



# 2014 STUDENT Program Curriculum Template

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

## BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	Hurst-Euless-Bedford ISD					
<b>Program Title:</b>	STARTALK Travels in Time					
<b>Language(s):</b>	Hindi		<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12		8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup>	
<b>Heritage Speakers?</b>	Yes		<b>Non-Heritage Speakers?</b>		Yes	
<b>Program Setting:</b>	<i>Residential:</i>	<b>No</b>	<i>Non-Residential:</i>	<b>Yes</b>	<i>Distance/Online Component:</i>	<b>No</b>
	<i>Other (please specify):</i> <b>N/A</b>					
<b>Duration:</b>	<i>Weeks/Days:</i>	<b>13</b>	<i>Contact Hours:</i>	<b>91</b>		
<b>Target Proficiency Level:</b> (by end of program)	<b>Novice High</b>		<b>Target Performance Level(s):</b> (during and by end of program)		<b>Novice High - Intermediate Low</b>	

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?

Startalk “Travels in Time” is designed for Novice high and intermediate students to further explore their Hindi language and culture in alignment with Startalk standards and ACTFL 5C’-s. In this 13 day academy, the students will be able to understand the relationship between the 5C’-s and the products, practices and the perspectives of the culture studied.

In order to fulfill the **Communication** requirement, the students will use their knowledge of basic communication skills to conduct simple conversations and exchange information with others in the target language. The cultural focus of this academy will be on teen lives, past and present.

For the **Cultural** and **Comparison** components, students will be able to understand and compare how lives of teens have changed over time as it relates to personal life, i.e., school and family, and social life, i.e., friendships and pastime. The students will discover a time capsule

that allows their story to unfold (subunit 1- My Story Unfolds) by finding items that show how personal and social life have evolved and changed. In Subunit 2 (Back to the Future) will lead to the creation of a time capsule representing their present life that they will leave for the future Startalk students.

By drawing **Connections** through experiential learning across time, students will develop and appreciation for how understanding the past contributes to understanding its impact on present and future. The students will develop a sense of **Community** by participating in several field trips, including - a visit to the Crow museum for its collection of Asian and Middle Eastern art and cultural artifacts. The students will develop an appreciation of the inter-connectedness of cultures and people, and use the language to communicate in intermediate low level proficiency.

## Learning Targets

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.

<p style="text-align: center;"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b></p> <p style="text-align: center;"><i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p style="text-align: center;"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b></p> <p style="text-align: center;"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p><b>Interpersonal Communication, Novice High</b></p> <p>Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<ol style="list-style-type: none"> <li>1. I can ask for and give simple directions.</li> <li>2. I can exchange some personal information.</li> <li>3. I can exchange information using texts and pictures.</li> <li>4. I can interact with others in everyday situations.</li> </ol>
<p><b>Interpersonal Communication, Intermediate Low</b></p> <p>Students can participate in conversations on a number of topics using simple sentences. Students can handle short social interactions in everyday situations by asking and answering simple</p>	<ol style="list-style-type: none"> <li>5. I can have simple conversation on a number of everyday topics.</li> <li>6. I can ask and answer questions on factual information that is familiar to me.</li> <li>7. I can use the language to meet my basic needs in familiar</li> </ol>

questions.	situations.
<p><b>Presentational Speaking, Novice High</b></p> <p>Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences.</p>	<p>8. I can present information about my life, familiar experiences or events, basic information about familiar persons, places, or things using simple sentences.</p>
<p><b>Presentational Speaking , Intermediate Low</b></p> <p>Students can present information on most familiar topics using a series of simple sentences.</p>	<p>9. I can present information about my life, familiar experiences, or events, basic information about familiar persons, places, or things using phrases and simple sentences and prepare materials for presentation.</p> <p>10. I can describe what I plan to do next in my life.</p>
<p><b>Presentational Writing, Novice High</b></p> <p>Students can write short messages and notes on familiar topics related to everyday life.</p>	<p>11. I can write short notes using phrases and simple sentences.</p>
<p><b>Presentational Writing, Intermediate Low</b></p> <p>Students can write briefly about most familiar topics and present information using series of simple sentences</p>	<p>12. I can write information about their daily lives in a letter, or email message. Students can write about familiar experience or event using practiced material.</p> <p>13. I can write about a topic from a lesson using pictures or photos.</p> <p>14. I can write about topics of interest.</p>
<p><b>Interpretive Listening, Novice High</b></p> <p>Students can often understand words, phrases, and simple sentences related to everyday life. Students can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>15. I can sometimes understand simple questions or statements on familiar topics.</p> <p>16. I can understand simple information when presented with pictures and graphs.</p>
<p><b>Interpretive Listening, Intermediate Low</b></p> <p>Students can understand the main idea in short, simple messages and presentations on familiar topics. Students can understand the main idea of simple conversations that they overhear.</p>	<p>17. I can understand questions and simple statements on everyday topics when I am a part of conversation.</p> <p>18. I can understand the basic purpose of the message, and messages related to my basic needs.</p>

