



# 2015 STUDENT Program Curriculum Template

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

## BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central
--------------------------	------------------

<b>Program Title:</b>	Oh, the Places You'll Go!
-----------------------	---------------------------

<b>Language(s):</b>	Hindi	<b>Grade(s) of Learners:</b>	Grades K-8 K-2, 3-5, 6-8, 9-12
---------------------	-------	------------------------------	-----------------------------------

<b>Heritage Speakers?</b>	No	<b>Non-Heritage Speakers?</b>	Yes
---------------------------	----	-------------------------------	-----

<b>Program Setting:</b>	<i>Residential:</i>		<i>Non-Residential:</i>	x	<i>Distance/Online Component:</i>	
	<i>Other (please specify):</i>					

<b>Duration:</b>	<i>Weeks/Days:</i>	15 days	<i>Contact Hours:</i>	60
------------------	--------------------	------------	-----------------------	----

<b>Target Proficiency Level:</b> (by end of program)	Novice Mid (proficiency)	<b>Target Performance Level(s):</b> (during and by end of program)	Novice Mid/High (performance)
---	--------------------------	---	-------------------------------

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

<b>Curriculum designed by:</b>	
--------------------------------	--

<b>Email:</b>	
---------------	--

### 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 plan a trip to the newly formed state of Uttarakhand, which is located in the northern part of India. Working in small groups, students make preparations for the trip by securing travel documents, creating an itinerary, planning how to travel to Uttarakhand, and where they will stay. Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and tasks and agree on the person responsible for each task. Students then spend time researching locations, visiting websites, watching videos of the region, and exploring the possibility of volunteering in a nature preserve or other situation. Depending on their interests, students choose one experience in which they want to help to improve life in the community by working side-by-side with them. Once students have collected the information and completed each of the steps for the trip planning, they use this information to prepare a multimedia presentation that will convince educators and potential funders of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. Students present their final projects to a group of interested school officials and their parents.

#### Notes to teachers

The great Himalayan Mountain Range makes up a greater part of the state. It is renowned for its unique geographic and biological diversity. People say that God was at his creative best in creating a magnificent countryside dotted with hills and mountains, gorges and ravines, undulating meadows and playfully winding rivers whose waters frolic and gambol on their way to the sea. It is a paradise for Indian and foreign travelers. It has everything to fulfill the desires of travelers. The snow-clad mountain peaks, lush green forests, steep slopes, unique wild life, and bird sanctuaries attract adventure seekers, nature lovers, and wildlife enthusiasts to this region.

There are many stunning resorts nestled in this region. For example, Yamunotri, Gangotri, Badrinath, and Kedarnath are some of the most popular destinations for Hindi pilgrims. Kumaon and Garhwal regions offer the Valley of Flowers, an enchanting magical area that comes alive during spring, carpeting the land with three hundred varieties of flowers so that the travelers can enjoy the colors and smells. Rishikesh and Haridwar are places for spiritually inclined visitors. While Rishikesh is a center for yoga and is dotted with dozens of ashrams, Haridwar is considered one of the seven holiest places in India.

Mussoorie and Dehradun are two other important places in Uttarakhand. Mussoorie, popularly known as the Queen of Hills, is located in the foothills of the Sivalik overlooking the Doon Valley. Many national and academic institutions are located here. Landour Language School, the oldest school to teach Hindi as a foreign language, is at Landour Cantt of Mussoorie. Dehradun is one of the oldest cities of India and is currently the provisional capital of Uttarakhand. The city houses many national institutes, including the Forest Research Institute.

Uttarakhand is home to rare species of plants and animals, many of which are protected by sanctuaries and reserves.<sup>1</sup> However, the natural beauty and wild life of this region have not remained unharmed in recent years. The indiscriminate rollouts of roads, unregulated construction in urban areas, industrialization, deforestation, and the growing number of unregulated tourists have severely damaged the environment, and they are causing the degradation of various ecosystems in the region. Ecosystems related to forests, agriculture, rivers, and soil have reached the critical stage. This is causing landslides, flooding, pollution, and the extinction of animals and plants in different parts of this area. Although astoundingly rich in natural wealth, this region has lost about 50 percent of its original habitat and its flora and fauna are in grave danger. Some of the endangered species are the tiger (*Panthera tigris*), Asian elephant (*Elephus maximus*), leopard (*Panthera pardus*), musk deer (*Moschus chrysogaster*), snow leopard (*Panthera uncial*), monal (*Lophophorus impejanus*). Fortunately, many governmental and nongovernmental organizations and local communities are currently engaged in protecting the flora and fauna of Uttarakhand.

