



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! Travel Camp Abroad				
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:	Residential:		Non-Residential:	x	Distance/Online Component:
	Other (please specify):				
Duration:	Weeks/Days:	15 days	Contact Hours:	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:					
Email:					

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 plan a trip to Mussoorie, India, an ideal place for a summer camp in the foothills of the Himalayas in the northern Indian state of Uttarakhand. They will go to sightsee and to participate in a nature exploration camp with other teenagers from around the world. They will explore various tourist options as well as try to locate places that appeal to them, such as The Mall Road, Kurli Bazar, Lal Dibba, Gun Hill, Happy Valley and Kampti Falls. Before leaving on the trip, they will need to make preparations. Where will they go? What will they see? They will learn about the Shivalik Ranges of the Himalayan region they will visit, some of the landmarks, the geography, and the climate. At home in the United States, they will practice greeting others, using courtesy expressions and culturally appropriate gestures, making introductions, and talking about themselves and their preferences. They will make and taste some authentic foods, and they will apply for necessary travel documents. They are excited to travel the country with other pre-teens and teenagers who have similar interests. Mussoorie offers opportunities for adventurous activities, e.g. rock climbing, trekking and rafting, and for nature exploration. In addition, although local tourist agencies and community centers offer opportunities to participate in their projects and activities related to environment and health issues, there are no resources online and/or on social media about such activities. Students will design camps with activities and locations they will be interested in, write comments on existing webpages (such as on bookingfare.com) and will help local organizations establish a presence online or on Facebook.

Learning Targets

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

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS*Be sure to label the mode and proficiency level of each statement.***PROGRAM CAN-DO STATEMENTS
OR NCSSFL-ACTFL CAN-DO STATEMENTS***Number the Can-Do statements here and then transfer to Stage 3.***Interpersonal**

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

I can exchange some personal information about myself and my family including home address and e-mail address.

I can ask someone's nationality and find out what languages he/she speaks.

I can discuss activities and interests and make plans based on my interests and the interests of others.

I can ask about and identify important information about the weather and specific location using a map.

I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

I can ask about and comment on a new food that I have tried.

Presentational Speaking

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

I can introduce myself and describe my family and friends.

I can talk about my favorite activities and talk about my interests — favorite club and outdoor activities.

I can introduce a new food to others explaining why I like or don't like the dish.

I can describe a landmark and/or a place I plan to visit and say what I am going to do there.

I can present information about something I learned during my trip.

Presentational Writing

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

I can introduce myself and describe my family and friends.

I can write a Facebook post, text, or Instagram message sharing information about my activities and experiences.

I can design an ideal menu for a day at camp relying primarily on local dishes in Mussoorie.

I can request and complete an application for admission to a travel camp and/or any required travel documents.

I can present the ideal camp/travel experience to others.

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.

I can understand some personal information when I hear others introduce themselves.

I can understand a few details about what others are doing and when.

I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.

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 identify destinations and major attractions found in travel brochures and on travel websites.

I can understand questions about personal information found on camp applications and travel documents.

I can understand some facts about the weather when weather symbols are used.

I can identify the main idea of a journal entry.

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 have the opportunity to participate in a summer camp in Mussoorie, India. They read the descriptions/watch the video and complete a graphic organizer for a possible exploration camp they want to design and organize. They answer a few questions about their interests, and select locations and activities.	Each student wants their best friend to go with them to the camp that they have designed. The friend has designed a different type of camp. In pairs students have a conversation where they talk about the advantages/disadvantages of each camp. They need to compromise.	Students design the ideal camp for speakers of Hindi in their community who might want to study abroad. They determine the location, daily schedule and types of activities. They create the marketing campaign for their camp.

