



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		
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 6-7 (11-12 years old)
Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
Program Setting:	Residential:	Non-Residential:	X
	Distance/Online Component:		
Other (please specify):			

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

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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends? Does the Program Overview describe who will be part of the program and what they will do? Do you see evidence of the 3 5Cs in the3 program overview?

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

The course will target learners in 6nd and 7rd 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 using painting and drawing, while older learners will complete charts and Venn diagrams.

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

In the process of learning, learners will read storybooks and short articles, write simple summaries and reviews 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.). They will work in pairs or small groups to compare and contrast similarities and differences between New Year’s celebrations in Iran and the United States. They will look at Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. By the end of the program, learners will be able to read and write short paragraphs, explain and describe favorite foods, games, activities, and important places that Persian usually visit during Nowruz celebration.

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

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

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

**PROGRAM CAN-DO STATEMENTS
OR NCSSFL-ACTFL CAN-DO STATEMENTS**

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

Interpretive Reading

<p>Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>Intermediate High: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>1. I can read and 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, 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>2. I can read and 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>). can read a short summary about a Persian historical figure such as Hafiz, the famous poet.</p>
<p>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:</p> <p>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. 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 communicate through email and Facebook postings in a social and 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 communicate through email and Facebook postings 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 Writing	
<p>Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.</p> <p>Intermediate High: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</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>6. I can write a summary of a Venn diagram that I prepared to compare and contrast the traditional and modern Iranian music through introducing and talking about singers from different era (<i>Estad Shaharian, alireza Entezamee, and Mohammad Isfahane</i></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. (Are all of these tasks to be accomplished in the target language? It would seem above the capability of a NH/IL student to, for example, tell a memorable or interesting story about their families when they are at the word/phrase level with only the beginning ability to put just a few sentences together.)

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
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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 read authentic text and short articles that convey basic information about the 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 read. 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.	The learner will share their summaries with each other through simple notes, emails, and Facebook/ Moodle postings. They will highlight similarities and differences from their Venn diagrams and answer each other's questions. In addition, they will write to their friends and family members and ask them questions about historical places and the role of architecture in the Persian culture and history. Learners will write a summary of their findings and post it to the program's created Moodle/Facebook page page/ Moodle. Other classmates will read the postings and write comments.	Through a PowerPoint presentation, learners will present their findings 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.

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>
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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		
<p>Intermediate Mid:</p> <p>1. I can read and 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, 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>Language Chunks: 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>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؟</p>	<p>Younger Learners Learners will read a short article about traditional Persian concert during Nowruz celebration. They will also read another article about modern concerts in Iran. They will work with a partner and complete a questionnaire in which they will answer some True and False questions. The learners will also complete a relevant task with the information that are missing. Learners will share their answers with other groups and ask and answer related questions.</p> <p>Older Learners: In groups of two, learners will receive posters and event advertisement. They will then send an email to classmates and inform them about the event and advise them how to buy a ticket and attend. Each group will also post about the event on the program’s Moodle/Facebook page. Other students will read and offer comments.</p>

	<p>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.</p> <p>شاگردان در مورد آلات موسیقی و نقش موسیقی سنتی ایرانی و موسیقی مدرن در ایران یاد میگیرند.</p> <p>Content: Interests: music/concert</p>	
<p>Intermediate High: 2. I can read and 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>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>Younger learners: Learners are assigned to select a Persian historical figure, such as Ferdowsi, the famous poet for the cover of a famous Persian magazine. They will have to read about that historical figure online. The cover will require a picture or a drawing of the person, biographical information, and his/her major achievements. In groups of 2-3, the learners will design the cover and write the information. Each group will present their figure and answer classmate’s questions. The teacher will also ask guided questions to facilitate learning.</p> <p>Older learners: Learners will be given a short article about Ferdowsi, the famous poet to read. Each learner</p>

