



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:	Grade 2-3 (7-8 years old) K-2, 3-5, 6-8, 9-12
Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
Program Setting:	Residential:	Non-Residential:	X
	Distance/Online Component:		
Other (please specify):			

Duration:	Weeks/Days:	20 Days	Contact Hours:	80	
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Target Proficiency Level: (by end of program)	Reading and Writing: Novice High	Target Performance Level(s): (during and by end of program)	Reading and Writing: Intermediate Low
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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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<p>STARTALK-endorsed Principles for Effective Teaching and Learning</p> <ul style="list-style-type: none"> ▪ 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
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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?

1. Does the Program Overview describe who will be part of the program and what they will do?
2. 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, learner will explore traditions and customs that are involved with Nowruz celebration. They will learn when and for how long Nowruz is celebrated, as well as what families and societies do in order to welcome the start of spring on Nowruz.

The course will target learners in 2nd and 3rd grades (7-8 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 practice the language using coloring 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, including 2 hours for homework and further practice), but can be easily adapted for different program structures such as weekend schools, semester long programs, etc.

In the process of learning, students will read short and simple texts, listen to stories, and play related games during Nowruz. Learners will also interpret works of art, photographs, and simple pieces of literature (i.e., children’s songs, games, etc.). Learners will further work in pairs or small groups to identify similarities and differences between New Year’s celebrations in Iran and in the United States. They will look at Nowruz related pictures and predict/brainstorm ideas that may be associated with Nowruz. They will listen to authentic texts about Nowruz and complete charts answering What, When, Where, questions. By the end of the program, learners will be able to write about favorite foods, games, activities, and important places that usually Iranian visit during Nowruz celebration in Iran and present their writings to other students through short notes or Moodle/Facebook postings. They will also be able to identify areas that are similar or different from those New Year celebrations in the United States.

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.

<p style="text-align: center;">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS Be sure to label the mode and proficiency level of each statement.</p>	<p style="text-align: center;">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS Number the Can-Do statements here and then transfer to Stage 3.</p>
<p>Interpretive Reading</p>	

<p>Novice High: 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> <p>Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>1. I can sometimes read and understand questions related to topics such as, family, someone's physical appearance, and Iran's historical places.</p> <p>2. I can read and understand short and simple text related to topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Iran.</p>
<p>Interpersonal Communication</p>	
<p>Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>Intermediate Low: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>3. I can communicate with friends through short and simple emails and Moodle postings about very familiar topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Iran</p> <p>4. I can read and send short and simple messages to someone about topics such as, family, someone's physical appearance, and Iran's historical places</p>
<p>Presentational Writing</p>	
<p>Novice High: I can write short messages and notes on familiar topics related to everyday life.</p>	<p>5. I can present through Facebook/ or Moodle posting on topics related to greeting and introduction, Nowruz celebrations, shopping, and public transportation in Iran..</p>

Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.	6.I can write simple messages about familiar topics such as, family, someone’s physical appearance, and Iran’s historical places.
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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
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 texts about the Nowruz festival in Iran. They will read about what people usually do and how they celebrate the New Year. The learners will complete graphic organizers on the Nowruz celebration. Learners will also compare and contrast New Year’s customs and traditions of Iran with those in the United States, using a Venn diagram.	The learners will use the information from the graphic organizers and Venn diagrams to write emails and inform each other about differences and similarities of culture in Iran and in the United States. Other students will read emails and send replies. They will write what new information they have learned and why the new information is important/interesting. Learners will also	The learners will post and present the findings from their readings and other instructional activities to the class. They will write simple explanations about Nowruz rituals in Iran. They will also share their knowledge about historical places and other related topics and answer related questions.

	communicating through Moodle/Facebook postings.	
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

