

How do Stage 1, Stage 2 and Stage 3 of the curriculum development process connect to daily classroom instruction? How do instructors take program learning goals and key performance assessments and use them to develop learning plans and episodes? As instructors unpack the lesson Can-Do Statements by outlining vocabulary and language chunks for each lesson Can-Do Statement with a corresponding check for learning, they complete the bridge from curriculum to learning plan.

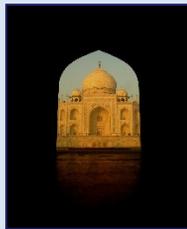
LANGUAGE: Hindi

GRADES: 6-12

PERFORMANCE TARGET: Novice Mid/High

Unit Theme: **Personal Identity**

Students will work with the theme of *Identity*. They will work with appropriate texts that portray young teenagers who take on responsibilities while learning life lessons and/or with biographical texts about heroes or important people both at home and within the target culture. Students will explore who they are, where they live, their nationalities, and their heritages. Students will also be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities before discussing the people, places, and things that really matter to them. They will comment on the actions of fictional and historical figures from India such as Mahatma Gandhi, Mother Teresa, Rani Ixmi Bai, Maharana Pratap, Shaktimaan, Mowgli, etc. and will make comments about their personalities and characters. They will work together to tell the story of a modern-day hero from a community or region where the target language is spoken. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.



Quick Navigation

Click on a program Can-Do Statement below to go to that section of the curriculum.

Program Can-Do Statement #1

- Interpersonal -

I can compare myself with my peers.

Program Can-Do Statement #2

- Interpersonal -

I can ask and answer questions about my family, nationality, and heritage.

Program Can-Do Statement #3

- Interpersonal -

I can explain my preferences regarding practices in teenage life as well as trending products in my culture and the target culture.

Program Can-Do Statement #4

- Interpersonal -

I can talk about why someone is or is not a hero or a leader.

Program Can-Do Statement #5

- Presentational -

I can present information about my life.



Program Can-Do Statement #1

Program Can-Do Statement:
I can compare myself with my peers.



Performance Assessment Task:
Students will interview a partner to identify similarities and differences using a personal identity card that student have created. To support their answers students will select images of people, places, things, activities and hobbies that have personal meaning for them.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can identify places when they are named in spoken or written text. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • यह है • घर • विद्यालय / पाठशाला • पड़ोस • शहर • देश • राष्ट्रियता • मैं , • रहना, पढ़ना • मैं ----- हूँ I (भारतीय , अमरीकी आदि) • मैं ----- से हूँ I • मैं -----में पढ़ता / पढ़ती हूँ I • मैं ----- में रहता / रहती हूँ I 	<p>Students have personal a personal identity card that includes images of places that have personal meaning for them that they have created. Students match these cards with the places they hear.</p>
<p>I can identify activities and hobbies when they are named in spoken or written text. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • क्रिकेट खेलना, टेनिस खेलना, बास्केटबॉल खेलना, फुटबाल खेलना, हॉकी खेलना आदि I • संगीत सुनना (Root verb + ना) • वाद्य बजाना (सितार, तबला, बाँसुरी, पियानो, वायलिन, आदि) • विडियो गेम्स खेलना • फ़िल्में देखना- 	<p>Through an interactive activity such as flyswatter, student pairs identify the right activity/hobby after they hear it from either the teacher or their classmates.</p>

	<ul style="list-style-type: none"> • खाना पकाना • किताबें पढ़ना • चित्रकारी करना • तैराकी करना/ तैरना • Root verb + रहा है / रही है <p>यह / वह ---- रहा है / रही है</p> <ul style="list-style-type: none"> • ये ----- हैं। (फ़िल्मी गाने सुन , विडियो गेम्स खेल, खाना पका आदि) 	
<p>I can recognize key details about a person who is being described in a spoken text. Interpretive</p>	<ul style="list-style-type: none"> • लम्बा / छोटा , युवा / पूढ़ा, आँखों का रंग, ालों का रंग • व्यक्तिगत रुचि / दिलचस्पी • मुझे ----- पसंद है। • मुझे -----नहीं पसंद है। • मेरा मनपसंद ----- ----- है। • मेरा मनपसंद ----- -----नहीं है • जीवन सम्बंधित जानकारी : • मेरा परिचय • उम्र / साल • लड़का / लड़की / महिला / पुरुष • जन्मदिन, (महिना, गिनती दिन) • निवास का शहर/देश • रहता • रहते / रहती 	<p>The teacher gives a physical description of a person. Students draw a picture based on the description they hear.</p> <p>Students identify vocabulary words through matching activity. They match the vocabulary terms using flashcards and visuals.</p>
<p>I can recognize key words when listening very simple biographical text. Interpretive</p>	<ul style="list-style-type: none"> • Recycle from previous. 	<p>The teacher posts different numbered pictures of people around the room. The teacher describes one of the pictures. Students write on a white board which number picture the teacher is describing.</p>

