



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
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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 7-8 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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px solid black;"><i>Residential:</i></td> <td style="width: 10%; border-right: 1px solid black;"></td> <td style="width: 25%; border-right: 1px solid black;"><i>Non-Residential:</i></td> <td style="width: 10%; border-right: 1px solid black; text-align: center;">X</td> <td style="width: 25%; border-right: 1px solid black;"><i>Distance/Online Component:</i></td> <td style="width: 5%;"></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>	20	<i>Contact Hours:</i>	80	
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		Days			
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<b>Target Proficiency Level:</b> (by end of program)	Listening and Speaking: Intermediate High	<b>Target Performance Level(s):</b> (during and by end of program)	<i>Listening and Speaking:</i> <i>Advance Low</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 (solar calendar). The history of Nowruz goes back to three thousand years. Through interactive activities, learners will explore traditions and customs that are involved with Nowruz celebration. They will learn when Nowruz is celebrated, for how many days, what do families and societies do in order to welcome the start of spring in Nowruz, etc.

The course will target learners at 7-8 grades (12-13 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 sentences to images, 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 time frames such as weekend schools, semester long programs, etc.

In the process of learning, students will read articles and stories, play related games, talk about routine activities, and share their findings with the class the next day. Learners will also interpret works of art, photographs, and pieces of literature (i.e., simple poems, folkloric stories, etc.). In addition, learners will talk and describe their favorite activities and foods during Nowruz. They will further work in pairs or small groups to compare and contrast similarities and differences between New Year celebrations in Afghanistan, Iran, and the United States. They will look at the Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. 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 Nowruz celebration. They will also be able to retell stories that they have heard from their parents and other members of their families about Nowruz celebration in Afghanistan. Learners will further be able to make short presentations and write 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</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>	<p align="center">OR</p>
<b>Interpretive Listening</b>		
<p><b>Intermediate high:</b> I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p> <p><b>Advance Low:</b> I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<ol style="list-style-type: none"> <li>1. I can understand the details of Nowruz traditions, such as traditional dishes, family relationships, and experiences.</li> <li>2. I can understand the main ideas of short presentations related to Nowruz celebrations and traditions such as: a memorable experience, special food (<i>Haft Maywa and Haft Seen</i>); picnic places (<i>Paghman, Mazar-e-sharif, and Kabul Zoo</i>); famous historical places (<i>Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak</i>) to visit during Nowruz; famous people ( <i>King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi</i>); and how people usually spend their time during Nowruz ( <i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</li> </ol>	
<b>Interpersonal Communication</b>		
<p><b>Intermediate High:</b> 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> <p><b>Advance Low:</b> I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.</p>	<ol style="list-style-type: none"> <li>3. I can ask and give information about different traditional practices and products related to Nowruz celebrations such as: a typical Nowruz day; picnic places (<i>Paghman, Mazar-e-sharif, and Kabul Zoo</i>); food (<i>Haft Maywah, Sabzee Chalaw, Samanak, Qabili Palau</i>), historical places (<i>Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak</i>); and famous people ( <i>King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi</i>).</li> <li>4. I can tell someone the differences and similarities between the New Year celebration and traditions in Afghanistan with those in Iran.</li> </ol>	

## Presentational Speaking

**Intermediate High:** I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various timeframes.

**Advance Low:** I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various timeframes.

5. I can make a presentation describing Nowruz celebrations (*Milah Gole Sorkh, Sizdah Be-dar*); visiting historical places (*Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak*); preparing Nowruz special dishes (*Haft Maywah, Haft Seen, Sabzee Chalaw, Samanak, Qabili Palau*); and identifying important historical figures and their characteristics (*King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi*).

6. I can describe a past event that is associated with Nowruz celebrations and events such as describing my last visit to Afghanistan during Nowruz (*meeting extended family, having picnic in Paghman, visiting Mazar-e-sharif, and Kabul Zoo*).

