



**STARTALK Program Curriculum
ICLCE ARABIC
JUNE 27TH –AUGUST 1 2008**

Theme: Al-Baab Maftooh: Arabic Proficiency Within Cultural Dimensions

Target Proficiency Level: Novice-Mid

Number of Hours: 180 hours

Designed by: Najoua Hotard, PhD

Brief Description of Program

This program will provide 25 high school and Community College students the opportunity to acquire Novice-Mid functional level of **Modern Standard Arabic (MSA)** language proficiency in conjunction with cross cultural competence. It is an open door (title) to acquire Arabic communicative skills in simple daily life situations (speaking, writing, and reading) within the framework of diverse cultural activities. Students will acquire an array of skills on how to incorporate technology in becoming constant learners of Arabic.

What Enduring Understandings Are Desired?

*Students will acquire Arabic language skills to open door of communication in simple daily activities

*Students will learn metaphorical function of doors in learning about culture of many Arabic speaking regions.

* Students will acquire technology skills to become constant learners of Arabic

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

What are the functions of Language and cultural doors?

What are the basic everyday Arabic languages communicative “survival skills” needed in everyday situations?

What are the unique cultural traits of regions in the Arabic speaking world (family, food, clothing, sports religious practices, art expression, and festivals?)

Standards/Goals:

Major Standards: 1.1, 2.1, 2.2, 3.1

Supporting Standards: 4.1, 4.2, 5.1

Content Knowledge:

Students will acquire basic conversational Arabic in everyday situations

Students will know the geographical characteristics of major regions in the Arabic – speaking world.

Student will acquire and enhance technology skills to continue learning Arabic language and culture

Key Vocabulary: Greeting, courtesy, making requests, describing self, others, and environment, expressing emotions, directions and locations, sports, art, and literature.

Skills:

Communicate in Arabic in simple everyday situations

Write short paragraphs in Arabic about oneself

Short personal presentations

Use image of the door to explore cross-cultural relationships

Connections to Other Disciplines:

Geography, History, Art, Architecture, Sports, Geometry, Computer science,

Photography/videotaping

Assessments:

Performance tasks:

Interpersonal tasks

Develop and engage in short interviews about their daily lives to open doors of communication

Short skits

Interpretive Tasks:

Students will read short advertisements and authentic simple material in Arabic

Students understand simple video clips

Students listen and respond to short interviews

Presentational tasks:

Students participate in skits

Students memorize and recite short poems (oummi, saqfu bayti hadid)

Dance

Perform short and simple songs (baba fin & allah allah ya baba)

Quizzes, Tests, Prompts, Work Samples

Formative tests to ensure students understand main idea of print and non print materials

Portfolio

Unprompted Evidence (observations, dialogues)

Observation of class interviews

Design and delivery of skits

Accuracy of cultural tasks

Collect and use information using technology

Prepare and post teacher directed blogs of daily sports activities

Can do Statements from Linguafolio

I can

Understand and answer simple questions and give simple responses;

Identify people's names;

Exchange simple descriptions of what people look like;

Use and say numbers in simple situations;

Express likes and dislikes

Name activities and times in my daily schedule in Arabic

Locate Arabic-Speaking countries on maps

Understand and make lists in Arabic
Can express agreement and disagreement
I can recite short poems with accuracy
Understand and make lists in Arabic with accuracy

Required Resources:

(1) *Al-bab* by Najoua Hotard and Hatem Bachar. Unpublished, 2007 (2) Excerpts and selected parts from *Foreigners guidebook to Arabic* by Ghazi Baytar and *Arabic for Beginners* by Ali Syed (3) Collection of articles selected from *Saudi Aramco Magazine* (Copyright granted) (4) **Handouts** prepared by guest lecturers (physical and human geography, Arabic children literature, Arabic art project) (5) Access to Compiled collection of authentic materials (Arabic newspapers, magazines, family videos, documentaries and power point presentations by Tulane students) (6) **Arab Academy Online** course www.arabacademy.com (7) videotaped Arabic programming

Differentiation of Instruction:

Assessment of learning styles
IEPs for autistic, physically handicapped, students with 504 accommodations
http://www.lionden.com/learning_styles.htm

Instructional Strategies:

Scaffolded Instruction, Modeling, Cooperative Learning, Mentorship, self-directed learning

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

Assessed with background info given on application and essay

Links to relevant web sites:

On file and posted on online course designed for this summer's STARTALK Arabic program

Sub-theme/unit

The program may consist of one or more sub-themes outlined in weekly units

Technology Integration:

Students will use web quests
Students will record each other's skits and interviews and upload them on blogs

Lessons that support the subtheme/unit:

Interview a classmate and find out about his or her likes and dislikes.
Ask and Answer questions about self and family in an interview setting.
Videotape a classmate's poem recitation or another group's skit/ interview, upload on computer and post on a blog.