



**Michigan State University  
STARTALK Teacher Program Curriculum**

**Program Title: Enhancing Arabic through Culture: The Second C**

**Number of Hours: 90**

**Designed by: Dr. Wafa Hassan and Kathleen McBroom**

**Brief Description of Program**

Arabic language teachers will participate in instructional workshops and extended learning opportunities (field trips, hands-on activities, guest speakers) and learn how to create lesson plans and activities that effectively incorporate cultural practices, products, and perspectives into instruction to enhance language acquisition.

**Enduring Understanding (EU):**

*Participants will understand that*

- Culture and real world experiences are essential components of second language learning.

**Essential Questions (EQs):**

- What are meaningful cultural experiences for students?
- How do cultural understanding and real world applications enhance language learning?

**Program Content:**

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	
Approaches and Methods	Rationale, strategies, and applications of incorporating culture and real world experiences into teaching and learning	Participants will create activities, lessons, and units that meaningfully incorporate culture and real world experiences into language teaching and learning
Curriculum and Lesson Design	Student Content Standards (with emphasis on standards 2.1 and 2.2)	Participants will explain and provide examples of cultural practices, products, & perspectives and incorporate them into teaching and learning. Participants will construct lesson plans with activities that incorporate culture and real

Instructional Planning and Strategies	Extended learning scenarios: class demonstrations, guest speakers, field trips	world experiences. Participants will demonstrate how experiences and activities relate to target language acquisition (interpersonal and presentational communication, etc.). Participants will develop detailed plans for all aspects of non-traditional lessons and class activities: class management, permission slips, pre-and post activities, etc.
Assessment	Linguafolio	Participants will learn how to enroll students in Linguafolio.
	Extended and/or expanded forms of assessment	Participants will design effective pre and post extended learning scenario activities to aid formative assessment. Participants will construct a variety of assessments (personal reflection/journals; rubrics. checklists, cumulative projects).
Technology	Internet, presentational technology, online instructional units	Participants will learn how to use advanced internet search engine features and Powerpoint presentations with students to create virtual online galleries and personal museums.
Reflective Practice and Leadership	Lesson plans, class management strategies, self-assessment	Participants will keep learning journals to track their personal growth throughout the three-week session.

### **Technology Integration:**

Participants will learn how to use internet search engine advanced options with students to explore and evaluate virtual cultural sites (museums, historic recreations, etc.).

Participants will learn how to use PowerPoint with students to create virtual personal image galleries and online museums.

Participants will document (photo and video) cultural and hands-on experiences.

Technology (video taping, online projects) will be used to assess student and teacher learning.

### **Assessments:**

- Creation of lesson plans incorporating culture and real world experiences
- Daily teaching of students incorporating culture and real world experiences
- Assessments of student work (rubrics, quizzes, projects)
- Reflective journals
- Classroom participation, observations, and dialogue

**Program specific LinguaFolio-type Can-Do Statements:**

- I can plan a lesson using standards
- I can plan a lesson using “student can-do” statements as a planning tool
- I can plan a lesson incorporating backward design
- I can plan a lesson incorporating visual literacy strategies
- I can plan a lesson incorporating active listening strategies
- I can plan a lesson incorporating hands-on activities
- I can plan a field trip experience

**Required Resources (including textbooks):**

- ACTFL Standards
- Internet Access

**Differentiation of Instruction:**

- Teachers will be divided into groups according to level (elementary, middle, high school)
- Teachers will be divided into heterogeneous groups combining novice and more experienced participants to enhance peer learning.
- Teachers will develop assessment rubrics that reflect different levels of language ability and skill.

**Instructional Strategies:**

- See weekly schedules

**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.)*

**Links to relevant web sites:**

Linguafolio:

<http://www.nde.state.ne.us/FORLG/linguafolio/NebraskaLinguaFolioWorkshopOnline.htm>

Detroit Institute of Arts

<http://www.dia.org/>

Arab American National Museum

<http://www.arabamericanmuseum.org/>

**General Information:**

- Young Artists' Gallery (introduction and overview: <http://www.youngartists.com/islamic.htm>)
- Islamic Art (Elisabeth Siddiqui): [http://www.colostate.edu/orgs/MSA/find\\_more/islart.html](http://www.colostate.edu/orgs/MSA/find_more/islart.html)
- Art History Resources on the Web: <http://witcombe.sbc.edu/ARTHislamic.html#Islamic>
- Studio Bendib (contemporary art): <http://www.studiobendib.com/>

**Virtual Tours:**

- The Detroit Institute of Arts: <http://www.dia.org/collections/eastern/default.asp>
- Los Angeles County Islamic Art Collection: [http://www.lacma.org/islamic\\_art/lia.htm](http://www.lacma.org/islamic_art/lia.htm)
- Smithsonian Freer Gallery: <http://www.asia.si.edu/collections/islamicHome.htm>
- State Hermitage [http://www.hermitagemuseum.org/html\\_En/03/hm3\\_5\\_5.html](http://www.hermitagemuseum.org/html_En/03/hm3_5_5.html)

**Daily instructional plan**

See CEU schedule information