



2016 LEARNER Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK CENTRAL														
Program Title:	Trip to Afghanistan and participating in Nowruz festival														
Language(s):	Dari	Grade(s) of Learners:	Grade 7-8 K-2, 3-5, 6-8, 9-12												
Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes												
Program Setting:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><i>Residential:</i></td> <td style="width: 20px;"></td> <td style="text-align: center;"><i>Non-Residential:</i></td> <td style="text-align: center;">X</td> <td style="text-align: center;"><i>Distance/Online Component:</i></td> <td style="width: 20px;"></td> </tr> <tr> <td colspan="6"><i>Other (please specify):</i></td> </tr> </table>			<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>		<i>Other (please specify):</i>					
<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>											
<i>Other (please specify):</i>															

Duration:	<i>Weeks/Days:</i>	20 Days	<i>Contact Hours:</i>	80	
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Target Proficiency Level: (by end of program)	Reading and Writing: Intermediate High	Target Performance Level(s): (during and by end of program)	<i>Reading and Writing: 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's (solar calendar). The history of Nowruz goes back three thousand years. Through interactive activities, learners will explore traditions and customs involved with Nowruz celebration. They will learn when Nowruz is celebrated, for how many days, what families and societies do in order to welcome the start of spring on Nowruz, etc.

The course will target learners at grades 7-8 (12-13 years old); however, activities will be varied in order to differentiate instruction for older learners who are entering the program at the target proficiency level. For instance, younger children will be exposed to and will practice the language by completing charts, Venn diagrams, 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 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, write summaries, play related games, talk about routine activities, and share their findings with their classmates the next day. Learners will also interpret works of art, photographs, and pieces of literature (i.e., simple poems, folkloric stories, etc.). They will work in pairs and small groups to compare and contrast similarities and differences between New Year celebrations in Afghanistan, in Iran, and in 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 about favorite foods, games, activities, and important places that Afghans usually visit during Nowruz celebrations. They will also be able to make short presentations and write the steps that are involved in the celebrations in detail.

<p style="text-align: center;">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p style="text-align: center;">PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>	OR
Interpretive Reading		
<p>Intermediate high: 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 timeframes.</p> <p>Advance Low: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes and genres.</p>	<p>I can read and understand recipes and follow simple directions to cook Afghan popular dishes or sweets.</p>	
	<p>I can read and understand the main idea of a short article related to topics such as: a memorable experience, special food (Haft Maywa and Haft Seen); picnic places (Paghman, Mazar-e-sharif, and Kabul Zoo); famous historical places (Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak) to visit during Nowruz; famous people (King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi); and how people usually spend their time during Nowruz (Mayla-e-Gul-e-Surkh and Sizdah Be-dar).</p>	
Interpersonal Communication for Reading and Writing		
<p>Intermediate High: I can participate with ease and confidence in conversations on familiar topics using technology mediated device and methods. I can usually talk about events and experiences in various timeframes. 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>Advance Low: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various timeframes. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication</p>	<p>I can read postings and write responses about different traditional practices and products related to Nowruz celebrations such as: famous Afghan restaurants, a typical Nowruz day; picnic places (Paghman, Mazar-e-sharif, and Kabul Zoo); food (Haft Maywah, Sabzee Chalaw , Samanak, Qabili Palau), historical places (Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak); and famous people (King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi).</p>	
	<p>I can communicate via an email or phone call to explain cultural difference in celebration of Nowruz in Afghanistan and Iran.</p>	

Presentational Writing	
<p>Intermediate High: 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 timeframes.</p> <p>Advance Low: I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various timeframes.</p>	<p>I can write a short article or a letter about 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 Afghani, and Mawlana Jalaluddin Rumi Balkhi</i>).</p> <p>I can write about a memorable story related to Nowruz such as describing my last visit to Afghanistan during Nowruz (<i>meeting extended family, having picnic in Paghman, visiting Mazar-e-sharif, and Kabul Zoo</i>).</p>

You may add additional rows as necessary.