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 watching different authentic video clips and listening to audios, learners will develop an understanding of how traditions and customs have changed over time. They will compare and contrast Nowruz celebration in old days with the contemporary practices in Afghanistan. They will demonstrate their understanding through writing summaries and Facebook postings. In addition, learners will complete Venn diagram, compare and contrast New Year’s traditions and customs with that in the United States.	The learners will interview parents, friends, and native Afghan speakers about Nowruz traditions and customs. They will ask follow up questions to develop deeper understanding about the topic. The learners will share their findings from the interviews with classmates and answer related questions. Learners will also post comments to each other’s postings on the program-created Facebook page.	The learners will use the findings from watching clips and interviews to create a detailed poster (edu.glogster.com) presentation. They will explain to the audience how people used to celebrate Nowruz in the past and what has changed in today’s practices. They will also inform what has caused those practices to be changed. Learners will write summaries of their presentations and post them to the program’s Facebook page for other students to read and comment.

**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</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 Listening</b>		
<b>Intermediate High:</b>  1. I can understand the details of Nowruz traditions, such as traditional dishes, family relationships, and experiences.	<b>Vocabulary:</b> seven fruit, raisin, walnut, pistachio, almond, vegetable, rice, cooked rice هفت، میوه، کشمش، چهار مغز، کشته، پسته، سنجد، گولنگ، بادام، سبزی، برنج، چلو  <b>Grammatical structure:</b> present, past, and future tenses, direction, description  <b>Language Chunks:</b> Preparing Haft-maywa. For making Haft-maywa we need raisin, walnuts, pistachios, and almonds. Then I make Sabzi-Chelo.  تهیه کردن هفت میوه. به تهیه کردن هفت میوه من به کشمش، چهار مغز، کشته، پسته، سنجد، گولنگ، بادام ضرورت دارم.	<b>Younger Learners:</b>  Learners will watch a clip about popular meals during Nowruz. They will also watch a video on the recipe of a dish that people mostly prepare in Nowruz. Learners will take notes of the steps and ingredients of the dish. In groups, of two, they will explain the recipe of a similar dish to each other. If they do not know any, they will watch a few related YouTube clips and choose one. They will then write the steps and ingredients and explain the recipe to other groups. They will also answer questions.  <b>Older Learners:</b>

	<p>بعد من سبزی چلو می پزم.</p> <p><b>Cultural knowledge:</b> Students will understand the relationship of these special dishes to Nowruz celebration and be able to make Haft-Maywa.</p> <p>غذاهای مختلف نوروز</p> <p><b>Content:</b> Nawruz</p>	<p>Learners will listen to an interview with an Afghan chef about special Nowruz popular meals. In groups of two, they will create 2-3 questions to ask from the interviewee for better understanding the recipe. They will also ask why the dish is considered special for the occasion. The teacher will act as the chef and answer learners' questions. At last, they will write a summary of their understanding and post a copy to the program's Facebook account for others to read and comment.</p>
<p><b>Advance Low:</b></p> <p>2. I can understand the main ideas of short presentations related to Nowruz celebrations and traditions such as: a memorable experience, special food (<i>Haft Maywa and Haft Seen</i>); picnic places (<i>Paghman, Mazar-e-sharif, and Kabul Zoo</i>); famous historical places (<i>Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak</i>) to visit during Nowruz; famous people (<i>King Amanullah Khan, Sayed Jamaluddin Afghani, and Mawlana Jalaluddin Rumi Balkhi</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> old, city, date, area, masque, handicraft, garden, repair</p> <p>قدیمی، پاچا، شهر، بابر، تاریخ، منطقه، مسجد(ها)، صنایع دستی، باغ، تعمیر</p> <p><b>Grammatical structure:</b> present, past, and future tenses, narration, direction, description,...</p> <p>چکر رفتن، عکس گرفتن، فیلم برداری کردن، دیدن، رفتن</p> <p><b>Language Chunks:</b> Babar garden is one of historical gardens of Kabul city. Babar garden has a historical background. This garden is in a great place at Kabul. Barbar garden was built by Zahir ol-deen Mohamad the king of Goorganian dynasty.</p> <p>باغ بابر یک از باغ های تاریخی شهر کابل است. باغ بابر دارای قدمت دیرینه یی می باشد این باغ در منطقه خوش آب و هوای گذرگاه کابل است. باغ بابر توسط ظهیرالدین محمد بابر بنیانگذار امپراتوری گورگانین هند.</p>	<p><b>Younger learners:</b></p> <p>Learners will watch an authentic video about the history of one of the most famous places in Isfahan, "Bagh-e-Babor". Learners will write a summary of the key points in the clip. The class is divided to team A and B. Each team will use its notes to create comprehension questions. For competition, each group will take turns to ask its questions. Other group should answer. If they are not able to answer, the team who has asked the question will answer and score a point. At the end, the team with the higher score will be announced as the winning team.</p> <p><b>Older Learners:</b></p> <p>Learners will listen to an authentic story about a famous city in Afghanistan. They will work with a partner to complete an organizer chart and answer related</p>

