



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: | Our Identities—Our Heroes | | | | |
| 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> | x | <i>Non-Residential:</i> | | <i>Distance/Online Component:</i> |
| | <i>Other (please specify):</i> | | | | |
| Duration: | <i>Weeks/Days:</i> | 15 days | <i>Contact Hours:</i> | 60 | |
| | | | | | |
| Target Proficiency Level: (by end of program) | Novice High | | Target Performance Level(s): (during and by end of program) | Novice High/Intermediate Low | |
| <p>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</p> | | | | | |
| 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 work with appropriate media and script-based texts that portray Malala Yousafzai who, as a young teenager in Pakistan, stood up against violence from the Taliban in order to promote peace and education for all. Students will explore who she is, where she lives, her heritage, and her contributions to society, particularly with regards to the right for girls to have the opportunity to get an education. In the process of learning about and discussing Malala's and other heroes' contributions, students will consider their own responsibilities at home and in their communities. Students will be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities and the people, places, and things that really matter to them. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better future. They will work together to tell the story of this modern-day Pakistani hero and compare Malala to another hero (real or fictional, such as Hanuman or Burqa Avenger). They will explore biographical texts and video about their chosen heroes or important people, to learn who they are, where they live, their nationality and their heritage and students will consider what constitutes heroism at home and in the target communities.

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

PROGRAM CAN-DO STATEMENTS
OR NCSSFL-ACTFL CAN-DO STATEMENTS

Be sure to label the mode and proficiency level of each statement.

Number the Can-Do statements here and then transfer to Stage 3.

Interpersonal

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

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

I can exchange basic biographical information.

I can inquire about and share information about my family, nationality, and heritage.

I can discuss personality and character traits based on a person's actions.

I can ask and answer questions on factual information that is familiar to me.

I can ask about and offer to help at school, work, or in the community.

I can talk about why someone is or isn't a hero or leader.

Presentational Speaking

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

I can present information about my life.

I can describe another person's personality and character.

I can give a presentation about a famous athlete, celebrity, social reformer, or historical figure.

I can give a multimedia presentation about someone else.

Presentational Writing

Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.

I can describe my personality and character.

I can write about what I do at school, home, or in the community.

I can describe the personality and character of someone else.

I can outline a presentation about a celebrity or historical figure.

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

Interpretive Listening

| | |
|--|--|
| <p>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.</p> <p>Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p> | I can understand a few details about a person who is being described. |
| | I can categorize a person who is being described (e.g., as a leader, artist, musician, athlete, etc.). |
| | I can understand several details about someone else when accompanied by visual support. |
| | I can understand the main idea behind a public service announcement. |
| Interpretive Reading | |
| <p>Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p> <p>Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.</p> | I can understand short, simple descriptions with the help of visuals. |
| | I can understand the main idea of what someone did or is doing. |
| | I can understand personal information about others. |
| | I can understand the questions asked on a nomination form. |
| | I can understand basic information about community resources. |

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 read, listen to and/or view biographical or autobiographical texts that give information about Malala's experiences. They will complete a graphic organizer on her life and accomplishments. They will then compare and contrast her life with their own using a Venn diagram. | Students will discuss Malala's actions, personality, and character. As they discuss her life and work, they compare and contrast the characteristics and actions that determine heroism in the U.S. and South Asia. | Students will create a poster (edu.glogster.com) or another multimedia presentation that focuses on a personal hero or Malala. Students will include their name, age, nationality, what they are like, profession, biographical information, and simple facts about what makes them worthy of being a hero. Students will then review the dossiers assembled by their classmates and will vote for the top three heroes of the class. Those "heroes" will be formally introduced at the closing ceremony for 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. |