1. Source: <http://forest.uk.gov.in/pages/display/80-protected-area-network>

## Learning Targets

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

<b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i>	<b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
<b>Interpersonal</b>	
<p><b>Novice Mid:</b> I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p><b>Novice High:</b> 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>I can greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</p> <p>I can tell someone my name and ask someone their name</p> <p>I can exchange some personal information when interacting with the custom's officer: name, age, birth date, where I live, where I am going.</p>

	I can exchange information based on visuals about my trip.
	I can exchange information about endangered animals and their habitats.
<b>Presentational Speaking</b>	
<p><b>Novice High:</b> I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	I can state my name, age, where live, and my travel destination.
	I can state a few weather expressions and name the seasons that pertain to the regions I will visit India.
	I can name clothing items I will need for the trip
	I can describe pictures I took while on my trip.
	I can describe a few plants, animals, and/or endangered animals native to the region I am visiting.
	I can make a plea for people to stop destroying animal habitats.
<b>Presentational Writing</b>	
<p><b>Novice High:</b> I can write short messages and notes on familiar topics related to everyday life.</p>	I can fill out a form with some basic personal information when applying for a passport or visa.
	I can write captions about pictures I took during the trip.
	I can name endangered animals and/or plants and state a simple fact about their habitats.
<b>Interpretive Listening</b>	
<p><b>Novice High:</b> I can recognize some familiar words and phrases when I hear them spoken.</p>	I can recognize and sometimes understand basic information in words and phrases that I have memorized.
<p><b>Novice High:</b> I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.</p>	I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and

	endangered animals.
	I can understand simple information when presented with maps, pictures, and graphs.
<b>Interpretive Reading</b>	
<b>Novice Mid:</b> I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can recognize words, phrases, and characters with the help of visuals.
<b>Novice High:</b> I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.	I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with the help of maps, pictures, or graphs.

*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 listen to descriptions of endangered animals native to the region and match the description to a corresponding visual.  Using a graphic organizer, students will categorize the visuals of the animals based on the type of problem each faces (weather, people, loss of habitat).	Students will participate in a travel fair. They will have images and regalia from a region they plan to visit and will meet others who are interested in traveling to Uttarakhand or other areas. Students will introduce themselves and exchange some personal information before answering questions about where they are going, what they will see and do in Uttarakhand.	Students will compile a treasure box of memorabilia from their trip to India. The boxes will be on display in a classroom museum where students will act as docents. When approached by visitors (parents, community members, teachers, classmates), they will point out the artifacts and give one fact about each.

--	--	--

## 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 &amp; 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 greet people I meet on my trip using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.	Greetings and Conversation Starters: <ul style="list-style-type: none"> <li>hello – namaste/namaskaar</li> <li>goodbye/thank you/see you later – namaste/dhanyavaad/phir mileNge</li> <li>How are you? – tum kaise/kaisii ho?; aap kaise/kaisii haiN?</li> <li>Nice to meet you –tumse/aapse milkar khushii huii</li> <li>I am happy to be here in . . . – mujhe yahaan ... meN aakar khushii</li> </ul>	Students will practice greetings using an inner/outer circle strategy. The teacher will invite community members to the class; students will greet each person using appropriate titles, register, and respond to their questions.  To prepare for the family trip, students will practice greetings with the teacher and with classmates. The teacher will assign each student a role (adult, child, official at the customs office, etc.). They will assume the
---	--	---

	<p>hai/huii .</p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Indirect verbs – X-ko + khushii/aashaa/maluum/pasand + honaa (mujhko bhaarat pasand hai)</li> <li>• X-se milnaa (ham naye logoN se mileNge; maiN naye logoN se milla/milii)</li> </ul>	<p>identity of the various people as they meet and greet one another.</p> <p>Assuming the roles of various people they may meet on their trip, students will talk with one another to find the identity of each person in the class. They will complete a “Find Someone Who . . .” survey sheet.</p>
<p>I can introduce myself and give a little information about myself, and gather a little information about others.</p>	<p>Introduction and Information Exchange:</p> <ul style="list-style-type: none"> <li>• My name is – meraa naam ... hai.</li> <li>• I am a student/tourist/tourism officer – maiN vidyaarthii/paryaTak/paryaTan adhikaarii huuN</li> <li>• What is your name? – tumhaaraa/aapkaa naam kyaa hai?</li> <li>• What do you do? – tum kyaa kaam karte/kartii ho?; aap kyaa kaam karte/kartii haiN?</li> <li>• Where are you from? – tum kahaaN se ho?; aap kahaaN se haiN?</li> <li>• Where do you live? – tum kahaaN rahte ho?; aap kahaaN haiN?</li> </ul>	<p>Students will meet several different people on their trip. They will first interact as themselves as they get to know each other. They will then assume the identities of others they are likely to meet</p>
<p>I can exchange some personal information when interacting with the customs officer, e.g. age, birth date, where do I come from, where am I going.</p>	<p>Information Exchange with a Public Officer:</p> <ul style="list-style-type: none"> <li>• I am ... years old – maiN ... saal kaa/kii huuN</li> <li>• I live in ... I am from... – maiN ... meN rahtaa/rahtii huuN; maiN ... se huuN</li> <li>• I was born in ... – meraa janm ... meN huaa thaa; maiN ... meN paidaa huaa thaa /huii thii</li> </ul>	<p>Students will take part in a scenario/role-play situation that they might encounter at the passport office and at customs when arriving in Uttarakhand, India. They will answer personal identity questions typical of these situations. The teacher or other Hindi speakers will play the role of the agent.</p>

