



2016 LEARNER Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK CENTRAL
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Program Title:	Trip to Iran and participating in Nowruz festival
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Language(s):	Persian	Grade(s) of Learners:	Grade K-1 K-2, 3-5, 6-8, 9-12
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Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><i>Residential:</i></td> <td style="width: 10%; border: 1px solid black;"></td> <td style="width: 25%;"><i>Non-Residential:</i></td> <td style="width: 10%; border: 1px solid black; text-align: center;">X</td> <td style="width: 25%;"><i>Distance/Online Component:</i></td> <td style="width: 10%; border: 1px solid black;"></td> </tr> </table>						<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>	
<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>								
	<i>Other (please specify):</i>											

Duration:	<i>Weeks/Days:</i>	20	<i>Contact Hours:</i>	80	
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		Days			
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Target Proficiency Level: (by end of program)	Listening and Speaking: Novice Mid	Target Performance Level(s): (during and by end of program)	Listening and Speaking: Novice Mid/Novice High
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If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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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?

1. Does the Program Overview describe who will be part of the program and what they will do?
2. Do you see evidence of the 3 5Cs in the3 program overview?

Theme: "Trip to Iran and participating in Nowruz festival." Nowruz (new day), which marks the beginning of spring, is widely celebrated in Iran and the neighboring countries of Afghanistan and Tajikistan on New Year's Day (according to the solar calendar). The history of Nowruz goes back three thousand years. Through interactive activities, learners will explore traditions and customs that are involved with Nowruz celebration. They will learn when and for how long Nowruz is celebrated, as well as what families and societies do in order to welcome the start of spring on Nowruz.

The course will target learners in K-1 grades (5-6 years old); however, activities will be varied in order to differentiate instruction for older learners who are entering the program at the level. For instance, younger children will be exposed to and will practice the language using painting and drawing, while older learners will complete charts and Venn diagrams.

The curriculum is intended for intensive STARTALK programs (5 days a week, 6 hours per day, including 2 hours for homework and further practice), but can be easily adapted for different program structures such as weekend schools, semester long programs, etc.

In the process of learning, students will watch movies, listen to children stories, play related games, write words and short phrases related to self and Nowruz. They will also interact with each other as well as with their Iranian friends, and native speakers. Learners will also interpret photographs and simple pieces of literature (i.e., children songs, games, etc.). In addition, learners will make an illustrated list of their favorite activities and foods during Nowruz, and will further work in pairs or small groups to list similarities and/or differences between New Year's celebrations in Iran and the United States. They will look at Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. They will listen to authentic texts about Nowruz and complete charts answering *What, When, Where* questions. By the end of the program, learners will be able to talk about favorite foods, games, activities, and important places that usually Iranians visit during Nowruz celebration in Iran. They will also be able to identify areas that are similar or different from those New Year celebrations in the United States. Learners will further be able to list the steps that are involved in the celebration.

Select the appropriate mode from the NCSSFL-ACTFL Can-Do Benchmarks. Then, select program specific NCSSFL-ACTFL Can-Do Statements or create your own program Can-Do statements for the proficiency level(s) and mode you have selected. Attention to and balance of the various modes will depend on your program goals(s). LinguaFolio® Online will then allow programs to document progress on the learning goals that are identified.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>	<p align="center">OR</p>
Interpretive Listening		
<p>Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.</p> <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>1. I can understand familiar words and phrases that are associated with greeting and personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</p>	
	<p>2. I can understand very short and simple stories related shopping and Nowruz celebration when the story is supported by images and gestures.</p>	
Interpersonal Communication		
<p>NOVICE MID: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>Novice High -I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions</p>	<p>3. I can greet and introduce my family and myself and provide basic personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</p>	
	<p>4. I can name items to shop for a Nowruz celebration, using related pictures</p>	
Presentational Speaking		
<p>Novice MID: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p>5. I can briefly talk about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related</p>	

Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences	pictures
	6. I can name and present brief information about shopping and Nowruz celebration, using pictures and images.