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

| | | |
|--|--|--|
| <p>I can exchange basic biographical information.</p> | <p>Name Contact Information – phone, e-mail Likes and dislikes – (infinitive/noun + pasand karnaa/naa pasand karnaa) Activities – gatividhiyaN</p> <ul style="list-style-type: none"> • paRhaaii karnaa • skuul jaana • X-kii sevaa karnaa • X-kii madad karnaa/ X-ko madad denaa • khelnaa-kuudnaa • safar karnaa • chuTThiyaaN manaanaa • parvivaar/khaandaan se milne jaanaa • pustakeN/kitaabeN paRhnaa • filmeN/TV dekhnaa • logoN meN dilchaspai lenaa <p>What do you want to do? tum kyaa karnaa chaahte ho?</p> <p>Do you like (cats)? kyaa tumheN (billii) pasand hai?</p> <p>Grammar:</p> <ul style="list-style-type: none"> • to like/dislike is an indirect 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' • Habitual Tense – to express regular, repetitive activities (Verb stem + taa/te/tii + honaa) • Construction 'to want + verb' (direct infinitive + chaahnaa) | <p>Prior to the start of the program or on the first day of the program, students complete an online questionnaire giving basic biographical information in Hindi. This might be part of the placement process. This information is then used to play versions of “find someone who.”</p> <p>Students engage in a “speed dating” activity to meet, greet, and get to know their classmates (on the teacher’s signal, students mill about and find a speaking partner; they introduce themselves and get to know the other person by asking them for their biographical information, preferences, contact information; they continue this process several times). At the conclusion of the activity, students introduce to the class the last person they interviewed.</p> <p>A variation on the “speed dating” activity is for students to mill about, interview classmates, and find someone with whom they have five things in common.</p> |
| <p>I can inquire about and share information about</p> | <p>Speaking about self and background:</p> | <p>Students create a visual identity card showing images that represent who they are. They then</p> |

my family, nationality and heritage.

- family – parivaar/khaandaan
- nationality – raShtriyataa*
- heritage – deshi/viraasatii/viraas

Where do you live? What is your nationality?

- aap kahaaN rahte haiN?/tum kahaaN rahte ho?
- aapkaa/tumharaa parivaar kahaaN se hai?
- aap kaunse desh se haiN?/tum kaunse desh se ho?

Who is in your family?

- parivaar meN kaun kaun hai?
- parivaar kitnaa baRaa hai?
- parivaar/ meN kitne log haiN?

* *raStriyata* is a borrowing from Sanskrit which is not very common in daily usage. Usually people ask 'tum kis desh se ho?' ('What country are you from?')

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 kuttaa hai; merii do gaaRiyaaN haiN),

engage in inner-outer circles asking questions to get more information from other students and responding to questions they are asked.

Students will be given random pictures of families from a source like *1000 Families*. They will circulate to determine what they have in common with others without showing them the pictures. Students will then meet in groups formed according to common characteristics to discuss what they have in common.

| | | |
|--|--|--|
| | <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; note for students: never tumhaaraa naam bataao, vah apnii maa se baat kar rahii hai; maiN apne dostoN se ghuumne jaataa huuN) • Asking yes/no questions – kyaa is used in the beginning of the indicative sentence (kyaa app yahaaN se haiN?) | |
| <p>I can discuss personality and character traits based on a person’s actions.</p> | <p>Personality and character traits:</p> <ul style="list-style-type: none"> • courageous – himmatii • brave – bahaadur • scared – Daraa huaa • dedicated – samarpit • responsible – zimmedaar • irresponsible – Gairzimmedaar • selfless – nisswaarth • selfish – swarthii/matlabii/Qhudgarz • arrogant – ghamanDii/maGruur • modest – vinamra/sidhaa-saadhaa • focused – ekaagrachit/ghor karnewaalaa • scattered – bikhraa • distracted – vichlit • impatient – adhiir/beKaraar • patient – dhiir/karaar • generous – udaar • stingy – kanjuus • respectful – viniit • disrespectful – ashiShT/badtahziib • good – achhaa • mean – buraa • evil – duShT • hard-working – mehnatii | <p>Each student will be responsible for one word from the personality or character words that will be used throughout the unit. They must find an image that illustrates the word and then create a display for the class word wall. They will select a fictional or historical character that is known for that trait and then complete a sentence starter that uses that word (e.g., Batman is courageous. The Joker is evil.).</p> <p>Students will wear the image of a known figure on their back or on a band around their forehead. These individuals will be selected from those that the students have researched as their alternate identity. They will circulate playing a version of twenty-one questions to see if they can figure out who they are.</p> |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • lazy – aalsii <p>What are you like? What is he/she like? aapkaa/uskaa swabhaav/mizaaz kausaa hai?</p> <ul style="list-style-type: none"> • hero – naayak (m)/naayikaa (f)/aadarsh (ideal) • antihero – khal-naayak (f) • antagonist/protagonist – naayak (m)/naayikaa (f) • superpowers – mahaa shakti <p>What are heroes like? Naayak/naayikaa hone kaa kyaa matlab hai?</p> <p>What superpower do you need? Why? kaisii mahaa shakti/taakat chaahiye aur kyon?</p> <p>I need... . Mujhe/mujhko + infinitive + chaahiye.</p> | |
| <p>I can ask and answer questions on factual information that is familiar to me.</p> | <p>What is your name? aapkaa/tumharaa naam kyaa hai?</p> <p>What do you do? aap kyaa karte haiN/ tum kyaa karte ho?</p> <p>Why are you famous? aap kyon mashhuur haiN? Tum kyon mushhoor ho?</p> <p>Where do you live? aap kahaaN rahte haiN/ tum kahaaN rahte ho?</p> <p>What languages do you speak?</p> <ul style="list-style-type: none"> • aap kaun kaun sii bhaaShaayeN/ bolte haiN • tum kitnii bhaaShaayeN bolte ho? <p>What do you like to do?</p> | <p>Students will assume the role of a well-known individual in the target culture or a figure from current events. They will work from a script that they have prepared and will mingle asking and answering questions to meet the other individuals in the class. They will circulate to determine who their best friend might be and say why.</p> <p>Students role-play as well known heroes and villains and imagine a conversation in Hindi between them.</p> <p>Students participate in a meeting of the minds. In small groups they come together as if at a party and mingle as they meet, greet, and get to know each other. Each student is responsible for keeping track of what they learn about the others at the</p> |

