



**2016 STUDENT 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
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<b>Program Title:</b>	Trip to Afghanistan and participating in Nowruz festival
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<b>Language(s):</b>	Dari	<b>Grade(s) of Learners:</b>	Grade 6-7 (11-12 years old) K-2, 3-5, 6-8, 9-12
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<b>Heritage Speakers?</b>	Yes	<b>Non-Heritage Speakers?</b>	Yes
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<b>Program Setting:</b>	<table border="1"> <tr> <td><i>Residential:</i></td> <td></td> <td><i>Non-Residential:</i></td> <td>X</td> <td><i>Distance/Online Component:</i></td> <td></td> </tr> </table>	<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>	
	<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>		
<i>Other (please specify):</i>							

<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> Intermediate Mid	<b>Target Performance Level(s):</b> (during and by end of program)	<b>Reading and Writing:</b> Intermediate High
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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? Does the Program Overview describe who will be part of the program and what they will do? Do you see evidence of the 3 5Cs in the3 program overview?

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, learners 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 6<sup>th</sup> and 7<sup>th</sup> grades (11-12 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 painting 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, learners will read story books and short articles, write simple summaries and reviews 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.). They will work in pairs or small groups to compare and contrast similarities and differences between New Year’s celebrations in Afghanistan and the United States. They will look at Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. By the end of the program, learners will be able to read and write short paragraphs, explain and describe favorite foods, games, activities, and important places that Afghans usually visit during 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><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>OR</p>
<p><b>Interpretive Reading</b></p>		

<p><b>Intermediate Mid:</b> I can read and understand the main idea of texts related to everyday life and personal interests or studies.</p> <p><b>Intermediate High:</b> I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<ol style="list-style-type: none"> <li>1. I can read and understand the information given in an Afghan radio advertisement or in a conversation that I overhear related to Nowruz celebrations and traditions such as Afghan food (<i>Samanak, Haft Maywa</i>); music and concerts (traditional and modern); public transportation; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Taqi Zafar</i>); and how people usually spend their time during Nowruz (<i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</li> <li>2. I can read and understand the biographical information of an Afghan influential person 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>).</li> </ol>
<p><b>Interpersonal Communication for Reading and Writing</b></p>	
<p><b>Intermediate Mid:</b> 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> <p><b>Intermediate High:</b></p> <p>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<ol style="list-style-type: none"> <li>3. I can appropriately communicate through email and Facebook postings and provide and ask for information related to topics of interest such as daily routine; public transportation; special Nowruz dishes (<i>Samanak, Haft Maywa</i>); music and concerts (traditional and modern); and how people usually spend their time during Nowruz (<i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</li> <li>4. I can communicate through email and Facebook postings provide information and full description 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 Taqi Zafar</i>; as well as about influential Afghan figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi</i>; famous and influential singers such as <i>Ustad Shayda, Ahmad Zahir, and Aryan Sayeed</i>.</li> </ol>

Presentational Writing	
<p><b>Intermediate Mid:</b> I can write on a wide variety of familiar topics using connected sentences.</p> <p><b>Intermediate High:</b> I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>	<p>5. I can present on familiar topics related to Nowruz including special Nowruz dishes (<i>Samanak, Haft Maywa</i>); music and concert (traditional and modern); transportation; daily routine; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Taqi Zafar</i>); influential people (<i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana jalaluddin Rumi Balhki</i>); and how people usually spend their time during Nowruz ( <i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</p> <p>6. I can write a summary of a Venn diagram that I prepared to compare and contrast the traditional and modern Afghan music through introducing and talking about singers from different eras (<i>Ustad Shayda, Ahmad Zahir, and Aryana Sayeed</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. (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
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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 authentic text and short articles that convey basic information about Afghan music, celebrations, transportation, architecture, historical cities, and places that people usually visit during the Nowruz festival in Afghanistan. They will reveal the important information that was included in the message. The learner will write summaries of what they read. They will also compare and contrast the New Year's customs and traditions of Afghanistan with those in the United States, using a Venn diagram.	Learners will share their summaries with each other through simple notes, emails, and Facebook/ Moodle postings. They will highlight similarities and differences from their Venn diagrams and answer each other's questions. In addition, they will write to their friends and family members and ask them questions about historical places and the role of architecture in Afghan culture and history. Learners will write a summary of their findings and post it to the program's Facebook/Moodle page. Other classmates will read the postings and write comments.	Through a PowerPoint presentation, learners will present their findings to the class. They will inform the class about similarities and differences that exist between the two cultures, including architecture, historical places, music, celebration, etc.

