



2016 LEARNER Program Curriculum Template

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



Host Institution:	STARTALK CENTRAL
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Program Title:	Trip to Afghanistan and participating in Nowruz festival
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Language(s):	Dari	Grade(s) of Learners:	Grade K-1
			K-2, 3-5, 6-8, 9-12

Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	<i>Residential:</i>	<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>	
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	<i>Other (please specify):</i>
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Duration:	<i>Weeks/Days:</i>	20 Days	<i>Contact Hours:</i>	80	
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Target Proficiency Level: (by end of program)	Listening and Speaking: Novice Mid	Target Performance Level(s): (during and by end of program)	Listening and Speaking: Novice Mid/Novice 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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| <p>STARTALK-endorsed Principles for Effective Teaching and Learning</p> <ul style="list-style-type: none"> ▪ 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 |
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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?

1. Does the Program Overview describe who will be part of the program and what they will do?
2. Do you see evidence of the 3 5Cs in the3 program overview?

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 traditions and customs that are involved with Nowruz celebration. 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 are entering the program at the 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 watch movies, listen to children stories, play related games, write words and short phrases related to self and Nowruz, and 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 (i.e., children songs, games, etc.). In addition, learners will make an illustrated list of their favorite activities and foods during Nowruz. 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 that may be associated with Nowruz. They will listen to authentic simple texts about Nowruz and complete charts answering *What, When, Where* questions. By the end of the program, learners will be able to list their favorite foods, games,

activities, and important places that Afghans usually visit during Nowruz. They will also be able to identify areas that are similar to or different from New Year's celebrations in the United States.

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 align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p>Interpretive Listening</p>	
<p>Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.</p> <p>Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>1. I can understand familiar words and phrases that are associated with 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.</p> <p>2. I can understand very short and simple stories related to shopping and Nowruz celebration when the story is supported by images and gestures.</p>
<p>Interpersonal Communication</p>	
<p>Novice Mid I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>Novice High -I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>3. I can greet and introduce myself and my family and provide 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>4. I can name items to shop for a Nowruz celebration, using related pictures.</p>
<p>Presentational Speaking</p>	

<p>Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	5. I can briefly talk about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures.
	6. I can name and present brief information about shopping and Nowruz celebration, using pictures and images.

You may add additional rows as necessary.

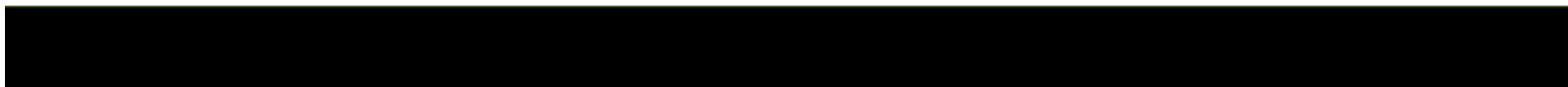


Summative Performance Assessment

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 listen to clips about Nowruz festival in Afghanistan. They will note what people do and how they celebrate the Afghan New Year. Learners will make an illustrated list of their	Learners will work with peers, share their illustrated lists, graphic organizers, and Venn diagrams to identify similarities and differences. They will use memorized words and phrases to	Learners will present their findings from their lists, graphic organizers, and Venn diagrams to the class. They will identify similarities and differences in New Year’s celebrations in Afghanistan and in

favorite activities and foods during Nowruz and complete graphic organizers and Venn diagrams on Nowruz celebration, to compare and contrast customs and traditions (during New Year) of Afghanistan with those in the United States.	ask short, simple questions from each other about the graphic organizer.	the United States through lists, pictures and drawings. Learners will use memorized phrases and short, simple sentences to present their information.
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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 Listening		

