



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution: California State University, San Bernardino

Program Name: High School Strand in Summer Intensive Arabic With Academic Year Continuation

Language(s): Arabic

Target Proficiency Level: Novice High/Intermediate
Low

Age of Students: 16-18

Number of Contact Hours: 376 (summer) + 140
(AY)

Duration (weeks): 7 (summer) + 30 (AY)

Setting (classroom, camp, residential): On-campus full-day immersion program

Designed by:

A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends? *You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.*

Please note that students will be at various levels of Arabic depending on whether they are heritage speakers and whether they have studied the Arabic language.

Students at the Novice level (no prior knowledge of Arabic) should be able to conduct a simple conversation or task on topics related to their immediate lives (family, friends, activities). They will be able to compare and contrast some aspects of cultures in 22 Arabic-speaking countries. They will be familiar with reading and writing in Modern Standard Arabic while having novice-high level interpretive skills for listening in MSA, with some emerging abilities to understand the Egyptian or Levantine dialects.

Students in the higher level courses (second semester Arabic, second-year Arabic or third-year Arabic) will have developed stronger abilities to produce the Arabic language in written and oral form. They will have a more in-depth understanding of

Arabic cultures and be able to begin to analyze some of the cultural constructs that are at work in these societies. Their ability to understand Egyptian and Levantine dialects will be greatly expanded. Heritage language learners will develop the reading and writing skills more commensurate with their spoken fluency while also becoming more versatile in communicating in MSA.

B. Program theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

The Summer program encompasses a wide variety of activities related to understanding the multiple cultures of the Arabic-speaking world including food, dress, music, dance, games, film, etc.

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

The CSUSB program uses Alif-Baa for students in 101, followed by Al-Kitaab for students in all 4 levels (101, 103, 201 and 301). These texts are used for the direct instructional portion of the program (mornings from 9-1). During the rest of the day, students participate in a wide variety of activities (see above).

Chapter Topics for direct instruction in the 101 (novice) class are:
Alif Baa

Unit 1: Hi and bye. Personal introduction.

Unit 2: Ask about the country.

Unit 3: Ask about the feeling.

Unit 4: Daily phrases

Unit 5&6: Introduce friends.

Unit 7: Asking about jobs.

Unit 8: How to use excuses

Unit 9: Offering food /drink

Unit 10: using the phone

Unit 11: Checking on someone's health.

Unit 12: in the cafeteria.

Al-Kitab

Unit 1: Arabic names.

Unit 2: In the house.

Unit three: Family, Arabic universities.

Unit four: In the school.

Unit five: Arabic music

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Sample outcomes for a 101 student

Standards Targeted	Students Can
Communication - Interpretive	Student can watch a short video about an Arabic-speaking culture and identify key words and ideas
Communication - Interpersonal	Students can introduce themselves, exchange basic information about themselves and families and ask similar questions of their interlocuteur.
Communication - Presentational	Students can give brief monologues about themselves and personal interests. Students can write short letters to a correspondent in an Arabic-speaking country using MSA.
Cultural Practices/Products/Perspectives	Students will have an understanding of some aspects of culture (e.g. traditional dance & music, attitudes towards families, or meal time practices) from a variety of countries from the Arabic-speaking world
Connections	On field trips, students will be meeting with local communities of Arabic-speakers—thus making connections to local communities.
Comparisons	Students will compare practices, products and perspectives among Arabic-speaking cultures and between the U.S. and Arabic-speaking cultures.
Community	Students will connect with local Arabic-speaking communities and learn how local industries (date farming, Arabian horses) are shared in southern California and many Arabic-speaking countries.

