



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				
Program Title:	My World				
Language(s):	Urdu		Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	Grades K-8	
Heritage Speakers?	No		Non-Heritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>	x	<i>Non-Residential:</i>		<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	15 days	<i>Contact Hours:</i>	60	
Target Proficiency Level: (by end of program)	Novice High		Target Performance Level(s): (during and by end of program)	Novice High/Intermediate Low	

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 their likes and dislikes and agreeing on whether items are needed or wanted. 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

<p>Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>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.</p>	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	
<p>Novice High: I can present basic information on familiar topics using language I have practiced and using phrases and simple sentences.</p> <p>Intermediate Low: I can present information on most familiar topics using a series of simple sentences.</p>	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	
<p>Novice High: I can write short messages and notes on familiar topics related to everyday life.</p>	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 information and sometimes understand the main topic of what is being said.

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.

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

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

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.

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 the person who describes that item.	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 information.	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.

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	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can

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:

- My name is – *meraa naam ... hai.*
- I am a boy/girl/student – *maiN ek laRkaa/laRkii/taalib-e-ilm huuN*
- What is your name? – *tumhaaraa/aapkaa naam kyaa hai?*
- What do you do? – *tum/aap kyaa kaam karte ho/haiN?*
- 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? – *voh kis suube/mulk meN hai?*
- How far is it from NYC? LA? Chicago? Beijing? Islamabad? etc. – *yah NYC/LA/Chicago/Beijing se kitnii duur hai?*

Students work in small groups to create individual *All About Me* cards 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 get longer and longer.

Each student has the chance to have a conversation with the class mascot over the first couple of days, allowing the teacher to check the progress of individual students.

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

	<ul style="list-style-type: none"> • How old are you? <ul style="list-style-type: none"> - <i>tum kitne saal ke/kii ho?</i> - <i>aapkii umr kya hai?</i> • I am . . . years old. <ul style="list-style-type: none"> - <i>main ... saal kaa/kii huuN.</i> - <i>merii umr ... saal hai.</i> • When is your birthday? <ul style="list-style-type: none"> - <i>aapkaa/tumhaarii saalgirah kab hai?</i> - <i>aapkii saalgirah kab hai?</i> - <i>aap apnii/saalgirah kab manaate/manaatii haiN?</i> • I was born on . . . and you? <ul style="list-style-type: none"> - <i>maiN ... ko paidaa huaa/huii thaa/thii.</i> - <i>aur aap/tum?</i> • You are older/younger than I am. <ul style="list-style-type: none"> - <i>tum/aap mujhse baRe/baRii ho/haiN</i> - <i>tum/aap mujhse choTe/choTii ho/haiN</i> 	
<p>I can inquire about and share information about my family, friends, and pets.</p>	<ul style="list-style-type: none"> • Do you have brothers and sisters? <ul style="list-style-type: none"> - <i>kyaa tumhaare bhaaii aur behen haiN?</i> - <i>tumhaare kitne bhaaii aur beheneN haiN?</i> • Yes, I have . . ./no, I am an only child <ul style="list-style-type: none"> - <i>haaN, meraa ek bhaaii/mere do bhaaii haiN</i> - <i>merii ek behen/do beheneN haiN</i> - <i>nahiiN, maiN akelaa/akelii huuN</i> - <i>maiN eklautaa/eklautii</i> 	<p>Students work in groups to give an identity to one of the members of their group, which they can choose based on choices offered by the teacher. Students then interact with students from other groups. The students ask and answer questions to get to know the selected member of the other group. The teacher models asking for the name, age, origin/nationality, and information about family and pets before students work independently.</p>

hūN

- 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 mulk se ho/haiN?*
 - *tumhaarii/aapkii qaumiyyat kyaa hai?*
- I am – *main ... hūN*
 - Pakistani – *paakistaanii*
 - Indian – *hindustaanii*
 - Bangladeshi – *banglaadeshii*
 - American – *amrikii*
 - French – *fraansiisii*
 - Turk – *turkii*
 - Afghan – *afgaanii*
 - Iraqi – *iraqii*
- What language do you speak? – *tum/aap kaunsii zubaan 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 hai?*

Grammar:

- Expressing possession:
 - countable and material nouns – *X-ke paas (mere paas paisaa 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; abbaa 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/apne/apnii* is used as an adjective in agreement with the possessed object – *chooTaa laRkaa apnii bahan he saath baahar khelta hai; choTii laRkii apne dostoN ke saath bazaar jaatii hai; apnaa naam bataao; and never – tumhaaraa naam bataao (because tum is the implied subject)*
- Asking yes/no questions – *kyaa* is used in the beginning of the indicative sentence – *kyaa app yahaan se haiN?*

Animals that can be found in the target culture:

- Goat – *bakraa (m)/bakrii (f)*
- Horse – *ghoRaa (m)*
- Lion – *sher (m)*
- Elephant – *haathii (m)*

	<ul style="list-style-type: none"> • Leopard – <i>tenduua</i> (m) • Buffalo – <i>bhaiNs</i> (m) • Peacock – <i>mor</i> (m) • Cow – <i>gaay</i> (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"> • <i>tum kyaa laaye ho?</i> • <i>tumhaare paas kyaa hai?</i> • <i>yeh kyaa hai?</i> • <i>yeh ... (noun) hai. Yeh... (adjective) hai.</i> <p>Adjectives: Shapes and sizes:</p> <ul style="list-style-type: none"> • big – <i>baRaa</i> • small – <i>choTaa</i> • pretty/beautiful – <i>khuubsuurat</i> • interesting – <i>dilcasp</i> • ugly – <i>bhaddaa/gandaa</i> • round – <i>gol</i> • circular – <i>daairaa</i> • square/square shaped – <i>cakor</i> • spread out – <i>phailaa huaa</i> • long – <i>lambaa</i> • short – <i>choTaa</i> <p>Colors:</p> <ul style="list-style-type: none"> • red – <i>laal/surkh</i> • green – <i>haraa/sabz</i> • yellow – <i>piilaa</i> • black – <i>kaalaa</i> • blue – <i>niilaa</i> • white – <i>safed</i> • dotted – <i>nuqtedaar</i> • golden – <i>sunehraa</i> 	<p>The teacher creates picture cards of souvenir items, one per student; some students will have the same image, but perhaps in 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 – <i>naarangii</i> • purple – <i>baiNganii</i> • light coloured – <i>halkaa</i> • dark coloured – <i>gehraa</i> 	
<p>I can comment on whether I like or don't like an item.</p>	<ul style="list-style-type: none"> • Do you like (item)? – <i>kyaa tumhe yeh pasand hai?</i> • What do you think about this one? – <i>iske baare me kyaa khayaal hai?/yeh kaisaa lag rahaa hai?</i> • Why do you like it? – <i>yeh tumhe kyoN pasand/naapasand hai?</i> • Do you/don't you think . . .? – <i>kyaa tum soctii/socte ho ki ...? kyaa aisaa nahiiN lagtaa ki ...?</i> • Which one do you like best? – <i>in meN se kaun saa sabse acchaa lag rahaa hai?</i> • I like/don't like . . . I prefer . . . – <i>mujhe yeh zyaadaa pasand hai/maiN caahuNgaa/caahuNgii ki</i> • I like the (yellow) one – <i>mujhe (piilaa) waalaa pasand hai.</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> • to buy – <i>khariidnaa</i> • to sell – <i>becnaa</i> • to reduce the price – <i>qiimat kam karaanaa</i> • to bargain – <i>reaayat karnaa</i> • to give a gift – <i>tohfaa denaa</i> • Indian/Pakistani currency – <i>rupeyaa</i> • price – <i>qiimat (f)</i> 	<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>

	<ul style="list-style-type: none"> • gift – <i>tohfaa</i> (m) • pricey – <i>qiimtii</i> • cheap – <i>sastaa</i> <p>Numbers (one through twenty):</p> <ul style="list-style-type: none"> • <i>ek, do, tiin, caar, paaNc, che, saat, aaTh, nau, das, gyaarah, baarah, terah, caudah, pandrah, solah, satrah, aThaarah, uniis, biis</i> <p>Grammar:</p> <ul style="list-style-type: none"> • to like – <i>X ko pasand honaa</i> • to dislike – <i>X ko naapasand honaa</i> • Comparison of adjectives: <ul style="list-style-type: none"> - Comparative degree – <i>X-se + adjective (mujh se baRaa/baRe/baRii)</i> - Superlative degree – <i>sab se + adbejective (sab se baRaa/baRe/baRii)</i> 	
<p>I can ask about and say where things are from.</p>	<p>Where is . . . from? – ... <i>kahaaN se hai?</i></p> <p>What country is . . . from?</p> <ul style="list-style-type: none"> • ... <i>kaun se mulk se hai?</i> • ... <i>kis mulk se hai?</i> <p>Vocabulary of simple items of clothing needed for the activity</p> <ul style="list-style-type: none"> • shirt/shirts – <i>qamiiz/qamiizeN</i> (f) • pant/pants – <i>patluun/patluuneN</i> (f) • shoe/shoes – <i>juutaa/juute</i> (m) 	<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 that the item could be from printed on the picture. They will mingle, asking and answering questions about</p>

