



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		
Program Title:	Trip to Afghanistan and participating in Nowruz festival		
Language(s):	Dari	Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	Grade 4-5 (9-10 years old)
Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
Program Setting:	Residential:	Non-Residential:	Distance/Online Component:
		X	
	Other (please specify):		
Duration:	Weeks/Days:	20	Contact Hours:
			80

		Days			
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Target Proficiency Level: (by end of program)	Listening and Speaking: Intermediate Low	Target Performance Level(s): (during and by end of program)	<i>Listening and Speaking:</i> <i>Intermediate Mid</i>
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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?

Theme: “Trip to Afghanistan and participating in Nowruz festival.” Nowruz (new day), which marks the beginning of spring, is widely celebrated in Afghanistan and the neighboring countries of Iran and Tajikistan on New Year’s Day (according to the solar calendar). The history of Nowruz goes back three thousand years. Through interactive activities, learner will explore traditions and customs that are involved with Nowruz celebration. They will learn when and for how long Nowruz is celebrated, as well as what families and societies do in order to welcome the start of spring on Nowruz.

The course will target learners in 4th and 5th grades (9-10 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 by completing charts, Venn diagram, and matching activities, while older learners will explore more online materials, create advertisements, complete graphic organizers and KWL (Know, Want to know, Learned), and make more detailed presentations on familiar topics.

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, and talk about routine activities during Nowruz. They will further interview their parents about Nowruz/New Year celebration and share their findings with the class the next day. Learners will also interpret works of art, photographs, and simple pieces of literature (i.e., children’s songs, games, etc.). Learners will work in pairs or small groups to talk about similarities and/or differences between New Year’s celebrations in Afghanistan and in the United States. They will listen to authentic audio and video clips and complete charts answering *What, When, Where* questions. By the end of the program, learners will be able to talk, read, and write about favorite foods, games, activities, and important places that Afghans usually visit during the Nowruz celebration in Afghanistan. They will also be able to identify areas that are similar or different from those New Year celebrations in the United States. Learners will further be able to make short presentations and explains the steps that are involved in the celebration.

<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>	OR
Interpretive Listening		
<p>Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p> <p>Intermediate Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>	<ol style="list-style-type: none"> 1. I can understand simple information and descriptions about topics related to Nowruz celebrations and traditions, such as children folkloric (<i>Baba Nowroze</i>), Afghan food (<i>Samanak, Haft Maywa</i>); music; songs (<i>Samanak</i>) transportation; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Mandawee</i>); and how people usually spend their time during Nowruz (<i>Mayla-e-Gul-e-Surkh, Jashin-e-Dehqan, and kid’s Mayla</i>). 2. I can listen to interviews in which people talk about Afghan political and influential figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi</i>, and Afghan singers including <i>Ustad Shayda, Ahmad Zahir, and Aryana Sayeed</i>) and retell its main message to a friend. 	
Interpersonal Communication		
<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>Intermediate Mid- I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life</p>	<ol style="list-style-type: none"> 3. I can talk with someone about my hobbies and interests such as regular routines on a Nowruz day; <i>Jashin-e-Dehqan</i>; folkloric stories (<i>Baba Nowroze</i>); songs (<i>Samanak</i>); <i>Mayla-e-Gul-e-Surkh, Jashin-e-Dehqan, and kid’s Mayla</i>; special Nowruz dishes (<i>Samanak, Haft Maywa</i>); shopping (<i>souvenir</i>); transportation; and popular Afghan music and singers such as <i>Ustad Shayda, Ahamd Zahir, and Aryana Sayeed</i>. 4. I can talk about topics related to historical places such as the <i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Mandawee</i>; as well as about influential Afghan figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi</i>. 	
Presentational Speaking		

<p>Intermediate low: I can present information on most familiar topics using a series of simple sentences.</p> <p>Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>5. I can present on familiar topics related to Nowruz including special Nowruz dishes (<i>Samanak, Haft Maywa</i>); music; songs (<i>Samanak</i>); singers such as, <i>Ustad Shayda, Ahamd Zahir, and Aryan Sayeed</i>; folkloric stories (<i>Baba Nowrozee</i>), <i>Mayla-e-Gul-e-Surkh, Jashin-e-Dehqan, and kid's Mayla</i> ; transportation; daily routines and interests; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Mandawee</i>); influential people (<i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana jalaluddin Rumi Balhki</i>).</p>
	<p>6. I can talk about the similarities and differences between cultural events related to New Year <i>Nowruz</i> celebration in Afghanistan such as, <i>Jashne Mayla-e-Gul-e-Surkh</i> and <i>Jashne Dehqan</i> and in the United States (<i>New Year's Eve</i>).</p>