- I am ... years old – maiN ... saal kaa/kii huuN
- I am here for travel and tourism – main yahaaN ghuumne aayaa/aayii huuN; maiN yahaaN paryaTan ke uddeshya se aayaa/aayii huuN
- I am here with my family – maiN yahaaN apne parivaar ke saath aayaa/aayii huuN

Vocabulary:

- family – parivaar (m)
- birth – janm (m)
- tourism – paryaTan (m)
- age – umr (f)
- to be born- paidaa honaaa
- to live – rahnaa
- to travel – ghuumnaa

Grammar:

- Simple present tense in the first person– x + verb + taa/te/tii + huuN/hai/haiN
- Post positions – the noun/pronoun (including the adjective defining it) before the postposition or to which the postposition refers to, is in the oblique or indirect case
- Simple – X-meN, X-se (baRe shahar se, kamre meN)
- Compound – X-ke saath (dostoN ke saath)

Note: Nouns and Pronouns change to the oblique plural form when followed by

	postpositions and add oN or yoN (logoN ke sath; shaharoN meN, deshoN se)	
I can exchange information based on experiences and visuals about my trip.	<ul style="list-style-type: none"> <li>• Where did you go? – tum kahaaN gaye?</li> <li>• Where is it? – yah jagah kahaaN haiN?</li> <li>• What did you see? – tumne/aapne vahaaN kyaa dekhaa?</li> <li>• How did you like it? – tumheN/aapko vahaaN kaisaa lagaa?</li> <li>• What is this? – yah kyaa hai?</li> <li>• I went to... – maiN ... gayaa/gayii.</li> <li>• This place is in... – yah jagah ... meN hai.</li> <li>• I saw... – maiNne wahaaN... dekhaa/dekhii/dekhe/dekhiiN.</li> </ul> <ul style="list-style-type: none"> <li>• cow/cows – gaay/gaayeN (f)</li> <li>• buffalo/buffaloes – bhaiNs/bhaiNseN (f)</li> <li>• pig – suar (m)</li> <li>• sheep – bheR/bheReN (f)</li> <li>• goat – bakarii/bakariyaaN (f)</li> <li>• dog – kuttaa/kutte (m)</li> <li>• elephant – haathii (m)</li> <li>• cat – billii/billiyaaN (m)</li> <li>• tiger – baagh (m)</li> <li>• lion – sher (m)</li> <li>• wild horse/horses – jangali ghoRaa/ghoRe (m)</li> <li>• bear – bhaaluu (m)/riich</li> <li>• deer/deer – hiran/hiraneN (f)</li> <li>• monkey/monkeys – bandar (m)</li> <li>• I liked it there – mujhe wahaaN bahut acchaa lagaa/nahiiN lagaa</li> </ul>	<p>Students work in small groups to discuss a favorite picture from their trip. Each student has one picture. They ask and answer questions to learn more about the image.</p> <p>Students work in small groups to discuss a favorite artifact or souvenir from their trip.</p> <p>Students form pairs. Each student has a visual suitcase with several items. Students take turns asking questions until they discover three items they have in common and one item that they forgot to pack.</p> <p>Do you have a (item)? Yes, I have a (item). No, I forgot (item).</p>

-mujhe vahaaN bahut pasand aayaa

Do you have ... ? Yes, I have (item). No, I forgot (item).

- kyaa tumhaare/aapke paas ... hai/haiN? Haan?
- nahiiN, mere paas ... haiN/nahiiN haiN
- maiN ... laanaa bhuul gayaa/gayii

- to forget – bhuulnaa
- to bring – laanaa
- shirt/shirts – kamiiz/kamiizeN (f)
- pant/pants – patluun/patluuneN (f)
- shoe/shoes – juuta/juute (m)
- cloth/clothes – kapRaa/kapRe (m)
- umbrella/umbrellas – chaataa/chaate (m)
- tooth paste – dant manjan (m)

Note: toothbrush, shorts, sneakers, jacket, sweater, raincoat, sunscreen, smart phone/camera/tablet are used in Hindi as borrowed words.

