



2015 STUDENT Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central
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Program Title:	My World
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Language(s):	Hindi	Grade(s) of Learners:	Grades K-8 K-2, 3-5, 6-8, 9-12
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Heritage Speakers?	No	Non-Heritage Speakers?	Yes
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Program Setting:	<i>Residential:</i>	<input checked="" type="checkbox"/>	<i>Non-Residential:</i>	<input type="checkbox"/>	<i>Distance/Online Component:</i>	<input type="checkbox"/>
	<i>Other (please specify):</i>					

Duration:	<i>Weeks/Days:</i>	15 days	<i>Contact Hours:</i>	60
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Target Proficiency Level: (by end of program)	Novice High	Target Performance Level(s): (during and by end of program)	Novice High/Intermediate Low
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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.

Curriculum designed by:	
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Email:	
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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?

Students will be able to introduce themselves by giving basic biographical details about themselves and their families and will be able to talk about their interests and activities. They will consider the world as a global village of one hundred people and will be able to say and recognize some simple facts about that village—number of people on each continent, number of animals in a village, number of computers, TVs, et cetera. They will consider representative images from *Material World* to talk about what people have and don't have. They will discuss items that all children need, such as food, water, clothing, and housing. They will take part in virtual field trips to various markets where they will comment on items, indicating likes and dislikes and agreeing on whether it is something that they need or want. They will be able to comment on where items they own are from and locate those places on a world map. They will identify one or two items that are very important to them and give simple reasons why.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s)

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

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.

Interpersonal

Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

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

I can exchange basic biographical information.

I can inquire about and share information about my family, friends, and pets.

I can ask about and identify familiar things.

I can comment on whether I like or don't like an item.

I can ask about and say where things are from.

I can talk about things I want and things I need.

I can ask and answer questions and say what I have and don't have.

Presentational Speaking

Novice High: I can present basic information on familiar topics using language I have practiced and using phrases and simple sentences.

Intermediate Low: I can present information on most familiar topics using a series of simple sentences.

I can present information about myself.

I can provide simple information about my favorite things.

I can tell a simple story about my trip to the market.

I can participate in a presentation showing what children my age want and need.

Presentational Writing

Novice High: I can write short messages and notes on familiar topics related to everyday life.

I can introduce myself.

I can write about things I want and need.

I can describe an object that is important to me.

I can write captions for images and pictures to convey information.

Interpretive Listening

Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of

I can understand a few details when hearing simple biographical information.

<p>information and sometimes understand the main topic of what is being said.</p> <p>Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	I can understand some information when I hear a simple description about a familiar object.
	I can recognize the name of a familiar object and understand where it is from.
	I can understand the main idea when hearing about wants and needs.
	I can locate countries on a map.
Interpretive Reading	
<p>Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	I can understand short, simple descriptions with the help of visuals.
	I can understand the purpose of an ad or poster with the help of visuals.
	I can understand personal information about others.

You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students will consider ads for different items and will complete a graphic organizer reporting on information that they have learned. They will listen as their teachers and other native speakers describe a favorite item, matching images of items to	Students will consider a variety of items and will talk to determine what they have in common with regard to likes and dislikes, needs, and wants. Each will have a chance to describe a special item with others, asking questions when possible to get more	Students will work in groups to create a world map that shows where some of their favorite things are from. Each student will share information about a favorite item and will also comment on where it is from.

the person who describes that item.	information	
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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.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.

Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.

Interpersonal

I can exchange basic biographical information.	Biographical information: <ul style="list-style-type: none"> My name is – meraa naam ... hai. I am a boy/girl/student – maiN ek laRkaa/laRkii/vidyaarthii huuN What is your name? – tumhaaraa/aapkaa naam kyaa hai? What do you do? – tum/aap kyaa kaam karte ho/haiN? Where do you live? – tum/aap 	Students work in small groups to create individual <i>All About Me</i> card giving basic information, such as name, age, family members, and names of pets. The teacher models each section by showing the card she has created for the class mascot. After each section, students talk to their group members and then circulate to talk to other students. As details are added, the conversations are longer and longer. Each student has the chance to have a conversation
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kahaaN rahte ho/haiN?What is your name?

