



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

		Days			
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Target Proficiency Level: (by end of program)	Reading and Writing: Intermediate Low	Target Performance Level(s): (during and by end of program)	<i>Reading and Writing: 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.

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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?

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 the 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 4th and 5th 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, completing 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 interpret written authentic resources by reading newspapers, magazines, and/or articles; filling out worksheets/charts; and communicating via text messaging or social media with their classmates about Nowruz celebrations and customs. Learners will further work in pairs or small groups to identify and write about the similarities and/or differences of the New Year celebration in Iran and in the United State. They will read authentic texts and complete charts answering *What, When, Where* questions. By the end of the program, the learners will be able to read, write, and talk about favorite foods, games, activities, and important places that Persian usually visit during Nowruz. 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">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 OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p>Interpretive reading</p>	
<p>Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar</p> <p>Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<ol style="list-style-type: none"> 1. I can read and 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>). 2. I can read short article or written 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.
<p>Interpersonal Communication</p>	
<p>Intermediate Low: I can participate in conversations (via technology-mediated interaction) 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>	<ol style="list-style-type: none"> 3. I can read and write emails and Facebook postings to friends about my hobbies and interests such as <i>regular routines on a Nowruz day; Sofre ye Haft Seen folkloric 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</i>

<p>Intermediate Mid: I can participate in conversations on (via technology-mediated interaction) 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 usually say what I want to say about my everyday life and myself.</p>	<p><i>Mahee</i>; shopping (souvenir); transportation; and popular Persian music and singers such as <i>Ustad Shajarian, Alireza Eftekhari, and Mohammad Isfahaneh</i>.</p> <p>4. I can read and write emails and facebook postings to friends about topics related to historical places such as the Takhte 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.</p>
<p>Presentational Writing</p>	
<p>Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>Intermediate Mid: I can write 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 Isfahaneh</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>6. I can write 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.
Through reading different authentic materials, learners will develop an understanding about the old and contemporary cultural practices related to daily life and 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 communicate with friends and native Persians through text messages and short postings on social media (Moodle/Facebook). They will also ask follow up questions to develop deeper understanding about the topic. Learners will share their findings from the communications with friends and native speakers with classmates and answer related questions. Learners will read and post comments to each other's postings on the program-created Moodle/Facebook page.	Learners will use the findings from readings and communicating with friends and native speakers to prepare a presentation. They will inform the audience what people usually do in 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 presentation to the program's Moodle/Facebook page and write a short summary about it. Other students will read the 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.

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 Reading		
Intermediate Low: 1. I can read and 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,</i>	Vocabulary: Bazaar, traditional, restaurant, store, masque, grocery, handicrafts, alley, street بازار، سنتی ، رستوران، دکان، مسجد، عطاری، صنایع دستی، کوچه، خیابان، he addition “-e”, compound action verbs, interrogative Grammatical structure: demonstrative pronouns, Personal and possessive pronoun, most frequently used adjectives, Ezafe or twords, prepositions, the opposite words, Opposite Adjectives: big, small, pretty, ugly, expensive, cheap, old, new, busy, empty بزرگ، کوچک، زیبا، زشت، گران، ارزان، قدیمی، نو، شلوغ، خلوت	Younger Learners In groups of two or three, learners will receive two pictures of different monuments of historical places in Iran. They will read the provided short and simple description/caption of one of the pictures. They will then use the second picture (with no information) and write a simple caption for the picture describing the name of the place, the date and the person(s) who has built the place, historical significance of the place and some physical description of it. At last, they will post their pictures on the classroom’s wall. Students will walk around and read the information for each picture. Older Learners:

jashne Chahar Shanbeh Souri, and Ghashogh Zanee).

Language Chunks: 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 small stores in the bazaar. Is Tehran's grand bazaar new? No, Tehran's grand bazaar is old. I buy Persian handicrafts from bazaar. What did you see in the bazaar?

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؟

Cultural knowledge: 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!

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،

In groups of two or three, learners will be asked to select two places that they want to visit during their stay in Tehran that have similar historical backgrounds. For instance, Golestan Palace and Dar Ol Fonoon from Qajar dynasty. They then will read a simple text about each place's history and significance. They will also research online to find more information about each place. Each group will fill out a chart to include their findings. Learners will post their charts along with images on the class Moodle/Facebook. They will also present it to the class and answer related questions. The teacher will facilitate further learning by asking guided questions.

