Springbrook High School
STARTALK Student Program Curriculum

Theme: Let’s Travel to the Arab World

Target Proficiency Level:
Novice Low

Number of Hours: 12 hours

Designed by: Dr. Mona Hamdy and Karen Willetts
Springbrook High School, Silver Spring, MD

Brief Description of Unit:

• Students will go on a virtual journey to the 22 Arab countries by finding them on the map, along with their capitals.
• Each student will adopt an Arab country by choosing it from a hat, will do research on that country, and will give an oral presentation in English at the end of the unit about their country.
• Students will use the Arabic alphabet to write their own name and use the appropriate date format.
• Students will practice the different verbal and non-verbal communication clues in greeting one another using appropriate Arabic customs.
• Students will construct their own identity card and will fill out an entry visa application to the Arab country of their journey.
• Students will construct their license plate in Arabic and read it to other students.

What Enduring Understandings are Desired:

• Students will understand the accepted Arab greetings, the location of the Arab world relative to their own and the importance of studying the Arabic language and culture.
• Students will appreciate that by studying another language and culture, the world can begin to exist in peace and harmony.

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

• To what degree are the Arabic language and cultures important for students to learn?
• How will the world be more peaceful if each one appreciates and learns about different cultures, languages and customs?

Standards/Goals:

Major Standards:
**Communication Goal 1:** 1.1, 1.2, 1.3

1.1, 1.2, 1.3 Engage in, interpret, and present conversations to exchange greetings and basic information about self and others.
1.2 Understand simple questions in Arabic.
1.1, 1.2 Recognize and use the Arabic alphabet to spell simple Arabic words.

**Culture Goal 2:** 2.1, 2.2

2.1 Describe the origin of Arabic and where it is spoken in the world.
2.1 Recognize appropriate cultural salutations based on gender differences and gestures.
2.2 Identify the benefits of studying another language and culture.

**Supporting Standards:**

**Connections Goal 3:** 3.1

3.1 Use knowledge of map skills to identify and locate Arabic countries and capital cities on a world map.
3.1 Use the metric system to express the size of a country, including the use of kilometers instead of miles. Students will learn how to change one unit to the other through mathematical activities using numbers in Arabic.

**Comparisons Goal 4:** 4.1, 4.2

4.1 Compare the Arabic language to the romance languages.
4.1 Compare the way names, dates, and addresses are expressed.
4.1 Compare the way numbers are formed in Arabic with those in English.
4.2 Compare common forms of address and gestures in the United States and Arab countries.

**Communities Goal 5:** 5.1, 5.2

5.1 Identify community events, current events, or holidays relating to the Arab world.
5.2 Communicate with an Arabic-speaking person using basic greetings and leave-takings.
5.2 Research information on-line about the existence of the Arabic-speaking community in the school or nearby mosque.

**Content Knowledge:**

*Students will:*

- Know the 22 Arabic countries and their location on a map.
- Give the typical greetings, including the kisses, and walking hand in hand with man-man or girl-girl.
- Recognize and use the 28 letters of the Arabic alphabet.

**Key Vocabulary:**

- Beginning numbers in Arabic
• Names/pronunciation of Arabic letters
• Basic greetings and leave-takings
• Introducing self and others
• Names of Arabic countries and capitals

Skills:

Students will:
• Introduce themselves and others
• Know basic facts about the geography of the Arab world
• Locate Arab countries and their capitals on a map
• Identify the 28 letters of the Arabic alphabets along with the diacritical stress marks
• State the numbers from 0-22
• Write their names, dates, and phone numbers in Arabic
• Write an address in Arabic for their I.D. forms

Connections to Other Disciplines:

Geography, History, Math and current world events

Technology Integration:

• Use computer software lessons that introduce the language, the alphabet song, etc.
• Conduct internet research on the Arab world.

Assessments:

Performance tasks

Students will:
• Place the names of all 22 Arab countries on a blank map in Arabic.
• Give an oral presentation in English about their country of choice.

