



San Diego State University
STARTALK Curriculum Framework

Program: Startalk Persian 2008 in San Diego Cal. @ SDSU

Number of hours: 60 hours

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Brief Description of Program

The Persian Startalk Program 2008 , talking place in San Diego Cal, Novice students will: Introduce and describe themselves and their family

- Talk about their needs and wants, likes and dislikes
- Give, ask direction and plan a vacation
- Make presentation about an artifact of the Persian culture

What Enduring understandings are desired.

- 1) Students will understand ways in which Iranians communicate and relate to each other .
- 2) As members of a multicultural world, students will understand the precedence of similarities between peoples wants and needs in spite of their cultural differences.

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

- How should one identify, compare, and appreciate the characteristics of Persian Culture
- How should one sensitively relate to and communicate with Iranians?

National Foreign Language Standards:

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

Activity 1: talking about myself

Theme: Body Parts

Target Proficiency Level : Beginner

Number of Hours: 3 hours

Designed by: Shahnaz Ahmadeian

Brief Description of Program (including curricular context and goals)

The Body Part unit is the part of introduction to an “All About Me” theme. Beginner level students will continue to learn the themes covered in other lessons.

The Students will:

- Be introduced to body parts
- Identify and name their own body parts
- Develop a basic understanding of the concept of possession and how it is used differently in Persian. Example: “My hand” would translate “Daste Man” which translates directly “hand of me”
- Learn how many of each body part we have? (Numbers in Persian)
- Make sentences using body part vocabulary.

What Enduring Understandings are desired?

- Students will gain a better understanding of the human body.

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

Students will be able to identify body parts through TPR lessons and follow common directions and answer related questions given to them regarding body parts. Given a set of pictures, they will associate the body parts with visual aids.

Standards/Goals :

Major Standards :

COMMUNICATION

Communicate in Languages Other Than English

— **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

— **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

— **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Supporting Standards :

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Activity 2 Family relation in Iranian culture

Theme: My Family

Target Proficiency Level: Beginner

Number of Hours: 3 hours

Designed by: Shahnaz Ahmadeian

Brief Description of Program

The My Family unit is the part of introduction to a “Family” theme.

Beginner level student will be:

- Introduced to every family member (Mother, Father, Sister, Brother, Son, Daughter, Grandson, Granddaughter, Grandfather and Grand Mother.)
- Able to identify and name their own family members

What Enduring Understandings are desired?

Importance of family relation; the notion of world family

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

What are the family vocabularies?

How can we use these words in sentences?

How can they express the relation between family members? Ex: Arman's mother, Mina's sister

Major Standards:

COMMUNICATION

Communicate in Languages Other Than English

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- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Supporting Standards:

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Comparison:

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Content:

What we want students to know and understand

Key Vocabulary:

Mother, Father, Son, Daughter, boy, girl, woman, man, child, grandmother, grandfather, husband, and wife

Skills:

- . To identify each member of their family
- . To refer to them in the simple sentences

Ex: I have three brothers.

My Mom has a sister and two brothers.

My grandmother is seventy-five years old.

Connections to Other Disciplines:

Math

Social studies

mathematics

Assessments:

Quizzes, Tests, Prompts, Work Samples

Oral evaluation: Ask students to name the members of their own family .

Ask students what is the relation to the family members to each other?

Ex: Who is your maternal aunt to your father?

Written evaluation:

- Ask students to complete sentences with missing words
- Speak about their family members on their family pictures

Performance tasks

- Check students' pronunciation
- Students will describe their family and that of their partner using family, numbers, colors and vocabularies.

Required Resources:

Textbooks , pictures, flashcards.

Differentiation of Instruction:

Offering different activities according to students learning styles and levels.

Instructional Strategies:

Communicative activities, art projects, demonstrations, usage of audio and video clips.

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

Students already have a knowledge of family vocabularies in own language.

Links to relevant web sites:

<http://www.flashcardexchange.com/flashcards/view/474546>

<http://www.flashcardexchange.com/flashcards/view/425721>

Sub-theme(s)/unit(s)

Numbers, colors, adjectives.

Lessons that support the subtheme/unit:

Lessons on numbers, colors, and adjectives have been learned.

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture (see activity family)

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting
Activity: students are asked to interview an Iranian and gather as much as possible information using the target language. They will prepare a report to present to the class.

Content :

Knowledge:

Key Structures/Grammar:

- Pronouns and adjectives possessive **and demonstratives**; ezafeh construct, usage of adjectives and adverbs , prepositional phrases ; verb tenses: present simple past, mood: indicative, imperative and subjunctive
- Word order
- Transforming colloquial to literary and back
Activity: Collective modern poetry writing:
Students looking at a culturally appropriate picture, will express in easy sentences their feeling and teacher write it on the board. This activity takes place toward

the end of week 4 and students are expected to use their accumulative knowledge of vocabulary, structure and culture they have acquired throughout the program.