<p><b>Interpretive Reading, Novice High</b></p> <p>I can understand familiar words, phrases, and sentences with in short and simple texts related to everyday life. Students can sometimes understand the main idea of what they have read.</p>	<p>19. I can understand short, simple descriptions with the help of pictures and graphs</p> <p>20. I can understand the main idea of the published material.</p> <p>21. I can understand short simple messages on familiar topics.</p> <p>22. I can understand simple everyday notices in public places on topics that are familiar to me.</p>
<p><b>Interpretive Reading, Intermediate Low</b></p> <p>Students can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>23. I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <p>24. I can identify some information from the news media.</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
<p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p>	<p>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.</p>
<p>In the STARTALK summer camp, the students will participate in a scavenger hunt activity where they will search for a time capsule that had been hidden in the school's gym by a former student from the 1960s.</p> <p>After discovering the time capsule, the students will uncover its content that tells the story of a</p>	<p>In this task, the students will be divided into small groups. Each group will conduct an interview with a native speaker as an eye witness of the time period targeted by the unit. Each group will prepare a questionnaire based on their findings which they will use in the interview.</p> <p>Students will use the information they</p>	<p>In this task, students will create time capsules in small groups (3 or 4) in which they will include artifacts of their choice representing their life story using pictures (school building, friends, clothes, school supplies, Internet blogs, Facebook, etc.); articles from newspapers, magazines, and the Internet that talk about the</p>

teenager's life in the past. The artifacts found in the capsule will include items pertaining to school life (friendships, subjects, activities, and supplies), home and family life, and media and technology. The items will include pictures, school supplies (slate board, chalk, school bell, and school uniform, old lunch box), school schedule, games and toys, articles about life styles, clothing ads, songs (on records), and a rotary phone.

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**Interpretive Listening: :**

- Each student will be given a sheet containing a list of items and their description that pertain to teens and school. Students will listen to the list read by the teacher first. They will then work in pairs to read each item and determine if it is present in the time capsule that they found.
- In a large group, the students will listen to an authentic video or audio segment in Hindi to understand and recognize vocabulary and information about the teen's school life, leisure activities, daily routine, likes and dislikes (clothes, music, and food) friends, home life, use of technology etc. The students will complete a fact sheet by using the vocabulary and information provided in the introductory lesson.
- The students will compare and contrast the teen's life from the past to the teens of the present generation by using a Venn diagram.

**Interpretive Reading:**

Students will

uncovered from the time capsule and the interview to conduct conversations comparing and contrasting their present life style and that of the past including schooling, leisure activities, friendships, clothing, music, communication, technology, home life and their daily routines.

As a culminating activity, students will work in pairs/small groups to discuss their findings using a Venn diagram which will help them create their own time capsule. Groups will share and discuss what they've created within their small group to compare and contrast with one another by asking simple questions. Each group will be given an iPad to record this task, which the instructor can view to assess the activity and the students' use of the language. A rubric will be used to assess each student individually in terms of using Hindi throughout the task, use of vocabulary, comprehensibility, and task completion.

present pop culture,; technological devices (cell phones, iPods, tablets, headphones, etc.) to leave for future generations. Students will have the choice to create their time capsule in digital form (i.e. photo story, video). Groups will present their time capsules to class.

Instructions for the time capsule:

- You want to tell students in the future about your life in the present time. You decide to create a time capsule in which you place things that are important to you and represent aspects of your life. Examples may include: technological devices, pictures, articles, school items, etc. You will include your story in the time capsule along with the artifacts.
- You will present your time capsule to the class showing the items you include and why you chose them using the words and phrases we learned in the previous lesson.
- To prepare for your oral presentation, you will write a story about your life and describe each item in the capsule and why you chose it using full complete sentences.