Grammar:

- Plural formation rules of various noun in the Direct case:
- Masculine aa ending nouns: aa changes to e
- Masculine consonant ending nouns: no change in plural direct form
- Feminine ii ending nouns: ii changes to iyaaN
- Other feminine nouns: add eN
- Expressing possession of countable material

	objects – X + ke paas to (uske paas paisa hai)	
<p>I can exchange information about the endangered animals and their habitats.</p>	<p>Where do you live? Do you live near the mountains or the plains? The desert or the river/ocean? Do you like to swim or run/slither? Do you prefer hot or cold weather?</p> <ul style="list-style-type: none"> <li>• tum kahaaN rahte ho?</li> <li>• tum ... meN rahte ho yaa ... meN?</li> <li>• tumheN ... pasand hai ya ... ?</li> </ul> <p>Nouns:</p> <ul style="list-style-type: none"> <li>• mountains –pahaaR (m)</li> <li>• river/rivers – nadii/nadiyaaN (f)</li> <li>• ocean – samundar (m)</li> <li>• desert – registaan/marusthal (m)</li> <li>• plains – maidaan (m)</li> <li>• plato – pathaaR (m)</li> <li>• ground – zamiin (f)</li> <li>• sky – aakaash/aasmaan (m)</li> <li>• valley – ghaaTii (f)</li> <li>• cold weather – sardii (f)</li> <li>• hot weather – garmii (f)</li> <li>• weather – mausam (m)</li> </ul> <p>Endangered animal vocabulary</p> <ul style="list-style-type: none"> <li>• endangered – khatre meN honaa/saNkataapann/luptpraay</li> <li>• cheetah/cheetahs – ciitaa/cite (m)</li> <li>• tiger/tigers –baagh (m)</li> <li>• leopard/leopards – tenduaa/tendue (m)</li> <li>• white tiger/tigers –thadu baagh (m)</li> </ul>	<p>Students assume the name and role of an endangered animal. They try and guess the animal's name by interviewing one another about their likes/dislikes by asking and answering either/or questions.</p>

	<p>Verbs:</p> <ul style="list-style-type: none"> <li>• to live – rahnaa</li> <li>• to like – pasand honaaa</li> <li>• to fly – uRnaa</li> <li>• to run – dauRnaa</li> <li>• to swim – tairnaa</li> <li>• to slither – reNgnaa</li> <li>• to walk – calnaa</li> <li>• to graze – carnaa</li> </ul>	
<b>Presentational Speaking</b>		
<p>I can state my name, age, where I live, and my travel destination.</p>	<p>- My name is... . I am a student/tourist. I am ... years old. I live in ... / I am from... . I am going to ... . I am here with my family/I am travelling with my family. I am here for travel and tourism.</p> <ul style="list-style-type: none"> <li>• meraa naam ... hai.</li> <li>• maiN ek vidyaarthii/paryaTak huuN</li> <li>• maiN ... saal kaa/kii huuN</li> <li>• maiN ... meN rahtaa/rahtii huuN/maiN ... se huuN</li> <li>• maiN ... ghumne jaa rahii/rahaa huuN</li> <li>• maiN yahaaN apne parivaar ke saath huuN; maiN apne parivaar ke saath safar/yaatraa kar rahii/rahaa huuN</li> </ul> <p>- journey – safar (m)/ yaatraa (f)</p> <p>- to travel – X-kaa safar karnaa/X-kii yaatraa karnaa</p> <ul style="list-style-type: none"> <li>• maiN yahaaN ghumne aayaa/aayii huuN</li> </ul> <p>Grammar:</p>	<p>Students will introduce one person to the entire group using culturally appropriate language and gestures.</p> <p>Students will assemble a self-portrait including symbols and/or pictures that represent key elements of their identity and use that portrait to introduce themselves.</p> <p>Students will create a biographical poem using words and/or pictures and symbols to illustrate their likes and dislikes and share those poems with classmates.</p>

	<ul style="list-style-type: none"> <li>• Expressing ‘going somewhere to do something’ – oblique infinitive + jaanaa/aanaa (maiN vahaaN ghumnnee gayaa/gayii, vah yahaaN janglii jaanvar dekhnee aayaa/aayii))</li> <li>• Expressing ‘start to do” – oblique infinitive + lagnaa (maiN ghuumne lagaa/lagii)</li> </ul>	
<p>I can state a few weather expressions and name the seasons that pertain to the regions I will visit in the target country.</p>	<p>Seasons and weather:</p> <ul style="list-style-type: none"> <li>• winter – sardii (f)/jaaRaa (m)</li> <li>• summer – garmii (f)</li> <li>• fall – patjhaR (m)/sharad (f)</li> <li>• spring – vasant (m)</li> <li>• monsoon – varShaa/barsaat (f)</li> <li>• hot/warm – garam</li> <li>• cold/cool – ThanDaa</li> <li>• snowfall – himpaat (m)/barfbaarii (f)</li> <li>• hailstones – ole (m) girnaa</li> <li>• storm – aaNdhii (f)/tuufaan (m)</li> <li>• scorching heat – dhuup (f) + paRnaa</li> <li>• to bask in the sun – dhuup khaanaa</li> <li>• to rain – baarish (f) honaaa</li> <li>• to be overcast – baadal (m) chaanaa</li> </ul> <p>Note: Months of the year (English names of months are used in Hindi)</p>	<p>Students draw weather maps of the region(s) they will visit. They film themselves reporting on the weather and comparing conditions with those in the area where they live in the United States.</p> <p>Follow the pattern. Working in small groups, students follow a pattern given by the teacher. Each student will say three sentences that include a month, season, and weather expression. (e.g., It is February. It is winter. It is snowing. It is April. It is spring. It is raining.)</p> <p>Students role-play the animal or endangered animal of their choice. They make simple statements about where they live and the weather in that region.</p>
<p>I can name clothing items I will need for the trip.</p>	<p>I will take ... for the trip. In ... , it is summer/winter/autumn/monsoon/etc. now.</p>	<p>Students will have different pictures that represent activities they might do while on their trip. They will take turns telling what</p>

