



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
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Program Title:	Trip to Iran and participating in Nowruz festival
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	Persian	Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	Grade 7-8
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Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black;"><i>Residential:</i></td> <td style="width: 33%; border-right: 1px solid black;"><i>Non-Residential:</i></td> <td style="width: 34%;"><i>Distance/Online Component:</i></td> </tr> <tr> <td style="border-right: 1px solid black;"></td> <td style="border-right: 1px solid black; text-align: center;">X</td> <td></td> </tr> </table>			<i>Residential:</i>	<i>Non-Residential:</i>	<i>Distance/Online Component:</i>		X	
<i>Residential:</i>	<i>Non-Residential:</i>	<i>Distance/Online Component:</i>							
	X								
	<i>Other (please specify):</i>								

Duration:	<i>Weeks/Days:</i>	20	<i>Contact Hours:</i>	80	
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		Days			
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Target Proficiency Level: (by end of program)	Listening and Speaking: Intermediate High	Target Performance Level(s): (during and by end of program)	<i>Listening and Speaking:</i> <i>Advance Low</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 (solar calendar). The history of Nowruz goes back to three thousand years. Through interactive activities, learners will explore traditions and customs that are involved with Nowruz celebration. They will learn when Nowruz is celebrated, for how many days, what do families and societies do in order to welcome the start of spring in Nowruz, etc.

The course will target learners at 7-8 grades (12-13 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 sentences to images, while older learners will explore more online materials, create advertisements, complete graphic organizers and KWL (Know, Want to know, Learned), and make more detailed presentations on familiar topics.

The curriculum is intended for intensive programs (5 days a week, 6 hours per day, including 2 hours for homework and further practice), but can be easily adapted for different time frames such as weekend schools, semester long programs, etc.

In the process of learning, students will read articles and stories, play related games, talk about routine activities, and share their findings with the class the next day. Learners will also interpret works of art, photographs, and pieces of literature (i.e., simple poems, folkloric stories, etc.). In addition, learners will talk and describe their favorite activities and foods during Nowruz. They will further work in pairs or small groups to compare and contrast similarities and differences between New Year celebrations in Iran, Afghanistan, and the United States. They will look at the Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. By the end of the program, learners will be able to talk, read, and write about favorite foods, games, activities, and important places that Iranian people usually visit during Nowruz celebration. They will also be able to retell stories that they have heard from their parents and other members of their families about Nowruz celebration in Iran. Learners will further be able to make short presentations and write the steps that are involved in the celebration.

<p style="text-align: center;">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p style="text-align: center;">PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>	OR
Interpretive Listening		
<p>Intermediate high: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p> <p>Advance Low: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various timeframes. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<ol style="list-style-type: none"> 1. I can understand the details of Nowruz traditions, such as traditional dishes, family relationships, and experiences. 2. I can understand the main ideas of short presentations related to Nowruz celebrations and traditions such as: a memorable experience, special food (<i>Haft Seen</i>); picnic places (<i>Park Eram, Emam Squre , and Tehran Zoo</i>); famous historical places (<i>Bagh-e-Beheshtr, See o Se Pol, Chahar Bagh, , Chehel Setoon, pole Khajoo, and Menar Jonboon</i>) to visit during Nowruz; famous people (<i>Shaikh Bahaee, shah safee, and shsh Abbas, Jalaludding Rumi Balkhi</i>); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>). 	
Interpersonal Communication		
<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 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>Advance Low: I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time</p>	<ol style="list-style-type: none"> 3. I can ask and give information about different traditional practices and products related to Nowruz celebrations such as: a typical Nowruz day; picnic places (<i>chahar Bagh School, Si-o-Se Pol, , and Hasht Behesht</i>); food (<i>Sabzi Polo ba Mahee, Reshte Polo, Beryounee , Ghayme, Samanoo, kookoo sabzi</i>) historical places (<i>Chehel setoun, Musume of Isfahan, Menar Jonban, Fire temple of Isfahan, Ali Gholi Hammam, shah Mosque, and Jameh Mosque of Isfahan</i>); and famous people (<i>king Shah Abas, Amir Kabir, and Ferdosee , and Hafiz</i> 	

frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.

