



**Springbrook High School
STARTALK Student Program Curriculum**

Theme: What are the Colors of the Weather?

**Target Proficiency Level:
Novice Low**

Number of Hours: 9 - 12

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Brief Description of Unit:

- Students will determine the type of colors suitable for certain weathers (e.g. white with snow, yellow with sun, grey with rain, etc.).
- Students will describe weather in terms of color and describe a color in terms of the weather.
- Students will practice the names of different colors in Arabic by constructing their own paper balloon with its color written in Arabic.

What Enduring Understandings are Desired:

- Students will understand the different weather patterns in the Arab world.
- Students will identify the array of colors of the rainbow.
- Students will associate the weather with an appropriate color.
- Students will gain a deeper understanding of the relationship between the west and the Arab world.
- Students will develop positive attitude towards different cultures.

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

- To what extent does the weather in the Arab world affect the mood of its people?
- How does the weather influence the Arabic way of life.
- How each different color represents a cultural aspect in the Arab world, (e.g. black with death, red with joy, white with weddings, etc...)
- How to engage in discussion of important issues that relate the West to the Arab world.

Standards/Goals:

Major Standards:

Communication Goal 1: 1.1, 1.2, 1.3

1.1, 1.2, 1.3 Engage in, interpret, and present conversations in order to exchange information about different kinds of weather and the four seasons in the Arab world.

1.1, 1.2 Recognize and use the Arabic alphabet to spell simple Arabic words pertaining to weather conditions and colors.

Culture Goal 2: 2.1 and 2.2

2.1 Describe the manner in which the weather is reported in the Arab world.

2.1 Identify the weather condition from a weather report in Arabic.

2.1 Describe the colors of the different seasons.

2.1 Express the different weather conditions under which the Arabs live and examine its impact on their daily life.

Supporting Standards:

Connections Goal 3: 3.1 and 3.2

3.1 Use the metric measurement of temperature (Celsius degrees) and learn to convert it to Fahrenheit using the mathematical formula.

3.2 Explain the concept of different seasons in the northern, southern, and eastern parts of the Arab world.

3.3 Locate the Arab regions with extremely hot temperatures on the map.

3.4 Understand an Arabic video about different weather conditions in the Arab world.

Comparison Goal 4: 4.1 and 4.2

4.1 Compare and contrast different weather conditions in the U.S. and in the Arab world.

4.1 Identify the different Arabic words related to the weather and how the word was created (e.g. umbrella as *Shamesseya*, which means a protector from the sun as opposed to rain in the western world.)

4.2 Identify the variations of weather from one country to the next and from a northern part to the southern part of the same country, (e.g. Egypt).

4.3 Compare the length of the school year in hot Arab countries versus the colder ones.

Communities Goal 5: 5.1 and 5.2

5.1 Exchange emails with their pen pals describing the daily weather conditions in their state.

5.2 Listen to music, sing songs, and perform the *Debka*, a Lebanese folkloric dance.

Content Knowledge:

Students will:

- Gain knowledge about the different types of weather that exist in the Arab world.
- Use the Arabic alphabet to read and write the new acquired vocabulary related to weather and colors.

Key Vocabulary:

- Colors
- Weather conditions
- Seasons
- Geographical terms and directions (north, south, etc.)

Skills:

Students will:

- Identify various weather conditions.
- Use adjectives of color in the different genders to describe the weather and other objects of interest.
- Describe the seasons of the Arab world.

Connections to Other Disciplines:

- Geography, history, math, and music.

Technology Integration:

- Use Eurotalk, Arabic I software to practice the different colors.
- Search the internet for current weather conditions in Arab countries of choice.
- Use software in Arabic to practice the new vocabulary and the Arabic keyboard to practice writing.

Assessments:

Performance tasks:

Students will:

- Engage in short conversations about colors and weather.
- Play the role of a weather reporter giving a basic weather report.
- Create a weather report of one country researched and present it to the class.
- Design a weather poster using different colors and label the colors.

Quizzes, Tests, Prompts, Work Samples:

Students will:

- Give an oral presentation about the weather of one country.
- Write the colors on a group of balloons.
- Write about the kind of weather in each region of one country.

- Construct a Venn diagram showing similarities and differences between American and an Arab country's weather conditions.

Unprompted Evidence (observations, dialogues)

Students will:

- Describe and identify colors in Arabic
- Show their knowledge of weather conditions within one Arab country of their choice.

Can do Statements from Linguafolio

- I can identify different colors from an array of colors.
- I can read, identify and write the colors of various items.
- I can write prices in Arabic from 1 – 22 on different balloons.
- I can describe the weather of the day in basic terms.
- I can identify the seasons.
- I can name the cardinal directions.

Required Resources:

- *Ahlan Wa Sahlan: Functional Modern Standard Arabic for Beginners*
- *Arabic in 10 minutes a Day* (with audio CD)
- *Eurotalk Arabic I*, software program
- *Alif Baa: Introduction to Arabic Letters and Sounds* (with DVDs)
- *Exploring Arabic* (EMC Publishing, 2009)

Differentiation of Instruction:

- Students with difficulties in writing will practice using individual white boards to improve their writing skills.
- The Arabic keyboard will be used by students to assist them in spelling and recognizing words.
- Students having difficulties with reading will get in smaller groups with a student instructor to practice.
- Consideration will be given to different learning styles, using all the modalities.

Instructional Strategies:

- Pair Activities
- Dialogues, role plays
- Drills using different activities from the various resource books listed below and the computer software.

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

- Before the lesson, activate the vocabulary that students might see or hear on a weather report given in Arabic.
- Have students predict what kinds of weather patterns they expect to find in the countries of the Arab world.

Sub-theme(s)/unit(s): What are the colors of the Weather?

Lessons that support the sub-theme/unit:

Daily instructional plan. (This is just one example of part of a lesson plan for this unit.)

Theme: What are the Colors of the Weather?

Activity Type: Culture

Topic: Giving a Weather Report

Activity Name: What's the weather today?

Time: 90 minutes

Performance Indicators:

1.1, 1.2, 1.3. Exchange information about color, weather, and seasons.

Objectives for the activity:

- Name the four seasons and describe weather conditions in Arabic-speaking countries.
- Use colors in the description of the weather.

Directions for the activity:

Part 1:

- Students select an Arabic-speaking country for this activity.
- Students report the weather and climate of their selected Arab-speaking country in Arabic.

Part 2:

- Divide students into groups of four and each student in the group will simulate a different season from their preferred Arab-speaking country.
- Have each group decide which of the colors is appropriate for each season.
- Have each group present their country's weather in each season.
- Have the class take notes on each country, the seasons, weather conditions, and colors.

Part 3:

- Have students work in pairs and choose two different countries that their group did not present.
- Have student pairs fill in a Venn diagram to show similarities and differences in the weather of these two countries.
- Have students share the Venn diagrams with the class.

Links to relevant web sites:

Arabic Keyboard

<http://www.lexilogos.com/clavier/araby.htm>

قواميس



<http://qamoos.sakhr.com/>

<http://www.mesiti.it/arabic/dictionary.asp>

> <http://www.languageguide.org/im/colors/ar/>

<http://www.languageguide.org/im/alpha/ar/>

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