<p>I can ask and answer questions about hobbies and activities to compare likes and dislikes. Interpersonal</p>	<ul style="list-style-type: none"> • आपको क्या करना अच्छा लगता है ? • क्या आपको ----- अच्छा लगता है / पसंद है ? • हाँ/ नहीं, जी हाँ/ जी नहीं • दो दोफिर दो आपको ----- पसंद है या ----- पसंद है। • मुझे ----- पसंद है। • मुझे ----- नहीं पसंद है। • मुझे ----- (चित्रकारी करना तैरना) पसंद है। 	<p>Students survey classmates and make a class bar graph of activities/hobbies that they like and use this information to state which activity the class likes the most.</p>
<p>I can ask and answer questions to share personal information and find out more about another person. Interpersonal</p>	<ul style="list-style-type: none"> • आपका नाम क्या है ? • आप कितने साल के हैं? • आप कहाँ रहते हैं ? • आपका जन्मदिन कब है? • जवाब / उत्तर मेरा नाम ----- है। • मैं ----- साल की / का हूँ • मैं ----- से हूँ। • मेरा जन्मदिन ----- तारीख को है • मैं भी .. / मुझे भी 	<p>The teacher plays music. Students stand up, students raise their hand up and walk around the room. When music stops, high-five a partner closest to you, and students pair up with that person. Ask and answer these questions.</p>
<p>I can compare how I am different from or similar to another person. Interpersonal</p>	<ul style="list-style-type: none"> • मैं ज़रा नहीं हूँ। मैं के ज़रा हूँ। • मैं की तरह हूँ। मैं की तरह हूँ। • मैं ---- नहीं हूँ / मैं - ----- नहीं हूँ। 	<p>Students make a checklist and survey their classmates to find out who share the most/least likes/dislikes with them.</p>

Authentic Materials & Resources

<https://www.youtube.com/watch?v=JhBhcq9ieGw>
<https://www.youtube.com/watch?v=7teVqYq1iGk>
<https://www.youtube.com/watch?v=bQhS3kg-DKY>
https://www.youtube.com/watch?v=zzGsqmKb_dY
<https://www.youtube.com/watch?v=yQO4spAT9vA>
https://www.youtube.com/watch?v=NKEu_oq1qc0
<https://www.youtube.com/watch?v=v6JsNN52eGI>
<http://hindistartalk.lrc.columbia.edu/lesson/cricket-academy/>
<http://hindistartalk.lrc.columbia.edu/lesson/deepalaya-world-of-books/>
<http://hindistartalk.lrc.columbia.edu/lesson/painting-rangon-ki-diniya/>
<http://hindistartalk.lrc.columbia.edu/lesson/kathak-nritya/>
<https://wp.nyu.edu/virtualhindi/home-and-neighborhood/our-home/>
http://www.nyu.edu/gsas/dept/mideast/hindi/stories_beg.html

Program Can-Do Statement #2

Program Can-Do Statement:

I can ask and answer questions about family, nationality, and heritage.



Performance Assessment Task:

Students will be given random pictures of families from the Russian culture. They will imagine that they are part of the family that is pictured. Circulating to determine how their family is similar to and different from other families, students ask each other questions about “their” family without seeing the pictures of the other families. After completing the initial conversations, students will then meet with someone that they believe has a family that is nearly identical to their own and will compare pictures to verify similarities and differences.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can identify the family member that is being named.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> यह एक परिवार है I परिवार के सदस्य : माता, पिता , भाई , दादा , दादी , नाना, नानी , चाचा, चाची, तायाजी , ताईजी, बुआजी, फूफाजी 	<p>Students identify the family members in a photograph with Hindi names of an Indian family to their partner.</p> <p>Using the family tree visuals, the students will identify family members that are being named.</p>
<p>I can identify someone in the family when I hear how they are related to me.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> मेरा/मेरी उसका, उसकी 	<p>Students each have a whiteboard and marker. The teacher shows another family photograph with names for each member of the family. The teacher states how a person is related to another in the family. Students write down the names of the person being referred to.</p>
<p>I can ask and answer questions to identify a family member in a picture.</p> <p>Interpersonal</p>	<ul style="list-style-type: none"> ये कौन है ? Who is this? क्याये आपके ----- हैं ? क्याये आपकी ----- - है? जवाब / उत्तर: जी हाँ, ये मेरे -----/ मेरी ----- है I जी नहीं,ये मेरे -----/ मेरी ----- नहीं है I 	<p>Using the same photograph, students now ask and answer questions to each other in pairs to identify the family members.</p>
<p>I can select the correct family when the family is described by their activities and hobbies</p>	<ul style="list-style-type: none"> Recycle from previous 	<p>Students are given several pictures of different families that show activities various family members enjoy. The teacher reads the description of family members’ likes and dislikes, and students show the picture that matches the description</p>

Interpretive

I can identify the nationality/ heritage of a person when it is named or when I hear where a person is from.

Interpretive

- अमरीकी, भारतीय, कोरियाई आदि
- लिंग पहचानना : पुल्लिंग / स्त्रीलिंग

Students work in groups. Each group is given pictures of different countries/nations. Students identify which country is mentioned by the teacher during the listening activity.

I can describe a family giving information about nationality, family relationships, activities and hobbies.

Presentational

- एकवचन / बहुवचन, संज्ञा, क्रिया
- लेकिन , और
- यह एक परिवार ह। यह मेरा परिवार ह।
- मेरे परिवार में / इस परिवार मेंहैं।
- मेरे ----- भाई / मेरी ----बहने हैं।

Students make a photo collage or drawing of their family members doing their favorite activities/hobbies, then use the collage or drawing to describe their family to the class.

I can ask and answer questions to share information about my family and to find out more about another family.

Interpersonal

- आपके कितने / कितनी - ----- हैं?
क्य।आपकी कोई बहने हैं ?
क्य।आपके कोई भाई ह।
- आपके ----- को क्य। करन।पसंद ह। (पुल्लि। सदस्य)
- आपकी ----- को क्य।करन।पसंद ह।(स्त्रीलि। सदस्य)
- मेरे भाई क।ना।स --, उम्र ह।

Using the photo collage or drawing, students work with a partner to ask more questions about the family and family members.

I can compare my family to another family.

Interpersonal

- परिवार, लोग
- मेरा परिवार ----- है।
- बड़ा ,छोटा ,---से बड़ा , - --से छोटा
- मेरे परिवार में -----लोग हैं (ज्यादा / कम)
- एकल परिवार / संयुक्त परिवार
- दोनों एक जैसे हैं / दोनों अलग हैं।

With new partners, students use the same photo collage or drawing and ask comparative questions to each other.

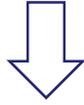
Authentic Materials & Resources

<https://www.youtube.com/watch?v=MJ-6sxcS9Bs>
https://www.youtube.com/watch?v=vt-pTTc9g_g
<https://www.youtube.com/watch?v=awreq4g3ajQ>
<https://www.youtube.com/watch?v=zQIQWjr8VxA>
<https://www.youtube.com/watch?v=2yPRzrKcT0I>
<https://www.youtube.com/watch?v=WkgdcOSsbCc>
<https://www.youtube.com/watch?v=9n4iA4bbsYw>
<https://www.youtube.com/watch?v=ljGmwQfXk6c>
<https://www.youtube.com/watch?v=CXORbZmfoGs>
<https://www.youtube.com/watch?v=wvt5SBGrO40>

Program Can-Do Statement #3

Program Can-Do Statement:

I can explain my preferences regarding practices in teenage life as well as trending products in my culture and in the target language culture.



Performance Assessment Task:

Using native or heritage teenage speakers of Russian (language assistants to the program, children from program staff or others identified in the community) as conversation partners, students will interview a peer to find out what teenage life practices they have in common and which ones are different. After the initial conversations, students summarize their findings comparing similarities and differences between cultures.

