



2016 LEARNER Program Curriculum Template

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

BASIC PROGRAM INFORMATION

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| Host Institution: | STARTALK CENTRAL | | |
| Program Title: | Trip to Iran and participating in Nowruz festival | | |
| Language(s): | Persian | Grade(s) of Learners: K-2, 3-5, 6-8, 9-12 | Grade 7-8 |
| Heritage Speakers? | Yes | Non-Heritage Speakers? | Yes |
| Program Setting: | <i>Residential:</i> | <i>Non-Residential:</i> | <input checked="" type="checkbox"/> <i>Distance/Online Component:</i> |
| | <i>Other (please specify):</i> | | |
| Duration: | <i>Weeks/Days:</i> | 20 | <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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| Curriculum designed by: | Ms. Hajar Shakhali |
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| Email: | hajarparish@gmail.com |
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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 Iran and participating in Nowruz festival." Nowruz (new day), which marks the beginning of spring, is widely celebrated in Iran and the neighboring countries of Afghanistan and Tajikistan on New Year (solar calendar). The history of Nowruz goes back to three thousand years. Through interactive activities, learners will explore traditions and customs that are involved with the Nowruz celebration. They will learn when Nowruz is celebrated, for how many days, what do families and societies do in order to welcome the start of spring in Nowruz, etc.

The course will target learners at 7-8 grades (12-13 years old); however, activities will be varied in order to differentiate instruction for older learners who are entering the program at the level. For instance, younger children will be exposed to and will practice the language by completing charts, Venn diagram, and matching sentences to images, while older learners will explore more online materials, create advertisements, complete graphic organizers and KWL (Know, Want to know, Learned), and make more detailed presentations on familiar topics.

The curriculum is intended for intensive STARTALK programs (5 days a week, 6 hours per day, including 2 hours for homework and further practice), but can be easily adapted for different time frames such as weekend schools, semester long programs, etc.

In the process of learning, students will read articles and stories, write summaries, play related games, talk about routine activities, and share their findings with the class the next day. Learners will also interpret works of art, photographs, and pieces of literature (i.e., simple poems, folkloric stories, etc.). They will further work in pairs and small groups to compare and contrast similarities and differences between New Year's celebrations in Iran, in Afghanistan, 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 Persians usually visit during the Nowruz celebrations. They will also be able to make short presentations and write the steps that are involved in the celebrations in detail.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS*Be sure to label the mode and proficiency level of each statement.***PROGRAM CAN-DO STATEMENTS
OR NCSSFL-ACTFL CAN-DO STATEMENTS***Number the Can-Do statements here and then transfer to Stage 3.***Interpretive Reading**

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.

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.

1. I can read recipes and follow simple directions to cook popular Persian dishes/or sweets from the city of Isfahan.

2. I can read and understand the main ideas of a short article related to topics such as: a memorable experience, special food (*Haft Seen*); picnic places (*Park Eram, Emam Squre* , and *Tehran Zoo*); famous historical places (*Bagh-e-Behesht, See o Se Pol, Chahar Bagh, , Chehel Setoon, pole Khajoo, and Menar Jonboon*) to visit during Nowruz; famous people (*Shaikh Bahae, shah safavee, and shah Abbas, Jalaludding Rumi Balkhi*); and how people usually spend their time during Nowruz (*Sizdah Be-dar*).

Interpersonal Communication for Reading and Writing

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.

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

3.I can read posting and write responses about different traditional practices and products related to Nowruz celebrations such as: famous Persian restaurants, a typical Nowruz day; picnic places (*chahar Bagh School, Si-o-Se Pol, , and Hasht Behesht*); food (*Sabzi Polo ba Mahee, Reshte Polo, Beryounee , Ghayme, Samanoo, kookoo sabzi*) historical places (*Chehel setoun, Musume of Isfahan, Menar Jonban, Fire temple of Isfahan, Ali Gholi Hammam, shah Mosque, and Jameh Mosque of Isfahan*); and famous people (*king Shah Abas, Amir Kabir, and Ferdosee , and Hafiz*)

4. I can communicate via an email or phone call to explain cultural difference in celebration of Nowruz in Iran and Afghanistan.

