



**NCLRC – George Washington University  
STARTALK Teacher Program Curriculum**

**Program Title: Preparing Teaching to Write and Implement Curricula**

**Number of Hours: 40 hours**

**Designed by:, Iman Hashem, Muhammed Eissa, and Christine Brown**

**Brief Description of Program (including curricular context and goals)**

In the curriculum institute, the teachers will be developing new approaches to teaching Arabic and will have the opportunity to become national resources on this subject. Two of last year's Curriculum Institute graduates are writing applications to run Startalk summer institutes this summer. This institute is unique in its focus and will be of great interest to teachers and administrators across the US who already are certified and/or have advanced degrees, but also wish to work together to develop curricula for Arabic programs. The schools sending teachers to this institute will also benefit directly from their expertise. The objectives for curriculum development will be guided by the ACTFL Standards and the training will be guided by the ACTFL Program Standards for the Preparation of Foreign Language Teachers.

**Program Criteria:**

- 1. Clear Goals and Outcomes:** The goals, outcomes and evaluation are outlined above. The goals are clear, the outcomes will be the products developed by the participants.
- 2. Standards-based Content:** The institute is guided by the National Standards for Learning Arabic (developed with the support of the NCLRC staff) in that all curriculum developed will be standards-based and linked to the state and district standards of the different participants.
- 3.a. Needs of Adult Learners:** One principle from which the INTASC standards arise is the need for teachers to be members of learning communities. The NCLRC summer institutes are structured with this need in mind and provide opportunities for teachers and administrators to benefit from the interchange of ideas and discussion of best practices. Also, teachers often learn best by engaging directly in activities which are immediately useful in their teaching. In this institute they will be developing curriculum maps,

**Enduring Understanding (EU):**

What Enduring Understandings are desired:

- Participants will understand that curriculum is designed with the end product in mind.
- Participants will understand the role that the national Arabic standards need to play in the development of Arabic language curriculum in grades K-16.

**Essential Questions (EQs):**

(What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.)

How do teachers use the standards when creating a curricular unit?

What is backward curriculum design?

Is it necessary to use all five standards when creating a curricular unit?

How do teachers select unit themes that will integrate standards and drive curriculum development?

What is an integrated curriculum unit?

How do teachers know what content from other disciplines should be or could be integrated into thematic units?

How do teachers unite the use of a particular book with the use of a curriculum unit?

How do teachers assess the student learning from a curricular unit?

How do teachers develop lesson plans from a curricular unit?

How do teachers assess student learning from the lessons teachers present?

Where do teachers look for materials to support the design of standards based curriculum units and lesson plans?

How do teachers make the content enjoyable and meaningful to students?

**Program Content:**

(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	
Major Category Targeted: (based on STARTALK Teacher Matrix; Provide a complete list of our major categories)  ___ Approaches ___x Curriculum ... ___x Assessment related to student achievement of the curricular	e.g., Student Content Standards <ul style="list-style-type: none"><li>• Arabic Language Standards K-16</li><li>• Understanding by Design as an approach to curriculum design</li><li>• Standards based assessment</li></ul>	<ul style="list-style-type: none"><li>• Understanding of the K-16 Arabic Standards</li><li>• Knowledge of the curriculum design process for the creation of model Arabic language and culture units</li><li>• Knowledge of the assessment process and of a variety of assessment models to test student knowledge of content</li></ul>

<p>content_ Other (please specify)</p>	<ul style="list-style-type: none"> <li>• ACTFL Proficiency Scale</li> <li>• ACTFL Younger Learner Guidelines</li> <li>• Linguafolio as an assessment tool</li> <li>• Electronic Portfolio as an assessment tool</li> <li>• Rubric design for assessment of student work</li> </ul>	<p>and skills</p> <ul style="list-style-type: none"> <li>• Application of aspects of the Younger Learner Guidelines to develop assessment rubrics that accompany the curriculum units</li> <li>• Knowledge of self assessment techniques for Arabic language</li> <li>• Knowledge of process for creating student work portfolios</li> <li>• Familiarity with the process for creating a rubric to score student work in language classes</li> </ul>
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**Technology Integration: Teachers will use laptops to access model curriculum unit and lesson plan templates. All curriculum products and accompanying assessments will be stored electronically for sharing and retrieval. Websites and web quests will be shared to aid the development of the units and lesson plans.**

**Assessments:**

*What evidence will show that teacher participants understand and can perform?*

**Performance tasks (including micro teaching, student program practicum, etc.)**

Each teacher will write a curriculum framework for one year for a class and a more detailed curriculum, with lesson plans, for one thematic unit in that curriculum. They will present, publish and share their year-long curricula and their thematic units with the other presenters.

**Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products (e.g., lesson plans, curriculum guide, assessment item, a term paper).**

All curriculum topics, units, lesson plans and accompanying materials will be used as evidence and as a basis for an articulated Arabic curriculum scope and sequence. Teachers will also keep a daily learning journal and write suggestion cards for the presenters.