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.
Learners will listen to clips about Nowruz festival in Iran. They will note what people do and how they celebrate Persian New Year. Learners will make an illustrated list of their favorite activities and food during Nowruz and older learners will complete graphic organizers and Venn diagrams on Nowruz celebration, to compare and contrast customs and traditions (during New Year) of Iran with those in the United States, using a Venn diagram.	Learners will work with peers, share their illustrated lists, graphic organizers, and Venn diagrams to identify similarities and differences. They will use memorized words and phrases to ask short and simple questions from each other about the graphic organizer.	Learners will present their findings from their drawings and paintings of listed items, graphic organizers, and Venn diagrams to the class. They will identify similarities and differences in New Year's celebration in Iran and in the United States through lists, pictures and drawings. Learners will use memorized phrases and simple and short sentences to present their information.

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.
Interpretive Listening		
<p>Novice Mid:</p> <p>1. I can understand familiar words and phrases that are associated with greeting and personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</p>	<p>Vocabulary: name, city, profession, age, doctor, student, teacher, classmate</p> <p>اسم، شهر، شغل، سن، دکتر، دانش آموز، معلم، هم کلاسی</p> <p>Grammatical structures: Verbs: to be, to have, to live, interrogative words of what, where, who</p> <p>فعل بودن، داشتن، زندگی کردن،</p> <p>Language Chunks: what is your name? My name is Setareh. What is your profession? I am a student. Who is he?</p> <p>اسم تو/شما چیست؟ اسم من ستاره است. شغل شما چیست؟ من دانش آموز هستم. او کیست؟</p> <p>Cultural knowledge: students learn how people</p>	<p>Younger learners:</p> <p>Learners will be introduced to simple words and language chunks through comprehensible input (i.e., pictures, gestures, modeling, short video clips, etc.). Learners will practice introductions, following their teacher’s model.</p> <p>Learners will also practice the content by playing “Ball Pass”. In this game, as the ball is passed from one student to another, the person holding it must say something about himself or herself. Learners will start the first round of the game saying their names. They will add more words in each round that they have the ball. At the end, each learner will have to say 2-3 things about a classmate sitting next to them. For instance, He is Ali, he is a student, he is from San Diego, etc. The teacher will use recasting to correct students’ pronunciation and simple grammatical</p>

	<p>identify themselves (what they want others to know about them before anything else – what cultural behaviors are associated with greeting)</p> <p>سلام به بزرگترها، مردها به هم دست می دهند و زن ها رو بوسی می کنند برای سلام دادن و احوالپرسی. مردها دست به سینه با تواضع سلام می کنند.</p> <p>Contents: Introduction</p>	<p>errors.</p> <p>http://film.tebyan.net/film/186909</p> <p>Older learners:</p> <p>Learners will watch a clip in which two native speakers introduce themselves. The learners will imitate the greeting with their peers. They will then see a model greeting in the context of the Persian culture by their teacher(s) and try to guess the meaning. For example, women kiss each other’s cheeks or hug, while men usually shake hands.</p> <p>In groups of two, the learners will practice greetings with different peers. This activity can be done though <i>mingling around</i> game. The teacher will play the music while learners are walking. As soon as the music stops, students will stop walking and start greeting a different partner.</p> <p>Finally, learners will listen to a short audio/video clip and complete a demographic chart based on the information presented in the clip. They will share their chart with the class and answer related questions.</p>
<p>Novice High:</p> <p>2. I can understand very short and simple stories related shopping and Nowruz celebration when the story is supported by images and gestures.</p>	<p>Vocabulary: poem, spring, haft-seen items: apple, garlic, grass, flower, spices</p> <p>شعر، عمو نوروز، بهار، نوروز، دختر، هفت سین، کلمات مربوط به سفره هفت سین</p> <p>Grammatical structures: Verbs: to come, to go, using one or two short adjectives or adverbs, simple</p>	<p>Younger learners:</p> <p>Learners will listen to and watch a simple children’s story about Nowruz. (https://www.youtube.com/watch?v=nxZwfvOUdmc)</p> <p>In groups of two, they will use some pictures (will be provided by the teacher) to make up a</p>

