2017 Student Program Curriculum

Basic Program Information

<table>
<thead>
<tr>
<th>Host Institution:</th>
<th>San Diego State University Research Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Title:</td>
<td>Swahili Infrastructure Building Project</td>
</tr>
<tr>
<td>Curriculum Title:</td>
<td>Going on an East African Safari</td>
</tr>
<tr>
<td>Language(s):</td>
<td>Swahili</td>
</tr>
<tr>
<td>Grade(s) of Learners:</td>
<td>8th – 9th Graders</td>
</tr>
<tr>
<td>Language Background:</td>
<td>Heritage and Non-Heritage</td>
</tr>
<tr>
<td>Program Setting:</td>
<td>Non-Resident</td>
</tr>
<tr>
<td>Program Type:</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Duration:</td>
<td>20 Days</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>80 Hours</td>
</tr>
</tbody>
</table>
STAGE 1: What will learners be able to do with what they know by the end of the program?

**Target Proficiency/Target Performance:** This section of the template identifies the target proficiency level learners will reach by the end of the program. Programs are also asked to identify the target performance levels where learners will perform given that they are working within a specific content/context during the program. The distinction between proficiency and performance recognizes that teachers need to teach slightly beyond the current level of the student in order to advance their proficiency level.

**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 at the end of the program? **Combination Program:** How will the students benefit by being connected to the teacher program?

**Target Proficiency Level** (by end of program): **Intermediate Low**

**Target Performance Level(s)** (during and by end of the program): **Intermediate Mid**

Through the theme of Going on an East African Safari, learners will take part in a virtual trip to Kenya and Tanzania. During this four-week virtual trip through the grasslands of Kenya and Tanzania, learners will explore people’s customs and traditions related to the safari, including eating habits and clothing styles, and celebration of special holidays such as Christmas and Ramadan. They will further explore places such as the Nairobi Animal Orphanage and learn about different animal species and investigate the endangered animals found there. Learners will further learn about volunteer jobs at the National Park for international learners who may want to gain more experience about animals and the safari.

The curricula are aligned with a specific target proficiency level. For each level, two curricula exist, one for speaking/listening and one for writing/reading, with the designated curricular topics being explored at each level with differentiated content and tasks appropriate to learners’ actual and target proficiency levels. This allows teachers to tailor the curriculum according to the needs of distinct learner groups (i.e. heritage learners) whose speaking/listening levels may be quite different from their writing/reading levels. As such, the program has identified strategies/activities that cater specifically to heritage learners within each curriculum. However, the program will predominantly target non-

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1 The theme frames the curriculum development process. It defines the program, providing the context for culture, content, and language learning.
heritage learners in grades 8 to 9 (13 to 14 years old). Activities will be varied to differentiate instruction for heritage learners who are entering the program. Heritage learners would be exposed to more authentic print and non-print materials, for instance.

The curricula are intended for 80-hour, intensive STARTALK programs with a structure of five class days per week and three classroom hours per day plus one hour for homework and further practice. They can be easily adapted, however, for different program structures such as weekend schools, semester long programs, etc.

Learners will watch movies, listen to presentations, play skits, and conduct guided cultural walks. They will further retell stories, write short summaries, and interpret photographs related to the safari. Learners will work in pairs or small groups to carry out individual as well as group projects on selected program themes and topics, and present their findings to their classmates, teachers, and other invited program visitors, such as family or community members.

As a final program project, learners will write a letter to the Wild Conservation Society (includes both Tanzanian and Kenyan Chapters) to make a case about an endangered animal in Kenya or Tanzania. The letter must include the animal’s description and its habitat, causes for its endangerment, and possible simple solutions to help the animal.

Learning Goals

or each mode of communication targeted by your program, select up to two NCSSFL-ACTFL Global Can-Do Benchmarks. Then, select 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 goal(s). LinguaFolio Online will then allow programs to document progress on the learning goals that are identified. Can-Do Statements should reflect the age and language proficiency of your learners, align with the program theme, and be attainable within planned hours of instruction.

### NCSSFL-ACTFL Global Can-Do Benchmarks

Select the performance level(s) for the mode of communication. Select up to two benchmarks.

### Program Can-Do Statements

or NCSSFL-ACTFL Can-Do Statements Specific to your theme.

### Interpersonal Communication
### Intermediate Low: I can participate in conversation on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

<table>
<thead>
<tr>
<th>Intermediate Low:</th>
<th>1. I can exchange information with a friend about eating practices in Maasai culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I can exchange information about Maasai traditional clothing and accessories with a friend.</td>
</tr>
<tr>
<td></td>
<td>3. I can exchange information with a friend about different animal species in the Nairobi Animal Orphanage in Kenya.</td>
</tr>
</tbody>
</table>

### Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about my everyday life and myself.

<table>
<thead>
<tr>
<th>Intermediate Mid:</th>
<th>4. I can share my ideas with a friend about how special holidays, such as Christmas and Ramadan, are celebrated in Kenya and Tanzania.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5. I can exchange some information with a friend about the animals that are endangered in Tanzania and Kenya and briefly mention a few reasons why.</td>
</tr>
<tr>
<td></td>
<td>6. I can exchange emails with an international learner at the National Park and request for some information about volunteering positions there.</td>
</tr>
</tbody>
</table>

### Interpretive Reading

<table>
<thead>
<tr>
<th>Intermediate Low: I can understand the main idea of short and simple text when the topic is familiar.</th>
<th>1. I can understand a simple text, like a posting on a blog, about Maasai eating practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I can identify some information on the typical types of clothing of Maasai culture.</td>
<td></td>
</tr>
<tr>
<td>3. I can understand basic information about animals (such as names, diets, habitats, etc.) from a post on a safari guide webpage.</td>
<td></td>
</tr>
<tr>
<td>4. I can understand some information of job postings for volunteer positions at an African national park.</td>
<td></td>
</tr>
</tbody>
</table>
### Going on an East African Safari (Reading and Writing)

<table>
<thead>
<tr>
<th><strong>Intermediate Mid</strong>: I can understand the main idea of text related to everyday life and personal interests or studies.</th>
<th>5. I can understand the main idea of personal messages exchanged in social media about the celebration of special holidays such as Christmas and Ramadan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. I can read and understand friends’ postings in their blogs about the types of animals that are endangered in Tanzania and Kenya.</td>
<td></td>
</tr>
</tbody>
</table>

#### Presentational Writing

<table>
<thead>
<tr>
<th><strong>Intermediate Low</strong>: I can write briefly about most familiar topics and present information using a series of simple sentences.</th>
<th>1. I can write what I have learned about Maasai culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I can write about the types of clothes that I want to wear when I go on a safari.</td>
<td>3. I can describe the physical appearance of a few animal species found in the Nairobi Animal Orphanage in Kenya.</td>
</tr>
<tr>
<td>4. I can write the rules for becoming a volunteer at an African national park.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intermediate Mid</strong>: I can write on a wide variety of familiar topics using connected sentences.</th>
<th>5. I can write about a special holiday celebration, such as Christmas and Ramadan in Kenya and Tanzania, for a flyer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. I can write a message to inform readers about the type of animals that are endangered in Kenya and Tanzania.</td>
<td></td>
</tr>
</tbody>
</table>

**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 mode of communication. These assessments will provide evidence that learners have achieved the program learning objectives. Indicate the real-world summative assessment tasks that allow learners to show what they know and can do in the language.