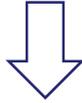
Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize who is being described when hearing and/or reading what they are doing.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> कौन क्या कर रहा है ? कौन क्या कर रहा है ? सप्ताह की गतिविधियाँ स्कूल जाओ, X के अभ्यास के लिए जाओ सप्ताह की गतिविधियाँ: छुट्टी वाले दिन की दिनचर्या दौड़ना, क्रिकेट खेलना, कितने पढ़ना, घस कटना, कसरत करना, देर से उठना, योग करना, मंदिर जाना, चर्च जाना, मस्जिद जाना 	<p>The teacher prepares a sheet with six pictures of different people doing different actions taught. Each student will have a copy. Based on the teacher's verbal description, students will check the picture that corresponds with the description.</p>
<p>I can ask and answer questions about the activity that is being described.</p> <p>Interpersonal</p>	<ul style="list-style-type: none"> आपको अपने खाली समय में क्या करना पसंद है? आप कौन-सी गतिविधि करते हैं ? / आप किसमें भाग लेते हैं ? आप यह गतिविधि कहाँ करते हैं? आप यह गतिविधि कब करते हैं? (दिन, सप्ताह के दिन, रोज़/ प्रतिदिन, छुट्टी के दिन) 	<p>Image streaming activity: students stand opposite each other. When prompted by the teacher, they ask each other the questions taught in the lesson. Students rotate after 20 to 30 seconds.</p> <p>Partner around the clock activity: Students are assigned partners using the clock and they find their partner when prompted by the teacher to ask and answer questions. They write their name after answering their partner.</p>
<p>I can state cultural preferences for activities based on a visual or a graphic.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> लोकप्रिय / लोकप्रिय नहीं है I भारत में ----- लोकप्रिय है I भारत में ----- लोकप्रिय नहीं है I सांस्कृतिक गतिविधियाँ 	<p>The teacher shows images of different activities and students stand if they agree that the activity is popular in India, and remain seated if it is not.</p>

<p>I can indicate when and how often others do certain activities.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> • आप कब ----- करते हैं? • आप कब ----- हैं ? • □ कसर , कभी-कभी, आमतौर पर □ अधिकतर / ज्यादातर , हमेशा □ , कभी नहीं □ 	<p>Based on the information provided by the native speaker, the teacher will provide each student with a sheet listing the activities in one column and adverbs of time in the opposite column. Students will match them accordingly.</p>
<p>I can ask and answer questions to find out more about activities I and others do.</p> <p>Interpersonal</p>	<ul style="list-style-type: none"> • युवा विद्यार्थी की दिनचर्या : मैं विद्यालय जाता / जाती हूँ I मैं काम पर जाती हूँ I मैं अलग-अलग गतिविधियों में भाग लेती / लेता हूँ I मैं दोस्तों के साथ बाहर खाने जाती / जाता हूँ I मैं खरीदारी करने जाती / जाता हूँ I मैं फिल्म देखने जाती / जाता हूँ I हर ---- मैं चर्च / मंदिर / गुरुद्वारा / मस्जिद जाती हूँ I • आप ----- को क्या करते हैं ? (सोमवार, मंगलवार , बुधवार, गुरुवार, शुक्रवार, शनिवार और रविवार को क्या करते हैं ? • ----- को मैं ----- हूँ I • क्या आप दोस्तों के साथ -- ---- करते हैं ? 	<p>Students role play as an interviewer and ask their partners questions using the vocabulary and phrases written on their flashcard. In a bicycle chain students ask three questions to their partner. Students arrange their flashcards in chronological order and ask their partner the things they like to do.</p>
<p>I can ask and answer questions to determine which practices are similar and which are different across cultures.</p> <p>Interpersonal</p>	<ul style="list-style-type: none"> • क्या आपके विद्यालय में -- -----कक्षाएँ हैं ? • क्या आप घर या विद्यालय में ----- सीखते हैं? • क्या भारत में ----- ---सीखते हए • भारत में हम..... सीखते हैं/नहीं सीखते 	<p>“Find Someone Who” activity: Using their findings, the students go around the room asking their peers questions to find someone who has similar information.</p>
<p>Authentic Materials & Resources</p>		
<p>https://www.youtube.com/watch?v=eoQci1uo6gY https://www.youtube.com/watch?v=mMERJ8utfCg https://www.youtube.com/watch?v=GuVmJhWTaPw</p>		

Program Can-Do Statement #4

Program Can-Do Statement:

I can talk about why someone is or is not a hero or leader.



