



2016 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
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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 2-3 (7-8 years old) 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:	Residential:		Non-Residential:	X	Distance/Online Component:		
	Other (please specify):						

Duration:	<i>Weeks/Days:</i>	20 Days	<i>Contact Hours:</i>	80	
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Target Proficiency Level: (by end of program)	Listening and Speaking: Novice High	Target Performance Level(s): (during and by end of program)	Listening and Speaking: Intermediate Low
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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.

Curriculum designed by:	Ms. Hajar Shakhali
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Email:	hajarparish@gmail.com
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<p>STARTALK-endorsed Principles for Effective Teaching and Learning</p> <ul style="list-style-type: none"> ▪ 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, learner 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 2nd and 3rd grades (7-8 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 coloring 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 stories, play related games, talk about routine activities during Nowruz, and interview/ask questions from their parents about Nowruz/New Year celebration and share their findings with the class the next day. Learners will also interpret works of art, photographs, and simple pieces of literature (i.e., children’s 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 in 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 Iranians usually visit during the 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.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

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

PROGRAM CAN-DO STATEMENTS

NCSSFL-ACTFL CAN-DO STATEMENTS

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

OR

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.

1. I can understand when people greet me, introduce themselves, or talk about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Iran.

Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics.

2. I can sometimes understand questions related to topics such as, family, someone's physical appearance, and Iran's historical places.

Interpersonal Communication

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.

3. I can greet and introduce myself and talk with a friend about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Iran.

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.

4. I can talk with someone about topics such as, family, someone's physical appearance, and Iran's historical places.

Presentational Speaking

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

5. I can present on topics related to greet and introduction, Nowruz celebrations, shopping, and public transportation in Iran.

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

6. I can talk with someone about topics such as, family, someone's physical appearance, and Iran's historical places.

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. (Are all of these tasks to be accomplished in the target language? It would seem above the capability of a NH/IL student to, for example, tell a memorable or interesting story about their families when they are at the word/phrase level with only the beginning ability to put just a few sentences together.)

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 watch clips about the Nowruz festival in Iran. They will see what people do and how they celebrate the New Year. The learner will complete a graphic organizer on the Nowruz celebration. They will also compare and contrast New Year’s customs and traditions of Iran with those in the United States, using a Venn diagram.	Learners will work with peers, share their graphic organizers, and identify similarities and differences from their Venn diagrams. They will ask and respond to questions, using simple and short sentences. As an independent activity, the learners will ask questions from their parents and other adult members of their families about the New Year celebrations in a face-to-face session. They will use memorized words and phrases to make their questions. They will ask their parents to name the activities that they liked to do during the New Year when the parents were at the same age as their child(ren) is/are at now.	Learners will present their findings from their graphic organizer and Venn diagram to the class. They will identify similarities and differences in the New Year celebration in Iran and in the United States. They will also name the activities that their parents used to do during the New Year when the parents were at the same age as their child(ren) is/are at now. The learners will use 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 High:</p> <p>1. I can understand when people greet me, introduce themselves, or talk about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Iran.</p>	<p>Vocabulary: name, last name, city, live, work, age, doctor, student, school, class, book, sport, like اسم, فامیل، شهر، زندگی، کار، سال، دکتر، شاگرد، مدرسه، کلاس، کتاب، ورزش، دوست</p> <p>Grammatical structures: verbs: to live, to study, to like, interrogative words of what, where, who فعل بودن، داشتن، زندگی کردن، درس خواندن، دوست داشتن</p> <p>Language Chunks: In which city do you live? I live in the city of Kerman. What does your dad do? My dad</p>	<p>Younger learners:</p> <p>Learners will watch and listen to two puppets as they greet and introduce themselves (the teacher will play the puppet show). The teacher then transitions to teacher-student activity. Learners will practice greetings and introductions, using the puppets, with their teacher. Later, in groups of two, the learners will use the puppets to practice introductions with their classmates (switching partners for</p>