E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/ practices/ perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

<u>Students can</u> <u>use</u>	<u>Students</u>
-Greetings you	Hi! Bye! Good to see
-Introduction from..	My name is...I am I live in (city)
-Daily common phrases	Good morning, afternoon....
do for a living? What is wrong?	And you? What do you
-Expressing feelings tired. I am sad. I am angry.	I am happy. I am I am hungry. I am
-Talking about one's family sister. (Gender)	Father, mother, brother,
-Asking questions .The yes/No questions, and the Wh-questions you....?	Are What, which, who,
where, -Composing simple sentences Arabs,	Lila and Fatima are
is in	The Registration office

Student Curriculum Template

-In the classroom

This building

whose bag is this? It is

Her/hers

-Days of the week and the weather
is

what is today? Tomorrow

A holiday

Yesterday was sunny.

Shopping in the market
much is....

I would like to buy....How

-At home
a big

describing own house: I live in

yard...

House, my house has a nice

-Describing daily activity
breakfast at...

I wake up at...I have my

I go to school at...

-I identifying clothes and colors
shirt...

I wear black pants, she wears pink t-

-Dining out
order...

what is this? I would like to

This tastes good.

F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.

- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Sample Task for Novice/101 class:

Interpretive tasks: Students will be watching a video about the Arabic countries and they will be provided with work sheets that ask questions that progress from gross listening skills to more discrete listening skills, while also asking students to compare and contrast cultures (between and among Arabic countries; or, to compare to US/Southern California culture)

Interpersonal tasks: Students will split into small groups to discuss the video. Students will be given a specific task to complete with their group—such as imagining questions to ask the person featured in the video, role-playing, etc. Students will be expected to undertake their task in Arabic.

Presentational tasks: : Each group will report on their task to the class. The presenter and the students will be assessed using assessment rubrics.

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

Examples	Brief description
<p>STAMP test</p> <p>OPI/OPIc (we will be part of a free, research project through LTI that will give students the OPI followed by OPIc)</p> <p>Classroom projects (weekly)</p> <p>Informal interactions with faculty, peer tutors and community (field trips)</p> <p>Direct instruction: formal assessment (quizzes, exams, essays)</p>	<p>Students will be assessed at the beginning (unless they have no knowledge of Arabic) and end of the summer program with the STAMP test. At the end of the academic year program, participants will take the ACTFL OPI assessment and the Written Proficiency Test. Linguafolio based results for students will also be charted quarterly with overall results tabulated and recorded to determine program efficacy. Their homework will be assessed on daily basis. They will be watching short movies and writing simple essays that will be graded.</p>

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	Classes are conducted primarily in the target language. Co-curricular activities in the afternoons and during field trips are also conducted in Arabic
Facilitate student-centered learning	Students engage in co-curricular activities and do pair/small group-work during classroom (direct instructional) time
Ensure meaningful interaction in the target language	Peer tutors are trained to help students to express themselves in Arabic
Integrate language, culture and content	See program schedule

Differentiate instruction based on student need	Four levels of direct-instruction are available. Each class has 10-15 students so that curriculum can be adapted to needs. A placement test plus STAMP results were used to ensure proper placement.
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I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	Alif Baa and Al-Kitab are the foundations for coursework sequencing.
Realia / Authentic materials	The art of Arabic Calligraphy set. Original Arabic dresses, Arabic musical instruments Tabla and Oud, Arabic crafts, Al sindibad Al Arabi teaching materials.
Multimedia	Short Arabic movies, internet / satellite access for international Arabic Channels, Arabic newspapers and the internet.

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

We will be using a multimedia language lab where students are required to attend minimum of 8 hours a week.

Technological tools	Explanation
Textbook Audio/video DVD	Homework activities
Internet	Weekly written and oral project research
Video	Class projects
PhotoStory	Class projects (integrates still photos, sound and animation—like a stand-alone PowerPoint)

For Your Reference

Standards for Foreign Language Learning in the 21st Century

Goal 1: Communication

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

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

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

Goal 2: Cultures

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

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

Goal 3: Connections

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

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

Goal 4: Comparisons

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

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

Goal 5: Community

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

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

Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.