



**2016 LEARNER Program Curriculum Template**

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

**BASIC PROGRAM INFORMATION**

<b>Host Institution:</b>	<b>STARTALK CENTRAL</b>
--------------------------	-------------------------

<b>Program Title:</b>	Trip to Iran and participating in Nowruz festival
-----------------------	---

<b>Language(s):</b>	<b>Persian</b>	<b>Grade(s) of Learners:</b>	<b>Grade K-1</b>
		K-2, 3-5, 6-8, 9-12	

<b>Heritage Speakers?</b>	<b>Yes</b>	<b>Non-Heritage Speakers?</b>	<b>Yes</b>
---------------------------	------------	-------------------------------	------------

<b>Program Setting:</b>	<i>Residential:</i>	<i>Non-Residential:</i>	<b>X</b>	<i>Distance/Online Component:</i>	
-------------------------	---------------------	-------------------------	----------	-----------------------------------	--

	<i>Other (please specify):</i>			
--	--------------------------------	--	--	--

<b>Duration:</b>	<i>Weeks/Days:</i>	<b>20 Day s</b>	<i>Contact Hours:</i>	<b>80</b>	
------------------	--------------------	-------------------------	-----------------------	-----------	--

<b>Target Proficiency Level:</b> (by end of program)	<b>Reading and Writing - Novice Mid</b>	<b>Target Performance Level(s):</b> (during and by end of program)	<i>Reading and Writing - Novice Mid/Novice High</i>
---	---	---	---

**If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.**

<b>Curriculum designed by:</b>	Ms. Hajar Shakhali
--------------------------------	--------------------

<b>Email:</b>	<a href="mailto:hajarparish@gmail.com">hajarparish@gmail.com</a>
---------------	--

- |   |
|---|
| <p><b>STARTALK-endorsed Principles for Effective Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>▪ Implementing a standards-based and thematically organized curriculum</li> <li>▪ Facilitating a learner-centered classroom</li> <li>▪ Using target language and providing comprehensible input for instruction</li> <li>▪ Integrating culture, content, and language in a world language classroom</li> <li>▪ Adapting and using age-appropriate authentic materials</li> <li>▪ Conducting performance-based assessment</li> </ul> |
|---|



## 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 Tajikistan and Afghanistan 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, and what do families and societies do in order to welcome the start of spring in Nowruz, etc.

The course will target learners at K-1 grades (5-6 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-age learners will complete charts and Venn diagrams.

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

In the process of learning, learners will read children story books, play related games, write words and short phrases related to self and Nowruz, and interact with each other as well as with their Persian friends and native speakers. Learners will also interpret photographs and simple pieces of literature (i.e., children songs, games, etc.). In addition, the learners will make an illustrated list of their favorite activities and foods during Nowruz. Learners will further work in pairs or small groups and list similarities and/or differences of New Year celebration in Iran and the United States. They will look at Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. They will read authentic children stories about Nowruz and complete charts answering *What, When, Where*, etc. By the end of the program, learners will be able to name favorite foods, games, activities, and important places that Persians’ usually visit during the Nowruz celebration in Iran. They will also be able to identify areas that are similar/ or different from those New Year celebrations in the United States. Learners will further be able to list the steps that are involved in the celebration.

## Learning Targets

<p align="center"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p align="center"><b>Interpretive Reading</b></p>	
<p><b>Novice Mid:</b> I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p> <p><b>Novice High:</b> I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>	<ol style="list-style-type: none"> <li>I can read letters, simple words, and phrases related to greeting and personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</li> <li>I can read and understand simple photo captions related to shopping and Nowruz celebrations.</li> </ol>
<p align="center"><b>Interpersonal Communication</b></p>	
<p><b>NOVICE MID:</b> I can read and communicate through technology-mediated social participation (google hangout, video chat, Facebook, email, text message, telegram, Instagram,) on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<ol style="list-style-type: none"> <li>I can read and write basic words and short phrases related to greeting and introduction of self and family; basic personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common</li> </ol>

	transportation, my famous singers, and historical places.
<p><b>Novice High:</b> I can communicate and exchange information through technology-mediated social participation about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short and simple social interactions in everyday situations by asking and answering simple questions.</p>	<p>4. I can read and write name of items to shop for a Nowruz celebration, using related pictures</p>
<p><b>Presentational Writing</b></p>	
<p><b>Novice MID:</b> I can write lists and memorized phrases on familiar topics.</p> <p><b>Novice High:</b> I can write short messages and notes on familiar topics related to everyday life.</p>	<p>5. I can briefly write about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures.</p> <p>6. I can name and present brief information in writing about shopping and Nowruz celebration, using pictures and images.</p>

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL\\_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

You may add additional rows as necessary.