- Where are you from? Where do you live? –
- tum/aap kahaaN rahte /rahtii ho/haiN?
- tum/aap kahaaN se ho/haiN?
- I am from.../I live in...
- maiN ... se huuN.
- maiN ... meN rahtaa/rahtii huuN

Additional probing questions and answers:

- What state/country is that in? – vah kis raajya/desh meN hai?
- How far is it from NYC? LA? Chicago? Beijing? Mumbai? etc. – yah NYC/LA/Chicago/Beijing se kitnii duur hai?
- How old are you?
- tum kitne saal ke/kii ho?
- aapkii umr kya hai?
- I am... years old.
- main ... saal kaa/kii huuN
- merii umr ... saal hai
- When is your birthday?
- aapkaa/tumhaaraa janmdin kab hai?
- aapkii saalgirah kab hai?
- aap apnaa janmdin/saalgirah kab manaate/manaatii haiN?
- I was born on ... And you?
- maiN ... ko paidaa huaa/huii thaa/thii.
- aur aap/tum?
- You are older/younger than I am.
- tum/aap mujhse baRe/baRii ho/haiN
- tum/aap mujhse choTe/choTii ho/haiN

with the class mascot over the first couple of days allowing the teacher to check the progress of individual students.

On a subsequent day, when possible students engage in similar conversations with students from other classes or with Hindi speakers via Skype without using the cards

I can inquire about and share information about my family, friends, and pets.

- Do you have brothers and sisters?
 - kyaa tumhaare bhaai aur bahan haiN?
 - tumhaare kitne bhaai aur bahan haiN?
- Yes, I have .../ no I am an only child
 - haaN, mera ek bhaai/mere do bhaai haiN
 - merii ek bahan/do bahaneN haiN
 - nahiiN, maiN akelaa/akelii huuN
 - maiN eklautaa/eklautii huuN
- Are you the oldest? The youngest?
 - kyaa tum/aap sabse baRe/baRii ho/haiN?
 - kyaa tum/aap sabse choTe/choTii ho/haiN?
- What nationality are you?
 - tum/aap kis desh ke ho/haiN?
 - tumhaarii/aapkii raashtriyataa kyaa hai?
- I am... – maiN ... huuN
 - Indian – hindustaanii
 - Pakistani – paakistaanii
 - Bangladeshi – banglaadeshii
 - South Asian – deshii
 - American – amriikii
 - French – fraansiizii
 - Turkish – turkii
 - Afghan – afgaanii
 - Iraqi – iraqii
- What language do you speak? – tum/aap kaunsii bhaaShaa/zabaan bolte ho/haiN?
- Do you speak English? – kyaa tum/aap angrezii bolte ho/haiN?
- Do you have a pet? – kyaa tumhaaraa/aapkaa koi paaltu jaanvar

Students work in groups to give an identity to their group mascot, which they can choose based on choices offered by the teacher. Students then interact with students from other groups. The students take the role of the class mascot, asking and answering questions to get to know the other mascots. The teacher models asking for the name, age, origin/nationality information about family and pets before students work independently.

hai?

Grammar:

- Expressing possession:
 - countable and material nouns – X-ke paas (mere paas paisa hai; uske paas paanii hai)
 - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (raaju ke do makaan haiN, ramesh ka ek bhaai hai; mere do haath haiN; pitaajii ka ek kuttaa hai; merii do gaaRiyaaN haiN)
 - Use of reflexive possessive pronoun when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the possessed object – apnaa naam bataao; and never – tumhaaraa naam bataao
- Asking yes/no questions – kyaa is used in the beginning of the indicative sentence – kyaa app yahaan se haiN?