	<p>present tense.</p> <p>بودن، داشتن، آمدن، رفتن</p> <p>Language Chunks: Nowruz is the first day of the year. This man is Amo Nowruz. There are spices, flowers, apples, garlics, grass, and vinegar in Haft-seen table. Is apple in Haft-seen table? Yes, apple is in Haft-seen table.</p> <p>نوروز روز اول سال است. آن مرد عمو نوروز است. در سفره هفت سین سماق، سنبل، سمنو، سیر، سیب، سرکه و سبزه است. آیا سیب در سفره هفت سین است؟ بله، سیب در سفره هفت سین است.</p> <p>Cultural knowledge: Students learn about cultural behaviors associated with Nowruz: the first day of Nowruz, everyone visits the elders to wish them a happy New Year. Everyone in family buys and wears new clothes for New Year.</p> <p>کوچکترها به دیدن بزرگترها می روند. بزرگترها به کوچکترها عیدی می دهند. لباس نو خریداری می شود.</p> <p>Contents: Nowruz</p>	<p>story using words and phrases they have learned. They will then present their made-up story to other groups and answer other learners' questions. At last, students will re-watch the clip and engage in true and false activity to check their comprehension. Learners will hold a red card for false and a green card for true. The teacher will review students' answers and provide confirmatory feedback such as "Yes _____ is the correct answer.</p> <p>Older learners:</p> <p>Learners will watch a musical video story about Nowruz. (https://www.youtube.com/watch?v=Gp7oBOqRaMk)</p> <p>In groups of two, they will re-tell the story to each other in their own words. They will say <i>what they saw, who was who, what items were there</i>, etc. They will then make a list of the new words and phrases that they heard in the clip. Learners will share their list with other groups and add to each other's knowledge.</p>
Interpersonal Communication		
<p>Novice Mid:</p> <p>3. I can greet and introduce my family and myself and provide basic personal information, such as</p>	<p>Vocabulary: good, you (plural), school, thanks, from, where</p> <p>خوب، من، تو، او شما، چطوری، حال، مدرسه، مرسی، اسم،</p>	<p>Younger learners:</p> <p>Learners will be introduced to new words and language chunks through comprehensible input</p>

<p>names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</p>	<p>Grammatical structures: Action verbs to be, to have, to do, using one or two short adjectives or adverbs, simple present tense</p> <p>بودن، داشتن،</p> <p>Language Chunks: Hi, how are you? I am well, thank you. What is your name? My name is Mahnaz. Where are you from? I am from Shiraz.</p> <p>سلام، چطوری؟ مرسی، من خوبم. شما چطورید؟ اسم شما چیست؟ اسم من مهناز است. شما اهل کجا هستی؟ من اهل شیراز هستم.</p> <p>Cultural knowledge: Students learn about cultural aspects of introduction particularly the concept of Ehteram (respect) in terms of saying hello to adult and greeting.</p> <p>کوچکترها اول به به بزرگترها سلام می کنند برای سلام دادن و احوالپرسی در محیط فامیلی یا دوستانه ، مردها به هم دست می دهند و زن ها روبوسی می کنند</p> <p>Content: Introduction and personal information</p>	<p>(i.e., pictures, gestures, power points, etc.). Learners will practice the content via a game. They will sit in a circle (including the teacher) and repeat after the teacher as he/she introduces themselves.</p> <p>Learners will further practice the content through a “glove puppet” activity. Learners will interact and role-play introductions using the puppet. They will move to each other and say “<i>hi, how are you, my name is __, what is your name?</i>”</p> <p>Older learners:</p> <p>Learners will walk around and ask basic questions from at least 2-3 classmates, using memorized words and phrases and short sentences. They will then introduce one of their classmates to the class. For instance, <i>this is Ali. Ali lives in San Diego. He is a learner, etc.</i></p>
<p>Novice High:</p> <p>4.I can name items to shop for a Nowruz celebration, using related pictures</p>	<p>Vocabulary: Raisins, walnuts, apricot, pistachio, rice, spinach, Persian, how much? Kilogram, pound, buy</p> <p>کشمس، گردو، زردآلو، پسته، برنج، اسفناج، ایرانی، چند؟ کیلوگرام، پوند، خریدن</p>	<p>Younger learners:</p> <p>In groups of two, learners will draw pictures of items that they want to buy for Nowruz celebration and introduce the items in the picture to each other. They will give basic information about the items, such as the item’s name, color, shape, etc. Learners will meet</p>