Key Vocabularies :

about 50 words of topics body part, family relation, daily activity, time, dates, day of the week, hobbies, modes of transportation, , cultural artifacts

Cultural Component:

- Expressions of courtesy, rituals and cultural events, family relations, cultural institutions

Skills:

- Describe self, family members and friendstalk about self
- Talk about family likes and dislikes
- My School
 - Identify and compare features of the Persian culture regarding above topics, to those of their own.
 - Apply grammatical concepts? such as : Pronouns and adjectives possessive and demonstratives; ezafeh construct, usage of adjectives and adverbs , prepositional phrases ; verb tense: present mood: indicative; Word order in Persian
 - **Connection to other Disciplines:**
 - Mathematics: counting
 - Arts: Persian Cultural artifacts
 - Geography: planning vacation in Iran

Technology integration

- Power point presentation
- Internet search
- Usage of DVD (Movies) and CD (Music)
- Overhead projector

Assessment

- Quizzes, tests, **oral presentation, oral and written** language production, dialog with teachers

Can do Statements from Linguafolio:

Depending on students level, this camp can cover up to these functions:

- Can introduce myself to someone using basic culturally appropriate greetings
- Understand and answer simple questions and give simple answers
- Can express likes and dislikes
- Exchange simple description of what people look like
- Use and say numbers in simple situations
- Express what I like and do not like
- Name activities and times in my daily schedule
- Understand and make lists in Persian
- I can shop for food and clothing
- I can ask and give the time, date, birth, age and phone numbers
- I can ask and give direction to places
- I can understand simple sentences about daily activities
- I can understand simple directions, sentences when no pictures are involved

Required resources:

- Materials developed by Persian Statrtalk teachers and lead teachers
- Internet
- Software
- Posters
- CDs and DVDs
- Posters
- Maps

Differentiation if Instruction: good strategies

- Adjust content
- Adjust the activities and work process: individual , pair and group work
- Adjust group product: power point. Video tape, research paper, presentation, composition, role play, skits,
- All have to write a journal but the product will be adjusted.
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Instructional strategiesInstructional Strategies:

- task definition
- direct or indirect instruction
- specification and sequencing of activities
- provision of materials, equipment and facilities
- Students teachers interaction through questions

- Pair work
- Individual work
- Group work
- Dialog
- Presentation
- Role playing
- Games and competitions
- Video watching
- Music appreciation

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

- Possible exposure to aspects of Persian culture
- Capability of learning new concepts

Lists of relevant web site

- <http://www.easypersian.com/>
- www.Farhanfsara.com
- <http://www.salamiran.org/CT/Tourism/index.html>
- [http://www.virtualtourist.com/travel/Middle East/Iran/TravelGuide-Iran.html](http://www.virtualtourist.com/travel/Middle_East/Iran/TravelGuide-Iran.html)
- http://www.easypersian.com/persian/New/Farsi_Lessons.htm
- <http://listserv.arizona.edu/cgi->
- <http://www.travlang.com/languages/cgi->
- <http://ink.yahoo.com/bin/query?p=yushij&z=2&hc=0&hs=0>
- <http://www.travlang.com/languages/cgi-bin/langchoice.cgi>
- <http://arizonapersian.com/learnpersian>
- <http://www.payvand.com/calendar>
- <http://www.persianlanguage.org/council/PREVIEW/preview.html>
- <http://www.uni-koeln.de/phil-fak/indologie/lil/lilframe.html>
- <http://www.yourdictionary.com/diction3.html#farsi>
- <http://listserv.arizona.edu/cgi-bin/wa?LMGT1&X=723C300A0A315EB63C&Y=talattof@u.arizona.edu>
- <http://www.cit.ics.saitama-u.ac.jp/hobbies/iran/alphabet.html>
- <http://carla.acad.umn.edu:591/FMPro>
- <http://www.farhangsara.com/Farsi0.htm>
- <http://www2.trib.ir/worldservice/>
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Unit s/ Themes

Introduction :

Persian speaking societies:

where in the world are Persian speakers?

Theme

1) MySelf:

- a) Introducing yourself
- b) Talking about family
- c) Talking about friends
- d) Talking about School
- e) Talking about hobbies and pastimes.

2) My basic Needs:

- a) Food I like
- b) Clothing I wear
- c) Home: where I live
- d) Education: what I study

3) Transportation:

- a) Means of Transportation I use
- b) Asking for and giving direction

4) Festivities

- a) Now Rooz and Sizdeh be dar
- b) Yalda: longest night of the year: How do Iranians help the light to win overcome the darkness.
- c) Music: Does it sound like Persian music?
- d) Arts and craft: art activities in class
- e) Movies :” White balloon” and “Sokut”: independent kids in Iran and Tajikistan : “they can do it”