STARTALK
Student Program Curriculum

Learning Targets

I can develop or support the of the curriculum for my program.

I can verify that the program can-do statement, related performance assessement task and the lesson can-do statements are aligned.

I can develop or support the development of lesson can-do statements that move learners from input to output.

WHAT IS THE PURPOSE OF THE CURRICULM TEMPLATE?

**Supports a backward approach to instructional planning**

Identifies connections between program can-do statements, performance assessment tasks, and the lesson can-do statements

Communicates program goals with all stakeholders by providing a roadmap for meaningful teaching and learning
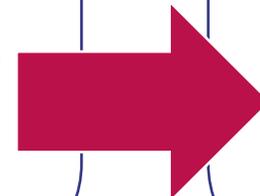
STAGE 1

Identifying Desired Results

What will learners be able to do with what they know by the end of the program?
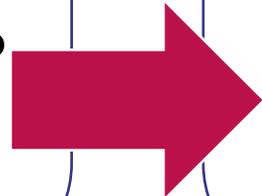
STAGE 2

Determining Acceptable Evidence

How will learners demonstrate what they can do with what they know by the end of the program?

STAGE 3

Plan Learning Experience and Instruction

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

STARTALK Principles for Effective Teaching & Learning

Implementing a Standards-Based & Thematically Organized Curriculum

Conducting Performance-Based Assessments

Integrating Culture, Content, and Language

Using the Target Language and Providing Comprehensible Input

Facilitating a Learner-Centered Classroom

Adapting and Using Age-Appropriate Authentic Materials

Curriculum Overview

Students will explore authentic products and practices by going on a virtual field trip to a country or region where the target language is spoken. They will get to know different regions in the country and investigate a significant aspect of the culture or country. They will learn about the geographic features and climate of the area. They will also practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will pack their backpacks with items they would take along on a field trip to a region they have chosen. They will research the area and practice getting to know the local people and their customs. At the end of the program, students will use their language skills to share with their parents what they have learned about the region.

Grades 3-5   **Let's Go Somewhere**   **Novice Mid/High**

Students will explore authentic products and practices by going on a virtual field trip to a country or region where the target language is spoken. They will get to know different regions in the country and investigate a significant aspect of the culture or country. They will learn about the geographic features and climate of the area. They will also practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will pack their backpacks with items they would take along on a field trip to a region they have chosen. They will research the area and practice getting to know the local people and their customs. At the end of the program, students will use their language skills to share with their parents what they have learned about the region.

Evidence of:
- **Communications?**
- **Cultures?**
- **Connections?**
- **Comparisons?**
- **Communities?**

Indications of, or opportunities for the STARTALK Principles?

INTERPERSONAL COMMUNICATION

How can I **exchange information and ideas** in conversations?

| Performance Indicator	Program Can-Do Statement
Novice Mid: I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	• I can have introductory conversations with people I meet on my trip in culturally appropriate ways. • I can ask and answer questions about regions I and others want to visit.
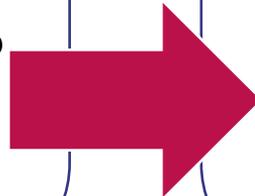
Creating a Performance Assessment Task

Purpose

I can ask and answer questions about regions I and others want to visit. (Program can-do statement)

Context

Each student is assigned to go to one of four different regions and must find out who is going to the same region as them.
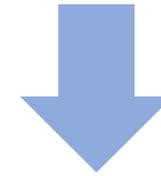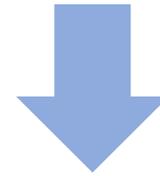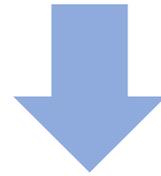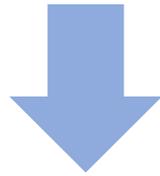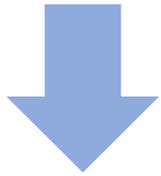
Expectations

Students ask and answer questions to talk about where they are going and why they are interested in going there.

Product/ Performance

After completing this conversation, they determine who is visiting the same destination.

Program can-do statement

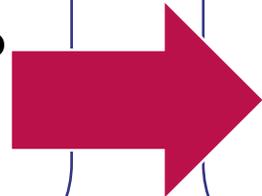I can ask and answer questions about regions I and others want to visit.

Performance Assessment Task

Each student is assigned to go to one of four different regions. Students ask and answer questions to talk about where they are going and why they are interested in going there. After completing this conversation, they determine who is visiting the same destination.

STAGE 1

Identifying Desired Results
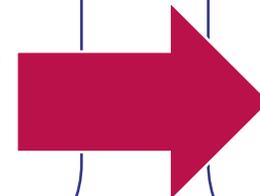
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STAGE 2

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How will learners demonstrate what they can do with what they know by the end of the program?