	<p>Grammatical structures: Nouns, quantity, Wh questions</p> <p>اسم، مقدار، سوالات</p> <p>Language Chunks:</p> <p>من می خواهم.</p> <p>I want...</p> <p>این چند است؟</p> <p>How much is</p> <p>دو کیلوگرم بدهید.</p> <p>Give me 2 kg of.....</p> <p>Cultural knowledge: Students learn about cultural behaviors associated with shopping in general and particularly during Nowruz. For example: students learn about the culture of negotiating the price in Iran in order that customers to get more discount from the sellers, and pleasantries and manners too much among Iranian people, (ghabelee nadare meaning do not mention it).</p> <p>دانش آموزان درباره آداب فرهنگی خرید در ایران به طور کلی و بویژه در دوران نوروز یاد می گیرند؛ رفتارهای مثل چانه زدن سر قیمت کالا و همین طور تعارف در پرداخت پول بین مشتری و فروشنده را آشنا می شوند؛ قابلی نداره...</p> <p>Content: Shopping</p>	<p>other groups, introduce their drawings other classmates, and answer questions.</p> <p>Older learners:</p> <p>Learners will use pictures of items that they would need for Nowruz celebration. They will create to stalls and role-play as sellers and buyers.</p>
<p>Presentational Speaking</p>		

<p>Novice Mid: 5.I can briefly talk about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures</p>	<p>Vocabulary: Mother, father, sister, brother, grandmother, grandfather, aunt(maternal), aunt (paternal), uncle (maternal), uncle (paternal) مادر، پدر، خواهر، برادر، مادربزرگ، پدربزرگ، خاله، عمه، دایی، عمو</p> <p>Grammatical structures: Adjectives, personal and possessive pronoun.</p> <p>Language Chunks: او مادر بزرگ من است. She is my grandmother. مادربزرگ شما چند ساله است؟ How old is your grandmother? او ۵۱ ساله است. She is 51 years old. دایی شما در کجا زنداگی می کند؟ Where is your uncle (maternal) lives? او در ایران زندگی می کند. He is living in Iran.</p> <p>Cultural knowledge: Students learn about culturally appropriate behaviors related to extended family such as respecting adults, using endearment terms such as dear, sweetheart to the parents, grandparents, uncles and aunts. دانش آموزان در باره رفتارهای فرهنگی مناسب در ارتباط با</p>	<p>Younger learners: In groups of two, learners will name and identify cultural differences between Iran and American families. They will compare and contrast family pictures from each culture and fill in a Venn diagram. They will then present their diagram to the class and name the areas in which they see cultural differences in, such as set-up the room, clothing, and number of people in the picture, etc.</p> <p>Older learners: Learners will work in pairs and create avatars (www. Viki.com) to introduce their family to the class. They will record their voice, using short, simple memorized sentences.</p>
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	<p>خانواده را یاد می گیرند مثل احترام به بزرگترها، استفاده از کلماتی مثل جان، عزیز برای والدین، پدربزرگ و مادر بزرگ، عمه و عمو یا دایی و خاله .</p> <p>Content: Introduction</p>	
<p>Novice High:</p> <p>6. I can name and present brief information about shopping and Nowruz celebration, using pictures and images.</p>	<p>Vocabulary: shopping, store, shopkeeper, clothing, food, gift</p> <p>خریداری، مغازه، مغازه دار، لباس، خوراکی، کادو</p> <p>Grammatical structures: Action verbs: to shop/to buy, to sell, to pay, to go, to need, simple adjectives...</p> <p>Language Chunks: I am going to store. This is apple. This clothes is new. I have new clothes. He is shopping. What do you want to buy? How much is this flower?</p> <p>من به مغازه می روم این سیب است این لباس نو است من لباس نو دارم. او خرید می کند. چی می خواهی بخری؟ من ماهی می خرم. قیمت این سنبل چند است؟ .</p>	<p>Younger learners:</p> <p>Pair work: Learners will receive crayons and worksheets. In pairs, they will draw and color items that their parents mostly shop for during the Nowruz celebration. Learners will then talk to each other about their drawing and items and post their sheets on the wall. Other learners will walk around, see the posters, and ask questions from the presenters (each other's posters).</p> <p>Older learners:</p> <p>Learners will be exposed to a model Persian table/stall store with authentic items for Nowruz such as clothing, fruits, vegetables, etc. They will ask and answer short, simple questions about the table/stall store.</p> <p>Learners will then receive a shopping bag and will visit the same stall to buy (with play money) 3-5 items that they will need for a good Nowruz celebration. They will need to negotiate prices in order to use their money efficiently.</p> <p>Finally, learners will show and present their items to the class, using short, simple sentences.</p> <p>The teacher will observe and give feedback if necessary.</p>

