



**2016 STUDENT Program Curriculum Template**

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

**BASIC PROGRAM INFORMATION**

<b>Host Institution:</b>	STARTALK CENTRAL		
<b>Program Title:</b>	Trip to Iran and participating in Nowruz festival		
<b>Language(s):</b>	Persian	<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12	Grade 4-5
<b>Heritage Speakers?</b>	Yes	<b>Non-Heritage Speakers?</b>	Yes
<b>Program Setting:</b>	<i>Residential:</i>	<i>Non-Residential:</i>	<i>Distance/Online Component:</i>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<i>Other (please specify):</i>		
<b>Duration:</b>	<i>Weeks/Days:</i>	<b>20</b>	<i>Contact Hours:</i> <b>80</b>

		<b>Days</b>			
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<b>Target Proficiency Level:</b> (by end of program)	<b>Listening and Speaking:</b> <b>Intermediate Low</b>	<b>Target Performance Level(s):</b> (during and by end of program)	<i>Listening and Speaking: Intermediate Mid</i>
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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.**

<b>Curriculum designed by:</b>	<b>Ms. Hajar Shakhali</b>
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<b>Email:</b>	<a href="mailto:hajarparish@gmail.com">hajarparish@gmail.com</a>
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<p><b>STARTALK-endorsed Principles for Effective Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Implementing a standards-based and thematically organized curriculum</li> <li>▪ Facilitating a learner-centered classroom</li> <li>▪ Using target language and providing comprehensible input for instruction</li> <li>▪ Integrating culture, content, and language in a world language classroom</li> <li>▪ Adapting and using age-appropriate authentic materials</li> <li>▪ Conducting performance-based assessment</li> </ul>
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**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?

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 4<sup>th</sup> and 5<sup>th</sup> grades (9-10 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 by completing charts, Venn diagram, and matching activities, while older learners will explore more online materials, create advertisements, complete graphic organizers and KWL (Know, Want to know, Learned), and make more detailed presentations on familiar topics.

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, and talk about routine activities during Nowruz. They will further interview 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.). Learners will work in pairs or small groups to talk about similarities and/or differences between New Year’s celebrations in Iran and in the United States. They will listen to authentic audio and video clips and complete charts answering *What, When, Where* questions. By the end of the program, learners will be able to talk, read, and write about favorite foods, games, activities, and important places that Persians 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 make short presentations and explains the steps that are involved in the celebration.

<p align="center"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p><b>Interpretive Listening</b></p>	
<p><b>Intermediate Low:</b> 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> <p><b>Intermediate Mid:</b> I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>	<ol style="list-style-type: none"> <li>1. I can understand simple information and description about topics related to Nowruz celebrations and traditions such as children folkloric (<i>Amoo Nowruz and Naneh Sarma</i>), Persian food (<i>Samanoo, Sabzi Polo</i>); music; songs ( <i>Amoo Nowruz/samanoo</i>) transportation; historical places (<i>Emam Squre, Tehran Musem, Bagh-e-Behesht, See o Se Pol, ,Tehran Grand Bazar, Chehel Setoon, pole Khajoo, and Menar Jonboon</i>); and how people usually spend their time during Nowruz ( <i>Sizdeh be dar, jashne Chahar Shanbeh Souri, and Ghashogh Zanee</i>).</li> <li>2. I can listen to interviews in which people talk about Persian political and influential figures such as <i>Amir Kabir, Naserideen shah, Ferdosee, Hafiz, Mawlana Jalaluddin Rumi Balkhi</i>, and Iranian singers including <i>Ustad Shajarian, Alireza Eftekhari, and Mohammad Isfahanee</i>)and retell its main message to a friend.</li> </ol>
<p><b>Interpersonal Communication</b></p>	
<p><b>Intermediate Low</b> - 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.</p> <p><b>Intermediate Mid-</b> I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can</p>	<ol style="list-style-type: none"> <li>3. I can talk with someone about my hobbies and interests such as regular routines on a Nowruz day; Sofre ye Haft Seen folkloric stories (<i>Amoo Nowruz and Nanneh Sarma</i>); songs (<i>Amoo Nowruz/Samanoo</i>); <i>Sizdeh Be dar, , Chaharshanbeh Souri, and Ghashogh Zanee</i>; special Nowruz dishes (<i>Samanoo, Sabzi Polo Ba Mahee</i>); shopping (<i>souvenir</i>); transportation; and popular Persian music and singers such as <i>Ustad Shajarian, Alireza Eftekhari, and Mohammad Isfahanee</i>.</li> <li>4. I can talk about topics related to historical places such as the <i>Takhte</i></li> </ol>