Each student will be evaluated using a rubric. The successful completion criteria reflected in the rubric will include:

**Written portion:** Write a story about yourself including your likes and dislikes, hobbies, school life, friends and family, daily routine, and use of technology. The sentences should be intelligible and word order should be mostly correct.

Students should use 8-10 vocabulary words/phrases from the lesson.

**Oral presentation:** Students should read all descriptions they wrote down. Speech should be intelligible, though pronunciation issues and

<ul style="list-style-type: none"> <li>Read the teen story with pictures and answer questions to demonstrate their comprehension and understanding</li> </ul>		<p>some stops and starts are permissible.</p>
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## 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>
<p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</p>	<p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</p>
<p><b>Interpersonal Communication, Novice High</b></p>		
<p><b>1. I can ask for and give simple directions.</b></p>	<p>Vocabulary and key words related to directions, location</p> <p>Directions – East, West, North South</p> <p>Where is ----- located?</p> <p>Where is the classroom?</p> <p>Where did you find the time capsule?</p> <p>How far was it?</p>	<p>Students will:</p> <p>Discover a time capsule during the scavenger hunt in their camp. The students will be given a map and directions with small signboards posts in the camp for the scavenger hunt.</p> <p>The scavenger hunt will be done inside a school building. The students will ask for directions by asking questions to their peers and volunteers.</p>

<p><b>2. I can exchange some personal information.</b></p>	<p>What is your name?</p> <p>Where do I live? Address, phone no.,city, country, Nationality..</p> <p>Which school I go to?</p> <p>Where is my school located ?</p> <p>How do I go?</p> <p>Do I have friends in school or in my community?</p> <p>What activities I like to do?</p> <p>What kind of food, music, clothes, and sports I like?</p> <p>Do I have a cell phone?</p> <p>What is my favorite subject?</p> <p>What do I like to do in my free time?</p> <p>What kind of family do I have? Joint family or Single family? How many siblings do I have and their names?</p> <p>Do I live in an apartment or house?</p> <p>What do I want to be when I grow up?</p> <p>What are the places I like to visit?</p> <p>What are my hobbies?</p> <p>What is my daily routine?</p> <p>What do I do on my weekends?</p>	<p><b>Ice Breaker activity –</b></p> <ul style="list-style-type: none"> <li>In this activity the students will give a brief introduction about themselves. Students will be divided into four groups. After getting the instructions, each student will work as partner around the clock and fill in the activity sheet about five new students they have met and ask a list of questionnaire. They will write the answers in their activity sheet and share their findings with in their group.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Introduce themselves through Skype to native speakers (summer camp volunteers).</li> <li>Introduce their friends to the Novice and Intermediate Hindi Students.</li> <li>Create and share Student identification card to a friend.</li> <li>The students will enact as a journalist to interview their classmates and ask them to provide brief information about themselves.</li> </ul>
<p><b>3. I can exchange information using texts and pictures.</b></p>	<p>This text is about ---</p> <p>This picture is about----</p> <p>In this picture, there is ----</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Make a poster about their hobbies, likes and dislikes and make a recording by</li> </ul>



	This video is about -----	<p>using flip camera, cell phone, movie maker.</p> <ul style="list-style-type: none"> <li>• The students will watch a video clip about a famous person and recognize the vocabulary words and write them in their journal.</li> <li>• The students will share what they have seen and understood from the video.</li> <li>• The students will give a brief description about a picture practiced in class.</li> </ul>
<b>4. I can interact with others in everyday situations.</b>	<p>Conversation with friends and siblings –</p> <p>Namaste! How are you?</p> <p>What are you doing after school?</p> <p>Are you coming to my house?</p> <p>Do you have homework?</p> <p>Did you finish your homework?</p> <p>How was school today?</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Talk about their daily routine to a summer camp volunteer (native speaker) through Skype using vocabulary and sentences introduced in class.</li> <li>• Share daily routine journal to partner.</li> <li>• Survey partners for their likes and dislikes regarding school subjects, favorite sport, favorite free time activities, favorite food and report the results of the survey to class.</li> <li>• The students will complete an activity about their favorite activities chart.</li> <li>• The students will invite a friend over to complete a project on phone.</li> </ul>
<b>Interpersonal Communication, Intermediate Low</b>		
<b>5. I can have simple conversation on a number of everyday topics.</b>	<p>What did you do in school today?</p> <p>At school, I study, work hard, tutor students, give a test, etc.</p> <p>What are you doing after school?</p> <p>Do we have a meeting for - club or organization?</p>	<p>Students will :</p> <p>In an inside outside circle practice vocabulary and phrases to initiate conversation on everyday topics.</p> <p>In this task the instructor will model this activity first with the help of volunteer students. They will call a friend to ask for homework assignments or</p>