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	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
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<i>Learners can ...</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.
Interpersonal		
I can exchange some personal information about myself and my family including home address and e-mail.	<p>What is your name? aapkaa/tumhaaraa naam kyaa hai?</p> <p>My name is... meraa naam ... hai</p> <p>My email is... meraa imel hai...</p> <p>My address is... mera pataa hai...</p> <p>Where are you from? Where do you live?</p> <ul style="list-style-type: none"> • aap kahaaN rahte /rahti hai? • tum kahaaN rahte/rahtii ho? • aap kahaaN se haiN? <p>I am from.../I live in...</p> <ul style="list-style-type: none"> • maiN ...se huuN. • maiN ... meN rahtaa/rahtii huuN. <p>What state/country is that in?</p> <ul style="list-style-type: none"> • vah kis raajya/desh meN hai. <p>How far is it from NYC? LA? Chicago? Beijing? Mumbai? etc.</p> <ul style="list-style-type: none"> • yah NYC/LA/Chicago/Beijing se kitnii duur hai? 	<p>Who Am I? Teacher attaches a sticky note to each student's back with the name of a famous person from the Indian culture; students circulate to ask and answer questions to find out who they are. They may not guess a name until they have asked ten questions.</p> <p>People At a Party. Pairs of students look at a picture of ten people at a party. Working together, they help one another identify the ten people by asking and answer questions about the people pictured. Each partner has different clues and can thus help his/her partner with the identification.</p> <p>Timeline Activity. Students interview a classmate to find out five important dates in his/her life, then create an illustrated timeline reflecting the information that you discovered. They share with the class.</p> <p>Students identify the members of a family (information gap task). Students will work in pairs to complete an information gap task. Students designated A and students</p>

	<p>How old are you?</p> <ul style="list-style-type: none"> • tum kitne saal ke/kii ho? • aapkii umr kya hai? <p>I am...years old.</p> <ul style="list-style-type: none"> • main ... saal kaa/kii huuN. • Merii umr ... sal kii hai. <p>When is your birthday?</p> <ul style="list-style-type: none"> • aapkaa/tumhaaraa janmdin/saalgirah kab hai? • Aap apnaa janmdin/saalgirah kab manaate/manaatii haiN? <p>I was born on... And you?</p> <ul style="list-style-type: none"> • maiN ... ko paidaa huua thaa. • aur aap/tum? <p>You are older/younger than I am.</p> <ul style="list-style-type: none"> • aap mujhse baRe/baRii haiN • aap chhoTe/chhoTii haiN • tum mujhse bare/baRii/ • tum chhoTe/chhoTii ho <p>Do you have brothers and sisters?</p> <ul style="list-style-type: none"> • tumhaare bhaai aur bahan haiN? • tumhaare kitne bhaaii aur bahan haiN? <p>Yes, I have...</p> <ul style="list-style-type: none"> • haaN, mera 1 bhaaii/mere 2 bhaaii haiN • merii 1 bahan/2 bahaneN haiN <p>No, I am an only child.</p> <ul style="list-style-type: none"> • nahiiN, maiN akelaa huuN 	<p>designated B will receive the same picture of a family at a celebration. Each student has different clues about individual people. Students ask and answer questions about the people to ascertain their identity. Once completed, the pairs discuss how they discovered each person's identity.</p>
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- maiN eklautaa bachhaa huuN

How old are your siblings?
tumhaare kitne bhaaii/bahan haiN?

Are you the oldest? The youngest?

- kyaa aap sabse bare/baRii haiN?
- aap sabse chhote/chhoTii haiN?
- kyaa tuum sabse baRe/baRii ho?
- aap sabse chhote/chhoTii haiN?

Why are you famous?

- aap itne kyoN mashhuur haiN?
- tum itne kyoN mashhuur ho?

I am a –

- politician – raajnetaa (m/f)
- musician – sangitkaar (m/f)
- entertainer – manoraNjan
karnewaalaa (m)/waalii (f), kalaakaar
(m/f)
- actor – abhinetaa (m)/abhinetrii (f)
- singer – gaayak (m)/gaayikaa (f)
- historical figure – mahaan vyakti (m)

Grammar:

- Expressing possession:
 - countable and material nouns- X-ke paas (mere paas paisa hai; uske paas paanii hai)
 - immovable property, kinship relations, body parts, pets and legally owned properties – X-kaa/ke/kii (mere do makaan haiN, merii doo bahaneN haiN, meraa ek bhaaii hai; mere do haath haiN; meraa ek

