



**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 K-1 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>	Residential:		Non-Residential:	X	Distance/Online Component:		
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	<i>Other (please specify):</i>			
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<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> <b>Novice Mid</b>	<b>Target Performance Level(s):</b> (during and by end of program)	<i>Reading and Writing:</i> <i>Novice Mid/Novice High</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 (literally “new day”) marks the first day of spring and is widely celebrated in Afghanistan and the neighboring countries of Iran and Tajikistan as New Year’s Day (according to the solar calendar). The history of Nowruz goes back three thousand years. Through interactive activities, learners will explore Nowruz traditions and customs; they will learn when Nowruz is celebrated, how long the festivities last, and what families and communities do to welcome the start of spring.

The program will target learners in grades K-1 (5-6 years old); however, activities will be varied in order to differentiate instruction for older learners who may be entering the program at this level. For instance, younger children will be exposed to and practice the language using coloring 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 students will read children’s story books, play related games, and write words and short phrases related to self and Nowruz. They will interact with each other as well as with their Afghan friends and other native speakers. Learners will also interpret photographs and simple pieces of literature (e.g. children’s songs, games, etc.). In addition, learners will make an illustrated list of their favorite Nowruz activities and foods. They will further work in pairs or small groups to list similarities and differences between New Year’s celebrations in Afghanistan and the United States. They will look at the Nowruz related pictures and brainstorm ideas associated with Nowruz. They will read authentic children’s stories about Nowruz and complete charts answering *What, When, Where* questions. By the end of the program, learners will be able to talk about their favorite foods, games, activities, and important

places that Afghans usually visit during Nowruz. They will also be able to identify similarities and difference between New Year’s celebrations in Afghanistan and the United States. Learners will also be able to list the steps that are involved in the Nowruz celebration.

### Learning Targets

<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>	OR
<b>Interpretive Reading</b>		
<p><b>Novice Mid:</b> I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p> <p><b>Novice High:</b> I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<ol style="list-style-type: none"> <li>1. I can read letters, simple words, and phrases related to greeting and personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</li> <li>2. I can read and understand simple photo captions related to shopping and Nowruz celebrations.</li> </ol>	
<b>Interpersonal Communication for Reading and Writing</b>		
<p><b>Novice Mid:</b> I can read and communicate through technology-mediated social participation (Google Hangouts, video chat, Facebook, email, text message, Instagram,) on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<ol style="list-style-type: none"> <li>3. I can read and write basic words and short phrases related to greeting and introduction of self and family; basic personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</li> </ol>	

<p><b>Novice High:</b> I can communicate and exchange information through technology-mediated social participation about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short and simple social interactions in everyday situations by asking and answering simple questions.</p>	<p>4. I can read and write name of items to shop for a Nowruz celebration, using related pictures.</p>
<p><b>Presentational Writing</b></p>	
<p><b>Novice Mid:</b> I can write lists and memorized phrases on familiar topics.</p>	<p>5. I can briefly write about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures.</p>
<p><b>Novice High:</b> I can write short messages and notes on familiar topics related to everyday life.</p>	<p>6. I can name and present brief information in writing about shopping and Nowruz celebration, using pictures and images.</p>

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL\\_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

*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.
Learners will read simple words and phrases about the Nowruz festival in Afghanistan. They will read children’s books and learn how people celebrate the Afghan New Year. Learners will make illustrated lists or complete a graphic organizer about the Nowruz celebration. They will also compare and contrast the New Year’s customs and traditions in Afghanistan and the United States.	Learners will use short, memorized words and phrases to communicate with each other. They will write to their classmates about the Nowruz festival in Afghanistan and read each other’s notes. They will share their illustrated lists, graphic organizers, and Venn diagrams with peers and highlight similarities and differences observed from them. They will use memorized words and phrases to ask each other short, simple questions about their respective diagrams.	Learners will present the findings from their lists, graphic organizers, and Venn diagrams to the class. They will talk about similarities and differences they have observed between the New Year’s celebrations in Afghanistan and the United States. The learners will also name some activities that they like to do during New Year’s celebrations.

