Springbrook High School
STAR
TALK Student Program Curriculum

Theme:  Come Meet My Family For Dinner
Target Proficiency Level: Novice-Low

Number of Hours: 12 – 15 hours

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

Brief Description of Unit:

• Students will construct a family tree and make a family album identifying each member of their immediate and extended family.
• Each student will select an Arabic food item from a list and research its recipe and ingredients.
• Students will use the Arabic alphabet to write the names of different food items.
• Students will assemble a basic menu in Arabic.
• Students will learn the vocabulary of table settings in the Arab world.
• Students will prepare and taste an Arabic food using the recipe they worked on.
• Students will write email messages to their pen pals in Boston describing their family members and asking them about their families and their favorite Arabic food.
• Students will describe a family celebration and the kind food eaten at each holiday.

What Enduring Understandings are Desired:

• Students will know some Arabic food ingredients and names of famous international dishes that made their names in the western world, such as: falafel, babaganoush, couscous, hummus, tabule, mussaka, kibbe, baklava, etc.
• Students will be able to order from an Arabic menu in a restaurant.
• Students will recognize the words of each member of their family and extended family.
• Students will understand the family structure and how close the family is in the Arab world.
• Students will recognize the most significant Arabic holidays.
• Students will gain deeper understanding of the relationship between the west and the Arab world through cultural and current events discussions.

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

• How can we as world citizens exist more in harmony by knowing each other’s customs, including family life and foods?
• How will the world become more peaceful when people start respecting each other’s culture and when they gain more knowledge and understanding through discussions on family life and cultural aspects such as food and regional celebrations?

Standards/Goals:

Major Standards:

Communication Goal 1  1.1, 1.2, 1.3

• Students will engage in, interpret, and present conversations to exchange information about food preferences, food groups, and eating habits of the different Arab countries.
• Students will present conversations in exchanging information about physical descriptions and personality traits of family members, self, and others.

Culture Goal 2:

2.1 Students will describe eating customs and time of meals in Arab countries.
2.2 Students will identify typical food items, spices, and ingredients from Arab countries and their origins.
2.1 Students will describe family food traditions in an Arab-speaking country and their origins.
2.1 Students will identify appropriate customs and manners within Arab cultural environments, such as social gatherings for holidays and the traditional food served during each occasion.

Supporting Standards:

Connections Goal 3

3.1 Students will use the metric measurement of temperature (Celsius degrees) and learn how to convert it to Fahrenheit using the mathematic formula.
3.1 Students will use the metric system to measure food ingredients (grams to ounces, liters to quarts, kilograms to pounds, milliliters to fractions of a cup, etc.).

Comparison Goal 4

4.1 Students will compare eating customs in Arab-speaking countries and the United States.
4.1 Students will compare and contrast the differences between American and Arabic cuisine.
4.2 Students will compare the concepts of measuring weights, volume, and temperature in Arab countries and the United States.
4.2 Students will compare the American fast food chains in the Arab world and their influence on traditional food habits.
4.2 Students will compare and contrast the role of pets in the Arab family by understanding that it is not as popular as in the western world for families to have pets in their homes.

Communities Goal 5

5.1 Students will watch a video of a Food Television Program in Arabic.
5.1 Students will listen to music and sing songs in Arabic.

Content Knowledge:
Students will:

- Know the names of common food items in Arabic and their food groups.
- Understand the customs and etiquette of eating in various Arab countries.
- Recognize basic Arabic food ingredients in a recipe.
- Order from a simple menu in Arabic.
- Name family members and understand their specific “roles” in an extended family.
- Describe family members, including physical traits and personality characteristics.

Key Vocabulary:

- Food items, table settings, and meals
- Important family celebrations and holidays
- Family members.
- Physical traits of people
- Personality traits of people

Skills:

Students will:

- Exchange information about food preferences in the Arabic cultures.
- Exchange information about the ingredients in an Arabic recipe.
- Exchange information about the structure of their family.
- Write an email to their pen pals describing themselves, their family members and their favorite food items.

Connections to Other Disciplines:

Mathematics, Social Studies, History, and current world events.