**INTERPRETIVE TASK**
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

**INTERPERSONAL TASK**
Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.

**PRESENTATIONAL TASK**
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.

**Non-heritage Learners:**
Learners will read an article and listen to a presentation by a guest speaker on endangered species in the world and some of the common causes of endangerments such as habitat lost, pollution, human overpopulation, poaching, and hunting. Learners will fill in an information gap worksheet. They will further research and read about some of the endangered animals in East Africa, specifically in Kenya and Tanzania.

Each learner will then select and write about one animal and the cause(s) that contributed to its endangerment.

**Heritage Learners:**
In groups of four, learners will discuss some of the main causes of animal endangerment or extinction in Kenya and Tanzania. They will select two causes to create a poster based on a variety of criteria including: the species that are directly affected by it, how widespread it is, and how it can be managed/controlled. They will refer to their notes from the guest speaker’s presentation and their own research. Each group will prepare a poster, wherein every group member will be responsible for covering a portion of the poster and answering classmates’ and other visitors’ questions. They will then engage in spontaneous conversations with other...

**Non-heritage Learners:**
Based on the information they have collected through the interpretive and interpersonal tasks, each learner will write a letter to the Wild Conservation Society to make a case for an endangered animal in Kenya or Tanzania. They will include the animal’s description and its habitat, why they think the animal is endangered, and possible simple solutions to help the animal. Learners will upload their letters to the classroom Moodle course.

**Heritage Learners:**
In groups of four, heritage learners will create a public announcement video informing people in Kenya and Tanzania and tourists about
Going on an East African Safari *(Reading and Writing)*

| In addition to the above, heritage learners will research some animal protection laws that exist in both Kenya/Tanzania and in the United States. They will then write down the main points of each country’s laws in a simple format. | groups and discuss some of the similarities and differences between their selected causes. **Heritage Learners:**

In groups of four, heritage learners will share some of the information they have found about the existing animal protection laws in Kenya/Tanzania and the United States. They will engage in a spontaneous discussion about the differences and similarities between the laws in Kenya/Tanzania with those of the United States. They will then collectively come up with two new laws for Kenya/Tanzania to help strengthen their animal protection laws. | existing animal protection laws. They will also introduce the two new laws. They will upload their videos on their classroom Moodle and program’s created Facebook page.

An assessment rubric will be used to assess the quality of the created videos. |

| **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. Align your learning goals to the language, culture, and content learners need to know to complete the task identified as a major learning experience. In the “Language, Culture, Content” 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 “Major Learning Experiences & Evidence” 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. The STARTALK principles should be at the forefront of your planning as you complete this section of the template. What you say here will be further explained when preparing the daily learning plans. |
## Program Can-Do Statements, NCSSFL-ACTFL Can-Do Statements
Learners can...these Can-Dos are from Stage 1 Learning Targets.

## Language, Culture, Content
Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.

## Major Learning Experiences & Evidence
Learners will experience & demonstrate...Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.

### Language, Culture, Content

### Interpersonal Communication

<table>
<thead>
<tr>
<th>No.</th>
<th>Interpersonal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Intermediate Low:</strong> I can exchange information with a friend about eating practices in Maasai culture.</td>
</tr>
</tbody>
</table>

### Vocabulary:

**Non-heritage learners:**
Eating, customs, polite, impolite/rude, mindful, meat/nyama, corn meal/ugali, milk/maziwa, blood/damu, cow/ng’ombe, sheep/kondoo, goat/mbuzi, numbers/nambari, farm animals/wanyama wa nyumbani, crops/mimea, time/saa, invitation/mwaliko, party/karamu, times of the day/nyakati za siku, drumming/kupiga ngoma, afterwards/baad ya, dancing/kucheza dansi, drumming/kupiga ngoma, jumping/kuruka, attend/hudhuria, days of the week/siku za juma, time/saa, clothes/mavazi

**Heritage learners:**
Cooking: slaughtering/kuchinja, milking/kukama, fire/moto, warriors/Moran

**Grammatical structures:** personal pronouns, interrogatives, noun classes, adjectives, action verbs, adverbs
Viwakilishi, viulizi, ngeli, vivumishi, vitenzi, vielezi

**Language chunks:**
What is the staple food among the Maasai?

### Non-heritage learners:
After exploring the eating habits and etiquettes of Maasai culture through the table activity, learners, in groups of four, will create an Eating Habits & Etiquettes Guide. The guide will include Maasai’s most popular breakfast, lunch, and dinner dishes; their eating etiquettes; and frequently asked questions (FAQ) section.
On a sheet of paper, they will each write one traditional/popular dish with some information about the dish, an eating etiquette, and one question and pass it on to the other group member. This next member will read the information, provide feedback, write his/her sentences and pass it on to the next member. At the end, they will write short paragraphs about the different parts, format it as a guide, and send it to their teacher via email.

### Heritage learners:
In addition to the above activity, the heritage learners, in groups of four, will explore, discuss, and provide more detailed information. For example, they will write
### Going on an East African Safari (Reading and Writing)

<table>
<thead>
<tr>
<th><strong>Chakula maarufu kwa WaMaasai ni gani?</strong></th>
<th>For breakfast/lunch/dinner, the Maasais eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwa chakula cha asubuhi/mchana/jioni, Waamasai hula</td>
<td></td>
</tr>
<tr>
<td>Breakfast/lunch/dinner is eaten at</td>
<td></td>
</tr>
<tr>
<td>Chakula cha asubuhi/mchana/jioni ni saa</td>
<td></td>
</tr>
<tr>
<td>To make tea, you will need</td>
<td></td>
</tr>
<tr>
<td>Utahitaji __________ kupika chai</td>
<td></td>
</tr>
<tr>
<td>__________ is made from</td>
<td></td>
</tr>
<tr>
<td>_______ hupikwa kwa</td>
<td></td>
</tr>
<tr>
<td>Men/women/girls/boys prepare______________</td>
<td></td>
</tr>
<tr>
<td>Wanaume/Wanawake/wasichana/wavulana hutayarisha ____</td>
<td></td>
</tr>
<tr>
<td>I would like to invite you for dinner/party</td>
<td></td>
</tr>
<tr>
<td>Naomba kukualika kwa chakula cha jioni/karamu</td>
<td></td>
</tr>
<tr>
<td>welcome to the dinner party</td>
<td></td>
</tr>
<tr>
<td>Karibu kwa karamu ya chakula cha jioni</td>
<td></td>
</tr>
<tr>
<td>would you like to attend?</td>
<td></td>
</tr>
<tr>
<td>Je, utahudhuria?</td>
<td></td>
</tr>
<tr>
<td>Yes                                          Ndio</td>
<td></td>
</tr>
<tr>
<td>What day is the party?   karamu ni siku gani?</td>
<td></td>
</tr>
<tr>
<td>what time is the party? Karamu ni saa ngapi?</td>
<td></td>
</tr>
<tr>
<td>What will be served? Kuna chakula gani?</td>
<td></td>
</tr>
<tr>
<td>What should I bring? Nilete nini?</td>
<td></td>
</tr>
<tr>
<td>what should I wear? Nitavaa nini?</td>
<td></td>
</tr>
<tr>
<td>What shall we do? Tutafanya nini?</td>
<td></td>
</tr>
<tr>
<td>Who is attending? Ni nani atahudhuria</td>
<td></td>
</tr>
</tbody>
</table>

**Cultural knowledge:** Learners will know about local foods and eating practices. They will also understand a few rationales behind using certain practices.