Culturally appropriate mascots and animals that can be found in the target culture –

- Mascots/shubhaaNkar –
 - Lord Ganesh – ganesh/ganapati
 - Lord Shiva – shiv/naTraaj/bholenaath
- Animals –
 - tiger – baagh (m)
 - lion – sher (m)
 - elephant – haathii (m)
 - leopard – tenduaa(m)

	<ul style="list-style-type: none"> - buffalo – bhainS(m) - King Cobra – naag raaj(m) - peacock – mor(m) - cow – gay (f) 	
<p>I can ask about and identify familiar things.</p>	<p>What have you brought? What you do have? What is it? It's a What is it like? It's...</p> <ul style="list-style-type: none"> • tum kyaa laaye ho? • tumhaare paas kyaa hai? • yah kyaa hai? • yah ... (n) hai. yah ... (adj.) hai. <p>Adjectives: Shapes and sizes – aakaar (m) aur naap(f):</p> <ul style="list-style-type: none"> • big – baRaa • small- choTaa • pretty/beautiful – sundar/khuubsuurat • interesting – dilcasp • ugly – bhaddaa/gandaa • round – gol • circular – golaakaar • square/ square shaped – varg/ vargaakaar • spread out – phailaa huuaa • long – laMbaa • short – choTaa <p>Colors – raNg (m):</p> <ul style="list-style-type: none"> • red – laal • green – haraa • yellow – piilaa • black – kaalaa • blue – niilaa • white – safed • dotted – chitkabaraa • golden – sunahlaa 	<p>The teacher creates picture cards of souvenir items, one per student; some students will have the same image, perhaps a different size or color. The students sit in a circle and pass the cards while music is playing. As they pass the cards they name the item. When the music stops, each student turns to a shoulder partner and says what their item is and something about the item.</p> <p>Each student is asked to bring in two or three items that they really like or pictures of items they like. They then work in groups to generate words that they might use to name and describe the items.</p>

	<ul style="list-style-type: none"> • orange – naaraNgii • purple – baiNganii • light coloured – halkaa • dark coloured – gahraa/gaaRhaa 	
<p>I can comment on whether I like or don't like an item.</p>	<p>Expressions related to shopping, likes/dislikes:</p> <ul style="list-style-type: none"> • Do you like (item)? – kyaa tumhe yah pasand hai? • What do you think about this one? – iske baare me kyaa khayaal hai?/yah kaisaa lag rahaa hai? • Why do you like it? – yah tumhe kyoN pasand/naapasand hai? • Do you/don't you think ...? – kyaa tum soctii/socte ho ki...? kyaa aisaa nahiiN lagtaa ki... • Which one do you like best? – inme se kaun saa sabse accha lag rahaa hai? • I like/don't like... – mujhe yah zyaadaa pasand hai; maiN caahuNga/caahuungii ki ... • I prefer..., like the (yellow) one – mujhe (piilaa) waalaa pasand hai. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Indian currency – rupayaa • price – daam (m) /kiimat (f) • pricey – kiimtii • cheap – sastaa • gift – tohfaa/upahaar (m) • to buy – khariidnaa • to sell – becnaa • to be sold – biknaa • to reduce the price – daam kam 	<p>The teacher will set up a market in the classroom, using items that students have been discussing. Students walk through the market in pairs, commenting on the various items. As they look and talk, they attempt to find the perfect present for a friend, saying why it will be a good gift.</p> <p>Alternatively, the teacher holds an auction to sell the items students bring to class. Students bid for each item using rupees.</p> <p>Students will offer and accept a gift in a culturally appropriate way.</p>

