



**Concordia Arabic Language Village
STARTALK Student Program Curriculum**

Theme: Landscapes **Target Proficiency Level:** Novice to Mid-Novice

Number of Hours: 15-20

Designed by: The Arabic Language Village (Al-WaHa)

Brief Description of Unit:

The theme of *Landscapes* will enable the students to recognize, locate, and describe places at al-WaHa, which correspond to cities in the Arab world. They will learn about major cities in all 22 Arabic-speaking countries. Since many of the places at al-WaHa are decorated with Arabic regalia and the counselors have years of experience living in the Arab world, students will also have culturally authentic experiences just by living at al-WaHa. In particular, students will

- Identify capitals and major cities in the Arab world
- Locate these cities on a map
- Describe their hometowns and cities in the Arab world using simple structures and vocabulary
- Ask for and give biographical information
- Identify and describe the national flags and leaders of each country
- Become familiar with cultural practices in various parts of the Arab world and compare these practices with their own

What Enduring Understandings are Desired:

- Geography of the Arab world
- Cultural and physical difference between cities in the US and the Arab world
- Basic information about each country in the Arab world to better understand current events

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

- Where are the major cities in the Arab world located?
- What do cities in the Arab world look like?
- What is it like to live in the Arab world?
- What basic knowledge would a student need in order to better understand current events in the Arab world?

Standards/Goals:

Major Standards:

A. Language Goals

- **Interpersonal Communication:** Students engage in conversations, provide and obtain biographical information, express opinions in Arabic. They will interview native speakers about their home countries.
- **Interpretive Communication:** Students understand and interpret Arabic in its spoken and written forms on a variety of topics. They will decode Arabic signs in the village setting and learn to scan a text for basic information about the Arabic world.
- **Presentational Communication:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics Arabic. They will present basic information about cities and countries in the Arab world.
- **Comparisons:** Students demonstrate understanding of the nature of language through comparisons of the language of the Language Village and their own language.
- **Communities:** Students use the language both within and beyond the Language Village.
- **Communities:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

B. Culture Goals

- **Culture:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture(s) represented in the Language Village. For instance, they will learn how a marketplace functions in the Arab world, how people dress in Arab countries, and the degree to which gender segregation is part of cultures in the Arab world.
- **Comparisons:** Students demonstrate understanding of the concept of culture through comparisons of the culture(s) represented in the Language Village and their own culture.
- **Connections:** Students reinforce and further their knowledge of other disciplines through the language of the Village.
- **Connections:** Students acquire information and recognize the distinctive viewpoints that are only available through the language and its culture(s).

Supporting Standards:

Content:

Structures:

- Where are you from?
- Where do you live?
- Have you been to [city]?
- Describe al-WaHa/Cairo/Damascus/your hometown.
- من أين أنت؟ أنا من _____.
- أين تسكن؟ أسكن في _____.
- أو لاهل ذهبتي إلى _____؟ نعم
- القاهرة مدينة كبيرة، وفيها سوق كبيرة.

Vocabulary

- Names of capitals and main cities in the Arab world
- Points of a compass
- Capital, city, market, street, building, park
- Colors and shapes on Arab flags
- أسماء أهم المدن
- البحر الأبيض المتوسط
- ل, شرق, غرب, جنوب, شم
- عاصمة, مدينة, سوق, شارع, بناية, حديقة
- علم أبيض, أحمر, أخضر, أسود, فيه نجمة, لال, شجرة, سيف

Skills:

- Asking for/giving biographical information
- Locating cities on a map
- Describing cities
- Comparing cities in the US and the Arab world
- Identifying and describing flags of the Arab world
- Write at least one sentence describing each family member
- Comparing lives of young people in the US to lives of young people in the Arabic-speaking world.

Connections to Other Disciplines:

This unit builds on objectives on courses from social studies, art, and anthropology

Technology Integration:

- Watching short documentaries on major Arab countries and twons

Assessments:

Performance tasks

- Students say where they are from/where they live.
- Students relate biographical information about their peers.
- Students respond appropriately to “Where are you from?”; “Have you been to Rabat?”; “Where is Rabat in relation to Riyadh?”.
- Students can describe cities using nominal sentences and one or two descriptors..
- Students identify the rulers of each Arab country.
- Students identify and describe the flags of each Arab country.

Quizzes, Tests, Prompts, Work Samples

Unprompted Evidence (observations, dialogues)

Can do Statements From Linguafolio

- **I can engage in simple conversation using phrases and complete sentences on**

Required Resources:

- Flash cards of flags
- Signs at al-WaHa
- Markers or colored pencils/crayons, construction paper to present information about the Arab world.
- Pictures of rulers of the Arab world
- Pictures of daily life in the Arab world
- Counselors: both native speakers and non-native speakers who have had experience living in the Arab world

Differentiation of Instruction:

Instructional Strategies:

- Reviewing
- Pair and group work
- Role play
- Teacher-student and student-student interactions

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

- How to decode maps
- Familiarity with landmarks in major cities and towns
- Colors
- Heads of states and their oles

Links to relevant web sites:

- www.saudiarabworld.com (articles on Arab heritage & culture)
- <http://mec.sas.upenn.edu/resources/embassies.html> (Middle East Embassies)
- <http://www.albawaba.com> (Middle Eastern news, economics, business, politics, tourism, culture, legal issues, health care, entertainment, and sports)
- <http://almashriq.hiof.no> (links to articles, photos, and other web sites about the culture, history, and economics of the Levant area of the Middle East)
- <http://english.aljazeera.net/English> and <http://www.aljazeera.net/> (Al-Jazeera)
- http://news.bbc.co.uk/2/hi/middle_east/default.stm and <http://news.bbc.co.uk/hi/arabic/news/> (BBC Arabic)

Sub-theme(s)/unit(s)

Lessons that support the subtheme/unit