**Content:** Hospitality

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about the origin of the selected dishes or write about the underlying reasons for any eating cultural behaviors.
2. **Intermediate Low:**
I can exchange information about Maasai traditional clothing and accessories with a friend.

| Vocabulary: Non-heritage learners: |
| clothes/nguo, traditional Maasai cloth/shuka, colors/rangi: blue/rangi ya bluu, green/rangi ya kijani, red/rangi nyekundu, white/rangi nyeupe, black/rangi nyekundu, ornaments/mapambo, beads/shanga, months/miezi, seasons/majira, weather/hali ya hewa, body parts/ sehemu za mwili |
| Heritage learners: |
| gender/jinsia, culture/utamaduni, tradition/desturi |

**Grammatical structures:**
- demonstratives, noun classes, adjectives, action verbs, interrogatives
- Vionyeshi, ngeli, vivumishi, vitenzi, viulizi

**Language chunks:**
- This is a ________
- Hii ni ________
- It has ________ colors
- lina rangi ________
- This is a ________ (name of an ornament)
- Hii ni ________ (jina la pambo)
- ________ (name of the ornament) colors are ________
- ________ (jina la pambo) ina rangi ________
- It is worn by ________ (gender/status)
- Huvaliwa na ________ (jinsia/hadhi)
- It is made by men/women etc
- Inaundwa na wanaume/wanawake
- It is worn during ________ (Occasion)
- Huvaliwa wakati wa ________ (jina la wakati)
- Tanzanian/Kenyan Maasais wear ________
- Wamaasai wa Tanzania/Kenya huvaa ________

**Cultural knowledge:**

| Non-heritage learners: |
| In pairs, learners will select a photo of Maasai clothing items such as shukas/kangas and write simple and short descriptive sentences about it. Each group will receive a different picture. Learners will share their picture and description with other groups through Moodle. Other learners will read and comment. |
| In pairs, heritage learners will write description for shukas. They will also create a Venn diagram and identify similarities and differences of shukas with another piece of clothing as well as who wears them. |

| Heritage learners: |
| In pairs, heritage learners will write description for shukas. They will also create a Venn diagram and identify similarities and differences of shukas with another piece of clothing as well as who wears them. |
### Going on an East African Safari (Reading and Writing)

**Learners will know how and why people in the Maasai tribe dress certain ways for certain events.**

#### Content:
Traditional Maasai clothes

#### 3. Intermediate Low:
I can exchange information with a friend about different animal species in the Nairobi Animal Orphanage in Kenya.

#### Vocabulary:
**Non-heritage learners:** warthog/ngiri, snake/nyoka, tortoise/kobe, crocodile/mamba, leopard/chui, cheetah/duma, monkey/tumbili, ostrich/mbuni, lion/simba, zebra/pundamilia, giraffe/twiga, colors/rangi, body parts/sehemu za mwili, numbers/nambari, months/miezi, year/miaka

**Heritage learners:**
Food/chakula, habitat/makazi

#### Grammatical structures:
Demonstratives, noun classes, adjectives, verbs, adverbs, interrogatives, tenses

Vionyeshi, ngeli, vivumishi, vitenzi, vileizi, viulizi, nyakati

#### Language chunks:
- Which animal is this? Huyu ni mnyama gani?
- Which animal do you have? Una mnyama gani?
- Which animals would you like to see? Ungetaka kuona wanyama gani?
- What colors does ____ have? ____ ana rangi gani?
- What does ______ eat? ______ anakula nini?
- Where does ______ live? ______ anaishi wapi?
- When did you visit? Ulitembelea lini?
- How long was the visit? Ulitembelea __ kwa muda gani?

#### Cultural knowledge:
Learners will learn about the animal orphanage. They will also understand the significance and contribution of the orphanage to wildlife.

#### Non-heritage learners:
In groups of 3 to 4, learners will engage in a reporting activity. In this activity, each learner will be responsible to report about two animals in the Nairobi Orphanage. He/she will take a virtual visit to the orphanage and will write a report on two of the animals. The report must include the animals’ name, description, and their habitat. The learner will email the report to the group members and will receive questions about the conditions of the selected animals. For example: *how many of cheetahs live in the orphanage? How long the orphanage keeps the animal? What kinds of assistants the orphanage provides for these animals?*

All group members will report about their selected animals, receive their group members’ questions, and answer their specific questions. Group members will then get together to discuss their experiences and write a report about their findings. They will post their reports on the classroom’s Moodle.

#### Heritage learners:
Heritage learners will expand the above activity by finding some of the reasons for animals being treated or rehabilitated in the center. For example: *The center takes care of*
<table>
<thead>
<tr>
<th>4. Intermediate Mid:</th>
<th><strong>Content:</strong> Nairobi Animal Orphanage</th>
<th><strong>baby animals that have lost their mother.</strong></th>
</tr>
</thead>
</table>
| **I can share my ideas with a friend about how special holidays, such as Christmas and Ramadan, are celebrated in Kenya and Tanzania.** | **Vocabulary:**
Non-heritage learners: months/miezi, holidays/siku kuu, dates/tarehe, country/nchi, activities/shughuli, food/chakula, drinks/vinywaji, sherehe/celebration, church/kanisa, mosque/msikiti, president/rais, people/watu, guests/wageni, clothes/mavazi
Heritage learners: national holidays/siku kuu za kitaifa, religious holidays/siku kuu za kidini, activities/shughuli  
**Grammatical structures:** Interrogatives, tenses, verbs, adjectives, adverbs, demonstratives
Viulizi, nyakati, vitenzi, vielezi, vivumishi, vionyehsi  
**Language chunks:**
which holiday is it? Ni siku kuu gani?  
_____ holiday is celebrated in the month of ________
Siku kuu ya _______ husherehekewa mwezi wa ________  
_____ holiday is celebrated on _________
Sikuku ya _______ husherehekewa tarehe __________  
_____ holiday is celebrated in ________
Siku kuu ya _______ husherehekewa ________  
(Kenya/Tanzania)  
People go to ________ Watu huenda ________
People do not go to ________ Watu hawaendi ________
People eat/do/dress ________ Watu hula/hufanya/ huva  
What clothes do people wear?  
Watu huvaa mavazi gani?  
**Cultural knowledge:**
Learners will learn about the political histories of Kenya and Tanzania through the events marked through the two countries’ political celebrations. Learners will also learn  
Non-heritage learners:
The class will be divided into four big groups. Each group will be assigned to write about one of the important East African holidays. In groups, learners will explore and discuss their selected holiday and later engage in a writing activity. In this activity, learner #1 will start and write a sentence about the holiday, he/she will include a conjunction at the end of the sentence and will pass it on to the next learner. The next learner will read the sentence and will write the second sentence considering the conjunction. He/she will also write another sentence with a conjunction before passing it to the next learner. Learners must use different conjunction as much as possible. For example: *(learner 1)* Kenya’s Christians celebrate Christmas on December 25 and *(learner 2)* they go to church for special services. They will perform a traditional nativity play, but *(learner 3)* etc.
Learners will then upload their paragraph on the classroom’s Moodle.  
Heritage learners:
To further explore the celebration practices, heritage learners will compare their family holiday celebration and tradition with those of the host country and their native country. They will highlight the traditions and practices that their families have preserved from their
### Going on an East African Safari  (**Reading and Writing**)  