usually say what I want to say about myself and my everyday life	<p><i>Jamshed, Tehran Grand Bazar, Tehran Museum, Jameh Mosque of Isfahan, See o se pol, Hasht Behesht , and Chehel setoun; as well as about influential Persian figures such as Amir kabir, Hafiz, Ferdosee , Mawlana Jalaluddin Rumi Balkhi.</i></p>
<b>Presentational Speaking</b>	
<p><b>Intermediate low:</b> I can present information on most familiar topics using a series of simple sentences.</p> <p><b>Intermediate Mid:</b> I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p>5. I can present on familiar topics related to Nowruz including special Nowruz dishes (<i>Samanoo, Sabzi Koo Koo</i>); music; songs (<i>Amoo Nowruz/Samanoo</i>); singers such as <i>Ustad Shajarian, Alireza Eftekhari, and Mohammad Isfahane.</i>; folkloric stories (<i>Amoo Nowruz and Nanneh Sarma</i>), <i>Sizdeh be Dar, Chaharshanbeh Souri, and Ghashogh zanee</i> ; transportation; daily routines and interests; historical places (<i>Takhte Jamsid, Tehran Museum, Jameh Mosque of Isfahan, Tehran Grand Bazar, baghe Mohtasham, Jamsheedieh Park,</i>); influential people (<i>Amir Kabir, Ferdosee, , Hafiz, Mawlana jalaluddin Rumi Balhki</i>).</p> <p>1. I can talk about the similarities and differences between cultural events related to New Year <i>Nowruz</i> celebration in Iran such as <i>Jashne Sizdeh be Dar</i> and <i>Jashne Chaharshanbeh Souri</i> and in the United States (New Year’s Eve).</p>

*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 authentic interviews and watch authentic video clips to develop understanding about old and contemporary cultural practices related to daily life, especially related to Nowruz celebration. They will further compare and contrast similarities and differences of customs and traditions in Iran and in the United States. Learners will complete graphic organizers and Venn diagrams to demonstrate their understanding.	The learners will share their findings from their graphic organizers and Venn diagrams with each other. They will also interview parents and other native speakers on the topic of Nowruz, historical places, cultural differences in Nowruz celebration, etc. and share the findings with classmates the next day. During the interaction with each other, they will ask and answer related questions.	The learners will use their findings and prepare a presentation. They will inform the audience what people usually do on Nowruz in Iran. They will also show pictures of Nowruz celebration in old days and compare them with the contemporary practices. They will then post pictures of their presentations to the program’s Moodle/Facebook page and write a short summary about it. Other students will read postings and offer comments.