## 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 Reading</b>		
<b>Novice Mid:</b>  1. I can read letters, simple words, and phrases related to greeting and personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors,	<b>Vocabulary:</b> Letter, sounds, family, father, sister, brother, daughter  <div style="text-align: right;">             حرف، صدا، فامیل              خانواده، پدر، خواهر، برادر، دختر           </div>	<b>Younger Learners:</b> Working in pairs, learners will receive a set of letter cards. One learner will pronounce familiar words and phrases such as <i>father, mother, sister</i> , etc., while the other will use the letter sets to make the words he or she hears. This activity will



<p>family kinship terms, common occupations, common transportation, my famous singers, and historical places</p>	<p><b>Grammatical structure:</b> Consonants; The four letter positions (initial, medial, final, and isolated) and connectable; Personal pronouns</p> <p><b>Language Chunks:</b></p> <p>این خانواده من است</p> <p>This is my family</p> <p>او پدر شما است؟</p> <p>He is your father?</p> <p>او مادر شما است؟</p> <p>She is your mother?</p> <p>بله، او مادر من است.</p> <p>Yes, she is my mother.</p> <p><b>Cultural knowledge:</b> Cultural behaviors associated with family</p> <p>خورد ها به کلان ها اول سلام میدهند</p> <p>Younger members of the family greet the elders first.</p> <p>اعضای خانواده یا فامیل در حضور کلان ها عموماً از پدر و مادر، پدر کلان و مادرکلان و... پاها را دراز نمی کنند</p> <p>Respect for the elder members of the family: not pointing shoes or feet at someone.</p>	<p>help learners recognize the initial, middle, and final, as well as the isolated form of the letters. It will also help them with listening comprehension.</p> <p>Afterwards, learners will read the words they have made with their letter sets. The teacher will observe the activity and ask guided questions to draw students' attention to any incorrect spelling.</p> <p><b>Older learners:</b> Working in pairs, learners will receive sets of letters and some familiar pictures such as <i>boy, girl, man, woman</i>, etc. Each pair will try to identify the picture, sound out the associated word, and write the word using the set of letters. The team with most words will be announced as the winner.</p>
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	<p><b>Content:</b> Alphabet; Family</p>	
<p><b>Novice High:</b></p> <p>2. I can read and understand simple photo captions related to shopping and Nowruz celebrations.</p>	<p><b>Vocabulary:</b> Poem, Nowruz, spring, daughter, Haft-Maywa, Nowruz-related words</p> <p>شعر، نوروز، بهار، دختر، هفت میوه، کلمات مربوط به نوروز</p> <p><b>Grammatical structures:</b> Action verbs; Using one or two short adjectives or adverbs; Simple present tense</p> <p>بودن، داشتن، آمدن، رفتن</p> <p><b>Language Chunks:</b></p> <p>نوروز روز اول سال است</p> <p>Nowruz is on the first day of the spring.</p> <p>هفت میوه: کشمش، سنجد، بادام، چهارمغز، گولنگ، کشته و پسته</p> <p>Haft-Mewa: raisins, almonds, walnuts, dry apricots , pistachios.</p> <p>آیا کشمش در هفت میوه است؟</p> <p>Are there raisins in Haft-Mewa?</p> <p>بله، کشمش در هفت میوه است</p> <p>Yes, there are raisins in Haft-Mewa.</p>	<p><b>Younger Learners:</b></p> <p>Working in small groups of two or more, learners will receive three sets of different pictures related to Nowruz celebrations. They will also receive short and simple captions (separated from the pictures). The learners will need to figure out the right captions for the right pictures (i.e. This is <i>Haft-Maywa</i> (picture). Then, they will go to see the other groups' work to compare and make some adjustments if necessary. At the end, they will present their three pictures and the related short captions to the class. The teacher will ask guided questions to facilitate further learning.</p> <p><b>Older Learners:</b></p> <p>In groups of four, learners will receive 3-4 pictures and the related words. They will create captions for the pictures and show them to the other groups. Learners from the other groups will look at the pictures and try to read the captions. Learners will receive feedback from the teacher.</p>