	<p>is a doctor. What grade are you? I am in second grade. What is your favorite sport? I like volleyball.</p> <p>در کدام شهر زندگی می کنی؟ من در شهر کرمان زندگی می کنم. پدرتان چه کار می کند؟ پدر من دکتر است کلاس چند هستی؟ من در کلاس دوم هستم کدام ورزش را دوست داری؟ من والیبال دوست دارم</p> <p>Cultural knowledge: cultural behaviors associated with greetings</p> <p>سلام به بزرگترها</p> <p>Contents: Introduction</p>	<p>additional practice). At the end, each learner will use his or her puppet to introduce themselves to the class. The teacher will recast words and phrases to draw attention of the learners to the correct grammatical structure.</p> <p>Older learners:</p> <p>Learners will be working in groups of two or more. They will listen to two authentic audios of native Persian speakers introducing themselves. They will then take turns and re-introduce the people in the audio to the class, using complete sentences.</p> <p>In another activity the learners will use Venn diagrams to compare and contrast the two ways of greetings and introductions (based on gender and formal and informal greeting) They will then present their Venn diagram to the class. The teacher will ask guided questions to facilitate learning.</p>
<p>Novice High:</p> <p>2. I can sometimes understand questions related to topics such as, family, someone’s physical appearance, and Iran’s historical places.</p>	<p>Vocabulary: family, grand mother, grand father, wife, children, daughter, son, sister, brother, uncle (maternal), aunt (maternal), uncle (paternal), aunt (paternal)</p> <p>خانواده، پدربزرگ، مادربزرگ، خانم / زن، بچه (ها)، دختر، پسر، خواهر، برادر، دایی، خاله، عمه، عمو، نفر</p> <p>Grammatical structures: Possessive pronoun endings, interrogative words, question (آیا), numbers 1-20,</p>	<p>Younger learners:</p> <p>Learners will listen to their teacher who will present his or her family tree using related pictures. The teacher will talk about each family member’s name, relationship, age, occupation, regular activities, etc.). The learners will then play “musical chairs” under the teacher’s supervision. Each time the music stops, the learner who is left without a seat will say a</p>

	<p>verbs: to have</p> <p>Language Chunks: this is my father. What is your father's name? Is this your grand mother? Yes, this is my grandmother Parvin. How many people are in your family?</p> <p>این پدر من است. اسم پدر شما چیست؟ آیا این مادربزرگ شما است؟ بله، اسم مادربزرگ من پروین است. در خانواده شما چند نفر است؟</p> <p>Cultural knowledge: Introduction of my family members</p> <p>Content: Family</p>	<p>short/simple sentence about his/her family. For example, "I have a sister; her name is Sara"; "Sara is a student"; etc. The teacher will recast the statement, if necessary, to draw students' attention to the correct grammatical form.</p> <p>Older Learners:</p> <p>Learners in groups of two or more will listen to simple authentic audios about the Iranian family structure. In groups of two, the learners will tell each other what they have heard in the audio. They will then complete an organization chart and include information that they have learned from listening to the audio. They will then present their chart to other groups. For instance, <i>in Iran families are big, they live with their grandpa and grandma</i>, etc. The teacher will monitor students' interaction and ask guided questions to facilitate further learning.</p>
Interpersonal Communication		
<p>Novice High:</p> <p>3. I can greet and introduce myself and talk with a friend about very familiar topics, such as Nowruz celebrations, shopping, and public transportation in Iran.</p>	<p>Vocabulary: shopping, bargain, money, cash, price, fruits: apple, pomegranate, banana, melon, grapes, peach. Vegetables: onion, eggplant, squash, tomato. Clothes: shoes, hat, shirts, pants</p> <p>خریداری، چانه، پول، نقد، قیمت، میوه: سیب، انار، موز، خربزه، انگور، هلو سبزیجات: پیاز، بادمجان، کدو، گوجه لباس، کفش، کلاه، بلوز، شلوار</p>	<p>Younger learners:</p> <p>Learners will watch an Iranian market and note how people interact with each other. In groups of two, they will use crayons and paper to draw their family member(s) in a market and make up a story about it. For instance, this is my mother in the market; she buys rice and fruits because</p>