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

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS Learners can ...	LANGUAGE, CULTURE, CONTENT Learners need to use ...	MAJOR LEARNING EXPERIENCES & EVIDENCE Learners will experience & demonstrate ...
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>Novice High:</p> <p>1. I can sometimes read and understand questions related to topics such as, family, someone’s physical appearance, and Iran’s historical places.</p>	<p>Vocabulary: family, grand mother, grand father, wife, children, daughter, son, sister, brother, uncle (maternal), aunt (maternal), uncle (paternal), aunt (paternal)</p> <p>خانواده، پدربزرگ، مادربزرگ، خانم / زن، بچه (ها)، دختر، پسر، خواهر، برادر، دایی، خاله، عمه، عمو، نفر</p>	<p>Younger learners:</p> <p>Learners will be given a text with specific information, supported with pictures and images: Ali’s dad is an engineer. His mother is a doctor. In groups of two or more, they will read the story for details. They will then complete a similar text in which key vocabulary is missing</p>

	<p>Grammatical structures: Possessive pronoun endings, interrogative words, question (آیا), numbers 1-20, verbs: to have</p> <p>Language Chunks: this is my father. What is your father's name? Is this your grand mother? Yes, this is my grandmother Parvin. How many people are in your family?</p> <p>این پدر من است. اسم پدر شما چیست؟ آیا این مادربزرگ شما است؟ بله، اسم مادربزرگ من پروین است. در خانواده شما چند نفر است؟</p> <p>Cultural knowledge: Introduction of my family members</p> <p>Content: Family</p>	<p>(fill in the gaps). Each group will share its completed text with other groups to find out if there are any discrepancies. The instructor may have to intervene to help learners notice some discrepancies. A discrepancy will provide the learners with an opportunity to talk about the best answer and settle on one for the gap.</p> <p>Older Learners:</p> <p>In groups of two or more, learners will read a dialogue. Each learner will represent a character in the dialogue. After they complete the reading, they will answer comprehension questions and discuss their answers with other groups. The teacher will facilitate learning by asking guided questions.</p>
<p>Intermediate Low:</p> <p>2. I can read and understand short and simple text related to topics, such as greeting and introduction, Nowruz celebrations, shopping, and public transportation in Iran.</p>	<p>Vocabulary: day, new, year, celebrate, celebration, prepare, shop, permission, happy, ceremony</p> <p>روز، نو، سال، جشن، مراسم، آمادگی، خرید، لباس، اجازه، شادی، سرگرمی، سیزده به در، هفت سین</p> <p>Grammatical structures: Verbs: to go, to wear, to eat, to do, to take, to drink, Using of personal endings with plural nouns, adjectives, prepositions, simple present tense, verbs</p>	<p>Younger learners:</p> <p>Scrambled rhymes: Learners in groups of two or more will read rhymes on the Hajee Feerouz song. They will also listen to the song and follow along. Later, they will receive words of the scrambled rhymes on pieces of paper. They will find the correct order of the lines. Each group will take a turn and read out their lines. The other learners must decide if the lines are in the correct order.</p> <p>Older Learners:</p>

	<p>رفتن، پوشیدن، خوردن، کردن، شدن، گرفتن، نوشیدن اول، بعد، در آخر</p> <p>Language Chunks: what are you going to wear for Nowruz? I will wear my new clothes. Where do you go for new year? I will go to my aunt's house. She is going to her grandmother's house.</p> <p>برای نوروز چه می پوشید؟ من لباس نو می پوشم. شما در سال نو کجا می روید؟ من میهمانی به خانه خاله ام می روم. او به خانه مادربزرگش می رود. من به سیزده به در می روم.</p> <p>Cultural knowledge: typical day during Nowruz</p> <p>Content: Nowruz</p>	<p>Learners in groups of two or more will read a short and simple text, divided into sections, about the history of Nowruz. Each group will be assigned to read different sections of a larger text. The learners will work with other groups to put the sections of the text in the correct order. The learners will read the complete text and talk about its main idea. They will highlight Nowruz's importance as a historical event. The teacher will observe and provide feedback.</p>
Interpersonal Communication fore Reading and Writing		
<p>Novice High:</p> <p>3. I can communicate with friends through short and simple emails and Moodle postings about very familiar topics, such as meeting and introduction, Nowruz celebrations, shopping, and public transportation in Iran.</p>	<p>Vocabulary: name, last name, city, live, work, age, doctor, student, school, class, book, sport, like</p> <p>اسم، فامیل، شهر، زندگی، کار، سال، دکتر، شاگرد، مدرسه، کلاس، کتاب، ورزش، دوست</p> <p>Grammatical structures: verbs: to live, to study, to like, interrogative words of what, where, who</p>	<p>Younger learners:</p> <p>Learners will write simple messages (in Persian) to their classmates and provide information about themselves. They will also answer related questions. The learners will then introduce each other to other learners through writing short notes. Other students will read and respond.</p>