**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.

<b>PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can ...</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use ...</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; 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.
<b>Interpretive Listening</b>		
<p><b>Intermediate low:</b></p> <p>1. I can understand simple information and description about topics related to Nowruz celebrations and traditions such as children folkloric (<i>Amoo Nowruz and Naneh Sarma</i>), Persian food (<i>Samanoo, Sabzi Polo</i>); music; songs ( Amoo Nowruz/samanoo) transportation; historical places (<i>Emam Squre, Tehran Musem, Bagh-e-Behesht, See o Se Pol, ,Tehran Grand Bazar, Chehel Setoon, pole Khajoo, and Menar Jonboon</i>); and how people usually spend their time during Nowruz ( <i>Sizdeh be dar, jashne Chahar Shanbeh Souri, and Ghashogh Zanee</i>).</p>	<p><b>Vocabulary:</b> Bazaar, traditional, restaurant, store, masque, grocery, handicrafts, alley, street          بازار، سنتی، رستوران، دکان، مسجد، عطاری، صنایع دستی، کوچه، خیابان،</p> <p><b>Grammatical structure:</b> demonstrative pronouns, Personal and possessive pronoun, most frequently used adjectives, Ezafe or the addition “-e”, compound action verbs, interrogative words, prepositions, the opposite words,</p> <p><b>Opposite Adjectives:</b> big, small, pretty, ugly, expensive, cheap, old, new, busy, empty</p> <p>بزرگ، کوچک، زیبا، زشت، گران، ارزان، قدیمی، نو، شلوغ، خلوت</p> <p><b>Language Chunks:</b> Tehran’s grand bazaar, traditional restaurant, coffee shop, Persian food. My mom and I go to Tehran’s grand bazaar today. Tehran’s grand bazaar is a traditional bazaar. There are many shops in the bazaar. Is Tehran’s grand bazaar new? No, Tehran’s grand bazaar is old. I buy Persian</p>	<p><b>Younger Learners</b>          Learners will bring pictures of historical places to class. In groups of two, learners will describe their pictures to each other. They will compare each other’s pictures’ note similarities and differences. They will also use a Venn diagram to compare their historical place in the picture with a similar historical place in the United States. At last, they will share their pictures with other groups and tell them about the pictures and what similarity and differences they have found in the United States. They will also answer their peers questions.</p> <p><b>Older Learners:</b>          Learners will watch a video clip about Grand Bazaar in Tehran. In pairs, they will take notes and fill out information in the appropriate section on a charted paper. They will talk about topics such as the three different shops they noticed in the video clip, the three souvenir items that they would like to purchase from there, and the two things that they liked about</p>

	<p>handicrafts from bazaar. What did you see in the bazaar?</p> <p>بازار بزرگ تهران، رستوران سنتی، چایخانه/قهوه خانه، کله پاچه/حلیم فروشی  من با مادرم به بازار بزرگ تهران می روم.  بازار بزرگ تهران یک بازار سنتی است.  در این بازار دکانهای زیادی است.  آیا بازار تهران یک بازار نو است؟  نه بازار تهران یک بازار قدیمی است.  من صنایع دستی از بازار می خرم.  چه چیزهایی در بازار تهران دیدی؟</p> <p><b>Cultural knowledge:</b> Learners learn about Traditional and historic building as a reflection of the personality and history of the people (such as the role of men and women) and country/city during that era. Bargaining, pleasantry, be my guest!</p> <p>ساختمان های تاریخی نشان دهنده نحوه زندگی و نقش مردان و زنان در روابط اجتماعی آن دوران.  چانه زدن، تعارف کردن، بفرمایید، قابلی نداره، مهمون ما باشین،</p> <p><b>Content:</b> Places (Grand Bazar in Tehran)</p>	<p>a traditional bazaar.  Learners will share their chart/findings with other groups. They will then present it to the class and answer related questions. The teacher will facilitate further learning by asking guided questions.</p>
<p><b>Intermediate Mid:</b></p> <p>2. I can listen to interviews in which people talk about Persian political and influential figures such as <i>Amir Kabir, Naserideen shah, Ferdosee, Hafiz, Mawlana Jalaluddin</i></p>	<p><b>Vocabulary:</b> travel, airplane, Nowruz, vacations, season, spring, story, gift</p> <p>سفر، هوا پیمای، نوروز، تعطیلات، فصل، بهار، داستان، سوغاتی شهر</p> <p><b>Grammatical structures:</b> Possessive pronoun, preposition demonstrative pronouns, present and</p>	<p><b>Younger Learners:</b>  Learners will watch a clip of a native speakers interview and then will answer the teacher's comprehension check questions. Learners will roleplay the scenario with a partner (using dummy mic and other related equipment).</p>



