



DePaul Arabic STARTALK Summer Program

Student Program Curriculum Course II Template June 30 - July 14, 2008

THEME: Between Two Cultures

TARGET PROFICIENCY LEVEL: Intermediate Beginners

NUMBER OF HOURS: 70 (additional individual time in the language lab as needed)

DESIGNED BY: DePaul University (Coordinator: Dr. Nesreen Akhtarkhvari)

BRIEF DESCRIPTION OF PROGRAM (including curricular context and goals)

This is a two-week Arabic intensive Arabic program with cultural activities for high school students with Intermediate and Beginner Arabic language skills.

The main goals of the program are:

- Use Arabic to obtain and share information about self, hobbies, and interests using the three modes of communication (interpretive, interpersonal, and presentational).
- Use Arabic language to present and share information about daily routines.
- Acquire and share information about interests, hobbies, daily routine of Arab and American teenagers.
- Use basic vocabulary and expressions related to the course themes (hobbies, interests, locations, entertainment, sports, games).
- Share information about selected Arab countries.
- Perform practices reflecting understanding of Arab culture (body language, gestures, games, entertainment).
- Share information about Arab food and meals.
- Develop sample products of Arab culture (calligraphy, art and crafts, Henna, folk songs)
- Visit Arab heritage community and interact with Arabic heritage speakers

WHAT ENDURING UNDERSTANDINGS ARE DESIRED?

- *Students understand that there are cultural differences and similarities between Arab and American teenagers.*
- *Students develop an awareness of the components of Arab countries*

- *Students enjoy cultural games, practices, and artistic expressions.*

WHAT ESSENTIAL QUESTIONS WILL GUIDE THIS PROGRAM AND FOCUS TEACHING/LEARNING?

What we want students to think about in student friendly language

- *How to use Arabic to communicate with peers about self and others?*
- *What are the daily routines of Arab and American teenagers?*
- *What are the basic Arab cultural practices and products relevant to teenagers?*
- *How to produce sample Arab products (calligraphy)?*
- *How to perform basic Arab cultural artistic expressions (Dabka, songs)?*

STANDARDS/GOALS:

GOAL ONE: COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain basic information related to self, family, and friends
- **Standard 1.2:** Students understand and interpret written and spoken topics addressed in class
- **Standard 1.3:** Students present information, to an audience of listeners or readers on topics related to self, family, and friends

GOAL TWO: CULTURES

Gain Knowledge and Understanding of Other Cultures

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

GOAL Three: Connections

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of geography and social studies subjects related to Arab countries and societies through Arabic

GOAL FOUR: COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of some aspects of Arabic language and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the life of Arab teenagers and their own.

GOAL FIVE: COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting by visiting Arab heritage community in Chicago
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

CONTENT:

This section includes sample of key vocabulary, language structure, and basic skills that will be included in this course. Details will be provided in the units and lesson plans posted on the course Blackboard.

Key Vocabulary:

The listed below is a sample of vocabulary categories that will be used during the course. The number and vocabulary used will take in consideration students' level and will vary to meet the needs of the participants.

Hobbies	(ممارسة الرياضة) كرة السلة، كرة الطاولة، الركض، السباحة، الخ... المسلسلات، برامج، مشاهدة التلفزيون (الأخبار، المسابقات التلفزيونية) الطبخ (أنواع الوجبات: وجبات رئيسية، مقبلات، حلويات) القراءة (أنواع الكتب، المؤلف، الشاعر، الخ...)
Days, months, time	أيام الأسبوع: السبت، الأحد، الاثنين، الخ... (يناري، فبراير، مارس، الخ... أو كانون الثاني، شهر السن: شباط، آذار، الخ...) الخ... (الوقت: ساعة، دقيقة، إل، و، ربع، نصف، ثلث،
Activities	رسمت خطيطة - رقص - دبكة
Art	- أبيض - أسود - برتقالي - أصفر - أخضر - أزرق - أحمر ألوان - بنفسي أنواع الخط - أقلام تلوين
Math	كيلي ومتر، مساحة، (ربع، نصف، ثلث، وغيره الوقت: دقيقة، ساعة، دائرة - مستطيل - مثلث - الأشكال: مربع
Geography	اتجاهات وحدود: شرق، غرب، شمال، جنوب (نسمة السكان، عدد (مصطلحات سكان: أنهار، صحاري، الخ... (تضاريس: جبال، فصول السنة: شتاء، خريف، ربيع، صيف) الطقس: بارد، حار ممطر، مشمس، الخ... العالم العربي صبلدان وعوا، ومواقع خرائط
Food	الوجبات (فطور، غداء، عشاء) أنواع الطعام: أطعمة عربية، أطعمة أمريكية) ويات وما يدرج لوائح الطعام: وجبات رئيسية، مقبلات، حل تحتها)
Social Science	السن: الشباب، الشبابات، المراهق، الأطفال، كبار السن المجتمع: البيت، المدرسة، المدينة، المنطقة، الحرارة، المطعم، السوق، المحرق، الخ...

Key Structure:

The following is a list of some of sample of basic language structure that will be used in class. Details will be provided in the units and lesson plans.