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Learners will read simple words and phrases about the Nowruz festival in Iran. They will read children books and learn how people celebrate the Persian New Year. Learners will make illustrated lists or complete a graphic organizer on Nowruz celebration. They will also compare and contrast customs and traditions (during the New Year) of Iran with that in the United States, using a Venn	Learners will use short and memorized words and phrases to communicate with each other. They will write to and read classmates' notes about the Nowruz festival in Iran. The learners will share their illustrated lists and graphic organizers with peers and highlight similarities and differences from their Venn diagrams. They will also use memorized words and phrases to ask short and simple questions from each other about their	Learners will present their findings from their lists, graphic organizers, and Venn diagrams to the class. They will inform the class about what similarities and differences they have found in the New Year celebration in Iran and in the United States.  The learners will also name some activities that they like to do during a New Year celebration.

diagram.	diagrams.	
----------	-----------	--

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**Learning Experiences**

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<b>PROGRAM CAN-DO STATEMENTS</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can ...</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use ...</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpretive Reading</b>		
<b>Novice Mid:</b> 1. I can read letters, simple words, and phrases related to greeting and personal information, such as names, last names, age, body parts, place of birth, my	<b>Vocabulary:</b> Letter, sounds, family, father, sister, brother, daughter  حرف، صدا، فامیل خانواده، پدر، خواهر، برادر، دختر	<b>Younger Learners:</b> Working in pairs, learners will receive a set of letter cards. One learner will pronounce familiar words and phrases such as <i>father, mother, sister</i> , etc., while the other will use the letter sets to

<p>favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places</p>	<p><b>Grammatical structure:</b> Consonants; The four letter positions (initial, medial, final, and isolated) and connectable; Personal pronouns</p> <p><b>Language Chunks:</b></p> <p>این خانواده من است</p> <p>This is my family</p> <p>او پدر شما است؟</p> <p>He is your father?</p> <p>او مادر شما است؟</p> <p>She is your mother?</p> <p>بله، او مادر من است</p> <p>Yes, she is my mother.</p> <p><b>Cultural knowledge:</b> students learn cultural behaviors associated with family. Younger members of the family greet and respect the elder members of the family: e.g. not pointing shoes or feet at someone.</p> <p>کو چکتر ها به بزرگ ترها سلام می کنند. اعضای خانواده یا فامیل در حضور بزرگترها اعم از پدر و مادر، پدر و مادر بزرگ و... پاهای را دراز نمی کنند</p>	<p>make the words he or she hears. This activity will help learners recognize the initial, middle, and final, as well as the isolated form of the letters. It will also help them with listening comprehension.</p> <p>Afterwards, learners will read the words they have made with their letter sets. The teacher will observe the activity and ask guided questions to draw students' attention to any incorrect spelling.</p> <p><b>Older learners:</b> Working in pairs, learners will receive sets of letters and some familiar pictures such as <i>boy, girl, man, woman</i>, etc. Each pair will try to identify the picture, sound out the associated word, and write the word using the set of letters. The team with most words will be announced as the winner.</p>
--	--	--