	<p>Cultural knowledge: Students learn the epic legend in the form of poem. They also become familiar with shahnameh khaneh/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. انها همچنین درباره شاهنامه خوانی یا خواندن اشعار فردوسی با آواز مخصوص در قهوه خانه ها ی سنتی آشنا می شوند</p> <p>Contents: Description of a person/introduction</p>	<p>will take a turn to read alone. The learners will then work with a partner and use Venn diagrams to compare Ferdowsi to any other historical figure that they know (i.e. Shakespeare). Each group will present their Venn diagram to the class and answer related questions.</p>
<p>Interpersonal Communication</p>		
<p>Intermediate Mid: 3. I can appropriately communicate through email and Facebook postings in a social and 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: Nowruz days, shopping, party, visiting, going to Bazaar, travel, breakfast, lunch, dinner, cinema, park, television, and computer games.</p> <p>ایام نوروز، خرید، مهمانی، دید و بازدید، بازار رفتن، مسافرت، صبحانه، ناهار، شام، سینما، پارک، تلویزیون، بازی کامپیوتری</p> <p>Grammatical structures: Present and past tense, negative, positive, possessive pronoun (pronoun injunctive), like and dislike, interrogative words, frequently used adjectives and adverbs and subjunctives.</p> <p>دوست داشتن، خواستن، باید، شاید نداشتن، بازی کردن، خواندن، داشتن، رفتن</p> <p>Language Chunks: free time, what do you do the first day of the New Year. We go first to my</p>	<p>Younger learners:</p> <p>In small groups, the learners will share some activities that people usually do during Nowruz. Later, each learner will write about one interesting activity that they like to do during Nowruz. They will share their writings with other classmates. For example: <i>During Nowruz I like to visit my grandmother and help her prepare Haftseen Table. I love making Sabzi Polo ba Mahi</i>, etc. The learners will exchange and share information about their interesting activities with other groups. They will also ask and answer each other's questions. The learners will post their writing to the program's Moodle/Facebook page page/ Moodle for others</p>

	<p>grandmother's house. Then we go to my uncle Reza's house for dinner. I like to visit for Nowruz. We go to North during Nowruz.</p> <p>زمان فراغت، وقت آزاد روز اول عید چه کار می کنی؟ ما اول برای عید دیدنی به خانه ی مادربزرگ می رویم. بعد همگی برای شام به خانه ی عمورضا می رویم. من دوست دارم به دید و بازدید بروم. در دوران نوروز ما به شمال می رویم.</p> <p>Cultural knowledge: Students learn about the role of each family members during the Nowruz celebration specifically related to preparing especial dishes for Nowruz celebration. And they also learn about the role of the women, men, and rest of family members during Nowruz celebration. Also, they get familiar with some rituals associated with visiting and revisiting during Nowruz.</p> <p>غذاهای مخصوص نوروز نقش اعضای خانواده در تهیه غذاهای ویژه در دوران نوروز چیست؟ شیوه دید و بازدید و میهمانوازی در طی این دوران در شب سال نو ...</p> <p>Content: Daily Routine /Nowruz</p>	<p>to read and comment.</p> <p>Older Learners:</p> <p>Learners in groups of two will read an article about a traditional event or activity during Nowruz in Iran (each group will have a different topic). They will write a summary of the article and share it with other groups through email or Moodle/Facebook page/ Moodle posting and answer related questions. The teacher will facilitate the discussion by asking guided questions.</p>
<p>Intermediate High:</p> <p>4. I can communicate through email and Facebook postings provide information and full description about topics related to</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،</p>	<p>Lower Learners:</p> <p>In groups of two, learners will receive pictures of some famous items in the Iran's National Museum. Through <i>Passing the Picture</i> activity, students will share their understanding with</p>

