



## 2009 STUDENT PROGRAM CURRICULUM TEMPLATE

**Host Institution:** Univ. of Pennsylvania, South Asia Center  
**Program Name:** Univ. of Pennsylvania's Startalk Urdu Program  
**Language(s):** Urdu  
**Target Proficiency Level: Novice-Mid**      **Age of Students: 14-16**  
**Number of Contact Hours: 90**      **Duration (weeks): 3 Weeks**  
**Setting (classroom, camp, residential): Classroom, Non-residential**

### Designed by:

#### A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends? *You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.*

In this 3-week student program, students will learn about major cities of South Asia where Urdu speakers reside today. The theme of Reunion, will create a frame story in which each student will create posters, presentations, and learn all the communicative skills they would need to interact at a family reunion (or for non-heritage students visit friends in South Asia. Since many of our students are, heritage students with personal links to several cities in South Asia, students will explore the history and cultures of these cities. Three sub-thematic units will be developed that will focus on five South Asian cities where Urdu speakers reside today and where distinct Urdu cultures developed. Students will explore the unique perspectives, products, and practices of each metropolitan region and how the distinct linguistic, cultural, ethnic, and historical contexts of each city influenced Urdu speakers, families, and social networks.

**B. Program theme**

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

**Reunions**

**C. Unit Subthemes**

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

Unit 1	Unit 2	Unit 3
Genealogy	Cities	Hospitality

**D. Standards and Expected Outcomes**

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication - Interpretive	Read short notes and letters from family/friends. Read maps and small signboards outside historical landmarks. Listen to short interviews and informational clips with support. The Nastaliq script will be introduced from the first day and gradually increased incrementally throughout the program.
Communication - Interpersonal	Introduce themselves and others: ask and answer simple questions to exchange information about themselves and their families/friends. Make and receive phone calls to family and friends in Urdu. Express likes/dislikes and emotions with some supporting reasons; make plans including time and date; follow and give directions. Purchase/barter items for recipes and entertaining,

<p>Communication - Presentational</p>	<p>Provide a short oral and visual history of their family and where they from. Students will create digital genealogy trees where they describe their family members physically, where they are, what they do, what they like to do, etc., Who are their favorite relatives and why?</p>
<p>Cultural Practices/Products/Perspectives</p>	<p>Understand the diversity of distinctive cuisines, crafts, musical traditions of the cities we explore. How are regional identities marked in language and culture? How is respect and politeness conveyed in language and interactions? Why and how do people express formality and familiarity?</p>
<p>Connections</p>	<p>Use maps to find historic places they have read or heard about. Learn about the art and architecture of the cities. Why is geometry so essential to Indo-Muslim art and architecture? How does the geography and climate of the every region effect the products and practices of people from South Asia? How are “hot” and “cold” foods related to ideas about health and diet in South Asian cuisine?</p>
<p>Comparisons</p>	<p>Compare how cities in the US differ from and are similar to South Asian cities. How are cities planned in South Asia versus America? Why do South Asian cities historically have a fort at their center? Who lives in the center and the periphery? How does this mark them in terms of importance? What are the most important family relationships in families? Are families large or small and why? Why are there so many names for specific relationships?</p>
<p>Community</p>	<p>Ask and give information about where they and their families are from. What are some distinctive features of the urban communities/culture of these cities? Visit</p>

	<p>community centers such as a Sufi center and observe how cultural practices from South Asia are performed in the US.</p> <p>Interact with guest speakers everyday from the community who will talk about their experiences in the cities they are from.</p>
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**E. Specific Knowledge and Skills**

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/ practices/ perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21<sup>st</sup> Century.

Thematic Knowledge and Skills	
Students Can	Students Use
Greeting others and taking leave at the airport, home of relatives, stores, site seeing, shopping, or at the Reunion.	Hello! How are you? Good-bye. See you later. I am doing well.
Comfortably use polite expressions, thank someone, apologize, and excuse themselves	Thank you. You are welcome/It is nothing You did me a favor. May I help you...?
Introduce themselves and others in an age appropriate manner	My name is... I am... years old. I live in... I am the son/daughter of ....We are from....
Talk about one's family and ask others about their families	family members (father, mother, sister, brother..) I have... I do not have ... Do you have...? How old is....? He/She is ... Where do they live? Do you get to see them often?
Asking about and expressing likes and dislikes, making plans	I like...? I don't like.... Do you like....? When? What time? Days of the week, at o'clock Join us....I can't come.... My most/least favorite...

