



**2016 LEARNER Program Curriculum Template**

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

**BASIC PROGRAM INFORMATION**

<b>Host Institution:</b>	STARTALK CENTRAL		
<b>Program Title:</b>	Trip to Afghanistan and participating in Nowruz festival		
<b>Language(s):</b>	Dari	<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12	Grade 4-5 (9-10 years old)
<b>Heritage Speakers?</b>	Yes	<b>Non-Heritage Speakers?</b>	Yes
<b>Program Setting:</b>	<i>Residential:</i>	<i>Non-Residential:</i>	<input checked="" type="checkbox"/> <i>Distance/Online Component:</i>
	<i>Other (please specify):</i>		
<b>Duration:</b>	<i>Weeks/Days:</i>	<b>20</b>	<i>Contact Hours:</i> <b>80</b>

		<b>Days</b>			
--	--	-------------	--	--	--

<b>Target Proficiency Level:</b> (by end of program)	<b>Reading and Writing:</b> <b>Intermediate Low</b>	<b>Target Performance Level(s):</b> (during and by end of program)	<b>Reading and Writing:</b> <b>Intermediate Mid</b>
---	--	---	--

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<b>Curriculum designed by:</b>	<b>Breshna Aziz</b>
--------------------------------	---------------------

<b>Email:</b>	baziz@mail.sdsu.edu
---------------	---------------------

**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 the 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 4<sup>th</sup> and 5<sup>th</sup> 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 diagrams, and matching activities, while older learners will explore more online materials, create advertisements, completing 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), but can be easily adapted for different program structures such as weekend schools, semester long programs, etc.

In the process of learning, students will interpret written authentic resources by reading newspapers, magazines, and/or articles; filling out worksheets/charts; and communicating via text messaging or social media with their classmates about Nowruz celebrations and customs. Learners will further work in pairs or small groups to identify and write about the similarities and/or differences of the New Year celebration in Afghanistan and in the United States. They will read authentic texts and complete charts answering *What, When, Where* questions. By the end of the program, the learners will be able to read, write, and talk about favorite foods, games, activities, and important places that Afghans usually visit during Nowruz. 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 explain the steps that are involved in the celebration.

<p align="center"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p><b>Interpretive reading</b></p>	
<p><b>Intermediate Low:</b> I can understand the main idea of short and simple texts when the topic is familiar.</p> <p><b>Intermediate Mid:</b> 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"> <li>1. I can read and 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 Shamsira 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>).</li> <li>2. I can read short articles or written interviews in which people talk about Afghan political and influential figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi, and Afghan singers including Ustad Shayda, Ahmad Zahir, and Aryana Sayeed</i>) and retell its main message to a friend.</li> </ol>
<p><b>Interpersonal Communication for Reading and Writing</b></p>	
<p><b>Intermediate Low:</b> I can participate in conversations (via technology-mediated interaction) 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><b>Intermediate Mid:</b> I can participate in conversations on (via technology-mediated interaction) 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 my everyday life and myself.</p>	<ol style="list-style-type: none"> <li>3. I can read and write emails and Facebook postings to friends about my hobbies and interests such as regular routines on a Nowruz day; Jashin-e-Dehqan; 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>.</li> <li>4. I can read and write emails and Facebook postings to friends about topics related to historical places such as the minaret of Jam, Kabul Museum, <i>Shah-e Doh Shamsira Mosque, ARG, Khyber Pass, Sher Darwaza, and Mandawee</i>; as well as about influential Afghan figures such as <i>King</i></li> </ol>

	Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi.
<b>Presentational Writing</b>	
<b>Intermediate Low:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.	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, 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> ).
<b>Intermediate Mid:</b> I can write on a wide variety of familiar topics using connected sentences.	6. I can write 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 (New Year's Eve).