	<p><b>Content:</b> Alphabet; Family</p>	
<p><b>Novice High:</b> 2. I can read and understand simple photo captions related to shopping and Nowruz celebrations.</p>	<p><b>Vocabulary:</b> poem, spring, haft-seen items: apple, garlic, grass, flower, spices</p> <p>شعر، عمو نوروز، بهار، نوروز، دختر، هفت سین، کلمات مربوط به سفره هفت سین</p> <p><b>Grammatical structures:</b> Verbs: to come, to go, using one or two short adjectives or adverbs, simple present tense.</p> <p>بودن، داشتن، آمدن، رفتن</p> <p><b>Language Chunks:</b> Nowruz is the first day of the year. This man is Amo Nowruz. There are spices, flowers, apples, garlics, grass, and vinegar in Haft-seen table. Is apple in Haft-seen table? Yes, apple is in Haft-seen table.</p> <p>نوروز روز اول سال است. آن مرد عمو نوروز است. در سفره هفت سین سماق، سنبل، سمنو، سیر، سیب، سرکه و سبزه است. آیا سیب در سفره هفت سین است؟ بله، سیب در سفره هفت سین است.</p>	<p><b>Younger Learners:</b></p> <p>Working in small groups of two or more, learners will receive three sets of different pictures related to Nowruz celebrations. They will also receive short and simple captions (separated from the pictures). The learners will need to figure out the right captions for the right pictures (i.e. This is <i>Haft-Seen</i> (picture). Then, they will go to see the other groups' work to compare and make some adjustments if necessary. At the end, they will present their three pictures and the related short captions to the class. The teacher will ask guided questions to facilitate further learning.</p> <p><b>Older Learners:</b></p> <p>In groups of four, learners will receive 3-4 pictures and the related words. They will create captions for the pictures and show them to the other groups. Learners from the other groups will look at the pictures and try to read the captions. Learners will receive feedback from the teacher</p>

	<p><b>Cultural knowledge:</b> Students learn cultural behaviors associated with Nowruz: the first day of Nowruz, everyone visits the elders to wish them a happy New Year. Everyone in family buys and wears new clothes for New Year.</p> <p>کوچکترها به دیدن بزرگترها می روند. بزرگترها به کوچکترها عیدی می دهند. لباس و کفش نو خریداری می شود.</p> <p><b>Contents:</b> Nowruz</p>	
<p><b>Interpersonal Communication</b></p>		
<p><b>Novice Mid:</b></p> <p>3.1 can read and write basic words and short phrases related to greeting and introduction of self and family; basic personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places.</p>	<p><b>Vocabulary:</b> good, you (plural), school, thanks, from, where</p> <p>خوب، من، تو، او شما، چطوری، حال، مدرسه، مرسی، اسم، بودن، داشتن،</p> <p><b>Grammatical structures:</b> Action verbs to be, to have, to do, using one or two short adjectives or adverbs, simple present tense</p> <p><b>Language Chunks:</b> Hi, how are you? I'm well, thank you. What is your name? My name is Mahnaz. Where are you from? I am from Shiraz.</p> <p>سلام، چطوری؟ مرسی، من خوبم. شما چطورید؟ اسم شما چیست؟</p>	<p><b>Younger Learners:</b></p> <p>Learners will read and respond to a simple greeting questions and common biographical information, using simple words and phrases. They will communicate through simple and short notes. For instance, <i>hello, my name is ...</i>, <i>what is your name, and goodbye</i>. The teacher will monitor learners' interactions and provide feedback.</p> <p><b>Older Learners:</b></p> <p>Learners will read and respond to a simple greeting and questions related to biographical information on the program-created Facebook page. For example: <i>hello, my name is, I am ...</i></p>