- Ask and answer question including simple "why questions"
- Negate Statements

- Compare using comparison terms and sentence structure
- Use pronouns (connected and separate) appropriately (with gender and number)
- Use plural form of selected vocabulary correctly (with gender agreement)
- Use Nisba correctly
- Use simple Idafa
- Conjugate and use present tense correctly (with gender and number agreement)
- Use plural form of selected words correctly
- Use selected prepositions and adverbs, and adjectives
- Telling time using the correct structure
- Use connectors to provide sequence, comparison, connection, and reason

Skills:

What we want students to be able to do:

- Ask and answer questions about self, and friends.
- Keep a daily Journal about daily
- Carry a conversation about hobbies and interests
- Read and present about topics learned in class
- Use the internet to search for and obtain information about Arabic language, culture, geography. and social practices and products
- Perform and produce arts related to Arab culture (calligraphy, henna, dabka, etc.)
- Recognize and present some of the main similarities and differences between Arab and American teenagers activities, interests, and daily routine

CONNECTIONS TO OTHER DISCIPLINES:

- Geography: Recognize and use geography terms related to location, weather, topography of a country; use maps, direction
- Social Studies: recognize and discuss patterns of social activities and behaviors of Arab and American teenagers
- Math: Use math terms and concepts related to size, population, currency, weather, and time
- Art: Become familiar with and perform traditional dance, dabke, and songs; produce sample Arabic calligraphy

TECHNOLOGY INTEGRATION:

- Type selected assignments in Arabic
- Use the Internet to find information about selected topics in Arabic
- Use the Internet to gather information about Arab countries (Arabic and English)
- Use technology to prepare and present projects
- Share information and communicate using technology

ASSESSMENTS:

Various types of assessment will be used to determine students' knowledge and skills acquired during the course. This will include, but will not be limited to:

- In Class Observation
- Quizzes
- Work samples (calligraphy, projects, written samples, graphs, family tree)

- Skits and Dialogues
- Performances (Examples: Dabkeh, Hena, simple songs)
- Linguafolio and Modified Linguafolia based on specific course can do statements
- End of program performance

CAN DO STATEMENTS FROM (MODIFIED) LINGUAFOLIO

- I can understand simple conversation about daily activities.
- I can share information in a culturally appropriate manner with others about myself and my daily routine.
- I can share information in a culturally appropriate manner with others about my family and our daily routine.
- I can share information in a culturally appropriate manner with others about my friends and their daily routine.
- I can use Arabic in a polite way to carry simple conversation about daily activity with others.
- I can use time appropriately.
- I recognize and can use days of the week.
- I can recognize and use months (Gregorian).
- I can understand short conversations about hobbies, and interests of teenagers.
- I can participate in simple conversations about activities, hobbies, and interest of teenagers.
- I can share ten things about Arab teenagers with others.
- I can share ten things about American teenagers with others.
- I can compare daily activities of Arab and American teenagers.
- I can comprehend short video clips about topics related to activities, hobbies, and interest of teenagers.
- I can respond to short video clips about topics related to activities, hobbies, and interest of teenagers orally.
- I can respond to short video clips about topics related to activities, hobbies, and interest of teenagers in writing.
- I can produce a presentation using technology or art about daily, interests, and hobbies, of teenagers.
- I can presentation using technology or art about daily activities, interests, and hobbies, of teenagers.
- I can keep a journal about my daily activities.
- I can recognize Arab countries, and their capitals.
- I can locate Arab countries on the map.
- I can present orally basic information about selected Arab countries.
- I can present in writing basic information about selected Arab countries.
- Carry simple conversation with heritage speakers.

REQUIRED RESOURCES:

- Access to computer, internet, LCD projectors, DVD, and Tape-Players in class.
- Access to computer lab with Arabic configuration and some Arabic software including Rosetta Stone
- Material needed for calligraphy, arts and crafts, and other items
- Resources for teachers (textbooks, methods references, activity books, etc)
- Arts and craft material needed for completing projects
- Items needed for playing games
- Teacher prepared material and handouts

INSTRUCTIONAL STRATEGIES:

Magic Box, Gouin Series, Group Activities, Pair Work, Demonstration of Practices, Facilitate Communicative Activities (conversations, simple questionnaire, presentations), Facilitate Performances (skits, presentations, songs, dabka, etc.)

DIFFERENTIATION OF INSTRUCTION:

Having two skilled instructors teaching the class will allow breaking the class into groups to provide enrichments or additional instruction to students based on determined needs. Instruction will be differentiated through differentiating content (the input of the course/unit), process (how learners make sense of the content), and products (How learners demonstrate what they have learned). Curriculum will be compacted and expanded to accommodate students facing difficulty who will receive additional instruction and students with above average skills receiving more complex and challenging tasks; students with higher skills will be paired with students with lower skills during peer-teaching; students will be assigned tasks based on readiness and ability with higher skills students assigned more challenging tasks; accommodations will made for documented learning disabilities as specified by the university policy.

WHAT DO THEY ALREADY KNOW THAT WILL HELP THEM LEARN NEW INFORMATION?

Admitted students will be interviewed and assessed to determine language and cultural knowledge and skills. Already known skills will be determined through:

- Background info provided in the application
- Information from personal statement of background and interest
- Personal interviews and placement test

LINKS TO RELEVANT WEB SITES:

Additional websites and resources will be posted on the course Blackboard.

<http://www.languageguide.org/>

<http://www.linguistics.uiuc.edu/ngurevic/ciber/samples/clock/index.html>

<http://www.al-bab.com/media/newspapers.htm>