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

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
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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.
Through reading different authentic materials, learners will develop an understanding of how traditions and customs have changed over time. They will compare and contrast Nowruz celebrations in past times with contemporary practices in Afghanistan. They will demonstrate their understanding through writing and reading summaries. In addition, learners will complete a Venn diagram in which they compare and contrast New Year's traditions and customs with those in the United States.	Learners will communicate with friends, and native Dari speakers through short emails and Facebook postings. They will ask each other questions about Nowruz traditions and customs. They will also ask follow up questions to develop a deeper understanding about the topic. Learners will share the findings from their communications with friends and native speakers with classmates and answer related questions. Learners will post comments to each other's posting on the program-created Facebook page.	Learners will use the findings from readings and communication with friends and native speakers to create a detailed poster (edu.glogster.com) presentation. They will post a picture of their poster to the program's Facebook and write an explanation to inform the readers on how Nowruz celebration has changed in today's practices. They will also explain what has caused those practices to be changed. Others 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 & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpretive Reading		
<p>Intermediate High:</p> <p>1. I can read and understand recipes and follow simple directions to cook Afghan popular dishes or sweets.</p>	<p>Vocabulary: delicious, meat, vegetables, onions, fruits, rice, kabob خوشمزه، گوشت، سبزیجات، پیاز، سیر، میوه جات، برنج، قورمه، کباب</p> <p>Grammatical structures: narration, direction, description, verbs: mix, taste, add, eat, water, prefer, choose قاپه کن، بخور، بچش، اضافه کن، آب تر جیح دادن، انتخاب کردن</p> <p>Sequence expression: first, second, third,... اول، دوم، سوم، چهارم، بعد، بعدا، فعلا، آخر،</p> <p>Language Chunks: First, sauté the onions. Second, add the onions to the meat. Then, add garlic. At the end fry the meat. اول پیاز را بپزیم می کنیم. دوم پیاز را به گوشت اضافه می کنیم. بعد، سیر اضافه می کنیم.</p>	<p>Younger Learner:</p> <p>Learners will read a text about famous Afghan dishes. They will write the recipe and the steps that are required to prepare that dish.</p> <p>In another activity, learners will work with a partner to read a short article related to the topic of Nowruz celebrations. The article will have some missing information that the students will need to fill in. Each group, once settled on choices for each blank, will then write their answers and share them with other groups.</p> <p>Older learner:</p> <p>Learners will explore sites related to Afghan culture and read about family gatherings during special events. Each learner will select one popular food and write its recipe. Learners will exchange their recipes with each other for proofreading and possible correction. The learner who reads the recipe will make sure the</p>

	<p>در آخر گوشت را سرخ می کنیم</p> <p>Cultural knowledge: Traditional foods as a reflection of the personality and history of the people and country/city.</p> <p>Content: Food</p>	<p>overall instructions and steps are easy to follow. If something does not “sound” right, the reader will provide written feedback.</p>
<p>Advance Low:</p> <p>2. I can read and understand the main idea of a short article related to topics such as: a memorable experience, special food (Haft Maywa and Haft Seen); picnic places (Paghman, Mazar-e-sharif, and Kabul Zoo); famous historical places (Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak) to visit during Nowruz; famous people (King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi); and how people usually spend their time during Nowruz (Mayla-e-Gul-e-Surkh and Sizdah Be-dar).</p>	<p>Vocabulary: old, city, date, area, masque, handicraft, garden, repair</p> <p>، صنایع دستی قدیمی، پاچا، شهر، بابر، تاریخ، منطقه، مسجد(ها)، باغ، تعمیر</p> <p>Grammatical structure: present, past, and future tenses, narration, direction, description,...</p> <p>چکر رفتن، عکس گرفتن، فیلم برداری کردن، دیدن، رفتن</p> <p>Language Chunks: Babar garden is one of historical gardens of Kabol 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 بی 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>Cultural knowledge: historic place</p> <p>باغ بابر</p>	<p>Younger learners:</p> <p>In groups of three, learners will read parts of an article related to historical places in Afghanistan (each group will receive a different article). Each learner will work in their group and discuss the main idea of the article. They will also complete, as a group, an organizer chart and answer questions like what, when, why, and where about the article. Learners will then interact with other groups, share information from their organizers, and answer related questions.</p> <p>Older learners:</p> <p>Learners will explore Afghan websites and read about 1-2 historical places of their heritage city in Afghanistan. They will write a summary of the main points and present it to the class. They will indicate what the historical place represents, what its significance is, and how people view that historical place or monument. Finally, learners will post a copy of their reading summary to the program’s Facebook for others to read and comment. The teacher will also post</p>