	<p>اسم من مهناز است. شما اهل کجا هستی؟ من اهل شیراز هستم.</p> <p><b>Cultural knowledge:</b> Students learn about cultural aspects of introduction particularly the concept of Ehteram (respect) in terms of saying hello to adult and greeting.</p> <p>کوچکترها اول به به بزرگترها سلام می کنند برای سلام دادن و احوالپرسی در محیط فامیلی یا دوستانه ، مردها به هم دست می دهند و زن ها روبوسی می کنند</p> <p><b>Content:</b> Introduction and personal information</p>	<p><i>years old, I am ...grade, what is your name?, thanks, and goodbye.</i> The teacher will monitor learners' online interactions and post comments and guided questions to assist learners' learning</p>
<p><b>Novice High:</b></p> <p>4. I can read and write name of items to shop for a Nowruz celebration, using related pictures.</p>	<p><b>Vocabulary:</b> family, father, mother, sister, brother, birthday, trip, Nowruz, picture</p> <p>خانواده، پدر، خواهر، برادر، دختر، پسر، تولد، سفر، نوروز، عکس</p> <p><b>Grammatical structure:</b> Personal pronouns, possessive pronoun, demonstrative pronouns, singular and plural forms, yes and no, either, or,</p> <p><b>Language Chunks:</b> this is my family. Is he your father? This is the picture of my birthday. Is she your mother? Yes, she is my mother.</p> <p>این خانواده من است. او پدر شما است این عکس تولد من است.</p>	<p><b>Younger Learners:</b></p> <p>Learners will bring pictures of their self, family members, and friends to class. In groups of two, the learners will provide information about the person in the picture to their peers <i>this is my mother, her name is ..., this is my father, his name is ...and</i>, etc. They will also ask and answer related questions. The teacher will monitor the learners' interaction and provide feedback.</p> <p><b>Older Learners:</b></p> <p>Learners will post a picture of their family on the program's created Facebook page and write short captions for each picture. Other learners will see the pictures, read captions, and write comments,</p>

	<p>او مادر شما است؟ بله، او مادر من است</p> <p><b>Cultural knowledge:</b> Students learn about Cultural behaviors associated with family. The role of gender and age. Students learn about the role of father and mother in the family. They also learn about behaviors related to immediate family such as respecting elderly people in the family; children always say hi to the parents or do not talk back to them in Iran...</p> <p>دانش آموزان درباره نقش مونث و مذکر در خانواده یاد می گیرند. دانش آموزان در باره نقش پدر و مادر در خانواده یاد می گیرند و همین طور رفتارهای فرهنگی در ارتباط با خانواده را یاد می گیرند مثل بچه ها همیشه به والدین خود سلام می کنند و همین طور و جواب آنها را به درستی نمی دهند...</p> <p><b>Content:</b> Family</p>	<p>using simple and short sentences. For instance, if the caption reads <i>this is my father</i> a student may ask <i>what is his name, where does he work</i>, etc. The teacher will monitor learners' online interaction and will provide feedback.</p>
<p><b>Presentational Writing</b></p>		
<p><b>Novice Mid:</b> 5. I can briefly write about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures.</p>	<p><b>Vocabulary:</b> Mother, father, sister, brother, grandmother, grandfather, aunt(maternal), aunt (paternal), uncle (maternal), uncle (paternal)</p> <p>مادر، پدر، خواهر، برادر، مادر بزرگ، پدر بزرگ، خاله، عمه، دایی، عمو</p> <p><b>Grammatical structures:</b> Adjectives, personal and</p>	<p><b>Younger Learners:</b> Learners will work on their individual "All About Me" page. It can be filled in with drawings and pictures. They will then write simple words and phrases about each picture or drawing. The learners will later present their page to their classmates and answer simple and related questions.</p>

	<p>possessive pronoun.</p> <p><b>Language Chunks:</b></p> <p>او مادر بزرگ من است.</p> <p>She is my grandmother.</p> <p>مادر بزرگ شما چند ساله است؟</p> <p>How old is your grandmother?</p> <p>او ۵۱ ساله است.</p> <p>She is 51 years old.</p> <p>دایی شما در کجا زنداگی می کند؟</p> <p>Where is your uncle (maternal) lives?</p> <p>او در ایران زنداگی می کند.</p> <p>He is living in Iran.</p> <p><b>Cultural knowledge:</b> Students learn about the role of father and mother in the family. They also learn about behaviors related to immediate family such as respecting elderly people in the family; children always say hi to the parents or do not talk back to them in Iran...</p> <p>دانش آموزان در باره نقش پدر و مادر در خانواده یاد می گیرند و همین طور رفتارهای فرهنگی در ارتباط با خانواده را یاد می گیرند مثل بچه ها همیشه به والدین خود سلام می کنند و همین طور و جواب آنها را به درستی نمی دهند...</p>	<p><b>Older Learners:</b></p> <p>Learners will work in pairs on their individual “All About Me” book. In this book, learners will write a list of favorite activities that they usually do with their family members. They will also name the favorite activity of each family member. Afterwards, they will post a copy of their writing to the program’s Facebook page/ Moodle for other students to read and comment on. The teacher will monitor the traffic and offer guided comments.</p>
--	--	---

