



**Aldeen Foundation  
STARTALK Student Program Curriculum**

**Theme: Discover Arabic and Arab world**  
**Target Proficiency Level: Novice low -Mid**

**Number of Hours: 30-35hrs**

**Designed by: Lina Kholaki -Aldeenfoundation**

**Brief Description of Program** (including curricular context and goals)

This unit is to introduce to students an overview of Arab countries and culture. Novice mid students will continue the theme with higher level of target language, participating in all language activities.

Students in this unit will gain some knowledge of Arab countries and their capital cities, flags, money, clothing and food, historical places.

- Recognize some formal and informal Arabic speech
- Develop an understanding of native speakers of Arabic.
- Discover the difference in writing system between Arabic ( right to left) comparing to English (Left to right)
- Develop some basic reading of simple words in Arabic and match alphabets to words in the campus.
- Compare the cultures and acquire some basic Arabic culture (greeting, Farwell)

**What Enduring Understandings are Desired:**

Students will recognize that Arabic is a language that is spoken in Middle East, and it is a language not a religion.

- Students will develop understanding of the Arab culture and language
- Arab countries vary in culture and products form cuisine, clothing, dialects, greetings and farewell, currency and environment.

**What Essential Questions Will Guide this Program and Focus Teaching/Learning?**

*What we want students to think about in student friendly language*

*To what extent or in what ways.....*

- Do all Arabs look alike; are they different, do they come in different skin color, traditions, culture and perspectives?
- What is the weather and climate like in different places in the Arab world?
- How the weather does reflect traditional clothing?
- How people in Arab world greet differently from one country to another?
- How geography does affect the spoken language (dialects) and the way people live?
- How Middle Eastern cuisines differ from one place to another?
- How the alphabets and words of Arabic look like?

- What games and sports do Arab youth play and enjoy?

### Standards/Goals:

**Major Standards: Communication: Students will communicate in Arabic Language.**

1.1-1.2-1.3

**Culture: Student will gain knowledge and understanding of Arab culture**

2.1-2.2

**Connection: Student will connect with geography, math, and history and acquire information**

3.1-3.2

**Comparison: Student will develop insight into the nature of Arabic language and culture and compare it to their own.**

4.1

**Communities: Student will participate in the daily and final day presentation of skits, songs, dances to their parents and members of the community.**

5.1

### Supporting Standards:

#### Content:

*What we want students to know and understand*

- Name of four (Arab countries and capitals, flags color and shapes, money used in each country, clothing and cuisine).
- The geography and locations of each chosen country.
- The lifestyle and culture of people living in each country.

### Key Vocabulary:

أهلاً وسهلاً.. أهلاً وسهلاً يا .....  
 . أسماء الـطلاب... أهلاً أهلاً يا

من أنت؟ من أنت؟ مرحباً  
 تشرفنا ... من أين أنت؟ مع السلامة.  
 أنا عمر . من أنت؟  
 أنا من بيروت. من أين أنت؟  
 مع السلامة، إلى اللقاء  
 دمشق-سوريا  
 القاهرة-مصر  
 الإمارات-الجزائر  
 حذاء (-) قميص - بنطلون - سروال - عقال - الملابس (كوفية-البنقود  
 أزرق(-) أصفر - أخضر -الالوان ) أحمر  
 الـغذاء-الطعام : الفطور

حبوب حلبي، خبز، زبدة، أحب، أراد، برتقال، بيض، تفاح، جبن، جلس، حاضر، حب  
 جانقهوة، كأس ماء، مطعم، غسل، عصير، فنزيتون، سكر، شاي، شرب، صباح، سلطة

أريد كأس ماء من فضلك، سمير يشرب الشاي، سحر تأكل الخبز والجبن

أخضر ، بارد ، بحر ، ثلج ، حار ، حرارة ، خريف ، ربيع ، صيف ، شتاء ساطع ، شاطئ ، سماء ،  
شجرة ، شمس ، صحو ، طقس ، غائم ، ماطر ، ليل ، نهار  
فوق – خلف – وراء – أمام – في – تحت – كان : على ظروف الم  
جنوب – شمال – غرب – اتجاهات : شرق