Quizzes, Tests, Prompts, Work Samples, Warm-ups and Exit Cards:

Students will:
• Recognize and write the names of the countries on a map.
• Write their names and date of birth using the culturally accepted way.
• Write an email in Arabic to a pen pal from Boston Public Schools (or one of the other StarTalk programs) using the Arabic greetings and introducing themselves in Arabic.

Unprompted Evidence (observations, dialogues)

Students will:
• Demonstrate the appropriate body language, gestures, and Arabic expressions for greetings such as saying hello, goodbyes, shaking hands, walking arm in arm, and
the greetings with kissing on the cheeks (e.g. twice for Egyptians and 4 times for Moroccans.)
• Pair with a classmate to share the vocabulary lists.
• Model how the long and short vowels using the stress marks are used in the Arabic greetings that they have learned.
• Write their full names and their phone numbers on an index card.

**Can do Statements Linguafolio**

• I can introduce myself and others by asking someone about his or her name.
• I can respond to an introduction, e.g. “Tasharrafna” or “I am honored to meet you.”
• I can locate all 22 Arab countries on a blank map along with their capitals.
• I can read and write my name, date of birth, today’s date, and my phone number.
• I can read and write simple Arabic words using the stress marks.
• I can count from 1 – 22.

**Required Resources:**

• Ahlan Wa Sahlan: Functional Modern Standard Arabic for Beginners
• Arabic in 10 minutes a Day (with audio CD)
• Eurotalk Arabic I, software program
• Alif Baa: Introduction to Arabic Letters and Sounds (with DVDs)
• Exploring Arabic (EMC Publishing, 2009)

**Differentiation of Instruction:**

• Students having difficulty with writing will practice in sand or with finger-paints to improve their writing skills.
• Consideration will be given to different learning styles, using all the modalities.

**Instructional Strategies:**

• Pair Activities
• Dialogues and role plays
• Technology activities, such as the Alphabet Song (on the computer) and the introduction to the alphabet, etc. Practice various computer games and drills relevant to the topic studied.

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

• Students will fill a graphic organizer at the beginning of the program listing the reasons: “Why I want to Study Arabic” and what I am bringing with me to this class.
• Students will complete a pre-course survey about what they know regarding the Arabic language and cultures. (E.g. How many countries use Arabic as their official language? How many letters are there in the Arabic alphabet? etc.)

**Sub-theme(s)/unit(s):** Let’s Travel to the Arab World
Lessons that support the sub-theme/unit:

Daily instructional plan. (This is just one example of a part of a lesson plan for this unit.)

Theme: Let’s’ Travel to the Arab World

Activity Type: Culture  Topic: Greetings
Activity Name: How do I greet someone?  Time: 60-90 minutes

Performance Indicators:

2.1 Recognize appropriate cultural salutations based on gender differences and gestures.
4.2 Compare common forms of address and gestures in the United States and in Arab countries.

Objectives for the activity:

• Use verbal and nonverbal greetings to interact in Arabic in a culturally appropriate manner.

Directions for the Activity:

Part 1:
• Model appropriate body language, gestures, and Arabic expressions for greetings, saying goodbyes, shaking hands and the greeting with kissing on the cheeks.
• Have students practice these greetings with each other.
• Have students practice standing when the teacher or another adult enters the classroom.

Part 2:
• Have students listen and watch segments from an online news clip to note and jot down mannerisms and gestures used when Arabs greet each other on a variety of occasions.
• Have students pair with a classmate to share lists. Then have students share their observations with the class.

Links to relevant web sites:

http://www.languageguide.org/im/alpha/ar/
http://www.languageguide.org/txt/common/ar/
http://www.languageguide.org/arabic/grammar/
http://www.languageguide.org/im/num/ar/

Arabic Keyboard
http://www.lexilogos.com/clavier/araby.htm

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http://qamoos.sakhr.com/

http://www.mesiti.it/arabic/dictionary.asp