*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.
Through reading different authentic materials, learners will develop an understanding about the old and contemporary cultural practices related to daily life and 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 communicate with friends and native Afghans through text messages and short postings on social media (Facebook). They will also ask follow up questions to develop deeper understanding about the topic. Learners will share their findings from the communications with friends and native speakers with classmates and answer related questions. Learners will read and post comments to each other's postings on the program-created Facebook/Moodle page.	Learners will use the findings from readings and communicate with friends and native speakers to prepare a presentation. They will inform the audience what people usually do on 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 presentation to the program's Facebook/Moodle page and write a short summary about it. Other students will read the 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 &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>Intermediate Low:</b></p> <p>1. I can read and understand simple information and descriptions about topics related to Nowruz celebrations and traditions, such as children folkloric (<i>Baba Nowrozee</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><b>Vocabulary:</b> Bazar, restaurant, store, masque, handicraft, small</p> <p>بازار، رستوران، دکان، مسجد، صنایع دستی، خورد،</p> <p><b>Grammatical structure:</b> 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><b>Opposite Adjectives:</b> big, small, pretty, ugly, expensive, cheap, old, new</p> <p>کلان، خورد، زیبا، بدرنگ، قیمت، ارزان، قدیمی، نو</p> <p><b>Language Chunks:</b> 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><b>Younger Learners</b></p> <p>In groups of two or three, learners will receive two pictures of different monuments of historical places in Afghanistan. They will read the provided short and simple description/caption of one of the pictures. They will then use the second picture (with no information) and write a simple caption for the picture describing the name of the place, the date and the person(s) who has built the place, historical significance of the place and some physical description of it. At last, they will post their pictures on the classroom's wall. Students will walk around and read the information for each picture.</p> <p><b>Older Learners:</b></p> <p>In groups of two or three, learners will be asked to select two places that they want to visit during their stay in Herat that have a similar historical background. For instance, Musjid-e-Jamae and Khuja Abdulah Ansari's Shrine. They will then read a simple text about each place's history and significance. They will also research online to find more information about each place. Each group will fill out a chart to include their findings. Learners will post their charts along with images on the class</p>

	<p>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><b>Cultural knowledge:</b> bargaining, pleasantry, be my guest!</p> <p>بازار</p> <p>چانه زدن، تعارف کردن، بفرماید، قابلی نداره، مهمون ما باشین،</p> <p>Content: Places (Mandawi Bazar)</p>	<p>Facebook/Moodle. They will also present it to the class and answer related questions. The teacher will facilitate further learning by asking guided questions.</p>
<p><b>Intermediate Mid:</b></p> <p>2. I can read short articles or written 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><b>Vocabulary:</b> 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><b>Grammatical structures:</b> 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><b>Language Chunks:</b> 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</p>	<p><b>Younger learners:</b></p> <p>Learners will read a text supported by images about an Afghan student's class schedule. Example: <i>Mina wakes up at 7am. She eats breakfast and gets ready for school. She goes to school with her dad. She has Dari class from 8:30 – 9:30. She has Math class from 9:30-10:30.</i></p> <p>Learners will then fill out a chart indicating the time of the day and the activity of the native Afghan student based on the schedule.</p> <p><b>Older learners:</b></p> <p>Learners will read about two Afghan students and their hobbies. Example: <i>Mina likes to read books. She likes reading novels and non-fiction</i></p>

	<p>study. Every Saturdays I go to the beach.</p> <p>وقت فارغ چه ورزشی خوش داری؟ من ورزش آب بازی را دوست دارم. من بسکتبال بازی می کنم. تو در وقت فارغ خودت چه کار می کنی؟ من هرروز به مکتب می روم و درس می خوانم. روزهای یکشنبه به دریا می روم.</p> <p><b>Cultural knowledge:</b></p> <p>جوانمردی و پهلوانی</p> <p><b>Content:</b> hobbies and interests</p>	<p><i>books. She reads books every Monday, Tuesday, Thursday, and Friday for 50 minutes. On Thursday, she goes to a library to read with her friends....</i></p> <p><i>Ahmad likes to play soccer. He likes to play goalie. He practices for 2 hours every Friday, Saturday, and Tuesday. On Sundays, Ahmad and his team play in a tournament....</i></p> <p>Learners then use a Venn Diagram to compare and contrast the two schedules. The teacher will provide feedback.</p>
<p><b>Interpersonal Communication for Reading and Writing</b></p>		
<p><b>Intermediate Low</b></p> <p>3. I can read and write emails and Facebook postings to friends about my hobbies and interests such as regular routines on a Nowruz day; Jashin-e-Dehqan; folkloric stories (Baba Nowruzee); songs (Samanak); Mayla-e-Gul-e-Surkh, Jashin-e-Dehqan, and kid’s Mayla; special Nowruz dishes (Samanak, Haft Maywa); shopping (souvenir); transportation; and popular Afghan music and singers such as Ustad Shayda, Ahamd Zahir, and Aryana Sayeed.</p>	<p><b>Vocabulary:</b> tea, sweets, restaurant, kabab, milk</p> <p>چای، شیرنی، رستوران، کباب، شیر، یاخ،</p> <p><b>Grammatical structures:</b> 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>خوردن، چای آوردن</p> <p><b>Language Chunks:</b> 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>من شوروا گوشت بسیار خوش دارم. من دوغ بیشتر از چای خوش دارم.</p>	<p><b>Younger learners:</b></p> <p>Learners will read a simple text, supported by images, and respond to a simple invitation message from a friend. In the message, the learner will be invited to go to his friend’s birthday party at the park and has the information about the place and time. Learners will answer this message by writing hello and a short/simple sentence of yes/or no respond (yes, I can/would like to come/or No, I can’t/wouldn’t like to come) and end their message by writing good-byes.</p> <p><b>Older learners:</b></p> <p>Learners in groups of two will create an online simple/short birthday invitation card to an Afghan restaurant. They will post it on to the</p>

