



**2016 STUDENT Program Curriculum Template**

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



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: K-2, 3-5, 6-8, 9-12	Grade 2-3 (7-8 years old)
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Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	Residential:		Non-Residential:	X	Distance/Online Component:		
	Other (please specify):						

<b>Duration:</b>	<i>Weeks/Days:</i>	<b>20 Days</b>	<i>Contact Hours:</i>	<b>80</b>	
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<b>Target Proficiency Level:</b> (by end of program)	<b>Reading and Writing:</b> Novice High	<b>Target Performance Level(s):</b> (during and by end of program)	<b>Reading and Writing:</b> 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

#### 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 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 read short and simple texts, listen to stories, and play related games. Learners will also interpret works of art, photographs, and simple pieces of literature (i.e., children’s songs, games, etc.). Learners will further work in pairs or small groups to identify similarities and differences between New Year’s celebrations in Afghanistan and the United States. They will look at Nowruz related pictures and brainstorm ideas that may be 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 write about their favorite foods, games, activities, and important places that Afghans usually visit during Nowruz. They will present their writings to other students through short notes or Moodle and Facebook postings. They will also be able to identify similarities and differences between New Year’s celebrations in Afghanistan and the United States.

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><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b>  <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p><b>PROGRAM CAN-DO STATEMENTS</b>  <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b>  <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>	<p><b>OR</b></p>
<p><b>Interpretive Reading</b></p>		

<p><b>Novice High:</b> I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p> <p><b>Intermediate Low:</b> I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>1. I can sometimes read and understand questions related to topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p> <p>2. I can read and understand short and simple text related to topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>
<p><b>Interpersonal Communication for Reading and Writing</b></p>	
<p><b>Novice High:</b> 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><b>Intermediate Low:</b> 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>3. I can communicate with friends through short and simple emails and Moodle postings about very familiar topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.</p> <p>4. I can read and send short and simple messages to someone about topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>
<p><b>Presentational Writing</b></p>	
<p><b>Novice High:</b> I can write short messages and notes on familiar topics related to everyday life.</p> <p><b>Intermediate Low:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>5. I can present through Facebook/ or Moodle posting on topics related to greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.</p> <p>6. I can write simple messages about familiar topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>

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 read simple texts about the Nowruz festival in Afghanistan to learn what people usually do and how they celebrate the New Year. They will complete graphic organizers about the Nowruz celebration. Learners will also compare and contrast New Year's customs and traditions in Afghanistan and the United States using a Venn diagram.	Learners will use the information from the graphic organizers and Venn diagrams to write emails and inform each other about cultural similarities and differences between Afghanistan and the United States. Other students will read emails and send replies. They will write what new information they have learned and why this information is important or interesting. Learners will also communicate through Moodle and Facebook postings.	Learners will post and present findings from their readings and other instructional activities to the class. They will write simple descriptions about Nowruz rituals in Afghanistan. They will also share their knowledge about historical places and other related topics, and answer related questions.

### 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.

<b>PROGRAM CAN-DO STATEMENTS</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can ...</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use ...</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpretive Reading</b>		
<p><b>Novice High:</b></p> <p>1. I can sometimes read and understand questions related to topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>	<p><b>Vocabulary:</b> 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، خوهر، برادر، ماما، کاکا، عمه، خاله، نفر</p> <p><b>Grammatical structures:</b> Possessive pronoun endings; Interrogative words; Question (آیا); Numbers 1-20; Verb to have</p> <p><b>Language Chunks:</b></p> <p style="text-align: right;">او پدر من است.</p>	<p><b>Younger learners:</b></p> <p>Learners will be given a text with specific information, supported with pictures and images, for example “<i>Mustafa’s dad is an engineer. His mother is a doctor.</i>” In groups of two or more, they will read the story for details. They will then complete a similar text in which key vocabulary is missing (fill in the gaps exercise). Each group will share its completed text with other groups to find out if there are any discrepancies. The instructor may have to intervene to help learners notice some discrepancies. Discrepancies will provide</p>