4. I can tell someone the differences and similarities between the New Year celebration and traditions in Iran with those in Iran.

Presentational Speaking

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 make a presentation describing Nowruz celebrations (*Sizdah Be-dar*); visiting historical places (*Chahar Bagh school, Takhte Jamshed, Hasht Behesht, Se o se pol, Menar Jonban , and Hammame feen e kashan*); preparing Nowruz special dishes (*Haft Seen, Sabzee polo, Reshte Polo, Samanoo, Beryounee*); and identifying important historical figures and their characteristics (*King Shah Abbas, Amir Kabir, Ferdosee, Hafiz, and Mawlana Jalaludding Rumi Balkhi*).

Advance Low: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various timeframes.

6. I can describe a past event that is associated with Nowruz celebrations and events such as describing my last visit to Iran during Nowruz (*meeting extended family, having picnic in park Jamsheedeyeh , visiting Isfahan, and Tehran zoo*).

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 watching different authentic video clips and listening to audios, learners will develop an understanding of how traditions and customs have changed over time. They will compare and contrast Nowruz celebration in old days with the contemporary practices in Iran. They will demonstrate their understanding through writing summaries and Facebook postings. In addition, learners will complete Venn diagram, compare and contrast New Year’s traditions and customs with that in the United States.	The learners will interview parents, friends, and native Afghan speakers about Nowruz traditions and customs. They will ask follow up questions to develop deeper understanding about the topic. The learners will share their findings from the interviews with classmates and answer related questions. Learners will also post comments to each other’s postings on the program-created Facebook page.	The learners will use the findings from watching clips and interviews to create a detailed poster (edu.glogster.com) presentation. They will explain to the audience how people used to celebrate Nowruz in the past and what has changed in today’s practices. They will also inform what has caused those practices to be changed. Learners will write summaries of their presentations and post them to the program’s Facebook page for other students to read and comment.

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		
Intermediate High: 1. I can understand the details of Nowruz traditions, such as traditional dishes, family relationships, and experiences.	Vocabulary: report, favorite, food, instruction, cooking, head chef, fish and rice, steps, preparation, necessary, special, appropriate, Nowruz, including, taste گزارش، مورد علاقه، غذا، دستور، آشپزی، سر آشپز، سبزی پلو با ماهی، مراحل، تهیه، لازم، مخصوص، مناسبت، عید نوروز، شامل، طعم Grammatical structure: Expressing opinion, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description, Writing	Younger Learners: Learners will watch a clip about popular meals during Nowruz. They will also watch a video on the recipe of a dish that people mostly prepare in Nowruz. Learners will take notes of the steps and ingredients of the dish. In groups, of two, they will explain the recipe of a similar dish to each other. If they do not know any, they will watch a few related YouTube clips and choose one. They will then write the steps and ingredients and explain the recipe to other groups. They will also answer questions. Older Learners:

	<p>Direction of preparing a dish: polite Imperative and command expression...</p> <p>بپز، خورد کن، مخلوط کن، قاطی کن، بخور، بچش، اضافه کن، آب بکش، ترجیح دادن، انتخاب کردن</p> <p>Sequence expression: first, second, third....</p> <p>اول، دوم، سوم، چهارم، بعد، بعداً، فعلاً، آخر،</p> <p>Language Chunks: what are the ingredients for Sabzi-Polo and fish? The main ingredients for Sabzi-polo and fish are white fish, vegetables, and rice. What is your favorite food? My favorite food is ghormeh-sabzi. What are the ingredients for Ghormeh-Sabzi? How can we make this food?</p> <p>برای تهیه سبزی پلو با ماهی به چه چیزهایی احتیاج داریم؟ مواد لازم برای تهیه سبزی پلو با ماهی شامل ماهی سفید، سبزی، برنج می باشد غذای مورد علاقه تو چیست؟ غذای ایرانی مورد علاقه من قورمه سبزی است. مواد لازم برای این غذا چیست؟ چطور این غذا را درست می کنیم؟</p> <p>Cultural knowledge: Students will understand the relationship of these special dishes to Nowruz celebration and be able to make them.</p> <p>Content: Nowruz</p>	<p>Learners will listen to an interview with an Persian chef about special Nowruz popular meals. In groups of two, they will create 2-3 questions to ask from the interviewee for better understanding the recipe. They will also ask why the dish is considered special for the occasion. The teacher will act as the chef and answer learners' questions. At last, they will write a summary of their understanding and post a copy to the program's Facebook account for others to read and comment.</p>
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<p>Advance Low:</p> <p>2. I can understand the main ideas of short presentations related to Nowruz celebrations and traditions such as: a memorable experience, special food (<i>Haft Seen</i>); picnic places (<i>Park Eram, Emam Squre , and Tehran Zoo</i>); famous historical places (<i>Bagh-e-Behesht, See o Se Pol, Chahar Bagh, , Chehel Setoon, pole Khajoo, and Menar Jonboon</i>) to visit during Nowruz; famous people (<i>Shaikh Bahaaee, shah safee, and shsh Abbas, Jalaludding Rumi Balkhi</i>); and how people usually spend their time during Nowruz (<i>Sizdah Be-dar</i>).</p>	<p>Vocabulary: ancient, city, state, bridge, hotel, Isfahan, handicrafts, masque, square, Imam square</p> <p>باستانی، شهر، استان، پل، هتل، اصفهان، صنایع دستی مسجد(ها)، میدان، زاینده رود، میدان امام، چهل ستون</p> <p>Grammatical structure: Expressing opinion,, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>گردش کردن، عکس گرفتن، فیلم برداری کردن، دیدن، رفتن</p> <p>Language Chunks: Isfahan is half of the world. Isfahan city has a traditional structure. I bought handicrafts from Isfahan. I traveled from Tehran to Isfahan. Which part of the Isfahan city do you like? Have you seen Chehel-sotoon in Isfahan?</p> <p>اصفهان نصف جهان، جاذبه های گردشگری، اصفهان بافت شهری سنتی دارد. من از اصفهان صنایع دستی خریدم. من از تهران به اصفهان رفتم. تو کجای شهر اصفهان را بیشتر دوست داری؟ تو چهل ستون اصفهان را دیدی؟</p> <p>Cultural knowledge: Students will understand the relationship of historical places Nowruz and can recommend places to go and celebrate Nowruz. They will also know and be able to identify accent of people based on the places that they live.</p>	<p>Younger learners:</p> <p>Learners will watch an authentic video about the history of one of the most famous places in Isfahan, “Naqsh-e-Jahan Square” known as Imam Square. Learners will write a summary of the key points in the clip. The class is divided to team A and B. Each team will use its notes to create comprehension questions. For competition, each group will take turns to ask its questions. Other group should answer. If they are not able to answer, the team who has asked the question will answer and score a point. At the end, the team with the higher score will be announced as the winning team.</p> <p>Older Learners:</p> <p>Learners will listen to an authentic story about a famous city in Iran. They will work with a partner to complete an organizer chart and answer related questions. The questions and answers will help learners to develop a better understanding of the story. Each learner will then retell the story to a partner in his or her own words. They will further write the summary of the story and upload a copy to the program’s created Facebook page for other students to read and comment. The teacher will monitor the Facebook page and ask questions or post comments to facilitate students’ learning.</p>
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	<p>لهجه ها و گویش های محلی متفاوت در نواحی مختلف ایران</p> <p>Content: Historic Place</p>	
Interpersonal Communication		
<p>Intermediate high:</p> <p>3. I can ask and give information about different traditional practices and products related to Nowruz celebrations such as: a typical Nowruz day; picnic places (<i>chahar Bagh School, Si-o-Se Pol, , and Hasht Behesht</i>); food (<i>Sabzi Polo ba Mahee, Reshte Polo, Beryounee , Ghayme, Samanoo, kookoo sabzi</i>) historical places (<i>Chehel setoun, Musume of Isfahan, Menar Jonban, Fire temple of Isfahan, Ali Gholi Hammam, shah Mosque, and Jameh Mosque of Isfahan</i>); and famous people (<i>king Shah Abas, Amir Kabir, and Ferdosee , and Hafiz</i>)</p>	<p>Vocabulary: delectable, meat, vegetables, onion, garlic, fruits, beans, rice, ground beef Kabab, vegetable stew, kabab, chicken kabab, Beryounee</p> <p>خوشمزه، گوشت، سبزیجات، پیاز، سیر، میوه جات، حبوبات، برنج، کوبیده، قورمه سبزی، کباب، جوجه کباب، بریونی،</p> <p>Grammatical structures: Expressing opinion,, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>بپز، خورد کن، مخلوط کن، قاطی کن، بخور، بچش، اضافه کن، آب بکش، ترجیح دادن، انتخاب کردن</p> <p>Writing Direction of preparing a dish: polite Imperative and command expression.</p> <p>Sequence expression: اول، دوم، سوم، چهارم، بعد، بعدا، فعلا، آخر،</p> <p>Language Chunks: اول پیاز را رنده می کنیم. دوم پیاز را به گوشت اضافه می کنیم.</p>	<p>Younger learners:</p> <p>Learners will watch a Persian Cooking show to learn how to make Beryounee. While watching, they will write down words and ingredients that are needed to prepare the dish. They will work with a partner and write the steps (recipe) on how to prepare the dish.</p> <p>Older learners:</p> <p>Learners will interview their parents and ask them questions about the recipe of a popular traditional Persian dish. They will write the steps and ingredients. Learners will share their findings from the interviews with a partner. They will bring the items and ingredients to the class and explain to classmates how to prepare that dish. Learners will also indicate on what occasion is the dish served. For example, Turkey on Thanksgiving in the United States.</p>