		<p>tests. The students will practice the phrases in class</p> <p>Furthermore, the students will try to use the learned vocabulary and phrases in unrehearsed situations such as by making a phone calls to random partners, sending a text or message or Skype with a volunteer Hindi student.</p>
<p><b>6. I can ask and answer questions on factual information that is familiar to me.</b></p>	<p>At home, I clean, cook, watch my brother, do homework, play sports, read, watch television, sleep etc...</p> <p>Do you volunteer at school, community, church, etc.</p>	<p>During this activity, the students will share in pairs and small groups the activities they like to do or the chores assigned to them at home, at school or in the community. The students will ask questions and answer in sentences. Students will practice in pairs to paraphrase, retell and use other unrehearsed strategies to avoid a breakdown in communication.</p>
<p><b>7. I can use the language to meet my basic needs in familiar situations.</b></p>	<p>Use basic vocabulary and phrases</p> <p>May I go to the restroom?</p> <p>May I borrow a pen</p> <p>May I get a ride</p> <p>I need new clothes, shoes, bag, books</p> <p>I do not want a ride.</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Interview partners using simple words and phrases to ask and answer questions about the time capsule.</li> <li>• Role play among students to practice basic phrases in everyday situations.</li> </ul>
<p><b>Presentational Speaking, Novice High</b></p>		
<p><b>8. I can present information about my life, familiar experiences or events, basic information about familiar persons, places, or things using simple sentences.</b></p>	<p>My name is ---</p> <p>I am ----- years old</p> <p>I like to ---- I do not like</p> <p>My hobbies are -----</p> <p>I like to watch movies, play sports, talk to my friends, text, play video games</p> <p>I live with my family</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Make a poster, brochure or PowerPoint about their favorite sports, athlete, favorite places they have visited or would like to visit or their daily routine. The students will also describe what they like to do in their free time and weekends.</li> </ul>

	I can cook, clean, volunteer, babysit, help, etc.	
<b>Presentational Speaking , Intermediate Low</b>		
<b>9. I can present information about my life, familiar experiences, or events, basic information about familiar persons, places, or things using phrases and simple sentences and prepare materials for presentation.</b>	<p>I am ---- years old.</p> <p>The teen in the story is ----- year's old</p> <p>I go to ----- school.</p> <p>The teen character in the story went to ----- school.</p> <p>In my school I have ----- subjects.</p> <p>The teen has ----- subjects.</p> <p>I found -----, -----, -- in the time capsule.</p> <p>I like the song from this movie.</p> <p>में ---- साल का हूँ और टाइम कैप्सूल का छात्र ----- साल का है।</p> <p>में ---- बजे स्कूल जाता हूँ और टाइम कैप्सूल का छात्र ----- बजे स्कूल जाता है</p> <p>मेरे विषय हैं ----, ----, ---- और टाइम कैप्सूल के छात्र के विषय हैं -----, -----, ---- है।</p> <p>मुझे टाइम कैप्सूल में -----, -----, ----- आदि मिला।</p>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• Compare the teen from the time capsule and themselves.</li> <li>• Describe about an event, cultural event, celebration, famous personality, place/ places they would like to visit in their journal. They will compare and contrast how it differs from the teen in the time capsule.</li> <li>• The students will research about their chosen topic and make a presentation using visuals and text.</li> <li>• The students will give a presentation about a song or movie and tell why they like it.</li> </ul>
<b>10. I can describe what I plan to do next in my life.</b>	<p>I want to become ----- when I grow up.</p> <p>I would like to study in ----- college</p> <p>My hobbies are -----</p> <p>I would like to go /see-----</p> <p>I would like to visit ----</p> <p>I will live in a city/ village/ metropolitan city</p>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• Tell and share with their peers what they want and would like to do in their life.</li> <li>• They will work in their groups and in their chart fill in the information about their peers.</li> </ul>