Presentational Writing

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| <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>5. I can write a short article or a letter about Nowruz celebrations (<i>Sizdah Bedar</i>); visiting historical places (<i>Chahar Bagh school, Takhte Jamshed, Hasht Behesht, Se o se pol, Menar Jonban, and Hammame feen e kashan</i>); preparing Nowruz special dishes (<i>Haft Seen, Sabzee polo, Samanoo, Beryounee</i>); and identifying important historical figures and their characteristics (<i>King Shah Abbas, Amir Kabir, Ferdosee, Hafiz, and Mawlana Jalaludding Rumi Balkhi</i>).</p> |
| | <p>6. I can write about a memorable story related to Nowruz such as describing my last visit to Iran during Nowruz (<i>meeting extended family, having picnic in park Jamsheedeyeh, visiting shiraz, and Tehran 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. | Learners will communicate with friends, and native Persian speakers through short emails and Facebook postings. They will ask each other | Learners will use the findings from readings and communication with friends and native speakers to create a detailed poster (edu.glogster.com) |

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| <p>They will compare and contrast Nowruz celebrations in old days with contemporary practices in Iran. They will demonstrate their understanding through writing and reading summaries. In addition, learners will complete Venn diagram, compare and contrast New Year traditions and customs with that in the United States.</p> | <p>questions about the Nowruz traditions and customs. They will also ask follow up questions to develop a deeper understanding about the topic. Learners will share their findings with classmate from the communicating with friends and native speakers and answer related questions. Learners will post comments to each other's posting on the program-created Moodle/Facebook page.</p> | <p>presentation. They will post a picture of their poster to the program's Moodle/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.</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.

| <p>PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i></p> | <p>LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i></p> | <p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i></p> |
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| <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>Interpretive Reading</p> | | |
| <p>Intermediate High:</p> | <p>Vocabulary:</p> | <p>Younger Learner:</p> |

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| <p>1. I can read and understand recipes and follow simple directions to cook Persian popular dishes or sweets.</p> | <p>Report, favorite, food, recipe, cook, chef, fish, rice and vegetables, process, prepare, be, special occasion, celebration, including, taste,</p> <p>گزارش، مورد علاقه، غذا، دستور، آشپزی، سر آشپز، سبزی پلو با ماهی، مراحل، تهیه، لازم، مخصوص، مناسبت، عید نوروز، شامل، طعم ،</p> <p>Grammatical structure: Expressing opinion, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>بپز، خورد کن، مخلوط کن، قاطی کن، بخور، بجش، اضافه کن، آب بکش ، ترجیح دادن، انتخاب کردن</p> <p>Sequence expression: اول، دوم، سوم، چهارم، بعد، بعداً، فعلاً، آخر،</p> <p>Language Chunks: what are the ingredients for Sabzi-Polo and fish? The main ingredients for Sabzi-polo and fish are white fish, vegetables, and rice. What is your favorite food? My favorite food is ghormeh-sabzi. What are the ingredients for Ghorme-Sabzi? How can we make this food?</p> <p>برای تهیه سبزی پلو با ماهی به چه چیزهایی احتیاج داریم؟</p> | <p>Learners will read a text about a famous Isfahani food. They write the recipe and the steps that are required to prepare that dish. In another activity, the learners will work with a partner to read a short article related to the topic of Nowruz celebration. The article will have some missing information that the students will need to fill in. Each group, once settled on choices for each blank, then would write their answers and share them with other groups.</p> <p>Older learner: Learners will explore Persian cultural-related sites 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 instructions and the steps are clear to follow. If something does not sound right, the reader will provide written feedback.</p> |
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| | <p>مواد لازم برای تهیه سبزی پلو با ماهی شامل ماهی سفید، سبزی، برنج می باشد</p> <p>غذای مورد علاقه تو چیست؟</p> <p>غذای ایرانی موردعلاقه من قورمه سبزی است.</p> <p>مواد لازم برای این غذا چیست؟</p> <p>چطور این غذا را درست می کنیم؟</p> <p>Cultural knowledge: Persian food/Traditional food as a reflection of the personality and history of the people and country .</p> <p>Content: Food</p> | |
| <p>Advance Low:</p> <p>2.1 can read and understand the main ideas of a short article related to topics such as: a memorable experience, special food (<i>Haft Seen</i>); picnic places (<i>Park Eram, Emam Squre</i> , and <i>Tehran Zoo</i>); famous historical places (<i>Bagh-e-Behesht, See o Se Pol, Chahar Bagh</i> , <i>Chehel Setoon, pole Khajoo, and Menar Jonboon</i>) to visit during Nowruz; famous people (<i>Shaikh Bahaee, shah safavee, and shah Abbas, Jalaludding Rumi Balkhi</i>); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>).</p> | <p>Vocabulary: ancient, city, state, bridge, hotel, Isfahan, handicrafts, masque, square, Imam square</p> <p>باستانی ، شهر، استان، پل، اصفهان، صنایع دستی، جاهای تاریخی، هتل، مسجد(ها)، میدان، زاینده رود، میدان امام، چهل ستون</p> <p>Grammatical structure: Expressing opinion, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>گردش کردن، عکس گرفتن، فیلم برداری کردن، دیدن، رفتن</p> <p>Language Chunks: Isfahan is half of the world. Isfahan city has a traditional structure. I bought handicrafts from Isfahan. I traveled from Tehran to Isfahan. Which part of the Isfahan city do you like? Have you seen Chehel-sotoon in Isfahan?</p> | <p>Younger learners:</p> <p>In groups of three, learners will read parts of an article related to historical places in Iran (each group will receive a different article). Each group will work in their groups and discuss the main idea of the article. They will also, as a group, complete an organizer chart and answer questions like what, when, why, where, etc. about the article. Students will meet other groups, share information from their organizers, and answer related questions.</p> <p>Older learners:</p> <p>Learners will explore Persian websites and read about 1-2 historical places of their heritage city in Iran. 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</p> |

