



## **Arlington Public Schools STARTALK Curriculum Framework for Arabic**

Theme: Trip to Egypt

Proficiency Levels: Novice-low, Novice-Mid, and Intermediate-Low

Number of Hours; 60 hours

Curriculum Design: Fadwa Hussein, instructor

In the three week unit, students will develop their communicative language skills through activities that focus on real life experiences in the context of modern Egypt with a connection to its history through culture and vernacular language ( i.e. modern day coffee shop versus ancient Egyptian words that still exist in daily dialect, landmarks of Egypt and other cities such as Alexandria Suez and Sharm alshaikh).

Language learning is accomplished through listening, speaking and hands on activities such as games, skits, and practice real-life scenarios. Priority will be placed on student's acquisition of communication skills through intensive language interaction with instructors and peers, listening to conversations in Arabic about different daily-life dialogues. This will be complemented with culture enriched activities that introduce students to aspects of Arabic culture in Egypt, such as language, Islamic/ Arabic calligraphy, cooking arts, crafts music and musical instruments, dance(south of Egypt and pop Arabic music and dance. ), the creation of a real-life coffee shop to be used in their skits and through field trips, Field trips may include the Washington mosque, Smithsonian museum, an Arabic grocery store, a visit to the Egyptian Embassy and by speaker Dr. John Duke (CEO of The Arab American Council)

The curriculum will address themes within context of the Five Cs (communication, culture, connections, comparisons, communities) through the three modes of communication (interpersonal, interpretive, and presentational) in multiple activities within the following contexts:

- Functional language for basic communicative needs related to lesson topics.
- Music, dance, sports and hobbies
- Use of Arabic calligraphy to create a design to fit the lesson topic such as tourist guide, restaurant menu, or decoration.
- Cultural comparisons to include: architectural comparisons between Egyptian Mosques with those other cities in the Arabic world and in Washington. (i.e.Alhambra, Makah,); the symbols and sounds of Arabic and English; cultural perspectives and practices

- Travel to Egypt: scenarios based on securing a passport, visa, visit to the Embassy, hotel reservations, dining
- Food: hands-on activities in making simple recipes and selling to customers (i.e. Foul mudammes, Hommus, Kushari, Turkish coffee and tea).

**Lesson Topics may include:**

- Greetings and farewells.
- Likes and dislikes
- Family and friends
- Transportation
- Touring
- Food
- Introduction to Egyptian history (Phoenician, Copts, Muslim (Arabic) and its architecture, calligraphy and clothes).
- Music and dance connected with different lessons such as song (Akhbarak ayh “ what’s up?”)
- Calligraphy.
- and enjoy shisha.

**National Foreign Language Standards:**

1.1, 1.2, 1.3, 2.1, 2.2; 3.1; 4.1,4.2,5.1

**Content: Knowledge**

The curriculum will introduce students to contextually and culturally appropriate utterances. As an example, students in the exploratory class will learn to exchange greetings and leave-takings, use appropriate gestures and oral expressions and express gratitude and regret. Students will be introduced to the attitudes and values and customs of the Arabic and Egyptian cultures. Students will learn about some basic elements of Arabic cultures, elements of geography and history, and simple Arabic language structures through these topics. In addition, students will participate in games, songs and be able to describe culturally based behavior practices such as proper conduct and manners toward teachers. Students will make connections with the Arabic culture and practice language structures through multimedia and technology. They will use the Internet as a resource in order to prepare presentations on culture related topics. Through the process of studying another culture, students will begin the process of noticing aspects that are both similar and dissimilar from their own. They will be able to talk about similarities and/or differences between the sound systems, the formal and informal manners of speech and differences in the writing system. Finally, students will be encouraged to communicate (at a very basic level) with each other and with native speakers of Arabic when opportunities arise in the community (on field trips).

**What Enduring Understandings are desired?**

We live in a diverse but increasingly interrelated world, in which unity, friendship, and cooperation comprise the true spirit of world citizens.

Language is a multifaceted, multilayered system of communication.

Speaking, Reading and Writing skills are developed by using the three modes of communication (interpersonal, interpretive and presentational)

The perspectives, practices and products of a people define their culture.

By studying another culture, one can better understand their own.

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

- To what extent or in what ways is the Arabic language special and important?
- Why are words alone not sufficient for communication?
- What do you need to be able to do in another language to communicate?
- What is the connection between peoples' perspectives and practices and their language?
- What does the calligraphy mean to Arabic fine art
- How does the coffee shop relate to Arabic culture?
- How does one arrange a tour to Egypt (elements from the ancient to the modern)
- Basic facts about the writing system (formation of Arabic letters )
- Arabic and Egyptian cultural practices
- Arabic cultural symbols
- Names of popular Arabic games and sports

### **. Skills:**

- Greet and take leave
- Ask and answer targeted basic questions
- State likes and dislikes
- Give some basic descriptions
- Count (targeted to level)
- Locate major cities in Egypt and the Arabic world.
- Talk about common sports Arabic and Egyptian students participate in. List sports.
- Distinguish Arabic and Egyptian foods and regional cuisines

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

- Geography: map skills
- History:
- Physical Education: sports
- Fine art
- Music: Dance:
- Sight Seeing in Egypt and the Arabic World

**Technology Integration:**

- Power point presentations, videos and Internet research on Arabic culture related topics.

**Assessments:****Performance tasks**

- Map labeling in Arabic
- Simple presentations on
  - a. Tour of Egypt.
  - b. Introducing my favorite Arabic cuisine
- Talking with a classmate about hobbies (sports, animals, songs, and fine arts)
- Creating Arabic and Egyptian recipes
- Being a tour guide in Egypt and the Arab world (describe highlights of selected sites or cities)

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

- Listening comprehension
- Oral activities
- Posters on cultural material
- Poster and power-point presentations.

**Unprompted Evidence (observations, dialogues)**

- Classroom participation
- Performances in guessing games, Simon says, hangman, bingo, card games, interviews, and presentations
- Role plays

**Can Do Statements from Linguafolio**

I can

- Understand and answer simple questions and give simple responses;
- Identify peoples' names and vocabulary for family members;
- Exchange simple descriptions of what people look like;
- Use and say numbers in real life situations;
- Express what I like and do not like;
- Name activities and times in my daily schedule;
- Locate places on maps;
- Understand and make lists in Arabic

- Write simple sentences with previously learned material

**Required Resources:**

- A map of the Arabic world and a globe
- Pictures or souvenirs, and images
- CDs of Arabic music and dance
- Computers with internet connection
- Posters, color markers, color construction paper
- Calligraphy paper and brushes
- Food supplies for recipes
- Coffee service essentials
- Scissors and paper

**Differentiation of Instruction:**

- To meet the needs of different learning style, new language items are presented with various forms of assistance, such as visual aids, written language body movements, audio tapes, videos and manipulative.
- Provisions will be made so that students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks in order for every student to maximize his/her growth and individual success.

**Instructional Strategies:**

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- Hands on activities
- Games and competitions
- Video watching and music appreciation
- Self-assessment

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

- Common knowledge of general geographic features, such as names and locations of major cities in Arabic world

**Links to relevant web sites: To be determined**

**Products created by students: To be determined**