**Unprompted Evidence (observations, dialogues, or classroom participation)**

Teachers will work in various group configurations to share ideas each day. First they will group by level of language and then by age of students. All work will be shared on a daily basis with all of the groups.

**Program specific LinguaFolio-type Can-Do Statements** (similar to our observational checklist or survey questions. We need to be consistent.)

**Required Resources (including textbooks):** *Understanding By Design* by Grant Wiggins and Jay McTighe, many sample units offered by the presenters, *ACTFL Younger Learner Guidelines, Standards for Language Learning* (latest edition)

**Differentiation of Instruction:**

(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?) The three presenters will review the backgrounds of the participants and group them according to background experience for the tasks that demand previous experience in curriculum design. With three presenters two of whom are native speakers, we will be able to differentiate for the levels of experience and language use.

**Instructional Strategies:**

(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?) The teaching plan includes direct teaching using power point to provide the background for the curriculum design. Participants will work in small groups to deepen questions and try out activities. The presenters will serve as participants and coaches with each working group. Each day there will be presentations by the presenters, followed by small group work and then reporting back to the entire group. Each group will have a recorder who will keep the final copy of the completed curriculum and lesson plan templates.

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

*(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)*

The surveys will be reviewed and each participant will keep a journal and write feedback cards every day. The presenters will review the cards at the end of the day or the beginning of the next day, meet together to adjust the plan and keep an open dialog during the day for immediate feedback on how much participants know and can already do on the topics.

**Links to relevant web sites: NCLRC Website and [techarabic.org](http://techarabic.org) ; the STARTALK website and [foreignlanguage.org](http://foreignlanguage.org)**

**Daily instructional plan**

(This could turn into a program syllabus.)

***ARABIC LANGUAGE CURRICULUM DEVELOPMENT WORKSHOP***

***June 28-July 2***

***Washington, D.C.***

***Presenters: Catharine Keatley, Iman Hashem, Muhammed Eissa and Christine Brown***

**AGENDA**

**Saturday June 28, 2008**

**Morning**

**Welcome and Opening:**

Overview of week

Product development

**Introduction of Participants**

**Establishing the Context**

- History of the Development of American National Standards
- American Language Standards
- Common European Framework
- Arabic Standards Development
- Models for American Standards Development
- Models in International Schools

**Afternoon**

**Planning the Program: Begin with the End in Mind**

- What should students know and be able to do and the end of language sequences?
- Types of program vs. expected results – The AERO CHART

## **Assessment**

- Testing the curriculum and the students
- Types of assessments: formative, summative and normative
- How are assessments used in schools? Should assessments be standardized to facilitate student mobility?
- Examples of assessment measures
  - Proficiency vs. achievement; performance
  - IB, AP and locally devised
  - Common European Framework
  - Linguafolio
  - Other measurable outcomes

## **Picking a theme and getting started –small group work by level**

## **Sharing**

## **Reflection**

## **Sunday, June 29**

### **Morning**

### **Debriefing on Previous Day's Work**

### **Curriculum**

- What should we know about the history of the development of curricula for the teaching and learning of languages? - A worldwide perspective.
- Which performance assessments drive curriculum development and instruction in language education?
- How do we align curriculum to the ARABIC Standards?
- What is the role of a scope and sequence related to standards?
- What is the role of the textbook?
- What are the relationships among curriculum, syllabus, units, lesson plans and assessments?

## **Sunday**

## **Afternoon**

- How do we develop standards based unit plans –Beginning with the end in mind - Moving into and beyond the theme
- Understanding By Design Principals adapted for language curriculum- Viewing and adapting the unit plan templates
- How do we develop day to day lesson plans?
- What are the guiding principles for adapting existing curriculum to meet the local needs?
- Sample curricula
- Group work on units

## **SHARING**

## **REFLECTION**

## **Monday, June 30**

### **Morning**

#### **Debrief from previous day's work**

#### **Instructional Strategies**

- Who are your students?
- How does child development affect the strategies you use?
- Differentiated instruction—meeting the needs of all students
- Best practice for engaging students in the learning process
- Instructional strategies to promote language development

#### **Critical Issues in Teaching Arabic**

- Reaching consensus
  - Which variety to teach
  - Differentiated rate of the oral proficiency and literacy development

## **Afternoon**

## **Developing Units and Model Lesson Plans**

- Resources available
- Resources to develop

## **SHARING**

## **REFLECTION**

### **Tuesday July 1**

#### **Debrief on previous day**

#### **Materials**

- How do we select age appropriate and Standards-based materials for our students?
- What are the guiding principles for adapting existing materials to meet the local needs? E.g., college to high school, national to local
- Where do we find appropriate materials and cultural resources for the teaching of Arabic ?
- Sample materials

#### **Additional Resources for the Website**

- Foreign Educational and Cultural Services
- Exchange program organizations
- Governmental support
- NGO support
- Technical Assistance
- Professional Organizations
- Internet resources

### **Wednesday, July 2, 2008**

#### **Morning**

#### **Debrief the previous day's work**

#### **Identify remaining issues**

- Work in Small Groups

**SHARING**

**REFLECTION**

**Summary and Wrap-up**

**Next Steps**