	<p>He is my father. نام پدر شما چه است؟</p> <p>What is your father's name? آیا نام مادركلان شما پروین است؟</p> <p>Is your grandmother's name Parwin? بلی، نام مادركلان من پروین است.</p> <p>Yes, my grandmother's name is Parwin. در خانواده شما چند نفر است؟</p> <p>How many people are there in your family?</p> <p><b>Cultural knowledge:</b> Introducing family members</p> <p><b>Content:</b> Family</p>	<p>learners with an opportunity to talk about and settle on one answer.</p> <p><b>Older Learners:</b></p> <p>Working in pairs, learners will read a dialogue. Each learner will represent a character in the dialogue. After they complete the reading, they will answer comprehension questions and discuss their answers with other groups. The teacher will facilitate learning by asking guided questions.</p>
<p><b>Intermediate Low:</b></p> <p>2. I can read and understand short and simple text related to topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	<p><b>Vocabulary:</b> Day, year, celebrations, event, getting ready, shopping, clothing, vocation, happiness, picnic, enjoyments, haft-mewa</p> <p>روز، نو، سال، تجلیل، مراسم، آماده گی، خرید، لباس/کالا، رخصتی، خوشی، میله، سرگرمی، هفت میوه</p> <p><b>Grammatical structures:</b> Using personal endings with plural nouns; Adjectives; Prepositions; Simple present tense</p> <p>رفتن، پوشیدن، خوردن، کردن، شدن، گرفتن، نوشیدن اول، بعد، در آخر</p>	<p><b>Younger learners:</b></p> <p>Scrambled rhymes: Learners in groups of two or more will read rhymes of the "Mulana" poem. They will also listen to the poem and follow along. Later, they will receive scrambled rhymes on pieces of paper and try to put them in the correct order. Each group will take a turn reading out their lines. Other learners will have to decide if the lines are in the correct order.</p> <p><b>Older Learners:</b></p> <p>Working in groups of two or more, learners will read a short, simple text about the history of Nowruz, divided into sections. Each group will be assigned to read a different sections.</p>

	<p><b>Language Chunks:</b></p> <p>برای نوروز چه می پوشید؟  What will you wear for Nowruz?  من لباس نو می پوشم.  I will wear new clothes.</p> <p>شما در سال نو کجا می روید؟  Where you will go for New Year's?  من میهمانی به خانه کاکام می روم.  I will be visiting my uncle.  او خانه مادرکلان اش میرود.  He (she) will be going to his (her) grandmother's house.  من به میلی گل سرخ میروم.  I will go to Gol-e-Sorkh picninc</p> <p><b>Cultural knowledge:</b> A typical day during Nowruz</p> <p><b>Content:</b> Nowruz</p>	<p>Different groups will then work together to put the sections of the text in the correct order. Afterwards, learners will read the complete text and talk about its main idea. They will highlight the importance of Nowruz as a historical event. The teacher will observe and provide feedback.</p>
<b>Interpersonal Communication for Reading and Writing</b>		
<p><b>Novice High:</b></p> <p>3. I can communicate with friends through short and simple emails and Moodle postings</p>	<p><b>Vocabulary:</b> Name, family, live, age, work, doctor, student, school, class, book, exercise, friend</p>	<p><b>Younger learners:</b></p> <p>Learners will write simple messages to their classmates providing information about</p>

about very familiar topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.

نام، فامیل، زندگی، سال، کار، داکتر، شاگرد، مکتب، صنف، کتاب، ورزش، دوست

**Grammatical structures:** Verbs *to live, to study, to like*; Interrogative words *what, where, who*

فعل بودن، داشتن، زندگی کردن، درس خواندن، دوست داشتن

**Language Chunks:**

در کدام شهر زندگی می کنی؟

Which city do you live in?

من در شهر کابل زندگی می کنم.

I live in Kabul.

پدرتان چه کار می کند؟

Where does your father work?

پدر من داکتر است.

My father is a doctor.

در کدام صنف هستی؟

Which grade are you in?

من در صنف دو هستم.

I am in the 9<sup>th</sup> grade.

کدام ورزش خوش داری؟

What sports do you like?

من والیبال خوش دارم.

I like volleyball.

themselves. They will also answer related questions. The learners will then introduce each other to other learners through short notes. Other students will read and respond.

**Older learners:**

In groups of two or more, learners will work under teacher supervision to design a set of biographical questions. They will write down the answers in simple sentences and report to the class. The teacher will ask guided questions to draw students' attention to any grammatical errors.