| | | |
|--|--|--|
| | <p>aapko/tumhe kyaa karnaa pasand hai?</p> <p>What is important to you?</p> <ul style="list-style-type: none"> • aapke/tumhare liye kyaa zaruurii hai? • kyaa karnaa zaruurii hai? <p>Grammar:</p> <ul style="list-style-type: none"> • Construction 'to go to do something' – oblique infinitive + jaanaa (laRne jaanaa, kaam karne jaanaa) • Expressing necessity of something: <ul style="list-style-type: none"> - use of noun zaruurat (f) – X-ko + X-kii zaruurat hai (mujhko mahaa shakti kii zaruurat hai) - use of adjective zaruurii – X-ke liye X zaruurii hai (mere liye mahaa shakti zaruurii hai) • Use of Subjunctive after taaki (yah zaruurii hai, takii maiN jiit sakuN) | <p>party. After the event, students will be placed in groups and will participate in an organized trivia competition based on the facts that have been shared.</p> |
| <p>I can ask about and offer to help at school, work, or in the community.</p> | <p>How can I help?</p> <ul style="list-style-type: none"> • main aapkii/tumhaarii kaise madad kar saktaa/saktii huuN? • Ham aapkii sevaa kaise kareN? <p>What can I do to help?</p> <ul style="list-style-type: none"> • main aapkii/tumhaarii kayaa madad kar saktaa/saktii huuN? • aapkii kyaa madad karuuN? <p>At home – ghar meN:</p> <ul style="list-style-type: none"> • I . . . cook – main... pakaataa/pakaatii huuN • I clean – (X-ko) saaf kartaa/kartii huuN • I watch my brother – apne bhaaii kii dekhbhaal kartaa/kartii huuN, • et cetera – ityaadi (after two listed items) and aadi-aadi (after three or more | <p>Students use their personal information cards to have conversations about what they do and don't do at home, in school, and in the community.</p> <p>Students select a cause, an actual community-based organization that is helping locally and/or in an area where Hindi is spoken. They pair up and each student attempts to convince their partner to support the organization in one way or another. Basically, the idea is to continue the conversation, never taking no for an answer. Students continue to change partners and work on their powers of persuasion. Students then complete a written ballot, nominating the best salesperson that they spoke with. The two top salespeople perform for the class. (In preparation for this task, the teacher conducts a brainstorming activity to surface prior and current vocabulary that students will use to complete the task, including expressions of</p> |