	<p>kuttaa hai; merii do gaaRiyaaN haiN)</p> <ul style="list-style-type: none"> • Use of reflexive possessive pronoun – when possession is expressed for the subject of the sentence the pronoun apnaa/aapne/apnii is used as an adjective in agreement with the possessed object (apnaa naam bataao; never tumhaaraa naam bataao, vah apnii maa se baat kar rahii hai; maiN apne dostoN se ghumne jaataa huuN) • Asking yes/no questions – kyaa is used in the beginning of the indicative sentence (kyaa app yahaaN se haiN?) 	
<p>I can ask someone’s nationality and find out what languages he/she speaks.</p>	<p>What nationality are you? aap kis desh ke haiN</p> <p>I am...</p> <ul style="list-style-type: none"> • deshii • hindurstanii • paakistanii • banglaadeshii • amrikii • fraaNsiizii • yuunaanii • turkii • afgaanii • iraqii <p>What languages do you speak? – tum kaun-sii bhaaShaa/zabaan bolte ho?</p> <p>Do you speak English? – kyaa tum angrezii bolte ho?</p>	<p>Information Gap Task using “student ID” cards</p> <p>Distribute pictures of different people to the students. Working in pairs, students discuss the photo to try to agree on the person’s age, location, nationality, language(s) spoken</p> <p>Students interview the mystery guest to see what they can learn about the person. They have picture clue cards and ask questions until they can figure out who the person is. The teacher will create cards based on real people that are known to the students and/or native speakers that are involved in the program.</p>

I can discuss activities and interests and make plans based on my interests and the interests of others.

What do you like to do?

- aapko kyaa karnaa pasand hai?
- tumko kyaa karanaa pasand hai?

Do you want us to go?

- kyaa aap chaahte haiN ki ham jaaEN? (subjunctive)
- kyaa tum chaahte haiN ki ham jaaEN?(subjunctive)

Let's go to.... and then we can...

ham chaleN aur ham yah kar sakte haiN

I don't really like to (activity)... but we can for a while – mujhe infinitive nahiiN pasand hai lekin ham kuchh kar sakte haiN

What types of – kis tarah

- movies – kii filmeN
- video games – ke viDio gem
- song – kaa sangiit
- games – ke khel

What type of music do you prefer? – kaisaa sangiit tumheN pasand hai?

Which video games do you have? – kaisaa viDio gem tumhare paas hai?

Do you like to read? – kyaa tumheN paRhnaa pasand hai?

What is your favorite book/kind of book (genre)? – kaisii kitaabeN/pustakeN tumheN pasand haiN?

Grammar:

- to like/dislike is an indirect

Maintain The Conversation. Pairs of students work together to hold a meaningful conversation on activities and interests by asking questions and commenting on their partner's responses. Students prepare individual interest and activity cards by creating a photo collage representing things they like to do and their interests.

	<p>construction in Hindi. For such constructions, the postposition <i>ko</i> is added to the subject X-ko pasand hai (mujhko billii pasand hai. 'I like cats'</p> <ul style="list-style-type: none"> • Habitual Tense – to express regular, repetitive activities (Verb stem + taa/te/tii + auxiliary honaa) • Construction 'to want + verb" (direct infinitive + chaahnaa) 	
<p>I can ask about and identify important information about the weather using a map.</p>	<p>Weather-related phrases:</p> <ul style="list-style-type: none"> • ... meN mausam kaisaa hai? • It's hot/ warm – mausam garam hai • It's cool/cold – mausam ThanDaa hai • It's windy – vahaaN bahut hawaa hai, aandhii hai • It's rainy – vahaaN bahut baarish hoti hai • overcast – badalii chaanaa • It's going to rain – baarish honewalii hai • It's going to be too hot – bahut garmii honewaalii hai • It's too hot (scorching heat) – dhuup paRtii hai 	<p>Using an authentic online weather site from Mussoorie, Uttarakhand, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions.</p>
<p>I can ask and respond to simple question about dates, times, places, and events on schedules, posters, and tickets.</p>	<p>When do you leave? – tum camp kab jaaoge?</p> <p>I leave on Monday...at...o'clock. – maiN Somvaar ko...baje jaauuNgaa/jaauuNgii</p> <p>Where do you leave from? – tum kahaaN se jaaoge?</p> <p>I am flying from... – main..... se</p>	<p>A group of students considers the best way to travel to camp. Students work in small groups to brainstorm their itinerary based on travel information provided by the teacher. The group creates a visual itinerary showing each step of their journey to camp. Groups pair to share their schedules with another group to see what is similar and what is different.</p>

flaiT/uRaana/havaaii jahaaz lungaa

What will you typically do on a daily basis when you travel?