	<p>Cultural knowledge: Students learn about cultural behaviors associated with shopping in general and particularly during Nowruz. For example: students learn about the culture of negotiating the price in Iran in order that customers to get more discount from the sellers, and pleasantries and manners too much among Iranian people (ghabelee nadare meaning don't mention it).</p> <p>دانش آموزان درباره آداب فرهنگی خرید در ایران به طور کلی و بویژه در دوران نوروز یاد می گیرند؛ رفتارهای مثل چانه زدن سر قیمت کالا و همین طور تعارف در پرداخت پول بین مشتری و فروشنده را آشنا می شوند؛ قابلی نداره...</p> <p>Content: Shopping</p>	
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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.

<p>Web links:</p> <p>TBA</p>

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. *You may add additional rows as necessary.*

TIME FRAME	ACTIVITY
9:00 – 9:20	Opening activities: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).

9:20 – 10:20	<p>Learning Episodes 1-3 (20 minutes each):</p> <p>Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: group work, independent work, games, storytelling, drawing, role-playing, etc. The teacher will conduct a formative assessment throughout the lesson. He/she will use recasting to correct learners' pronunciation</p>
10:20 - 10:30	Break
10:30 – 12:00 (Reading and Writing)	<i>Please refer to the Reading and Writing Curriculum.</i>
12:00 - 1:00	Lunch: Learners will take lunch break with their instructors to further immerse in the culture.
1:00 – 1:40	<p>Learning Episodes 1-2 (20 minutes each):</p> <p>Opening activities: Learners will watch authentic Persian children movie.</p> <p>Learners will watch Persian authentic movies and discuss their undressing through small group discussions.</p>
1:40-2:00	<p>Learning Episode 3 (20 minutes):</p> <p>Learners will preform cultural performance such as Persian dance, songs and plays.</p>
2:00 - 2:10	Break
2:10 – 2:50	<p>Learning Episodes 1-2 (20 minutes each):</p> <p>Opening activities: Under the teacher supervision learners will use different technology to review and practice daily materials learned in the class. They will use the following software:</p> <ul style="list-style-type: none"> - Online Alphabets Modules – to practice alphabets

	<ul style="list-style-type: none"> - Byki to practice vocabulary - Skype to conduct and record conversations - Online games - Linguafolio - Program-created Facebook Page
2:50 – 3:15	<p>Learning Episode 1 (25 minutes):</p> <ul style="list-style-type: none"> - Review of materials - Homework assignments - Wrap up

You may add additional rows as necessary