



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 6-7
		K-2, 3-5, 6-8, 9-12	

Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>	
	<i>Other (please specify):</i>					

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: Intermediate Mid	Target Performance Level(s): (during and by end of program)	<i>Listening and Speaking: Intermediate High</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 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 6th and 7th grades (11-12 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 writing short notes for pictures and images, 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), 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 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 watch movies and write reviews. By the end of the program, learners will be able to talk, read, and write about favorite foods, games, activities, and important places that Iranians usually 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 make short presentations and describe places with detail.

<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 align="center">Interpretive Listening</p>	
<p>Intermediate Mid: 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>Intermediate High: 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>	<p>1. I can understand the information given in an Iranian radio advertisement or a conversation that I overhear related to Nowruz celebrations and traditions such as Persian food (<i>Samanoo, Sabzi polo ba mahee</i>); music and concert (traditional and modern); public transportation; historical places (<i>Emam Squre, Tehran Musem, Shah-e Doh Shamshira Mosque, Bagh-e-Behesht, See o Se Pol, Chahar Bagh, Ark e Kerman , Chehel Setoon, pole Khajoo, and Menar Jonboon</i>); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>).</p> <p>2. I can understand the biographical information of an Iranian influential person such as <i>Amir Kabir, Naserideen shah, Ferdosee, Hafiz, Mawlana Jalaluddin Rumi Balkhi</i>, and Iranian singers including <i>Estad Shajarian, Alireza Eftekhari, and Mohammad Isfahane</i>).</p>
<p align="center">Interpersonal Communication</p>	
<p>Intermediate Mid- 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 usually say what I want to say about myself and my everyday life</p> <p>Intermediate High: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various timeframes. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>3. I can appropriately participate in a social interaction, provide and ask for information related to topics of interest such as daily routine; public transportation; special Nowruz dishes (<i>Samanoo, sabzi polo ba mahee, haft seen</i>); music and concert (traditional and modern); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>).</p> <p>4. I can provide information and full description about topics related to historical places such as <i>Takhte Jamshed, Tehran Museum, Jameh Mosque of Isfahan</i>); <i>Se o se pol, Hasht Behesht, Arg e Bam, and Chehel setoun</i>; as well as influential Iranian figures such as, <i>Amir kabir, Hafiz, Ferdosee , Mawlana Jalaluddin Rumi Balkhi</i></p>

Presentational Speaking

Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.

Intermediate high: I can make presentations in a generally organized way on school, work, and community topics, and on topics. I have researched. I can make presentations on some events and experiences in various timeframes.

5. I can present on familiar topics related Nowruz including special Nowruz dishes (*Samanoo, Sabzi Koo Koo*) music and concert (traditional and modern); transportation; daily routine; historical places (*Takhte Jamsid, Tehran Museum, , ARG, Jameh Mosque of Isfahan, baghe Mohtasham, Jamsheedieh Park*); and how people usually spend their time during Nowruz (*Mayla-e-Gul-e-Surkh and Sizdah Be-dar*).

6. I can talk about the similarities and differences between the traditional and modern Iranian music through introducing and talking about singers from different era (*Estad Shaharian, alireza Entezamee, and Mohammad Isfahane*

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.