**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.

<b>PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS</b>	<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>
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<i>Learners can ...</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 Reading		
<p><b>Intermediate Mid:</b></p> <p>1. I can read and understand the information given in an Afghan radio advertisement or in a conversation that I overhear related to Nowruz celebrations and traditions such as Afghan food (<i>Samanak, Haft Maywa</i>); music and concerts (traditional and modern); public transportation; historical places (<i>minaret of Jam, Kabul Musem, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Taqi Zafar</i>); and how people usually spend their time during Nowruz (<i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</p>	<p><b>Vocabulary:</b> radio advertisement, concert, Nowruz celebration, singer, date, place, musician, traditional, song, tune, musical instruments  آگهی رادیو، کنسرت، جشن نوروز، خواننده، تاریخ، محل، موسیقیدان، ملی، آواز، آهنگ، آلات موسیقی</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,  گوش کردن، فهمیدن، گفتن، شنیدن، نواختن، خواندن</p> <p><b>Cultural knowledge:</b> I listened to a concert advertisement on the radio. Ariana groups have a concert in Kabul. When is the concert? It is on Friday October 27. Do you like to listen to Afghan national music? I went to a concert yesterday.  من آگهی کنسرت را از رادیو شنیدم.  گروه آریانا در کابل کنسرت دارد.  کنسرت آنها کدام روزی است؟</p>	<p><b>Younger Learners</b>  Learners will read a short article about traditional Afghan concerts during Nowruz celebration. They will also read another article about modern concerts in Afghanistan. They will work with a partner and complete a questionnaire in which they will answer some True and False questions. The learners will also complete an information gap task about the article. Learners will share their answers with other groups and ask and answer related questions.</p> <p><b>Older Learners:</b>  In groups of two, learners will receive posters and event advertisements. They will then send an email to classmates and inform them about the event and advise them how to buy a ticket and attend. Each group will also post about the event on the program’s Facebook/Moodle page. Other students will read and offer comments.</p>

	<p>روز جمعه بیست و هفتم حمل است. تو دوست داری آهنگ ملی افغانی گوش کنی؟ من دیروز به یک کنسرت رفتم.</p> <p><b>Cultural knowledge: traditional music</b></p> <p>Content: Interests: music/concert</p>	
<p><b>Intermediate High:</b></p> <p>2. I can read and understand the biographical information of an Afghan influential person 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>).</p>	<p><b>Vocabulary:</b> birthday, poem, poet, period, king, youth, passed away</p> <p>بدنیا ، شعر ، شاعر ، دوره ، غزل ، پادشاه ، دیوان ، نوجوانی ، درگذشت،</p> <p><b>Grammatical structures:</b> Adjective, past and present tense, verbs</p> <p><b>Language Chunks:</b> Rumi is a famous Afghan poet. Rumi memorized the whole Quran in his youth. Rumi was born in Balkh, Afghanistan.</p> <p>مولانا، شاعر بزرگ افغان است. مولانا، قرآن را در نوجوانی حفظ کرد.</p>	<p><b>Younger learners:</b></p> <p>Learners are assigned to select an Afghan historical figure such as Mawlana, the famous poet, for the cover of a famous Afghan magazine. They will have to read about that historical figure online. The cover will require a picture or a drawing of the person, biographical information, and his/her major achievements. In groups of 2-3, the learners will design the cover and write the information. Each group will present their figure and answer classmate's questions. The teacher will also ask guided questions to facilitate learning.</p> <p><b>Older learners:</b></p> <p>Learners will be given a short article about Mawlana, the famous poet, to read. Each</p>