You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

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

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.
Learner will listen to authentic interviews and watch authentic video clips to develop understanding about old and contemporary cultural practices related to daily life, especially related to Nowruz celebration. They will further compare and contrast similarities and differences of customs and traditions in Afghanistan and in the United States. Learners will complete graphic organizers and Venn diagrams to demonstrate their understanding.	The learners will share their findings from their graphic organizers and Venn diagrams with each other. They will also interview parents and other native speakers on the topic of Nowruz, historical places, cultural differences in Nowruz celebration, etc. and share the findings with classmates the next day. During the interaction with each other, they will ask and answer related questions.	The learners will use their findings and prepare a presentation. They will inform the audience what people usually do in Nowruz in Afghanistan. They will also show pictures of Nowruz celebration in old days and compare them with the contemporary practices. They will then post pictures of their presentations to the program's Facebook/Moodle page and write a short summary about it. Other students will read postings and offer comments.

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.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & 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.

Interpretive Listening

<p>Intermediate low:</p> <p>1. I can understand simple information and description about topics related to Nowruz celebrations and traditions such as children folkloric (<i>Baba Nowroze</i>), Afghan food (<i>Samanak, Haft Maywa</i>); music; songs (<i>Samanak</i>) transportation; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Mandawee</i>); and how people usually spend their time during Nowruz (<i>Mayla-e-Gul-e-Surkh, Jashin-e-Dehqan, and kid's Mayla</i>).</p>	<p>Vocabulary: Bazar, restaurant, store, masque, handicraft, small, shopping mall, shopping, compare</p> <p style="text-align: center;">بازار، رستوران، دکان، مسجد، صنایع دستی، خورد، مندوی، خریداری، مقایسه، مغازه</p> <p>Grammatical structure: Adjectives: big, small, pretty, ugly, expensive, cheap, old, new</p> <p style="text-align: center;">کلان، خورد، زیبا، بدرنگ، قیمت، ارزان، قدیمی، نو</p> <p>Language Chunks: Mandavi bazaar, traditional restaurant, coffee shop, Afghan food. My mom and I go to Mandavi bazaar today. Mandavi bazaar is a traditional bazaar in Kabul. There are many shops in the bazaar. Is Kabul's bazaar new? No, Kabul's grand bazaar is old. I buy Afghan handicrafts from bazaar. What did you see in the Mandavi bazaar?</p> <p style="text-align: center;">باراز مندوی، رستوران، چایخانه، کله پاچه من با مادرم به مندوی بازار می روم. مندوی بازار در کابل یک بازار تاریخی است. در این بازار دکانهای زیادی است. آیا بازار کابل یک بازار نو است؟ من صنایع دستی از بازار می خرم. چه چیزهایی در مندوی بازار دیدی؟</p> <p>Cultural knowledge: bargaining, pleasantry, be my guest!</p>	<p>Younger Learners Learners will watch a clip about the history of a famous market (<i>Mandawee</i>) in Kabul. They will also look at different pictures of the market. In groups of two, they will complete a Venn diagram and compare the Afghan market with a market in their local area (in the United States). They will highlight items, setup, transaction, etc. At last, they will share their diagrams with others and answer related questions.</p> <p>Older Learners: Learners will watch a video clip about <i>Mandawee Bazar</i> in Kabul. In pairs, they will take notes and fill out information in the appropriate section on a charted paper. They will talk about topics such as the three different shops they noticed in the video clip, the three souvenir items that they would like to purchase from there, and the two things that they liked about a traditional bazaar. Learners will share their chart/findings with other groups. They will then present it to the class and answer related questions. The teacher will facilitate further learning by asking guided questions.</p>
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	<p>بازار</p> <p>چانه زدن، تعارف کردن، بفرمایید، قابلی نداره، مهمون ما باشین،</p> <p>Content: Places (Mandawi Bazar)</p>	
<p>Intermediate Mid:</p> <p>2. I can listen to interviews in which people talk about Afghan political and influential figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi</i>, and Afghan singers including <i>Ustad Shayda, Ahmad Zahir, and Aryana Sayeed</i>) and retell its main message to a friend.</p>	<p>Vocabulary: travel, airplane, Nowruz, vacations, season, spring, story, gift</p> <p>سفر، هوا پیما، نوروز، تعطیلات، فصل، بهار، داستان، سوغاتی شهر</p> <p>Grammatical structures: Possessive pronoun, preposition demonstrative pronouns, present and past tense. Frequently used adjectives and adverbs, adverb of place and time, interrogative words, preposition (from, of, in, at, inside, to), action verbs</p> <p>دیدن، داشتن، رفتن، خریدن، خوردن، اول، دوم، سوم، بعد، اخر، و غیره</p> <p>Language Chunks: I travel to Afghanistan every year. What did you do in Afghanistan? I am traveling to Afghanistan from the United State. I went to Mandavi bazar. What memories do you have from your trip to Afghanistan?</p> <p>من هر سال به افغانستان سفر می کنم. در افغانستان چه کردی؟ من از آمریکا به افغانستان می روم. من به مندوی بازار رفتم. تو چه خاطرهایی از سفر به افغانستان داری؟</p> <p>Cultural knowledge: The people in Afghanistan are very family oriented.</p> <p>استقبال مسافر</p>	<p>Younger Learners:</p> <p>Learners will watch a clip of an interview with a native speaker and then will answer teacher's comprehension check questions. Learners will roleplay the scenario with a partner (using dummy mic and other related equipment). Student A, interviewer; and student B, interviewee. They will ask and answer questions similar to what they have heard. At last, each group will perform in front of the class. They will also answer related questions.</p> <p>Older Learners:</p> <p>Learners will listen to a native speaker's interview about her/his trip to Afghanistan. Learners in pairs will then fill out a worksheet with information gaps. Learners will use their sheets to retell the story of the interviewee in their own words. Last, they will write a post in the program's Facebook/Moodle page. Other students will read and comments.</p>