<p>Learners will listen to authentic messages and watch clips that convey basic information about Persian music, celebration, transportation, architecture, historical cities and places that people usually visit during the Nowruz festival in Iran. They will interpret the message and reveal the important information that was included in the message. The learner will write summaries of what they listened to or watched. They will also compare and contrast customs and traditions (during the New Year) of Iran with those in the United States, using a Venn diagram.</p>	<p>The learner will share their summaries with each other and talk about the topics. They will also highlight similarities and differences from their Venn diagrams and answer each other's questions. As an independent activity, learners will interview (in a face-to-face setting) their parents and other adult members of their families and ask them questions about historical places and the role of architecture in the Persian culture and history. Learners will post a summary of their findings to the program-created Moodle/Facebook page. They will also read other classmates' postings and write comments.</p>	<p>Learners will present findings from their Venn diagrams and interviews with parents to the class. They will inform the class about similarities and differences that exist between the two cultures, including architecture, historical places, music, celebration, etc. In addition, the learners will write a short summary about historical places and post a copy to the program-created Moodle/Facebook page.</p>
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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>Intermediate Mid:</p> <p>1. I can understand the information given in an Iranian radio advertisement or a conversation that I overhear related to Nowruz celebrations and traditions such as Persian food (<i>Samanoo, Sabzi polo ba mahee</i>); music and concert (traditional and modern); public transportation; historical places (<i>Emam Squre, Tehran Musem, Bagh-e-Behesht, See o Se Pol, Chahar Bagh, Arg e Bam, Chehel Setoon, pole Khajoo, and Menar Jonboon</i>); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>).</p>	<p>Vocabulary: radio advertisement, concert, Nowruz celebration, singer, date, place, musician, traditional, song, tune, musical instruments آگهی رادیو، کنسرت، جشن نوروز، خواننده، تاریخ، محل، موسیقیدان، سنتی، آواز، آهنگ، آلات موسیقی</p> <p>Grammatical structure: demonstrative pronouns, Personal and possessive pronoun, most frequently used adjectives, Ezafe or the addition “-e”, compound action verbs: to listen, to understand, to say, to listen, to play, to read, interrogative words, prepositions, the opposite words, گوش کردن، فهمیدن، گفتن، شنیدن، نواختن، خواندن</p> <p>Cultural knowledge: I listened to a concert advertisement on a radio. Rastak groups have a concert in Tehran. When is the concert? It is on Friday October 27. Do you like to listen to traditional Persian music? I went to a traditional concert yesterday.</p> <p>Language Chunks: من آگهی کنسرت را از رادیو شنیدم. گروه رستاک در تهران کنسرت دارد. کنسرت آنها چه روزی است؟ روز جمعه بیست و هفتم آبان است. تو دوست داری آهنگ سنتی ایرانی گوش کنی؟ من دیروز به یک کنسرت سنتی رفتم.</p> <p>Cultural knowledge: Students will learn about traditional musical instruments and the role of Iranian traditional music and modern music in the life of the people in Iran. شاگردان در مورد آلات موسیقی و نقش موسیقی سنتی ایرانی و موسیقی مدرن در ایران یاد می‌گیرند.</p>	<p>Younger Learners Learners in groups of two will listen to an authentic radio advertisement related to a traditional Persian concert during a Nowruz celebration. Learners will complete a simple chart as they listen to the advertisement and provide answers to questions such as <i>which date, what time, where, and who/or which folkloric music group will be performing</i>, etc. Each group will share their answers with two other groups. At the end, each group will present their chart to the class. The teacher will correct any incorrect information through asking questions.</p> <p>Older Learners: Learners will be divided into three groups. All groups will listen to an artist who is looking for an agent to advertise his/her concert. The artist will give information about the preferred dates, number of audience, preferred venue, and range of ticket price. Each group will then work together to get information and prepare an advertisement flyer for the concert. In a contest, each group will present their flyer and other learners will rate it. They will record and upload their advertisement on the program-created Moodle/Facebook page. The teacher will post some comments about each advertisement with the purpose to draw student’s attention to grammatical and spelling errors.</p>
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<p>Intermediate High:</p> <p>2. I can understand the biographical information of an Iranian influential person such as <i>Amir Kabir, Naserideen shah, Ferdosee, Hafiz, Mawlana Jalaluddin Rumi Balkhi</i>, and Iranian singers including <i>Estad Shajarian, Alireza Eftekhari, and Mohammad Isfahanee</i>).</p>	<p>Content: Interests: music/concert</p> <p>Vocabulary: biography, important dates, works of art, literary work, changes, poem, poet</p> <p>زندگینامه ، تاریخ های مهم، آثار هنری، آثار ادبی، تغییرات، شعر، شاعر</p> <p>Grammatical structures: Adjective, past and present tense, verbs</p> <p>Language Chunks: Ferdowsi is one of most famous and important poets of Iran. Shahnameh is one of most important literary work in the world. Ferdowsi wrote Shahnameh in thirty years.</p> <p>فردوسی یکی از شاعران معروف و مهم تاریخ ایران می باشد. کتاب شاهنامه یکی از مهمترین آثار ادبی در جهان است. فردوسی شاهنامه را در طی سی سال نوشت.</p> <p>Cultural knowledge: Students learn the epic legend in the form of poem. They also become familiar with shahnameh khanee/reading or singing the poems of Ferdosee with the special Vocals in a traditional tea/coffee house.</p> <p>دانش آموزان افسانه های حماسی را به صورت شعر یاد می گیرند. آنها همچنین درباره شاهنامه خوانی یا خواندن اشعار فردوسی با آواز مخصوص در قهوه خانه های سنتی آشنا می شوند</p>	<p>Younger Learners:</p> <p>Each learner will listen to an interview of an Iranian famous person who will provide information about his or her regular day and free time activities (each learner will have a separate interview).</p> <p>Learners will take notes and fill out a grid with key information about the person. In a short summary, they will use their own words to introduce the person to a partner. Learners will also ask and answer questions for better understanding.</p> <p>Older Learners:</p> <p>In groups of two, learners will listen to an interview of an Iranian figure (each group will have a different interview). The learners will take notes of key information related to the person. They will then present their notes about the person to the class and answer classmates' questions. In addition, they will post a copy of their notes to the program-created Moodle/Facebook page. The teacher will read postings and comment. Through comments, the teacher will add to learners' knowledge and correct their grammatical errors.</p>
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	<p>Contents: Description of a person/introduction</p>	
<p>Interpersonal Communication</p>		
<p>Intermediate Mid: 3. I can appropriately participate in a social interaction, provide and ask for information related to topics of interest such as daily routine; public transportation; special Nowruz dishes (<i>Samanoo, sabzi polo ba mahee, haft seen</i>); music and concert (traditional and modern); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>).</p>	<p>Vocabulary: ticket office, ticket, concert, over phone, price, number of people, number, chair, front, back, middle, stage باجه، بلیط، کنسرت، تلفنی، قیمت، نفر، تعداد، صندلی، شماره، جلو، عقب، وسط، سالن نمایش، سن</p> <p>Grammatical structures: demonstrative pronouns, superlative and comparative adjective, Interrogative words, present time, past time, adverb of time and place, negative, positive form of sentences, expression of preferences, etc. خریدن، رزرو کردن،</p> <p>Language Chunks: cheapest, most expensive. I am buying Shajarian concert ticket. Do you like to go to Iranian traditional concert? How much is the ticket? When and where is the concert? I need four tickets, how much do I need to pay? ارزانترین، گرانترین من بلیط برای کنسرت شجریان می خرم. آیا شما دوست داری به کنسرت سنتی ایرانی بری؟ قیمت بلیط چنده؟ کی و کجا کنسرت هست؟ چهار تا بلیط میخوام، قیمتش چند میشه؟</p> <p>Cultural knowledge: Students learn about</p>	<p>Younger learners: In groups of two, learners will create a dialogue between a customer and ticket seller clerk for Persian concert. For instance, <i>Hello, how can I help you?</i> <i>Hi I need a ticket for Persian Nowruz festival?</i> <i>Great, how many tickets do you need?</i> <i>I need four tickets.</i> <i>etc.....</i></p> <p>Learners will use a dummy phone to conduct the conversation. They will also try to negotiate ticket price such as discounted group rates.</p> <p>Older learners: Pair work: Learner A will call learner B and invite him/her to their house for a Nowruz celebration. Learner B will ask questions in order to get information about the event and then accept or deny the invitation. Questions will include, <i>where is the party, what is the address, how many people will be there, do I have to bring a dish or something, etc.</i></p>