<p><i>Rumi Balkhi</i>, and Iranian singers including <i>Ustad Shajarian</i>, <i>Alireza Eftekhari</i>, and <i>Mohammad Isfahane</i> and retell its main message to a friend.</p>	<p>past tense. Frequently used adjectives and adverbs, adverb of place and time, interrogative words, preposition (from, of, in, at, inside, to), action verbs</p> <p>دیدن، داشتن، رفتن، خریدن، خوردن، اول، دوم، سوم، بعد، آخر، و غیره</p> <p><b>Language Chunks:</b> I travel to Afghanistan every year. What did you do in Afghanistan? I am traveling to Afghanistan from the United State. I went to Mandavi bazar. What memories do you have from your trip to Afghanistan?</p> <p>من هر سال به ایران سفر می کنم. در ایران چه کارهایی کردی؟ من از آمریکا به ایران می روم. من به بازار بزرگ تهران رفتم. تو چه خاطره هایی از سفر به ایران داری؟</p> <p><b>Cultural knowledge:</b> Students learn about the cultural behaviors related to travel such as welcoming or escorting a passenger...</p> <p>آداب مربوط به استقبال مسافر یا بدرقه مسافر</p> <p><b>Contents:</b> Travel</p>	<p>Student A, interviewer; and student B, interviewee. They will ask and answer questions similar to what they have heard. At last, each group will perform in front of the class. They will also answer related questions.</p> <p><b>Older Learners:</b></p> <p>Learners will listen to a native speaker’s interview about her/his trip to Iran. Learners in pairs will then fill out a worksheet with information gaps. Learners will use their sheets to retell the story of the interviewee in their own words. Last, they will write a post in the program’s Moodle/Facebook page. Other students will read and comments.</p>
<p><b>Interpersonal Communication</b></p>		
<p><b>Intermediate Low;</b></p> <p>3. <i>I can talk with someone about my hobbies and interests such as regular routines on a Nowruz day; Sofre ye Haft Seen folkloric</i></p>	<p><b>Vocabulary:</b> exercise/sport, swimming, game/play, drawing, work, school, activity, theater, park, ocean/beach, library</p> <p>شنا، ورزش، بازی، نقاشی، کار، مدرسه، فعالیت، سینما، پارک،</p>	<p><b>Younger learners:</b></p> <p>Learners will walk around and interview at least 2-3 classmates about their hobbies. They will use pictures of some leisure time activities and</p>