	<p>Grammatical structures: Action verbs: to buy, to have; Negative verbs</p> <p>Language Chunks: bankcard, cash, and negotiate price/bargain. How much is this? This is too expensive! I don't have that much money.</p> <p>کارت بانکی، پول نقد، چانه زدن. قیمت این چند است؟ این خیلی گران است. من زیاد پول ندارم.</p> <p>Cultural knowledge: Negotiating price in Iran</p> <p>Content: Shopping</p>	<p>tomorrow is Nowruz. She likes to cook, etc.</p> <p>Later students will meet with other groups and share their stories with them. They will also answer related questions.</p> <p>Older Learners:</p> <p>Role Play: After watching a short video clip on shopping in Iran, learners will be divided into two groups (A&B). Group A will be salespeople and group B will be customers. Learners from group B will be given fake money and a list of items that they need to buy. Learners from group A will sell their items to group B and learners from group B will try to negotiate the price using simple short sentences (i.e. this is expensive, I will buy it for, etc.) The teacher will also participate as customer and ask guided questions from the sellers in order to facilitate learning.</p>
<p>Intermediate low:</p> <p>4. I can talk with someone about topics such as, family, someone's physical appearance, and Iran's historical places.</p>	<p>Vocabulary: body parts: head, face, hand, foot, forehead, eyebrow, eye, ear, nose, mouth, tooth, neck, pretty, ugly, thin, thick, short, tall, happy, kind, soft, manner</p> <p>اعضای بدن: سر، صورت، پیشانی، ابرو، چشم، گوش، بینی، دهان،</p>	<p>Younger learners:</p> <p>Learners in groups of two or more will receive papers and crayons. They will draw cartoons of their favorite sibling(s) (or friends) and then introduce them to their peers. For instance, <i>this</i></p>

	<p>دندان، گردن، دست، پا؛ خوشگل، زشت، باریک، بلند، کوتاه، شاد، اخلاق، مهربان، آرام</p> <p>Grammatical structures: Adjective, opposites, body parts, simple present tense, verbs</p> <p>Language Chunks: my sister is pretty. What color are Parvin's eyes? Parvin's eyes are brown. My eyes are black. He is kind. I like him.</p> <p>خواهر من خوشگل است چشمهای پروین چه رنگ است؟ چشم های پروین قهوه ای است. چشمهای من سیاه است. او بسیار مهربان است من او را دوست دارم</p> <p>Cultural knowledge: Family members characteristics</p> <p>Contents: Describing of a person</p>	<p><i>is my sister, she has blue eyes and long hair, she is pretty, etc.</i></p> <p>Learners will meet other groups and introduce their peers' sibling (using the drawing) to them.</p> <p>The teacher will observe learners' interactions and ask guided questions.</p> <p>Older learners:</p> <p>Learners will work in groups of two or more. They will be given two different pictures of Persian families to compare and contrast. The learners will complete a Venn diagram highlighting similarities and differences between the two families in the pictures. Learners will then visit other groups and present their Venn diagrams to them, using words and short phrases. The teacher will observe and provide feedback.</p>
<p>Presentational Speaking</p>		