	<p>karanaa</p> <ul style="list-style-type: none"> • to bargain – mol-bhaav (m) karnaa • to give a gift – tohfaa/upahaar denaa <p>Numbers (one through twenty):</p> <ul style="list-style-type: none"> • ek, do, tiin, caar, paaNc, chah, saat, aaTh, nau, das, gyaarah, baarah, terah, caudah, pandrah, solah, satarah, aThaarah, uniis, biis <p>Grammar:</p> <ul style="list-style-type: none"> • to like – X-ko pasand honaa • to dislike – X-ko naapasand honaa • Comparison of adjectives – <p>- Comparative degree – X + Y-se + adjective (vah mujh se baRaa/baRe/baRii)</p> <p>- Superlative degree – X + sab se + adjective (vah sab se baRaa/baRe/barii)</p>	
<p>I can ask about and say where things are from.</p>	<p>Where is ... from? – ... kahaaN se hai?</p> <p>What country is ... from?</p> <ul style="list-style-type: none"> • ...kaun se desh se hai? • ...kis desh se hai? <p>Clothing vocabulary:</p> <ul style="list-style-type: none"> • shirt/shirts – kamiiz/kamiizeN (f) • pant/pants – patluun/patluuneN (f) • shoe/shoes – juutaa/juute (m) • cloth/clothes – kapRaa/kapRe (m) • sarong/sarongs – dhotii/dhotiyaaN (f) <p>The following are typical Indian clothes with no English equivalents:</p>	<p>The teacher brings in several articles of clothing that have labels showing where the article was made. Students look at the label inside the article of clothing to see where it was made. They will ask and answer questions to find out where the item was made.</p> <p>They will repeat this activity using some of their favorite things. Students can be given pictures of the items with a name of a logical country printed on the picture. They will mingle, asking and answering questions about where items are from.</p>

	<ul style="list-style-type: none"> - kurtaa pajaamaa (m) - salwaaar kamiiz (f) - saaRii (f) - ghaagaraa colii (f) - curiidaar pajaamaa (m) - lungii (f) - shervaanii (f) 	
<p>I can talk about things I want and things I need.</p>	<p>Expression of need:</p> <ul style="list-style-type: none"> • I need something – mujhe/mujhko + noun + caahiye • I need to do something – mujhe/mujhko + infinitive + caahiye; mujhe + oblique infinitive (karne) + kii zaruurat hai • In order to do ... ,I need... – ... karne ke liye mujhe ... caahiye • I don't need – mujhe ... nahiiN caahiye; mujhe ... kii zaruurat nahiiN hai <p>Vocabulary:</p> <ul style="list-style-type: none"> • water – paanii (m) • food – khaanaa (m) • housing – aawaas (m) • clothing – pahanaawaa/kapaRe (m) • family – parivaar (m) • education – shikShaa (f) <p>Grammar:</p> <p>Expressing necessity of something:</p> <ul style="list-style-type: none"> • to want – caahnaa • to need – X-ko + caahiye • use of noun zaruurat (f) – X-ko + X-kii zaruurat hai (mujhko paanii kii zaruurat hai) 	<p>Students hold objects representing items they want or items they need. They mingle, asking and answering questions about wants and needs. They interact with other students until they have made note of at least three people with whom they have something in common.</p> <p>Students play the role of their mascots to identify what the mascot needs and wants. They complete a graphic organizer, listing things that children want, that the mascot wants, and things they both need.</p> <p>Middle-school students work in pairs to categorize items they need and want using a graphic organizer. Then they share their lists with another pair, forming a group of four. They decide on the top three items they need and the top three items they want.</p>