	<p>traditional music and musical instruments and its effect on people's life in Iran.</p> <p>Content: Buying Ticket for the traditional music concert</p>	
<p>Intermediate High: 4. I can provide information and full description about topics related to historical places such as <i>Takhte Jamshed, Tehran Museum, Jameh Mosque of Isfahan</i>); <i>Se o se pol, Hasht Behesht, Arg e Bam, and Chehel setoun</i>; as well as influential Iranian figures such as, <i>Amir kabir, Hafiz, Ferdosee , Mawlana Jalaluddin Rumi Balkhi</i>)</p>	<p>Vocabulary: museum, art, contemporary, ancient, antique, modern, statue, book, painting, pitcher, rug, picture, jewelry</p> <p>موزه، هنر، معاصر، قدیمی، انتیک، مدرن، مجسمه، کتیبه، (کتاب)، نقاشی، کوزه، فرش، تابلو، جواهر</p> <p>Grammatical structures: Adverb of time and place, past and present tense, possessive pronouns, Interrogative words, verbs: to watch, to see</p> <p>دیدن، تماشا کردن،</p> <p>Language Chunks: my family and I are going to Iran's national museum. Have you gone to Tehran's contemporary museum of art? No, where is this museum? The contemporary museum of art is at Laleh park. What types of things are displayed in the museum?</p> <p>من با خانواده ام به موزه ملی ایران می روم. آیا به موزه هنرهای معاصر تهران رفته ای؟ نه، این موزه کجاست؟ موزه هنرهای معاصر در پارک لاله است. چه چیزهایی در موزه ملی ایران دیدی؟</p> <p>Cultural knowledge: Ancient artifacts provide information about the history, life style, and culture of people, places, and events from the past time.</p>	<p>Lower Learners: In groups of two, learners will receive pictures of some famous items in the Iran's National Museum. They will also receive clay, paint, paper, glue, and other supplies. While they talk about the artifact in the picture. They will also try to make it with the materials they have. They will then present their created object (giving full description) to the class and answer other students' questions.</p> <p>Older Learners: Learners will bring Persian handcrafts to the class. In small groups, the learners will talk and describe the object that their team has received. They will talk about the physical description of the object, history, etc. Then each group will present their object/artifact to other groups and answer related questions. The teacher will facilitate the discussion by giving the students some guided questions such as, <i>what is it, what shape is it, what history does it represent</i>, etc. Students will later post the picture and the description of the item to the program's Moodle/Facebook page. Other students will read the posting and offer comments. The teacher will monitor students' interaction and post some comments to further facilitate student's learning.</p>