- yaatraa karte hue aam taur par tum kyaa karte ho?
- ghumte samay aapko kyaa karna pasand hai?

Grammar and Vocabulary:

- samay/waqt/paisa + lagnaa
- Sequence expressions –
 - first – pahle
 - then – baad meN/phir
 - finally – ant meN/akhir meN
 - in the mean while – itne meN
- Time expressions (24 hour clock)
 - ek baj gyaa
 - do baje
 - savaa do
 - paune do baje
 - saaRhe paNch
 - paNch bajkar das minaaT
 - panch bakne meN das minaaT
- Daily routine:
 - to get up – uThnaa
 - to dress up – kapRaa pahanna
 - to bathe – nahaana
 - to eat breakfast – naashtaa karna
 - to watch television – Tiivii dekhna
 - to hangout with friends – dostoN se milnaa; dostoN ke saath ghumne jaanaa; dostoN ke saath samay

Information gap. Student A has a schedule with some of the information for a day completed. Student B has other pieces of the schedule. They ask and answer questions until they can complete the schedule for the day.

A group of students is given a schedule for the day. They discuss what they will be doing and try to decide what the most popular activity is for their group.

A small group of students has the daily schedule and they really want to make a change in the daily agenda. A native speaker of Hindi plays the role of the camp counselor. Students in the group attempt to convince the counselor to make at least one change in the schedule.

	<p>bitaanaa/vaqt guzaar naa/ tafrii karna;</p> <ul style="list-style-type: none"> - to eat dinner – raat kaa khaanaa khaanaa - to go to sleep – so jaanaa - to be busy – vyast/masruf honaa/rahnaa <p>• Time expressions:</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 - everyday – har din/roz/rozaanaa - usually – aap taur par/aksar <p>• Activities:</p> <ul style="list-style-type: none"> - to visit a place – jaanaa - to visit someone – X-se milnaa - to walk – paidal chalnaa - to ride (as a rider) – savaar honaa - to ride (as a passenger) – X par chaRhnaa, X-kii savaarii karna - to swim – tairnaa - to play – khelnaa - to relax – aaraam karna - to cook – khaanaa banaanaa/pakaanaa - to go out – ghuumne jaanaa - to exercise – kasrat karna - to go for a walk – sair karna 	
<p>I can ask about and comment on a new food that I have tried.</p>	<p>I like...to eat and...to drink. Do you like?</p> <ul style="list-style-type: none"> • Mujhe/mujhko ... piinaa aur ... khaanaa pasand hai. 	<p>Each student is given a visual image of food or dish that will be served in camp. Students mingle to identify foods they like and foods</p>

	<ul style="list-style-type: none"> tumheN kyaa ... khaanaa aur... piinaa pasand hai? <p>What is this? – yah kyaa hai?</p> <p>What is in this dish? – is khaane meN kyaa hai?</p> <p>Do you like..? I don't know. I would like to try...</p> <ul style="list-style-type: none"> kyaa tumheN....pasand hai? mujhe nahiiN maluum main chakhnaa chaahuNgaa/chaahuNgii <p>Names of regional dishes:</p> <ul style="list-style-type: none"> daal chaaval biryaanii paalak maniir maTar paniir aaluu-gobhii sarsoN kaa saag bhinDii baiNgan bhartaa gaajar halwa jalebii gulaab jamuu mithaii namkiin roTii/naan paroRa/samosa <p>Key ingredients:</p> <ul style="list-style-type: none"> dhaniyaa adrak 	<p>they want to try.</p> <p>Each group of students is in charge of planning a specific meal for the camp. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.</p> <p>Set up a market/store with authentic items from the Indian culture. Acting as sellers and buyers, students role-play a variety of transactions. This store may serve as the actual camp store where students “purchase” daily snacks, etc.</p>
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- lauNg
- laal/harii mirchi
- pyaaz
- lahsun
- (garam) masaalaa
- haldii
- jiiraa

What are we having/eating for breakfast, lunch, dinner? – kyaa khaanaa khaaeNge?