	<ul style="list-style-type: none"> • use of adjective zaruurii – X-ke liye X zaruurii hai (zindaa rahne ke liye acchaa khaanaa zaruurii hai) 	
<p>I can ask and answer questions, saying what I have and don't have.</p>	<ul style="list-style-type: none"> • What do you have? – tumhaare paas kyaa hai? • Do you have (item)? – kyaa tumhaare paas ... hai? • I have/don't have ... – mere paas ... hai/nahiiN hai • Keep looking – DhuunDhte raho/rahiye. <p>Grammar:</p> <ul style="list-style-type: none"> • Expressing possession: <ul style="list-style-type: none"> - countable and material nouns- X-ke paas (mere paas paisa hai; uske paas paanii hai) - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (raaju ke do makaan haiN, ramesh ka ek bhaai hai; mere do haath haiN; pitaajii kii khaas naukrii hai; merii do gaaRiyaaN haiN) - Use of reflexive possessive pronoun when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii <p>Note: possessive postposition kaa/ke/kii and apnaa/apne/apnii are in agreement with the possessed object (us laRkii kaa naam kyaa ha?; apnaa naam bataao)</p> <ul style="list-style-type: none"> • Asking yes/no questions – kyaa is used in the beginning of the indicative sentence – kyaa aap yahaan se haiN? 	<p>Students will play a simplified version of crazy eights. The teacher will need to prepare several sets of cards. Each student has four cards. They are directed to mingle, asking if their peer has a picture they want.</p> <p>~Do you have a cat? ~Yes, I have a cat. Here it is. ~No, I don't have a cat. Keep looking.</p> <p>Students win when they have four of the same picture. Depending on the size of the class, students may need to play in smaller groups for more interaction.</p>

Presentational Speaking

<p>I can present information about myself.</p>	<p>Name, age, family members, country of origin, nationality, pets (listed above)</p>	<p>Students use their All About Me cards to introduce themselves to other students. They should pair in inner-outer circles. With each rotation, the teacher sets a timer for a few more seconds, encouraging students to expand their introductions.</p> <p>Students will talk about the world as a village. Each group of students will discuss one aspect of the village based on a page from the book (see Resources). One group might say how many people live in each country, another might report on how many households have TVs, et cetera. Students might think about other aspects that they would like to consider.</p>
<p>I can provide simple information about favorite things.</p>	<p>What do you like to do? What do you like to do in your free time?</p> <ul style="list-style-type: none"> • aapko/tumhe kyaa karnaa pasand hai? • aap ko fursat meN kyaa karnaa pasand hai?/aap ke shauk kyaa haiN? <p>I like to ...</p> <ul style="list-style-type: none"> • X-ko...+ oblique infinitive + kaa shauk mujhe/mujhko paRhne, sair karne, ghuumne kaa shauq hai • yaatraa/safar karnaa, sangiit sunnaa acchaa/buraa lagtaa hai <p>What is your favorite type of music? Musical group? Artist?</p> <ul style="list-style-type: none"> • sab se manpasand/zyadaa pasandidaa • musician – sangiitkaar (m/f) 	<p>Students will work in small groups with each student showing and sharing a favorite item. It could be an item that they brought to class or it could be one of the souvenir items that they have been working with in class. As students listen, they will think of questions they can ask to get more information.</p>

	<ul style="list-style-type: none"> • artist – kalaakaar (m/f) <p>I play/Do you play sports? Which ones?</p> <ul style="list-style-type: none"> • aap kyaa/kahaaN/kiske saath khelte/kheltii haiN? <p>Do you play a musical instrument? Which one?</p> <ul style="list-style-type: none"> • kyaa aap sangiit sunte haiN? • kyaa saaz bajaate bhii haiN? • aap kyaa bajaate haiN? • aap ko kaunsaa saaz bajaanaa aataa hai? <p>Grammar:</p> <ul style="list-style-type: none"> • Adjective + lagna (mujhe aam achchhaa/buraa/miThaa lagtaa hai) • Construction with indirect verb aanaa for skills – X-ko + infinitive + aanaa, e.g. mujhko tairnaa aataa hai, tablaa bajaanaa aataa hai • Oblique infinitive + kaa shauq honaa (ghuumne kaa shauq) • to like/dislike is an indirect construction in Hindi. For such constructions, the postposition ko is added to the subject X-ko pasand hai, e.g. mujhko billiyaaN pasand hai. 	
<p>I can tell a simple story about my trip to the market.</p>	<ul style="list-style-type: none"> • Yesterday, I went to the market – kal maiN baazaar gayaa. • I went with my mom – maiN apnii maaN ke saath gayaa/gayii • I looked at... – maiNne wahaaN ... dekhii/dekhe/dekhaa 	<p>Students will work in groups to create a picture sequence that represents a trip to the market or an actual field trip they took. They will decide how to link the pictures and will decide what to say about each picture.</p>