	Content: Places (Grand Bazar in Tehran)	
<p>Intermediate Mid:</p> <p>2. I can read short article or written 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 Isfahane</i> and retell its main message to a friend.</p>	<p>Vocabulary: 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، دریا، کتابخانه</p> <p>Grammatical structures: 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>Language Chunks: 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>Cultural knowledge: Students will learn about different traditional hobbies and places and their significances as reflection of the culture and history of the people in</p>	<p>Younger learners:</p> <p>Learners will read a text supported by images about Persian students class schedule. Example: <i>Mina wakes up at 7am. She eats breakfast and gets ready for school. She goes to school with her dad. She has Farsi class from 8:30 – 9:30. She has Math class from 9:30-10:30.</i></p> <p>Learners will then fill out a chart indicating the time of the day and the activity of the native Persian student based on the schedule.</p> <p>Older learners:</p> <p>Learners will read about two Persian students and their hobbies. Example: <i>Mina likes to read books. She likes reading novels and non-fiction books. She reads books every Mondays, Tuesdays, Thursdays, and Fridays for 50 minutes. On Thursdays, she goes to library to read with her friends....</i></p> <p><i>Babak likes to play soccer. He likes to play goalie. He practices for 2 hours every Friday, Saturday, and Tuesday. On Sundays, Babak and his team play in a tournament....</i></p> <p>Learners will then use a Venn Diagram to compare and contrast the two schedules. The teacher will provide feedback.</p>

	<p>Iran...</p> <p>مکان های سنتی، جوانمردی و پهلوانی</p> <p>Content: hobbies and interests</p>	
Interpersonal Communication		
<p>Intermediate Low</p> <p>3. I can read and write emails and Facebook postings to friends about my hobbies and interests such as <i>regular routines on a Nowruz day; Sofre ye Haft Seen folkloric 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.</i></p>	<p>Vocabulary: restaurant, message, invitation, field trip, answer, history/date, birthday</p> <p>رستوران، پیام، دعوت، گردش علمی، جواب، تاریخ، تولد</p> <p>Grammatical structures: Action verbs: to invite, to send messages, to write rponses and the expression of “like”, “dislike”, to order food, drink, and desert, adverb of time and place, past and present tense, possessive pronouns, interrogative words, I would prefer...</p> <p>دعوت کردن، پیام فرستادن، رفتن، جواب دادن، نوشتن</p> <p>Language Chunks: invitation card, field trip to a restaurant, email. I invite him/her to the restaurant. We go to a restaurant for a field trip. I answer my emails.</p> <p>کارت دعوت ، گردش علمی به رستوران، پیام اینترنتی، من او را به رستوران دعوت می کنم. مابرای گردش علمی به رستوران می رویم. من جواب پیام اینترنتی او را دادم.</p> <p>Cultural knowledge: Students will learn about behaviors related to Persian traditional food and restaurant as reflection of the culture, personality, and history of the people... pleasantries of eating in public</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>Younger learners:</p> <p>Learners will read a simple text, supported by images, and respond to a simple invitation message from a friend. In the message the learner is invited to go to his friend’s birthday party at park and has the information about the place and time. Learners will answer this message by writing hello and a short/simple sentence of yes/or no responses (yes, I can/would like to come/or No, I can’t/wouldn’t like to come) and end their message by writing good-byes.</p> <p>Older learners:</p> <p>Learners in groups of two will create an online simple/short birthday invitation card to a Persian restaurant. They will post it on to the program’s Moodle/Facebook page. The invitation message will include <i>hello, the date, the place, address of the place, good-bye, and sign their name</i>. Each group will read the other groups’ invitation messages and will post a short reply and ask one or two questions to get more information, for example: <i>how many people are invited? Can I bring a friend?</i></p>

	<p>Content: Food, Restaurant, Invitation</p>	<p>Each group will share their invitation message with the class. The teacher will monitor their online interactions and pose comments to draw students' attention to any grammatical errors.</p>
<p>Intermediate Mid</p> <p>4. <i>I can read and write emails and facebook postings to friends about topics related to historical places such as the Takhte 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>	<p>Vocabulary: park, traditional gym, tea shop, traditional restaurants, museum, square</p> <p>پارک ، زورخانه، چایخانه، رستوران های سنتی، میدان آزادی، موزه ملی</p> <p>Grammatical structures: The expression of how and why, prepositions, action verbs, negative verbs ،present and past tense, adverb of time and place.</p> <p>رفتن، دوست داشتن، دوست نداشتن، رفتن، دیدن،</p> <p>Language Chunks: I am going to Laleh park with my sister and brother. Today I will go to Azadi square. I like to go to Tehran national museum.</p> <p>من با خواهر و برادرم به پارک لاله می رویم. امروز به میدان آزادی می روم. من دوست دارم به موزه ملی تهران بروم.</p> <p>Cultural knowledge: Ancient artifacts provide information about the history, life style, and culture of people, places, and events from the past time. Students will learn about the life style of the ancient Iran, their behaviors, clothes style, food and utensils...</p> <p>دانش آموزان درباره فرهنگ، طرز زندگی مردم و آداب مربوط به رفتارهای مختلف مثل طرز لباس پوشیدن، غذا خوردن، روابط فامیلی، ... یاد بگیرند.</p>	<p>Younger learners:</p> <p>In groups of two, learners will select photos of a restaurant (each group will have different selection) in Tehran and write simple descriptive sentences about it. They will share their picture and descriptions with other groups and answer related questions. At last, the learners will post their pictures and descriptions to the program's Moodle/Facebook page for others to read and comment. The teacher will monitor learners' online interactions and provide necessary feedback.</p> <p>Older learners:</p> <p>Each learner will visit different Persian websites to learn about modern and traditional restaurants in Tehran. They will select the one that they would like to visit when they travel to Iran. Learners will post the picture and basic information (<i>location, address, the type of a restaurant, physical description, and the type of food they provide</i>) about the place on the program's Moodle/Facebook page. Other students will read and offer comments. The teacher will monitor learners' online interactions and post some comments to facilitate the interaction between students.</p>

