



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:	Oh, the Places We Will Visit! Tourist and Traveler				
Language(s):	Hindi		Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	Grades 6–12	
Heritage Speakers?	No		Non-Heritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	x	<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/Intermediate Low (proficiency)		Target Performance Level(s): (during and by end of program)	Intermediate Low/Intermediate Mid (performance)	

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?

A group of friends signed up for an excursion to Tilonia, a village located 90 kilometers from Jaipur, capital of Rajasthan. The group found an exciting option that they will pursue with their parents' permission. This excursion goes beyond the typical sightseeing expedition in Delhi, Agra, and Jaipur. Tilonia is famous for being the location of Barefoot College. It is a nongovernmental organization that has been providing basic services and solutions to problems in rural communities of Rajasthan and villages of other provinces for more than forty years, with the objective of making them self-sufficient and sustainable. These "Barefoot solutions" include solar electricity, clean water, education, livelihood development, and empowerment of women. They believe strongly in empowering women as agents of sustainable change.

Students first spend a week traveling to interesting cities like Delhi to see landmarks like the Red Fort, Qutub Minar, Jama Masjid, and other historical sites, and Agra to see the Taj Mahal. Next, they spend three days with a local family in Jaipur where they can practice their language skills and gain an understanding of family life. They will also visit historical sites like Amer Fort, Jaigarh Fort, and Jantar Mantar, as well as important places such as the City Palace and the old Pink City. During their stay, they write daily blog posts describing their adventures and include photos that document their journey. The International Rotary Club in India wants them to give lunchtime speeches about their experiences. They plan to bring artifacts and photos to supplement their presentations. Afterwards, they will interact with the members by answering questions and conversing about the trip. This presentation will be part of the final STARTALK program celebration for parents, friends, and community members.

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.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p align="center"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
Interpersonal	
<p>Novice High: I can participate in conversations and exchange information 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> <p>Intermediate Low: I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p>	I can talk with friends and family about my likes and dislikes and my reasons for signing up for combination travel.
	I can exchange personal information with my travel companions, my leaders, and my host family.
	I can talk about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.
	I can talk about a few customs and traditions that I learned when interacting with native speakers of Hindi.
	I can talk about the tourist aspects of the trip, including places I visited and things I did.
	I can talk about things to do in a city and give and ask for directions for getting around in the cities of North India.
Presentational Speaking	
<p>Novice High: I can present information on most familiar topics using a series of simple sentences.</p> <p>Intermediate Low: I can make presentations on a wide variety of familiar topics using connected sentences.</p>	I can describe my summer plans for traveling and living with a family in India where Hindi is spoken.
	I can describe the travel and homestay environment (including where I stay, conditions, expectations, travel companions, and leaders).
	I can give a presentation about the famous places I visited and about an experience I had during the homestay.
Presentational Writing	

<p>Novice High: I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>Intermediate Low: I can write on a wide variety of familiar topics using connected sentences.</p>	On a blog or in the comment section of a travel website, I can write about a vacation I took in India where Hindi is spoken.
	I can write about customs and traditions I have learned.
	I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make in Hindi to the International Rotary Club members.
Interpretive Listening	
<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 simple questions about my vacation.
	I can understand simple descriptions of the places I visited.
	I can understand simple directions to find my way around town.
Interpretive Reading	
<p>Intermediate Low: I can understand the main idea of short and simple texts when the topics are familiar.</p>	I can understand personal questions to complete a profile on an application to live with a host family.
	I can understand basic information on travel brochures and on websites in Hindi.
	I can understand postings in blogs on familiar topics.

You may add additional rows as necessary.