- safar ke liye maiN apne saath ... lekar jaaUNgaa.

- ... meN abhii ... hai.

Clothing and Essential Items Vocabulary:

- shirt/shirts – kamiiz/kamiizeN (f)
- pant/pants – patluun/patluuneN (f)
- shoe/shoes – juutaa/juute (m)
- cloth/clothes – kapRaa/kapRe (m)
- umbrella/umbrellas – chaataa/chaate (m)
- tooth paste – dant manjan (m)

Shapes and sizes:

- round – gol
- circular – golaakaar
- square/ square shaped – varg/ vargaakaar
- spread out – phailaa huaa
- long – laMbaa
- short – choTaa

Colors:

- red – laal
- green – haraa
- yellow – piilaa
- black – kaalaa
- blue – niilaa
- white – safed
- dotted – citkabraa
- golden – sunehlaa/sunehraa
- orange – naaraNgii
- purple – baiNganii
- light coloured – halkaa

they will pack for the different activities.

Students check the weather for the region(s) they will visit and then “pack” their suitcases accordingly. They use paper suitcases and pictures of items they will bring with them on the trip. They compare the contents of their suitcases with a partner by naming and telling one fact about the item (color, size, shape, etc.)

	<ul style="list-style-type: none"> <li>• dark coloured – gehraa/gaaRhaa</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Future Tense – Verb stem + uuNgaa/uungii; egaa/egii; oge/ogii; eNge/eNgeii</li> <li>• Comparison of adjectives – <ul style="list-style-type: none"> <li>- Comparative – X + Y-se + (zyaadaa/adhik) + Adjective (samundar jhiil se zyaadaa baRaa hai)</li> <li>- Superlative – X sab se + Adjective (yah pahaaR sab se baRaa hai)</li> </ul> </li> </ul>	
<p>I can describe pictures I took while on my trip.</p>	<p>(Dependent on the country/region visiting)</p> <p>Grammar:</p> <p>Simple Past/Perfect Tense –</p> <p>Verb stem + -aa/-ii/e/-iiN when Verb stem ends with a consonant (bola/bolii/bolle/boliiN) or -yaa/-yii/-ye/-yiiN (soya/soyii/soe/soyiiN)</p> <ul style="list-style-type: none"> <li>• Intransitive verbs – <ul style="list-style-type: none"> <li>- 1<sup>st</sup> person – meN/ham ... jaanaa &gt; gayaa/gayii (sg.), gayiiN/gaye (pl.)</li> <li>- 2<sup>nd</sup> person always plural grammatically but could refer to 1 or more people – tum/aap ... jaanaa &gt; gaye/gayiiN (pl.)</li> <li>- 3<sup>rd</sup> person – wah/we (far proximity) yah/ye (close proximity) ... jaanaa &gt; gayaa/gayii (sg.); gaye /gayiiN (pl.)</li> </ul> </li> <li>• Transitive – X-ne + Object + dekhaa/dekhe/dekhii (verb agrees with direct object, e.g. maiN ne 1 billii dekhii, maiN ne 3 billiyiaN dekhiiN; maiN ne 1 bandar dekhaa, maiN ne 3 kutte dekhe)</li> </ul>	<p>The teacher will select a variety of pictures that represent images from the trip. Students will work in small groups. Each group will select a couple of pictures that are of interest to them. They will work together to describe the pictures, commenting on clothing, activities, weather, and places in the images.</p> <p>Students will be asked to bring in a vacation picture from a trip that they actually took with their families. They will describe that picture in small groups.</p> <p>Students will then move to four corners according to the weather depicted in their image. They will share information about the vacation picture again with different students.</p>