	Contents: Travel	
Interpersonal Communication		
<p>Intermediate Low;</p> <p>3. I can talk with someone about my hobbies and interests such as regular routines on a Nowruz day; <i>Jashin-e-Dehqan</i> folkloric stories (<i>Baba Nowroze</i>); songs (<i>Samanak</i>); <i>Mayla-e-Gul-e-Surkh</i>, <i>Jashin-e-Dehqan</i>, and <i>kid's Mayla</i>; special Nowruz dishes (<i>Samanak</i>, <i>Haft Maywa</i>); shopping (<i>souvenir</i>); transportation; and popular Afghan music and singers such as <i>Ustad Shayda</i>, <i>Ahamd Zahir</i>, and <i>Aryan Sayeed</i>.</p>	<p>Vocabulary: water, play/game, sport, painting, work, activity, cinema, park, sea/beach, library</p> <p>آب، بازی، ورزش، نقاشی، کار، فعالیت، سینما، پارک، دریا، کتابخانه</p> <p>Grammatical structures: Action verbs: present and past tense, negative, positive, possessive pronoun (pronoun injunctive), like and dislike, interrogative words, frequently used adjectives and adverbs, etc.</p> <p>خودش، خودم، خودت، ...</p> <p>دوست داشتن، دوست نداشتن کردن، ورزش کردن، بازی کردن، خواندن، داشتن، رفتن</p> <p>Language Chunks: free time, what kind of sports do you like? I like to play in water. I play basketball. What do you do in your free time? I go to school everyday and study. Every Saturdays I go to the beach.</p> <p>وقت فارغ</p> <p>چه ورزشی خوش داری؟</p> <p>من ورزش آب بازی را دوست دارم.</p> <p>من بسکتبال بازی می کنم.</p> <p>تو در وقت فارغ خودت چه کار می کنی؟</p> <p>من هرروز به مکتب می روم و درس می خوانم.</p> <p>روزهای یکشنبه به دریا می روم.</p> <p>Cultural knowledge:</p>	<p>Younger learners:</p> <p>Learners will walk around and interview at least 2-3 classmates about their hobbies. They will use pictures of some leisure time activities and take short notes. Learners will then introduce one of their interviewees and their hobbies to the class. For instance, <i>this is Mustafa. Mustafa likes to play soccer; he has a new soccer ball. He plays soccer with his sister every day</i>, etc.</p> <p>Older learners:</p> <p>Learners watch common leisure activities in Afghanistan. In groups of two, they will compare and contrast people's activities in special occasions such as New Year's Eve. They will then share their findings with other groups, using Venn diagrams, and will ask and answer questions.</p>

