



**University of New Mexico  
STARTALK Arabic Student Program Curriculum**

**Theme:** Many Countries, One Language

**Target Proficiency Level:** Novice-low to Novice-Mid

**Number of Hours:** 50 hours

**Designed by:** Mohamed Ali



**Brief Description of Program :**

During the four-week program, students will be introduced to the Arabic language and culture through the theme of Many Countries, One Language. After completion of the four week, three-hour a day program students can understand the different characters of the Arabic alphabet, in their correct order, read and write them. They can also recognize Arabic speakers, interact with them in a culturally appropriate context; they can understand the common values of Arabic speakers such as religion, language, dress, food, music, and gender; and can differentiate the various geographical regions and their distinct cultures. Students can perform several tasks: introduce themselves in a culturally appropriate manner; greet others; recognize gender difference; show sensitivity to different cultural values, age, religion, and context.

**What Enduring Understandings are desired :**

- Understanding of the moral values, food, dress, music, and the distinct culture of the Arabic speaking countries.
- Understanding of the representational diversity and stereotypes of the Arab World.
- Bringing different cultures closer to each other through the sharing of local cultural experiences.

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

- How one language connects 22 countries and strengthens their identity.
- How can we connect 22 countries and one language to the rest of the world through culture, values, food, and music.
- What does the Arabic language mean to the rest of the world?

## Standards/Goals:

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Standard 5.1:** Students use the language both within and beyond the school setting

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Key Vocabulary:

ي ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و

Nominal Sentence

Simple verbal sentence

Verbs: study, write, live, drink, sit, play, know, ride, ...etc.

Culture: Saying hello in different Arab Countries, hadritak/hadritik , forms of address, itfaddal/itfaddali, an iznak/an iznik, ma alish, salamtak/salamtik...etc.

## Skills:

- Talk about Arab countries.
- Talk about travel to Arab countries.

- Understand the symbolic meanings and concepts of food, dress, music in different cultures.
- Learn some Arabic music.
- Write short sentences and make short statements in Arabic about Arabic food.

### **Connections to Other Disciplines:**

- History: establishment of the League of Arab States
- Literature: Arabic language, literature, and poetry.
- Fine art: crafts
- Music: Arabic music
- Physical Education: soccer games

### **Technology Integration:**

Students will write dialogue journals through WebCT. Students will research a specific Arab country through the internet. Students will share their research through PowerPoint presentations. Students will watch Arabic movie clips through YouTube.

### **Assessments:**

#### **Performance tasks**

- Students will learn to differentiate and use geographically diverse Arabic greetings.
- Students will apply the vocabulary and structures they learned from the textbook, Alif Baa With DVDs: Introduction to Arabic Letters and Sounds to reflect their knowledge of the Arab World.
- Students will discuss and prepare traditional Arabic food from various Arab countries

#### **Quizzes, Tests, Prompts, Work Samples**

- Students will take a quiz for each lesson integrating cultural activities.
- Students will write a recipe in Arabic for a traditional dish for a cultural event.
- Students will create PowerPoint picture books based on their understanding of Arab countries and their differing styles of dress and food.
- Students will act out some simple Arabic stories

#### **Unprompted Evidence (observations, dialogues)**

- Students will write dialogue journals reflecting each activity and event about the people and culture of the Arab countries
- Students will interact with peers and instructors in the class expressing their opinions in Arabic or English.

#### **Can do Statements From Linguafolio**

- Students can use polite forms of greeting.
- Students can express their preferences in food, and activities in Arabic.
- Students can ask simple questions and give simple responses about their preferences and knowledge of Arab countries.
- Students can express their reaction to food, and activities in Arabic.
- Students can exchange their personal and family information using simple phrases in Arabic.
- Students can introduce their family by using simple nominal sentences

- Students can use simple sentences to express their families' and friends' activities.

**Required Resources:**

Computer lab, internet access, DVD player, construction paper, videotaping, UNM Campus kitchen

**Differentiation of Instruction:**

- To meet the needs of students with multiple intelligences, instruction will be presented through media, such as visual aids, written language, gestures, audio and video files, and manipulative objects.
- Students of different abilities and proficiency levels in the same class will have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her growth and individual success.

**Instructional Strategies:**

- Communicative competency
- Student-centered learning
- Pair or group work
- Project presentation
- Hands-on activities
- Film discussion
- Self-assessment
- Integrated progressive assessment
- Role playing

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

- Some prior knowledge of Arab countries and the Middle East
- Common knowledge of Arab food, dress, and music
- Media images of the Arab countries

**Links to relevant web sites:**

<http://www.arableagueonline.org/las/index.jsp>

<http://engr.smu.edu/~saad/abdelwahab/>

<http://mahjoob.com/>

<http://news.bbc.co.uk/hi/arabic/news/>

<http://6arab.com/>

<http://www.youtube.com/watch?v=7JzHSZbHjuE&feature=related>

**Sub-theme(s)/unit(s)**

- Writer Naguib Mahfouz
- Crafts: paper figures of Arab men and women in traditional dress
- Food: Flafil, hummus, tabbouli, baklawa
- Final celebration.