| 5. | **Intermediate Mid:**  
|    | I can exchange some information with a friend about the animals that are endangered in Tanzania and Kenya and briefly mention a few reasons why.  
|    | **Vocabulary:**  
|    | **Non-heritage learners:**  
|    | Elephant/tembo au ndovu, rhino/kifaru, giraffe/twiga, buffalo/mbogo au nyati, leopard/chui, cheetah/duma, zebra/pundamilia, numbers/nambari, sell/uya, colors/rangi, tusks/pembe za ndovu, horns/pembe, skin/ngozi, meat/nyama, poach/winda, poacher/wawindaji haramu,kill/ua, slaughter/uya, mbuga ya wanyama, guard/walinzi, rifles/bunduki  
|    | **Heritage learners:**  
|    | law/sheria, wildlife service/huduma kwa wanyama pori, smuggle/magendo,  
|    | **Grammatical structures:**  
|    | noun classes, adjectives, demonstratives, action verbs, interrogatives, tenses  
|    | Ngeli, vivumishi, viashiria, vitenzi, viulizi, nyakati  
|    | **Language chunks:**  
|    | This is a ___________  
|    | Huyu/hii  ni ___________  
|    | He/she has _____ color(s)  
|    | Yeye ana rangi ________  
|    | There are _______ rhinos/ elephants/ leopards/ zebras etc. in Kenya/Tanzania  
|    | kuna vifaru/tembo/chui/pundamilia n.k. Kenya/Tanzania  
|    | Poachers kill ______ rhinos/elephant/cheetahs/zebras etc every year  
|    | Wawindaji haramu huua vifaru/ndovu/duma/pundamilia n.k. ________ kila mwaka.  
|    | Poachers kill rhino/elephant/lion/zebras for ________  
|    | Wawindaji haramu huua vifaru/ndovu/simba/pundamilia kwa ____________  

**Content:** Holidays in Kenya/Tanzania  

**Non-heritage learners:**  
Learners will explore Internet sites about general characteristics of endangered animals in both Kenya and Tanzania. They will exchange their findings with a friend through blog postings. Information will include the endangered animals’ body parts that make them a target to poachers. Each learner will have to read other learners’ postings and post either a question or a comment. Each learner must respond to his or her peers on his/her blog posting.  

**Heritage learners:**  
In addition to the above task, heritage learners will also read texts and explore Internet sites such as [Mapambano dhidi ya uwindaji haramu Kenya/Fight against poaching in Kenya](http://www.dw.com/sw/mapambano-dhidi-ya-uwindaji-haramu-kenya/av-18773539) to learn about existing laws against poaching in Kenya and Tanzania. Learners will then share this information about any existing laws against poaching in the two countries, as well as any efforts that the respective wildlife services might be employing to stop poaching.
### Going on an East African Safari (Reading and Writing)

| Poachers sell animal parts to ____________  
Wawindaji huuza sehemu za wanyama ___________  
The price of an elephant tusk/rhino horn/giraffe skin is _______ shillings  
Bei ya pembe ya ndovu/pembe ya kifaru/ngozi ya twiga ni shilingi ____________ |

**Cultural knowledge:**
Learners will learn about the “endangered” animals and understand why their existences are threatened.

**Content:** Poaching/Uwindaji haramu

| Intermediate Mid:  
I can exchange emails with an international learner at the National Park and request for some information about volunteering positions there. |

| **Vocabulary:**  
**Non-heritage learners:**  
Hello or how are you?/ hujambo? au habari gani?,  
Dear /mpendwa, numbers/nambari, date/tarehe,  
year/mwaka, visit/kutembelea, national park/mbuga ya wanyama, work/fanya kazi, lion/simba,  
cheetah/duma, leopard/chui, elephant/tembo,  
zebra/pundamilia, giraffe/twiga etc. eat/kula,  
drink/kunywa, live/ishi, like/penda, dislike/-pendi,  
age/miaka, money/pesa au shilingi, Days of the week/siku za juma, time/saa, nationality/uraia,  
request/naomba, information/ habari,  
introduction/kujitambulisha, sincerely/wako mwaminifu, good bye/kwaheri  
**Heritage learners:**  
Utamaduni/nationality, to conserve/kutunza  
**Grammatical structures:**  
Noun classes, adjectives, demonstratives, verbs,  
adverbs, interrogatives, tenses  
Ngeli, vivumishi, vionyeshi, vitenzi, vielezi, viulizi, |

| **Non-heritage learners:**  
In pairs, learners will brainstorm ideas about volunteer opportunities in the national parks in either Kenya or Tanzania. They will then send an email to an international learner, who holds a job as a volunteer at the National Park (one of their classmates), to ask specific questions about the job that they are interested in. The international learner (the classmate) will then explore some Internet sites such as: Jitolee katika mradi wa uhifadhi wa wanyama pori Volunteer at the Wildlife Conservation Project:  
[http://gracepattecotourskenya.org/volunteer-wildlife-conservation/]  
and then respond to the email. A copy of the email will be posted in the learner’s' Moodle accounts.  
**Heritage learners:**  
Heritage learners will send emails to Park Information Center for one of the parks and |
Going on an East African Safari (Reading and Writing)

Language chunks:

Dear ________,
Kwa mpendwa ________

How are you?             Habari gani?
My name is                 Jina langu ni
I come from                Ninatoka
I am a learner            Mimi ni mwanafunzi
I will be visiting         Nitatembelea
I will arrive in           Nitafika
I will stay for           Nitakaa kwa muda ________
I would like to see/volunteer Ningependa kuona/kujitolea
Please let me know Naomba kujua
Which national park? Mbuga gani ya wanyama?
How many hours? Masaa mangapi?
Which days of the week? Siku gani za wiki juma?
Which animals are found in ____? Kuna wanyama gani katika mbuga ya __?

Cultural knowledge:

Learners will learn different activities that game wardens perform in different National Parks. Learners will also learn how to interact with Swahili native speakers in formal contexts.

Content: Safari/Wildlife

Interpretive Reading

1. **Intermediate Low**: I can understand a simple text, like a posting on a blog, about Maasai eating practices.

**Vocabulary:**

Non-heritage learners: Morning/asubuhi, day time/mchana, evening/jioni, night/usiku, breakfast/chakula cha asubuhi, lunch/chakula cha mchana, dinner/chakula cha usiku,

Non-heritage learners: Learners will explore the website to find information about the eating practices of the Maasai culture. They will read blogs and fill out a worksheet. The worksheet has sentence starters. For example: I learned that Maasai
Going on an East African Safari (Reading and Writing)

