



2016 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK CENTRAL
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Program Title:	Trip to Afghanistan and participating in Nowruz festival
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Language(s):	Dari	Grade(s) of Learners:	Grade 2-3 (7-8 years old) K-2, 3-5, 6-8, 9-12
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Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	Residential:	Non-Residential:	X	Distance/Online Component:
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	<i>Other (please specify):</i>		
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Duration:	<i>Weeks/Days:</i>	20 Days	<i>Contact Hours:</i>	80	
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Target Proficiency Level: (by end of program)	Listening and Speaking: Novice High	Target Performance Level(s): (during and by end of program)	Listening and Speaking: Intermediate Low
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If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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- STARTALK-endorsed Principles for Effective Teaching and Learning**
- Implementing a standards-based and thematically organized curriculum
 - Facilitating a learner-centered classroom
 - Using target language and providing comprehensible input for instruction
 - Integrating culture, content, and language in a world language classroom
 - Adapting and using age-appropriate authentic materials
 - Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

1. Does the Program Overview describe who will be part of the program and what they will do?
2. Do you see evidence of the 3 5Cs in the3 program overview?

Theme: "Trip to Afghanistan and participating in Nowruz festival." Nowruz (literally "new day") marks the first day of spring and is widely celebrated in Afghanistan and the neighboring countries of Iran and Tajikistan as New Year's Day (according to the solar calendar). The history of Nowruz goes back three thousand years. Through interactive activities, learners will explore Nowruz traditions and customs; they will learn when Nowruz is celebrated, how long the festivities last, and what families and communities do to welcome the start of spring.

The course will target learners in 2nd and 3rd grades (7-8 years old); however, activities will be varied in order to differentiate instruction for older learners who are entering the program at the level. For instance, younger children will be exposed to and will practice the language using coloring and drawing, while older learners will complete charts and Venn diagrams.

The curriculum is intended for intensive STARTALK programs (5 days a week, 6 hours per day, including 2 hours for homework and further practice), but can be easily adapted for different program structures such as weekend schools, semester long programs, etc.

In the process of learning, students will watch movies, listen to stories, play related games, talk about traditional Nowruz activities, interview their parents about Nowruz and share their findings with the class. Learners will also interpret works of art, photographs, and simple pieces of literature (e.g. children's songs, games, etc.). In addition, learners will make an illustrated list of their favorite Nowruz activities and foods. They will further work in pairs or small groups to list similarities and differences between New Year's celebrations in Afghanistan and in the United States. They will look at the Nowruz related pictures and brainstorm associated with Nowruz. They will listen to authentic texts about Nowruz and complete charts answering *What, When, Where* questions. By the end of the program, learners will be able to talk about their favorite foods, games, activities, and important places that Afghans usually visit during Nowruz. They will also be able to identify similarities and differences between New Year's celebrations in Afghanistan and the United States. Learners will also be able to list the steps that are involved in the Nowruz celebration.

Select the appropriate mode from the NCSSFL-ACTFL Can-Do Benchmarks. Then, select program specific NCSSFL-ACTFL Can-Do Statements or create your own program Can-Do statements for the proficiency level(s) and mode you have selected. Attention to and balance of the various

modes will depend on your program goals(s). LinguaFolio® Online will then allow programs to document progress on the learning goals that are identified.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>	<p align="center">OR</p>
<p>Interpretive Listening</p>		
<p>Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics.</p>	<p>1. I can understand when people greet me, introduce themselves, or talk about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	
	<p>2. I can sometimes understand questions related to topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>	
<p>Interpersonal Communication</p>		
<p>Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>3. I can greet and introduce myself and talk with a friend about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	
<p>Intermediate Low: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>4. I can talk with someone about topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>	

Presentational Speaking	
Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences	5. I can present on topics related to greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.
Intermediate Low: I can present information on most familiar topics using a series of simple sentences	6. I can talk with someone about topics such as, family, someone's physical appearance, and Afghanistan's historical places.

You may add additional rows as necessary.

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives. (Are all of these tasks to be accomplished in the target language? It would seem above the capability of a NH/IL student to, for example, tell a memorable or interesting story about their families when they are at the word/phrase level with only the beginning ability to put just a few sentences together.)

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Learners will watch clips about the Nowruz festival in Afghanistan to learn what people do and how	Learners will work with peers, share their graphic organizers, and identify similarities and differences	Learners will present their findings from their graphic organizer and Venn diagram to the class.