	<p>فعل بودن، داشتن، زندگی کردن، درس خواندن، دوست داشتن</p> <p>Language Chunks: In which city do you live? I live in the city of Kerman. What does your dad do? My dad is a doctor. What grade are you? I am in second grade. What is your favorite sport? I like volleyball.</p> <p>در کدام شهر زندگی می کنی؟ من در شهر کرمان زندگی می کنم. پدرتان چه کار می کند؟ پدر من دکتر است. کلاس چند هستی؟ من در کلاس دوم هستم. کدام ورزش را دوست داری؟ من والیبال دوست دارم.</p> <p>Cultural knowledge: cultural behaviors associated with greetings</p> <p>سلام به بزرگترها</p> <p>Contents: Introduction</p>	<p>Older learners:</p> <p>In groups of two or more, learners will design a set of biographical questions with the teacher's supervision. They will write down the answers in simple sentences and report to the class. The teacher will ask guided questions to draw student's attention to grammatical error, if any.</p>
<p>Intermediate Low:</p> <p>4. I can read and send short and simple messages to someone about topics such as, family, someone's physical appearance, and Iran 's historical places</p>	<p>Vocabulary: shopping, bargain, money, cash, price, fruits: apple, pomegranate, banana, melon, grapes, peach. Vegetables: onion, eggplant, squash, tomato. Clothes: shoes, hat, shirts, pants</p> <p>خریداری، چانه، پول، نقد، قیمت، میوه: سیب، انار، موز، خربزه، انگور، هلو</p>	<p>Younger learners:</p> <p>Learners will listen to an audio sample of a simple transaction between a customer and a sales clerk. In groups of two, learners will draw pictures of a customer and shopkeeper and</p>

	<p>سبزیجات: پیاز، بادمجان، کدو، گوجه لباس، کفش، کلاه، بلوز، شلوار</p> <p>Grammatical structures: Action verbs: to buy, to have; Negative verbs</p> <p>Language Chunks: bankcard, cash, and negotiate price/bargain. How much is this? This is too expensive! I don't have that much money.</p> <p>کارت بانکی، پول نقد، چانه زدن. قیمت این چند است؟ این خیلی گران است. من زیاد پول ندارم.</p> <p>Cultural knowledge: Negotiating price in Iran</p> <p>Content: Shopping</p>	<p>create a dialogue between them, using 3-4 simple and short sentences. In the dialogue, they will highlight the steps (price negotiation) that lead to the final price. Each group will role play their dialogue in front of the class. The teacher will observe and give feedback.</p> <p>Older Learners:</p> <p>In groups of two or more, learners will watch a short video clip about price negotiation during shopping in Iran. Learners will work together to write a role-play about the topic. Prompts on different scenarios will be given by the teacher to prevent identical role plays. The learners will write a conversation between a customer and a clerk, negotiating an item's price. Learners will present their role-play to the class. The teacher will participate in the play (as a customer/ and sales clerk) to facilitate further learnings.</p>
Presentational Writing		
<p>Novice High:</p> <p>5. I can present though Facebook/ or Moodle posting on topics related to greeting and introduction, Nowruz celebrations, shopping,</p>	<p>Vocabulary: airplane, taxi, bus, car, boat, bicycle, driver, pilot, passenger, passengers</p> <p>هوایما، تاکسی، اتوبوس، ماشین، کشتی، دوچرخه، راننده، رانندگی، خلبان، مسافر، مسافران</p>	<p>Younger learners:</p> <p>In groups of two or more, learners will read a text about public transportation in Iran, supported by images. After they develop some</p>

