



## **OWN-StarTalk Summer Language Camp Curriculum Modern Standard Arabic & Mandarin Chinese Student Program - Level I**

**Target Proficiency Level:** Novice-Low/Novice-Mid

**Theme:** Global Leadership

**Number of Hours:** 90

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### **Brief Description of Program:**

OneWorld Now! (OWN!) will offer a **three-week language immersion program** in **Modern Standard Arabic** and **Mandarin Chinese** to high school students in the Seattle area, with a focus on serving **mostly low-income and minority youth**. The program will take place during the first three weeks of August (weekdays only) with six instructional hours per day (9am to 3pm).

The summer language program will be a condensed version of the OWN! year-long after-school Arabic and Chinese programs. The program will balance rigor and fun with interactive lessons, culture clubs, field trips, podcasts and other innovative instructional methods. Classes will emphasize student-centered learning with activities that include interpersonal, interpretive, and presentational modes of communication. Language will be reinforced through skits, role playing activities, cultural games, music, lessons from guest speakers, and technology. The last day of the camp will feature student performances in a culminating showcase for classmates, family, and community members. During the camp, students will learn basic writing, reading, listening, and speaking skills, and gain exposure to the products, practice, and perspectives of the Middle East and China.

The intention is that most students completing the summer language camp will continue their language studies during the school year through OWN!'s academic-year program to strengthen, enhance and build upon the summer language program.

### **What Enduring Understandings are Desired:**

- We all have potential to become global leaders.
- To succeed in the 21<sup>st</sup> Century, global leaders need to be equipped with self-awareness, cross-cultural understanding and critical language and leadership skills.
- Knowledge of language and culture are essential to connecting and relating to others.

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

- What language and cultural knowledge, skills, attitudes and awareness should I demonstrate to be a globally competent leader?
- What do I already know about intercultural communication, history, and geography that will help me to be a global leader?
- How can I contribute to building a more inclusive and positive world?

### **National Foreign Language Standards:**

**Major Standards:** 1.1, 1.2, 4.2, 2.1, 2.2, 5.2

**Supporting Standards:** 3.1, 3.2, 1.3, 4.1, 5.1

### **Content:**

**Knowledge:** of...

- the term “culture”
- taboos and norms of TL culture(s)
- cultural value differences and similarities between home culture and culture(s) of TL,
- effective verbal and non-verbal communication strategies while in TL culture
- geography associated with TL
- social history associated with TL
- some techniques that maximize learning of TL and associated culture(s)

**Key Vocabulary:** Culturally-appropriate greetings and introductions, family and community members, geographic place names, cultural artifacts (e.g. musical instruments, styles of dress, food items etc.),

**Skills:**

*Participants will be able to...*

- demonstrate flexibility when interacting with persons from other cultures
- compare and contrast culture of TL with that of my own
- develop strategies that will help reduce cultural stress

**Connections to Other Disciplines:** Intercultural Communication, History, Geography, Visual and Performing Arts

**Technology Integration:** Videos, Podcasts , V-Logs, Internet (Facebook, YouTube)

**Assessments:**

**Performance Tasks:** *Students will...*

*Interpersonal*

- Develop a role play as if participants are immersed into cultures associated with TL
- Interview native speakers of TL

*Interpretative*

- Sing songs and/or recite poems in TL as learned from teachers and podcasts
- Create art projects relating to characters/script

*Presentational*

- Present posters related to culture, history or geography associated with TL
- Produce cultural performance using TL for family/community

**Informal Assessments:**

- Observations of participants before, during and after class.

- Dialogues between teacher and student as well as between student and student

### **Quizzes, Tests, Prompt, Work Samples**

- Formative- tests to ensure students' learning of content and TL
- Summative- poster presentations using text (Pinyin and characters/script) and images regarding learnings of culture and geography, development and delivery of role play in TL

### **Can Do Statements From Linguafolio**

In order to perform "Can Do" statements it is helpful to have knowledge of a particular content area. The "Can Do" statements below are listed in relation to their content goals. The statements are also labeled to reflect Interpersonal speaking (IS), interpretive listening (IL), interpretive reading (IR), presentational writing (PW), and presentational speaking (PS).

- the term "culture"
- taboos and norms of TL culture(s)
  - I can introduce myself and someone else (IS)
  - I can respond appropriate to an introduction (e.g. "I am happy to meet you.") (IS)
  - I can identify when someone describes his/her school or daily schedule (IL)
  - I can list my likes and dislikes (PW)
- cultural value differences and similarities between home culture and culture(s) of TL,
  - I can identify the members of my family by relationships and ask someone about his/her family with a simple question (IS)
  - I can list my family members (PW)
  - I can state my name, age, and where I am from (PS)
  - I can express which sports I like and don't like (PS)
- effective verbal and non-verbal communication strategies while in TL culture
  - I can say what I like and dislike (IS)
  - I can say what I am doing (IS)
  - I can say who someone is (IS)
  - I can say what day it is (IS)
  - I can say my name and ask someone what his/her name is (IS)
  - I can ask and understand how much something costs (IS)
  - I can read a simple sentence on a familiar topic about my family (IR)
  - I can comprehend the message in greeting cards (e.g. birthday, New Year's) (IR)
  - I can ask and give the time, date, birth date, age, and phone number (IS)
  - I can comprehend the main idea when overhearing a conversation (IL)
  - I can comprehend when asked how old I am, what my name is, and where I live (IL)

- geography associated with TL
  - I can state my name, age, and where I am from (PS)
  - I can comprehend the main idea when overhearing a conversation (IL)
- social history associated with TL
  - I can understand short, simple descriptions, especially if there are pictures or graphs descriptions about people, things and places (IR)
- some techniques that maximize learning of TL and associated culture(s)
  - I can understand familiar names, words, characters, and some very basic phrases in everyday situations (IR)
  - I can identify words related to school and people (IR)
  - I can understand the purpose of simple, everyday materials (IR)
  - I can order or register for something by hand (e.g. complete name, address, phone number, birth date) (PW)

### **Differentiation of Instruction:**

- To meet the needs of different learning styles, new language items will be presented with various forms of assistance, such as visual aids, written language (pinyin and characters/script), body movements, audio devices, podcasts, videos (Learning Modes).
- Students of different abilities in the same class will be encouraged to meet or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success. (e.g., Students who use more advanced vocabulary than is taught in current level will be acknowledged and instructor will take time to explain the meaning of the word preferably by using visuals aides.)

### **Educational Precepts:**

- Inductive curriculum design, Experiential Learning, Total Physical Response, instructor's attention to different learning styles (Kolb's and 4MAT), student-centered lessons

### **Instructional Strategies:**

- role plays, lectures, videos, podcasts, field trips, dialogues, poster creation and presentation, portfolio, calligraphic arts, self-assessment

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

- Past language learning experiences

- Past Intercultural interactions
- Common interest in language
- Knowledge of one's self and culture