<p>they celebrate the New Year. The learner will complete a graphic organizer about the Nowruz celebration. They will also compare and contrast the New Year's customs and traditions in Afghanistan and the United States using a Venn diagram.</p>	<p>from their Venn diagrams. They will ask and respond to questions using and short, simple sentences. As an independent activity, learners will ask their parents and other adult family members questions about the New Year celebrations using memorized words and phrases. They will ask their parents to name the activities that they liked to do during the New Year when they were the same age as their children (learners) are now.</p>	<p>They will identify similarities and differences between the New Year's celebration in Afghanistan and in the United States. They will also name the activities that their parents used to do during the New Year when they were the same age as their children are now. Learners will use short, simple sentences to present their information.</p>
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<p>PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i></p>	<p>LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i></p>	<p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i></p>
<p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information</p>	<p>Describe the key learning tasks/activities/formative assessments that</p>

	that learners need to accomplish the Can-Dos listed in column 1.	allow learners to demonstrate that they can meet the stated Can-Do.
Interpretive Listening		
<p>Novice High:</p> <p>1. I can understand when people greet me, introduce themselves, or talk about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	<p>Vocabulary: Name, family, live, age, work, doctor, student, school, class, book, exercise, friend نام، فامیل، زندگی، سال، کار، داکتر، شاگرد، مکتب، صنف، کتاب، ورزش، دوست</p> <p>Grammatical structures: Verbs <i>to be, to live, to have, to like</i>; Interrogative words <i>what, where, who</i> فعل بودن، داشتن، زندگی کردن، درس خواندن، دوست داشتن</p> <p>Language Chunks:</p> <p>در کدام شهر زندگی می کنی؟ Which city do you live in? من در شهر کابل زندگی می کنم. I live in Kabul.</p> <p>پدرتان چه کار می کند؟ Where does your father work? پدر من داکتر است. My father is a doctor.</p> <p>در کدام صنف هستی؟ Which grade are you in?</p>	<p>Younger learners:</p> <p>Learners will watch and listen to two puppets as they greet and introduce themselves (the teacher will play the puppet show). The teacher will then transition to a teacher-student activity. Learners will practice greetings and introductions, using the puppets, with their teacher. Later, in groups of two, learners will use the puppets to practice introductions with their classmates (switching partners for additional practice). In the end, each learner will use his or her puppet to introduce themselves to the class. The teacher will recast words and phrases to draw learners' attention to the correct grammatical structure.</p> <p>Older learners:</p> <p>Learners will be working in groups of two or more. They will listen to two authentic audios of native Afghan speakers introducing themselves. They will then take turns and re-introduce the people in the audio to the class, using complete sentences. In a different activity, learners will use Venn</p>

	<p>من در صنف دو هستم</p> <p>I am in the 9th grade.</p> <p>کدام ورزش خوش داری؟</p> <p>What kind of sport do you like?</p> <p>من والیبال خوش دارم</p> <p>I like volleyball.</p> <p>Cultural knowledge: Cultural behaviors associated with greetings</p> <p>سلام به بزرگان</p> <p>Greeting elders.</p> <p>Contents: Introduction</p>	<p>diagrams to compare and contrast two ways of greeting and introducing people in Farsi, based on gender and formality of the situation. They will then present their Venn diagram to the class. The teacher will ask guided questions to facilitate learning.</p>
<p>Intermediate Low:</p> <p>2. I can sometimes understand questions related to topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>	<p>Vocabulary: Family, grandfather, grandmother, woman/wife, child, daughter, son, sister, brother, uncle (maternal), uncle (paternal), aunt (maternal), aunt (paternal), person</p> <p>خانواده، پدرکلان، مادرکلان، خانم / زن، اطفال، دختر، بچه، خوه، برادر، ماما، کاکا، عمه، خاله، نفر</p>	<p>Younger learners:</p> <p>Learners will listen to the teacher who will present his or her family tree using related pictures. The teacher will talk about each family member and state his or her name, relationship, age, occupation, regular activities, etc. Learners will then play “musical chairs” under teacher supervision. Each time the music stops, the learner who is left without a seat will say a short, simple sentence about his or her family.</p>

	<p>Grammatical structures: Possessive pronoun endings; Interrogative words; Question (آیا); Numbers 1-20; Verb <i>to have</i></p> <p>Language Chunks:</p> <p>او پدر من است. He is my father.</p> <p>نام پدر شما چه است؟ What is your father's name?</p> <p>آیا نام مادركلان شما پروين است؟ Is your grandmother's name Parwin?</p> <p>بلى، نام مادركلان من پروين است. Yes, my grandmother's name is Parwin.</p> <p>در خانواده شما چند نفر است؟ How many people are there in your family?</p> <p>Cultural knowledge: Introducing family members</p> <p>Content: Family</p>	<p>For example, <i>"I have a sister. Her name is Sara. Sara is a student"</i>; etc. The teacher will recast the statement, if necessary, to draw students' attention to the correct grammatical form.</p> <p>Older Learners:</p> <p>Learners will listen to simple authentic audios about the Afghan family structure. Working in pairs, they will tell each other what they have heard in the audio. They will then complete an organization chart and include information that they have learned from listening to the audio. They will then present their chart to other groups. For instance, <i>"In Afghanistan families are big. Children live with their grandpa and grandma,"</i> etc. The teacher will monitor student interaction and ask guided questions to facilitate further learning.</p>
Interpersonal Communication		
Novice High:	Vocabulary: Shopping, bargain, money, cash, price, fruit (apple, pomegranate, watermelon, honeymoon,	Younger learners: Learners will watch a video about an Afghan market and note how people interact with each