<p>stories (Amoo Nowruz and Nanneh Sarma); songs (Amoo Nowruz/Samanoo); Sizdeh Be dar, , Chaharshanbeh Souri, and Ghashogh Zanee; special Nowruz dishes (Samanoo, Sabzi Polo Ba Mahee); shopping (souvenir); transportation; and popular Persian music and singers such as Ustad Shajarian, Alireza Eftekhari, and Mohammad Isfahane.</p>	<p>دریا، کتابخانه</p> <p><b>Grammatical structures:</b> Action verbs: present tense, negative, positive, possessive pronoun (pronoun injunctive), like and dislike, interrogative words, frequently used adjectives and adverbs, etc.</p> <p>خودش، خودم، خودت، ...</p> <p>دوست داشتن، دوست نداشتن کردن، ورزش کردن، بازی کردن، خواندن، داشتن، رفتن</p> <p><b>Language Chunks:</b> free-time, what sport do you like? I like swimming. I play basketball. What do you do in your free time? I go to school everyday and study. On Sundays I go to the beach.</p> <p>وقت آزاد</p> <p>چه ورزشی دوست داری؟</p> <p>من ورزش شنا دوست دارم.</p> <p>من بسکتبال بازی می کنم.</p> <p>تو در وقت آزاد خودت چه کار می کنی؟</p> <p>من هرروز به مدرسه می روم و درس می خوانم.</p> <p>روزهای یکشنبه به دریا می روم.</p> <p><b>Cultural knowledge:</b> Students will learn about different traditional hobbies and places and their significances as reflection of the culture and history of the people in Iran...</p> <p>مکان های سنتی، جوانمردی و پهلوانی</p> <p><b>Content:</b> hobbies and interests</p>	<p>take short notes. Learners will then introduce one of their interviewees and their hobbies to the class. For instance, <i>this is Ali. Ali likes to play soccer; he has a new soccer ball. He plays soccer with his sister every day</i>, etc.</p> <p><b>Older learners:</b></p> <p>Learners watch common leisure activities in Iran. In groups of two, they will compare and contrast people’s activities in special occasions such as New Year’s Eve. They will then share their findings with other groups, using Venn diagrams, and ask and answer questions.</p>
<p><b>Intermediate Mid</b></p>	<p><b>Vocabulary:</b> tea, sweets, ice cream, traditional</p>	<p><b>Younger learners:</b></p>

<p>4. I can talk about topics related to historical places such as the <i>Takhte Jamshed, Tehran Grand Bazar, Tehran Museum, Jameh Mosque of Isfahan, See o se pol, Hasht Behesht , and Chehel setoun</i>; as well as about influential Persian figures such as <i>Amir kabir, Hafiz, Ferdosee , Mawlana Jalaluddin Rumi Balkhi</i>.</p>	<p>restaurant, decorations, tea pot, pot چایی، شیرینی، بستنی اکبر مشتی، رستوران سنتی، تزئینات، سماور، دیزی</p> <p><b>Grammatical structures:</b> Action verbs and the expression of “like”, “ dislike” and preferences to order food, drink, and desert, adverb of time and place, past and present tense, possessive pronouns, Interrogative words,</p> <p>خوردن، تیلیت کردن، سفارش دادن، چای ریختن</p> <p><b>Language Chunks:</b> I like Abgoosht. I like Doogh more than soda. I will order Faloodeh for dessert. Which Persian traditional food do you like the most? من آب گوشت/دیزی دوست دارم. من دوغ بیشتر از نوشابه دوست دارم. برای دسر فالوده سفارش میدم. تو کدام غذای سنتی ایرانی را بیشتر دوست داری؟</p> <p><b>Cultural knowledge:</b> Students will learn about <b>behaviors</b> related to Persian traditional food and restaurant as reflection of the culture, personality, and history of the people...</p> <p>غذاها و رستوران های سنتی مثل طرز درست کردن و دم کردن چای و خوردن چای و نبات،... تعارف برای پرداخت پول غذا</p> <p><b>Content:</b> Food, Restaurant</p>	<p>In small groups, the learners will name their favorite Persian restaurant and talk about its menu. The learners will then select one restaurant and a role-play a scenario. One of the learners will play the role of a waiter/waitress, and the other will play the role of a costumer. They will practice the role-play a few times and present it to other groups before presenting it to the class. The teacher will ask guided questions in order to draw students’ attention to any cultural references.</p> <p><b>Older learners:</b></p> <p>Learners will watch an advertisement of a Persian restaurant. They will work with a partner to create an advertisement for their own imaginary restaurant. In the advertisement they will briefly describe the physical location and appearance of the restaurant and provide information about food, beverage, and desert that the restaurant offers. Learners will use traditional food items such as doogh, chai and nabat, dezee, faloodeh, Persian style ice cream in their menu. They will then present their advertisement to other groups and answer related questions.</p>
<b>Presentational speaking</b>		
<p><b>Intermediate Low</b></p> <p>5. I can present on familiar topics related to</p>	<p><b>Vocabulary:</b> buss, taxi, train, metro, agency, airplane, travel, trip, fast, ticket, driver, right,</p>	<p><b>Younger learners:</b></p> <p>Leaners will watch a presentation with images</p>