<p>Novice Mid:</p> <p>1. I can understand familiar words and phrases that are associated with 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.</p>	<p>Vocabulary: Name, city, job, age, doctor, student, classmate. نام, شهر، کار، سال، دکتر، شاگرد، همصنفي،</p> <p>Grammatical structures: Action verbs: to live, to be, to have, interrogative words of what, where, who فعل بودن، داشتن، زندگي کردن،</p> <p>Language Chunks:</p> <p>نام تو/ شما چيست؟ What is your name?</p> <p>نام من ستاره است. My name is Sitara.</p> <p>شما چي مي كنيد؟ What do you do?</p> <p>من شاگرد هستم. I am a student.</p> <p>او كي است؟ Who is she/he?</p> <p>او ستاره هست. She is Sitara.</p> <p>Cultural knowledge: identity – how people identify themselves (what they want others to know about</p>	<p>Younger learners:</p> <p>Learners will be introduced to simple words and language chunks through comprehensible input (i.e., pictures, gestures, modeling, short video clips, etc.). Learners will practice introductions, following their teacher’s model.</p> <p>Learners will also practice the content by playing “Ball Pass”. In this game, as the ball is passed from one student to another, the person holding it must say something about themselves. Learners will start the first round of the game saying their names. They will add more words in each round that they have the ball. At the end, each learner will have to say 2-3 things about a classmate sitting next to them. For instance, He is Mustafa, he is a student, he is from Kabul, etc. The teacher will use recasting to correct students’ pronunciation and simple grammatical errors.</p> <p>Older learners:</p> <p>Learners will watch a clip in which two native speakers introduce themselves. The learners will imitate the greeting with their peers. They will then see a model greeting in the context of the Afghan culture by their teacher(s) and try to</p>
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	<p>them before anything else – what cultural behaviors are associated with greeting)</p> <p>سلام به بزرگترها</p> <p>How to greet elders.</p> <p>مردها به هم دست می دهند و زن ها روبوسی می کنند برای سلام دادن</p> <p>Male shake hands to greet and female kisses in the cheeks to greet.</p> <p>Contents: Introduction</p>	<p>guess the meaning. For example, women kiss each other’s cheeks or hug, while men usually shake hands.</p> <p>In groups of two, the learners will practice greetings with different peers. This activity can be done though <i>mingling around</i> game. The teacher will play the music while learners are walking. As soon as the music stops, students will stop walking and start greeting a different partner.</p> <p>Finally, learners will listen to a short video clip and complete a demographic chart based on the information presented in the clip. They will share their chart with the class and answer related questions.</p>
<p>Novice High:</p> <p>2. I can understand very short and simple stories related shopping and Nowruz celebration when the story is supported by images and gestures.</p>	<p>Vocabulary: Poem, Nowruz, spring, daughter, Haft-maywa, words related to Nowruz</p> <p>شعر، نوروز، بهار، دختر، هفت میوه، کلمات مربوط به نوروز</p> <p>Grammatical structures: Action verbs, using one or two short adjectives or adverbs, simple present tense.</p> <p>بودن، داشتن، آمدن، رفتن</p>	<p>Younger learners:</p> <p>Learners will listen to and watch a simple children’s story about Nowruz. In groups of two, they will use some pictures (will be provided by the teacher) to make up a story using words and phrases they have learned. They will then present their made-up story to other groups and answer other learners’ questions. At last, students will re-watch the clip and answer to a true and false questions by holding up a green color flashcard for true and a red flashcard color for the false.–The</p>

	<p>Language Chunks:</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 پیسته.</p> <p>Haft-Mewa: raisins, snjet, almonds, walnuts, apricots (dry), 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>Cultural knowledge: Cultural behaviors associated with Nowruz</p> <p>خورد ها به دیدن کلان ها می روند. لباسهای نو می پوشند</p> <p>Youngers visit elders for Nowruz celebration.</p> <p>People wear new clothing.</p> <p>Contents: Nowruz</p>	<p>teacher will review students' answers and provide confirmatory feedback such as "Yes, _____ is the correct answer."</p> <p>Older learners:</p> <p>Learners will watch a musical video story about Nowruz. In groups of two, they will retell the story to each other in their own words. They will say <i>what they saw, who was who, what items were there</i>, etc. They will then make a list of the new words and phrases that they heard in the clip. Learners will share their list with other groups and add to each other's knowledge.</p>
Interpersonal Communication		
<p>Novice Mid:</p> <p>3. I can greet and introduce myself and my family and provide basic personal information,</p>	<p>Vocabulary: Good, I, you, he/she, how, school, thank you, name</p>	<p>Younger learners:</p> <p>Learners will be introduced to new words and language chunks through comprehensible input</p>