	<p>بعد، ادویجات اضافه می کنیم. در آخر کوشت را در تنور می گذاریم. ما بریونی را با نان سنگک می خوریم. بریونی غذای مخصوص اصفهانی ها است.</p> <p>Cultural knowledge: Students will understand the relationship of these special dishes to Nowruz celebration and be able to make them.</p> <p>Content: Food</p>	
<p>Advance Low:</p> <p>4. I can tell someone the differences and similarities between the New Year celebration and traditions in Iran with those in Afghanistan.</p>	<p>Vocabulary: culture, customs, differences, cultural, neighbor, country, characteristic, also, first, next, then, after , in the end, already</p> <p>فرهنگ ، رسم و رسوم، تفاوت ها، فرهنگی، همسایه، کشور، ویژگی، اولاً، بعداً، بعد از آن، در آخر، همچنان، قبلاً، قبل</p> <p>Grammatical structures: Expressing opinion, demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>Subjunctive: Use of subjunctive in a complex sentence: After a sentence (an introductory clause), expressing desire, wish, necessity, possibility, a doubt, subjunctive is used in the following sentence (subordinate clause).</p> <p>شاید به جشن چهارشنبه سوری بروم.</p>	<p>Younger learners:</p> <p>Learners will fill out the KWL chart (the chart with three columns labeled, what I know, what I want to know and what I learned about Nowruz). They will watch different video clips related to celebration of New Year and its traditions in Iran and in Afghanistan. In pairs, learners will compare practices in both cultures. Learners will highlight similarities and differences between the two cultures. They will then write a summary and post a copy to the program’s Facebook page. Learners will interact with each other by posting comments. The teacher will monitor and post comments, using guided questions.</p> <p>Older learners:</p> <p>Learners will research about Nowruz celebrations in Iran and one of the neighboring</p>