	<p><b>Cultural knowledge:</b> Cultural behaviors associated with Nowruz</p> <p>خورد ها به دیدن کلان ها می روند. لباسهای نو می پوشند</p> <p>Younger members of the family visit the elders on Nowruz.</p> <p>Everyone wears new clothes.</p> <p><b>Contents:</b> Nowruz</p>	
<p><b>Interpersonal Communication for Reading and Writing</b></p>		
<p><b>Novice Mid:</b></p> <p>3. I can read and write basic words and short phrases related to greeting and introduction of self and family; basic personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</p>	<p><b>Vocabulary:</b> Good, I, you, he/she, how, school, thank you, name</p> <p>خوب، من، تو، او، شما، چطور، حال، مکتب، تشکر، نام، بودن، داشتن،</p> <p><b>Grammatical structures:</b> Action verbs <i>to be</i>, <i>to have</i>, <i>to do</i>; Using one or two short adjectives or adverbs; Simple present tense</p> <p><b>Language Chunks:</b></p> <p>سلام، چطور هستید؟</p> <p>Hi, how are you?</p> <p>تشکر، من خوب هستم. شما چطور هستید؟</p> <p>Thank you, I am well. How are you?</p>	<p><b>Younger Learners:</b></p> <p>Learners will read and respond to a simple greeting and questions eliciting common biographical information, using simple words and phrases. They will communicate through simple, short notes, such as <i>"Hello, my name is ____."</i> <i>What is your name? Goodbye."</i> The teacher will monitor learners' interactions and provide feedback.</p> <p><b>Older Learners:</b></p> <p>Learners will read and respond to a simple greeting and questions eliciting biographical</p>

	<p>نام شما چی هست؟</p> <p>What is your name?</p> <p>نام من سارا است.</p> <p>My name is Sara.</p> <p>شما از کجا هستید؟</p> <p>Where you from?</p> <p>من از کابل هستم.</p> <p>I am from Kabul.</p> <p><b>Cultural knowledge:</b> Cultural behaviors associated with introduction.</p> <p><b>Content:</b> Introduction and personal information</p>	<p>information on the program-created Facebook page. For example, "Hello, my name is ___. I am ___ years old. I am in ___ grade. What is your name? Thanks. Goodbye." The teacher will monitor learners' online interactions and post comments and guided questions to assist them in their learning.</p>
<p><b>Novice High:</b></p> <p>4. I can read and write name of items to shop for a Nowruz celebration, using related pictures.</p>	<p><b>Vocabulary:</b> Family, elder, younger, where, home, child, son, daughter, son/boy</p> <p>خانواده، کلان، خورد، کجا، خانه، کودک، فرزند، دختر، پسر</p> <p><b>Grammatical structures:</b> Interrogative words, numbers, how old, superlative, verbs: to have</p> <p><b>Language Chunks:</b></p> <p>چند خواهر داری؟</p> <p>How many sisters do you have?</p>	<p><b>Younger Learners:</b></p> <p>Learners will bring pictures of their self, family members, and friends to class. In groups of two, the learners will provide information about the person in the picture to their peers <i>this is my mother, her name is ..., this is my father, his name is ...and</i>, etc. They will also ask and answer related questions. The teacher will monitor the learners' interaction and provide feedback.</p> <p><b>Older Learners:</b></p>

	<p>فرزند اول خانواده شما کیست؟</p> <p>Who is the eldest child in your family?</p> <p>برادر من فرزند کلان خانواده است</p> <p>My brother is the eldest child of the family.</p> <p>در کجا زندگی می کنی؟</p> <p>Where do you live?</p> <p>در شهر سن دیگو زندگی می کنم</p> <p>I live in city of San Diego.</p> <p>از کجا هستی؟</p> <p>Where you from?</p> <p>از افغانستان هستم</p> <p>I am from Afghanistan.</p> <p>خواهر کلان من سارا است</p> <p>My elder sister is Sara.</p> <p>نام مادر من ... است، نام مادر تو چی هست؟</p> <p>My mother name is..., what is your mother's name?</p> <p><b>Cultural knowledge:</b> Family structure and member's primary responsibilities. The role of gender and age.</p> <p>نقش فرزند کلان در خانواده</p> <p>The role of the eldest child in the family.</p>	<p>Learners will post pictures of their family on the program's created Facebook page or Moodle and write short captions for each picture. Other learners will look at the pictures, read captions, and write comments, using simple, short sentences. For instance, if the caption reads "This is my father," a student may ask "What is his name? Where does he work?", etc. The teacher will monitor learners' online interaction and provide feedback.</p>
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	<b>Content:</b> Family	
<b>Presentational Writing</b>		
<p><b>Novice Mid:</b></p> <p>5. I can briefly write about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures.</p>	<p><b>Vocabulary:</b> Mother, father, sister, brother, grandmother, grandfather, aunt(maternal), aunt (paternal), uncle (maternal), uncle (paternal)</p> <p>مادر، پدر، خواهر، برادر، مادرکلان، پدر کلان، خاله، ماما، عمه، کاکا</p> <p><b>Grammatical structures:</b> Adjectives; Personal and possessive pronoun</p> <p><b>Language Chunks:</b></p> <p>او مادر کلان من است.</p> <p>She is my grandmother</p> <p>مادرکلان شما چند ساله هست؟</p> <p>How old is your grandmother?</p> <p>او ۵۱ ساله هست.</p> <p>She is 51 years old.</p> <p>ماما شما در کجا زندگی می کند؟</p> <p>Where does your maternal uncle live?</p> <p>او در افغانستان زندگی می کند.</p>	<p><b>Younger Learners:</b></p> <p>Learners will work on their individual "All About Me" page. It can be filled in with drawings and pictures. They will then write simple words and phrases about each picture or drawing. The learners will later present their page to their classmates and answer simple and related questions.</p> <p><b>Older Learners:</b></p> <p>Learners will work in pairs on their individual "All About Me" book. In this book, learners will write a list of favorite activities that they usually do with their family members. They will also name the favorite activity of each family member. Afterwards, they will post a copy of their writing to the program's Facebook page/ Moodle for other students to read and comment on. The teacher will monitor the traffic and offer guided comments.</p>