	<p>मैं बड़ा होकर ----- बनना चाहता / चाहती हूँ</p> <p>मैं ----- विश्वविद्यालय में पढ़ना चाहता / चाहती हूँ</p> <p>मेरी रुचि या शौक ---, -----, -----, ----- है</p> <p>मुझे ---- देखना पसंद है</p> <p>मैं ----- देखने या घूमने जाना चाहता/ चाहती हूँ</p>	
<p>Presentational Writing, Novice High</p>		
<p><b>11. I can write short notes using phrases and simple sentences.</b></p>	<p>मुझे टाइम कैप्सूल में ये सभी चीजें मिली -</p> <p>किताब, कलम, फोटो, स्कूल की घंटी, विद्यालय का चित्र , सलेट , आदि</p> <p>यह मेरी कलम है।</p> <p>यह मेरा फ़ोन है, इसके बिना मैं जी नहीं सकता।</p> <p>मैं हर रोज इससे टेक्स्ट करता हूँ, फ़ोन करता हूँ, फोटो खींचता हूँ, दोस्तों से बातें करता हूँ, आदि</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify and write the names of the items found in the time capsule.</li> <li>• Play games such as bingo, jeopardy, fly swatter, tableaux, memory match, flash cards to practice vocabulary.</li> <li>• Use the vocabulary to construct sentences and phrases.</li> <li>• Practice writing the sentences and phrases about their life and make a rough draft.</li> </ul> <p>For the time capsule,</p> <p>The students will write about their current life story as a teen on a poster/PowerPoint. They will include words and phrases that they have learned in previous lesson. They will write a brief description of each item in the time capsule and why they chose to include that item in complete sentences.</p>
<p>Presentational Writing, Intermediate Low</p>		
<p><b>12. I can write information about their daily</b></p>	<p>प्रिय दोस्त,</p>	<p>The students will:</p>

<p><b>lives in a letter, or email message. Students can write about familiar experience or event using practiced material.</b></p>	<p>नमस्ते!</p> <p>तुम कैसे हो? मैं यहां ठीक हूँ और आशा करता/ करती हूँ कि तुम भी सपरिवार कुशल पूर्वक होंगे। तुम्हारा पत्र मिला , पढ़कर बहुत खुशी हुई।.....</p> <p>पत्र का जवाब जल्दी देना , तुम्हारा दोस्त</p>	<ul style="list-style-type: none"> <li>• Write a letter or email to their friends about what they did every day or their experiences. The teacher will collect the emails or letters to assess their comprehension skills and provide corrective feedback and reinforcement.</li> <li>• The students will write the information they have obtained from the time capsule and compare and contrast their life with that of the teen from 1960's in a Venn diagram.</li> </ul>
<p><b>13. I can write about a topic from a lesson using pictures or photos.</b></p>	<p><b>I can describe a picture using the vocabulary and phrases I have learned.</b></p> <p><b>This picture is about -----</b></p> <p><b>In this picture there is -----</b></p> <p>यह चित्र ----- के बारे में है।</p> <p>या चित्र में -----,-----,----- आदि है।</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Describe the picture or photos from the time capsule and write the description in their journal.</li> <li>• Make a draft of a make believe story about a teen student using the pictures and photos.</li> <li>• The students will revise, edit the draft and make final copy and submit it to their instructor.</li> </ul>
<p><b>14. I can write about topics of interest.</b></p>	<p><b>I can write about my hobbies, likes and dislikes</b></p> <p>मैं -- बजे विद्यालय जाता/ जाती हूँ। मेरा पहला विषय ----- है ई मुझे अंग्रेजी, गणित , संगीत आदि पसंद है। मुझे फुटबॉल खेलना पसंद है। मैं अपने खाली समय में ---, ---, ----- करता/ करती हूँ।</p> <p>मुझे ----- पसंद है।</p> <p>मुझे ----- नहीं पसंद है।</p> <p>मुझे ----- अच्छा लगता है।</p> <p>मुझे ----- नहीं अच्छा लगता है।</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Create a student's school schedule calendar with classes and their times, extracurricular activities and their times and present to intermediate Hindi students.</li> <li>• Write about their likes and dislikes in their journal.</li> </ul>