<table>
<thead>
<tr>
<th>Heritage learners:</th>
<th>time/saa, corn meal/ugali, milk/maziwa, corn/mahindi, beans/maharagwe au maharage, pika/cook, eat/kula, drink/kunywa, family/familia,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical structures:</td>
<td>Heritage learners:</td>
</tr>
<tr>
<td>noun classes, adjectives, verbs, adverbs, demonstrators, interrogatives, tenses</td>
<td>Heritage learners: In addition to the above activity, heritage learners will observe and take notes of their own family and community eating practices and write a short paragraph comparing and contrasting their own eating practices with those of Maasai practices. They will post their work on the classroom’s Moodle.</td>
</tr>
<tr>
<td>ngeli, vivumishi, vitenzi, vielezi, vionyeshi, viulizi, vitenzi</td>
<td>Cultural knowledge:</td>
</tr>
<tr>
<td>Language chunks:</td>
<td>Learners will know about local foods and eating practices. They will also understand a few rationales behind using certain practices.</td>
</tr>
<tr>
<td>This is the staple food among the Maasai</td>
<td>Content:</td>
</tr>
<tr>
<td>Hiki ni chakula maarufu cha Wamaasai</td>
<td>Maasai Food</td>
</tr>
<tr>
<td>This food/drink is eaten at breakfast/lunch/dinner</td>
<td>2. Intermediate Low:</td>
</tr>
<tr>
<td>Chakula/kinywaji hiki huliwa asubuhi/mchana/jioni</td>
<td>Vocabulary:</td>
</tr>
<tr>
<td>The Maasais take break fast/lunch/dinner at ___ (time)</td>
<td>Non-heritage learners:</td>
</tr>
<tr>
<td>Wamaasai hula chakula cha asubuhi/mchana/usiku saa ___</td>
<td></td>
</tr>
<tr>
<td>The ingredients used are making _______________</td>
<td></td>
</tr>
<tr>
<td>Utahitaji _______________ (viungo)</td>
<td></td>
</tr>
<tr>
<td>The food/drink is made by ______(gender)</td>
<td></td>
</tr>
<tr>
<td>Chakula/kinywaji hupikwa na ____ (jinsia)</td>
<td></td>
</tr>
<tr>
<td>Cultural knowledge:</td>
<td></td>
</tr>
</tbody>
</table>
### Going on an East African Safari (Reading and Writing)

| I can identify some information on the typical types of clothing of Maasai culture. | **Non-heritage learners:**
| colors/rangi: black/nyeusi, red/nyekundu, white/nyeupe, green/ya kijani, grey/ya kijivu clothes/nguo: blouse/blauzi, cap/kofia, sweater/sweta, pant/suruali ndefu, shorts/kaptula, T-shirt/fulana ya mikono, jersey/jesi, glasses/miwani, shoes/viatu
| Times of the day/nyakati za siku, miezi/months, days of the week/siku za juma, weather/hali ya hewa, seasons/majira
| **Heritage learners:**
| message/ujumbe, shape/umbo, fashion/mtindo
| **Grammatical structures:**
| Noun classes, adjectives, verbs, demonstratives, interrogatives, pronouns ngeli, vivumishi, vitenzi, viashiria, viulizi, viwakilishi
| **Language chunks:**
| You will need to wear utahitaji kuvaa
| It will be sunny/windy/chilly/rainy/foggy/cold kutakuwa na jua/upepo/baridi
|Kidogo/mvua/UKungu/baridi
| _____ is good for this type of weather
| _____ ni nzuri kwa hali hii ya hewa
| Cover yourself Jifunike
| Wear this Vaa hii
| Do not wear this Usivae hii
| bring your _______
leta_______-ako
| Do not bring ____
| usilete _______
| **Cultural knowledge:**
| Learners will receive a list of questions about clothing such as; What are the clothes made of? What are the colors of the clothes? Who wears the clothes? How the clothes are worn? Where the clothes are worn? They will read a short text about Maasai traditional clothing. They will highlight sentences or phrases that directly or indirectly answer the above questions. After reading, learners use their own word to write answers for the question. They refer to the information from the highlighted areas.
| **Heritage learners:**
| In pairs, learners will read a couple of authentic texts about the types of clothes that people need to wear while on a safari. Learners will also seek their adult members’ explanation regarding why people should dress certain ways when they are on a safari. They will then write a summary of their findings and hold a simple class discussion in order to assist non-heritage learners and less proficient learners to understand the concepts. |
Going on an East African Safari *(Reading and Writing)*

| 3. **Intermediate Low:** I can understand basic information about animals (such as names, diets, habitats, etc.) from a post on a social media. | **Vocabulary:**

**Non-heritage learners:**
warthog/ngiri, snake/nyoka, tortoise/kobe, crocodile/mamba, leopard/chui, cheetah/duma, monkey/tumbili, ostrich/mbuni, lion/simba, zebra/pundamilia, giraffe/twiga, colors/rangi, body parts/sehemu za mwili, male/kiume, female/kike

**Heritage learners:**
Food/chakula, habitat/makazi

**Grammatical structures:**
Demonstratives, noun classes, adjectives, verbs, adverbs, interrogatives, tenses

Vionyeshi, ngeli, vivumishi, vitenzi, vielezi, viulizi, nyakati

**Language chunks:**
This is a ________
Huyu ni ________
He/she is _______ in color
Yeye ana rangi _______
He/she is ______ years old
Yeye ana miaka _______
He/she lives in ______
Yeye huishi
He/she has _______ (body parts)
Yeye ana _______ (sehemu za mwili)
He/she eats _______
Yeye anakula _______
It is a male/female |
| **Content:**
Traditional Maasai clothes |
| **Non-heritage learners:**
Learners read through a series of tweets about animals found at the Nairobi Animal Orphanage in which they list the details of what the post is about. Learners will use a graphic organizer to arrange the information (e.g., type of animal, colors, body parts, habitat, diet, etc.). At the end, each learner will write a simple description of the animal along with its descriptions. They will post their writings on the class Moodle/Facebook.

**Heritage learners:**
In addition to the above activity, heritage learners will rewrite tweets from informal to formal.
| **Ni wa kiume/kike** | **Cultural knowledge:**  
Learners will learn about the animal orphanage. They will also understand the significance and contribution of the orphanage to wildlife.  
**Content:**  
Nairobi Animal Orphanage |
|---|---|
| **Intermediate Low:**  
I can understand some information on job postings on volunteer positions at the National Park. | **Vocabulary:**  
**Non-heritage learners:**  
different wild animals: lion/simba, cheetah/duma, leopard/chui, elephant/tembo, zebra/pundamilla, giraffe/twiga etc.  
eat/kula, drink/kunywa, live/ishi, like/penda, dislike/-pendi, numbers/nambari, age/miaka, money/pesa au shilingi, Days of the week/siku za juma, time/saa, nationality/uraia, occupation/kazi, nafasi/opportunity, benefits/manufaa,  
**Heritage learners:**  
Nationality/uraia, benefits/manufaa, conservation/uhifadhi  
**Grammatical structures:**  
Noun classes, adjectives, demonstratives, verbs, adverbs, interrogatives, tenses  
Ngeli, vivumishi, vionyeshi, vitenzi, vielezi, viulizi, nyakati  
**Language chunks:**  
Volunteer opportunity at the national park  
Nafasi ya kazi ya kujitolea mbugani  
We are recruiting volunteers  
Tunawatafuta watu wa kujitolea  
You can volunteer in the morning/daytime/evening  
Unaweza kujitolea asubuhi/mchana/ jioni |
| **Non-heritage learners:**  
Learners will read a series of online job advertisements for volunteers from different national parks in both Kenya and Tanzania. By using their dictionaries, they will identify different types of jobs and their descriptions. Learners will then identify job posts for volunteers and mark the ones that match their qualifications.  
**Heritage learners:**  
Heritage learners will also read a series of online job postings for volunteer work. They will jot down key requirements and qualifications for each posting and create a rubric. They will use the rubric to examine four applications as an advisor. They will then use a graphic organizer to rank the resumes they examine. The file includes the following columns: applicants’ information, qualifications and rank. After completing the graphic organizer, learners will advise applicants to apply for the posting that they are the most qualified for. |
**Volunteers should send applications**

Wafanyi kazi ya kujitolea watume barua za maombi

Volunteers are needed immediately

Wafanyi kazi ya kujitolea wanahitajika mara moja

Voluntary work will start on _____

Kazi ya kujitolea itaanza _____

It is open to ______ nationalities

Nafasi ni kwa ______ (raia)

The benefits include

Manufaa ni pamoja na

One must be ____ years old

Lazima mtu awe na miaka ______

**Cultural knowledge:**

Learners will know about the type of jobs that people do at the National Parks and be able to identify National Parks contributions to personal economic situation of locals in Kenya and Tanzania.