Asking and giving directions	Where is ...? How do I get to ...? Go right/left/straight..., north, south, east, west right, left, next to, above, far, near,
Shopping	How much ....? Numbers – 1-20, multiples of 10 Do you have ....? I would like.... That is too much... Can I see the other one...
Eating out	What is in this? May I have...? I would like .... This is too spicy.... Can I have some water? Where is the bathroom? Please bring me... This is very good... This is very tasty, salty, spicy, sweet, bitter...
Indo-Pak Cuisine	I would like to try.... Where does this dish come from? In my family we make this.... What are the ingredients for the recipe? How do I make...? Boil, soak, sauté, fry... Biryani, Nihari, Haleem, Tandoori, Paratha, Chapati, Nan,
Identifying historical sites and places of interest	This is.... It is located in /near.... Badshahi Masjid, Bara Imambara, Lal Qila, Golconda Fort, Qutb Minar, Clifton, Char Minar, Anarkali, Food Street, It was built by.... I have visited/seen....
Identifying South Asian Cities where	Hyderabad, Lucknow, Lahore, Delhi,

studnets' families are from and which we are studying	Karachi. My family come from..... My mother's/father's family is from.... Where is your family from?
Identify favorite hobbies and sports	I play/don't play.... I am interested in.... What do you like to do on the weekend?
Identifying names of different relationships they have with certain relatives or family friends	She is my maternal aunt. He is my paternal uncle's son. We are related through... I have known him/her since....
Follow directions for performing yoga and other activities	body parts, directions for moving, Touch your feet... Raise your arms... Sit, stand, Head, arms, hands, fingers...

**F. End of Program Performance Tasks**

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

**Interpretive tasks:** From a combination of oral and written Urdu dialogues, students can understand the basics about family relationships. Students are can understand fellow students

present their genealogy trees after they have sufficient practice. Students can read short authentic recipes, signs, and print/TV advertisements.

**Interpersonal tasks:** Students will write to their family members inviting them to come to the reunion banquet. They will also use phone calls to invite family members. Students will visit a local grocery store where they will have to purchase the ingredients needed for their reunion banquet feast. They will negotiate the price with the grocery store owner and ask for his assistance in locating items.

**Presentational tasks:** Students will present their family tree and description to the class, with the use of visuals and/or Power Point. Student groups will create posters of the cities they are most interested in earning about and provide information to visiting guest at the final banquet regarding the arts, culture, history, and foods of that city. Students will also create a skit where they take on different roles of a large family at a reunion. This skit will be performed for banquet attendees at the conclusion of the final program.

**G. Other Types of Assessment and Evidence of Learning**

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

Examples	Brief description
Role plays	<ul style="list-style-type: none"> <li>• Invite family members over the phone/through formal invitations to the Reunion banquet</li> <li>• Purchase and negotiate with store owners for materials (decorations) and ingredients for the Reunion Banquet feast</li> <li>• Try to get directions from locals on the street about how to best get to historical sites in the city</li> <li>• Converse with family relatives you haven’t seen for a while and tell them about what you are doing lately- cousins your won age and younger, as well as older family members</li> </ul>
Interviews	<ul style="list-style-type: none"> <li>• interview parents about your family</li> </ul>

	<p>history and where they are from</p> <ul style="list-style-type: none"> <li>• interview fellow classmates about their likes and dislikes for a city planning survey that seeks to provide activities-resources that are appealing to young people your own age</li> <li>• Interview students about their itineraries for the city they planning to visit</li> <li>• Interview guest speakers about their favorite things from the cities they are from, special food, areas, activities</li> </ul>
<p>Information Gap Tasks</p>	<ul style="list-style-type: none"> <li>• Jigsaw Reading- students in pairs or groups read one section of a short paragraph about a family or city’s history or description. Students change groups or partners, exchange information about the other section, and recompose the paragraph in their own words orally.</li> <li>• In pairs students compare partially illustrated city tour itineraries they want to go on. Using the vocab and sample sentences/questions they come up with mutually agreeable tour they can both go on.</li> </ul>
<p>Venn Diagram work</p>	<ul style="list-style-type: none"> <li>• compare and contrast likes and dislikes</li> <li>• Compare clothing styles in the US with those in South Asia-formal dress and traditional clothing</li> <li>• compare and contrast the climates and geographic features of the five cities we are studying, Lucknow, Lahore, Hyderabad, Delhi, Karachi</li> <li>• Compare cities and families in the US with those in South Asia. Urban versus rural life</li> </ul>
<p>Blackboard: blogs and wimba voiceboard</p>	<ul style="list-style-type: none"> <li>• Create personal blogs in blackboard where they post reflections about the cities they are studying, the foods they</li> </ul>