	<p><b>Cultural knowledge:</b> Students will understand the relationship of historical places Nowruz and can recommend places to go and celebrate Nowruz.</p> <p style="text-align: right;">باغ بابر</p> <p><b>Content:</b> Historical place</p>	<p>questions. The questions and answers will help learners to develop a better understanding of the story. Each learner will then retell the story to a partner in his or her own words. They will further write the summary of the story and upload a copy to the program's created Facebook page for other students to read and comment. The teacher will monitor the Facebook page and ask questions or post comments to facilitate students' learning.</p>
<p><b>Interpersonal Communication</b></p>		
<p><b>Intermediate high:</b></p> <p>3. I can ask and give information about different traditional practices and products related to Nowruz celebrations such as: a typical Nowruz day; picnic places (<i>Paghman, Mazar-e-sharif, and Kabul Zoo</i>); food (<i>Haft Maywah, Sabzee Chalaw, Samanak, Qabili Palau</i>), historical places (<i>Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak</i>); and famous people (<i>King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi</i>)</p>	<p><b>Vocabulary:</b> delicious, meat, vegetables, onions, fruits, rice, kabab</p> <p>خوشمزه، گوشت، سزیجات، پیاز، سیر، میوه جات، برنج، قورمه، کیاب</p> <p><b>Grammatical structures:</b> narration, direction, description, verbs: mix, taste, add, eat, water, prefer, choose</p> <p>قاپه کن، بخور، بچش، اضافه کن، آب تر جیح دادن، انتخاب کردن</p> <p><b>Sequence expression:</b> first, second, third,...</p> <p>اول، دوم، سوم، چهارم، بعد، بعدا، فعلا، آخر،</p> <p><b>Language Chunks:</b> First, sauté the onions. Second, add the onions to the meat. Then, add garlic. At the end fry the meat.</p> <p>اول پیاز را بیریان می کنیم.</p>	<p><b>Younger learners:</b></p> <p>Learners will watch an Afghan Cooking show to learn how to make Mantu. While watching, they will write down words and ingredients that are needed to prepare the dish. They will work with a partner and write the steps (recipe) on how to prepare the dish.</p> <p><b>Older learners:</b></p> <p>Learners will interview their parents and ask them questions about the recipe of a popular traditional Afghan dish. They will write the steps and ingredients. Learners will share their findings from the interviews with a partner. They will bring the items and ingredients to the class and explain to classmates how to prepare that dish. Learners will also indicate on what occasion is the dish served. For example, Turkey</p>