	<p>Contents: places in Tehran</p>	
<p>Presentational Writing</p>		
<p>Intermediate Low:</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>Vocabulary: buss, taxi, train, metro, agency, airplane, travel, trip, fast, ticket, driver, right, straight, left, up, down</p> <p>اتوبوس، تاکسی، قطار، مترو، آژانس، هواپیما، مسافرت، سفر، تند، بلیط ، راننده، راست، مستقیم، چپ، بالا، پایین</p> <p>Grammatical structures: 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>Language Chunks: 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.</p>	<p>Younger learners:</p> <p>In groups of three, learners will watch a video about transportation in Iran. They will then select one mode of transportation; for instance, train. They will then research online to find information about the following: Where the train station is? How people can purchase a ticket for the train? How long is the travel from Tehran to Shiraz using the train? They will then talk about the steps required to use that particular transportation. They will create a pamphlet with the traveling information and present it to the class.</p> <p>The teacher will provide feedback.</p> <p>Older learners:</p> <p>Learners will read about transportation in Iran. In groups of two, they will be asked to find the cheapest way to travel from Tehran to Shiraz. They will search online to find relevant information. For example, learners will look at</p>

	<p>هوایما تند تر می رود. از یک نقطه به نقطه دیگر</p> <p>Cultural knowledge: 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 صندوق خود را به افراد مسن می دهند و احترام می گذارند</p> <p>Content: transportation</p>	<p>the Iran’s bus map that has information about time, bus number, and bus station number and address of different places in cities of Iran. They will compare that with other means of transportation such as trains. They will then write the information in a pamphlet including the information and the cost of traveling from Tehran to Shiraz. Learners will present the information to the class. The teacher will facilitate learning by asking guided questions.</p>
<p>Intermediate Mid:</p> <p>6. I can write 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 Soori</i> and in the United States (New Year’s Eve).</p>	<p>Vocabulary: New Year gift, Persian food, Nowruz ceremonies, grass, eggs, color...</p> <p>عیدی، سیزی پلو با ماهی، چهارشنبه سوری، سیزده بدر، سیزه کاری، تخم مرغ، رنگی، عمو نوروز، حاجی فیروز،</p> <p>Grammatical structures: 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>Language Chunks: 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</p>	<p>Younger learners:</p> <p>Learners will watch multiple authentic video clips related to different traditions in Nowruz celebration; such as Chaharshanbe Soori, Nowruz eve, and Seezdeh Bedar. In pairs, the learners will create a Nowruz memory book page. Learners will draw, print, and use pictures to write about their memories. Using simple sentences, the learners will answer questions such as "<i>what is your favorite part about Nowruz? What is your favorite holiday food? What is your favorite holiday song? What do you do with your family?</i>" Once they have completed their memory book page, they will share it with other groups and answer related questions.</p> <p>Older learners:</p>

	<p>the Nowruz celebrations do you like?</p> <p>نوزوز 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>Cultural knowledge: Students learn about the 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... کوچکترها به دیدن بزرگ ترها می روند. کوچکتر ها از بزرگترها عیدی می گیرند</p> <p>•</p> <p>Content: Nowruz</p>	<p>In groups of two, the learners will watch a video clip related to the Nowruz celebration in Iran and the New Year celebration in the U.S. They will complete a Venn diagram and highlight similarities and differences between the two cultures. The learners will use the findings from their Venn diagram to write a short summary and post it to the program’s Moodle/Facebook page. Other students will read the postings and comment. The teacher will also read postings and offer comments to facilitate students’ learning.</p> <p>The Venn diagram will include those following columns:</p> <ul style="list-style-type: none"> Dates of each celebrations Foods commonly associated with each holiday celebration Symbols of each celebration Key Words associated with each holiday Decorations associated with each celebration Songs that relate to each holiday Gifts and the role gifts play in each celebration Light/Candles and the role lights and/or candles play in each holiday festival
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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 – 10:20 (Reading Comprehensions)	<i>Please refer to the Speaking and Listening Curriculum.</i>
10:20 - 10:30	Break
10:30 – 10:40	Opening activates: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).
10:40 - 12:00	Learning Episodes 1-4 (20 minutes each): Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: reading and writing words and sample texts, matching activities, preparing pictures caption, etc. The teacher will conduct a formative assessment throughout the lesson. He/she will use recasting to correct learners' pronunciation
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"> - 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	Learning Episode 1 (25 minutes): <ul style="list-style-type: none"> - Review of materials - Homework assignments - Wrap up

You may add additional rows as necessary.