| | | |
|--|--|---|
| | <p>listed items)</p> <p>At school – vidyaalay/skuul meN:</p> <ul style="list-style-type: none"> • I . . . study – maiN ... paRhtaa/paRhtii huuN • work hard – mehnat kartaa/kartii huuN • tutor – paRhaataa/paRhaarii huuN <p>In my community – apne samaaj meN,</p> <ul style="list-style-type: none"> • I . . . volunteer at – maiN... meN sevaa kartaa/kartii huuN • church – girjaa ghar (m) for Christians • mosque – masjid (m) for Muslims • temple – mandir (m) for Hindus, Jains and Buddhists • Sikh temple – gurudvaara • synagogue – sinaagog for Jewish • I recycle – esaikil kartaa/kartii huuN • I donate – daan kartaa/kartii huuN, <p>How often do you (babysit)? kyaa tum babysit/bachchoN kii delkbhaal karte/kartii ho?</p> <p>Adverbs of frequency:</p> <ul style="list-style-type: none"> • all the time – hameshaa/sadaa • sometimes – kabhii kabhii • every Monday and Wednesdays – har somvaar aur budhvaar ko <p>When do you volunteer? tum kab sevaa karte/kartii ho?</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Habitual tense – verb stem + taa/te/tii + honaa • Subjunctive in a simple sentence expresses polite command, request, uncertainty, wish – kyaa karuuN? | <p>persuasion, chores at home and at school, volunteer activities, adverbs of frequency.)</p> |
|--|--|---|

| | | |
|---|---|--|
| | <p>kahaaN jaaEN?</p> <ul style="list-style-type: none"> • Subjunctive in a complex sentence in the subordinate clause after an introductory clause, such as maiN chaahtaa.chaahtii huuM ki..., yah zaruurii hai ki..., yah mumkin hai ki... • Modal verbs – Verb stem + saknaa | |
| <p>I can talk about why someone is or isn't a hero or leader.</p> | <p>Who is a hero?</p> <ul style="list-style-type: none"> • teacher – shikShak (m/f) • student – chhaatra (m)chhatraa (f) • principal – prachaarya (m/f) • custodian – sanrakShak (m/f) • mayor – mahaapaur (m/f) • engineer – abhiyantaa (m/f) • doctor – chikitsak (m/f) • nurse – nars (m/f) • police officer – pulis adhikaarii (m/f) • firefighter – fairfaiTar (m/f) • soldier – sainik (m/f)/faujii (m/f) <p>Why? Why not? – kyoN/kyoN nahiiN?</p> <p>What does a hero do? Naayak/ naayikaa kyaa kartaa/kartii hai</p> <ul style="list-style-type: none"> • to persevere – lagaataar prayaas/koshish karnaa • to help others – duusroN kii madad karnaa • to give hope – aashaa dilaanaa/jagaanaa • to respect others – aadar/sammaan karnaa • to fight against evil – buraaii ke khilaaf laRnaa • to work hard – mehnat karnaa • to hurt others– duusroN ko choT pahuchaanaa • to bully others – dusaroN ko dhamakaanaa | <p>Students will first watch a clip in Hindi with the sound off and will identify the hero and villain of that clip through the actions that are observable. They will then discuss why someone is or is not a hero giving reasons based on what they saw. They will watch with sound on and will listen for additional common characteristics.</p> <p>Students will circulate asking the key question, “Are you a hero?” Students will be encouraged to answer in the affirmative, giving reasons and sharing reasons others are heroes. “You are a hero because you are always helping others.”</p> <p>Students will consider the role that the media plays in creating heroes. They will watch a Hindi video clip of a well-known actor/actress or sports figure and will then discuss whether that person is a hero or not. Half the class will prepare reasons for, and the other half will prepare reasons against. They will then pair up to have a conversation.</p> |