	<p>دوم پیاز را به گوشت اضافه می کنیم. بعد، سیر اضافه می کنیم. در آخر گوشت را سرخ می کنیم.</p> <p><b>Cultural knowledge:</b> Students will understand the relationship of these special dishes to Nowruz celebration and be able to make them.</p> <p><b>Content:</b> Food</p>	<p>on Thanksgiving in the United States.</p>
<p><b>Advance Low:</b></p> <p>4. I can tell someone the differences and similarities between the New Year celebration and traditions in Afghanistan with those in Iran.</p>	<p><b>Vocabulary:</b> culture, popular, customs and traditions, differences, cultural, neighbor, country, attribute, firstly, then, at the end, before</p> <p>فرهنگ ، رسم و رواج، تفاوت ها، فرهنگی، همسایه، کشور، ویژگی، اولاً، بعداً، بعد از آن، در آخر، همچنان، قبلاً، قبل</p> <p><b>Grammatical structures:</b> narration, direction, description</p> <p>فعل ها: جشن گرفتن، تبریک گفتن، برگزار کردن،</p> <p><b>Language Chunks:</b> Nowruz, happy Nowruz, traditions. The first day of spring is Nowruz. Afghan people celebrate Nowruz in this day. How do Iranian people celebrate Nowruz? How do Tajik people celebrate Nowruz?</p> <p>نوروز باستانی، نوروز تان پیروز اداب و رسوم، صد سال به این سال ها</p> <p>اولین روز فصل بهار نوروز است.</p> <p>همه مردم افغان نوروز را در این روز جشن می گیرند.</p> <p>مردم در ایران نوروز را چگونه جشن می گیرند؟</p>	<p><b>Younger learners:</b></p> <p>Learners will fill out the KWL chart (the chart with three columns labeled, what I know, what I want to know and what I learned about Nowruz). They will watch different video clips related to celebration of New Year and its traditions in Afghanistan and in Iran. In pairs, learners will compare practices in both cultures. Learners will highlight similarities and differences between the two cultures. They will then write a summary and post a copy to the program’s Facebook page. Learners will interact with each other by posting comments. The teacher will monitor and post comments, using guided questions.</p> <p><b>Older learners:</b></p> <p>Learners will research about Nowruz celebrations in Afghanistan and one of the</p>

	<p>مردم تاجیکستان نوروز را چگونه جشن می گیرند؟</p> <p><b>Cultural knowledge:</b></p> <p>خوردان به دیدن بزرگان برای احترام و عرض تبریک نوروز می روند.</p> <p>Students will learn how people behave, especially when it comes to paying respect to elders.</p> <p><b>Content:</b> Nowruz</p>	<p>neighboring courtiers (Iran, Tajikistan). They will write the customs and traditions that are similar and different in both countries. Learners will focus more on the differences and will write about them. They will mention what is different and why it is different. At the end, they will write a summary and post a copy to the program's Facebook page. Other students will read postings and offer comments. The teacher will observe interaction and offer feedback through posting guided questions.</p>
<p><b>Presentational Speaking</b></p>		
<p><b>Intermediate High:</b></p> <p>5. I can make a presentation describing Nowruz celebrations (<i>Milah Gole Sorkh, Sizdah Be-dar</i>); visiting historical places (<i>Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak</i>); preparing Nowruz special dishes (<i>Haft Maywah, Haft Seen, Sabzee Chalaw, Samanak, Qabili Palau</i>); and identifying important historical figures and their characteristics (<i>King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi</i>).</p>	<p><b>Vocabulary:</b> Fat, skinny, beautiful, ugly, tall, short, kind, caring, good-tempered, impatient, accurate, quiet, busy, happy, sad, sad, social, popular, active, disciplined, warm-blooded, cold-blooded, loyal or loyal, orderly, humorous, moody, chaotic</p> <p>چاق، لاغر، زیبا، بدرنگ، بلند، کوتاه، مهربان، ظلم، خوش اخلاق، بد اخلاق، دقیق، ساکت، ناراحت، غمگین، اجتماعی، مردمی، فعال، منظم، خون گرم، خونسرد، با وفا یا وفادار، منظم، شوخ، بی نظم ...</p> <p><b>Grammatical structures:</b> Demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions( first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction,</p>	<p><b>Younger learners:</b></p> <p>Learners will bring a picture of their best friend or sibling to the class. In groups of two, they will describe the physical appearance of the person in the picture to each other and explain their characteristics. They will further explain why that person is their favorite friend or sibling. Later, each student will present each other's favorite person to the class and answer related questions. The teacher will also ask guided questions in order to better facilitate students' learning.</p> <p><b>Older learners</b></p> <p>Learners will bring pictures of an elderly woman of an Afghan family as well as an American to the class. They will work with a partner to</p>