<p>I can describe a few plants, animals, and/or endangered animals native to Uttarakhand.</p>	<p>The name of this flower/plant/animal is ... . It is an endangered flower/plant/animal.</p> <ul style="list-style-type: none"> <li>• is phuul/paudhe/jaanvar kaa naam ... hai</li> <li>• yah ek luptpraay phuul/paudhaa/jaanvar hai.</li> </ul> <p>Grammar:</p> <p>Modal verbs – Verb stem + saknaa/paanaa</p> <ul style="list-style-type: none"> <li>• Expressing possibility, ability or permission (aap bas se jaa sakte haiN; hindii bol saktaa huuN; tum abhii aa sakte ho)</li> <li>• ability to execute or complete the action (maiN uupar caRh paayii, vah nahiiN aa paayaa)</li> </ul>	<p>Pass the picture. Each person in a group has an image of a plant or animal from the target region. The teacher asks a question (e.g., What is the name of the plant/animal?). Students record their answers using an iPad, iPod, or DVR and then pass the electronic device to the next student. The teacher continues asking questions and students continue recording responses. At the end, each group will have an oral description of each visual.</p>
<p><b>Presentational Writing</b></p>		
<p>I can fill out a form with some basic personal information when applying for a passport or visa.</p>	<p>My name is... . I live in ... / I am from... . I am going to ... . I am travelling with my family. I am here for travel and tourism.</p> <ul style="list-style-type: none"> <li>• meraa naam ... hai.</li> <li>• maiN ... saal kaa/kii huuN</li> <li>• maiN ... meN rahtaa/rahtii huuN/maiN ... se huuN</li> <li>• maiN ... ghumne jaa rahii/rahaa huuN.</li> <li>• maiN apne parivaar ke saath safar/yaatraa kar rahii/rahaa huuN</li> <li>- journey – safar</li> <li>- to travel – safar karnaa/yaatraa karnaa</li> </ul>	<p>Students will prepare a passport and/or a visa for travel. They will write the personal information required for these documents.</p> <p>Students will work in groups to complete an animal card on their animal. They provide basic information: name, age, where they live.</p>

	<ul style="list-style-type: none"> <li>maiN yahaaN ghuumne aayaa/aayii huuN</li> </ul>	
I can write captions about pictures I took during the trip.	<p>Weather, months, seasons, clothing items, place or activity (listed above)</p>	<p>Students create a memory wall of images. They work together to caption the images using as much language as they can. The teacher may provide sentence starters.</p> <p>I visited (place) in (month) . . .</p>
I can name plants, animals, and/or endangered animals and state a simple fact about their habitat.	<p>(Dependent on the country/region visiting)</p>	<p>Students work together in groups to create a class storybook. Using the images from the pass the picture activity or other similar images, students work in pairs to create pages for the book. Students name the plants and/or animals and write a simple fact about them. Students create the final book in an electronic format that can be shared with others.</p> <p>Students create a collage or poster of the plants and animals found in the target country. They use <a href="http://glogster.com">http://glogster.com</a> to organize and assemble their ideas or they create a Facebook page for a plant or animal.</p>
I can make a plea for people to stop destroying animal habitats.	<ul style="list-style-type: none"> <li>Please stop destroying our environment – kripayaa paryaavaraN ko nashT mat kijiye/naa kareN</li> <li>Help preserve the animals, plants and their habitat – hamaare jiiv jantuon aur unke rahne kii jagahon/ke nivaas sthaanon kii rakShaa karne meN madad kijiye/kareN</li> <li>Do not spread pollution – praduushaN mat phailaaiye</li> </ul>	<p>In small groups students work together to select an image of a plant and/or animal. They then create a slogan encouraging others to save the habitat of the plant or animal. Each image can become part of a SlideShare presentation or other electronic presentation format that can be easily shared.</p>

	<ul style="list-style-type: none"> <li>- please – kripyaa</li> <li>- pollution – praduushaN (m)</li> <li>- environment – paryaavaraN (m)</li> <li>- habitat –rahne kii jagah )f)/nivaas sthaan (m)</li> <li>- to destroy – (x-ko) naShT karnaa/barbaad karnaa</li> <li>- to help – X-kii madad karnaa/X-ko madad denaa</li> <li>- to protect/to preserve – X-kii rakShaa karnaa</li> <li>- to spread – (X-ko) phailaanaa</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Expressing polite commands (Direct Command with Imperative for aap) – Verb stem + iye (daaliye, jaaye)</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>- four exceptions (karnaa &gt; kiijiye, denaa &gt; diijiye, lenaa &gt; liijiye, piinaa &gt; piijiye).</li> <li>- mat is the negative particle used with Imperative</li> <li>• Expressing polite suggestions (Indirect Command with Subjunctive) – Verb stem + eN (kareN, boleN)</li> </ul> <p>Note: na is the negative particle used with Subjunctive</p>	
<b>Interpretive Listening</b>		
I can recognize and sometimes understand basic information in words and phrases	(Dependent on the country/region visiting)	Students design and assemble a word wall for the classroom to display key vocabulary. The

