DePaul Arabic STARTALK Summer Program

Student Program
Curriculum Course I Template
June 30 – July 14, 2008

THEME: Me and My Family

TARGET PROFICIENCY LEVEL: Beginners

NUMBER OF HOURS: 70 (additional individual time in the language lab as needed)

DESIGNED BY: DePaul Arabic Program Faculty (Coordinator: Dr. Nesreen Akhtarkhavari)

BRIEF DESCRIPTION OF PROGRAM (including curricular context and goals)
This is a two-week Arabic intensive Arabic program with cultural activities for high school students with limited Arabic language skills.
The main goals of the program are:
- Learn Arabic script, basic vocabulary, phrases and simple sentences using the three modes of communication (interpretive, interpersonal, and presentation) to ask and answer questions about self, family, and friends.
- Acquire and use vocabulary related to classroom activities.
- Use simple vocabulary and expressions related to geography, math, and art
- Compare Arab and American family life
- Perform practices reflecting understanding of Arab culture (body language, gestures, games, entertainment).
- Develop sample products of Arab culture (calligraphy, art and crafts, henna, folk songs)
- Visit Arab heritage community and interact with Arabic heritage speakers.

WHAT ENDURING UNDERSTANDINGS ARE DESIRED?
Students understand that there are cultural differences and similarities between Arab and American families
Students recognize the artistic features of Arabic script
Students enjoy elements of Arab culture
WHAT ESSENTIAL QUESTIONS WILL GUIDE THIS PROGRAM AND FOCUS TEACHING/LEARNING?

What we want students to think about in student friendly language

- How to use Arabic to communicate (orally and in writing) about self and family?
- What are some of Arab cultural practices and products?
- How to produce sample Arab products and perform practices?

STANDARDS/GOALS:

GOAL ONE: COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain basic information related to self, and family
- **Standard 1.2:** Students understand and interpret written and spoken words, phrases, and simple sentences about classroom directions, basic personal, and information about family
- **Standard 1.3:** Students present basic information to an audience of listeners or readers on topics related to self, and family

GOAL TWO: CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between some practices and perspectives of Arab culture
- **Standard 2.2:** Students demonstrate an understanding of the relationship between some of the products and perspectives of Arab culture

GOAL Three: Connections

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of simple math concepts, and Arab families

GOAL FOUR: COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of aspects of Arabic writing system, and simple structural land their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the Arab families and their own.

GOAL FIVE: COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting by visiting Arab heritage community in Chicago
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for cultural appreciation

CONTENT:

This section includes sample of key vocabulary, language structure, and basic skills that will be included in this course. Details will be provided in the units and lesson plans posted on the course Blackboard.
Key Vocabulary:
The table below lists sample of the vocabulary that will be used during the course. The number and vocabulary used will take in consideration students’ level and will vary to meet the needs of the participants. Details will be provided in the units and lesson plans.

<table>
<thead>
<tr>
<th>Greetings</th>
<th>مرحباً - صباح الخير - مساء الخير - سنة الخير - صباح النور - مساء النور - الصباح - بركاء، مرحباً، صباح، مساء، مرحباً</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Objects and Direction</td>
<td>كتاب، مكتبة، مسرح، رصاص، شلفر، هواء، مرسار، مرحباً، صباح، مساء، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً، مرحباً</td>
</tr>
<tr>
<td>Activities</td>
<td>رقص - طعام</td>
</tr>
<tr>
<td>Art</td>
<td>أبيض - أصفر - أزرق</td>
</tr>
<tr>
<td>Math</td>
<td>واحد - الارقام - واثنان - وثلاثة</td>
</tr>
</tbody>
</table>

Key Structure:
The following is a list of some of sample of basic language structure that will be used in class. Details will be provided in the units and lesson plans.
- Simple nominal sentence
- Asking simple question
- Negating using (لا، ليس)
- Personal pronouns (connected and separate)
- Using simple present tense with few verbs such as (like, have, live)
- Use simple Nisba
- Using some prepositions