	<p>Content: Historical place</p>	<p>guided questions and comments to add to student's knowledge and further facilitate their learning.</p>
<p>Interpersonal Communication</p>		
<p>Intermediate High 3. I can read postings and write responses about different traditional practices and products related to Nowruz celebrations such as: famous Afghan restaurants, a typical Nowruz day; picnic places (Paghman, Mazar-e-sharif, and Kabul Zoo); food (Haft Maywah, Sabzee Chalaw , Samanak, Qabili Palau), historical places (Bagh-e-Babor, Zayarat-e-Sakhi, Mazari Sharif, Darul Aman Palance, Buddhas of Bamiyan, Masjid Jami Herat, and Khirqa Mubarak); and famous people (King Amanullah Khan, Sayed Jamaluddin Afghan, and Mawlana Jalaludding Rumi Balkhi).</p>	<p>Vocabulary: delicious, meat, vegetables, onions, fruits, rice, kabab خوشمزه، گوشت، سبزیجات، پیاز، سیر، میوه جات، برنج، قورمه، کباب</p> <p>Grammatical structures: narration, direction, description, verbs: mix, taste, add, eat, water, prefer, choose قاطه کن، بخور، بجش، اضافه کن، آب تر جیح دادن، انتخاب کردن</p> <p>Sequence expression: first, second, third,... اول، دوم، سوم، چهارم، بعد، بعدا، فعلا، آخر،</p> <p>Language Chunks: First, sauté the onions. Second, add the onions to the meat. Then, add garlic. At the end fry the meat. اول پیاز را بیریان می کنیم دوم پیاز را به گوشت اضافه می کنیم بعد، سیر اضافه می کنیم در آخر گوشت را سرخ می کنیم</p>	<p>Learners will read reviews of 2-3 local Afghan restaurants and compare menus. In small groups, they will discuss which restaurant to go to for Nowruz celebration. They will talk about the food, location, service, price, etc. They will then write a review about the restaurant that they liked and post a copy to the program's Facebook page. Other students will read the review and post comments. The teacher will also post guided questions to facilitate learning.</p>

	<p>Cultural knowledge: Traditional foods as a reflection of the personality and history of the people and country/city.</p> <p>Content: Food</p>	
<p>Advance Low:</p> <p>4. I can communicate via an email or phone call to explain cultural difference in celebration of Nowruz in Afghanistan and Iran.</p>	<p>Vocabulary: 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>Grammatical structures: narration, direction, description</p> <p>فعل ها: جشن گرفتن، تبریک گفتن، برگزار کردن،</p> <p>Language Chunks: 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>مردم تاجیکستان نوروز را چگونه جشن می گیرند؟</p> <p>Cultural knowledge:</p>	<p>Learners will explore and read Afghan and Iranian webpages to learn about different cultural practices. They will work in small groups to discuss customs and traditions in both cultures and reveal the areas that are different. They will also mention why they think those differences exist. The teacher will listen to students' discussion and ask guided questions to spark students' critical thinking.</p>

