then one animal they don't have.
I can ask a question to find out if others have an animal. Interpersonal	• _____ 있어요?	Students select a picture of or write down the name of an animal they "have". They pair with another student and ask and answer questions until they discover the animal their partner has. They then change partners and do it again.
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Program Can-Do Statement #3

Program Can-Do Statement:	Performance Assessment Task:
I can ask and answer questions to identify animals I and others want to see on virtual trips. ⬇	**Students must decide as a class which animals they want to see on their virtual trips. Students are given images of animals they might visit and must pick their top choices before talking with a partner. They then talk with their partner to see what animals they both want to see. They then go in search of others who want to see the same animal. The teacher uses this information to plan virtual trips.**

Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize the name of an animal and where it lives (in the water, on land, in the air). Interpretive	• 에서 나온 5-7 개의 동물들 • 인기있는 애완동물 – 고양이/강아지 • (동물이름)는/은 (물/땅/공중)에서 살아요.	Each student has a set of animal cards and places. The teacher creates "real" and "silly" sentences and each student pairs the cards according to what they hear. (e.g. *"The panda lives in the ocean."*). Students may also signal if the sentence is logical or illogical.
I can identify where you want to go based on what I hear. Interpretive	• 나는 _____ 에 가고 싶어요. • 산, 바다, 숲, 집, 동물원	Each student has a set of pictures of places. The teacher calls out names of different places and each student places the cards in the order called.
I can identify what animal you want to see based on what I hear. Interpretive	• 나는 (동물이름)을/를 보고 싶어요. • 나는 _____에 가고 싶어요. • 앞에서 배운 색깔과 형용사를 다시 사용한다.	Students have images of the animals they have learned. The teacher gives several clues that help students eliminate animals until each student holds up the correct animal.
I can say what animal I want to see. Interpersonal	• 나는 _____을/를 보고 싶어요. • 나도요./ 나는 아니에요.	Each student has a picture of an animal. They pair with another student. The first students says *"I want to see (animal)."* The second student say "*Me too"* or *"Not me"* depending on if he or she has the same picture. The second student then makes a statement. Students mix and mingle until they find other students who want to see the same animal.
I can ask what animal someone wants to see. Interpersonal	• 무슨 동물 보고 싶어요?	Students sit in a circle. Each student has a different picture of an animal. One student is in the middle of the circle. The teacher shows the student in the center a picture of an animal. The student must rapidly ask different students *"What animal do you want to see?"* When a student answers with the name of the animal,

		all holding that animal must stand and change places. One student will be left standing and the game resumes.
I can say where I want to go. Interpersonal	• 나는 ＿＿＿＿에 가고 싶어요 • ＿＿＿＿ 말고	Different images of the places learned are displayed in different areas of the classroom. Students walk from place to place as music plays. When the music stops they must say someplace they want to go by saying "*Not the (place where they are), I want to go to…*". The goal is to pick up tokens from at least four different places.
I can ask where someone wants to go. Interpersonal	• 어디에 가고 싶어요?	Students sit in a circle and play a version of hot potato. The student with the potato asks *"Where do you want to go?"* and tosses the potato to the person next to him. That student answers, asks the question and tosses the potato. The game continues until a student names the "mystery" place that was known to the teacher. That student receives a token and the game continues until one student has two tokens.
I can say what animal we both want to see and where we both want to go. Interpersonal	• (학생이름)와/과 나는 (동물이름)을/를 보고 싶어요. ＿＿＿＿＿＿에 가고 싶어요. • 우리는 (동물이름)을/를 보고 싶어요. ＿＿＿＿에 가고 싶어요.	The teacher distributes a secret animal identity card and a place card to each student. Students walk around the classroom and ask other classmates to find out where they want to go and what they want to see. When students find someone who has one or two identical images, they announce *"We both want to see… and/or we both want to…"*
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Program Can-Do Statement #4

Program Can-Do Statement:	Performance Assessment Task:
I can state if I like or don't like a certain animal and give a reason.	Students will select images of five animals and will rank-order them saying how much they like or don't like each animal. They will then share their opinion with the group giving a reason and all students will form a human chain based on the statement the student made. Students at various points in the chain will share their opinion.

Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize simple physical characteristics of animals like *strong* **and** *fast*. Interpretive	• 이 동물은 _____ 색이에요. • 색깔/색 • 커요, 작아요, (키가) 작아요, (키가) 커요, 거대해요. 빨라요. 느려요, 강해요/힘이 세요, 약해요.	Students have a set of individual animal pictures that are laid out on their desk. The teacher again thinks a question aloud and then answers the question (e.g. *What color is the animal? The animal is (yellow)).* Students hold up the image of the correct animal.
I can recognize simple personality characteristics like *friendly* **and** *scary*. Interpretive	• (이 동물은 다정해요/무서워요.	When students hear an animal being described, they act like that animal or gesture to demonstrate a physical characteristic of that animal.
I can answer questions about how much I like or don't like a variety of animals. Interpersonal	• 좋아해요, 안 좋아해요, 정말 좋아해요. 싫어해요.	Students line up according to how much they like a specific animal. To line up correctly, they continually repeat how much they like a certain animal to the other students. Once the students are in line, the teacher call on a few students to verify that all students are in the correct order by asking *"Do you like (animal)?"* The teacher than states a different animal and students repeat the process.
I can ask others how much they like or don't like different animals. Interpersonal	• 동물이름) 좋아해요? • 무슨 동물을 제일 좋아해요? • 무슨 동물을 가장 좋아해요?	The teacher selects a picture of an animal he/she likes. The students then take turns asking questions until they find out which animal(s) the teacher is holding by asking *"Do you like (animal)?"*

