

**Howard Community College
Summer 2008
STARTALK Program Curriculum**



Theme: "Myself, my family and my friends"
Target Proficiency Level: Nov low

Number of Hours: 112 hours

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Brief Description of Program (including curricular context and goals)

This is a hybrid domain (mainly MSA in addition to reasonable doses of colloquial Arabic). Students will learn how to introduce oneself and talk about family and friends. Because of students' writing ability at the level is extremely limited, much more emphasis will be based on oral-oral communication. Student will also begin to learn writing Arabic, Arabic long vowels, and Arabic short vowels. Students will be exposed to appropriate cultural doses related to greetings, and gestures.

What Enduring Understandings desired?

Refers to the big ideas that we want students to retain after they have forgotten many of the details.

Students will understand the following

- Individual roles of family members different in others cultures
- Greeting is embedded in the culture. Knowing how to write greetings is not enough to greet other people.
- What to say and what not say to introduce oneself and introduce family members and others.
- Begin to write Arabic letters, vowels and some basic words.

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?

- How does language unlock different people way of living and people's thinking?
- How does learning about people in a language class contribute to better understanding of other people and how do people in other places –cultures perceive yours?
- How to approach and greet people in Arabic Language?
- How to introduce other people and how to introduce self to others?

Standards/Goals:

Major Standards:

101; 102; 103; 201; 202; 302; 401; 402

Supporting Standards:

3.1, 3.2, 5.1, 5.2

Content:

What we want students to know and understand

- Each student will be able to use proper greetings
- Formerly introduce self to others
- Talk about family members; introduce friends to others and learn the names of classmates
- Know about the Arabic language, know how to write, connect and to form words.
- Talk about family structure, and professions.

Key Vocabulary:

Greetings, family, friends, classmates, counting, basic emotions and feelings.

Skills:

- Student will learn and complete activities step by step through pictures, listening and to yes-no questions, circling, matching, or checking
- Ask and understand questions about self, family and fiends
- Produce simple straight sentnces.

Connections to Other Disciplines:

Sociology, anthropology, linguistics, and geography.

Technology Integration:

Rosetta stone, Skype, Wiki, DVDS and audio CDS, and Clickers.

Assessments:

Observations, oral interviews, connecting and writing quizzes, test and exams.

What evidence will show that students understand and can perform?

Performance tasks:

- Students make a video presentation describing their Self family and friends in classroom.
- Create a video clip 8-10 sentences long
- Learning how to make flash cards
- Learning how to exchange voice messages over the internet
- Create a power point presentation.
- Learning how write using Arabic keyboard.
- Learning how to listen, support or object.
- Make a short play or
- Dress in an Arab way and talk about dress or
- Cooking a food and display it in the class room or
- Display music video or audio and translate and explain it to others.

Quizzes, Tests, Prompts, Work Samples

Both written and oral Quizzes, tests, contests and exams

Unprompted Evidence (observations, dialogues)

Individual Homework and working group assignments

Can do statements from Linguafolio

Learn how to login in Linguafolio and perform tasks and upload evidence.

I can greet people in a polite way.

I can say hello to a person I do not know.

I can say hello to an adult.

I can say hello to my teacher.

I can say hello to someone my age or younger.

I can introduce myself to someone.

I can answer simple questions using a single word.

I can respond to a simple yes/no question.

I can answer a simple either/or question.

I can respond to questions about my preferences using one or more words.

I can respond to a simple question about my preferences.

I can answer a simple either/or question about my preferences.

I can express my reaction to a statement using one or more words.

I can express a positive reaction like: Great!

I can express a sympathetic reaction like: That's too bad!

I can express a negative reaction like: That's horrible!

I can express agreement with a reaction like: OK

I can express neutrality: So-So.

Required Resources:

Instructors, lab assistants, tutors, texts and technology resources such as computer, webcams, recording software,

Differentiation of Instruction:

Interactions, group works, contexts and completions between individuals and groups

Instructional Strategies:

- Using modern audiovisual materials
- Changing instructors by making them rotating among the various groups of students
- Using authentic materials.
- All instructors, assistants, and tutors are native speakers
- Using modern language instruction methods.

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)

Background information

We will give quizzes on culture to assess students' Arabic knowledge.

Links to relevant web sites:

- CE6 website
- <http://classweb.howardcc.edu/multimedialogroup/podcasting/startalk-Arabic/>
- http://www.howardcc.edu/academics/academic_divisions/english/instructional/language/arabiclinks.html

Sub-theme/unit

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

See Course Curriculum

Lessons that support the subtheme/unit:

Daily instructional plan

See Daily Activities Program