STAGE 3

Plan Learning Experience and Instruction

What lesson Can-Do Statements and resources will guide learning plans?

Developing Lesson Can-Do Statements

I can ask and answer questions about regions I and others want to visit.

Novice Mid/High

Each student is assigned to go to one of four different regions. Students ask and answer questions to talk about where they are going and why they are interested in going there. After completing this conversation, they determine who is visiting the same destination.

Have the conversation that you expect students to have. Be sure to develop the conversation at the novice mid/high level using memorized phrases and sentences. Jot down question and answer frames you used during the conversation.

I can ask and answer questions about regions I and others want to visit.

What I can do there…

What I think about a place…

What I eat there…

What souvenirs I buy there…

Why I go there….

PLACES

Where someone is from….

Where I am going…

Where the place is…

What I can see there…

What I pack to go there…

Lesson Can-Do Statements

I can recognize directions to locate places on a map. *(interpretive)*

I can identify which specific region a product or image is from. *(interpretive)*

I can identify places and products when I hear them described. *(interpretive)*

I can identify where others want to go based on information they share. *(interpretive)*

I can ask and answer questions to find out where a product or an image can be found. *(interpersonal)*

I can ask questions to find out where others want to go and why. *(interpersonal)*

I can answer questions about where I want to go and why. *(interpersonal)*
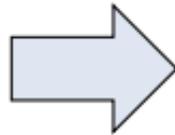
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Lesson Can-Do Statements

Moving from Input to Output

Program Can-Do Statement & Performance Task
This program Can-Do Statement and performance task were developed in stage 1 & 2 of the curriculum.

I can ask and answer questions about regions I and others want to visit.

The class has been divided into four tour groups each going to a different region. Students ask and answer questions to talk about where they are going and why they are interested in going there. After completing the initial conversation, they repeat the task to find out who is in the same tour group.

Lesson Can-Do Statements:

- **I can recognize directions to locate places on a map.** *Interpretive*
- **I can identify which specific region a product or image is from.** *Interpretive*
- **I can identify places and products when I hear them described.** *Interpretive*
- **I can ask and answer questions to find out where a product or image can be found.** *Interpersonal*
- **I can identify where others want to go based on information they share.** *Interpretive*

Lesson can-do statements that move incrementally toward the performance assessment task

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Interpretive Mode & Resources
Adapting and Using Authentic Resources

Use culturally-authentic images and materials to create interest and spark curiosity.

Use materials created for language learning only when appropriate authentic resources aren't available or can't be adapted.

| K-2	3-5	Secondary (6-12)	
Theme: Let's Meet Some Animals **Performance Target:** Novice	**Theme:** Let's Go Somewhere **Performance Target:** Novice	**Theme:** Personal Identity **Performance Target:** Novice	**Theme:** Let's Go Somewhere **Performance Target:** Intermediate
Download Model Curricula	Download Model Curricula	Download Model Curricula	Download Model Curricula
Key Learning Experiences • Chinese • Korean	**Key Learning Experiences** • Arabic • Chinese • Hindi • Portuguese	**Key Learning Experiences** • Arabic • Chinese • Hindi • Korean • Russian • Urdu	**Key Learning Experiences** • Arabic • Chinese • Hindi • Korean • Russian

Unit Theme: Let's Go Somewhere

Students will explore authentic products and practices that relate to traveling to India to visit three states: Rajasthan, Assam and Kerala. They will travel to get to know these regions in India and to investigate significant aspects of the culture or country. Before leaving on the trip, they will learn about the geographical features and climate of the area. They will also practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will pack their backpacks with items they must take along on a virtual or classroom fieldtrip to a region they have chosen. Once they arrive at their location, they will investigate the area and get to know the people and their customs. At the end of the program student will use their language skills to share with their parents what they have learned about the region.
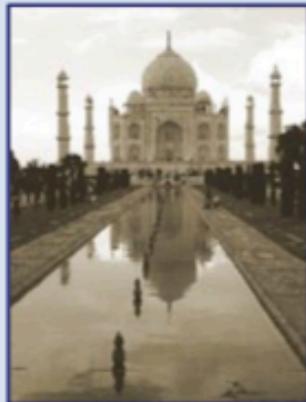
Program Can-Do Statement #1

Program Can-Do Statement:

I can have introductory conversations with people I meet on my trip in culturally appropriate ways.

⬇

Performance Assessment Task:

Students assume the roles of different people who are at the airport. They talk with each other to find out who they are, where they live, and where they are going. After completing the initial conversations, students repeat the task multiple times to form common groups based on 1) where they live, 2) where they are going, and 3) whether their assigned role is an adult or a child.