	<p>ممکن است دوستم هم بیاید. ما باید برویم. دید و بازدید کردن، تبریک گفتن فعل ها: جشن گرفتن، تبریک گفتن، برگزار کردن،</p> <p>Language Chunks: Ancient Nowruz, have a successful Nowruz, cultural differences between two centuries. Nowruz is in the first day of spring. All of the people of Iran celebrate Nowruz at this day. How do the people of Iran celebrate the new year? How do the people of Afghanistan celebrate the new year? What do you like about the Persian new year? Why?</p> <p>نوروز باستانی، نوروزتون پیروز، تفاوت های فرهنگی دو ملت، اداب و رسوم، صد سال به این سال ها اولین روز فصل بهار نوروز است. همه مردم ایران نوروز را در این روز جشن می گیرند. مردم در ایران نوروز را چگونه جشن می گیرند؟ مردم افغانستان عید نوروز را چگونه جشن می گیرند؟ چه چیز عید نوروز ایرانی را خیلی دوست داری؟ چرا؟</p> <p>Cultural knowledge: Nowruz celebration کوچکترها به دیدن بزرگترها برای احترام و عرض تبریک عید می روند. عید ی دادن بزرگترها به کوچکترها</p> <p>Students will learn how people behave, especially when it comes to paying respect to elders.</p>	<p>courtiers (Iran, Tajikistan). They will write the customs and traditions that are similar and different in both countries. Learners will focus more on the differences and will write about them. They will mention what is different and why it is different. At the end, they will write a summary and post a copy to the program’s Facebook page. Other students will read postings and offer comments. The teacher will observe interaction and offer feedback through posting guided questions.</p>
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	Content: Nowruz	
Presentational Speaking		
<p>Intermediate High:</p> <p>5. I can make a presentation describing Nowruz celebrations (<i>Sizdah Be-dar</i>); visiting historical places (<i>Chahar Bagh school, Takhte Jamshed, Hasht Behesht, Se o se pol, Menar Jonban , and Hammame feen e kashan</i>); preparing Nowruz special dishes (<i>Haft Seen, Sabzee polo, Samanoo, Beryounee</i>); and identifying important historical figures and their characteristics (<i>King Shah Abbas, Amir Kabir, Ferdosee, Hafiz, and Mawlana Jalaludding Rumi Balkhi</i>).</p>	<p>Vocabulary:</p> <p>Fat, skinny, beautiful, ugly, tall, short, kind, caring, good-tempered, impatient, accurate, quiet, busy, happy, sad, sad, social, popular, active, disciplined, warm-blooded, cold-blooded, loyal or loyal, orderly, humorous, moody, chaotic</p> <p>چاق، لاغر، زیبا، زشت، بلند، کوتاه، مهربان، مواظب، خوش اخلاق، بد اخلاق، دقیق، ساکت، شلوغ، خندان، ناراحت، غمگین، اجتماعی، مردمی، فعال، منظم، خون گرم، خونسرد، با وفا یا وفادار، منظم، شوخ، اخمو، بی نظم ...</p> <p>Grammatical structures: Demonstrative pronouns, imperative, present, past, and future tenses, quantity, and place, compound verbs, prepositions, interrogative words, sequence expressions(first, then, next, finally), ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,...</p> <p>Language Chunks:</p> <p>My close friend is very kind and good-natured.</p> <p>I'm a very organized .</p> <p>He is very active and optimistic.</p> <p>Describe your best friend?</p> <p>What character of your sister do you like?</p>	<p>Younger learners:</p> <p>Learners will bring a picture of their best friend or sibling to the class. In groups of two, they will describe the physical appearance of the person in the picture to each other and explain their characteristics. They will further explain why that person is their favorite friend or sibling. Later, each student will present each other's favorite person to the class and answer related questions. The teacher will also ask guided questions in order to better facilitate students' learning.</p> <p>Older learners</p> <p>Learners will bring pictures of an elderly woman of a Persian family as well as an American to the class. They will work with a partner to describe similarities and differences in terms of appearances including clothing. They will then discuss the differences and explain why they believe those differences exist between the two cultures. At the end, they will write a short summary of their discussions and share it with the rest of the class through the program's created Facebook page. Students will be required to read each other postings and offer comments.</p>