- breakfast – naashtaa
- lunch – din kaa khaanaa
- dinner – raat kaa khanaa

What do you want to eat? What about...

- aapko kyaa khaanaa chahiye?
- kyaa.....khaayeNge?
- kyaa khaanaa khaaeNge?

No, I am allergic to... – nahiiN, mujhe ... se allergy haiN.

Let's eat/have... – ham ... khayen?

What do you need? – aaj aapko kyaa chaahiye?

How much do you need? – kitnaa chaahiye?

Give me less! – kam karo/kijjiye; kam denaa

Give me more! – thoRaa saa/kuch aur denaa; zyaadaa denaa

How much is it? – yah kitne kaa/ke/kii hai/N?

	<p>Reduce the price! – daam kam karo!</p> <p>Tell me the right price! – sahi daam bataao!</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Expressing having a health-related condition – X-ko zukaam/bukhaar/alarjiii • Comparison of adjectives – <ul style="list-style-type: none"> - Comparative degree – X-se +adjective (mujh se baRaa/baRe/baRii) - Superlative degree – sab se + adjective (sab se baRaa/Baree/barii) • Giving commands: <ul style="list-style-type: none"> - tuu + Verb stem (bol; khaa; jaa) - tum + Verb stem + o (bolo; khaao; jao; use of mat for negative commands) - aap + Verb stem + iye (boliye; khaayie; jaayie) - aap + verb stem + iyega (maaf kijiyege – most polite command)) - aap + subjunctive (juute yahaaN ataareN – most polite request/indirect command) 	
Presentational Speaking		
<p>I can introduce myself and describe my family and friends.</p>	<p>Basic biographical information listed above</p> <ul style="list-style-type: none"> • mother’s side grandfather and grandmother – naanaa/naanii • father’s side grandfather and grandmother – daadaa/daadii • cousin – bhaaii (m)/bahaa (f) 	<p>Students create a multimedia presentation to send to the camp director as part of their camp application. They include personal information and take the opportunity to introduce their family members and/or</p>

	<ul style="list-style-type: none"> • friend – dost (m/f), sahelii (f) <p>Describing someone’s physical appearance – shaariirik banaavaT:</p> <ul style="list-style-type: none"> • tall – lambaa and short – naaTaa • heavy – moTaa and lean – patlaa • long limbs – lambii baahEN (f) aur TangeN (f) • wide chest – chauRaa siinaa • long hair – lambe baal and short hair – choTe baal (m) • straight hair – sidhe baal and curly hair – ghugharaale baal (m) • pony tail – choTii (f) • big eyes – baRii aankheN (f) • to wear glasses - chashmaa + pahannaa <p>Personality descriptors: vyaktitva/svabhaav kaa vivaraN:</p> <ul style="list-style-type: none"> • arrogant – ghamanDii/maGruur • modest – vinamra/sidhaa-saadhaa • honest – imaandaar • dishonest – beimaandaar • hard-working – mehnatii • lazy – aalsii/sust • generous – bare dil kaa/kii, udaar 	<p>friends.</p> <p>Students record self-introductions to share with the camp counselors and travel companions. They may use a podcast, a vodcast, create an avatar, or add an introduction on Voice Stream in response to a camp counselor’s request.</p>
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- 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

	<ul style="list-style-type: none"> • mean – buraa • evil – duShT • outgoing – bahumukhii • introverted – antarmukhii • athletic – khilaaRii • sedentary – chust/nikammaa • mischievous – sharaaratii, badtamiiz • well-behaved – tamiizdaar <p>Likes to... pasand hai</p> <ul style="list-style-type: none"> • games on a computer – computer khel khelanaa • watch television – Tivi dekhanaa 	
<p>I can talk about my favorite activities and talk about my interests — favorite musical groups, books, video games, etc.</p>	<p>Activities – gatividhiyaaN:</p> <ul style="list-style-type: none"> • to play sports – X khelnaa • to ride my bike – saikil chalaanaa • to play video games – viDio gem khelnaa • to watch television – Tiivii dekhanaa • to read – kitaabeN/pustakeN paRhnaa • to go to the movies – film dekhanaa • to hang out with friends – dostoN ke sath ghumne jaanaa • to meet friends at the mall – mall meN dostoN se milnaa • to shop – kharidaarii karnaa • to swim – tairnaa 	<p>Students create a podcast or vodcast to share with the travel camp directors who want to get to know them before they arrive for the summer. This information will also be used to determine roommates.</p>