	<p style="text-align: center;">جوانمردی و پهلوانی</p> <p>Content: hobbies and interests</p>	
<p>Intermediate Mid:</p> <p>4. I can talk about topics related to historical places such as the <i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Mandawee</i>; as well as about influential Afghan figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi</i>.</p>	<p>Vocabulary: tea, sweets, restaurant, kabab, milk چای، شیرینی، رستوران، کباب، شیر،</p> <p>Grammatical structures: Action verbs and the expression of “like”, “dislike” and preferences to order food, drink, and desert, adverb of time and place, past and present tense, possessive pronouns, Interrogative words,</p> <p style="text-align: right;">خوردن، چای آوردن</p> <p>Language Chunks: I like Shorva meat very much. I like Doogh more than tea. Afghan Shir-yakh is very delicious. Which afghan food do you like?</p> <p style="text-align: right;">من شوروا گوشت بسیار خوش دارم. من دوغ بیشتر از چای خوش دارم. شیر یخ افغانی بسیار مزه دار است. تو کدام غذای افغانی را بیشتر خوش داری؟</p> <p>Cultural knowledge: طرز درست کردن و دم کردن چای و خوردن چای و نبات،...</p> <p>Content: Food, Restaurant</p>	<p>Younger learners:</p> <p>In small groups, the learners will name their favorite Afghan restaurants and talk about its menu. The learners will then select one restaurant and role-play a scenario. One of the learners will play the role of a waiter/waitress, and the other will play the role of a costumer. They will practice the role-play a few times and present it to other groups before presenting it to the class. The teacher will ask guided questions in order to draw students’ attention to any cultural references.</p> <p>Older learners:</p> <p>Learners will watch an advertisement of an Afghan restaurant. They will work with a partner to create an advertisement for their own imaginary restaurant. In the advertisement they will briefly describe the physical location and appearance of the restaurant and provide information about food, beverage, and desert that the restaurant offers. Learners will use traditional food items such as doogh, chai and nabat, fernee, sheer-yakh- Afghan style ice cream in their menu, etc. They will then present their advertisement to other groups and answer related questions.</p>
<p>Presentational speaking</p>		