	<p>دوست صمیمی من بسیار مهربان و خوش اخلاق است. من خیلی آدم منظمی هستم. او خیلی فعال و خوش بین است. بهترین دوست خودت رو توصیف کن؟ چه خصوصیت های اخلاقی خواهرت رو دوست داری؟</p> <p>Cultural knowledge: cultural behavior related to interactions in social settings</p> <p>پرسیدن بعضی از سوال های خصوصی و شخصی بین افراد و دوستان متداول است که غیر مودبانه به نظر نمی آید؛ مثلا چقدر لاغر، چاق، ضعیف... شدی!</p> <p>Students will learn and be able to ask appropriately questions.</p> <p>Content: describing people's personality</p>	
<p>Advance Low:</p> <p>6. I can describe a past event that is associated with Nowruz celebrations and events such as describing my last visit to Iran during Nowruz (<i>meeting extended family, having picnic in park Jamsheedeyeh , visiting shiraz, and Tehran zoo</i>).</p> <p>c</p>	<p>Vocabulary: Seezdeh be dar, Haft- Seen, picnic, vacation, past year, Thirteen be dar, sightseeing, visiting relatives, souvenirs, shopping, parties,</p> <p>چهارشنبه سوری، هفت سین، پیک نیک تعطیلات، گذشته، سال، سیزده به در، جاهای دیدنی، دید و بازدید، اقوام، سوغاتی، خرید، میهمانی، سیزده بدر،</p> <p>Grammatical structures: past tense, action verbs, adjectives, adverbs of time. Sequence expressions (first, then, next, finally) , ordinal numbers, I would rather, passive voice, I would prefer, narration, direction, description,</p> <p>Language Chunks: Nowruz greeting, preparing Haft Sin table , Happy Nowruz</p>	<p>Younger learners:</p> <p>In groups of two, learners will tell each other how they spent their time last Nowruz/or last vacation. They will use pictures and drawings to create a mental visual of their story in the mind of a listener. They will explain what they purchased, where did they go, and what did they do, among others. Later, the listener will retell his or her partner's story to the rest of the class.</p> <p>Older learners:</p> <p>Learners will talk about their last vacation in Iran during Nowruz celebration in three different</p>

	<p>Have you ever gone to Iran on Nowruz holiday? Yes, I once went to Iran for a holiday. What did you do during Nowruz holiday in Iran? I went to visit relatives during Nowruz. What did you buy on Nowruz Holiday? I bought Persian handicraft from the market All Iranian people celebrate the New Year on this day. What did you like about Nowruz celebration during your travel to Iran?</p> <p>تبریک نوروزی، تهیه سفره هفت سین، نوروزتون پیروز، آیا تا به حال در تعطیلات نوروزی به ایران رفتی؟ بله، من یک بار برای تعطیلات نوروز به ایران رفتم. تعطیلات در ایران چه کار کردی؟ من برای عید به دیدن اقوام رفتم. در تعطیلات نوروز چه چیز هایی خریدی؟ من در ایران صنایع دستی از بازار خریدما همه مردم ایران نوروز را در این روز جشن می گیرند. در سفر ت چه چیز عید نوروز ایرانی را خیلی دوست داشتی؟</p> <p>Cultural knowledge: customs and behaviors related to Nowruz celebration</p> <p>کوچکترها به دیدن بزرگترها برای احترام و عرض تبریک عید می روند. عید ی دادن بزرگترها به کوچکترها</p>	<p>categories. The three categories will include what they did before travel (travel arrangement such as buying ticket...), during travel (places they visited, souvenirs they purchased...), and after travel (opening suitcase and gifts, going back to school...). They will use pictures and drawings to create a visual of their story in the mind of a listener. Later, the listener will retell his or her partner’s story to the rest of the class.</p>
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	Content: typical Nowruz day	
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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.

Web links: 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 activity: 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 a lunch break with their instructors to further immerse in the culture.

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