	<p>شیر یاخ افغانی بسیار مزه دار است. تو کدام غذای افغانی را بیشتر خوش داری؟</p> <p><b>Cultural knowledge:</b> طرز درست کردن و دم کردن چای و خوردن چای و نبات،...</p> <p><b>Content:</b> Food, Restaurant</p>	<p>program's Facebook/Moodle page. The invitation message will include <i>hello, the date, the place, address of the place, good-bye, and sign their name</i>. Each group will read the other groups' invitation messages and will post a short reply and ask one or two questions to get more information, for example: <i>how many people are invited? can I bring a friend?</i></p> <p>Each group will share their invitation message with the class. The teacher will monitor their online interactions and post comments to draw students' attention to any grammatical errors.</p>
<p><b>Intermediate Mid</b></p> <p>4. I can read and write emails and Facebook postings to friends about topics related to historical places such as the minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Mandawee; as well as about influential Afghan figures such as King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi.</p>	<p><b>Vocabulary:</b> شیرینی، پسته، لباس، دست، دزی، ماشینی، محلی، سوغات، معروف، صنایع دستی</p> <p><b>Grammatical structures:</b> Superlative and comparative adjective, Interrogative words, present time, past time, adverb of time and place, negative, positive form of sentences, expression of preferences, etc.</p> <p><b>Language Chunks:</b> ارزان، قیمت رنگهای این فرش سرخ، آبی و زرد است. فرش افغانی قیمت از فرش دیگر است. قیمت این صنایع دستی چند است؟ قیمت این فرش خیلی زیاد است. لباسهای افغانی بسیار معروف است.</p>	<p><b>Younger learners:</b> In groups of two, learners will select photos of a bazar (each group will have a different selection) in Herat and will write simple descriptive sentences about it. They will share their picture and descriptions with other groups and answer related questions. At last, the learners will post their pictures and descriptions to the program's Facebook page/Moodle for others to read and comment. The teacher will monitor learners' online interactions and provide necessary feedback.</p> <p><b>Older learners:</b> Each learner will visit different Afghan websites to learn about modern and traditional restaurants in Herat city. They will select the one that they would like to visit when they travel to Afghanistan. Learners will post the picture and basic information (<i>location, address, the type of a restaurant, physical</i></p>

	<p><b>Cultural knowledge:</b> Afghan's artifacts, handicrafts, and goods</p>	<p><i>description, and the type of food they provide</i>) about the place on the program's Facebook page/Moodle. Other students will read and offer comments. The teacher will monitor learners' online interactions and post some comments to facilitate the interaction between students.</p>
<p><b>Presentational Writing</b></p>		
<p><b>Intermediate Low:</b></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><b>Vocabulary:</b> 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><b>Grammatical structures:</b> 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><b>Language Chunks:</b> 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><b>Younger learners:</b></p> <p>In groups of three, learners will watch a video about transportation in Afghanistan. They will then select one mode of transportation; for instance, airplane. They will then research online to find information about the following: where the airport is? How people can purchase a ticket for the plane? How long does it take to travel from Herat to Kabul by plane? They will then talk about the steps required to use that particular transportation. They will create a pamphlet with the traveling information and present it to the class. The teacher will ask guided questions and provide confirmatory feedback.</p> <p><b>Older learners:</b></p> <p>Learners will read about transportation methods in Afghanistan. In groups of two, they will be asked to find the cheapest way to travel from Kabul to Herat city. They will search online to find relevant information. For example, learners will look at the Afghanistan's bus map that has information about the time, bus number, and bus station number and address of</p>