	<ul style="list-style-type: none"> • cloth/clothes – <i>kapRaa/kapRe</i> (m) • sarong/sarongs – <i>dhoti/dhotiyaaN</i> (f) • These are some typical Pakistani clothes without English equivalents: <ul style="list-style-type: none"> - <i>kurtaa pajaamaa</i> (m) - <i>shalvaar qamiiz</i> (f) - <i>saaRii</i> (f) - <i>ghaagaraa colii</i> (f) - <i>curiidaar pajaamaa</i> (m) - <i>lungii</i> (f) - <i>shervaanii</i> (f) 	<p>where items are from.</p>
<p>I can talk about things I want and things I need.</p>	<ul style="list-style-type: none"> • I need . . . – <i>mujhe ... cahiye</i> • I want . . . – <i>... maiN ... caahtaa/caahtii huN</i> • I need to do . . . – <i>mujhe ... karne kii zaruurat hai.</i> • I need a . . . to . . . – <i>... karne ke liye mujhe ... cahiye.</i> • I do not need – <i>mujhe ... nahiiN cahiye; mujhe ... kii zaruurat nahiiN hai.</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> • water – <i>paanii</i> (m) • food – <i>khaanaa</i> (m) • housing – <i>rehaaish</i> (f) • clothing – <i>kapRe</i> (m) • family – <i>khaandaan</i> (m) • education – <i>taaliim</i> (f) <p>Grammar: Expressing necessity of something:</p>	<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>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"> • to want to do – Direct infinitive + <i>caahnaa (vah baahar jaanaa caahtaa hai)</i> • to need – <i>X+ ko caahiye</i> • Use of noun <i>zaruurat (f) – X-ko + X-kii zaruurat hai, e.g mujhko paanii kii zaruurat hai</i> • Use of adjective <i>zaruurii – X-ke liye X zaruurii hai, e.g zindaa rehne ke liye aachaa khaanaa zaruurii hai.</i> 	
<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? – <i>tumhaare paas kyaa hai?</i> • Do you have (item)? – <i>kyaa tumhaare paas ... hai?</i> • I have/don't have . . . – <i>mere paas ... hai/nahiiN hai</i> • Keep looking – <i>DhuunDte raho.</i> <p>Grammar:</p> <ul style="list-style-type: none"> • Expressing possession: <ul style="list-style-type: none"> - Countable and material nouns – <i>X-ke paas (mere paas paisaa hai; uske paas paanii hai)</i> - Immovable property, kinship relations, body parts, pets and legally owned properties – <i>X-kaa/ke/kii (aamir ke do makaan haiN, ali kaa ek bhaaii hai; mere do haath haiN; abbaa ka ek kuttaa hai; merii do gaaRiyaaN haiN)</i> - Use of reflexive possessive pronoun: When possession 	<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>

	<p>is expressed for the subject of the sentence, the pronoun <i>apnaa/aapne/apni</i> is used as an adjective in agreement with the possessed object – <i>apnaa naam bataao</i>; and never – <i>tumhaaraa naam bataao</i></p> <ul style="list-style-type: none"> • Asking yes/no questions – <i>kyaa</i> is used in the beginning of the indicative sentence – <i>kyaa app yahaan se haiN?</i> 	
Presentational Speaking		
I can present information about myself.	Name, age, family members, country of origin, nationality, pets (listed above)	<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>
I can provide simple information about favorite things.	<p>What do you like to do? What do you like to do in your free time?</p> <ul style="list-style-type: none"> • <i>aapko/tumhe kyaa karnaa pasand hai?</i> • <i>aap ko fursat meN kyaa karnaa pasand hai?/aap ke shauq kyaa haiN?</i> 	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.