<p>historical places such as <i>Takhte Jamshed, Tehran Museum, Jameh Mosque of Isfahan</i>); <i>Se o se pol, Hasht Behesht, Arge 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>(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 type 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. 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 اجتماعی، ... یاد می گیرند.</p> <p>Content: place/museum</p>	<p>each other. Each student will receive a picture and a sheet of paper. Student 1, will write a sentence about the picture and pass the picture with the sheet to student 2 (student 2 to student 3, and so on); student 2 will write the second sentence about the picture and pass the sheet and the picture to student 3. The activity will continue until all students write at least one sentence about their fellow classmate's picture. At last, the pictures and the sheets will get back to the hands of the first student. Students will take turns, show their pictures, and read related sentences. The teacher will recast sentences to correct any possible grammatical mistakes.</p> <p>Older Learners: Learners will bring Persian handicrafts to the class. They will work with a partner and write a full description of the artifact. They will share their writings through emails and Moodle/Facebook page posting with each other. All students will be required to read each other's posting and write comments. The teacher will also monitor students' interaction on Moodle/Facebook page and post guided comments to facilitate learning.</p>
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Presentational Writing		
<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: ministry, transportation, transporter, public, aerial, ground, director, program, collaboration</p> <p>وزارت ، حمل و نقل، نقلیه، عمومی، هوایی، زمینی، مدیر، برنامه، همکاری،</p> <p>Grammatical structures: Prepositions, present, past and future tenses, adverb of time and place, direction.</p> <p>Language Chunks: what airline are you taking? I fly with Iranair. Do you need a taxi? Yes, I need a taxi. I will go with buss number three.</p> <p>شما با کدام هواپیما پرواز می کنید؟ من با خط ایران ایر پرواز می کنم. آیا شما به تاکسی احتیاج دارید؟ بله، من به یک تاکسی احتیاج دارم. من با اتوبوس شماره سه می روم.</p> <p>Cultural knowledge: Students will learn about behaviors related to using public transportation and “Taaroaf Kardan” in paying the cost, or getting in/getting off the vehicle...</p> <p>تعارف کردن، (بفرمایید، شما بفرمایید) جداکردن اتوبوس زنان و مردان</p> <p>Content: Transportation</p>	<p>Younger learners:</p> <p>In groups of two or more, learners will choose one or two modes of transportation in Iran. They will read short articles, supported by images, to develop better understanding about the topic. They will then write a short summary of their findings and share it with the class. Learners will post a copy of their summaries to the program Moodle/Facebook page for other students to read and comment. The teacher will also read and post comments.</p> <p>Older learners:</p> <p>In groups of two or more, learners will read a short article about the current state of the transportation system in Iran. Learners will work with their groups to summarize the article and to highlight the most important points in the article. Learners will present their summaries to the class. The teacher will ask guided questions to facilitate learning and also draw students’ attention to grammatical errors.</p>
<p>Intermediate High:</p>	<p>Vocabulary: music, pop, traditional, musical</p>	<p>Younger learners:</p>

<p>6. I can write a summary of a Venn diagram that I prepared to compare and contrast the traditional and modern Iranian music through introducing and talking about singers from different era (<i>ustad Shajarian, alireza Eftekharee, and Mohammad Isfahane</i>)</p>	<p>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،</p> <p>گروه رستاک از آلات موسیقی سنتی استفاده می کنند. گروه ۱ دیرکشن از آلات موسیقی مدرن استفاده می کنند. خواننده اصلی گروه سنت کیست؟ اعضای گروه رستاک هم می خوانند و هم می نوازند.</p> <p>Cultural knowledge:</p> <p>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>	<p>Learners will read short articles about traditional Persian musical performances. In groups of two, they will complete Venn diagrams and highlight the differences and similarities between the Persian traditional performance and American performances. They will then present the information from their Venn diagrams to the class and answer related questions.</p> <p>Older learners:</p> <p>The learners will explore Persian websites and read about traditional musical performances in Iran. They will also compare those traditions with current practices. In small groups, they will present their information and show related pictures to demonstrate how traditional practices have changed over time. The learners will post a copy of their writing on the program Moodle/Facebook page/ Moodle for others to read and comment.</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 – 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):

	<p>Opening activates: Learners will watch authentic Persian children movie.</p> <p>Learners will watch Persian authentic movies and discuss their undressing through small group discussions.</p>
1:40-2:00	<p>Learning Episode 3 (20 minutes):</p> <p>Learners will preform cultural performance such as Persian national dance, songs and plays.</p>
2:00 - 2:10	Break
2:10 – 2:50	<p>Learning Episodes 1-2 (20 minutes each):</p> <p>Opening activates: Under the teacher supervision learners will use different technology to review and practice daily materials learned in the class. They will use the following software:</p> <ul style="list-style-type: none"> - Online Alphabets Modules – to practice alphabets - Byki to practice vocabulary - Skype to conduct and record conversations - Online games - Linguafolio - Program-created Moodle/Facebook page Page
2:50 – 3:15	<p>Learning Episode 1 (25 minutes):</p> <ul style="list-style-type: none"> - Review of materials - Homework assignments - Wrap up

You may add additional rows as necessary.