<p>Nowruz including special Nowruz dishes (<i>Samanoo, Sabzi Koo Koo</i>); music; songs (<i>Amoo Nowruz/Samanoo</i>); singers such as <i>Ustad Shajarian, Alireza Eftekhari, and Mohammad Isfahane</i>.; folkloric stories (<i>Amoo Nowruz and Nanneh Sarma</i>), <i>Sizdeh be Dar, Chaharshanbeh Souri, and Ghashogh zanee</i> ; transportation; daily routines and interests; historical places (<i>Takhte Jamsid, Tehran Museum, Jameh Mosque of Isfahan, Tehran Grand Bazar, baghe Mohtasham, Jamsheedieh Park</i>); influential people (<i>Amir Kabir, Ferdousee, Hafiz, Mawlana Jalaluddin Rumi Balhki</i>).</p>	<p>straight, left, up, down</p> <p>اتوبوس، تاکسی، قطار، مترو، آژانس، هواپیما، مسافرت، سفر، تند، بلیط، راننده، راست، مستقیم، چپ، بالا، پایین</p> <p><b>Grammatical structures:</b> Personal pronouns, adjectives, adverb of time and place, prepositions, action verbs: to take, to get off, to buy, to drive, direction</p> <p>سوار شدن، پیاده شدن، رفتن، خریدن. رانندگی کردن، دیروز، امروز</p> <p><b>Language Chunks:</b> we are traveling from Tehran to Shiraz with train. We have tickets for train. How do you travel to Tehran? I like to travel with airplanes. Airplanes are fast.</p> <p>ما با قطار از تهران به شیراز می رویم. ما بلیط قطار داریم. با چه وسیله ای به تهران می روی؟ من هواپیما را بیشتر دوست دارم. هواپیما تند تر می رود. از یک نقطه به نقطه دیگر</p> <p><b>Cultural knowledge:</b> Students will learn about behaviors related to using public transportation and “Taaroaf Kardan” in paying the taxi bill, or getting in/getting off the vehicle...</p> <p>تعارف کردن، (بفرمایید، شما بفرمایید) جداکردن اتوبوس زنان و مردان جوان ها جا و صندلی خود رابه افراد مسن می دهند و احترام می گذارند</p>	<p>and information about different modes of public transportations in Iran. In pairs, they will select a public transportation. They will then draw the steps required to use that particular transportation and present it to the class. For example, Bus: <i>People first buy bus tickets. They will go to the station. They wait for their bus number. They give their tickets. They sit on the bus.</i></p> <p>The teacher will provide feedback.</p> <p><b>Older learners:</b></p> <p>In groups of two, learners will look at the city of Tehran’s bus map that has information about the time, bus number, and bus station number and address of different places in Tehran. Learners in their group select three different locations that they would like to visit. They find the nearest bus station/metro station and other important information such as bus number or metro line number and the address for each location. Then they will create a route map with detailed information. Learners will present the information to the class. For instance, <i>we like to visit Tehran’s National Museum, Sa’d Abaad Castel, and Milad Tower. First we need to go to Milad Tower using bus #32 from Bazar street station....</i> The teacher will facilitate learning by asking guided questions.</p>
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	<b>Content:</b> Transportation	
<p><b>Intermediate Mid</b></p> <p>6. I can talk about the similarities and differences between cultural events related to New Year <i>Nowruz</i> celebration in Iran such as <i>Jashne Sizdeh be Dar</i> and <i>Jashne Chaharshanbeh Souri</i> and in the United States (New Year's Eve).</p>	<p><b>Vocabulary:</b> New Year gift, Persian food, Nowruz ceremonies, grass, eggs, color...</p> <p>عیدی ، سبزی پلو با ماهی، چهارشنبه سوری، سیزده بدر، سبزه تخم مرغ، رنگی، عمو نوروز، حاجی فیروز، کاری،</p> <p><b>Grammatical structures:</b> graduation terms, possessive pronoun, action verbs related to Nowruz activities (to celebrate, to jump, to give gifts, to get together...), simple present tense, past tense, interrogative words, adverb of place and time...</p> <p>عیدی دادن، عیدی گرفتن، پریدن از آتش، هدیه دادن، گرفتن، دور هم جمع شدن ، جشن گرفتن</p> <p><b>Language Chunks:</b> pleasantries related to nowruz: happy Nowruz. I like jumping over the fire on Chahar-shanbeh soori. My grandfather gave me a new-year gift. Which of the Nowruz celebrations do you like?</p> <p>نوروز مبارک، عیدت مبارک، صد سال به این سال ها، سیزده ات بدر، زردی من از تو سرخی تو از من من چهارشنبه سوری از روی آتش می پریم. پدر بزرگم به من عیدی داد. کدام مراسم نوروز را بیشتر دوست داری؟ در سفره هفت سین چه چیزهایی است؟</p> <p><b>Cultural knowledge:</b> Students learn about the</p>	<p><b>Younger level learners:</b></p> <p>Learners will bring related pictures to class. In groups of two, they will create a list of activities that people usually do in Nowruz, especially during the Seezde Bedar. They will also try to find the rationale behind those practices. The learners will share their findings with other groups and answer related questions. At the end, each group will present its topic to the class.</p> <p><b>Older learners:</b></p> <p>Learners will interview their parents and other members of their family about cultural practices during Nowruz. They will also watch YouTube clips online. In class, the learners will share their findings with a partner and together create a PowerPoint presentation. They will present their slides and talk about the topic. Learners will also answer related questions. At last, they will post their slide to the program Moodle/Facebook page. Other students will read the postings and offer comments. The teacher will monitor online activities and post comments to facilitate learning.</p>