	<ul style="list-style-type: none"> • to listen to music – sangit sunna • to play the piano, violin, guitar – piano, violin, sitar bajaanaa 	
I can introduce a new food to others and explain why I like or don't like the dish.	<p>It is healthy/unhealthy – sehat ke liye achchha/kharaab hai.</p> <p>It is sweet – yah miiThaa hai.</p> <p>It is salty – yah namakiin hai.</p> <p>I like it, because... – mujhko yah pasand hai kyoNki...; mujhe yah achchha lagtaa hai, kyoNki...</p>	Students work together in small groups to present a local dish to the class. If possible they prepare the dish taking pictures at each step. They then state what is in the dish showing appropriate images. They conclude by giving their opinions of the dish.
I can describe a landmark and/or a place I plan to visit and say what I am going to do there.	<p>It is located – ... sthit hai/maujuud hai</p> <ul style="list-style-type: none"> • near – X-ke paas; paas close to • from – X-se duur hai <p>It is made of – X-kaa banaa huaa</p> <ul style="list-style-type: none"> • rock – patthar (m) • bronze – piital (m) • steel – stiiil (f) <p>It is:</p> <ul style="list-style-type: none"> • circular – golaakaar • square – vergaakaar • rectangular – aayataakaar • spread out – phailaa huaa • small – chiTaa/chotii • big – baRaa/baRii • interesting – dilchasp • boring – ubaauuu • exciting – rochak • busy – vyast • crowded – bhiiRbhaaR <p>I am going to.... (for activities and interests see above)</p>	Students assemble an electronic photo album of the sites they want to visit during the travel camp. They record a travelogue with descriptions of the landmarks and places including personal comments and preferences.

<p>I can present information about something I learned during my trip.</p>	<p>I visited... – main gayaa/gayii It is located in – ...meN sthit hai It is near ... – ...ke paas hai I saw...main ne ... dekhaa. I spent time – maiN ne samay bitaayaa/vaqt guzaaraa An interesting fact is that... – dilchasp baat yah hai ki...</p>	<p>Students create a brief documentary that highlights the sites they found most interesting during the summer camp travel experience.</p>
<p>Presentational Writing</p>		
<p>I can introduce and describe myself, my family, and my friends.</p>	<p>My name is... I am from... My birthday is ... I am... years old. I was born in... I am... (nationality). I speak... (language) I have... people in my family. I have a mother, father, sister, brother, etc. I am an only child. My family is small, large. My mother has... hair and eyes. She is ... etc. My father... My sister... My brother... I have two best friends. Their names are... They are funny, athletic, and good students. (See above)</p>	<p>Students will fill out a registration form for a travel camp in Mussoorie, India.</p> <p>Students work in small groups to design a questionnaire that a camp might use to determine roommates. Each student then completes the fact sheet.</p> <p>Students complete the questionnaire about themselves and include it with their registration form for the camp. The teacher reviews the questionnaire and assigns “roommates.” Throughout the program, “roommates” engage in some of the interpersonal activities together. Near the end of the program, they write a simple statement in what ways they are like or not like their “roommate.”</p>
<p>I can write a postcard, text, or Instagram message sharing information about my activities and experiences.</p>	<p>I swam, I walked, I biked, I played sports, I sang, I visited..., I hiked, etc. I liked/preferred/didn't like... Greetings from...</p>	<p>Students write blog postings nightly about the day's itinerary and activities. They talk about their experiences and their preferences.</p> <p>Students write postcards or send text</p>