	<p><b>Cultural knowledge: authentic pictures and videos</b></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><b>Content:</b> transportation</p>	<p>different places in cities of Afghanistan. They will compare that with other means of transportation such as plane. They will then write the information in a pamphlet including the cost of traveling from Kabul to Herat city. Learners will present the information to the class. The teacher will facilitate learning by asking guided questions.</p>
<p><b>Intermediate Mid:</b></p> <p>6. I can write 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 (New Year’s Eve).</p>	<p><b>Vocabulary:</b> celebration, farmer, flower, my mother, red جشن، دهقان، گل، میله، ماردم، سرخ</p> <p><b>Grammatical structure:</b> 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><b>Opposite Adjectives:</b> کلان، خورد، زیبا، کهنه، نو</p> <p><b>Language Chunks:</b> 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>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><b>Cultural knowledge:</b></p>	<p><b>Younger learners:</b></p> <p>Learners will watch multiple authentic video clips related to different traditions in Nowruz celebration; such as <i>Mayla-e-Gul-e-Surkh</i>. In pairs, the learners will create a Nowruz memory book page. Learners will draw, print, and use pictures to write about their memories. Using simple sentences, the learners will answer questions such as "<i>What is your favorite part about Nowruz? What is your favorite holiday food? What is your favorite holiday song? What do you do with your family?</i>" Once they have completed their memory book page, they will share it with other groups and answer related questions.</p> <p><b>Older learners:</b></p> <p>In groups of two, the learners will watch a video clip related to the Nowruz celebration in Afghanistan and another related to the New Year celebration in the U.S. They will complete a Venn diagram and highlight similarities and differences between the two cultures. The learners will use the findings from their Venn</p>

	<p>The celebration during Nowruz.</p> <p>Content: Nowruz</p>	<p>diagram to write a short summary and post it to the program’s Facebook/Moodle page. Other students will read the postings and comment. The teacher will also read posts and offer comments to facilitate students’ learning.</p> <p>The Venn diagram will include the following columns:</p> <ul style="list-style-type: none"> <li>Dates of each celebrations</li> <li>Foods commonly associated with each holiday celebration</li> <li>Symbols of each celebration</li> <li>Key Words associated with each holiday</li> <li>Decorations associated with each celebration</li> <li>Songs that relate to each holiday</li> <li>Gifts and the role gifts play in each celebration</li> <li>Light/Candles and the role lights and/or candles play in each holiday festival</li> </ul>
--	--	--

*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 – 10:20 (Reading Comprehensions)	<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 homework and introduce the objectives of the day (daily schedule will vary).
10:40 - 12:00	<b>Learning Episodes 1-4 (20 minutes each):</b> 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 picture captions, etc. The teacher will conduct a formative assessment throughout the lesson. He/she will use recasting to correct learners’ pronunciation
12:00 - 1:00	<b>Lunch: Learners will take a lunch break with their instructors to further immerse in the culture.</b>
1:00 – 1:40	<b>Learning Episodes 1-2 (20 minutes each):</b> <b>Opening activates:</b> Learners will watch an authentic movie on Afghan children. Learners will watch Afghan authentic movies and discuss their understanding through small group discussions.
1:40-2:00	<b>Learning Episode 3 (20 minutes):</b> Learners will preform cultural performance such as Afghan national dance, songs and plays.

2:00 - 2:10	Break
2:10 – 2:50	<p><b>Learning Episodes 1-2 (20 minutes each):</b></p> <p><b>Opening activity:</b> Under the teacher’s 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"> <li>• Online Alphabets Modules – to practice alphabets</li> <li>• Byki to practice vocabulary</li> <li>• Skype to conduct and record conversations</li> <li>• Online games</li> <li>• Linguafolio</li> <li>• Program-created Facebook Page/ Moodle</li> </ul>
2:50 – 3:15	<p><b>Learning Episode 1 (25 minutes):</b></p> <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.*