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

Summative Performance Assessment

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

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
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Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
After reading brochures or perusing websites that advertise summer travel experiences in North India where Hindi is spoken, students complete an organizational grid with relevant information such as location, dates and duration of the trip, experiences, benefits, requirements, and costs. They share the information with their parents in order to convince them to allow them to take part in this summer experience.	On a daily basis, students post blog messages about their experiences during the travel and homestay portions of the trip. They respond to posts from parents and friends in an ongoing conversation. In class, they compare experiences and discuss what to include in the final presentation for the Rotary Club in Jaipur. Students connect with friends on Skype to share their experiences their travel experiences.	Students make a presentation to the International Rotary Club in Jaipur, India. They highlight places visited and what they learned about the people, their customs, and their country. This presentation will be given to other speakers of Hindi and will also be part of a travel “fair” held at the end of the program.

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.
<i>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.</i>		
Interpersonal		
I can talk with friends and family about my likes or dislikes and my reasons for signing up	Why do you want to participate in a travel/home stay experience?	The teacher organizes students into “buzz

for a combination travel and home-stay program in Jaipur.

- to travel in – X-kii yaatraa/X-kaa safar + karnaa
- to go sightseeing – ghuumnaa/ghuumnee jaanaa
- homestay – parivaar ke saath rahnaa
- to experience, to feel – X-kaa aanubhav/X-ko mahsuus + karnaa
- to participate – X-meN hissaa/bhaag lenaa

What will you do during the travel portion or during the home stay?

- tum kyaa karoge yaatraa ke samay/safar ke vaqt?
- tum kyaa karoge vahaaN rahne ke samay/vaqt?

Where will you go?

- tum kahaaN jaaoge?

I want/am interested to travel/experience another culture/perfect my language skills.

- duusrii sanskriti meN dilchaspai honaa/lenaa
- bhaaShaa siikhnaa chaahtaa/chaahatii huuN

I will meet new people.

- mujhe naye log mileNge
- maiN naye logoN se miluungaa/miluuNgii

I will be able to use my language skills.

- mujhe hindii meN baat karne/bolne kaa maukaa milegaa

groups” of three or four individuals to discuss their reasons for wanting to travel, the activities they want to participate in, and the places they would like to visit. Each buzz group discusses one of the topics and comes to a decision about the top three items that interest them (reasons for taking part in the combined travel/homestay, activities, reasons for traveling, and places they want to visit). One person from each group reports the findings to the class in Hindi.

	<p>I will work with local residents.</p> <ul style="list-style-type: none"> • yahaaN/vahaaN ke rahnewaale log, sthaaniiya nivaasii • unke saath kaam karnaa • unke saath samay bitaanaa/waqt guzaarnaa <p>I will see new places and learn about the culture.</p> <ul style="list-style-type: none"> • naiyii jagahen deknaa • sanskriti ke baare meN siikhnaa <p>Grammar:</p> <ul style="list-style-type: none"> • Future tense (ham baazaar jaayeNge) • Infinitive + chaahnaa • X- se milnaa vs. X-ko milnaa (main logoN se milaa/milii vs. mujhko mauke mileNge) • To go to do something – oblique infinitive + jaanaa (main vahaaN ghumne jaauungaa) 	
<p>I can exchange personal information with my travel companions, my leaders, and my host family.</p>	<p>My name is...Where are you from? / Where do you live? I am from... / I live in...I was born...</p> <ul style="list-style-type: none"> • aap kahaaN se haiN/aap kahaaN rahte haiN? • aap kaa janam kahaaN huaa thaa? /aap kahaaN paidaa hue? <p>What do you like/dislike to do in your free time? I like to...</p> <ul style="list-style-type: none"> • mujhe+infinitive + (zyaadaa/nahiiN) pasand hai 	<p>On the first days of the trip, students meet and greet one another. They circulate and gather information about their travel companions. As they learn more about their travel companions, they form similarity groups (students who have three or more things in common) and report to the whole group about their commonalities.</p> <p>In small groups, students reminisce and list experiences they have had on previous vacations or homestays. These lists are then used to create “find someone who” activities</p>