	<p>description,...</p> <p><b>Language Chunks:</b> My grand mother is very kind and good-natured. I'm a very good person. He is very active and optimistic. What characters of your father do you like?</p> <p>مادر کلان من بسیار مهربان و خوش اخلاق است. من بسیار ادم خوب هستم. او بسیار فعال و خوش بین است. چه خصوصیت های اخلاقی پدرت رو دوست داری؟</p> <p><b>Cultural knowledge:</b></p> <p>پرسیدن بعضی از سوال های خصوصی و شخصی بین افراد و دوستان متداول است که غیر مودبانه به نظر نمی آید؛ مثلا چقدر لاغر، چاق، ضعیف... شدی!</p> <p>Students will learn and be able to ask appropriately questions.</p> <p><b>Content:</b> describing people's personality</p>	<p>describe similarities and differences in terms of appearances including clothing. They will then discuss the differences and explain why they believe those differences exist between the two cultures. At the end, they will write a short summary of their discussions and share it with the rest of the class through the program's created Facebook page. Students will be required to read each other postings and offer comments.</p>
<p><b>Advance Low:</b></p> <p>6. I can describe a past event that is associated with Nowruz celebrations and events such as describing my last visit to Afghanistan during Nowruz (<i>meeting extended family, having picnic in Paghman,</i></p>	<p><b>Vocabulary:</b> flower, red, Haft-Maywa میله، گل، سرخ، هفت میوه،</p> <p><b>Grammatical structures:</b> past tense, action verbs, adjectives, adverbs of time. Sequence expressions (first, then, next, finally) , ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,</p>	<p><b>Younger learners:</b></p> <p>In groups of two, learners will tell each other how they spent their time last Nowruz/or last vacation. They will use pictures and drawings to create a mental visual of their story in the mind of a listener. They will explain what they purchased, where did they go, and what did they do, among others. Later, the listener will</p>

<p><i>visiting Mazar-e-sharif, and Kabul Zoo).</i></p>	<p><b>Language Chunks:</b> Nowruz greeting, preparing Haft Maywa , Happy Nowruz</p> <p>Have you ever gone to Afghanistan on Nowruz holiday?</p> <p>Yes, I once went to Afghanistan for a holiday.</p> <p>What did you do during Nowruz holiday in Afghanistan?</p> <p>I went to visit relatives during Nowruz.</p> <p>What did you buy on Nowruz Holiday?</p> <p>I bought Afghan handicraft from the market</p> <p>All Afghans people celebrate the New Year on this day.</p> <p>تبریک نوروزی، تهیه سفره هفت میوه، نوروزتان پیروز، آیا تا به حال در تعطیلات نوروزی به افغانستان رفتی؟ بله، من یک بار برای تعطیلات نوروز به افغانستان رفتم. تعطیلات در افغانستان چه کار کردی؟ من برای عید به دیدن اقوام رفتم. در تعطیلات نوروز چه چیزهایی خریدی؟ من در افغانستان صنایع دستی از بازار خریدم همه مردم افغانستان نوروز را در این روز جشن می گیرند.</p> <p><b>Cultural knowledge:</b> customs and behaviors related to Nowruz celebration</p> <p>کوچکترها به دیدن بزرگترها برای احترام و عرض تبریک عید می روند. عیدی دادن بزرگترها به کوچکترها</p>	<p>retell his or her partner’s story to the rest of the class.</p> <p><b>Older learners:</b></p> <p>Learners will talk about their last vacation in Afghanistan during Nowruz celebration in three different categories. The three categories will include what they did before travel (travel arrangement such as buying ticket...), during travel (places they visited, souvenirs they purchased...), and after travel (opening suitcase and gifts, going back to school...). They will use pictures and drawings to create a visual of their story in the mind of a listener. Later, the listener will retell his or her partner’s story to the rest of the class.</p>
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	<b>Content:</b> A typical Nowruz day	
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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.

<b>Web links:</b> 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 – 9:20	<b>Opening activity:</b> Instructor will review homework and introduce the objectives of the day (daily schedule will vary).
9:20 – 10:20	<b>Learning Episodes 1-3 (20 minutes each):</b> 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	<b>Break</b>
10:30 – 12:00 (Reading Comprehensions)	<i>Please refer to the Reading and Writing Curriculum.</i>
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	<p><b>Learning Episodes 1-2 (20 minutes each):</b></p> <p><b>Opening activate:</b> Learners will watch an authentic Afghan children movie.</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 perform cultural performance such as Afghan national dance, songs and plays.</p>
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"> <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>