	<ul style="list-style-type: none"> • I ate... – maiNne ... khaayaa/khaayii/khae • I wanted to buy... but I ...maiN ... khariidnaa caahtaa thaa/caahtii thii, par/lekin/kintu • I went home and ...maiN ghar gayaa/gayii aur • I bought ... – maiNne ... khariidaa/khariidii/kariide/khariidiiN <p>Grammar</p> <ul style="list-style-type: none"> • Past Simple/Perfect Tense – verb stem + -aa/-ii/-e/-iiN ‘jaanaa’, ‘dekhnaa’ (jaanaa > gayaa/gayii/gaye/gayiiN) <p>X + ne + dekhnaa > dekhaa/dekhii/dekhee/dekhiiN</p> <p>Note:</p> <ul style="list-style-type: none"> - The ne construction is used with transitive verbs in the Past Simple Tense and the verb is in agreement with the object (laRke ne roTii khayii; laRke ne ek samosa khaayaa; laRke ne do samosa khaaye; laRke ne tiin roTiyaaN khaayiiN) - In the ne construction, if the object is definite and is followed by ko, the verb is always masculine singular (maiNne ek laRkii dekhii; maiNne laRkii ko dekhaa) 	
<p>I can participate in a presentation showing what children my age want and need.</p>	<p>Names of items in selected images</p> <ul style="list-style-type: none"> • backpack – bastaa (m) • book/books – kitaab/kitaabeN (f) • water bottle – paanii kaa botal (m) • umbrella/umbrellas – chaataa/chaate 	<p>Students will work together to create a scene like the ones they have seen in <i>Material World</i>. They will create a collage of pictures showing what children their age consider prized possessions. They will take of picture of the collage and then take turns saying</p>

	<p>(m)</p> <ul style="list-style-type: none"> • story books – kahaaniyoN kii kitaabeN (f) • plaything/playthings – khilounaa/khiloune (m) • bat/bats – balla/balle (m) • ball/balls – gend/gendeN (f) • doll/dolls – guRiyaa/guRiyaaN (f) <p>Pencil, rubber (eraser), tiffin box are borrowed from English.</p>	<p>something about the image.</p> <p>Students work in small groups to list what they need for school. They compare their lists to lists from the target culture.</p>
Presentational Writing		
<p>I can introduce myself.</p>	<p>Name, age, family members, country of origin, nationality, pets (listed above)</p>	<p>Students write a simple introduction on the back of their All About Me card.</p> <p>Students write and illustrate a bio poem about themselves:</p> <p>Line 1: First Name Line 2: From . . . Brother/sister/daughter/son of . . . Line 3: Three adjectives that describe them Line 4: Likes...(three things) Line 5: Wants to have . . . (two things) Line 6: Last name</p> <p>Students take a picture with their group mascot and write a simple introduction of their mascot.</p>
<p>I can write about things I want and need.</p>	<p><i>Material World</i> images</p> <p>Names of items in selected images that children in India have/need</p> <ul style="list-style-type: none"> • story books – kahaaniyoN kii kitaabeN (f) • plaything/playthings – khilounaa/khilouneN (m) • bat/bats – balla/balle (m) • ball/balls – gend/gendeN (f) 	<p>Students work together to create an image like the ones they have seen in <i>Material World</i>. They create a collage of pictures showing what children their age consider their prized possessions. They will take a picture of the collage and then take turns saying something about the image.</p> <p>If possible, the images of typical prized items will be exchanged with a group of students from the target culture, which will allow students to make simple</p>