	<ul style="list-style-type: none"> • aap ko fursat meN kyaa karnaa pasand hai?/aap ke shauk kyaa haiN? • paRhne, sair karne, ghuumne kaa shauk hai • yaatraa/safar karnaa, sangiit sunnaa achchhaa/buraa lagtaa hai <p>What is your favorite type of music? Musical group? Artist?</p> <ul style="list-style-type: none"> • sab se manpasand/zyaadaa pasandidaa • musician – sangiitkaar (m/f) • 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 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 kaunsii saaz bajaanaa aataa hai <p>Grammar:</p> <ul style="list-style-type: none"> • Obligation constructions: X-ko chahiye/honaa/paRnaa - hameN hindii bolnii chaahiye - klaas meN janaa hai - pariikShaa denii paRegii/imtahaan denaa paRegaa • lagna constructions: Noun + lagna (mujhe bhuukh lagii hai) 	<p>where students interact to find the person in class who has done a certain thing. In small groups, students discuss the activities, deciding if they were funny, sad, scary, awkward, etc.</p>
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	<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 (mujhko tairnaa aataa hai, tablaa bajaanaa aataa hai) • My hobby is – oblique infinitive + kaa shauk honaa (ghuumne kaa shauk) 	
<p>I can talk in Hindi about my daily routine during the homestay and compare that schedule with what I normally do at home and what I am doing in the STARTALK program.</p>	<p>Daily activities:</p> <ul style="list-style-type: none"> • in the morning – subah meN • in the afternoon – dopahar meN • in the evening – shaam ko/meN • at night – raat ko/meN • to get up – uThnaa • to dress up – kapRaa pahanna • to bathe – nahaanaa • to eat breakfast – naashtaa karna • to watch television –Tiivii dekhnaa • to hang out with friends – dostoN ke saath samay bitaanaa/vaqt guzaarna, ghumne jaana • to eat dinner – raat kaa khaana khaana • to go to sleep – so jaana • to everyday – har din, roz, rozaaanaa • usually – aam taur par, aksar • to be busy – vyast/masruf 	<p>In pairs, students create a Venn diagram to illustrate similarities and differences between their daily schedules at home and abroad. They display their diagrams and talk about an ideal daily schedule, possibly one that blends elements of both cultures.</p>

	<p>honaa/rahnaa</p> <ul style="list-style-type: none"> • program – din kaa kaaryakram <p>Grammar:</p> <p>Time expressions (12 hour clock)</p> <ul style="list-style-type: none"> • AM – diin kaa/ke • PM – sham/raat kaa/ke • Hourly – ek bajaa hai, do baje haiN, paaNch baje haiN/ • quarter after – savaa bajaa hai, savaa do/tiin/chaar baje haiN • half hourly – DeRh bajaa hai, Dhaaii baje haiN, saaRhe tiin/chaar/paaNch baje haiN. • quarter before – paun bajaa hai, paune do/tiin/chaar baje haiN • minutes after – paaNch bajkar das minaT hue haiN. • minutes before – paaNch bajne meN das (baakii) haiN. 	
<p>I can talk about a few customs and traditions that I learned when interacting with Hindi speakers.</p>	<p>Attending and participating in a wedding ceremony:</p> <ul style="list-style-type: none"> • going to a wedding – shaadii meN jaanaa • organizing a wedding/help in – shaadii kii taiyaarii karnaa; X ko madad + denaa vs. X-kii madad + karnaa • receive/send invitation – X-ko nimantraN/daavat+milnaa/bhejnaa 	<p>Team word webbing. Working in small groups, students brainstorm a concept map. They contribute ideas orally and assign one team member to record their ideas on a piece of chart paper. They talk about different ceremonies of a Hindu wedding, such as the list of rituals, roles of different relatives in various rituals, and special wedding costumes and ornaments.</p>

- to participate in functions – rasmoN meN bhaag/hissaa lenaa
- rituals – haldii (f), tilak (m), baaraat (f), jaimaal (m), sangiit (m), kanyaadaan (m), sindur (f)
- ritual circles around the fire – phere lagaanaa