**Content:** Volunteering

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Mid:</strong></td>
<td>I can understand the main idea of personal messages exchanged in social media about the celebration of special holidays such as Christmas and Ramadan.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Non-heritage learners:</strong></td>
<td>my name is/jina langu ni, I am called/ninaitwa, I am from/ninatoka, age/umri, born/zaliwa, like/penda, dislike/sipendi, learner/mwanafunzi, family/familia, school/shule, live/kaa, time/saa, months/miezi, mwaka/year, food/chakula, drinks/vinywaji, daily activities/shughuli za kila siku, clothes/mavazi, travel/kusafiri, animals/wanyama, languages/lugha, countries/nchi, nationalities/uraia, weather/hali ya hewa, seasons/majira</td>
</tr>
<tr>
<td><strong>Non-heritage learners:</strong></td>
<td>Learners will read through a series of postings on the social media about Kenyan and Tanzanian special celebration of Christmas and Ramadan. They will highlight the main ideas and list the details of what the posts are about using short sentences. Learners will use a graphic organizer to arrange the information (e.g., the holiday, common practices during these holidays, special attires or ornaments, special traditional dishes, etc.). They will post their writings and graphic organizers on the</td>
</tr>
</tbody>
</table>
Heritage learners:
Extended family/familia kubwa, East African seasons/majira ya Afrika Mashariki

Grammatical structures:
Noun classes, pronouns, adjectives, verbs, adverbs, demonstratives, tenses, interrogatives ngeli, viwakilishi, vivumishi, vitenzi, vielezi, vionyeshi, nyakati, viulizi

Language chunks:
My name is
Jina langu ni
I come from
Ninatoka
I live in
Ninaishi
I am a ___ (nationality)
Mimi ni __________ (uraia)
I was born in
Nilizaliwa mwaka wa
I am __ year old
Nina miaka ____
My dad or mom is called, does, he likes, he does not like
Baba yangu au mam anaitwa _, anafanya, anapenda, hapendi
I have _ siblings
Nina ndugu ___
I like to eat/drink
Ninapenda kula/kunywa
I like to wear
Ninapenda kuvaan
My favorite season is
Majira yangu kipenzi ni

Cultural knowledge:
After reading through postings on the social media about Kenyan and Tanzanian special celebrations, heritage learners will make a list of key terms that are connected to the holiday celebration of their choice. They will search a variety of online sources with those keywords in Swahili including Facebook, Twitter, etc. They will take screenshots of relevant images and texts and create their own digital portfolio of their research. They will annotate their interpretation of their search and include it in their portfolio.
## Going on an East African Safari (Reading and Writing)

<table>
<thead>
<tr>
<th>Content: Personal Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners</strong> will learn about the political histories of Kenya and Tanzania through the events marked through the two countries' political celebrations. Learners will also learn about the East African diversity through the religious celebrations in the two countries.</td>
</tr>
</tbody>
</table>

### Content:

#### Vocabulary:

- **Non-heritage learners:**
  - Elephant/tembo au ndovu, rhino/kifaru, giraffe/twiga, buffalo/mbogo au nyati, leopard/chui, cheetah/duma, zebra/pundamilia, numbers/nambari, sell/uza, colors/rangi, national park/mbuga ya wanyama, money/pesa, shilling/shilingi
- **Heritage learners:**
  - Tusks/pembe za ndovu, horns/pembe, skin/ngozi, meat/nyama, poach/winda, poacher/wawindaji haramu, smuggle/magendo, law/sheria, kill/ua, slaughter/uza, wildlife service/huduma kwa wanyama pori, map/ramani

#### Grammatical structures:

- noun classes, adjectives, demonstratives, action verbs, interrogatives, tenses
- Ngeli, vivumishi, viashiria, vitenzi, viulizi, nyakati

#### Language chunks:

- This is a __________
- Huyu/hii ni ____________
- He/she has _______ color(s)
- Yeye ana rangi __________
- There are _________ rhinos/elephants/leopards/zebras etc in Kenya/Tanzania

### Intermediate Mid:

**I can read and understand friends' postings in their blogs about the types of animals that are endangered in Tanzania and Kenya.**

<table>
<thead>
<tr>
<th>Non-heritage learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners will read texts from articles and blogs to learn more about endangered animals in Kenya and Tanzania. Each learner will select an animal to expand his/her research and find more detailed information. He/she will then write a summary about the animal and the reasons of its endangerment. (E.g. black rhinos are found in Tsavo National Park and Nairobi National Park. They are illegally hunted and poached because of their horn. Their horns are sold in Asian countries. It is used to make folk remedies in countries like Vietnam and China. All learners will post their assignment on the school blog. Learners then will read and reply to at least two of their classmates by asking some detailed questions. They will then mark the classroom map where each of the animals live.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heritage learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the above activity, heritage learners will read postings on endangered animals in other parts of the world like China. They will then use the Venn Diagram to compare and contrast the type of animals, reasons for poaching, and preventative</td>
</tr>
</tbody>
</table>
kuna vifaru/tembo/chui/pundamilia n.k. Kenya/Tanzania rhinos are found in _____ (name of the national parks) Vifaru wanapatikana katika mbuga za ____ (majina ya mbuga) Poachers kill______ rhinos/elephant/cheetahs/zebras etc every year Wawindaji haramu huua vifaru/ndovu/duma/pundamilia n.k. ______ kila mwaka. Poachers kill rhino/elephant/lion/zebras for _________ Wawindaji haramu huua vifaru/ndovu/simba/pundamilia kwa __________ Poachers sell animal parts to ______________ Wawindaji huuza sehemu za wanyama __________ The price of an elephant tusk/rhino horn/giraffe skin is _______ shillings Bei ya pembe ya ndovu/pembe ya kifaru/ngozi ya twiga ni shilingi __________ Poachers smuggle animal parts Wawindaji haramu huuza sehemu za wanyama kimagendo Kenya/Tanzania has laws against poaching Kenya/Tanzania ina sheria dhidi ya uwindaji haramu

**Cultural knowledge:**
Learners will learn about the “endangered” animals and understand why their existences are threatened.