<p>and public transportation in Iran.</p>	<p>Grammatical structures: verb: to drive, to travel, prepositions, simple present tense</p> <p>Language Chunks: I fly with airplane. What is this? This is a taxi. That is a bus. Which bus are you going to take? I will go with the buss number 3.</p> <p>با هواپیما پرواز می کنم. این چه وسیله ایی است؟ این تاکسی است. آن اتوبوس است. شما با کدام اتوبوس می روی؟ من با اتوبوس شماره ۳ می روم.</p> <p>Cultural knowledge: Use of public transportations in Iran</p> <p>Content: Transportation</p>	<p>knowledge about the topic, they will receive a text with some missing words (each group will receive a different text). The learners will need to complete the text by filling the blanks. They will then meet other groups and present their text to them. The teacher will draw the learners attention indirectly to any areas that need revision.</p> <p>Older learners:</p> <p>Learners in groups of two or more will receive a list of modes of public transportation. Learners will write a plan on how they will travel from their house (in USA) to their relative's house (in Iran). They will try to find the most economical and convenient options. Learners will present their travel plans to the class. The teacher will observe and provide feedback.</p>
<p>Intermediate Low:</p> <p>6. I can write simple messages about familiar topics such as, family, someone's physical appearance, and Iran's historical places.</p>	<p>Vocabulary: country, city, history, ancient, famous, park, garden, house, museum, building, site seeing, green, pretty.</p> <p>کشور، شهر، تاریخ، قدیم، مشهور، پارک، باغ، خانه، موزه، ساختمان، جاهای دیدنی، سرسبز، زیبا</p> <p>Grammatical structures: adjectives, prepositions, verbs</p> <p>Language Chunks: this building is old. Is this garden</p>	<p>Younger learners:</p> <p>Learners will receive a picture of a historical place, about which they will be asked to write.. In groups of two, learners will write 2-3 sentences about the picture. They will share their sentences with other groups to develop better understanding about the picture. Learners will post their writings on the classroom wall for other learners to read. They will also answer related questions.</p> <p>Older learners:</p>

	<p>famous? Yes, this garden is very famous. This house is very famous.</p> <p>این ساختمان قدیمی است. آیا این باغ مشهور است؟ بله این باغ بسیار مشهور است. این خانه بسیار معروف است.</p> <p>Cultural knowledge: Historical places in Iran Content: Description of place (Historical)</p>	<p>In groups of two, learners will choose a famous historical place in Iran (i.e. Eram Garden or Garden of paradise in shiraz). They will conduct a research using tablets/computers. They will print pictures and write about the selected place and create a poster. Learners will present their posters about famous historical places in Iran and inform their peers about it, using simple and short sentences. They will name the place, identify its location, the year it was built, significance, etc. In order to spark students' curiosity about the historical places, the teacher will ask guided/planned questions.</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 (Speaking and Listening Comprehensions)	Please refer to the Speaking and Listening Curriculum.
10:20 - 10:30	Break

10:30 – 10:40	Opening activates: Instructor will review homework and introduce the objectives of the day (daily schedule will vary).
10:40 - 12:00	Learning Episodes 1-4 (20 minutes each): Learners will be learning the new lesson through interpersonal, interpretive and presentational modes of communication, such as: reading and writing words and sample texts, matching activities, preparing pictures caption, etc. The teacher will conduct a formative assessment throughout the lesson. He/she will use recasting to correct learners' pronunciation
12:00 - 1:00	Lunch: Learners will take lunch break with their instructors to further immerse in the culture.
1:00 – 1:40	Learning Episodes 1-2 (20 minutes each): Opening activates: Learners will watch authentic Persian children movie. Learners will watch Persian authentic movies and discuss their undressing through small group discussions.
1:40-2:00	Learning Episode 3 (20 minutes): Learners will preform cultural performance such as Persian national dance, songs and plays.
2:00 - 2:10	Break
2:10 – 2:50	Learning Episodes 1-2 (20 minutes each): Opening activates: Under the teacher supervision learners will use different technology to review and practice daily materials learned in the class. They will use the following software:

	<ul style="list-style-type: none">- Online Alphabets Modules – to practice alphabets- Byki to practice vocabulary- Skype to conduct and record conversations- Online games- Linguafolio- Program-created Facebook Page
2:50 – 3:15	<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.