I like to . . . – *mujhe ... + infinitive*

- *paRhne, sair karne, ghumne kaa shauq hai*
- *safar karnaa, mausiiqii sunnaa achaa/buraa lagtaa hai*

What is your favorite type of music?

Musical group? Artist?

- *sab se zyaadaa pasandiidaa*
- musician – *mausiiqaar (m/f)*
- artist – *adaakaar (m)/adaakaaraa (f)*

I play/Do you play sports? Which ones?

- *aap kyaa/kahaaN/kiske saath khelte/kheltii haiN?*

Do you listen to music/play a musical instrument? Which one?

- *kyaa aap mausiiqii sunte haiN?*
- *kyaa saaz bajaate bhii haiN?*
- *aap kaun saa saaz bajaate haiN?*
- *aap ko kaunsa saaz bajaanaa aataa hai?*

Grammar:

- Adjective + *lagnaa (mujhe aam achaa/buraa/miiThaa lagtaa hai)*
- Construction with indirect verb *aanaa* for skills – *X-ko + infinitive + aanaa*, e.g., *mujhe tairnaa aataa hai, tablaa*

	<p><i>bajaanaa aataa hai</i></p> <ul style="list-style-type: none"> Expressing liking activities/hobbies – <i>X-ko oblique infinitive + kaa shauq honaa (mujhe ghumne kaa shauq)</i> 	
<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 – <i>Kal maiN baazaar gayaa.</i> I went with (my mom) – <i>maiN (apni man) ke saath gayaa.</i> I looked at . . . – <i>maiN ne vahaaN ... dekhii/dekhe/dekhaa</i> I ate . . . – <i>maiNne ... khaayaa/khaaii.</i> I wanted to buy . . . but I . . . – <i>maiN ... khariidnaa caahtaa tha, par/lekin ...</i> I bought . . . – <i>maiNne kharidaa/khariidii/khariide</i> I went home and . . . – <i>maiN ghar gayaa/gayii aur...</i> <p>Grammar:</p> <ul style="list-style-type: none"> Past simple/perfect tense – verb stem + <i>-aa/-ii/-e/-iiN</i> ‘jaanaa’ (<i>jaanaa > gayaa/gayii/gaye/gayiiN</i>) <p><i>X + ne + dekhnaa > dekhaa/dekhii/dekhee/dekhiiN</i></p> <p>Note:</p> <ul style="list-style-type: none"> The <i>ne</i> construction is used with transitive verbs in the past simple tense, and the verb is in agreement with the object 	<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>

	<p>(<i>laRke ne roTii khayii; laRke ne ek samosa khaayaa; laRke ne do samosa khaaye; laRke ne tiin roTiyaaN khaayiiN</i>)</p> <ul style="list-style-type: none"> • In the <i>ne</i> construction, if the object is definite and is followed by <i>ko</i>, the verb is always masculine singular (<i>maiNne ek laRkii dekhii; maiNne laRkii ko dekhaa</i>) 	
<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 – <i>bastaa</i> (m) • book/books – <i>kitaab/kitaabeN</i> (f) • water bottle – <i>paanii kii botal</i> (f) • umbrella/umbrellas – <i>chatrii/chatriiaaN</i> (f) • story books – <i>kahaaniyoN kii kitaabeN</i> (f) • plaything/playthings – <i>khilaunaa/khilaune</i> (m) • bat/bats – <i>balla/balle</i> (m) • ball/balls – <i>gend/gendeN</i> (f) • doll/dolls – <i>guRiyaa/guRiyaaN</i> (f) <p><i>Pencil, rubber (eraser), and tiffin box</i> are borrowed from English and used as such.</p>	<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 their prized possessions. They will take a picture of the collage and then take turns saying 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>
<p>Presentational Writing</p>		
<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 biographical 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 one of their group members and write a simple introduction about him/her.</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 – <i>kahaaniyoN kii kitaabeN</i> (f) • plaything/playthings – <i>khilaunaa/khilaune</i> (m) • bat/bats – <i>balla/balle</i> (m) • ball/balls – <i>gend/gendeN</i> (f) • doll/dolls – <i>guRiyaa/guRiyaaN</i> (f) <p><i>Comic books</i> and <i>video games</i> are borrowed words and used as such.</p>	<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, allowing students to make simple 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-</p>