	(see above)	<p>messages to family and friends from the different places they visit on the trip.</p> <p>Students work in small groups to design the ideal camp. They create a presentation that can be shared with the other groups. The information is shared in stations around the room. As the groups circulate they write questions requesting additional information. The original group must create a FAQ sheet to respond to the questions.</p>
<p>I can design an ideal menu for a day at camp relying primarily on local dishes in Mussoorie.</p>	<p>regional dishes – kShetriiya khaanaa key ingredients - mukhya saamagrii</p> <p>(see above)</p>	<p>Students work in groups to create a visual menu that includes images and language for a day of camp meals.</p> <p>Students collaborate to plan foods that will be served at a final banquet and present the information using visuals and in Hindi in ways that guests who do not speak Hindi will understand. Students might do this even if not serving the foods explaining to parents and guests what a celebration meal might be like.</p>
<p>I can request and complete an application for admission to a travel camp and/or any required travel documents.</p>	<p>Please send me information about the summer camp. I would like to know the itinerary and the dates of the trip. My email is...</p> <p>Please send me a registration form – zaraa panjikaraN form mujhe bhej diijiye.</p> <p>My email – mera imel</p>	<p>Students write emails to selected camps to ask for information about their programs.</p> <p>Students write an email requesting an application form for the travel camp.</p> <p>Following scenarios that might take place at a passport office, students will fill out the required paperwork with their personal information.</p> <p>Before disembarking from the airplane, students will fill out a customs form with the necessary information for return to the</p>

		United States.
I can present the ideal camp/travel experience to others.	The best camp was....because... I had a good time when.... It was (cold) and I got to (activity). The food was (great) and I loved the (dish). (see above)	Students take a few minutes to jot down memories of a camp they attended other than STARTALK. The teacher may want to illustrate a pattern that sentences follow. Each student should list the three best things about that camp. Student then work in small groups to create a “Top 10” list of camp experiences, commenting on activities, foods, people, and places.
Interpretive Listening		
I can understand some personal information when I hear others introduce themselves.	Expressions denoting age Free time activities Names and relationships of family members Descriptions of family members (physical and personality) (see above)	Teachers and other native speakers “interview” the campers as they arrive for camp to place them in the appropriate “cabins.” This interview can serve as a placement assessment. Students listen to their travel mates’ self-introductions and make a camp Facebook page where all members can meet and communicate. Students will identify various people from oral descriptions.
I can understand a few details about what others are doing and when.	Activities and interests Expressions for locations Time-related expressions – days, hour, etc. (see above)	Students complete an activity grid based on what they hear from the teacher. They then answer questions in English using the information in the grid. “Who is the most active?” Who is most likely to enjoy a beach vacation?”
I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.	activities, interests weather places food	Students will hear various details about travel experiences and will match the event to an image.

		Students will watch ads/commercials for various travel opportunities and will listen for key details. They will select the top three destinations of interest to them and say why based on what they heard.
Interpretive Reading		
I can identify destinations and major attractions found in travel brochures and on travel websites.	<p>Name of organization Purpose of brochure Dates Daily schedule Activities This is... It is located in... In that area there is – is ilaake meN ... hai</p> <ul style="list-style-type: none"> • mountains – pahaaR (m)/parvat (m) • mountain range – parvat-maalaa (f) • foothills – TalhaTii (h) • sea/ocean – saagar/samudra (m) • seashore – samundra taT (m) • lake – jhiil (f)/taalaab (m) • city – nagar/shahar (m) • desert - registaan (m) • river – nadii (f) • valley – ghaaTii (f) • bay – khaaRii (f) <p>Names and descriptions of monuments/sites that students will visit during the summer travel camp</p> <p>(see above)</p>	<p>Students work in pairs to locate a camp in India where Hindi is spoken. They create a “top 5” list of reasons for or against attending that camp.</p> <p>Students work in pairs to read a selection of online camp brochures/websites. They scan the material in order to find their top 3 programs. They then try to convince their classmates to choose the same camp. They assemble pictures that highlight the features of the camp and write brief captions to build interest and excitement.</p> <p>Students take a gallery walk to study the posters representing the camps chosen by classmates and vote on the top three. They will mingle to find others who have the same choices and form groups to share reasons for the decisions they made.</p>
I can understand some questions found on official documents such as applications for camps, and visa and passport application	<p>common fields and questions on forms</p> <p>(see above)</p>	<p>Students complete an official or slightly modified application for a camp.</p> <p>Students go online to download the official</p>