Grammar:

- Conjunct verbs:
 - Noun (m) + karnaa (X-kaa intazaam/intazaar + karnaa)
 - Noun (f)+ karnaa (X-kii saafaai/madad/koshish + karnaa)
 - Adjective + karnaa (X(-ko) Thiik/saaf/taiyaar karnaa)
- Presumptive:
 - Present Progressive Presumptive – progressive participle + honnaa in the Future Tense (baaraat aa rahii hogii)
 - Perfect Presumptive – perfect participle + hohaa in the Future tense (Note: ne construction is used with participles of transitive verbs – baaraat aayii huii hogii vs. unhoNne usko bhejaa hogaa)
 - Present Habitual Presumptive – present participle + honaa in the Future Tense (uske saath kaam kartaa hogaa)
- Causatives:
 - bhejnaa-bhijvaanaa
 - sajaanaa-sajvaanaa

In small groups students reminisce and list experiences they have had on previous vacations and/or celebrations. These lists are then used to create “Find Someone Who” activities where students interact to find the person in class who has done a certain thing. In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.

	<ul style="list-style-type: none"> - khaanaa-khilaanaa-khilvaanaa - piinaa-pilaanaa-pilwaanaa - bannaa-banaanaa-banvaanaa 	
<p>I can talk about the tourist aspects of the trip, such as places I visited and things I did.</p>	<p>Sightseeing activities and descriptions:</p> <ul style="list-style-type: none"> • I saw – maiN ne mahal (m) dekhaa/imaarat (f) dekhii • I visited – maiN gayaa/gayii • I climbed – X par chaRhnaa (siiRhii par chaRhnaa) • I hiked – paidal gayaa/gayii • I took pictures of – maiN ne foTo khiiNchii • I learned about – maiN ne Mughal itihaas ke bare meN siikhaa • It is famous – X ke liye mashuur/prasiddh hai • Made of marble/stone – sangmarmar/patthar kaa banaa huaa <p>Grammar:</p> <ul style="list-style-type: none"> • Perfective -Transitivity/Intransitivity in use of 'ne construction' and exceptions: <ul style="list-style-type: none"> - no use of ne + Darna, laanaa, bhulnaa, milnaa - optional use of ne + bolnaa, samajhnaa - use of ne + intransitive verbs related 	<p>Students each receive a card with the name of a famous site in Delhi, Agra, or Jaipur written in Hindi. They circulate to ask and answer questions about the sites that their classmates have. They must ask at least five questions before they guess the name of the place.</p> <p>Working in pairs, students create a collage of famous places in North India where Hindi is spoken. They join with a different pair to ask and answer questions about the sites.</p>

	<p>to body functions – chhiiNknaa, khaaNsnaa, nahaanaa</p> <ul style="list-style-type: none"> • Relative-Correlative clauses: <ul style="list-style-type: none"> - jo-vah, jitnaa-utnaa, jaisaa-vaisaa, jab-tab, jahaaN-vahaaN • Participles: <ul style="list-style-type: none"> - adjectival use (patthar kaa banaa huaa mahal) - adverbial use (dekhte hii khush hue, kaam karte hue/kaam karte-karte thak janaa, baiThe-baiThe uub janaa) 	
<p>I can talk about things to do in a city and give and ask for directions for getting around Delhi, Agra, or Jaipur.</p>	<p>Visiting places in Delhi, Agra and Jaipur:</p> <ul style="list-style-type: none"> • What would you like to do? – aap ko kyaa karnaa pasand hai? • Where is ... located? – kahaaN hai? kahaaN sthit/maujuud hai? • Can you please give me directions to... – ... kaise pahunchenGe • How long/much money will it take – kitnaa samay/waqt/paisa + lagnaa • Sequence expressions: <ul style="list-style-type: none"> - first – (sab se) pahle - then – baad meN/phir/oblique Infinitive + ke baad - finally – ant meN/akhir meN - in the mean while – itne meN • turn right/left.front/back – daayeN/baayeN/aage/piichhe + 	<p>Students are given sentences reflecting possible activities that they might do in a city. They discuss what they want to do and then work with a map to decide how to sequence the activities for the day.</p>