	<p>مولانا، در بلخ افغانستان بدنيا امد. ديوان معنوی.</p> <p><b>Cultural knowledge:</b> Characteristics/introduction</p> <p><b>Contents:</b> Description of a person/introduction</p>	<p>learner will take a turn to read alone. The learners will then work with a partner and use Venn diagrams to compare Mawlana to any other historical figure that they know (i.e. Shakespeare). Each group will present their Venn diagram to the class and answer related questions.</p>
<p><b>Interpersonal Communication</b></p>		
<p><b>Intermediate Mid:</b></p> <p>3. I can appropriately communicate through email and Facebook postings and provide and ask for information related to topics of interest such as daily routine; public transportation; special Nowruz dishes (<i>Samanak, Haft Maywa</i>); music and concerts (traditional and modern); and how people usually spend their time during Nowruz ( <i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</p>	<p><b>Vocabulary:</b> day, new, year, celebration, vacation, hobby, seven fruits, ready/prepare</p> <p>روز، نو، سال، جشن، روند، تعطیلات، شادی، سرگرمی، هفت میوه، آماده</p> <p><b>Grammatical structures:</b> adjectives, prepositions, past tense, verbs</p> <p>رفتن، خوردن، کردن، شدن، گرفتن، نوشیدن</p> <p>اول، بعد، در آخر، همچنان</p> <p><b>Language Chunks:</b> I go to my aunt's house in Norouz. I prepare Sabzi Chalaw. We celebrated all night for Nowruz.</p>	<p><b>Younger learners:</b></p> <p>In small groups, learners will share some activities that people usually do during Nowruz. Later, each learner will write about one interesting activity that they would like to do during Nowruz. They will share their writings with other classmates. For example: <i>During Nowurz I like to visit my grandmother and help her prepare the Haftmaywa Table. I love making Sabzi Chalaw</i>, etc. The learners will exchange and share information about their interesting activities with other groups. They will also ask and answer each other's questions. The learners will post their writing to the program's Facebook/Moodle page for others to read and comment.</p> <p><b>Older Learners:</b></p> <p>Learners in groups of two will read an article about a traditional event or activity during</p>

	<p>من در نوروز به خانه خاله می روم. سبزی چلو درست می کنم. به مناسبت سال نو ما تمام شب جشن گرفتیم.</p> <p><b>Cultural knowledge:</b> How people spend my time during Nowruz</p> <p><b>Content:</b> Daily Routine/Nowruz</p>	<p>Nowruz in Afghanistan (each group will have a different topic). They will write a summary of the article and share it with other groups through email or Facebook/ Moodle posting and answer related questions. The teacher will facilitate the discussion by asking guided questions.</p>
<p>4. I can communicate through email and Facebook postings provide information and full description 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 Taqi Zafar</i>; as well as about influential Afghan figures such as <i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana Jalaluddin Rumi Balkhi</i>; famous and influential singers such as <i>Ustad Shayda, Ahamd Zahir, and Aryan Sayeed</i>.</p>	<p><b>Vocabulary:</b> museum, art, contemporary, ancient, antique, modern, statue, book, painting, pitcher, rug, picture, jewelry</p> <p>موزیم، هنر، معاصر، قدیمی، انتیک، مدرن، مجسمه، کتاب، نقاشی، کوزه، قالین، تابلو، جواهر</p> <p><b>Grammatical structures:</b> Adverb of time and place, past and present tense, possessive pronouns, Interrogative words,</p> <p>دیدن، تماشا کردن،</p> <p><b>Language Chunks:</b> my family and I are going to Afghanistan’s national museum. Have you gone to Kabul’s contemporary museum of art? No, where is this museum? The contemporary museum of art is next to the new city. What types of things are displayed in the museum?</p>	<p><b>Lower Learners:</b> In groups of two, learners will receive pictures of some famous items in the Kabul’s National Museum. Through <i>Passing the Picture</i> activity, students will share their understanding with each other. Each student will receive a picture and a sheet of paper. Student 1, will write a sentence about the picture and pass the picture with the sheet to student 2 (student 2 to student 3, and so on); student 2 will write the second sentence about the picture and pass the sheet and the picture to student 3. The activity will continue until all students write at least one sentence about their fellow classmate’s picture. At last, the pictures and the sheets will get back to the hands of the first student. Students will take turns, show their pictures, and read related sentences. The teacher will recast sentences to correct any possible</p>