**Interpretive Listening, Novice High**

**15. I can sometimes understand simple questions or statements on familiar topics.**

How do children go to school in India?  
 How do you come to school?  
 Where did the student live?  
 Who was his friend?  
 Why was his teacher angry?  
 What did he do after school?  
 विद्यार्थी भारत में स्कूल कैसे जाते हैं?  
 आप विद्यालय कैसे आते हैं?  
 इस वीडियो में छात्र कौन है ?  
 इस वीडियो में छात्र का मित्र कौन है/  
 शिक्षक नाराज क्यों है?  
 उन्होंने स्कूल के बाद क्या किया ?

The students will answer questions they hear by their teacher and peers.  
 The student will watch and listen to the You tube video.  
 Abdul Kalam, School Topper: Learn Hindi - Story for Children "BookBox.com"  
 The students will infer meaning of many unfamiliar words that are necessary to understand the gist of oral text. They will share their understanding with in their group and then with the entire class.

**16. I can understand simple information when presented with pictures and graphs.**

This is a time capsule.  
 It is from 1960's.  
 It tells the story about a student's life.  
 I can see -----,-----,-----,-----

Students will

- Listen to the picture description and practice it in pairs and small group.

**Interpretive Listening, Intermediate Low**

**17. I can understand questions and simple statements on everyday topics when I am a**

What did you do yesterday?  
 What time did you wake up?

The students will:

- Practice sentences and phrases to ask and generate questions

<p><b>part of conversation.</b></p>	<p>What time did you get to school?          What are you doing after school?          Are you participating in any school related activities?          What do you have for lunch?          What did you eat for breakfast today?</p>	<ul style="list-style-type: none"> <li>• Understand and comprehend basic question words by listening to an audio.</li> <li>• Understand and recognize vocabulary lists by listening to the audio used to describe the artifacts obtained in the time machine.</li> </ul>
<p><b>18. I can understand the basic purpose of the message, and messages related to my basic needs.</b></p>		<p>In this activity, the students will listen to the audio and try to understand the purpose of the message          The students will answer questions based on the message.</p> <p><a href="http://hindiurduflagship.org/resources/learning-teaching/hindi-urdu-voicemail/">http://hindiurduflagship.org/resources/learning-teaching/hindi-urdu-voicemail/</a></p>
<p><b>Interpretive Reading, Novice High</b></p>		
<p><b>19. I can understand short, simple descriptions with the help of pictures and graphs</b></p>	<p>I can read the story          In this story the main character is ----          He is ----- years old.          He/ she is in ----- grade          -----likes to -</p>	<p><a href="http://www.youtube.com/watch?v=ND-kftLr_CQ&amp;list=PL31D2EE924A1DDB28">http://www.youtube.com/watch?v=ND-kftLr_CQ&amp;list=PL31D2EE924A1DDB28</a></p> <p>In this activity, the students will first read the story with the instructor. After reading, they will watch the video along with the captions. The students will then mute the voice icon and practice reading the story with captions and pictures, first with the instructor and then on their own.</p> <p>The students will identify vocabulary words they heard in the video and play a Bingo game to practice newly learned vocabulary.</p> <p>The students will answer questions based on this reading activity.</p>

<b>20. I can understand the main idea of the published material.</b>	Use vocabulary and information learned from previous topics.	<ul style="list-style-type: none"> <li>The students will read the story with the teacher, highlight new vocabulary words and find their meaning.</li> </ul>
<b>21. I can understand short simple messages on familiar topics.</b>	My school, My family, My friends, My Gadgets, My chores, My hobbies, My favorite activities, etc.	<ul style="list-style-type: none"> <li>The students will practice in inside outside circle to pronounce and practice new vocabulary words and simple sentences.</li> </ul>
<b>22. I can understand simple everyday notices in public places on topics that are familiar to me.</b>	<p>Thank you, stop, go, do not spit, recycle, restroom, etc.</p> <p>School is open, closed, Bell ringer, dress code, classroom rules and daily expectations etc.</p>	<p>The students will:</p> <ul style="list-style-type: none"> <li>Practice reading basic conversational phrases and notices or signs in public places. They will read the names of the students and understand phrases stating classroom expectations.</li> </ul>
<b>Interpretive Reading, Intermediate Low</b>		
<b>23. I can understand messages in which the writer tells or asks me about topics of personal interest.</b>	<p>My hobbies, interests, likes, dislikes, free time, leisure activities, use of technology, friends, shopping etc</p> <p>आपकी रुचि क्या है?</p> <p>आप अपने खाली समय में क्या करते हैं?</p> <p>क्या आप तकनीकी का इस्तेमाल करते हैं?</p> <p>आपके दोस्त कौन कौन है?</p> <p>क्या आपको खरीदारी करना पसंद है ?</p>	<p>The students will :</p> <ul style="list-style-type: none"> <li>Read the information provided by the other students in texts or in a message and share it in pairs or with in their group.</li> <li>Read the story of the teen to understand and recognize the life of the teen in 1960's.</li> </ul>