	<ul style="list-style-type: none"> doll/dolls – guRiyaa/guRiyaaN (f) <p>Comic books (popularly known in India as comics) and video games are borrowed words and used as such.</p>	<p>comparisons. Comparisons can also be made based on images found in online shopping materials.</p> <p>(This website is in English. The visuals show children from around the world with their prized possessions.)</p> <p>http://www.nydailynews.com/news/world/children-world-show-favorite-toys-article-1.1310055</p> <p>Students will work in small groups to list what they need for school. They will compare their lists with lists provided to students in the target culture. Such lists could be found online, posted by particular schools. If lists are not available, it might be possible to look at online shopping materials with back-to-school ads.</p>
<p>I can describe an object that is important to me.</p>	<p>Personal vocabulary for items</p> <p>Personal vocabulary or souvenir items</p> <p>Adjectives of shapes and sizes (listed above)</p>	<p>Each student will write a description of an item on one side of a card. The actual item will be named on the back of the card. The cards will be collected and numbered. They will then be taped to a desk or to a surface in the classroom. Each student will be given a worksheet that has the numbers assigned to the items. Students will circulate to read the descriptions and will attempt to guess the items being described by writing the name of the item on their numbered paper.</p> <p>Students will write clues for a version of crazy eights. Each clue will say something about an item and state where it is from. Students guess the item being described by writing the name of the item on their numbered paper.</p>
<p>I can write captions for images and pictures to convey information.</p>	<p>Personal vocabulary for items</p>	<p>Students will compete in groups to see which group can write the most words about a picture in a given</p>

	<p>Personal vocabulary or souvenir items</p> <p>Adjectives of shapes and sizes (listed above)</p>	<p>amount of time. When time is called, the teacher will announce a winner. Groups will then take turns calling out words and phrases until only one group is left with anything to say. The teacher will write the master list of words on the board. Groups will then work together to use the word bank to write a few sentences describing different, but similar images.</p>
Interpretive Listening		
<p>I can understand a few details when hearing simple biographical information.</p>	<p>Name, age, family members, country of origin, nationality, pets (listed above)</p>	<p>Students complete graphic organizers as they meet different native speakers and the class mascots.</p>
<p>I can understand some of a simple description about a familiar object.</p>	<p>Personal vocabulary for items</p> <p>Personal vocabulary or souvenir items</p> <p>Adjectives of shapes and sizes (listed above)</p>	<p>The teacher will read a card, saying where an item is from. The student will draw an arrow from that item to the appropriate country.</p> <p>Students will create or have a large world floor map or a world map on a magnetic board. As students or the teacher reads a card, students move or move the magnetic image of the item to the correct location.</p>
<p>I can recognize the name of a familiar object and understand where it is from.</p>	<p>Familiar items and country names</p>	<p>Each student will be given the name card of a country where different objects are from. The countries and objects should be familiar to the students. The students stand in a circle with the teacher in the middle. The teacher holds a ball of yarn. The teacher begins by saying "The T-shirt comes from Honduras," and gives the yarn to the student who holds that card. The teacher or a student continues, "The tea comes from China." The yarn is unwound and goes to that student. The idea is to continue until all students are holding a piece of the yarn and the yarn has gone around the group.</p>