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Program Can-Do Statement #5

Program Can-Do Statement:	Performance Assessment Task:
I can name animals that are endangered in Korea and can state what those animals need to survive.	**Students will use sentence starters to create a digital poster about an endangered animal. They will name the animal, say where the animal lives, and say what it needs to survive. Half of the students will display and explain their posters to their classmates during a gallery walk. Students will then change roles and repeat the gallery walk.**

Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize whether an animal is endangered by what is said. Interpretive	• (동물이름)은/는 멸종위기에 있어요 • (동물이름)은/는 멸종위기에 있지 않아요. • (동물이름)은/는 행복해요/슬퍼요. • (동물이름)은/은 깨끗한 물이 있어요/없어요.	The teacher posts images around the classroom of animals that are endangered, not endangered, and images related to why. The teacher states a sentence. Students move to the corresponding image.
I can say if an animal is endangered or not. Presentational	• (동물이름)은/는 멸종위기에 있어요/있지 않아요..	The teacher divides the class into small groups of five to seven students and provides a sentence starter, *"I am going to the (mountains, ocean, dessert, river, etc.) and I am going to see..."* The first student completes the sentence with an animal or a word associated with the animal; the second student repeats the animal and adds another animal or connected word. This continues until all students have participated.
I can recognize what an animal needs based on what I hear. Interpretive	• (동물이름)은/는 (음식/깨끗한 물, 깨끗한 공기)이/가 필요해요.	The teacher creates a display with several images. Students are placed in small groups and stand in front of a display. The teacher makes a statement about what an animal needs and students race to point to the correct image.
I can say what an animal needs to survive. Presentational	• (동물이름)은/는 (음식/깨끗한 물, 깨끗한 공기)이/가 필요해요.	The teacher shows a picture of an animal asking *"What does the (animal) need?"* Students answer *"(Animal) needs food."* They add details they have learned. (e.g. *(Animal) is a carnivore. It needs meat.*)
I can understand key sentence frames. Interpretive	• 나는 ＿＿에 살아요 • 나는 ＿＿을 먹어요 • 나는 ＿＿이/가 필요해요 • 나는 ＿＿고 싶어요.	Students have images and/or actions that show the meaning of each sentence frame. As the teacher states a sentence frame, students hold up the image or do the gesture for the frame.

	• 나는 ___이에요/예요. • 나는 ___이/가 필요해요. • 나는 ___고 싶어요. • 앞에서 학습한 단어들을 활용해서 문장을 완성한다.	
I can create very simple sentences about an animal, when given frames of a sentence. Presentational	• 나는 __에 살아요 • 나는 __을 먹어요 • 나는 ___이/가 필요해요 • 나는 ___고 싶어요. • 나는 ___이에요/예요. • 나는 ___이/가 필요해요. • 나는 ___고 싶어요. • 앞에서 학습한 단어들을 활용해서 문장을 완성한다.	Students sit in a circle on the floor. The teacher shows an image of an animal and gestures or shows an image of a sentence starter. The teacher rolls a ball to a student who gives a sentence. That student rolls the ball to another student who has a sentence to share. The teacher changes animals and sentence starters to keep the activity going.
I can ask and answer questions about different animals. Interpersonal	• Recycle from previous	Each student has a picture related to the unit. The teacher plays music while students circulate in the classroom. When the music stops, students find a partner nearby and ask one of the questions related to their image (e.g. *"Are pandas herbivores? Are pandas endangered?"*). Their partner responds. This continues for several rounds. To debrief the activity, the teacher and students fill in a large T-chart using words and/or images to compare animals.
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Program Can-Do Statement #6

Program Can-Do Statement:	Performance Assessment Task:
I can describe an animal and name a few characteristics of that animal such as where they live, how they move, what they eat.	**Students will work in groups to create an oral presentation supported by images of an animal found in the target culture. They will cover the basic details: description, where it lives, what it eats, how it moves, etc. They will state if the animal is endangered and what it needs to survive. Each group will present to another group in a round-robin format allowing all groups to present multiple times. At the**

end of the program they will share this presentation with their parents.

Lesson Can-Do	Vocabulary	Checks for Learning
I can recognize the animal that is described on the basis of key details. Interpretive	• Recycle from previous	The teacher distributes a plastic bag or envelope that has visuals or objects depicting the targeted vocabulary. The teacher provides comprehensible input by telling a story about an animal. As the teacher names an item or object, the students hold up the corresponding item.
I can categorize information about animals such as description, food, habitat, movement, and endangered status. Interpretive	• Recycle from previous	The teacher gives each student a graphic organizer with an image that captures the main idea for each section. Students hear the teacher state a fact (e.g. (*Animal) eats bamboo*.) The students point to the corresponding image.
I can provide information on an animal that includes key details such as description, food, habitat, movement, and endangered status. Presentational	• Recycle from previous	The teacher calls out the name of an animal. Students work together to pull all images that they associate with the animal. They then create as many sentences as they can. They pair with another group of students and alternate sharing their sentences.

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