	<p><b>Content:</b> Introduction</p>	
<p><b>Novice High:</b></p> <p>6. I can name and present brief information in writing about shopping and Nowruz celebration, using pictures and images.</p>	<p><b>Vocabulary:</b> shopping, store, shopkeeper, clothing, food, gift</p> <p>خریداری، مغازه، مغازه دار، لباس، خوراکی، کادو</p> <p><b>Grammatical structures:</b> Action verbs: to shop/to buy, to sell, to pay, to go, to need, simple adjectives...</p> <p><b>Language Chunks:</b> I am going to store. This is apple. This clothes is new. I have new clothes. He is shopping. What do you want to buy? How much is this flower?</p> <p>من به مغازه می روم این سیب است این لباس نو است من لباس نو دارم. او خرید می کند. چی می خواهی بخری؟ من ماهی می خرم. قیمت این سنبل چند است؟</p>	<p><b>Younger Learners:</b></p> <p>Learners will bring to class the pictures of traditional Nowruz items. In pairs, they will make a drawing showing their parents and other family members in a grocery store shopping for Nowruz. For this activity, the learners must know the names of fruits and other groceries. They will then make up a story and present it with simple words and phrases such as ‘This is my family. They are at the store. Tomorrow is Nowruz. My mom likes to cook,’ etc. They will present their drawing to the other groups and post it on the classroom wall.</p> <p><b>Older Learners:</b></p> <p>Learners will ask their parents and other family members questions about shopping for Nowruz. They can also explore Iranian websites to learn about shopping practices during Nowruz. Learners will work with a partner and write about these practices, using simple words and phrases. The learners will then post a copy of their writing to the program’s Facebook page or Moodle. Other students will read and comment on it.</p>

	<p><b>Cultural knowledge:</b> Students learn about cultural behaviors associated with shopping in general and particularly during Nowruz. For example: students learn about the culture of negotiating the price in Iran in order that customers to get more discount from the sellers, and pleasantries and manners too much among Iranian people (ghabelee nadare meaning don't mention it).</p> <p>دانش آموزان درباره اداب فرهنگی خرید در ایران به طور کلی و بویژه در دوران نوروز یاد می گیرند؛ رفتارهای مثل چانه زدن سر قیمت کالا و همین طور تعارف در پرداخت پول بین مشتری و فروشنده را آشنا می شوند؛ قابلی نداره...</p> <p><b>Content:</b> Shopping <b>Content:</b> Shopping</p>	
--	---	--

*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	<b>Break</b>
10:30 – 10:40	<b>Opening activates: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).</b>
10:40 - 12:00	<b>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</b>
12:00 - 1:00	<b>Lunch: Learners will take lunch break with their instructors to further immerse in the culture.</b>
1:00 – 1:40	<b>Learning Episodes 1-2 (20 minutes each): Opening activates: Learners will watch authentic Afghan children movie. Learners will watch Afghan authentic movies and discuss their undressing through small group discussions.</b>
1:40-2:00	<b>Learning Episode 3 (20 minutes): Learners will preform cultural performance such as Afghan national</b>

	dance, songs and plays.
2:00 - 2:10	Break
2:10 – 2:50	<p><b>Learning Episodes 1-2 (20 minutes each):</b></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>- <b>Online Alphabets Modules – to practice alphabets</b></li> <li>- <b>Byki to practice vocabulary</b></li> <li>- <b>Skype to conduct and record conversations</b></li> <li>- <b>Online games</b></li> <li>- <b>Linguafolio</b></li> <li>- <b>Program-created Facebook Page</b></li> </ul>
2:50 – 3:15	<p><b>Learning Episode 1 (25 minutes):</b></p> <ul style="list-style-type: none"> <li>- <b>Review of materials</b></li> <li>- <b>Homework assignments</b></li> <li>- <b>Wrap up</b></li> </ul>

*You may add additional rows as necessary.*