Concordia Arabic Language Village  
STARTALK Student Program Curriculum

Theme: Relationships  
Target Proficiency Level: Intermediate

Number of Hours: 15-20

Designed by: The Arabic Language Village (Al-WaHa)

Brief Description of Unit:

The theme of Relationships will build on the ideas and concepts that novice-level students were introduced to before: using appropriate greetings and farewells, recognizing family members, telling age of their siblings, etc. In particular, students will

- describe extended family members by relationships: father, mother, sister, brother, grandmother, grandfather, aunt (mother side), aunt (father side), uncle (mother side), uncle (father side), cousin (mother side), cousin (father side), husband of an aunt, wife of an uncle, stepmother, stepfather
- provide biographical information about family members (relationships, names, places they live in it, age)
- describe the physical traits of family members.
- describe the characteristics of family members: nice, funny, smart, quiet, serious, athletic, musical, etc.
- count from 1 – 100
- create a family tree and write about their relationships and their biographical information.
- ask and answer questions about family and ask for elaboration

What Enduring Understandings are Desired:

- The structural differences between Arab and American family
- Roles of members of Arab families
- Basic information about the Arab family and its patriarchal nature

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

- What does the Arab family look like?
- What are the roles of family members in an Arab family?
- How does an Arab family differ from American family?
Standards/Goals:

Major Standards:

A. Language Goals

- **Interpersonal Communication**: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own. They will exchange this information with others.
- **Interpretive Communication**: Students understand and interpret a language other than their own in its spoken and written form. In particular, they will scan a text about for basic information about an Arab family.
- **Presentational Communication**: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own. Students will describe the structure of their families to classmates. They will also describe their village family.
- **Comparisons**: Students demonstrate understanding of the nature of language through comparisons of the language of the Language Village and their own language. In this regard, students will compare their families to a typical Arab families highlighting similarities and differences.
- **Communities**: Students use the language both within and beyond the Language Village.
- **Communities**: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

B. Culture Goals

- **Culture**: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture(s) represented in the Language Village. For instance, they will understand the role of Arab family members and the reasons behind such role assignments.
- **Comparisons**: Students demonstrate understanding of the concept of culture through comparisons of the culture(s) represented in the Language Village and their own culture. For example, they will be able to compare and contrast a typical Arab family to a typical American family
- **Connections**: Students reinforce and further their knowledge of other disciplines through the language of the Village.
- **Connections**: Students acquire information and recognize the distinctive viewpoints that are only available through the language and its culture(s).

Supporting Standards:

Content:

**Structures**:

- What is his/her name?
- His/her name is __________. Do you have any uncles/aunts?
- How many cousins do you have?
- What are their names?
- How old are they?
- Where they live?
- zbek خال?  What is his/her name?
- هل ليك خال؟ هل ليك عم / عمة؟
- هل ابن عم لك؟ هل بنت عم لك؟
- هل ابن خال لك؟ هل بنت خال لك؟
- ما اسماء أولاد عمك؟
• What is your “mom” name?
• What is your “dad” name?
• What is your “brother” name?
• What is your “sister” name?
• What is your “grandmother” name?
• What is your “grandfather” name?
• Numbers 1 – 100
• Family relationships

Vocabulary

• Father, mother, sister, brother, grandmother, grandfather, aunt, uncle, cousin
• Who is that?
• ام، أبي، أخت، حدة، جد، جد، خال، خالة، عم، عم، زوج عم، زوج خالة، زوجة عم، زوجة خال
• nice, funny, smart, quiet, serious, athletic, musical, etc.
• ب، لطيف، مرح، ذاكي، مفيد، جاذب، رياضي، موسيقى، مجنون، مرت

Skills:

• Introducing others
• Asking for/giving biographical information
• Describing one’s extended family and family relationships
• Describing people
• Asking and answering biographical questions: name, where they live, age, family, etc.
• Writing the names of family members and relationships.
• Writing at least one sentence describing each family member
• Comparing lives of young people in the US to lives of young people in the Arabic-speaking world.

Connections to Other Disciplines:

This unit builds on objectives on courses from social studies and anthropology.

Technology Integration:

• Watching a documentary entitled “Arab Diaries.”

Assessments:

Performance tasks

• Students introduce friends to each other using appropriate language.
• Students respond appropriately to “Do you have any uncles/aunts?”; “How many uncles do you have?”; “What are their names?”; “How old are they?”; “where they live”
• Students can describe their extended family in terms of relationships.
• Students can describe their family members with one or two descriptors.
• Students will introduce themselves and/or someone else giving basic biographical information about the person
• Students draw the family tree and write the names of family members, relationships, where they live and how old they are.
• Students add words to describe their family members
• Quizzes, Tests, Prompts, Work Samples
• Unprompted Evidence (observations, dialogues)
• Can do Statements From Linguafolio and CLVisa

**Required Resources:**

• Flash cards of family members and relationship
• Flash cards of adjectives (masculine, feminine)
• Markers or colored pencils/crayons, construction paper to make family tree.
• Pictures of family members
• Worksheet 1, 2, 3, 4
• Pictures of famous people

**Differentiation of Instruction:**

**Instructional Strategies:**

• Reviewing
• Pair and group work
• Role play
• Teacher-student and student-student interactions

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

• The importance of family in the society
• Family structure and expected roles of family members

**Links to relevant web sites:**

• [http://www.pobronson.com/factbook/pages/83.html](http://www.pobronson.com/factbook/pages/83.html) (article on structure of Arab family)

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

**Lessons that support the subtheme/unit:**