	<p>traditions, customs, and behaviors associated with Sizdah be dar and Nawruz such as tying the grass while wishing for a better future and dropping the sprouted wheat in the river or nature in order to keep the nature greener; visiting elders, giving cash as a new-year gift</p> <p>آداب و رسوم مربوط به سیزده بدر مثل سبزه گره زدن، انداختن سبزه در طبیعت، رفتن به طبیعت و پیک نیک کردن و دور ریختن نحسی عدد سیزده...</p> <p>کوچکترها به دیدن بزرگ ترها می روند. کوچکترها از بزرگترها عیدی می گیرند</p> <p><b>Content:</b> Nowruz Traditions</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.

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	<b>Opening activates: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).</b>
9:20 – 10:20	<b>Learning Episodes 1-3 (20 minutes each):</b>

	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	Learning Episodes 1-2 (20 minutes each): Opening activates: Learners will watch authentic Persian children movie. Learners will watch Persian authentic movies and discuss their undressing through small group discussions.
1:40-2:00	Learning Episode 3 (20 minutes): Learners will preform cultural performance such as Persian national dance, songs and plays.
2:00 - 2:10	Break
2:10 – 2:50	Learning Episodes 1-2 (20 minutes each): 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: <ul style="list-style-type: none"> <li>- Online Alphabets Modules – to practice alphabets</li> <li>- Byki to practice vocabulary</li> <li>- Skype to conduct and record conversations</li> </ul>

	<ul style="list-style-type: none"><li>- <b>Online games</b></li><li>- <b>Linguafolio</b></li><li>- <b>Program-created Facebook Page</b></li></ul>
2:50 – 3:15	<b>Learning Episode 1 (25 minutes):</b> <ul style="list-style-type: none"><li>- <b>Review of materials</b></li><li>- <b>Homework assignments</b></li><li>- <b>Wrap up</b></li></ul>

*You may add additional rows as necessary.*