



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution: Kent State University

Program Name: Regents STARTALK
Foreign Language Academy

Language(s): Arabic

Target Proficiency Level: novice low-novice **Age of Students:** High School
mid

Number of Contact Hours: 140 **Duration (weeks):** 4 weeks

Setting (classroom, camp, residential): residential

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.

Students will ground their language learning in their own private space, beginning by decorating their rooms and devising protocols for people to enter their space (knocking, passwords, etc.). They will then go out into shared spaces (home and school). They will then learn to navigate the passage from one space to another. Finally, they will take their summer experience and communicate that to a larger community outside the Academy. In doing so, students will acquire greater sensitivity to space, which is shaped by individuals, communities, and cultures, and will learn to communicate their experiences in the spaces they know in order to create new communities and new social spaces.

B. Program theme

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

My Space - Our World.

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.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Welcome to My Space!	Introducing My Family	My Friends and School	Me and My Dream Home!	Sharing My Summer!

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.

Standards Targeted	Students Can
Communication - Interpretive	Understand others talking about themselves, their families, their hobbies, school, and home by listening and watching authentic video clips and multimedia materials, as well as authentic reading materials and listening to native speakers
Communication - Interpersonal	Exchange information and answer simple questions about themselves, their families, their hobbies, their likes and dislikes, their schools, and their ideal home. Given specific scenarios, students can ask questions and obtain needed information accordingly. Students will role play proposed themes.
Communication - Presentational	Create and present projects such as scrapbooks, PowerPoint presentations, family trees, photo-movies, and school applications, according to the unit subthemes (myself, my family, my friends, my summer).

Cultural Practices/Products/Perspectives	Identify differences in family relations, living spaces, school systems, food, religious and ethnic diversity, important historical events in the Arab world, cultural games (backgammon, barjees), and the arts (music, dance, movies, clothing, etc).
Connections	As students identify the Arabic-speaking countries, they will be making connections to geography and social studies. As they learn about the contributions of Arabs to the West, they will make connections to history. Finally, as they learn how to shop in Arabic, they will make connections to mathematics.
Comparisons	Compare the American diet to the Arab diet (Middle East and North Africa), family relations, greetings, religions, living spaces, school systems, sports, and cultural norms.
Community	Visit mosques, Arab churches, Middle Eastern stores, Middle Eastern restaurants, and the Arab American National Museum; communicate with native speakers; identify geographical regions of the Arab world

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.

Thematic Knowledge and Skills	
Students Can	Students Use
Greet others, take leave, get somebody’s attention, and invite or ask someone to do something	Different forms of Hello, including how to greet (motions): See you later, Goodnight How are you? Excuse me, Please

Student Curriculum Template

Thank someone	Thank you. Different forms of "You are welcome".
Introduce self and others, and exchange phone numbers (numbers 1-10) and addresses	My name is... I am...years old. I live in... I am from... I am (nationality) I study... I work... I am a student at He/she is ... (same as above) What is your phone number/address? My phone number/address is ... Numbers 1-10
Talk about one's family and ask others about their families using different question particles	Family members (father, mother, brother, sister) Father lives ... Brother works at ... Mother is ... years old Sister likes (hobby)... Brother does not like... How old is ...? He/She is... Do you have...? I have ... sister(s) Where does your mother live? With whom does your brother study?
Express likes/dislikes, talk about where to go and when, can tell time	I like... I don't like... Do you like ...? When? What time? Days of the week
Talk about their hobbies	I like (sport/hobby) What do you like to do? What is your hobby? I play (instrument) I play (sport) I play (sport) in the club I go out with my friends I play with my team My favorite team is My favorite sport is My favorite player is
Shop	For how much? Numbers 1-100 I would like ... Do you have ...?

<p>Talk about school</p>	<p>I want...</p> <p>I like/don't like (subject) I have (subject) on (day) at (time) What do you study? What day/time? I go to school with ... I go by car or bus or on foot I am in high school. My brother/sister goes to (elementary/middle) school</p>
<p>Name, ask for, and prepare common Middle Eastern food and know their colors</p>	<p>What is this? What are the ingredients? I would like to eat/ I want/ May I have: Names of various Middle Eastern foods including: Hummus, Baba Ghannouj, Tabbouli, Couscous, Maghrabiyeh, Pita bread, Labneh Names of various ingredients: parsley, cucumber, tomato, eggplant, onion, fruits, vegetables Colors: green, red, purple, orange, etc.</p>
<p>Describe different living spaces and their components (rooms, furniture)</p>	<p>I live in a house/apartment/palace/building/refugee camp My house has ... (rooms: living room, bedroom, bathroom, kitchen, study room) Window, door, bed, pillow, mirror, wall, shelves, desk, chair, sofa, shower, light, toilet, closet, etc... Fork, knife, spoon, cup</p>

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.