jaanaa/muRnaa

- go straight – sidhe jaanaa
- continue – aage chale jaanaa
- at the corner – kone meN
- it is close/far – nazdiik/paas/duur hai
- distance between - Ke biich kaa faaslaa/kii duurii

Grammar:

- Habitual Tense – Verb stem + taa/te/tii + auxiliary honaa

vs.

- Frequentative Aspect – Verb past participle always in m.sg. + auxiliary karnaa (log aayaa-jaayaa karte haiN)
- Progressive Tense – Verb stem + rahaa/rahe/rahii + auxiliary verb honaa (baarish ho rahii hai)

vs.

- Continuous Aspect – Verb stem + taa/te/tii + auxiliary rahnaa (chalte rahiye, baith rahiye, baariish hotii rahegii)
- Conjunctive – V stem + kar (khaakar, paRhkar)

Presentational Speaking

I can describe my summer plans for traveling and living with a family in Jaipur where Hindi

- I want to ... because ... – main + infinitive chaahtaa huuN, kyoNki ...

Students create a concept map that outlines their summer plans and their reasons for

<p>is spoken.</p>	<ul style="list-style-type: none"> • travel abroad – videsh jaanaa, videsh kii yaatraa karnaa/ safar karnaa/ghuumnaa • explore new places – nayii jagahen dekhnaa • perfect my target language skills – hindii behtar karnaa • to hike – chaRhnaa • to trek – paidal chalnaa • to swim – tairnaa 	<p>traveling. They then assemble an electronic poster with information they brainstormed.</p>
<p>I can describe the travel and homestay environment (where I stay, conditions, expectations, travel companions, leaders).</p>	<p>Making polite requests:</p> <ul style="list-style-type: none"> • meharbanii karke/kripaa karke ek kamraa dihkaayeN! • aachhaa hogaa agar aap ek achhaa kamraa dikhaayeN! • zaraa mujhe kamre ke baare meN kuchh bataaeN <p>Staying at a hotel:</p> <ul style="list-style-type: none"> • hotel room – hotel kaa kamraa • single/double bed – ek/do bistar • bathroom – bathruum/gusalkhanaa (m) • luxurious – aaraamdeh • simple – saadhaaraan/maamuulii • amenities – suvidhaaeN (f. pl.) • light – baahar ki roshnii 	<p>Students record a daily reflection using a site like http://vocaroo.com and then e-mail the audio file to family and friends. They begin with a description of their living conditions and on subsequent days talk about the rules and expectations, their new friends (traveling companions), and their leaders.</p> <p>Working in groups, students go online to locate appropriate hotels. Each group selects what they feel is the best choice and then prepares a brief presentation to give to the other groups. The class votes on the best option.</p> <p>Each student goes online to select a housing option for the homestay. They also create the perfect family for them. In small groups they share information about where they will live and their host family.</p>

- wake up call – X-ko jagaanaa

Describing someone's physical appearance – shaariirik banaavaT:

- tall – lambaa and short – naaTaa
- heavy – moTaa and lean – patlaa
- long limbs – lambii baahEN aur TangeN
- wide chest – chauRaa siinaa
- long hair – lambe baal and short hair – choTe baal
- straight hair – siidhe baal and curly hair – ghughuraale baal
- big eyes – baRii aankheN
- to wear glasses – chashmaa + pahannaa

Personality descriptors: vyaktitva/svabhaav kaa vivaraN:

