



**Indiana University
STARTALK Student Program Curriculum**

Theme: In My Family

Target Proficiency Level:
Novice-Low to Novice-Mid

Number of Hours: 16 hours

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Brief Description of Program (including curricular context and goals)

Quite a number of people in India/Pakistan still live in an extended family. The concept of family in India is different from that of the United States (native country). For example, Hindi/Urdu has a very elaborate kinship terminology depending on whether you are discussing the maternal or paternal side and various terms for people being older or younger.

What Enduring Understandings are Desired:

Students will have a chance to think about the meaning of ‘family,’ ‘friend,’ and ‘marriage’ and the important role it plays in an individual’s life. Family does not mean simply a nuclear family, it encompasses distant relatives in India/Pakistan.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

- 1) Students will examine cultural differences between the target and the native countries, e.g. people of the target country are not offended when being asked about their personal lives. What are the major cultural differences between the target and native countries?
- 2) How are animate and inanimate, alienable and inalienable things handled in Hindi/Urdu?
- 3) What is the role and importance of grandparents in Indian/Pakistani society?
- 4) What is marriage like in Indian/Pakistani society?

Standards/Goals:

Major Standards: 1.1, 1.3, 2.1, 3.2, 4.1, 5.1

Supporting Standards: 1.2, 2.2, 3.1, 4.2, 5.2

Content: How to introduce your family members to other people, give their information (and any particular things family members do together on a regular basis.)

Key Vocabulary: kinship terms □□□□, □□□□ basic verbs □□□□, □□□□ (for daily routine) and their present & past habitual tense forms □□□ □□□□□ □□□□ □□□□,

□□□ □□□□□ □□□□ □□□ , adjectives (feelings and physical appearance) □□□, □□□□□, □□□□ □□□□, numbers (1-20, cardinal/ordinal) □□, □□, □□□, □□□, □□□□, genitive case forms of pronouns □□□□, □□□□, □□□□, specific words and structures to express 'to have' □□□□ □□□ □□□□ □□□, □□□□ □□ □□□□□ □□□□ days of the week □□□□□□□, □□□□□□□, marriage status □□□□□□□□□, comparison (e.g. I am older than my sister) □□□ □□□□ □□□ □□ □□□□ □□□□, time periods □□□, □□□□□□□, □□□□□□.

Skills: Student should be able to

- 1) Describe his/her family & family members in class, and answer questions raised by classmates.
- 2) Give a presentation about their daily/weekly routines

Connections to Other Disciplines:

- Culture studies: examining cultural differences between the target and the native countries.
- Social studies: the role and importance of grandparents in Indian/Pakistani society.
- Music and literature (children's)

Technology Integration: overhead projector, pictures, drawings, film/video clips.

Assessments: All three modes of communication will be used for assessments, portfolio assessment, and self-assessment.

Performance tasks: class presentation (presentational), Interviewing an Indian/Pakistani in the local Indian/Pakistani Community (interpersonal)

Quizzes, Tests, Prompts, Work Samples

- Quizzes
- Fill-in the blanks questions
- True/false questions
- Daily journal prompts
- Comprehension questions
- Role playing
- Completing sentences using appropriate verb forms (depending on the gender and number of a subject)

Unprompted Evidence (observations, dialogues)

- Writing a short review after watching a film/video clips. This activity can be given as a homework assignment.
- Building a dialogue (group work)

Can do Statements From Linguafolio

Interpersonal Speaking:

- I can introduce myself and my family members using culturally appropriate greetings.
- I can share some information with others about my family and friends.
- I can ask and give the time, birth date, age, date.
- I can ask simple questions and give simple responses on who someone is, what day it is, what the weather is like, when I get up/used to get up, what I do/used to do at a particular time of a day/on a weekend.

Interpretive Listening:

- I can identify when someone describes a daily routine.
- I can understand when asked how old I am, when is my birth date, and where I live.
- I can understand some simple questions when accompanied by appropriate non-verbal clues and visual aids.
- I can understand some of what people say in a conversation when they are talking about familiar things.

Interpretive Reading:

- I can comprehend the message in greeting cards.
- I can identify words related to home, school, and people.
- I can understand children's poems and identify the main ideas with visual aids.
- I can understand short, simple descriptions, if there are pictures. (descriptions of people and things.)

Presentational Writing:

- I can label items in a poster or picture.
- I can copy some words and simple phrases that I see on the board or on the wall.
- I can write about myself or my family members using learned phrases and memorized expression.
- I can list my free-time activities.

Presentational Speaking:

- I can say short memorized phrases, parts of poems, and children's songs.
- I can present personal information about myself and my family members using words and simple phrases.
- I can say things about physical appearances of me and my family members.
- I can say things about where I live, what I do on a daily/weekly basis, my favorite free-time activities.
- I can talk about myself, my friend, my family, and my school.

Required Resources: textbook, dialogues prepared by the instructors, video/film clips, Drawings, pictures, etc.

Differentiation of Instruction:

- Given the fact that the target country is a multi-lingual society, composed of different

religions, regional and cultural backgrounds, teacher will grasp a “teachable moment” and take a full advantage of it.

- No two heritage students will have the same experience or understanding of any given culture. Teacher will make sure that non-heritage students will be exposed to a range of cultural experiences (foods, cloths, and festivals.)

Instructional Strategies:

- Pair work, small/large group work (paring students of equal proficiencies or different proficiencies)
- Role playing (student-student interaction, student-teacher interaction)
- *Antaaksharii* game (for vocabulary retention)
- Contrastive analysis in terms of structure and typology between the target and the native languages.
- Using heritage students as facilitators in incorporating cultural aspects of the target language.

What do they already know that will help them learn new information?

- Understanding of the concept of ‘family’
- They already know how to introduce family members to others and expressions for comparison (e.g. my brother is younger than me)
- They already know some kinship terms (in case of heritage students)

Links to relevant web sites:

- India’s National Broadcaster: <http://www.ddindia.gov.in>
- Pakistant Television: <http://ptv.com.pk/index.asp>
- http://www.ncsu.edu/project/hindi_lessons/

Sub-theme(s)/unit(s): “What do you usually do on a holiday?”

Holiday/ weekend, my daily routine

Lessons that support the subtheme/unit:

We have already prepared daily lesson plans for the entire period.