| | | |
|--|--|---|
| | <p>Grammar:</p> <ul style="list-style-type: none"> • Habitual Tense – Verb stem + taa/te/tii + auxiliary honaa <p>vs.</p> <ul style="list-style-type: none"> • Frequentative Aspect – past participle always in m. sg. + auxiliary karnaa (aayaa-jaayaa karnaa) • Progressive Tense – Verb stem + rahaa/rahe/rahii + auxiliary verb honaa (baarish ho rahii hai) <p>vs.</p> <ul style="list-style-type: none"> • Continuous Aspect – Verb stem + taa/te/tii + auxiliary rahnaa (koshish karte rahnaa) • Conjunctive – Verb stem + kar (khaakar, paRhkar) | |
| Presentational Speaking | | |
| I can present information about my life. | (previously noted vocabulary and grammar) | Students will create an online Voki or avatar. The online introduction will be watched by three other students who will each ask one follow-up question to get more information. The student will then create a second Voki or avatar to answer those questions. |
| I can describe another person’s personality and character. | (previously noted vocabulary and grammar) | <p>Students will consider an individual who serves as a personal hero and will write a short note to that person explaining why they are a hero and the personality and character traits that make that person a hero in their lives.</p> <p>Students will research a current celebrity that they admire and will build the case that they are or aren’t worthy of their celebrity status. Students</p> |

| | | |
|--|---|--|
| | | might want to go to fan websites to see what role the celebrity is playing in the world. They will then share that information with the class using simple sentences. (Burqa Avenger is from... She lives with... She fights for...) |
| I can give a presentation about a famous athlete, celebrity, or historical figure. | (previously noted vocabulary and grammar) | Students will read their online stories created using Storybird.com or other appropriate online tools. These stories will either be read to younger students learning the language or will be read via Skype or FaceTime to younger students in India where Hindi is spoken. |
| I can participate in a multimedia presentation about someone else. | (previously noted vocabulary and grammar) | Students will work together in groups to nominate a community hero. These presentations will be given near the end of the camp; those in attendance will vote for the community hero of the year. As a class, the students will decide how this individual will be recognized and will prepare the appropriate remarks for the award ceremony. |
| Presentational Writing | | |
| I can describe my personality and character. | (previously noted vocabulary and grammar) | Students will write a cinquain or pattern poem about themselves. They will not put their names on the poem. The poem will be collected and numbered. Students will then sit in a circle and silently read a poem written by another student, and they will attempt to identify the person by number. This will continue until all students have read all the poems. Students will then guess the identity by saying, "I think #4 is _____ because he/she likes to (dance)." If the guess is correct, #4 says yes. If incorrect, there is no response and the guessing continues. |
| I can write about what I do at school, home, or in the community. | (previously noted vocabulary and grammar) | Each student will write two truths and one lie about what they do. They will read those statements to the class and the class will vote on which statement |

| | | |
|--|---|---|
| | | <p>is the lie.</p> <p>Students work together in groups to create a “How can you help?” poster in support of a nonprofit group.</p> |
| I can describe the personality and character of someone else. | (previously noted vocabulary and grammar) | <p>Students will write a cinquain or pattern poem about their alter ego. They will not put their names on the poem. The poem will be collected and numbered. Those poems will be read and individual students will attempt to complete a numbered list with the correct identities. Students may refer to the poems and to the mini-posters that are on display with more information about these heroes.</p> |
| I can outline a presentation about a celebrity or historical figure. | (previously noted vocabulary and grammar) | <p>Students will create visual identity cards for their alter ego. They will list a maximum number of words as determined by the teacher. The student will then deliver a presentation on the individual, attempting to convince others that this person is worthy of the being the <i>Time</i> cover photo for “Man of the Year.”</p> <p>Students create a resume for a celebrity or historical figure. They post the resumes on the classroom walls, allowing classmates to vote for the most heroic person of the group.</p> |
| I can write captions for images and pictures to convey information about someone else. | (previously noted vocabulary and grammar) | <p>Students will research their alter ego to learn ten basic facts about this person. They will create a mini-poster that has this information, presented in a format that is visual and contains key new words. These posters will be displayed in class as reference tools for alter ego activities.</p> <p>Students will create an online story using Storybird.com or other appropriate online tools.</p> |