	<p>Students 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 اجتماعی، ... یاد می گیرند</p> <p>Content: place/museum</p>	
Presentational speaking		
<p>Intermediate Mid</p> <p>5. I can present on familiar topics related Nowruz including special Nowruz dishes (<i>Samanoo, Sabzi Koo Koo</i>) music and concert (traditional and modern); transportation; daily routine; historical places (<i>Takhte Jamsid, Tehran Museum, , ARG, Jameh Mosque of Isfahan, baghe Mohtasham, Jamsheedieh Park</i>); and how people usually spend their time during Nowruz (<i>Mayla-e-Gul-e-Surkh and Sizdah Be-dar</i>).</p>	<p>Vocabulary: bus, taxi, boat, bicycle, metro, travel, ticket, driver, traffic, right, straight, left, up, down</p> <p>اتوبوس، تاکسی، قطار، دوچرخه، مترو، سفر، تند، بلیط، راننده، ترافیک، راست، مستقیم، چپ، بالا، پایین</p> <p>Grammatical structures: Personal pronouns, adjectives, adverb of time and place, prepositions, action, verbs, direction</p> <p>سوار شدن، پیاده شدن، رفتن، خریدن، رانندگی کردن</p> <p>Language Chunks: we are going from Enghlab square to Laleh park. I went to Valiasr street with buss number three. Metro is faster than bus. How do you go to the museum? From one place to another place</p> <p>از میدان انقلاب به پارک لاله می روم. من با اتوبوس خط سه به خیابان ولیعصر رفتم. مترو تندتر از اتوبوس می رود. تو با چه وسیله ایی به موزه رفتی؟</p>	<p>Younger learners:</p> <p>Learners will bring their favorite toys with them to the class. In groups of two, they will talk and describe their toys to each other. They will also provide information why that particular means of transportation is their favorite. In addition, they will share the story of how they got that toy (was it part of a birthday gift, or something else). At the end, each learner will introduce his or her partner and his or her toys to the class. For instance, <i>this is Ali, his favorite toy is horse, he would like to have a real horse one day, etc.</i></p> <p>Older learners:</p> <p>Learners will watch a video about transportation in Iran. They will watch and note how people behave when they are on a bus or in a taxi. They will work with a partner and complete a Venn diagram highlighting similarities and differences about people's behavior in Iran and in the United States when people use public</p>