- arrogant – ghamanDii/maGruur
- modest – vinamra/siidhaa-saadhaa
- honest – imaandaar
- dishonest – beimaandaar
- hard-working – mehnatii
- lazy – aalsii/sust
- generous – bare dil kaa/kii, udaar
- stingy – kaNjuus
- emotional – bhaavuk

- short-tempered – ghussail
- pleasant – khushmizaaz
- serious – gambhiir
- talkative – baatuunii
- quiet – kam bolnewaalaa/bolnewaalii, chup
- courageous – himmatii
- brave – bahaadur
- scared – Daraa huua
- dedicated – samarpit
- responsible – zimmedaar
- irresponsible – Gairzimmedaar
- selfless – nissvaarth
- selfish – swaarthii/matlabii/Qhudgarz
- focused – ekaagrachit/ghor karnewaalaa
- scattered – bikhraa
- distracted – vichlit
- patient – dhiir/karaar
- impatient – adhiir/beKaraar
- respectful – viniit
- disrespectful – ashiShT/badtahziib
- good – achhaa
- mean – buraa
- evil – duShT

	<ul style="list-style-type: none"> • outgoing – bahumukhii • introverted – antarmukhii • athletic – khilaaRii • sedentary – chust/nikammaa • mischievous – sharaaratii/badtamiiz • well-behaved – tamiizdaar 	
<p>I can give a presentation about a famous place I visited in North India or about an experience I had during the homestay.</p>	<p>Describing a visit:</p> <ul style="list-style-type: none"> • I visited – maiN ne ... dekhaa vs. main ghuumne gayaa/gayii • It is located near, close to, far from, etc. • It is made of – X-kaa/se banaa huua hai <p>- rock – patthar (m) - bronze – piital (m) - steel – sTiil (m)</p> <ul style="list-style-type: none"> • I spent time – samay bitaanaa/vaqt guzaarna/ • I stayed for (X time) – X mahiine/hafte/din vahaaN rahaa/rahii (note for students: no use of ke liye with time) <p>Describing a landmark/place:</p> <ul style="list-style-type: none"> • circular – golaakaar • square – varg • rectangular – aaytaakaar 	<p>Students assemble an electronic photo album of the sites they visit while traveling and in the homestay in Jaipur. They record a travelogue with descriptions of the landmarks and places, including personal comments and preferences.</p> <p>Students create a brief documentary that highlights the sites they found most interesting during the summer travel/homestay experience in North India.</p> <p>Each student posts one image with the intent of doing a podcast on that image. Once the initial recording is made, three additional students must comment or ask questions. The original author then records the final podcast, incorporating the additional detail suggested by others.</p>

	<ul style="list-style-type: none"> • spread out – phailaa huaa/phailii huii • exciting – rochak • boring – ubaauu • unusual – asamaanya/khaas • historic –aitihaasilk • political – raajnaitik • peaceful – shaantipuurn • noisy – shorgulwaalaa 	
Presentational Writing		
<p>On a blog site, I can write about a vacation I took to North India where Hindi is spoken.</p>	<p>Daily travel/home stay activities (see above)</p> <p>Descriptions – physical and personality (see above)</p> <p>of traveling companions and leaders (see above)</p> <p>Daily schedule (see above)</p> <p>Sites visited (see above)</p> <p>Interesting facts and cultural understanding acquired (see above)</p>	<p>Students write blog postings nightly about the day’s itinerary and activities. They comment on their experiences and their preferences.</p>
<p>I can write about something I have learned.</p>	<p>Characteristics of host family members – descriptive phrases about physical and personality characteristics (see above)</p> <p>Daily schedule while living with host family (see above)</p> <p>The family’s daily life is similar to or different than my life at home (see above)</p> <p>Feelings about the experience – excited,</p>	<p>Students work in groups to post images reflecting a typical day using a site like Voicethread.com. They record their comments. Other students read what is posted, asking follow-up questions and recording additional thoughts based on their experiences.</p>