<p><b>24. I can identify some information from the news media.</b></p>	<p>आज क्या समाचार या खबर है ?  मीडिया में आज क्या खास समाचार है ?  समाचार पत्र में किसके बारे में खबर है ?</p>	<p>The students will :</p> <ul style="list-style-type: none"> <li>• Listen to the story of a teen and identify vocabulary and artifacts from the video /audio.</li> <li>• Read the biography of a person obtained from a newspaper. The students will work in groups to identify the main ideas from the written text.</li> </ul>
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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.

<p><b>Textbooks/curriculum materials:</b></p> <ul style="list-style-type: none"> <li>• Beginners Hindi by Sunita Verma.</li> <li>• Oxford English-Hindi dictionary.</li> <li>• Beginner and Intermediate Hindi – Usha Jain</li> <li>• Living Language</li> <li>• Elementary Hindi – Tuttle publishing , Flashcards</li> <li>• Hindi Curriculum created by the teacher.</li> <li>• UTA Hindi Urdu Flagship Institute website.</li> <li>• Teacher created lessons.</li> </ul>
<p><b>Realia/Authentic material:</b></p> <ul style="list-style-type: none"> <li>• Authentic Hindi magazines and Hindi books,</li> <li>• Stories, maps, posters, authentic photographs, authentic brochures,</li> <li>• Online materials/internet,</li> <li>• School supplies representing the time period of the 1960s.</li> </ul>
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Desktop/laptop computers (for research, creating PPTs, typing an email),</li> <li>• iPads (iMovie, Photo Story),</li> <li>• Flip camera (to record tasks),</li> <li>• Smart board,</li> <li>• Audio files,</li> </ul>

- Teacher made videos,
- Skype.

**YouTube videos and Internet resources:**

- How to Create a time capsule video: <http://www.wikihow.com/Create-a-Time-Capsule>
- <http://hindiurduflagship.org/>
- <http://hindiurduflagship.org/resources/>
- <http://taj.chass.ncsu.edu/>
- <http://quizlet.com/subject/hindi/>
- <http://www.digitaldialects.com/Hindi.htm>
- <http://www.youtube.com/watch?v=YRBSUv7tsY0>
- <http://www.youtube.com/watch?v=WsEUjuCJ1go>
- <http://www.youtube.com/watch?v=UdLOAlbd0SU>

## 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.

TIMEFRAME	ACTIVITY
<b>8:30-9:00</b>	Opening Activities: varies daily to introduce the objectives of the day activities and do a review of the previous day.
<b>9:00-11:00</b>	Rotation 1 (blocks 1, 2, and 3): Introduce and activate new vocabulary, and grammatical structures through various interpersonal and interpretive activities.  Snack/Restroom Break from 10:15 to 10:30.
<b>11:00-12:00</b>	Art class/Story Telling/cultural activity/yoga. (teachers take turns for a 30 min. break)

<b>12:00-12:30</b>	Lunch: immersive setting in which the students take lunch in the company of the teachers while holding simple, basic conversations in Hindi.
<b>12:30-1:00</b>	Music Lesson/Cultural Dance.
<b>1:00-2:30</b>	Rotation 2 (blocks 4, 5, 6): Applying and reinforcing the newly introduced concepts and previous ones using interpretive and presentational activities
<b>2:30-3:30</b>	Rotation 3 (blocks 7, 8): whole group/review and closure.

*You may add additional rows as necessary.*