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| | <p>اصفهان نصف جهان، جاذبه های گردشگری، اصفهان بافت شهری سنتی دارد. من از اصفهان صنایع دستی خریدم. من از تهران به اصفهان رفتم. تو کدام شهرهای ایرن را بیشتر دوست داری؟ تو چهل ستون اصفهان را دیدی؟</p> <p>Cultural knowledge: Traditional, historic building as a reflection of the personality and history of the people and country/city.</p> <p>لهجه ها و گویش های محلی متفاوت در نواحی مختلف ایران</p> <p>Content: Historical places</p> | <p>that historical place or monument. At last, learners will post a copy of their reading summary to the program’s Moodle/Facebook for others to read and comment. The teacher will also post 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 posting and write responses about different traditional practices and products related to Nowruz celebrations such as: famous Persian restaurants, a typical Nowruz day; picnic places (<i>chahar Bagh School, Si-o-Se Pol, , and Hasht Behesht</i>); food (<i>Sabzi Polo ba Mahee, Reshte Polo, Beryounee , Ghayme, Samanoo, kookoo sabzi</i>) historical places (<i>Chehel setoun, Musume of Isfahan, Menar Jonban, Fire temple of Isfahan, Ali Gholi Hammam, shah Mosque, and Jameh Mosque of Isfahan</i>); and famous people (<i>king Shah Abas, Amir Kabir, and Ferdosee , and Hafiz</i>)</p> | <p>Vocabulary: Delicious, restaurant menus, local restaurants, cold drinks, salads, entree, appetizer, dessert, hot drinks</p> <p>Ground beef kabab, pot roast vegetables, kebabs, chicken kabab, Ghormeh sabzi, rice and lamb shank</p> <p>خوشمزه، رستوران، منو، رستوران محلی، نوشیدنی سرد، سالاد، غذای اصلی، پیش غذا، دسر، نوشیدنی گرم</p> <p>کوبیده، قورمه سبزی، کباب، جوجه کباب، باقلا پلو با ماهیچه</p> <p>Grammatical structures: Expressing opinion,, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, , interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> | <p>Learners will read reviews of 2-3 local Persian 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, variety menu, etc. They will then write a review about the restaurant that they liked and post a copy to the program’s Moodle/Facebook page. Other students will read the review and post comments. The teacher will also post guided questions to facilitate learning.</p> |

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| | <p>تر جیح دادن، انتخاب کردن، دوست داشتن یا نداشتن، مورد علاقه بودن</p> <p>Language Chunks:</p> <p>Which is your favorite restaurant? My favorite restaurant is Shamsheeree Restaurant. Alborz restaurant's food is very famous in Tehran. What kind of food is very popular in Alborz restaurant? Alborz's Koobeed Kabab is very popular. Does a traditional restaurant have the menu? Yes, traditional restaurant has the menu.</p> <p>رستوران مورد علاقه تو کدام است؟ رستوران مورد علاقه من رستوران شمشیری است. غذای رستوران البز در تهران بسیار معروف است چه غذایی در منوی رستوران البز خیلی خوشمزه است؟ کیاب کوبیده این رستوران خیلی مورد علاقه همه است ایا رستوران سنتی منو دارد ؟ بله، رستوران سنتی هم منو دارد.</p> <p>Cultural knowledge: Persian food as a reflection of the personality and history of the people and country/city.</p> <p>Content: Food/restaurant</p> | |
| <p>Advance Low:</p> <p>4. I can communicate via an email or phone call to</p> | <p>Vocabulary: culture, customs, differences, cultural, neighbor, country, characteristic, also, first, next,</p> | <p>Learners will explore and read Persian and Afghan webpages to learn about different</p> |