Lesson Can-Do	Vocabulary	Checks for Learning
I can identify different ways to begin and end a conversation. Interpretive	• नमस्ते , आपसे/ तुमसे मिल कर ख़ुशी हुई	The teacher teaches a gesture for expressions that begin a conversation (a casual wave facing the teacher) and a gesture for ending a conversion (turning head away from teacher). Students then signal according to the expression that they hear.
I can recognize different ways to greet different people. Interpretive	• नमस्ते , नमस्कार/प्रणाम	The teacher posts pictures of different people in the room (adult, child, friend, etc.). The teacher says a greeting and the students point to the correct image. Alternatively, students have images and hold up the correct image.

K-2	3-5	Secondary (6-12)	
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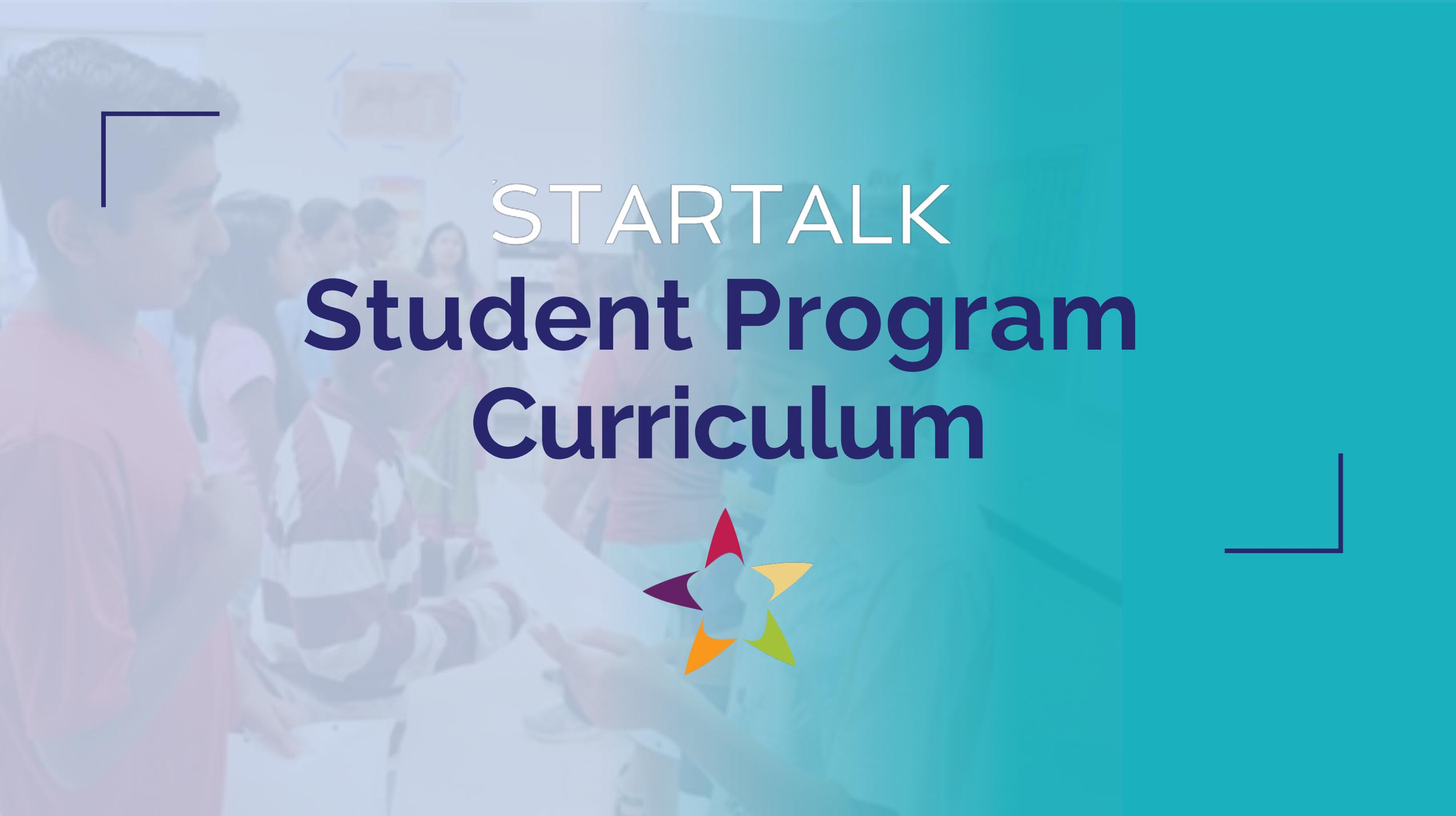
Process & Apply

How will I apply what I have learned as I design my program's curriculum?

Task: Create one curriculum strand with alignment from Stage 1 to Stage 3.

1. Select a program can-do statement that is specific to your program. (Stage 1)

2. Develop a performance task for that program can-do statement. (Stage 2)

3. Unpack the program can-do statement into lesson can-do statements. (Stage 3)

4. Develop a check for learning for each lesson can-do. (Learning Plan)