		school ads.
I can describe an object that is important to me.	<p>Personal vocabulary for items</p> <p>Personal vocabulary for souvenir items</p> <p>Adjectives of shapes and sizes</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>
I can write captions for images and pictures to convey information.	<p>Personal vocabulary for items</p> <p>Personal vocabulary for souvenir items</p> <p>Adjectives of shapes and sizes</p>	<p>Students will compete in groups to see which group can write the most words about a picture in a given 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		
I can understand a few details when hearing simple biographical information.	Name, age, family members, country of origin, nationality, pets (listed above)	Students complete graphic organizers as they meet different native speakers and the class mascots.
I can understand some of a simple description about a familiar object.	<p>Personal vocabulary for items</p> <p>Personal vocabulary for souvenir items</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.

	Adjectives of shapes and sizes	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.
I can recognize the name of a familiar object and understand where it is from.	Familiar items and country names	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.
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 a 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)	Students will look at websites that have items for sale that are of interest to them. They will scan

		<p>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.

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 Urdu.

"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 RPCV of Madison, WI, that depict things people from different cultures have in common.

<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

“Pakistanis Are Second Fastest Growing Group in America.” An article talking about Pakistani presence in the United States using numbers and facts:

<http://www.dawn.com/news/732915/pakistanis-are-second-fastest-growing-race-in-us-says-report>

‘Spotlight on the Foreign Born of Pakistani Origin in the United States’ An article talking about the presence of Pakistani immigrants in America using interesting graphs.

<http://www.migrationpolicy.org/article/spotlight-foreign-born-pakistani-origin-united-states>

An article describing the top-ten souvenirs of Pakistan:

<http://expatheather.com/2014/10/16/tourist-shopping-guide-top-10-souvenirs-from-pakistan/>

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

Images related to representation of various elements of Pakistani culture:

https://www.google.com/search?q=pakistani+culture+in+usa+in+urdu&biw=1280&bih=923&source=lnms&tbm=isch&sa=X&ei=Go0dVemkDJLigwTLyoOoDw&ved=0CAYQ_AUoAQ#tbm=isch&q=pakistani+culture+and+customs+in+usa&imgdii= &imgsrc=M7YAPATTWllsAM%253A%3BcfetrKnLM_FHYM%3Bhttp%253A%252F%252Fwww.listofmostpopular.com%252Fwp-content%252Fuploads%252F2015%252F01%252FUSA-1728x800_c.jpg%3Bhttp%253A%252F%252Fwww.listofmostpopular.com%252Flist-of-10-pakistani-online-clothing-stores-in-usa%252F%3B1728%3B800

Urdu articles describing some of the famous markets in Pakistan:

https://ur.wikipedia.org/wiki/%D8%A7%D9%86%D8%A7%D8%B1%DA%A9%D9%84%DB%8C_%D8%A8%D8%A7%D8%B2%D8%A7%D8%B1

https://ur.wikipedia.org/wiki/%D9%82%D8%B5%DB%81_%D8%AE%D9%88%D8%A7%D9%86%DB%8C_%D8%A8%D8%A7%D8%B2%D8%A7%D8%B1

B1

AV resources (markets in Pakistan):

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

“Bohri Bazaar.” A documentary on the markets Karachi, Pakistan: <https://www.youtube.com/watch?v=BodnlPRdEmM>

“Anarkali Bazar, Lahore.” A video documenting the experience of shopping in the stalls of Anarkali market in Pakistan, one of the oldest markets in the country:

<https://www.youtube.com/watch?v=oApY-o6Jiuo>

“Devon ave Chicago chaand raat bazaar.” A video documenting Pakistani shops in Chicago,USA:

<https://www.youtube.com/watch?v=m1la2KYhUgc>

“Historic Qissa Khwaani Bazaar of Peshawar.” Video of Qissa Khwaani Bazaar of Peshawar, one of the major shopping hubs in the country:

https://www.youtube.com/watch?v=Zy_yeYK74X0

“Itwar Bazaar Islamabad.” A video documenting the famous Sunday markets in Pakistan:

<https://www.youtube.com/watch?v=1ZlbTKIVJSg>

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.