<p>3. I can greet and introduce myself and talk with a friend about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	<p>grapes, bananas), vegetables (onions, tomatoes, cucumbers); clothing, shoes, hat, Credit or ATM card</p> <p>خریداری، جگره، پیسه، نقد، قیمت، میوه: سیب، انار، تربوز، خربوزه، انگور، کیله ترکاری: پیاز، بانجان رومی، بادرنگ لباس، بوت، کولا کارت بانکی</p> <p>Grammatical structures: Action verb to buy; Verb to have; Negative verbs</p> <p>Language Chunks:</p> <p>قیمت این چند است؟ How much is this? این بسیار قیمت است. This is very expensive. من آنقدر پول ندارم. I don't have that much money.</p> <p>Cultural knowledge: Negotiating price in Afghanistan Content: Shopping</p>	<p>other. In groups of two, they will use crayons and paper to draw their family member(s) at a market and make up a story about it. For instance, <i>"This is my mother at the market. She is buying rice and fruit because tomorrow is Nowruz. She likes to cook,"</i> etc. Afterwards, students from different groups will get together and share their stories with each other. They will also answer related questions.</p> <p>Older Learners:</p> <p>Role Play: After watching a short video clip on shopping in Afghanistan, learners will be divided into two groups, group A and group B. Group A will be salespeople and group B will be customers. Students from group B will be given play money and a list of items that they need to buy. They will try to negotiate the price with learners from group A using simple short sentences (e.g. <i>"This is expensive, I will buy it for ____"</i>, etc.) The teacher will also participate as a customer and ask guided questions from the sellers in order to facilitate learning.</p>
<p>Intermediate Low:</p>		<p>Younger learners:</p>

<p>4. I can talk with someone about topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>	<p>Vocabulary: Body parts (head, face, forehead, eyebrows, eyes, ears, nose, mouth, teeth, neck, hand, feet), beautiful, ugly, big, small, skinny, tall, short, happy, kind, calm</p> <p>اعضای بدن: سر، روی، پیشانی، ابرو، چشم، گوش، بینی، دهان، دندان، گردن، دست، پای؛ مقبول، بدرنگ، کلان، خورد، باریک، بلند، کوتاه، خوش، مهربان، آرام</p> <p>Grammatical structures: Adjective; Opposites; Body parts; Simple present tense</p> <p>Language Chunks:</p> <p>خواهر من مقبول است</p> <p>My sister is pretty.</p> <p>پروین چشمان کلان دارد</p> <p>Parween has big eyes.</p> <p>چشمهای پروین چه رنگ است؟</p> <p>What color are Parween’s eyes?</p>	<p>Working in groups of two or more, learners will receive paper and crayons. They will draw cartoons of their favorite sibling(s) (or friends) and then introduce them to their peers. For instance, “<i>This is my sister. She has blue eyes and long hair. She is pretty,</i>” etc.</p> <p>Learners will get together with the other groups and introduce their peers’ siblings to them using the drawings.</p> <p>The teacher will observe learners’ interactions and ask guided questions.</p> <p>Older learners:</p> <p>Learners will work in groups of two or more. They will be given two different pictures of Afghan families to compare and contrast. The learners will complete a Venn diagram highlighting similarities and differences between the families in the pictures. Learners from different groups will then get together and present their Venn diagrams to each other, using words and short phrases. The teacher will observe and provide feedback.</p>
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	<p>چشمهای او سیاه است. Her eyes are black.</p> <p>او بسیار مهربان است He/she is very kind.</p> <p>من او را دوست دارم I love her/him.</p> <p>Cultural knowledge: Family members' characteristics Contents: Describing a person</p>	
Presentational Speaking		
<p>Novice High:</p> <p>5. I can present on topics related to greet and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	<p>Vocabulary: Plane, taxi, public transportation, car, boat, bicycle, driver, passengers طیاره، تکسی، ملی بس، موتر، کشتی، بایسکل، دریور، مسافر، مسافران</p> <p>Grammatical structures: Prepositions; Simple present tense</p> <p>Language Chunks:</p> <p>با طیاره پرواز می کنم. I will fly by airplane.</p> <p>این تکسی است.</p>	<p>Younger learners:</p> <p>In groups of two or more, learners will receive pictures of different modes of public transportation in Afghanistan. They will write three to four simple sentences about each picture and share them with their peers. Afterwards, they will present their pictures and read their sentences to the class. The teacher will correct grammatical errors through recasting and asking guided questions.</p> <p>Older learners:</p>