Skills:
*What we want students to be able to do:*
- Follow instructional directions.
- Ask and answer questions about self and families.
- Use Arabic script to write simple words and phrases
- Share personal information about self and family with others
- Perform arts are related to Arab culture such as calligraphy, henna, dabka, etc.
- Read and write simple words and phrases learned in class
- Use the computer to type simple words and phrases learned in class
- Search the internet for pictures and cultural items using Arabic words
- Recognize some of the main differences between Arab and American families
CONNECTIONS TO OTHER DISCIPLINES:
- Geography: Countries of Origin
- Math: Numbers 1-100, terms and concepts to carry out basic mathematical calculations
- Social Studies: learn about some of the practices of Arabs (games, food, etc.)
- Art: Product sample artwork (calligraphy, henna patterns) and performances reflecting Arab culture traditional dabke, and songs

TECHNOLOGY INTEGRATION:
- Type simple words and sentences
- Use the Internet to find information about Arab cultural products and practices (English and Arabic when applicable)
- Use selected Arabic language software
- Use technology to prepare and present projects
- Share information through technology

ASSESSMENTS:
Various types of assessment will be used to determine students’ knowledge and skills acquired during the course. This will include, but will not be limited to:
- In Class Observations
- Quizzes
- Work samples (calligraphy, projects, written samples, graphs, family tree)
- Skits and Dialogues
- Performances (examples: Dabkeh, Hena, simple songs)
- Linguafolio and Modified Linguafolia based on specific course can statements
- End of program performance

CAN DO STATEMENTS FROM (MODIFIED) LINGUAFOILIO
- I can greet people in a polite way.
- I can respond to greetings in a culturally appropriate way.
- I can recognize and use vocabulary related to classroom objects.
- I can follow simple classroom directions.
- I can respond to a simple yes/no question related to basic personal information.
- I can say my name and ask someone what his/her name is.
- I can ask and give home address and email address.
- I can ask and give nationality and place of origin.
- I can ask and share information about simple likes and dislikes
- I do share information about myself using presentation.
- I can ask my friends simple questions about their families.
- I can share basic information about my family and friends.
- I can identify the members of my family by relationships.
- I can do simple math in Arabic.
- I do art using Arabic language.
- I can use ten sentences interacting with Arabic heritage speaker.
- I can list ten things I do in my culture.
- I can understand a simple conversation about daily activities.
• I can read simple Arabic words and phrases learned in class.
• I can write simple Arabic words and phrases learned in class.

REQUIRED RESOURCES:
- Access to computer, internet, LCD projectors, DVD, and Tape-Players in class.
- Access to computer lab with Arabic configuration and some Arabic software including Rosetta Stone
- Material needed for calligraphy, arts and crafts, and other items
- Resources for teachers (textbooks, methods references, activity books, etc)
- Arts and craft material needed for completing projects
- Items needed for playing games
- Teacher prepared material and handouts

INSTRUCTIONAL STRATEGIES:
Total Physical Responses, Magic Box, Gouin Series, Group Activities, Pair Work, Demonstration of Practices, Facilitate Communicative Activities (conversations, simple questionnaire, presentations), Facilitate Performances (skits, presentations, songs, dabka, etc.)

WHAT DO THEY ALREADY KNOW THAT WILL HELP THEM LEARN NEW INFORMATION?
Admitted students will be interviewed and assessed to determine language and cultural knowledge and skills. Already known skills will be determined through:
• Background info provided in the application
• Information from personal statement of background and interest
• Personal interviews and placement test

DIFFERENTIATION OF INSTRUCTION:
Having two skilled instructors teaching the class will allow breaking the class into groups to provide enriched or providing additional instruction to students based on determined needs. Students facing difficulty will receive a during additional instruction; students with higher skills will be paired with students with less skills during pair-work; students with higher skills will be assigned more challenging tasks; accommodations will made for documented learning disabilities; learning disabilities as specified by the university policy.

LINKS TO RELEVANT WEB SITES:
Additional websites and resources will be posted on the course Blackboard.
http://www.languageguide.org/
http://www.linguistics.uiuc.edu/ngurevic/ciber/samples/clock/index.html
http://www.al-bab.com/media/newspapers.htm