	<p>scared, comfortable, uncomfortable, interesting, hectic, fun, etc. (see above)</p>	
<p>I can write out a draft of a presentation that I plan to present orally, including notes for the speech I will make to the International Rotary Club members in Jaipur about my trip to Tilonia.</p>	<p>Products, perspectives and practices of the target region:</p> <ul style="list-style-type: none"> • village life in Rajasthan – rajasthaan ke gaaNv kaa jeevan/kii zindagii <ul style="list-style-type: none"> - khetiibaarii karnaa - fasal ugaanaa, kaaTnaa aur jamaa karnaa - hal chalaanaa - bijj bonaa - siiNchaaii karnaa • tools and crops – kudaal (m), haNsiyaa (f), makkaa (m), gehuuN (m), sarsoN (f) • environment – paryavaraN (m) • changes and improvement in the environment – paryavaravaraN meN badlaav aur sudhaar • pollution – praduushaN(m) • barren and fertile land – banjar aur upjauu zamiin (f) • humidity, flood and drought – namii, baaRh aur suukhaa + paRnaa • sources of energy – urjaa ke srot aur sansaadhan (jal/paanii, koylee, tel, gaiz, lakRiii, saur urjaa) • forestation – vrikShaaropan/peR laganaa, hariyaalii baRhanaa, • water conservation – jal sansaadhan, jal saNrakShaN, paanii kii bachat karnaa • water supply – jal vitaraN/ paanii kaa intazaam: nal (m), naalii (f), kuaaN (m), 	<p>Students prepare a digital presentation that they will give to the International Rotary Club members in Jaipur. They write an outline and notes, making sure to include important information and their reactions to the experiences they had in Tilonia. This presentation will also be shared at the travel fair held at the end of STARTALK camp.</p>

	<p>sotaa (m), nadii (f),</p> <ul style="list-style-type: none"> • water pots – maTkaa (m), ghaRaa (m), baalTii (f) • food resources – khane ke srot <ul style="list-style-type: none"> - sarkaarii raasan (m) - khetii (f) kii upaj (f), anaaj (m) - saag-sabzii (f), maaNs/gosht (m) machlii (f) phal (m) • rural education – gaaNv meN shikShaa • women’s role and empowerment – auratoN kii bhuumikaa/bhaagiidaarii, mahilaa sashaktikaraN • health issues – svaasthya kii samasyaaeN /sehat ke mudde <p>Personal feelings and experiences about the trip to Tilonia (see above)</p>	
Interpretive Listening		
<p>I can understand simple questions about my vacation.</p>	<p>Names of activities and places visited (see above)</p> <p>Time expressions using the twenty-four hour clock (see above)</p>	<p>Students listen for the daily times of events and fill in a graphic organizer with the information.</p> <p>Students use the information they hear to create their own daily schedules, making sure that they have recorded times when the group will do something together.</p> <p>Students listen to travel announcements of various types—schedules, days and dates, hours of operation—and will indicate when certain events occur.</p>

<p>I can understand simple descriptions of the places I visited.</p>	<p>Name of site Location Geographical characteristics</p> <ul style="list-style-type: none"> • directions: <ul style="list-style-type: none"> - in the north – uttar meN - in the south – dakShiN meN - in the east – purv meN - in the west – pashchim meN • topographical features: <ul style="list-style-type: none"> - flat – maidaanii - mountainous – pahaaRii - desert area – registaanii ilaakaa - forest area – janglii ilaakaa <p>Descriptive expressions (see above)</p>	<p>Working in pairs, students will identify various places visited on the trip from oral descriptions. Together, the pair of students will assemble a collage based on the descriptions. They share their collages on the group travel wiki or blog.</p>
<p>I can understand simple directions to find my way around town.</p>	<p>Giving directions: Turn right or left Go straight Corner Continue for . . . blocks/kilometers (for language targets in this section see above)</p>	<p>Listening to oral directions, students identify places in a city that they might want to visit. Students take part in geocaching or a similar type of scavenger hunt to find artifacts associated with travel.</p>
<p>Interpretive Reading</p>		
<p>I can understand personal questions to complete a profile on an application to live</p>	<p>Name</p>	<p>Students complete a personal profile for the homestay portion in Jaipur. This will be</p>