	<p><b>Cultural knowledge:</b> Cultural behaviors associated with greetings</p> <p style="text-align: right;">سلام به بزرگان</p> <p>Greeting elders.</p> <p><b>Contents:</b> Introduction</p>	
<p><b>Intermediate Low:</b></p> <p>4. I can read and send short and simple messages to someone about topics such as, family, someone’s physical appearance, and Afghanistan’s historical places</p>	<p><b>Vocabulary:</b> Shopping, bargain, money, cash, price, fruit (apple, pomegranate, watermelon, honeymoon, grapes, bananas); vegetables (onions, tomatoes, cucumbers); clothing (shoes, hat); credit or ATM card.</p> <p style="text-align: right;">خریداری، جگره، پیسه، نقد، قیمت، میوه: سیب، انار، تربوز، خربوزه، انگور، کیله ترکاری: پیاز، بانجان رومی، بادرنگ لباس، بوت، کولا کارت بانکی</p> <p><b>Grammatical structures:</b> Action verb <i>to buy</i>; Verb <i>to have</i>; Negative verbs</p> <p><b>Language Chunks:</b></p> <p style="text-align: right;">قیمت این چند است؟</p> <p>How much is this?</p> <p style="text-align: right;">این بسیار قیمت است.</p>	<p><b>Younger learners:</b></p> <p>Learners will listen to an audio of a simple transaction between a customer and a sales clerk. In groups of two, learners will draw pictures of a customer and shopkeeper and create a dialogue between them, using 3-4 simple and short sentences. In the dialogue, they will highlight the steps of the price negotiation that lead to the final price. Each group will role play their dialogue in front of the class. The teacher will observe and give feedback.</p> <p><b>Older Learners:</b></p> <p>In groups of two or more, learners will watch a short video clip about price negotiation while shopping in Afghanistan. Learners will work together to write a role-play about the topic. Prompts for different scenarios will be given by the teacher to prevent identical role plays. The learners will write a conversation between a customer and a clerk, negotiating an item’s price. Learners will present their role-play to the</p>

	<p>This is very expensive. من آنقدر پول ندارم.</p> <p>I don't have that much money.</p> <p><b>Cultural knowledge:</b> Negotiating price in Afghanistan</p> <p><b>Content:</b> Shopping</p>	<p>class. The teacher will participate in the play (as a customer or a sales clerk) to facilitate further learning.</p>
<p><b>Presentational Writing</b></p>		
<p><b>Novice High:</b></p> <p>5. I can present though Facebook/ or Moodle posting on topics related to greeting and introduction, Nowruz celebrations, shopping, and public transportation in Afghanistan.</p>	<p><b>Vocabulary:</b> Airplane, taxi, bus, car, ship, bicycle, driver, traveler, travelers</p> <p>طیاره، تکسی، ملی بس، موتر، کشتی، بایسکل، دریور، مسافر، مسافران</p> <p><b>Grammatical structures:</b> Prepositions; Simple present tense</p> <p><b>Language Chunks:</b></p> <p>با طیاره پرواز می کنم.</p> <p>I will fly by plane.</p> <p>این تکسی است.</p> <p>This is a taxi.</p> <p>آن ملی بس است.</p> <p>That is a bus.</p> <p>شما با کدام ملی بس می روی؟</p> <p>Which bus are you taking?</p> <p>من با ملی بس شماره ۳ می روم.</p>	<p><b>Younger learners:</b></p> <p>In groups of two or more, learners will read a text about public transportation in Afghanistan, supported by images. After they develop some knowledge about the topic, they will receive a text with some missing words (each group will receive a different text). The learners will need to complete the text by filling in the blanks. They will then get together with the other groups and present their text to them. The teacher will indirectly draw the learners' attention to any areas that need revision.</p> <p><b>Older learners:</b></p> <p>Working in groups of two or more, learners will receive a list of modes of public transportation. They will write a plan on how they will travel from their house in the US to their relative's house in Afghanistan. They will try to find the most economical and convenient options. Learners will present their travel plans to the</p>