**Content:** Poaching/Uwindaji haramu

**Presentational Writing**

<table>
<thead>
<tr>
<th>Intermediate Low:</th>
<th>Vocabulary: Non-heritage learners:</th>
<th>Non-heritage learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write what I have learned about Maasai culture.</td>
<td><strong>Non-heritage learners:</strong> food/chakula, daily activities/shughuli za kila siku, Farm animals/wanyama wa nyumbani,</td>
<td>Learners will read short blogs posts and short texts and view authentic pictures to better understand products and perspectives related</td>
</tr>
</tbody>
</table>
Going on an East African Safari (Reading and Writing)

clothes/nguo, ornaments/mapambo, colors/rangi, numbers/nambari, time/saa, months/miezi, wildlife/wanyama wa porini, pastoralists/wafugaji, warriors/morans, farmers/wakulima

Heritage learners:
Gender/jinsia, Gender-based duties/majukumu ya kijinsia

Grammatical structures:
Noun classes, pronouns, adjectives, verbs, tenses, demonstrators
Ngeli, viwakilishi vivumishi, vitenzi, nyakati, vionyeshi

Language chunks:
The Maasais live in Wamaasai wanaishi
The Maasais are ___ (occupations)
Wamaasai ni ____ (kazi)
Kenyan Maasais wear _______ (shukas and colors)
Wamaasai wa Kenya huvaa ____ (mashuka na rangi)
The Maasais eat/drink
Wamaasai hula/hunywa
The Maasais keep _____ (name of farm animals)
Wamaasai hufuga ____ (majina ya wanyama wa nyumbani)
Daily activities among the Maasai include
Shughuli za kila siku za Wamaasai ni
The Maasai men/women/girls/boys/children do
Wanaume/wanawake/wasichana/wavulana/watoto wa kiMaasai hufanya

Cultural knowledge:
Learners will demonstrate their understanding one of the most popular communities in East Africa due to its to Massai culture, especially about topics such as food, clothes, etc. They will then write and post blogs on the Maasai culture based on these topics.

Heritage learners:
In addition to the above task, heritage learners will use a Venn diagram to explain how their culture is similar to or different from that of the Maasai culture. Topics can include clothes, food, eating habits, etc. The Venn diagrams will be uploaded on their posts for feedback from both their classmates and teachers.
## Going on an East African Safari (Reading and Writing)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td>Maasai Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Vocabulary:** | Non-heritage learners:  
  clothes/nguo, traditional Maasai cloth/shuka,  
  colors/rangi: blue/rangi ya bluu, green/rangi ya kijani, red/rangi nyekundu, white/rangi nyeupe,  
  black/rangi nyeusi etc, ornaments/mapambo,  
  beads/shanga, months/miezi, seasons/majira,  
  weather/hali ya hewa, body parts/ sehemu za mwili, times of the day/ nyakati za siku, I like/ninapenda, I do not like/ sipendi  
  Heritage learners:  
  gender/jinsia, culture/utamaduni,  
  tradition/desturi |
| **Grammatical structures:** | Pronouns, demonstratives, noun classes, adjectives, action verbs, interrogatives, tenses  
  Viwakilishi, Vionyeshi, ngeli, vivumishi, vitenzi, viulizi, nyakati  
  Language chunks:  
  I will wear  
  Nitavaa  
  I like to wear  
  I would like to wear  
  I like _______ colors  
  Ninapenda rangi za _________  
  I will wear ___ in the morning/daytime/evening/night  
  Nitavaa ____ asubuhi/mchana/jioni/usiku  
  I will be going on safari in _________ (months/seasons)  
  Nitaenda safari mwezi wa/majira ya ____________  
  Heritage learners:  
  In addition to the previous task, heritage learners will also write about the types of clothing people in their community in East |
### Going on an East African Safari (Reading and Writing)

The weather in _______ (months/seasons) is
Hali ya hewa katika mi/mwezi au majira ya ni _______
I like to wear _______ in
summer/autumn/spring/winter
Ninapenda kuvaa ____ majira ya kiangazi/vuli/masika/baridi
I will wear _________(ornament) _______ (body part)
Nitavaa ______ (pambo) _______ (sehemu ya mwili)

**Cultural knowledge:**
Learners will know how and why people in the Maasai tribe dress certain ways for certain events.

**Content:**
Clothes

<table>
<thead>
<tr>
<th>3. Intermediate Low:</th>
<th>Vocabulary:</th>
</tr>
</thead>
</table>
| I can describe the physical appearance of a few animal species found in the Nairobi Animal Orphanage in Kenya. | **Non-heritage learners:**
| | warthog/ngiri, snake/nyoka, tortoise/kobe, crocodile/mamba, leopard/chui, cheetah/duma, monkey/tumbili, ostrich/mbuni, lion/simba, zebra/pundamilia, giraffe/twiga, colors/rangi, body parts/sehemu za mwili, numbers/nambari, male/kiume, female/kike, Food/chakula, drink/kunywa |
| | **Heritage learners:**
| | habitat/makazi, **Grammatical structures:**
| | Demonstratives, noun classes, adjectives, verbs, adverbs, interrogatives, tenses, pronouns
| | Vionyeshi, ngeli, vivumishi, vitenzi, viielezi, viulizi, nyakati, viwakilishi
| | **Language chunks:**
| | This is _______

**Non-heritage learners:**
Learners will write descriptions of animals found at the Nairobi Orphanage in Kenya by stating their Swahili names and giving their general physical characteristics. They will then upload their descriptions on their blogs to receive comments from other learners and feedback from their teachers. Learners will single out endangered animal from their above description and describe what makes them particularly vulnerable.

**Heritage learners:**
Learners will also describe any other animals they might have seen in one of the game parks either in Kenya or Tanzania while visiting their families. If this is not applicable to them, they will describe animals that their...
## Going on an East African Safari (Reading and Writing)

<p>| | | |</p>
<table>
<thead>
<tr>
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</table>
|   | **Huyu ni _______**  
He has ______ colors  
Ana rangi ____________  
It is a male/female  
Yeye ni wa kiume/kike  
He/she eats/drinks _____  
Yeye anakula/anakunywa ___  
He/she eats/drinks ____ per day  
Yeye hula/hunywa mara ______ kwa siku  
He/she likes  
Yeye anapenda  
He/she does not lie  
Yeye hapendi | **parents/siblings have seen at the game parks.**  
In addition, learners will compare similarities and differences of the Nairobi Orphanage Animal Park with their local zoo/animal park in the United States through the use of a Venn diagram. They will use their Venn diagrams to write a summary of each. Later, learners will upload their write ups on their blogs for feedback from their classmates, family members, and teachers. |
| **Cultural knowledge:**  
Learners will learn about the animal orphanage. They will also understand the significance and contribution of the orphanage to wildlife.  
**Content:** Nairobi Animal Orphanage |   |
| **4. Intermediate Low:**  
I can write the rules for becoming a volunteer at an African national park. | **Vocabulary:**  
**Non-heritage learners:**  
Application/maombi, age/miaka, learner/mwanafunzi, language/lugha, times of the day, nyakati za siku, days of the week/siku za juma, phone/simu, email/barua pepe, letter/barua, introduction/kujitambulisha, office/ofisi, supervisor/msimamizi, interview/mahojiano, uniform/sare, color/uniform, membership/uanachama  
**Heritage learners:**  
nationality/uraia, club/klabu  
**Grammatical structures:** | **Non-heritage learners:**  
Learners will review a few job advertisements. In pairs, they will write a list of rules from multiple volunteer adverts from different national parks, checking the ones they would qualify for and posting their findings on their blog posts. Their colleagues will comment on their blog posts while the teacher will give them feedback on their findings.  
In addition, learners will write a draft application email to be considered for a volunteer position at one of the national parks whose rules apply to their qualifications, |
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**Language chunks:**
- Send an email/letter to the supervisor
- Tuma barua/barua pepe kwa mismamizi
- Call the supervisor’s office
- Piga simu kwa ofisi ya msimamizi
- Attend an interview
- Fanya mahojiano
- Select your days and hours
- Chagua siku na masaa yako
- Wear your uniform
- Vaa sare
- Speak some Swahili
- Zungumza Kiswahili kidogo
- Be a learner
- Kuwa mwanafunzi

**Kenyan/Tanzanians preferred but not required**

Kuwa Mkenya/Mtanzania ni bora lakini sio lazima

The following clubs advocate for wildlife conservation in Kenya/Tanzania

**Klabu hizi hutetea wanayama pori Kenya/Tanzania**

**Cultural knowledge:**

Learners will learn different activities that game wardens perform in different National Parks. Learners will also learn how to interact with Swahili native speakers in formal contexts.