I can understand the main idea when hearing about wants and needs.	Grammar and vocabulary related to items that people 'want' and 'need' (listed above)	Students view PSAs like those produced by UNICEF on the basic needs of children. Students are able to identify the basic needs of the child based on what they hear and see. Many of these short videos are available without sound.
I can locate countries on a map.	Names of items and countries that have been used throughout the unit	Each pair of students will receive a copy of a world map. They will play a version of flyswatter at their desks. Each student will hold a pencil with an eraser. Students will listen as the teacher says where certain items are from. Students will race to touch the country with the eraser end of the pencil.
Interpretive Reading		
I can understand short, simple descriptions with the help of visuals.	Adjectives (listed above)	<p>Students will look at websites that have items for sale that are of interest to them. They will scan pages that have been selected by the teacher matching items to people by interest. "The perfect gift for someone who likes . . ."</p> <p>The teacher will create a page that requires matching descriptions to the items.</p>
I can understand the purpose of an ad or poster with the help of visuals.	Grammar and vocabulary listed above	Students will look at various print materials from nonprofits and match the intent of the material to the basic need that is being addressed.
I can understand personal information about others.	Name, age, family members, country of origin, nationality, pets (listed above)	The teacher will collect and use biographical information that the students have previously written and will also have biographical information on any native speakers working with the program. These paragraphs will be polished and a couple of details will be added. The students and teachers will not be named in the final paragraphs. Students work together in groups to identify the individuals that are being described. They verify the accuracy of their work by asking questions of the person they

		think is being described.
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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.

These resources are in English. The teacher will have to use the information to create materials in Hindi.

‘If the World were a Village’ An imaginative slideshow talking about what it would be like if the world was represented as a village.

<http://www.slideshare.net/PriscillaChu/if-the-world-were-a-village-13379766>

‘The Global Village’ A slide show that talks about the world in numbers. <http://www.slideshare.net/kondrik/the-global-village-math-challenge-pdf>

Material World A Global Family Portrait

‘We All Posters’ A series of posters created by RPCVs of Madison, WI, in order to draw attention to global commonalities.

<http://rpcvmadison.org/weall>

‘Top 10 Cartoons for Children’s rights’ A series of cartoons that talk about children’s rights in an easy and understandable manner.

http://www.unicef.org/videoaudio/video_top_cartoons.html

‘5 Facts about Indian Americans’ An article talking about Indian presence in America using numbers and facts.

<http://www.pewresearch.org/fact-tank/2014/09/30/5-facts-about-indian-americans/>

‘Indian Immigrants in the United States’ An article talking about the presence of Indian immigrants in America using interesting pie charts and graphs. <http://www.migrationpolicy.org/article/indian-immigrants-united-states>

Visuals of Indian culture that might be used throughout the unit:

Images related to representation of various elements of Indian culture.

<https://www.google.com/search?q=indian+culture+in+usa+in+Hindi&tbm=isch&tbo=u&source=univ&sa=X&ei=ZB-gVKjABcGJNuyCglgE&ved=0CDEQsAQ&biw=1920&bih=919>

AV resources (markets in India):

Teachers might narrate the videos of the markets as students watch the clips.

‘Colourful Jaipur Market’ A documentary on the markets of the beautiful Pink City by *Rooms and Menus*

<https://www.youtube.com/watch?v=gs58xD4dg9s>

'Shopping at Chandni Chowk in Delhi' A video documenting the experience of shopping in the gulleys of Chandni Chowk in Delhi, one of the oldest markets of the country from the perspective of an American woman. <https://www.youtube.com/watch?v=BeOxXG41AKc>

'Souvenir Shops in Campbell Lane, Little India' A video documenting Indian shops in Singapore.

<https://www.youtube.com/watch?v=CillmzN7G3U>

'Dilli Haat- The Shopper's Paradise'. Video of Dilli Haat, one of the major shopping hubs in the country.

https://www.youtube.com/watch?v=YSF_w_Bcy5I

'Rajsthani souvenirs and memorabilia for sale in Samode Palace, Rajasthan'

<https://www.youtube.com/watch?v=-WGkrijRt1Q>

'Designer Indian Jewellery- Jaipur Shopping by Rooms and Menus'

<https://www.youtube.com/watch?v=kUNY3Ct9MuY>

This website is in English. The visuals show children from around the world with their prized possessions.

A 'Toy Story': Children photographed around the world show off prized possessions

<http://www.nydailynews.com/news/world/children-world-show-favorite-toys-article-1.1310055>

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.

TIME FRAME	ACTIVITY

You may add additional rows as necessary.