Performance Assessment Task:

Students will consider famous or well-known individuals of the target culture and their own. They will look at social media posts, photographs, and/or video-clips of well-known actors, athletes, or other famous people. They will make note of actions or activities of these people and categorize them as examples of talents/heroic acts/leadership. After collecting information, students will have a conversation about a personally selected individual and why he/she is famous or well-known.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can agree/disagree that someone is a famous figure based on what I hear/read about their actions or inactions</p> <p>Interpretive</p>	<ul style="list-style-type: none"> ये / वे ----- हैं I बहादुर, मेहनती, प्रेरणादायक, दिलचस्प, मददगार मतलबी, आलसी, डरपोक हमेशा, कभी नहीं □ □ वसर , कभी-कभी 	<p>Watch a video clip of a well-known personality and identify his/her positive and negative actions.</p>
<p>I can connect key personality traits to well-known heroes.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> ये / वे ----- हैं I मजबूत, कठोर, तेज , शक्तिशाली मेहनती , विनम्र ,साहसिक, बहादुर, विनीत, ख्याल रखनेवाला □ etc दयालु , उदार, मतलबी, बुरा 	<p>Students receive a handout with pictures of all of the heroes. The teacher reads description of any hero out loud by number and the students write that number next to the corresponding hero.</p>
<p>I can categorize the opinion of someone regarding a hero based on the information they share.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> Recycle from previous 	<p>Pictures of well-known heroes are on the board. The teacher describes each one. Students match the trait with the hero.</p>
<p>I can describe a hero in terms of</p>	<ul style="list-style-type: none"> मेरे लिए ----- 	<p>Big paper/butcher paper activity: students outline their body on the paper and create the hero assigned</p>

<p>personality. Presentational</p>	<p>-- महान इंसान है क्योंकि</p> <ul style="list-style-type: none"> • एक हीरो है क्योंकि 	<p>to them. They present it to their classmates by telling them their hero's positive and negative personality attributes.</p>
<p>I can tell someone what a hero does or doesn't do. Interpersonal</p>	<ul style="list-style-type: none"> • वह ----- करता है / करती है I • दूसरों की मदद करने वाला, दयालु, उदार, दूसरों की देख-भाल करने वाला, देने वाला • हीरो क्या करते हैं और क्या नहीं करते हैं? 	<p>Students work with a partner. Each student gets a different hero. Student tells his/her partner what a hero does or does not do.</p>
<p>I can share my opinion about why I am or others are heroes. Interpersonal</p>	<ul style="list-style-type: none"> • क्या आप हीरो हैं ? • जी हाँ, मैं हीरो हूँ क्योंकि..... • मुझे लगता है कि वही हीरो है क्योंकि..... • हीरो दूसरों की मदद करते हैं / हीरो दूसरों की सहायता करते हैं / करती हैं I • हीरो दूसरों का ध्यान रखते हैं 	<p>Each student gets a superhero picture and answers yes or no questions from classmates until the students can guess who each other are based on adjectives provided.</p>
<p>I can exchange simple opinions about why someone is or isn't a hero. Interpersonal</p>	<ul style="list-style-type: none"> • क्या आपको लगता है कि वह हीरो है ? और क्यों ? • मुझे लगता है कि --- हीरो है क्योंकि..... • मुझे लगता है कि --- हीरो नहीं है क्योंकि • मुझे लगता है कि --- मेरे प्रेरणास्रोत हैं क्योंकि • मेरे विचार से 	<p>Am I a hero? Students have a picture of a hero or non-hero on their backs. They do not know who they are. They walk around and ask classmates questions such as "My hero is..." or "My hero isn't..." until they figure out who they are.</p>
<p>Authentic Materials & Resources</p>		
<p>https://www.youtube.com/watch?v=LmKhtt6PHtg</p>		

<https://www.youtube.com/watch?v=bfofrLaka2k>
<https://www.youtube.com/watch?v=AvbQRxHoVfA>
<https://www.youtube.com/watch?v=vMhffy6N04A>
<https://www.youtube.com/watch?v=EbCTGqmpCRO>
<https://www.youtube.com/watch?v=PfBY9-ZqFsl>
<https://www.youtube.com/watch?v=1dkg0dw4tY0>
<https://www.youtube.com/watch?v=YdtQtr-YGPI>
https://www.youtube.com/watch?v=K5OipP_uRO4
<https://www.youtube.com/watch?v=qFbzITp29SA>
<https://www.youtube.com/watch?v=QyJuH1ZwSPo>
<https://www.youtube.com/watch?v=e2nPCSmwwCQ>
<https://www.youtube.com/watch?v=dLxq9pcNnFE>
<https://www.youtube.com/watch?v=GJyjNoBSSKw>

Program Can-Do Statement #5

Program Can-Do Statement:
I can present information about my life.