	<p>This is a taxi. آن ملی بس است.</p> <p>That is a bus. شما با کدام ملی بس می روی؟</p> <p>Which bus are you taking? من با ملی بس شماره ۳ می روم.</p> <p>I am taking bus number 30.</p> <p>Cultural knowledge: Use of public transportation in Afghanistan</p> <p>Content: Transportation</p>	<p>In groups of two or more, learners will receive a list of modes of public transportation. They will write a short paragraph consisting of simple sentences about the modes of transportation that they would need to take to travel from their house in the USA to their relatives' house in Afghanistan. Learners will present their traveling plans to the class and answer each other's questions</p>
<p>Intermediate Low:</p> <p>6. I can talk with someone about topics such as, family, someone's physical appearance, and Afghanistan's historical places.</p>	<p>Vocabulary: Country, city, history, old, popular, park, house, museum, building, sightseen, green, beautiful. کشور، شهر، تاریخ، قدیم، مشهور، پارک، باغ، خانه، موزیم، ساختمان، جاهای دیدنی، سرسبز، زیبا</p> <p>Grammatical structures: Adjectives; Prepositions; Verbs</p> <p>Language Chunks: این ساختمان قدیمی است</p>	<p>Younger learners:</p> <p>Working in pairs, learners will choose a picture of a famous place such as Bagh-e-Babur and write about it. For instance, "This is Bagh-e-Babur. This place is very big and beautiful. My favorite place in this park is, " etc. Learners will then show the picture and read their sentences to other groups. They will also use a map to better explain the location of the place. Afterwards, two students will come to the front of the class and act as a tourist and a guide. The</p>

	<p>This building is ancient. آیا این باغ مشهور است؟</p> <p>Is this park popular? بله این باغ بسیار مشهور است</p> <p>Yes, this park is popular. این خانه بسیار مقبول است</p> <p>This house is very pretty.</p> <p>Cultural knowledge: Historical sites in Afghanistan Content: Describing a historical site</p>	<p>tourist will ask questions about the place and the guide will answer.</p> <p>Older learners: <i>Gallery Walk</i> activity: Working in pairs, learners will choose a historical site in Afghanistan, such as Bagh-e-Babur, and read and watch YouTube clips about it. Later, they will create a poster presentation and present it to the classmates, using short, simple sentences. The teacher will ask guided questions to facilitate learning.</p>
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You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Links: TBA

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day. *You may add additional rows as necessary.*

TIME FRAME	ACTIVITY
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9:00 – 9:20	Opening activity: Instructor will review the homework and introduce the objectives for the day (daily schedule will vary).
9:20 – 10:20	Learning Episodes 1-3 (20 minutes each): Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: group work, independent work, games, storytelling, drawing, role-playing, etc. The teacher will be conducting formative assessment throughout the lesson. He or she will use recasting to correct learners' pronunciation
10:20 - 10:30	Break
10:30 – 12:00 (Reading Comprehensions)	<i>Please refer to the Reading and Writing Curriculum.</i>
12:00 - 1:00	Lunch: Learners will take lunch break with their instructors to promote cultural immersion.
1:00 – 1:40	Learning Episodes 1-2 (20 minutes each): Opening activate: Learners will watch an authentic Afghan children movie. Learners will watch Afghan authentic movies and discuss their understanding through small group discussions.
1:40-2:00	Learning Episode 3 (20 minutes): Learners will take part in a cultural performance such as an Afghan national dance, song, or play.

2:00 - 2:10	Break
2:10 – 2:50	<p>Learning Episodes 1-2 (20 minutes each):</p> <p>Opening : Under teacher supervision learners will use different technologies to review and practice the daily materials learned in class. They will use the following software:</p> <ul style="list-style-type: none"> ● Online Alphabets Modules – to practice the alphabet ● Byki to practice vocabulary ● Skype to conduct and record conversations ● Online games ● Linguafolio ● Program-created Facebook Page/Moodle
2:50 – 3:15	<p>Learning Episode 1 (25 minutes):</p> <ul style="list-style-type: none"> ● Review of materials ● Homework assignments ● Wrap up