Interpretive tasks: Students will review model blogs in the target language after which they will design their own personalized scrapbook blog about themselves and their summer.

Interpersonal tasks: Students will collaborate in reviewing the blogs of others and giving feedback.

Presentational tasks: Students will present their own scrapbook blog to their classmates, friends and community.

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
Role plays	-Meet and greet people -Order or buy food -Give a tour of their dream house
Interviews	-Interview each other about likes/dislikes, phone numbers, addresses, families -Interview others about favorite hobbies -Interview others about school preferences and subjects

Information Gap Task	-Identify Arabic countries on a map with names written in Arabic
Venn Diagram	-Cultural differences/similarities -Greeting gestures -Living spaces -English words of Arabic origin -Population, literacy rates, of country of choice
Presentation of performance arts: song, literature, and folkloric dance	-Students will create a song about their summer and perform it at the final ceremony -Students will learn and perform a folkloric dance at the final ceremony
Portfolio	Students will show competence in negotiating various real world situations in the target language.
OPI-style interview	-Instructor will conduct OPI interviews with students to determine speaking proficiency level
Podcasts (video podcasts)	PhotoMovies with narration
Blog	Personalized blog in their Ning social community
Reflective journals	Maintain daily reflective journal that expresses successes and challenges
LinguaFolio	Online self-assessment

H. Instructional Strategies

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

Strategies	Examples
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<p>Use target language for instruction</p>	<p>Students will design survey questions to determine which of their classmate(s) would be most compatible as roommates in a study abroad experience. They will then interview everyone in the group, compile the information, and report their conclusions to the group.</p>
<p>Facilitate student-centered learning</p>	<p>Students will choose a country in the Arab world and will research interesting facts and tourist sites for the country. They will then make a brochure and market the country to their classmates (role-play).</p>
<p>Ensure meaningful interaction in the target language</p>	<p>Students visit an Arabic-speaking local restaurant, order their meals in Arabic, ask for the bill in Arabic, and pay. Students will create and conduct a survey to see which of their classmates would be their ideal roommate.</p>
<p>Integrate language, culture and content</p>	<p>Students will be in charge of preparing various Middle Eastern recipes. Recipes will be provided in Arabic, and students will familiarize themselves with the ingredients. They will recognize recipes of different regions in the Arab world.</p>
<p>Differentiate instruction based on student need</p>	<p>Classroom teaching is a blend of whole-class, group and individual instruction; flexible grouping is consistently used; instruction is concept-focused and principle-driven (how to accomplish real-world tasks); students are active and responsible explorers; instructors vary expectations and requirements for student responses, allowing for the unpredictable and stochastic; instructors use assessment as a teaching tool to extend versus merely measure instruction; instructors emphasize critical and creative thinking as a goal in lesson design; instructors provide a balance between teacher-assigned and student-selected tasks, students are given the opportunity to determine their own</p>

	learning styles (learning profile assessments) and to reflect on it (learning journals); students interact with speakers at various proficiency levels, each with his/her own experience of acquiring that proficiency.
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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	<i>Alif Baa: Introduction to Arabic Letters and Sounds</i> Al-Kitaab fii Ta'allum al'Arabiyya with DVDs
Realia / Authentic materials	Authentic Arabic magazines, authentic Arabic books, authentic photographs, authentic brochures, online materials/internet
Multimedia	Authentic Arabic music, authentic Arabic movies, authentic blogs, Arabic Youtube videos, interactive authentic games

J. Technology

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

Technological tools	Explanation
Flip Movie Camera	Students will videotape their interviews of roommates, teachers, and native speakers
PhotoMovie with Audio	Students will make photomovies to document their transition from one social space to another and post to their personal page in the online social community.
Online social community (Ning)	Students will document their experiences and learning through multi-modal products.
Voxopop	Students share experiences about home life, life in a college dorm, and personal interests online in an audio based forum
VOKI	Students create a virtual avatar to present themselves and introduce visitors to their personal page in the online social community

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.