	<p>I am taking bus number 30.</p> <p><b>Cultural knowledge:</b> Use of public transportation in Afghanistan</p> <p><b>Content:</b> Transportation</p>	<p>class. The teacher will observe and provide feedback.</p>
<p><b>Intermediate Low:</b></p> <p>6. I can write simple messages about familiar topics such as, family, someone’s physical appearance, and Afghanistan’s historical places.</p>	<p><b>Vocabulary:</b> Country, city, history, old, popular, park, house, museum, building, sightseen, green, beautiful.</p> <p>کشور، شهر، تاریخ، قدیم، مشهور، پارک، باغ، خانه، موزیم، ساختمان، جاهای دیدنی، سرسبز، زیبا</p> <p><b>Grammatical structures:</b> adjectives, prepositions, verbs</p> <p><b>Language Chunks:</b></p> <p>این ساختمان قدیمی است</p> <p>This is building is ancient.</p> <p>آیا این باغ مشهور است؟</p> <p>Is this park popular?</p> <p>بله این باغ بسیار مشهور است</p> <p>Yes, this park is popular.</p>	<p><b>Younger learners:</b></p> <p>Learners will receive a picture of a historical place, about which they will be asked to write.. In groups of two, learners will write 2-3 sentences about the picture. They will share their sentences with other groups to develop better understanding about the picture. Learners will post their writings on the classroom wall for other learners to read. They will also answer related questions.</p> <p><b>Older learners:</b></p> <p>Working in pairs, learners will choose a famous historical place in Afghanistan (e.g. Bagh-e-Babur in Kabul), and conduct research about it on their tablets or computers. They will print pictures and write about the selected place, creating a poster. Learners will present their posters about famous historical places in Afghanistan and inform their peers about it, using short, simple sentences. They will name the place, identify its location, the year it was built, its significance, etc. In order to spark students’ curiosity about</p>

	<p>این خانه بسیار مقبول است. This home is very pretty.</p> <p><b>Cultural knowledge:</b> Historical sites in Afghanistan <b>Content:</b> Describing a historical place</p>	<p>historical places, the teacher will ask guided and planned questions.</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.

<p><b>Web links:</b> TBA</p>
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### 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
9:00 – 10:20 (Speaking and Listening Comprehension)	<i>Please refer to the Speaking and Listening Curriculum.</i>
10:20 - 10:30	<b>Break</b>
10:30 – 10:40	<b>Opening activity:</b> Instructor will review the homework and introduce the objectives for the day (daily schedule will vary).

10:40 - 12:00	<p><b>Learning Episodes 1-4 (20 minutes each):</b></p> <p>Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: reading and writing words and sample texts, matching activities, preparing pictures caption, etc. The teacher will be conducting formative assessment throughout the lesson. He or she will use recasting to correct learners' pronunciation.</p>
12:00 - 1:00	<p><b>Lunch:</b> Learners will take lunch break with their instructors to promote cultural immersion.</p>
1:00 – 1:40	<p><b>Learning Episodes 1-2 (20 minutes each):</b></p> <p><b>Opening activates:</b> Learners will watch an authentic movie on Afghan children.</p> <p>Learners will watch Afghan authentic movies and discuss their understanding through small group discussions.</p>
1:40-2:00	<p><b>Learning Episode 3 (20 minutes):</b></p> <p>Learners will take part in a cultural performance such as an Afghan national dance, song, or play.</p>
2:00 - 2:10	<p>Break</p>
2:10 – 2:50	<p><b>Learning Episodes 1-2 (20 minutes each):</b></p> <p><b>Opening activity:</b> Under teacher supervision learners will use different technologies to review and practice daily materials learned in class. They will use the following softwares:</p> <ul style="list-style-type: none"> <li>● Online Alphabets Modules – to practice the alphabet</li> <li>● Byki to practice vocabulary</li> <li>● Skype to conduct and record conversations</li> </ul>

	<ul style="list-style-type: none"><li>● Online games</li><li>● Linguafolio</li><li>● Program-created Facebook Page/ Moodle</li></ul>
2:50 – 3:15	<b>Learning Episode 1 (25 minutes):</b> <ul style="list-style-type: none"><li>● Review of materials</li><li>● Homework assignments</li><li>● Wrap up</li></ul>

*You may add additional rows as necessary.*