	<p>He lives in Afghanistan.</p> <p><b>Cultural knowledge:</b> Cultural behaviors associated with greetings</p> <p>احترام به کلان ها</p> <p>Respect for elders</p> <p><b>Content:</b> Introduction</p>	
<p><b>Novice High:</b></p> <p>6. I can name and present brief information in writing about shopping and Nowruz celebration, using pictures and images.</p>	<p><b>Vocabulary:</b> Shopping, store, shopkeeper, clothing, food, child</p> <p>خریداری، دکان، دکاندار، لباس، خوراکی، کادو</p> <p><b>Grammatical structures:</b> Action verbs <i>to shop/to buy, to sell, to pay, to go</i>; Verb <i>to need</i>; Simple adjectives</p> <p><b>Language Chunks:</b></p> <p>من به دکان می روم</p> <p>I am going to the store.</p> <p>این سیب است</p> <p>This is an apple.</p> <p>این لباس نو است</p> <p>This is new clothing.</p>	<p><b>Younger Learners:</b></p> <p>Learners will bring to class the pictures of traditional Nowruz items. In pairs, they will make a drawing showing their parents and other family members in a grocery store shopping for Nowruz. For this activity, the learners must know the names of fruits and other groceries. They will then make up a story and present it with simple words and phrases such as ‘This is my family. They are at the store. Tomorrow is Nowruz. My mom likes to cook,’ etc. They will present their drawing to the other groups and post it on the classroom wall.</p> <p><b>Older Learners:</b></p> <p>Learners will ask their parents and other family members questions about shopping for Nowruz. They can also explore Afghanistanian websites to</p>

	<p>من لباس نو دارم</p> <p>I have new clothes.</p> <p>او خرید می کند</p> <p>He/she shops.</p> <p>چی می خواهی بخری؟</p> <p>What do you want to eat?</p> <p>من ماهی می خرم</p> <p>I will eat fish.</p> <p>قیمت این لباس چند است؟</p> <p>How much for this clothing?</p> <p><b>Cultural knowledge:</b> Cultural behaviors associated with shopping for Nowruz</p> <p><b>Content:</b> Shopping</p>	<p>learn about shopping practices during Nowruz. Learners will work with a partner and write about these practices, using simple words and phrases. The learners will then post a copy of their writing to the program's Facebook page or Moodle. Other students will read and comment on it.</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



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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	<b>Break</b>
10:30 – 10:40	<b>Opening activity:</b> Instructor will review homework and introduce the objectives for 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 be conducting formative assessment throughout the lesson. He or she will use recasting to correct learners’ pronunciation.
12:00 - 1:00	<b>Lunch:</b> Learners will take the lunch break with their instructor to promote cultural immersion.

1:00 – 1:40	<p><b>Learning Episodes 1-2 (20 minutes each):</b></p> <p><b>Opening activities:</b> Learners will watch an authentic movie about Afghan children.</p> <p>Learners will watch authentic Afghan 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 take part in a cultural performance such as an Afghan dance, song, or play.</p>
2:00 - 2:10	<p><b>Break</b></p>
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 software:</p> <ul style="list-style-type: none"> <li>● Online Alphabets Modules – to practice the alphabet</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> </ul>

	<ul style="list-style-type: none"><li>• Wrap up</li></ul>
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*You may add additional rows as necessary.*