



**Chicago Public Schools
STARTALK Arabic Student Program Curriculum**

Theme: Hobbies and activities

Target Proficiency Level: Novice High to Intermediate Low

Number of Hours: 20 Hours

Designed by: Amina Mohamed

Brief Description of Program

In the Unit “Hobbies and activities”, Novice High student will learn various activities and hobbies that interest people in the Arab world, such as daily activities, sports, social activities in clubs and recreational centers.

What Enduring Understandings are Desired:

Students will understand the interests and hobbies of the younger generations in the Arab world.

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

- 1- What do you do every day?
- 2- How do the Egyptian University students spend their day?
- 3- What are your favorite hobbies?
- 4- Where do young Egyptians meet to socialize and play sports?
- 5- What is the favorite sport in the US? In the Arabic countries?
- 6- Are there differences between young men and women in hobbies? What are these differences?
- 7- How do young people in the Arab countries think about smoking? What are the different opinions?
- 8- What activities/hobbies a tourist can practice in the Arab world? Where?

Standards/Goals:

Major Standards:

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting

Supporting Standards:

Content:

Key Structure/Grammar:

- 1- The fronted predicate.
- 2- عندي ، معي ، لي
- 3- كم ، بكم
- 4- The numbers
- 5- The dual

- 6- The past tense
- 7- The negation
- 8- The root system
- 9- The pattern
- 10- Using the dictionary
- 11- جملة الصفة

Key Vocabulary:

هوايات:

القرءة -السباحة
 قرءة القمص العاطفية / قمص الخيال العلمى / القمص البوليسىة
 ممارسة الرياضة- يمارس -مارس
 لعب- يلعب -لعب
 لعب الكرة
 ائرة الكرة ال- كرة السلة -كرة القدم
 يرسم الرسم-رسم
 التزلج على الجليد
 المشى
 الجري
 الرقص
 عزف المرسىقى
 التصوير
 المراسلة- يراسل -راسل
 الاستماع إلى الموسىقى
 / مباريات كرة القدممشادة الأفلام
 الكمال مع الأصداء
 النادي
 التعرف على أصداء جدد- يتعرف على -تتعرف على
 بادل ال- يتبادل -تبادل
 الخرج- يخرج -خرج
 السه- يسهر -سهر
 التدخين- يدخن -دخن

نشاطات يومية:

يصحح -صحح
 الاستيقاظ- يستيقظ -استيقظ
 إيقاظ- يوقظ -أيقظ
 الشرب- يشرب -شرب
 فطور- يفطر -أفطر
 قرءة الجريدة
 جريدة-جريدة
 تناول الغداء- يتناول -تناول
 ور الحضر- يحضر -حضر
 محاضرات-محاضرة
 حضور المحاضرات
 المذاكرة- يذاكر -ذاكر
 يعود العودة-عاد

Skills:

What we want students to be able to do

Speaking:

- Talk about they do every day.
- In a role play, provide alibi in a police investigation about a robbery of a tray of baklava.
- Answer simple questions in a discussion about their hobbies
- talk about activities they do and tell the time

Listening:

- Listening Comprehension: students listen to videos showing Egyptian young men talking about their daily programs and answer comprehension questions.
- Watch a video about the Egyptian clubs and recreational centers and the activities and facilities offered for their members. Then students comment on what they hear.
- Watch a DVD showing interviews with young people about their opinions of smoking. Compare the responses to those of the young people in the US.
- Watch a DVD showing interviews with some Egyptian young men discussing their relationships. Students are asked to compare the opinions to their own.

Reading:

- Scan programs of a TV Channel for information
- Scan a hotel guide in Amman to find information about the activities provided in the hotels.
- Reading comprehension

Writing:

- Fill in a chart with the daily activities of their colleagues.
- Narrate a story based on a series of pictures.
- write a journal on their activities and observations in Ridgeview (an Arabic community neighborhood in Chicago)

Connections to Other Disciplines:

Sports

Social life

Education

Media

Technology Integration:

DVD of the Arabic textbook: alkitab fi tac'allum al'arabiyya, Part 1, Part2. (Videos of dialogs and interviews about the Arab world)

Web sites

Assessments:

Performance tasks

- Identify hobbies in Arabic
- Talk in groups or pair about what they do every day
- Provide their alibi a role play.
- Skim a hotel guide and answer questions about the their location, the kind of activities offered.
- Narrate stories about series of pictures.
- Answer questions in a discussions about the club activities.

Quizzes, Tests, Prompts, Work Samples:

- quizzes
- Midterm and Final exam
- Oral presentation
- Journals

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Performance in dialogues, discussions, role plays

Can do Statements From Linguafolio

Impersonal:

I can:

- exchange information using simple texts, graphs, or pictures.
- ask about and identify information in a graph.
- invite someone to do something or go somewhere.

Interpretive:

I can:

- understand some simple conversations and descriptions.
- understand simple stories
- identify lists
- I can understand the purpose of simple, everyday material

Presentational:

I can:

- write simple sentences about cultural features abased on pictures or photos.

Required Resources:

TV, VCR and DVD player

Textbook: “alkitaab fi ta'allum al'arabiyya” and accompanying DVD's

Computer with internet connection

Supplementary material (hand outs – pictures)

Differentiation of Instruction:

To ensure full engagement of students' with different learning styles, new language and information is introduced through a variety of forms such as written and audio texts, pictures, videos and realia.

Instructional Strategies:

- Teacher – student interaction through questions and classroom discussions.
- Pair work and group work
- Role playing
- Handout on activities
- Video watching
- Skimming for information

Sub-theme(s)/unit(s)

- University life
- The Club
- What do they do every day?
- Relationships of the youth
- Hobbies men and women

Lessons that support the subtheme/unit:

Hobbies:

- 1- What are your favorite hobbies? Handouts with various hobbies are distributed.
- 2- Students interview their colleagues to illicit information about their favorite activities and hobbies. Then, students report the information they gathered to the class.
- 2- Where do young people meet to socialize and play sports?
- 3- Students watch a video showing Egyptian clubs, and the activities and facilities offered for their members. Then students comment on what they see.
- 4- Students skim a pen–friends advertisement from an Arabic magazine, and decide the most popular hobbies of Arab young people and whether young women's hobbies are different from those of young men.
- 5- What is the favorite sport in the US? in the Arabic countries?
- 6- Students watch a video on soccer as the most popular game in the Arab world. Then students discuss what they see.
- 7- Have you been to an Arabic country before? Which hotel did you stay in?
- 8- Scan a hotel guide in Amman to find information about the activities provided in the hotels.
- 9- Narrate stories about series of pictures of people who are engaged in daily activities including practicing their hobbies. .