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| <p>explain cultural difference in celebration of Nowruz in Iran and Afghanistan.</p> | <p>then, after , in the end, already</p> <p>فرهنگ ، رسم و رسوم، تفاوت ها، فرهنگی، همسایه، کشور، ویژگی، اولاً، بعداً، بعد از آن، در آخر، همچنان، قبلاً، قبل</p> <p>Grammatical structures: Expressing opinion,, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>Subjunctive: Use of subjunctive in a complex sentence: After a sentence (an introductory clause), expressing desire, wish, necessity, possibility, a doubt, subjunctive is used in the following sentence (subordinate clause).</p> <p>شاید به جشن چهارشنبه سوری بروم. ممکن است دوستم هم بیاید. ما باید برویم. دید و بازدید کردن، تبریک گفتن فعل ها: جشن گرفتن، تبریک گفتن، برگزار کردن،</p> <p>Language Chunks:</p> <p>Ancient Nowruz, have a successful Nowruz, cultural differences between two centuries.</p> <p>Nowruz is in the first day of spring.</p> <p>All of the people of Iran celebrate Nowruz at this day. How do the people of Iran celebrate the new year? How do the people of Afghanistan celebrate</p> | <p>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> |
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| | <p>the new year? What do you like about the Persian new year? Why?</p> <p>نوروز باستانی، نوروزتون پیروز، تفاوت های فرهنگی دو ملت، اداب و رسوم، صد سال به این سال ها اولین روز فصل بهار نوروز است.</p> <p>همه مردم ایران نوروز را در این روز جشن می گیرند.</p> <p>مردم در ایران نوروز را چگونه جشن می گیرند؟</p> <p>مردم افغانستان عید نوروز را چگونه جشن می گیرند؟</p> <p>چه چیز عید نوروز ایرانی را خیلی دوست داری؟ چرا؟</p> <p>Cultural knowledge: customs and behaviors related to Nowruz celebration</p> <p>کوچکترها به دیدن بزرگترها برای احترام و عرض تبریک عید می روند. عید ی دادن بزرگترها به کوچکترها</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>Sizdah Be-dar</i>); visiting historical places (<i>Chahar Bagh school, Takhte Jamshed, Hasht Behesht, Se o se pol, Menar Jonban , and Hammame feen e kashan</i>); preparing Nowruz special dishes (<i>Haft Seen, Sabzee polo, Samanoo, Beryounee</i>); and identifying important historical figures and their characteristics (<i>King Shah Abbas, Amir Kabir,</i></p> | <p>Vocabulary:</p> <p>historically, Sa'd-Abad, Persepolis, Paul Khaju, thirty-three bridges, tour, buildings, places</p> <p>City, State, brochures, famous, traditional, tourism,</p> <p>تاریخی، کاخ سعدآباد، تخت جمشید، پل خاجو، سی و سه پل، تور، بنا ها، مکان ها</p> <p>شهر، استان، بروشور، معروف، سنتی، گردشگری،</p> <p>Grammatical structure: Expressing opinion,</p> | <p>Learners (individually) will watch videos and explore Persian websites to learn about the history of an important place in Iran. In groups of two, learners will share their information with each other and create a travel brochure for the city that 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 brochure using a program produced rating rubric.. The brochure with the higher</p> |