<p>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>خوب، من، تو، او، شما، چطور، حال، مکتب، تشکر، نام،</p> <p>Grammatical structures: Action verbs to be, to have, to do, using one or two short adjectives or adverbs, simple present tense</p> <p>بودن، داشتن،</p> <p>Language Chunks:</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>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>Cultural knowledge: Cultural behaviors associated with introduction.</p>	<p>(i.e., pictures, gestures, power points, etc.). Learners will practice the content via a game. They will sit in a circle (including the teacher) and repeat after the teacher as he/she introduces themselves.</p> <p>Learners will further practice the content through a “glove puppet” activity. Learners will interact and role-play introductions using the puppet. They will move to each other and say “<i>Hi, how are you, my name is__ . What is your name?</i>”.</p> <p>Older learners:</p> <p>Learners will walk around and ask basic questions from at least 2-3 classmates, using memorized words, phrases, and short sentences. They will then introduce one of their classmates to the class. For instance, <i>this is Mustafa. Mustafa lives in Kabul. He is a learner, etc.</i></p>
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	Content: Introduction and personal information	
<p>Novice High:</p> <p>4. I can name items to shop for a Nowruz celebration, using related pictures.</p>	<p>Vocabulary: Raisins, walnuts, apricot, pistachio, rice, spinach, Afghani, how much? Kilogram, pound, buy</p> <p>کشمس، چارمغز، آلو، پسته، برنج، سبزی، افغانی، چند؟ کیلوگرام، خریدن</p> <p>Grammatical structures: Nouns, quantity, Wh questions</p> <p>اسم، مقدار، سوالات</p> <p>Language Chunks:</p> <p>I want... من می خواهم.</p> <p>How much is این چند است؟</p> <p>Give me 2 kg of..... دو کیلوگرام بدهید.</p> <p>Cultural knowledge: cultural behaviors associated with shopping</p> <p>Content: Shopping</p>	<p>Younger learners:</p> <p>In groups of two, learners will draw pictures of items that they want to buy for Nowruz celebration and introduce the items in the picture to each other. They will give basic information about the items, such as the item's name, color, shape, etc. Learners will meet other groups and introduce their drawings other classmates and answer questions.</p> <p>Older learners:</p> <p>Learners will use pictures of items that they would need for Nowruz celebration. They will create to stalls and role-play as sellers and buyers.</p>

Presentational Speaking

<p>Novice Mid:</p> <p>5. I can briefly talk 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>Vocabulary: 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>Grammatical structures: Adjectives, personal and possessive pronoun.</p> <p>Language Chunks:</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 is your uncle (maternal) lives?</p> <p>او در افغانستان زندگی می کند</p> <p>He is living in Afghanistan.</p>	<p>Younger learners:</p> <p>In groups of two, learners will name and identify cultural differences between Afghan and American families. They will compare and contrast family pictures from each culture and fill in a Venn diagram. They will then present their diagram to the class and name the areas in which they see cultural differences in, such as set-up the room, clothing, and number of people in the picture, and etc.</p> <p>Older learners:</p> <p>Learners will work in pairs and create avatars (www. Viki.com) to introduce their family to the class. They will record their voice, using short, simple memorized sentences.</p>
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	<p>Cultural knowledge: cultural behaviors associated with introduction</p> <p>احترام به کلان ها</p> <p>Respect elders</p> <p>Content: Introduction</p>	
<p>Novice High:</p> <p>6. I can name and present brief information about shopping and Nowruz celebration, using pictures and images.</p>	<p>Vocabulary: Shopping, store, shopkeeper, clothing, food, child</p> <p>خریداری، دکان، دکاندار، لباس، خوراکی، کادو</p> <p>Grammatical structures: Action verbs: to shop/to buy, to sell, to pay, to go, to need, simple adjectives...</p> <p>Language Chunks:</p> <p>من به دکان می روم</p> <p>I am going to the store.</p> <p>این سیب است</p> <p>This is apple</p> <p>این لباس نو است</p> <p>This is new clothing.</p> <p>من لباس نو دارم</p>	<p>Younger learners:</p> <p>Pair work: Learners will receive crayons and worksheets. In pairs, they will draw and color items that their parents mostly shop for during the Nowruz celebration. Learners will then talk to each other about their drawing and items and post their sheets on the wall. Other learners will walk around, see the posters, and ask questions from the presenters (each others' posters).</p> <p>Older learners:</p> <p>Learners will be exposed to a model Afghan table/stall store with authentic items for Nowruz such as clothing, fruits, vegetables, etc. They will ask and answer short, simple questions about the table/stall store.</p> <p>Learners will then receive a shopping bag and will visit the same stall to buy (with play money) 3-5 items that they will need for a good Nowruz</p>

	<p>I have new clothes. او خرید می کند.</p> <p>He/she shops. چی می خواهی بخری؟</p> <p>What do you want to eat? من ماهی می خرم.</p> <p>I will eat fish. قیمت این لباس چند است؟</p> <p>How much for this clothing?</p> <p>Cultural knowledge: Cultural behaviors associated with shopping for Nowruz</p> <p>Content: Shopping</p>	<p>celebration. They will need to negotiate prices in order to use their money efficiently.</p> <p>Finally, learners will show and present their items to the class, using short, simple sentences.</p> <p>The teacher will observe and give feedback if necessary.</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 – 9:20	Opening activity: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).
9:20 – 10:20	Learning Episodes 1-3 (20 minutes each): 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	Break
10:30 – 12:00 (Reading Comprehensions)	<i>Please refer to the Reading and Writing Curriculum.</i>
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 activity: Learners will watch an authentic Afghan children movie. Learners will watch authentic Afghan movies and discuss their understanding through small group discussions.

1:40-2:00	<p>Learning Episode 3 (20 minutes):</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 software:</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.