<p>Intermediate Low</p> <p>5. I can present on familiar topics related to Nowruz including special Nowruz dishes (<i>Samanak, Haft Maywa</i>); music; songs (<i>Samanak</i>); singers such as <i>Ustad Shayda, Ahamd Zahir, and Aryan Sayeed</i>; folkloric stories (<i>Baba Nowroze</i>), <i>Mayla-e-Gul-e-Surkh, Jashin-e-Dehqan, and kid's Mayla</i>; transportation; daily routines and interests; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Mandawee</i>); influential people (<i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana jalaluddin Rumi Balhki</i>).</p>	<p>Vocabulary: buss, taxi, car, airplane, travel, trip, ticket, straight, right, left, up, down</p> <p>ملی بس، تکسی، موتر، طیاره، مسافرت، سفر، تکت، راست، مستقیم، چپ، بالا، پایین</p> <p>Grammatical structures: Personal pronouns, adjectives, adverb of time and place, prepositions, action verbs, direction</p> <p>سوار شدن، پیاده شدن، رفتن، خریدن، رانندگی کردن، دیروز، امروز</p> <p>Language Chunks: We are traveling from Kabul to Hirat with taxi. We have taxi. How do you travel to Kabul? I like to travel with airplanes. Airplanes are fast.</p> <p>ما با تکسی از کابل به هیرات می رویم. ما تکسی داریم. با چه وسیله ای به کابل می روی؟ من طیاره را بیشتر دوست دارم. طیاره زودتر می رود. از یک نقطه به نقطه دیگر</p> <p>Cultural knowledge: authentic pictures and videos</p> <p>تعارف کردن، (بفر مایید، شما بفر مایید). جوان ها جا و چوکی خود رابه افراد کلان سن می دهند و احترام می کنند</p> <p>Content: transportation</p>	<p>Younger learners:</p> <p>Learners will watch a PowerPoint presentation with images and information about different modes of public transportations in Afghanistan. In pairs, they will select a public transportation. They will then draw the steps required to use that particular transportation and present it to the class. For example, Bus: <i>People first buy bus tickets. They will go to the station. They wait for their bus number. They give their tickets. They sit on the bus.</i></p> <p>The teacher will provide feedback.</p> <p>Older learners:</p> <p>In groups of two, learners will look at the Kabul city is bus map that has information about the time, bus number, and bus station number and address of different places in Mazar-e-Sharif. Learners in their group will select three different places and locations that they would like to visit. They will find the nearest bus station and other important information such as bus number and the address for each location. Then they will create a route map with detailed information. Learners will present the information to the class. For instance, <i>we would like to visit Kabul's National Museum, Shahr-e-Now, and Mandai Bazar. First we need to go to Shar-e-Now using bus #32 from Sar-e-Shamali</i> The teacher will facilitate learning by asking guided questions.</p>
<p>7. I can talk about the similarities and differences</p>	<p>Vocabulary: celebration, farmer, flower, my mother, red</p> <p>جشن، دهقان، گل، میله، ماردم، سرخ</p>	<p>Younger level learners:</p> <p>Learners will bring related pictures to class. In</p>

<p>between cultural events related to New Year <i>Nowruz</i> celebration in Afghanistan such as <i>Jashne Mayla-e-Gul-e-Surkh</i> and <i>Jashne Dehqan</i> and in the United States (New Year's Eve).</p>	<p>Grammatical structure: demonstrative pronouns, Personal and possessive pronoun, most frequently used adjectives, Ezafe or the addition “-e”, compound action verbs, interrogative words, prepositions, the opposite words,</p> <p>Opposite Adjectives:</p> <p style="text-align: center;">کلان، خورد، زیبا، کهنه، نو</p> <p>Language Chunks: in Afghanistan Nowruz is celebrated with In Afghanistan Norouz is celebrated for two weeks. These celebrations are carried out in the first day of Nowruz.</p> <p style="text-align: center;">وروز در افغانستان به حیث یک میلهء عنعنوی جشن گرفته می شود در افغانستان جشن نوروز طبق سنت ها برای دو هفته برگزار می شود. این مراسم در روز اول سال اجرا می شود.</p> <p>Cultural knowledge:</p> <p>The celebration during Nowruz.</p> <p>Content: Nowruz</p>	<p>groups of two, they will create a list of activities that people usually do in Nowruz, especially during the <i>Jashne Mele Gol-e-Sorkh</i> or <i>Jashne Dehqan</i>. They will also try to find the rationale behind those practices. The learners will share their findings with other groups and answer related questions. At the end, each group will present its topic to the class.</p> <p>Older learners:</p> <p>Learners will interview their parents and other members of their family about cultural practices during Nowruz. They will also watch YouTube clips online. In class, the learners will share their findings with a partner and the two together will create a PowerPoint presentation. They will present their slides and talk about the topic. Learners will also answer related questions. At last, they will post their slide to the program Facebook/Moodle page. Other students will read the postings and offer comments. The teacher will monitor online activities and post comments to further 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.

Web 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
9:00 – 9:20	Opening activity: Instructor will review homework and introduce the objectives of 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 conduct a formative assessment throughout the lesson. He/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 a lunch break with their instructors to further immerse in the culture.
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 perform cultural performance such as Afghan national dance, songs and plays.

2:00 - 2:10	Break
2:10 – 2:50	<p>Learning Episodes 1-2 (20 minutes each):</p> <p>Opening activity: Under the teacher supervision learners, will use different modes of technology to review and practice daily materials learned in the class. They will use the following softwares:</p> <ul style="list-style-type: none"> • Online Alphabets Modules – to practice alphabets • 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