<p>Novice High:</p> <p>5. I can present on topics related to greet and introduction, Nowruz celebrations, shopping, and public transportation in Iran.</p>	<p>Vocabulary: airplane, taxi, bus, car, boat, bicycle, driver, pilot, passenger, passengers</p> <p>هوایما، تاکسی، اتوبوس، ماشین، کشتی، دوچرخه، راننده، رانندگی، خلبان، مسافر، مسافران</p> <p>Grammatical structures: verb: to drive, to travel, prepositions, simple present tense</p> <p>Language Chunks: I fly with airplane. What is this? This is a taxi. That is a bus. Which bus are you going to take? I will go with the buss number 3.</p> <p>با هوایما پرواز می کنم. این چه وسیله ایی است؟ این تاکسی است. آن اتوبوس است. شما با کدام اتوبوس می روی؟ من با اتوبوس شماره ۳ می روم.</p> <p>Cultural knowledge: Use of public transportations in Iran</p> <p>Content: Transportation</p>	<p>Younger learners:</p> <p>In groups of two or more, learners will receive pictures of different modes of public transportations in Iran. Learners will write three to four simple sentences about each picture and share it with their partner. Learners will present their pictures and read their sentences to the class. The teacher will correct grammatical errors in the form of asking guided questions and recasting statements.</p> <p>Older learners:</p> <p>In groups of two or more, learners will receive a list of modes of public transportation. Learners will write a short paragraph (simple sentences) about those modes of transportation that they need to take in order to travel from their house (in USA) to their relative's house (in Iran). Learners will present their traveling plans to the class and answer each other's questions.</p>
<p>Intermediate Low:</p> <p>6. I can talk with someone about topics such as, family, someone's physical appearance, and Iran's historical places.</p>	<p>Vocabulary: country, city, history, ancient, famous, park, garden, house, museum, building, site seeing, green, pretty.</p> <p>کشور، شهر، تاریخ، قدیم، مشهور، پارک، باغ، خانه، موزه، ساختمان، جاهای دیدنی، سرسبز، زیبا</p>	<p>Younger learners:</p> <p>In groups of two, learners will choose a picture of a famous place such as Eram Garden or Garden of paradise in shiraz and write about it.</p>

	<p>Grammatical structures: adjectives, prepositions, verbs</p> <p>Language Chunks: this building is old. Is this garden famous? Yes, this garden is very famous. This house is very famous.</p> <p>این ساختمان قدیمی است. آیا این باغ مشهور است؟ بله این باغ بسیار مشهور است. این خانه بسیار معروف است.</p> <p>Cultural knowledge: Historical places in Iran</p> <p>Content: Describing a historical site</p>	<p>For instance, <i>This is Eram Garden, this place is very big and beautiful, my favorite place in this park is</i> Learners will then show the picture and read their sentences to other groups. They will also use a map to better explain the location of the place. At the end, two students will come to the front of the class and act as a tourist and a guide. The tourist asks questions about the place and the guide will answer.</p> <p>Older learners:</p> <p>Gallery Walk activity: In groups of two, learners will choose a historical place in Iran such as Eram Garden and read and watch YouTube clips about it. Later, they will create a poster presentation and present it to classmates, using simple/short sentences. The teacher will ask guided questions to facilitate learning.</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.

Map of Iran: <https://www.youtube.com/watch?v=0rpfrTftP34>

https://www.google.com/search?q=%D9%86%D9%82%D8%B4%D9%87+%D8%A7%DB%8C%D8%B1%D8%A7%D9%86&rlz=1C1HLDY_enUS693US693&biw=780&bih=367&tbm=isch&source=lnms&sa=X&ved=0ahUKEwiefOr14vPAhUBNT4KHQzdAhYQ_AUICCGD#imgsrc=Nh_Ue51ioEDeRM%3A

The Nawroz celebration _ 2015:

<https://www.youtube.com/watch?v=d3xTrTOEUKo>

<https://www.youtube.com/watch?v=1RV3EVQL97Q>

TBA

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 activates: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).
9:20 – 10:20	Learning Episodes 1-3 (20 minutes each): 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
10: 20 - 10:30	Break
10:30 – 12:00 (Reading Comprehensions)	<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 activates: 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 national 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 activates: 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 - 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
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You may add additional rows as necessary.