	<p>من با خانواده ام به موزیم ملی افغانستان می رویم. آیا به موزیم هنرهای معاصر کابل رفته هستی؟ نه، این موزیم کجاست؟ موزیک هنرهای معاصر نزدیک شهر نو است. چه چیزهایی در موزیم ملی افغانستان دیدی؟</p> <p><b>Cultural knowledge:</b> Ancient <b>artifacts</b> provide information about the history and culture of people, places, and events from the past time.</p> <p><b>Content:</b> place/museum</p>	<p>grammatical mistakes.</p> <p><b>Older Learners:</b> Learners will bring Afghan historical handcrafts to the class. They will work with a partner and write a full description of the artifact. They will share their writings through emails and Facebook/ Moodle posting with each other. All students will be required to read each other's posting and write comments. The teacher will also monitor students' interaction on Facebook and post guided comments to facilitate learning.</p>
<p><b>Presentational Writing</b></p>		
<p>5. I can present on familiar topics related to Nowruz including special Nowruz dishes (<i>Samanak, Haft Maywa</i>); music and concert (traditional and modern); transportation; daily routine; historical places (<i>minaret of Jam, Kabul Museum, Shah-e Doh Shamshira Mosque, ARG, Khyber Pass, Sher Darwaza, and Taqi Zafar</i>); influential people (<i>King Amanullah Khan, Sayed Jamaluddin Afghan, Mawlana jalaluddin Rumi Balhki</i>); and how people usually spend their time during Nowruz ( <i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</p>	<p><b>Vocabulary:</b> bus, taxi, boat, bicycle, metro, travel, ticket, driver, traffic, right, straight, left, up, down</p> <p>ملی بس، تکسی، قطار، بایسکل، موتر، سفر، تکت، درپور، ترافیک، 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>سوارشدن، پیاده شدن، رفتن، خریدن، رانندگی کردن</p> <p><b>Language Chunks:</b> I am going from airport to Bagh Bala. I went to Khair Khane with buss number three. How do you go to the museum? From one place to another place</p> <p>از میدان هوایی به باغ بالا می روم.</p>	<p><b>Younger learners:</b> In groups of two or more, learners will choose one or two modes of transportation in Afghanistan. They will read short articles, supported by images, to develop better understanding about the topic. They will then write a short summary of their findings and share it with the class. Learners will post a copy of their summaries to the program Facebook/Moodle page for other students to read and comment. The teacher will also read and post comments.</p> <p><b>Older learners:</b> In groups of two or more, learners will read a short article about the current state of the</p>

	<p>من با ملی بس نمبرسه به خیرخانه رفتم. تو در چه به موزیم رفتی؟ از یک نقطه به نقطه دیگر</p> <p><b>Cultural knowledge:</b> تعارف کردن، (بفر مایید، شما بفر مایید)</p> <p><b>Content:</b> transportation</p>	<p>transportation system in Afghanistan. Learners will work with their groups to summarize the article and to highlight the most important points in the article. Learners will present their summaries to the class. The teacher will ask guided questions to facilitate learning and also draw students' attention to grammatical errors.</p>
<p>6. I can write a summary of a Venn diagram that I prepared to compare and contrast the the traditional and modern Afghan music through introducing and talking about singers from different eras (<i>Ustad Shayda, Ahmad Zahir, and Aryana Sayeed</i>).</p>	<p><b>Vocabulary:</b> music, pop, traditional, musical instruments, Santoor, Sitar, Daf, Guitar, chair, stage, audience</p> <p>موسیقی، پاپ، ملی، آلات موسیقی، سه تار، تپله، دایره، گیتار، صحنه نمایش، تما شاچی،</p> <p><b>Grammatical structures:</b> Adjective, adverb of time and place, possessive pronoun, simple present tense, simple past tense, superlative and comparative adjectives preposition...</p> <p>شرکت کردن، دست زدن، گوش کردن،</p> <p><b>Language Chunks:</b> Baran group uses national musical instruments. The Baran group uses modern musical instruments. The Baran group individuals sing and play music.</p> <p>گروه باران از آلات موسیقی ملی استفاده می کنند. گروه آریانا از آلات موسیقی مدرن استفاده می کنند. اعضای گروه باران هم می خوانند و هم می نوازند.</p>	<p><b>Younger learners:</b> Learners will read short articles about traditional Afghan musical performances. In groups of two, they will complete Venn diagrams and highlight the differences and similarities between the Afghan traditional performance and American performances. They will then present the information from their Venn diagrams to the class and answer related questions.</p> <p><b>Older learners:</b> The learners will explore Afghan websites and read about traditional musical performances in Afghanistan. They will also compare those traditions with current practices. In small groups, they will present their information and show related pictures to demonstrate how traditional practices have changed over time. The learners will post a copy of their writing on the program Facebook/ Moodle for others to</p>

	<b>Cultural knowledge:</b> Afghan traditional music <b>Content:</b> traditional music	read and comment.
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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
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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 (Reading Comprehensions)	<i>Please refer to the Speaking and Listening Curriculum.</i>
10:20 - 10:30	Break
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:</b> Learners will take a lunch break with their instructors to further immerse in the culture.
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	<b>Learning Episodes 1-2 (20 minutes each):</b> <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:  <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> </ul>

	<ul style="list-style-type: none"><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.*