<p>that I have memorized.</p>	<p>Clothing (listed above)</p> <p>Weather (listed above)</p> <p>Animals:</p> <ul style="list-style-type: none"> <li>• herbivorous –shaakaahaarii</li> <li>• carnivorous– maNsaahaarii</li> <li>• pet animals– paaltuu jaanvar (m): <ul style="list-style-type: none"> <li>- cow/cows – gaay/gaayeN (f)</li> <li>- buffalo/buffaloes – bhainS/bhainseN (f)</li> <li>- pig – suar (m)</li> <li>- sheep – bheR/bheReN (f)</li> <li>- goat – bakarii/bakriyaaN (f)</li> <li>- dog – kuttaa/kutte (m)</li> <li>- cat – billii/billiyaaN (m)</li> <li>- horse/horses – ghoRaa/ghoRe (m)</li> <li>- mule/mules – khachchar (m)</li> <li>- donkey/donkeys – gadhaa/gadhe (m)</li> <li>- chicken/chickens – murgii/murgiyaaN (f)</li> </ul> </li> <li>• wild animals – jangalii jaanvar (m): <ul style="list-style-type: none"> <li>- tiger/tigers– baagh (m)</li> <li>- hyena/hyenas – lakaRbagghaa/lakaRbagghe (m)</li> <li>- cheetah/cheetahs– ciitaa/ciite (m)</li> <li>- white tiger/tigers- thaadu baagh (m)</li> <li>- leopard/leopards – tenduaa/tendue (m)</li> <li>- wild elephant/elephants – jangalii haathii (m)</li> <li>- wild horse/horses – jangalii ghoRaa/ghoRe (m)</li> <li>- bear/bears – bhaaluu (m)</li> <li>- deer/deers – hiran/hiraneN (f)</li> </ul> </li> </ul>	<p>teacher uses different words and phrases and students take turns pointing to what the teacher is saying.</p> <p>The teacher creates a paper version of the word wall. Words and phrases are called out and students pair up to take turns pointing to the correct word. Gradually, students take over calling the words and phrases.</p> <p>Students move to different corners of room that designate whether they like very much, like, do not like, dislike intensely weather conditions, seasons, days of the week.</p> <p>Clothing activity. Teacher distributes small pictures of clothing items to the students and a category grid. As the teacher calls out the name of an item, the students place the items in predetermined categories (hot weather/cold weather/in August/in January/etc.)</p>
-------------------------------	--	---

	<ul style="list-style-type: none"> <li>- jackal/jackals – siyaar (m)</li> <li>- fox/foxes – lomRii/lomRiyaaN (f)</li> <li>- bat/bats –camgaadaR/camgaadaReN (f)</li> <li>- rat/rats –chuuhaa/chuuhe (m)</li> <li>- monkey – andar (m)</li> <li>- black-faced monkey – languur (m)</li> <li>• Plants</li> <li>- Himalayan cedar – devdaaru (m)</li> <li>- Himalayan (blue) pine – chiiR (m)</li> <li>- oak – baluut (m)</li> <li>- silver fir, spruce – far vrikSh</li> <li>- chestnut – paNgar (m)</li> <li>- poplar – piiplar/cinaar (m)</li> <li>- birch – bhuurj (m)</li> <li>- teak – saagauN (m)</li> </ul>	
<p>I can sometimes understand simple questions or statements on familiar topics related to biographical information, regions of the world, and endangered animals.</p>	<p>Hello. How are you? What is your name? How old are you? Where are you from? Where are you going?</p> <ul style="list-style-type: none"> <li>• namaste</li> <li>• tum/kaise ho?; aap kaise haiN?</li> <li>• tumhaarii /aapkii umr kyaa haiN; tum kitne saal ke ho?; aap kitne saal ke haiN?</li> <li>• tum kahaaN se ho?; aap kahaaN se haiN?</li> <li>• tum kahaaN jaa rahe ho?; aap kahaaN jaa rahe aiN?</li> </ul>	<p>Each student receives a baggie with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip.</p> <p>Students play “I spy” using clothing, animals and weather expressions (e.g., I spy green shoes. I spy a giant panda, etc.). This game can be made more interactive if students are given a baggie with a set of images. Each student holds up the correct image when it is “spied.”</p>

<p>I can understand simple information when presented with maps, pictures and graphs.</p>	<p>Directions:</p> <ul style="list-style-type: none"> <li>• north – uttar</li> <li>• south – dakShiN</li> <li>• east – puurab</li> <li>• west – pashchim</li> </ul> <p>Land and Geography:</p> <ul style="list-style-type: none"> <li>• mountains –pahaaR (m)</li> <li>• river/rivers – nadii/nadiyaaN (f)</li> <li>• ocean – samundar (m)</li> <li>• desert – registaan/marusthal (m)</li> <li>• plains – maidaan (m)</li> <li>• plato – pathaaR (m)</li> <li>• ground – zamiin (f)</li> <li>• sky – aasmaan/aakaash (m)</li> <li>• valley – ghaaTii (f)</li> <li>• volcano – jwaalaamukhii (m)</li> </ul>	<p>Students follow directions on a shower curtain map from place to place in the region they will visit. Using a shower curtain floor map of the region they will visit, students will follow directions given by the teacher and by classmates. They will “travel” to various locations (mountains, rainforest, desert, etc.).</p> <p>Students hold up pictures of geographical formations as the teacher describes each one (e.g., This is a high and rocky land form).</p>
<p><b>Interpretive Reading</b></p>		
<p>I can recognize words, phrases, and characters with the help of visuals.</p>	<p>Months, seasons (listed above)</p> <p>Clothing (listed above)</p> <p>Animals (listed above)</p> <p>Places (listed in the description)</p>	<p>Students match simple descriptions of weather and clothing to images.</p> <p>Working in pairs, students organize clothing and supplies for the trip into categories that they select. They then post their category grids around the classroom for classmates to view and compare with their own.</p>
<p>I can recognize words, phrases, and characters when I associate them with things I already know. I can sometimes understand short, simple descriptions with</p>	<p>Weather (listed above)</p> <p>Animals (listed above)</p>	<p>Students visit a weather website in the target culture. They answer a series of questions in English about what they learned about the</p>