Performance Assessment Task:
Students will create a digital/multimedia presentation that shares key information about themselves. To get to know others in the class, they will share their presentations in small groups or in a gallery walk format. As students learn about their classmates, they will record key information on a chart. They will use that information to create a class composite that can be shared with parents at the end of the program.

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can identify biographical information when others are introducing themselves. Interpretive</p>	<ul style="list-style-type: none"> Recycle from previous 	Using white boards, students draw a picture of the biographical information shared by the teacher to illustrate their understanding.
<p>I can recognize how others feel in terms of likes and dislikes. Interpretive</p>	<ul style="list-style-type: none"> उसको ----- -- पसंद है I उसको ----- --नहीं पसंद है 	Using a graphic organizer, students record their likes and dislikes based on what they hear and see.
<p>I can give information so that others can locate a place. Presentational</p>	<ul style="list-style-type: none"> Recycle from previous 	Students are divided into small groups. Each member of the group presents to their peers on their biographical information, likes and dislikes.
<p>I can name likes and dislikes and share information on how often I do certain things. Presentational</p>	<ul style="list-style-type: none"> Recycle from previous 	Students create a poster (physical or digital) with pictures of their favorite activities. They identify the activity and say how often they do it and whether or not they like doing it.
<p>I can share simple facts about the students in my class. Presentational</p>	<ul style="list-style-type: none"> Recycle from previous 	After watching poster presentations of classmates, or interviewing classmates, students create a digital presentation showing the biographical information of classmates.
<h3>Authentic Materials & Resources</h3>		

Program Can-Do Statement #6

Program Can-Do Statement:

I can give a presentation about a famous athlete, celebrity, or historical figure.



Performance Assessment Task:

Students will create digital posters that focus on personal heroes. These presentations will include each hero's name, age and nationality, as well as information about her/his personality, biography, and heroic characteristics. Students will then review the presentations created by their classmates and make suggestions for information that can be added. Students will share their personal hero posters in a short presentation at the closing ceremony for the program

Lesson Can-Do	Vocabulary	Checks for Learning
<p>I can recognize people based on their physical and character traits.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> सुन्दर / खूबसूरत, बसूरत, पतला, मोटा लम्बा / नाटा, ायालु, ताकतवर, कमजोर, लम्बाई, रंग: गहुआं, काला, गोरा 	<p>The teacher places pictures of different well-known individuals with different traits around the room. Students stand next to the right picture after the teacher calls out the trait.</p>
<p>I can recognize key biographical details.</p> <p>Interpretive</p>	<ul style="list-style-type: none"> Recycle from previous 	<p>Students arrange flashcards while they listen to the teacher about the biographical details of a person.</p> <p>The teacher places pictures of different well-known individuals with different traits around the room. Students are given different post-it with descriptions of biographical details. They place the post-it on the right picture after they hear the description from the teacher.</p>
<p>I can identify the person being described based on what I read and/or hear</p> <p>Interpretive</p>	<ul style="list-style-type: none"> Recycle from previous 	<p>Students are given a paper of pictures of various celebrities. Students number the pictures accordingly after they hear the descriptions from the teacher.</p>
<p>I can give a simple opinion about a person based on evidence.</p> <p>Presentational</p>	<ul style="list-style-type: none"> मेरे विचार सेक्योंकि मेरे अनुसारक्योंकि 	<p>Use the same pictures of well-known individuals around the classroom, students choose an individual to present and share their opinion through a gallery walk. Students stand next to the picture they chose and share their opinion of the person they are presenting. Other students stand with them, listening to the presenter.</p>
<p>I can share a few simple facts about a person.</p> <p>Presentational</p>	<ul style="list-style-type: none"> Recycle from previous 	<p>Students will create an electronic presentation and record themselves speaking about a celebrity they choose. Students present these to the whole class.</p>
<p>Authentic Materials & Resources</p>		