**Content:** Volunteering

**Heritage learners:**

In addition to the above activity, heritage learners will identify any advertisements that mention nationalities to know if they would qualify for them. Considering the fact that not all countries recognize dual-citizenship. Also, learners will identify local clubs that advocate for wildlife conservation and allow for membership overseas. Learners will upload their findings on their blogs to receive comments from their classmates and feedback from their teacher.
| **5. Intermediate Mid:**  
I can write about a special holiday celebration, such as Christmas and Ramadan in Kenya and Tanzania, for a flyer. | **Vocabulary:**  
**Non-heritage learners:**  
months/miezi, holidays/siku kuu, dates/tarehe, country/nchi, activities/shughuli, food/chakula, drinks/vinywaji, sherehe/celebration, church/kanisa, mosque/msikiti, president/rais, people/watu, guests/wageni etc  
**Heritage learners:**  
national holidays/siku kuu za kitaifa, religious holidays/siku kuu za kidini, activities/shughuli  
**Grammatical structures:**  
tenses, verbs, adjectives, adverbs, demonstratives  
nyakati, vitenzi, vielezi, vivumishi, vionyehsi  
**Language chunks:**  
_____ holiday is celebrated in the month of_______  
Siku kuu ya _________ husherehekewa mwezi wa _______  
_____ holiday is celebrated on _________  
Sikukuu ya _________ husherehekewa tarehe _________  
_____ holiday is celebrated in __________  
Siku kuu ya _________ husherehekewa ______  
(Kenya/Tanzania)  
People go to _________  
Watu huenda _________  
People do not go to _________  
Watu hawaendi ___  
People eat/do/dress  
Watu hula/hufanya/ huvaa  
**Cultural knowledge:**  
Learners will learn about the political histories of Kenya and Tanzania through the events marked | **Non-heritage learners:**  
Learners will work in groups of 2-3 to create two flyers, one for Christmas and one for Ramadan in either Kenya or Tanzania. The flyer will feature information that answers the what, when, where, and why. They will also add any additional information about the holiday. They will then share their flyers with other classmates and answer any relevant questions.  
**Heritage learners:**  
Heritage learners will interview the adult members of their families about special holiday celebrations in Kenya and Tanzania. They will ask for personal stories. The learners will use their findings from the interviews to create more detailed flyers about the events. They can include information such as dress codes, entertainment, speeches (if appropriate), food, etc. They will then post a copy of their flyer on their online blogs. Other classmates will read and ask questions/or offer comments. |
Going on an East African Safari *(Reading and Writing)*

<table>
<thead>
<tr>
<th>6. Intermediate Mid:</th>
<th>through the two countries’ political celebrations. Learners will also learn about the East African diversity through the religious celebrations in the two countries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Holidays</td>
<td>Vocabulary: Non-heritage learners: Elephant/tembo au ndovu, rhino/kifaru, giraffe/twiga, buffalo/mbogo au nyati, leopard/chui, cheetah/duma, zebra/pundamilia, numbers/nambari, sell/usaha, colors/rangi, national park/mbuga za wanyama, Tusks/pembe za ndovu, horns/pembe, skin/ngozi, Heritage learners: poach/winda, poacher/mwindaji haramu, smuggle/magendo, law/sheria, kill/ua, slaughter/usaha, wildlife service/huduma kwa wanyama pori Grammatical structures: noun classes, adjectives, demonstratives, action verbs, interrogatives: Ngeli, vivumishi, viashiria, vitenzi, viulizi Language chunks: This is a ___________ Huyu/hii ni ______________ He/she has _______ color(s) Yeye ana rangi __________ There are __________ rhinos/elephants/leopards/zebras etc in Kenya/Tanzania kuna vifaru/tembo/chui/pundamilia n.k.</td>
</tr>
<tr>
<td>Non-heritage learners: Learners will write a list of endangered animals from different national parks that “they have visited/or will visit” in Tanzania and Kenya and upload it on their blogs for comments from their classmates and feedback from the teacher. Learners will then write a short summary about endangered animals that they will have listed in the previous task. Their summary includes the animals’ general physical characteristics, where they are found, and parts of their bodies that make them vulnerable for poaching. The summary will be added to learner’s portfolio. Heritage learners: In addition to this task, heritage learners will also provide information about how the poachers sell the animal body parts, if there are laws against poaching, and if there are any initiatives by the wildlife services in the two countries to protect the animals. Learners will upload their posts on their blogs to receive comments from their classmates and feedback from the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
Going on an East African Safari (Reading and Writing)

Kenya/Tanzania
Poachers kill rhinos/elephant/cheetahs/zebras etc every year
Wawindaji haramu huua vifaru/ndovu/duma/pundamilia n.k. kila mwaka.
Poachers kill rhino/elephant/lion/zebras for
Wawindaji haramu huua vifaru/ndovu/simba/pundamilia kwa
Poachers sell animal parts to
Wawindaji huuza sehemu za wanyama
The price of an elephant tusk/rhino horn/giraffe skin is
Bei ya pembe ya ndovu/pembe ya kifaru/ngozi ya twiga ni
Poachers smuggle animal parts
Wawindaji haramu sehemu za wanyama kimagendo
Kenya/Tanzania has laws against poaching
Kenya/Tanzania ina sheria dhidi ya uwindaji haramu

Cultural knowledge:
Learners will learn about the “endangered” animals and understand why their existences are threatened.

Content: Poaching/Uwindaji haramu

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. The materials and resources named here should be specific to your program.
Going on an East African Safari (Reading and Writing)

www.mnrt.go.tz/sectors/category/wildlife
http://www.thomsonsfaris.com/blog/traditional-maasai-diet-blood-milk/
https://en.wikipedia.org/wiki/Maasai_people
http://www.everyculture.com/wc/Tajikistan-to-Zimbabwe/Maasai.html
Uwindaji haramu Kenya/poaching in Kenya: https://www.standardmedia.co.ke/article/2000022771/uwindaji-haramu

**Daily Schedule:** Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day. Consider how culture, content, and language are integrated in each learning experience throughout the day.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:20</td>
<td><strong>Opening activity:</strong> Teacher will review homework and introduce the objectives of the day (daily schedule will vary).</td>
</tr>
<tr>
<td>Time</td>
<td>Learning Episodes – Speaking/Listening</td>
</tr>
<tr>
<td>-----------</td>
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<tr>
<td>9:20 – 10:20</td>
<td>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.</td>
</tr>
<tr>
<td>10:20 - 10:40</td>
<td>Break</td>
</tr>
<tr>
<td>10:40 – 12:00</td>
<td>Learning Episodes – Reading/Writing</td>
</tr>
<tr>
<td></td>
<td>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..</td>
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