<p>the help of maps, pictures, or graphs.</p>		<p>weather in the region they are visiting.</p> <p>Students look at simple graphic charts on animal populations and indicate if the animal is endangered or not. They use visual clues to say in English why the animal is or is not endangered.</p>
---	--	--

*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.

### Resources:

**In English (These resources are meant as background information for teachers)**

**Pictures of Indian animals:**

[https://www.google.com/search?q=picture+of+indian+animals+in+Hindi&source=Inms&tbm=isch&sa=X&ei=YfGiVKbFCJOnyQSTuoCgAw&ved=0CAgQ\\_AUoAQ&biw=1920&bih=919#tbm=isch&q=+indian+animals](https://www.google.com/search?q=picture+of+indian+animals+in+Hindi&source=Inms&tbm=isch&sa=X&ei=YfGiVKbFCJOnyQSTuoCgAw&ved=0CAgQ_AUoAQ&biw=1920&bih=919#tbm=isch&q=+indian+animals)

[http://www.indif.com/kids/learn\\_hindi/hindi\\_animals\\_chart\\_01.aspx](http://www.indif.com/kids/learn_hindi/hindi_animals_chart_01.aspx)

<https://www.youtube.com/watch?v=GHAUwVDejU0>

**Some resources:**

<http://uttarakhandtourism.gov.in/>

<http://www.uttaranchal.org.uk/animal.php>

<http://hishmi.blogspot.com/2012/01/ecological-conservation-in-doon.html>

<http://www.sos-childrensvillages.org/where-we-help/asia/india/mussoorie-happy-valley>

**In Hindi (Teachers will need to chunk the information in these documents, add visuals and other text features (bolding, captions, etc.) to make the information comprehensible for these beginning language learners.)**

<http://hi.bharatdiscovery.org/india/%E0%A4%89%E0%A4%A4%E0%A5%8D%E0%A4%A4%E0%A4%B0%E0%A4%BE%E0%A4%96%E0%A4%A3%E0%A5%8D%E0%A4%A1>

<http://hi.wikipedia.org/wiki/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80>

<http://hindi.nativeplanet.com/uttarakhand/>

<http://hindi.nativeplanet.com/mussoorie/>

<http://mobi.bharatdiscovery.org/india/Uttarakhand>

<http://mobi.bharatdiscovery.org/india/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80>

**AV materials: (It may be necessary for the teachers to narrate the videos in simpler language without playing the audio.)**

<https://www.youtube.com/watch?v=jdDiexyK5JA>  
<https://www.youtube.com/watch?v=r2BgT5JqxMM>  
[https://www.youtube.com/watch?v=Wp\\_sznANMU4](https://www.youtube.com/watch?v=Wp_sznANMU4) (Community interaction)  
<https://www.youtube.com/watch?v=BSCcydJI5iM>

**Endangered-species:**

<https://www.youtube.com/watch?v=VokqA4cuwtc>  
<http://mdc.mo.gov/discover-nature/field-guide/endangered-species/endangered-species-field-guide>

**Environmental issues in Himalaya:**

<https://www.youtube.com/watch?v=ttYs8oAfP8M>  
<https://www.youtube.com/watch?v=jsQB2dpai40>  
[https://www.youtube.com/watch?v=rkd\\_7FbD\\_qs](https://www.youtube.com/watch?v=rkd_7FbD_qs)  
<https://www.youtube.com/watch?v=McSXOBz6t7M> Tapish (Based Hindi Documentary Movie.)  
<https://www.youtube.com/watch?v=-9tymtPD8xY> (Environmental degradation in the Himalayan regions)  
<https://www.youtube.com/watch?v=0T1UtgPqIGE> (Sarokaar - Uttarakhand Disaster in Hindi)  
<https://www.youtube.com/watch?v=zNfVxQPGrvM> (Discovery- Rafting *UTTARANCHAL - SIMPLY HEAVEN - high on adventure* )  
<http://www.uttaranchal.org.uk/disequilibrium.php>

**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.*