### **Skills:**

*What we want students to be able to do*

- Use of appropriate greetings and farewells in a conversation.
- Identify Arabic countries and location in Middle East.
- Introduce themselves and their Arabic names and where they are from in the campus.
- Identify the names of places related to Arab countries within the Campus.
- Identify the letter/sound correspondence of their names and of place names in the Campus.
- Recognize and copy the symbols of the Arabic alphabet.
- Decode their names and the names of other people and places in the Campus.
- Identify and compare Arab culture to their own.
- Identify some foods and drinks
- Use appropriate phrases to request things and ask for things.

### **Connections to Other Disciplines:**

Geography: Map skills

Math: Graph and numbers

Social study: Middle Eastern historical people and places.

Music: Songs and instruments

Physical Education: sports (soccer)

Fine Art: Calligraphy

### **Technology Integration:**

- Use of power point of satellite recorded episodes form Arabic shows.
- Utilize “Tell Me More” Interactive Computer program

### **Assessments:**

*What evidence will show that students understand and can perform?*

#### **Performance tasks**

- Use appropriate greetings with friends and teachers
- Identifying places on the map
- Matching letter with printed labels on the campus
- Participating in role-play
- Respond to questions
- Participating in language activities

#### **Quizzes, Tests, Prompts, Work Samples**

- Daily journal reflection sheet and writing or drawing on their own portfolio.

- Computer activities.
- Daily teacher evaluation sheets.

**Unprompted Evidence (observations, dialogues)**

- Meal interactions
- Participation in activities, and games

**Can do Statements from Linguafolio**

**Required Resources:**

Arabic Map  
 Authentic advertisements  
 Arabic newspapers and magazines  
 Cultural clothing and props  
 Computer lab” Tell Me More”  
 Posters, colors, journals, calligraphy materials

**Differentiation of Instruction:**

Students will be divided according to their language level, also to meet the needs of different learning styles; variety of instructional materials will be used. Activities are task based form to facilitate and encourage language.

Various forms of instructional materials such as visuals, written words, labels, realia, videos and authentic materials are used throughout the program

**Instructional Strategies:**

Teacher student interaction  
 Student-student interaction  
 Role-play  
 Pair group, small group and large group activities daily  
 Games and competitions  
 Cooking  
 Calligraphy  
 Daily Journal reflection  
 Computer program

**What do they already know that will help them learn new information?**

*(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)*

- The application that students send has several questions regarding their prior or previous Arabic language exposure or learning.
- Applications are translated in Arabic language and they will be distributed to students to fill them out at the first day, then the same applications will be handed to students at the end of the program.
- Some basic Arab countries from the media and some basic Middle Eastern cuisine

**Links to relevant web sites:**

**www.Arabic class4U**

**Sub-theme(s)/unit(s)**

*The program may consist of one or more sub-themes/unit*

Food and clothing

Requesting food at a restaurant

Weather

**Lessons that support the subtheme/unit:**

*Daily instructional plan*

**Daily schedule:**

- 9:00-9:30                      **Large group activity:**
- 9:30-10:30                      **Name tag/ warm up morning exercise**  
**Breakfast (cooking/cleaning)**
- 10:30-11:00                      **Language/small group activity: Role play skit**
- 11:00-11:30                      **Physical movements**  
**Presentation**
- 11:30-12:00                      **organized recess: free time (cultural games)**
- 12:00-1:00                      **Small/ Language activity**
- 1:00-2:00                      **Lunch, recess**
- 2:00-3:00                      **Language lab(interactive and individualized program)**
- 3:00-4:00                      **Portfolio/music/dabkah/movie**

**Afternoon sports**