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| <p><i>Ferdosee, Hafiz, and Mawlana Jalaludding Rumi Balkhi).</i></p> | <p>demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>بازدید کردن، عکس گرفتن، دیدن، رفتن، گردش کردن،</p> <p>Language Chunks:</p> <p>Historical Places, traditional places, sights,</p> <p>When you go to Iran, make sure to visit the city of Isfahan and Shiraz.</p> <p>Iran has abundant tourist attractions.</p> <p>See oseh pol, Chehel setoon, and Persepolis are very important places to visit in Iran.</p> <p>Which historical sites of Iran would you like to see?</p> <p>Where are the famous cities in Iran?</p> <p>جاهای تاریخی، مکان های سنتی، جاهای دیدنی ، وقتی ایران رفتی به دیدن شهر اصفهان و شیراز برو. ایران جاذبه های گردشگری فراوان دارد. سی و سه پل، چهل ستون و تخت جمشید از مکان های بسیار دیدنی ایران هستند. کدام مکان های تاریخی ایران را دوست داری ببینی؟ شهر های معروف ایران کجاست؟</p> <p>Cultural knowledge: Traditional, historic building as a reflection of the personality and history of the people and country/city.</p> | <p>rating will win a price. Learners will post a copy of it to the program’s Moodle/Facebook page for other to read and comment on.</p> |
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| | Contents: place | |
| <p>Advance Low</p> <p>6. I can write about a memorable story related to Nowruz such as describing my last visit to Iran during Nowruz (<i>meeting extended family, having picnic in park Jamsheedeyeh , visiting shiraz, and Tehran zoo</i>).</p> | <p>Vocabulary:</p> <p>Seezdeh be dar, Haft- Seen, picnic, vacation, past year, Thirteen be dar, sightseeing, visiting relatives, souvenirs, shopping, parties,</p> <p>چهارشنبه سوری، هفت سین، پیک نیک تعطیلات، گذشته، سال، سیزده به در، جاهای دیدنی، دید و بازدید، اقوام، سوغاتی، خرید، میهمانی، سیزده بدر، خرافات، عقیده، برکت، خاطره</p> <p>Grammatical structures: past tense, action verbs, adjectives, adverbs of time. Sequence expressions (first, then, next, finally) , ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,</p> <p>Language Chunks:</p> <p>Happy Nowruz, preparing Haft Sin, have a wonderful Nowruz,</p> <p>What good memories do you have about Nowruz?</p> <p>Tell me a memory about Nowruz.</p> <p>Have you ever gone to Iran during Nowruz holiday?</p> <p>Yes, I went to Iran one time during holiday.</p> <p>What did you do during holidays in Iran?</p> <p>I went to visit relatives during Nowruz.</p> <p>What did you buy during Nowruz holiday?</p> <p>I bought handicrafts from the market in Iran.</p> | <p>Learners will interview their parents and ask them about an interesting and memorable story that they may have had from Nowruz. The learners will 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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| | <p>What part of the Persian Nowruz celebration did you like ?</p> <p>تبریک نوروزی، تهیه سفره هفت سین، نوروزتون پیروز، چه خاطره خوبی از نوروز داری؟ یک خاطره از نوروز برای من تعریف کن. آیا تا به حال در تعطیلات نوروزی به ایران رفتی؟ بله، من یک بار برای تعطیلات نوروز به ایران رفتم. تعطیلات در ایران چه کار کردی؟ من برای عید به دیدن اقوام رفتم. در تعطیلات نوروز چه چیز هایی خریدی؟ من در ایران صنایع دستی از بازار خریدم چه قسمتی از عید نوروز ایرانی را خیلی دوست داشتی؟</p> <p>Cultural knowledge: customs and behaviors related to Nowruz celebration</p> <p>کوچکترها به دیدن بزرگترها برای احترام و عرض تبریک عید می روند. عید ی دادن بزرگترها به کوچکترها</p> <p>Content: typical Nowruz day</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.

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 | <i>Please refer to the Speaking and Listening Curriculum.</i> |
| 10:20 - 10:30 | Break |
| 10:30 – 10:40 (Reading Comprehensions) | Opening activates: 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 pictures caption, 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 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 authentic Persian children movie. Learners will watch Persian authentic movies and discuss their undressing through small group discussions. |

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| 1:40-2:00 | Learning Episode 3 (20 minutes): Learners will perform cultural performance such as Persian national dance, songs and plays. |
| 2:00 - 2:10 | Break |
| 2:10 – 2:50 | Learning Episodes 1-2 (20 minutes each): Opening activates: Under the teacher supervision learners will use different technology to review and practice daily materials learned in the class. They will use the following software: <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 |
| 2:50 – 3:15 | Learning Episode 1 (25 minutes): <ul style="list-style-type: none"> - Review of materials - Homework assignments - Wrap up |

You may add additional rows as necessary.