	<p>از یک نقطه به نقطه دیگر</p> <p>Cultural knowledge: Students learn about behaviors related to using public transportation and “Taaroaf Kardan” in paying the cost, or getting in/getting off the vehicle...</p> <p>اتعارف کردن: بفرمایید نه شما بفرمایید جدا کردن اتوبوس زنان و مردان</p> <p>Content: transportation</p>	<p>transportation. For instance, there are separate sections for men and women in a public bus in Iran. In addition, youngsters are expected to offer their seats to elders while riding the bus. Each group will then present information from their Venn diagram to the class and answer related questions.</p>
<p>Intermediate High</p> <p>6. I can talk about the similarities and differences between the traditional and modern Iranian music through introducing and talking about singers from different era (<i>Ostad Shaharian, alireza Eftekharee, and Mohammad Isfahane</i>)</p>	<p>Vocabulary: music, pop, traditional, musical instruments, Santoor, Sitar, Daf, Guitar, chair, stage, audience</p> <p>موسیقی، پاپ، سنتی، آلات موسیقی، سنتور، سه تار، دف، گیتار، صندلی، صحنه نمایش، تماشاچی،</p> <p>Grammatical structures: Adjective, adverb of time and place, possessive pronoun, simple present tense, simple past tense, superlative and comparative adjectives preposition...</p> <p>Language Chunks: participate, applause. Rastak group uses traditional musical instruments. The One Direction uses modern musical instruments. Who is the lead singer of the group Sonat. The Rastak group individuals sing and play music.</p> <p>شرکت کردن، دست زدن، گوش کردن، گروه رستاک از آلات موسیقی سنتی استفاده می کنند. گروه ۱ دیرکشن از آلات موسیقی مدرن استفاده می کنند. خواننده اصلی گروه سنت کیست؟</p>	<p>Younger learners:</p> <p>Learners will watch a short video of a traditional Persian musical performance (Rastak group). They will also watch a pop music video from the U.S. The class will be divided into two groups of A and B. Team A will sing a Persian song and resemble Persian singers’ gestures. Team B will do the same thing for American singers. Later students will work with a partner and complete a Venn diagram highlighting the differences and similarities between the Persian and American singers’ performances. They will then present the information from their Venn diagrams to the class and answer related questions.</p> <p>Older learners:</p> <p>If possible, the teacher will bring at least one real instrument to the class, if not, only pictures. The learners will watch in a YouTube clip how the instrument is played, in which occasion, etc. With a partner, they will then describe the physical description of the instrument and</p>

	<p>اعضای گروه رستاک هم می خوانند و هم می نوازند</p> <p>Cultural knowledge: Students will learn about Iran’s national anthem, the traditional music, musical instruments, dance, and importance and role of music in people’s life in Iran.</p> <p>دانش آموزان درباره سرود ملی ایران و موسیقی، آلات موسیقی و رقص های سنتی ایران یاد می گیرند و همچنین نقش موسیقی در زندگی مردم</p> <p>Content: Music, concert</p>	compare it with a musical instrument in the United States. Students will share their new knowledge with other groups and answer related questions.

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	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	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 Moodle/Facebook Page
2:50 – 3:15	Learning Episode 1 (25 minutes): <ul style="list-style-type: none"> - Review of materials

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| | <ul style="list-style-type: none">- Homework assignments- Wrap up |
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You may add additional rows as necessary.