forms.		<p>American passport application form and complete that application in English. They then complete the corresponding form in Hindi noting similarities and differences.</p> <p>Students are given an authentic or fabricated passport and/or visa of someone from the target culture. They answer questions in English based on the information found in the documents.</p>
I can understand some facts about the weather when weather symbols are used.	<p>Weather-related terms and expressions:</p> <ul style="list-style-type: none"> • temperature – taapmaan (m) • weather – mausam (m) • summer – garmii (f) • winter – sardii (f)/jaaRaa (m) • spring – vasant (m) • fall – patjhaR (m) • hot/warm – garam • rain – baarish (f)/varShaa (f) • cloud – baadal (m) • lightening – bijlii (f) • humidity – namii (f) • wind – havaa (f) • storm –tuufaan (m)/aandhii (f) chalnaa • thunder – garajnaa (f) 	Students read descriptions of weather and match to the appropriate city (Mussoorie) on a map.
I can identify the main idea of a journal entry.	(see above)	Students read online or print travelogues to plan their own unique itineraries for the summer travel camp. They will post their itineraries online (Edmodo, Wikispaces, Fakebook, Ning, Camp website). Students will read and comment on their classmates' ideas.

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.

Hindi Resources

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

<http://navbharattimes.indiatimes.com/other/home-and-relations/tour-travel/-/articleshow/4219630.cms>

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

http://khulasaa.com/index.php?option=com_content&view=article&id=147&Itemid=49

Camping/traveling in Mussoorie

<http://hindi.nativeplanet.com>

<http://jatdevta.blogspot.com/2013/09/tourist-places-in-utrakhand.html>

<http://mixed-blogone-online.tumblr.com/post/74054050700/vinod-babbar#.VQilxY6aLd4>

<http://m.amarujala.com/dehradun/news/city-news-dun/himalaya-helicopter-tour-hindi-news/>

<http://yatrasalah.com/touristPlaces.aspx?id=594> (travel advice)

<http://navbharattimes.indiatimes.com/other/home-and-relations/tour-travel/-/articleshow/4219630.cms>

http://in.bookingfair.com/%E0%A4%B9%E0%A5%8B%E0%A4%9F%E0%A4%B2/%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4/%E0%A4%AE%E0%A4%B8%E0%A5%82%E0%A4%B0%E0%A5%80/Rink-Pavilion_514196/ (hotel reservations and options for writing comments)

Facebook travel logs:

<https://www.facebook.com/roorkeeps/posts/1434177530187407>

https://www.facebook.com/permalink.php?id=263111053806547&story_fbid=263123897138596

Weather Expressions and Reports:

<http://www.rocketlanguages.com/hindi/learn/weather-in-hindi/>

<http://hi.weather.com/3737/18.98,72.83>

<http://hindi.nativeplanet.com/delhi/weather/>

<http://www.accuweather.com/hi/in/nimach/190205/weather-forecast/190205>

<http://www.accuweather.com/he/in/india-weather>

<https://www.youtube.com/watch?v=-HuUK1YFAIU>

<http://www.weather-forecast.com/photos>

English Resources

<http://www.nainitaltourism.com/Mussoorie.asp>

http://www.mussoorietourism.in/Camping_In_Mussoorie.html

<http://www.mussoorietourism.in/>
<http://www.mismun.org/#>

AV Resources

<http://aajtak.intoday.in/gallery/photos-1-1949.html> (Powerpoint)
<https://www.youtube.com/watch?v=CMIrVZ05dQo>
https://www.youtube.com/watch?v=vYUkW8_Kblw
<https://www.youtube.com/watch?v=CHkn19aA2zo>
<https://www.youtube.com/watch?v=Lw3gtss5dp0>
<http://khabar.ndtv.com/video/show/news/249198>
<http://khabar.ndtv.com/video/show/chhupa-rustam/282901> (Hidden Camera in Mussourie)
<http://khabar.ndtv.com/video/show/news/305892> (weather-related)

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.