Technology Integration:

- Use Eurotalk, Arabic 1 software on a daily basis in the computer lab. Lessons showing different food items and how to place an order in a restaurant will be practiced.
- Search for local Arabic restaurants on the Internet and plan a visit or field trip to one of them.
- Use Eurotalk, Arabic 1 software that shows a game about family members.
- Search specific web sites to learn new vocabulary words and to learn about more customs regarding the Arabic family, holidays and celebrations.

Assessments:

Performance tasks:

Students will:

- Engage in short conversations about food preferences and food groups.
- Play roles of a waiter, waitress and customers in an Arabic restaurant.
- Construct a food pyramid in Arabic.
- Create a menu in Arabic.
• Design a healthy 2000 calories food daily menu in Arabic.
• Construct a family tree.
• Assemble a family album with the names and a brief description of family members.

**Quizzes, Tests, Prompts, Work Samples:**

*Students will:*
• Give an oral presentation about their family.
• Write the menu of a restaurant of their choice.
• Write about the kind of food eaten during special Arab holidays.
• Construct a Venn diagram showing similarities and differences between American and Arab food and certain family holidays and celebrations.

**Unprompted Evidence (observations, dialogues)**

*Students will:*
• Describe and identify family members in Arabic.
• Read from a basic Arabic menu.

**Can do Statements from Linguafolio:**

• I can identify my family members on a family tree.
• I can describe basic physical and personality traits about family members.
• I can read, identify and write simple food items in Arabic.
• I can write prices in Arabic from 1 – 22.
• I can greet the people in a restaurant.
• I can place my order in Arabic in a restaurant situation.

**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 with difficulties in writing will practice using individual white boards to improve their writing skills.
• Students having difficulties with reading will get in smaller groups with a one on one student instructor to walk them through the reading assignments.
• Consideration will be given to different learning styles, using all the modalities.

**Instructional Strategies:**

• Pair activities
• Dialogues and role plays
• Technology activities on the computer, such as learning a famous Egyptian lullaby, “Mama Zamanha Gaya”. Practice various computer games relevant to the topic studied.

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

• Students will fill in a typical American family tree and compare it to Dr. Hamdy’s or the student aids’ family tree.
• Students will complete a pre-lesson questionnaire about what they may know already about Arabic foods. (E.g., Have you ever eaten … hummus?)

Sub-theme(s)/unit(s): Come Meet My Family for Dinner

Lessons that support the sub-theme/unit:

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

Theme: Come Meet My Family for Dinner

Activity Type: Culture Topic: Eating a Meal with an Arab Family

Activity Name: How shall I act? Time: 90 minutes

Performance Indicators:

2.1 Describe family traditions in an Arab-speaking country and their origins.
2.1 Identify appropriate customs and manners when eating a meal with a Arab family.

Objectives for the activity:

• Role play family traditions in Arabic speaking countries.
• Compare family gatherings during holidays in the U.S. and in Arab speaking countries.
• Explain the importance of the family in Arabic speaking societies.
• Identify “family vocabulary” lyrics in an Arabic holiday song.

Directions for the activity:

Part 1:
• Have the whole class simulate an Arab family at a holiday gathering.
• Have each student wear a name tag identifying his/her positions in the family (mother, father, aunt, etc.)
• Have students role play the different family members, such as parents, maternal/paternal aunts and uncles, children, cousins, grandparents, etc.
• Have each student introduce him/herself and greet other family members in the appropriate cultural way (kiss hand of the grandparents, etc.).

Part 2:
• Divide students into smaller family groups of 4-6 members each. Have them sit at “dining tables” in the classroom with Arabic-speaking aids acting as the host/hostess.
• Have pictures of typical Arab holiday foods at the tables. Students discuss the foods eaten at various family gatherings.

Part 3:
• Play an Arabic holiday song. Have students listen to the lyrics to identify family vocabulary that they hear in the song. Have them write down the vocabulary and compare their lists with classmates.
• Have students compare family gatherings during holidays in the U.S. and in Arabic-speaking countries and record their findings on a T-chart.

Links to relevant web sites http://www.languageguide.org/im/dining/ar/

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

http://qamoos.sakhr.com/

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