	<p>are eating, what they want to see of the city where they are planning a reunion for their family</p> <ul style="list-style-type: none"> <li>• Use the voice board to leave a message at a relative’s house inviting them to the reunion; invite a cousin your own age to go hang out at the local Chat house or Falooda shops.</li> </ul>
<p>Linguafolio/reflections</p>	<ul style="list-style-type: none"> <li>• Linguafolio will be used at the start of the program and then at the end of every week</li> <li>• Students will be asked to reflect on their learning process through the wimba voice board or write their reflections about what they learned every day in their blogs. These will be reviewed before the next day to modify instruction to meet students individual needs.</li> </ul>

**H. Instructional Strategies**

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
<p>Use target language for instruction</p>	<p>Teachers will use TPR, visuals, and manipulatives/prompts as much as possible to stay in the target language. Students will be provided with a cheat sheet of classroom vocab and phrases so that no non-target language interference is present. Areas in the department and classrooms will be labeled in Urdu. Students will also be given copies of these labels to post on objects at home. Heritage student parents will have a special session on orientation day asking them to maintain the target language at home for the duration of the program. Since we are videotaping some of the classes in the first week for the teacher</p>

	<p>training workshop, we will also review these tapes daily to see how we can improve the percentage of target language usage every day.</p>
<p>Facilitate student-centered learning</p>	<p>Students will have opportunities for a variety of projects that will allow them to individualize tasks and assessments to their needs and abilities. Using a variety of scaffolding techniques: thinking aloud and guided practices teachers will provide enough modeling of the structures for students eventually tutor other fellow students. Teachers will facilitate student’s acquisition of structures and vocabulary through pair and group work though out the day. Students will be encouraged to move around the classroom during activities to work with a variety of partners. While preparing for any activities or assessments students will be encouraged to bring in what they already know to inform their presentations and projects.</p>
<p>Ensure meaningful interaction in the target language</p>	<p>Students will interview each other and their family members (in Urdu) about their genealogy in preparation for the planned reunion they want to attend. Students will work with authentic South Asian menus. They will recognize and differentiate between formal and everyday menus. Students will work in groups. They will discuss and create a menu for the banquet and decide who will make what.</p>
<p>Integrate language, culture and content</p>	<p>Students will have opportunities everyday to speak with cultural guest speakers from the local Heritage community and University faculty who work on specific aspects of the culture: Sufism, poetry, cultural understandings about diet and health in South Asia. Our frame story of reunions will also allow us to integrate cultural guest speakers who are from particular cities; students can integrate this information into their group project posters about</p>

	the city they want to visit for a reunion with family and their proposed itinerary.
Differentiate instruction based on student need	Student indicated in the application process if they had any background in the language, literacy, and/or to what degree the language was spoken in the home. Based on this criteria, and an initial in-house assessment tool (given on the first day of the program), we will place students in two groups based on similar levels of proficiency or lack of any proficiency. These will be called the House of Vali and the House of Mir, both names of important literary figures in Urdu. These groups will participate in similar classes and activities, but with slightly different assessments for each group as well as more or less input. TAs will be available in each class to provide more individualized one-on-one work if needed as well as in Language lab time.

### I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	Teach Yourself Urdu Complete Course (Book + 2CD's) (TY: Complete Courses) (Paperback) Teach Yourself Beginner's Urdu Script (Paperback) Urdu-English/English-Urdu Dictionary and Phrasebook: Romanized (Hippocrene Dictionary and Phrasebook) (Urdu Edition) (Paperback) Your First 100 Words in Urdu w/ Audio CD: Beginner's Quick & Easy Guide to Reading Urdu Script (Your First 100 Words In Series) (Paperback)
Realia / Authentic materials	Menus, clothing, spices, books, local Urdu newspapers, online resources, Google Urdu and Wikipedia, Calligraphy materials, kite making materials for celebrating Basant, product packaging from the grocery store, invitations, travel brochures, posters, tailors' chits, food bills. Unfortunately, the university does not allow us to leave materials in classrooms. We will use youtube and images of relevant products during class and lunch.
Multimedia	Students will have opportunities to watch authentic films/tv serials, youtube clips of songs, music videos. Students can use blackboard to create blogs with audio and visual components to communicate with their classmates and present reflect/journal. They will also have access to video cameras (loaned out from the library and department) to create video interviews of family members or presentations about their families and themselves.

**J. Technology**

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological tools	Explanation
	We haven't purchased any technological tools, but we will use several technologies in class and for projects. Blogs, videos, YouTube, digital photos, Urdu etc.

**For Your Reference****Standards for Foreign Language Learning in the 21<sup>st</sup> Century***Goal 1: Communication*

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.

*Goal 2: Cultures*

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

*Goal 3: Connections*

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

*Goal 4: Comparisons*

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

*Goal 5: Community*

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Communicative Modes

### Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

### Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

### Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

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National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21<sup>st</sup> century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.