| | | |
|--|---|---|
| | | They will tell the story of their alter ego as if they were writing a children's version of the story. |
| Interpretive Listening | | |
| I can understand a few details about a person who is being described. | (previously noted vocabulary and grammar) | The teacher prepares a multimedia presentation to introduce the teacher to the class. This presentation will serve as a model. As students listen to the presentation, they will complete a fact sheet determining which statements are true and which are false. |
| I can categorize a person who is being described (e.g., as a leader, artist, musician, athlete, etc.). | (previously noted vocabulary and grammar) | The teacher will also prepare an introduction of two superheroes from the South Asian community. One will be a true hero, the other a fictional hero like Superman. Students will listen for key details, noting those that both heroes have in common. They will then identify and describe two similar heroes from their own culture. |
| I can understand several details about someone else when accompanied by visual support. | (previously noted vocabulary and grammar) | Students will view clips of award recipients, matching actions to individuals based on what is heard and seen. They will then say who they would most like to meet and why they want to meet that person. |
| I can understand the main idea in a public service announcement. | (previously noted vocabulary and grammar) | Students will view public service announcements for nonprofit organizations and will determine what cause is being served and what they are being asked to do—donate, call, volunteer, et cetera. In small groups they will name the image(s) and words that were most powerful and will keep a list of what had the greatest impact. |
| Interpretive Reading | | |
| I can understand short, simple descriptions with the help of visuals. | (previously noted vocabulary and grammar) | Students will read materials about fictional and historical heroes and will begin to create a word list of characteristics associated with heroes. |

| | | |
|--|--|--|
| <p>I can understand the main idea of what someone did or is doing.</p> | <p>(previously noted vocabulary and grammar)</p> | <p>Students will review the front page of Hindi newspapers looking for evidence of heroism or anti-heroism. They will name the individual and what they did or didn't do that resulted in their being named in the paper.</p> <p>Students will review <i>Time</i> magazine's "Man of the Year" information or similar target language coverage to chart what information the title and first paragraph of typical articles tend to convey. They will then pair up to share their findings and create a list of common topics and useful words and expressions.</p> |
| <p>I can understand personal information about others.</p> | <p>(previously noted vocabulary and grammar)</p> | <p>As students read information on important people they will complete graphic organizers answering the "who, what, when, where and why" questions and will then make an inference in the target language or English saying why this person is so important.</p> |
| <p>I can understand the questions asked on a nomination form.</p> | <p>(previously noted vocabulary and grammar)</p> | <p>Students will complete a nomination form similar to the one for the annual CNN "Hero of the Year." http://www.cnn.com/specials/cnn-heroes</p> |
| <p>I can understand basic information about community resources.</p> | <p>(previously noted vocabulary and grammar)</p> | <p>Students will be given a card indicating the type of help or support that they need. They will visit a series of predetermined websites to see which one might be best suited to providing the support that they need. The students will rotate the cards until each student has worked with three or four situations.</p> <p>Students will read online material and match organizations to need based on what they understand.</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.

Newspaper or online articles on well-known heroes or important people and everyday heroes or community leaders.

Information on top awards given in the target culture (For example: Oscars, Medal of Freedom, CNN Hero Award, etc.)

Hindi Articles:

<http://aajtak.intoday.in/story/profile-of-malala-yousafzai-1-783221.html>

http://www.bbc.co.uk/hindi/international/2012/10/121010_international_pakistan_malala_profile_da

<http://www.jagran.com/news/world-there-is-no-place-for-terrorism-in-the-world-says-malala-11880888.html>

<http://www.jagran.com/kids-section/malala-yousafzai-is-an-inspiration-for-kids-11865092.html>

http://www.bbc.co.uk/hindi/international/2013/03/130328_malala_book_aa

AV materials:

In Hindi/Urdu:

News: <http://khabar.ndtv.com/video/show/khabron-ki-khabar/khabaron-ki-khabar-india-pak-get-nobel-prize-341178>

Malala interview: <https://www.youtube.com/watch?v=NoxDLcP9TK0>

Burqa Avenger: <https://www.youtube.com/watch?v=XahbqLdCVhE>

Pavan Putra Hanuman: <https://www.youtube.com/watch?v=86su1WMQCsk>

Bal Hanuman: <https://www.youtube.com/watch?v=ZMKsDZgpz40>

In English (*New York Times*): <https://www.youtube.com/watch?v=9F5yeW6XFZk>

In English (at UN): <https://www.youtube.com/watch?v=5SCImL43dTo>

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.