	<p>خوردان به دیدن بزرگان برای احترام و عرض تبریک نوروز می روند.</p> <p>Content: Nowruz</p>	
Presentational writing		
<p>Intermediate High:</p> <p>5. I can write a short article or a letter about Nowruz celebrations (<i>Milah Gole Sorkh, Sizdah Bedar</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 Jalaluddin Rumi Balkhi</i>).</p>	<p>Vocabulary: historical, places, city, famous, downtown, religious</p> <p>مذهبی تاریخی، مکان ها، شهر، معروف، مرکز،</p> <p>Grammatical structure: Past and present tense, narration, direction, description</p> <p>Language Chunks: Mazar Sharif is the capital of Balkh state in the north of Afghanistan. Mazar Sharif is the third biggest city in Afghanistan. It has historical monuments and religious places.</p> <p>، جاهای دیدنی جاهای تاریخی مزار شریف مرکز ولایت بلخ در شمال افغانستان است. مزار شریف سومین شهر بزرگ افغانستان است. آثار تاریخی و اماکن مذهبی و زیارتی قدیمی دارد.</p> <p>Cultural knowledge: Traditional, historic cities as a reflection of the personality and history of the people</p> <p>Contents: place</p>	<p>Learners (individually) will watch videos and explore Afghan websites to learn about the history of an important place in Afghanistan. In groups of two, learners will share their information with each other and create a travel brochure for the city they have researched. They will include a short history and information about the significance of the city. They will then present their brochure to other groups and encourage them to visit. Students will rate each other's brochures using a program produced rating rubric. The brochure with the higher rating will win a prize. Learners will post a copy of it to the program's Facebook page for others to read and comment.</p>

<p>Advance Low</p> <p>6. I can write about a memorable story related to Nowruz such as describing my last visit to Afghanistan during Nowruz (<i>meeting extended family, having picnic in Paghman, visiting Mazar-e-sharif, and Kabul Zoo</i>).</p>	<p>Vocabulary: flower, red, Haft-miwa میلہ، گل، سرخ، ہفت میوہ،</p> <p>Grammatical structures: past tense, action verbs, adjectives, adverbs of time.</p> <p>Language Chunks: going to Mile, glorification of the Nowruz, Haft miwa رفتن به میلہ، تجلیل از نوروز، ہفت میوہ</p> <p>Cultural knowledge: Nowruz</p> <p>Content: typical Nowruz day</p>	<p>Learners will interview their parents and ask them about an interesting and memorable story that they may have had from Nowruz. Learners will then write a summary of their parents' story. In groups of two, they will share their summaries with each other and talk about the story. Learners will also include a few superstitions/beliefs that exist in association with Nowruz to make their summaries more interesting. For instance, <i>during Nowruz, if it rains, people believe that the year will be the year of prosperity; anything a person does on Nowruz, he or she will continue to do the same for the rest of the year; etc.</i></p> <p>Learners will then share their summaries and related information with other groups and answer related questions.</p>
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You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

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 (Listening Comprehensions)	<i>Please refer to the Speaking and Listening Curriculum.</i>
10:20 - 10:30	Break
10:30 – 10:40	Opening activity: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).
10:40 - 12:00	Learning Episodes 1-4 (20 minutes each): 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	Lunch: Learners will take a lunch break with their instructors to further immerse in the culture.
1:00 – 1:40	Learning Episodes 1-2 (20 minutes each): Opening activates: 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	Learning Episode 3 (20 minutes):

	Learners will preform cultural performance such as Afghan national dance, songs and plays.
2:00 - 2:10	Break
2:10 – 2:50	<p>Learning Episodes 1-2 (20 minutes each):</p> <p>Opening activity: Under the teacher’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"> ● Online Alphabets Modules – to practice alphabets ● Byki to practice vocabulary ● Skype to conduct and record conversations ● Online games ● Linguafolio ● Program-created Facebook Page/ Moodle
2:50 – 3:15	<p>Learning Episode 1 (25 minutes):</p> <ul style="list-style-type: none"> ● Review of materials ● Homework assignments ● Wrap up

You may add additional rows as necessary.