<p>with a host family in Jaipur.</p>	<p>Age Address E-mail Gender Preferences Reasons for participating in the travel program or homestay (for language targets in this section see above)</p>	<p>shared with the host family.</p>
<p>I can understand basic information on travel brochures and on websites.</p>	<p>Location Itinerary Schedule Cost Dates Requirements Interesting sites, experiences, activities (for language targets in this section see above)</p>	<p>JigSaw: The teacher divides the class into groups of three or four. Each group is in charge of scanning different websites for travel opportunities in a country where the target language is spoken (the teacher will have the sites bookmarked on Diigo or a similar site for students to use). They fill in a grid with relevant information for the class (name of city, itinerary, requirements, cost, duration, tourist sites).</p>
<p>I can understand blog postings on familiar topics.</p>	<p>Names and descriptions of monuments or sites that students will visit during the travel or homestay program Daily schedule while living with the host family Descriptions of the host family members Daily experiences and reflections on cultural similarities and differences</p>	<p>Students read blogs of classmates and respond to two posts per day. Students will read authentic target language blogs that comment on travel homestays and will respond to questions in English.</p>

	(for language targets in this section see above)	

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.

Materials:

(Teachers may decide to play the video clips without sound so that they might supply the narration, making the information more comprehensible for students. Similarly, they might add visuals to the readings, or divide the information into sections.)

Delhi:

In Hindi (Reading): <http://www.delhitourism.gov.in/delhitourism/hindi/index.jsp>

In Hindi (AV): <https://www.youtube.com/watch?v=QdtUSdNyPCs>

<https://www.youtube.com/watch?v=O5-p5R-Uk0c>

Agra:

In Hindi (Reading): <http://www.tajmahal.gov.in/hindi/home.html>

In Hindi (AV): <https://www.youtube.com/watch?v=AQxtuldYdOI>

https://www.youtube.com/watch?v=fg3m2_aSAww

Jaipur:

<http://www.gits4u.com/hindi/jaipur.htm>

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

<http://rtdc.rajasthan.gov.in/>

Tilonia and Barefoot College:

Institute website: <http://www.barefootcollege.org/>

<http://translate.google.co.in/translate?hl=hi&sl=en&u=http://tilonia.com/&prev=search>

Introduction (intro): <https://www.youtube.com/watch?v=zP9-UeUrIM>

Intro (Hindi & English): <https://www.youtube.com/watch?v=ntR8TyCV908>

Female empowerment: https://www.youtube.com/watch?v=9zG_GzKDapl&index=4&list=PLcLWUtOIZPTH5TiSlc-p8ig6jvoKMBQIP

Water problem (Hindi puppet show): <https://www.youtube.com/watch?v=CSsBfr7tm6M>

Female participation: <https://www.youtube.com/watch?v=jCHUWdmSxaw&list=PLcLWUtOIZPTH5TiSlc-p8ig6jvoKMBQIP&index=37>

Solarising lives (barefoot college): <https://www.youtube.com/watch?v=wPIR0pYOXqU&list=PLcLWUtOIZPTH5TiSlc-p8ig6jvoKMBQIP&index=19> (in English, for reference only)

Hotels in India (in Hindi):

<http://www.agoda.com/hi-in/country/india.html>

Hindu wedding AV materials:

<https://www.youtube.com/watch?v=git-End0VT0>

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

Wedding ornaments:

https://images.search.yahoo.com/search/images;_ylt=AwrBT9AfiqJUZywAAwIXNyoA?p=Indian+wedding+ornaments&fr=ytff1-msgr&fr2=piv-web

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY

You may add additional rows as necessary.